











# 1 Personal best

## KEY LEARNING OUTCOMES

### Students will be able to:

- talk about routines and what's happening now using the present simple and present continuous
- describe people's appearance and personality
- understand written and spoken texts about identity
- ask for and give personal information
- write a short, informal email about themselves and their friends

## UNIT OVERVIEW

 Vocabulary	Appearance Personality
 Reading	Special people! <b>CRITICAL THINKING</b> Agreeing and disagreeing with a statement about geniuses
 Grammar in context	Present simple and present continuous Adverbs of frequency
 Developing vocabulary	Synonyms and partial synonyms  Word stress
 Listening	Personality test
 Grammar in context	State and action verbs
 Developing speaking	Asking for and giving personal information
 Developing writing	An informal email describing people
 Integrating skills	Personality Value system

## DIGITAL OVERVIEW

### Presentation Kit

- ▶ **Life skills video 1:** Building your confidence
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

### Teacher's Resource Centre

- ▶ **Life skills video 1:** Building your confidence
- ▶ **Grammar communication activity Unit 1:** The first sentence
- ▶ **Worksheets for this unit, including:**
  - Grammar Practice worksheet Unit 1
  - Culture worksheet Unit 1
  - Life skills video worksheet 1
  - Everyday English worksheet Unit 1

## ✓ TESTING AND ASSESSMENT

### Resources for measuring student progress

- ▶ Test Generator Unit 1
- ▶ Printable test Unit 1

## Vocabulary p6

### Talking about people's appearance and personality

#### FAST TRACK

You could ask students to do exercise 1 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

#### WARMER

In pairs, students discuss the meaning of the unit title *Personal best*. Have students discuss their thoughts in pairs then elicit ideas from around the class.

#### Suggested answer


The theme of this unit is focused on the individual, looking at appearance and personality. The phrase *personal best* is often used in sport, for an athlete's individual record, but in this unit it refers to making the best of yourself in other ways.

## Appearance

- 1 In pairs, students put the words in the correct columns. Draw their attention to the examples in the table. You may like to provide students with dictionaries to help them with this task.

#### Answers

Build	Height	Hair	General
overweight	medium-height	bald	cute
strong	tall	blonde	good-looking
well-built		curly	pretty
		dark	
		fair	
		long	
		medium-length	
		spiky	
		straight	
		wavy	


- 2  1.01 Play the track for students to listen, check and repeat. See p137 for the audioscript for this exercise.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Recording vocabulary

Mind maps are a useful way to record vocabulary. They appeal to visual learners and help to show how words connect and relate to each other. They can also provide a very effective revision tool when students come to exam time.

Ask students to write the key word for this unit (*identity*) in the centre of a blank page in their notebooks. They could then record words related to this theme, organised in categories with subheadings. They can add new words as they learn them through the unit.

- 3  Ask students to work in pairs and take it in turns to describe people in the photos, encouraging them to use the vocabulary from exercise 1. Nominate individual students to say their descriptions to the rest of the class.

#### Suggested answers

**Photo a (Laura Kenny):** She's thin. She's got long blonde hair. She's very pretty.

**Photo b (Eddie Redmayne):** He's tall and quite good-looking. He's got short, dark hair.

**Photo c (Usain Bolt):** He's well-built and strong. He's got dark hair and brown eyes.

#### TEACHER DEVELOPMENT: LANGUAGE

#### Negative prefixes

The prefixes *un-*, *in-* and *im-* can form antonyms (opposites) of adjectives in English. The most common prefix is *un-* = 'the opposite of', but there are no hard and fast rules for which prefix students should use (except words that start with the letters *b*, *m* and *p* always take the prefix *im-* rather than *in-*). Advise students to consult a dictionary if they have doubts.

#### Adjectives

Many adjectives describe qualities that can exist in different degrees, such as size, beauty, age, etc. These adjectives are often called gradable adjectives, because they can be used in comparative or superlative forms, or with grading adverbs such as *very*, *a little*, *a bit*, to show that a person or thing has more or less of a particular quality. We can use words like *very* to make gradable adjectives stronger or words like *a little* or *a bit* to make gradable adjectives weaker.

When using more than one adjective to describe a noun, place the adjectives in the following order before the noun: 1 opinion (*interesting*); 2 dimension (*big*); 3 age (*old*); 4 origin (*Spanish*); 5 material (*cotton*). We don't usually use more than three adjectives before a noun.

## Personality

- 4 Students match the personality adjectives with their opposites.

#### Answers

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

- 5 Draw students' attention to the personality adjectives in the box and drill pronunciation. Ask students to match the adjectives with the definitions 1–8. Check answers as a class. To extend the activity, ask students whether they think each adjective is negative or positive and ask them if they can think of any examples of each adjective.

#### Answers

- 1 reliable  
2 selfish  
3 nice  
4 clever  
5 shy  
6 arrogant  
7 bossy  
8 confident

- 6 1.02 Play the track for students to listen to four teenagers talking about themselves. Ask them to note the adjective of personality that best describes each person. Elicit answers from students around the class and ask them to remember key phrases in the listening that helped them decide on their answers. See p137 for the audioscript for this exercise.

#### Answers

- 1 Rose – lazy 2 William – arrogant  
3 Jessica – tidy 4 Brandon – impatient

- 7a Ask students to choose five adjectives from exercises 4 and 5 to describe themselves. Students then tell their partner their adjectives and say why they chose them. Draw students' attention to the example sentence and the use of *quite* and *a bit* to make the adjectives weaker. With a less confident class, ask students to make notes before they do this as a speaking activity.

- 7b Nominate students to tell the class about their partner. Remind students that they should be positive about their partner and focus on strengths rather than weaknesses.

#### HOMEWORK

Students write a short text about themselves using the adjectives of appearance and personality they have studied in this lesson.

Assign students page 4 in their Workbook or the relevant section of the Online Workbook.

#### Reading p7

##### Reading for specific information

#### FAST TRACK

You could ask students to read the text at home in preparation for completing exercise 3 together in class.

#### WARMER

Play *Hot Seat* to start the class. Divide the class into two teams. A volunteer from Team A sits with their back to the board. Choose words from the previous lesson and write them on the board one by one. Team A defines the word for the volunteer to guess in one minute. After one minute, it is the other team's turn to define the word, etc. The team that defines the most words in one minute wins the round.

- 1 In pairs, students look at the photos in the article and describe what they can see and discuss why they think the two people are special. Elicit answers from the class.

#### Suggested answers

In the first photo, there is a man or boy under water. He isn't moving. Perhaps he's been there for a long time. Maybe he's special because he can stay under water or hold his breath for a really long time.

In the second photo, there is a woman playing chess. Chess is a very difficult game and people who play it well are very intelligent.

- 2 Students read the article and check their ideas in exercise 1.
- 3 Students read the text again and decide if the statements are true or false. Tell them to write down the number(s) of the line(s) where they found the answer.

#### Answers

- 1 F (lines 3–5)  
2 F (lines 11–14)  
3 F (lines 14–16)  
4 T (lines 19–23)  
5 T (lines 30–38)  
6 F (lines 40–42)  
7 F (lines 42–43)  
8 F (lines 53–58)
- 4 **CRITICAL THINKING** Have students read the quote and work individually to think of their answers to the questions. Encourage students to give reasons to support their opinion. Open the discussion up to the class and have a vote to see how many people agree or disagree with the quote. Nominate individual students to give their reasons.
- 5 Ask students to look at the underlined words in the text and to guess their meaning. Remind them that it can help to use context to guess meaning by looking at the words before and after the underlined one. Allow students to check their ideas in a dictionary.

#### Answers

hold his breath = deliberately stop breathing  
lungs = organs in your chest you breath with  
highly = hugely  
prove = show  
gradually = slowly

#### FAST FINISHERS


Ask students to write sentences using the new vocabulary in the text. They can then compare their sentences with other students.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Inference in reading

Inference is a key strategy for students when learning English. This can cover inferring the meaning of individual words from their context, and also inference in relationships, bias and tone, for example.

Remind students how to look at context to help them infer meaning by writing the first sentence with the underlined phrase **hold his breath** on the board. Ask students first to look at the types of word there (*hold* = verb, *breath* = noun), then to think of other ways they've used the words before (e.g. *hold a pen*) as this may help them guess. Finally, ask them to look at other words in the sentence and make an 'educated guess' at what someone would be able to do underwater.

- 6  **What about you?** In pairs or in small groups, students discuss the questions. If necessary, provide some suggestions, e.g. *I'm really good at chess. I'd like to be good at ice-skating.*

#### HOMEWORK

Assign students page 5 in their Workbook or the relevant sections of the Online Workbook.

### Grammar in context pp8-9

Talking about life using the present simple, present continuous and adverbs of frequency

#### >>> FAST TRACK

You could ask students to do exercise 5a at home. Then they could do the pairwork in exercise 5b at the beginning of the next lesson.

#### Present simple and present continuous

- 1a Students match sentences a–g with rules 1–7.

##### Answers

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

- 1b Students look through the article on page 7 for examples of a negative sentence and a question form in the present continuous. Elicit the answers and use this opportunity to remind students of rising intonation patterns in Yes/No questions.

##### Answers

... she isn't teaching them in the same way as her father.  
Are we expecting another record attempt?

#### TEACHER DEVELOPMENT: LANGUAGE

##### Effective study of grammar

Students should learn structures in context to show how they are used in real-life communication. They should note down any new grammatical item in an example sentence and make sure they know how to say it, write it, where it goes in a sentence and its grammatical function (i.e. *What does it tell us?*). Students should reflect on how grammar structures relate to other familiar structures they know, such as verb tenses. Where feasible, students could do a translation exercise (provided this will not promote interference from L1).

- 2 Students look at the sentences and choose the correct alternative. Elicit answers from students and have them explain which usage from exercise 1a each sentence shows.

##### Answers

- 1 is playing  
2 play  
3 is becoming  
4 need  
5 is studying  
6 changes  
7 wear

#### Adverbs of frequency

- 3 Ask students to look at the adverbs of frequency and choose the correct alternative to complete rules 1–4.

##### Answers

- 1 after  
2 before  
3 present simple  
4 always, present continuous

#### + EXTRA ACTIVITY

Ask students to write the names of three famous people who annoy them and to say why using vocabulary from the first lesson and adverbs of frequency.


- 4 Ask students to complete the text with the present simple or present continuous form of the verbs and the adverbs given.

##### Answers

- a 's always using  
b doesn't usually play  
c 's becoming  
d 's making  
e doesn't usually wear  
f has got  
g often say  
h play  
i is changing  
j don't often play  
k always do  
l is finishing  
m usually plays

- 5a Tell students to write two true sentences about themselves or a friend using the phrases given. Remind them to write one in the present simple and one in the present continuous, writing negative sentences if necessary. Direct students' attention to the example sentences.

- 5b Ask students to read their sentences to each other and see how many of their sentences are the same.

- 6  In pairs, students take it in turns to ask and answer the questions. Draw their attention to the example speech bubbles and have two students read them out. Do this activity in open pairs first before students continue in closed pairs.

#### + EXTRA ACTIVITY

To revise sentence stress, students identify and underline the stressed words in the example sentences in Exercise 6.

## TEACHER DEVELOPMENT: PRONUNCIATION

### Sentence stress

Sentence stress is the 'music' of English. Sentence stress will affect the degree to which a student sounds 'natural' and will make what they say easier to understand.

In any given English utterance there will be particular words that carry more 'volume' (stress) than others. This is not random. The stressed words carry the meaning or the 'content' of the sentence, and for this reason they are called 'content words'. Unstressed words tend to be smaller words that have more of a grammatical significance. They help the sentence function syntactically and for this reason they are called 'function words'.

If we take the function words out of the sentence, it will still have a certain amount of meaning and can be understood. However, if we take out the content words we will remove the meaning.

**Content words** include: main verbs, nouns, adjectives, adverbs, negative auxiliary verbs, demonstratives, question words

**Function words** include: pronouns, prepositions, articles, conjunctions, auxiliary verbs, verb *to be*

- 7 Ask students to write at least three more questions like the ones in exercise 6 and the examples for this exercise, and continue interviewing their partner. At the end of the activity, ask students to read out their questions and interview other students in open class.

## TEACHER DEVELOPMENT: PRONUNCIATION

### Intonation

Remind students that the intonation goes down at the end of a *Wh-* question (a question that begins with any of the words *who, where, when, what, why* or *how*).

#### Yes/No questions

Is his name Juan?

Is she from China?

Is he the teacher?

Is class at nine?

#### Wh- questions

What is his name?

Where is she from?

Who is the teacher?

When does class start?

Refer students to the Grammar reference on page 136 if necessary.

## HOMEWORK

Assign students page 6 in their Workbook or the relevant sections of the Online Workbook.

## Developing vocabulary p9

### Using synonyms and partial synonyms

## FAST TRACK

Students could do exercise 2 as homework, using a dictionary if necessary. Ask them to compare their words in class before doing exercise 3a.

## Synonyms and partial synonyms

- 1 Students look at the words and decide if they have similar meanings or if there is any difference between them. If there is a difference, ask students to say what it is. You may like to provide less confident students with dictionaries for this task.

### Answers

All these words describe someone's appearance in a positive way:

*attractive* – used for describing men and women who are pleasant to look at

*beautiful* – extremely attractive (usually used of women)

*cute* – attractive, usually small and easy to like

*good-looking* – used for describing adults of both sexes and older children who are nice to look at

*handsome* – usually used for a man or boy (= good-looking)

*pretty* – usually used for young women and girls who have nice faces

## TEACHER DEVELOPMENT: LANGUAGE

### Synonyms and partial synonyms

A synonym is a word which means the same as another word. Teaching synonyms is a good way to increase students' vocabulary and encourage them to use more interesting and expressive language. A thesaurus is a useful resource that provides lists of similar or related words.

Partial synonyms are words that are very similar, but with some difference between them. *Slim* is a partial synonym of *thin* because we use it to say that someone is *thin* but in an attractive way. *Elderly* is a more polite way of saying someone is *old*. *Glad* is also a partial synonym of *cheerful/happy* because it means 'to be happy about something'. We tend to use *glad* for events but *happy* for attitude.

Teach students the language they need to describe synonyms: ... *is another word for* ..., ... *means the same thing as* ..., ... *is a synonym for* ...

- 2 Students match the words in the box with the synonyms or partial synonyms.

### Answers

cheerful – glad – happy, friendly – outgoing – sociable, difficult – hard, slim – thin, elderly – old

- 3a In pairs, have students say the words in exercises 1 and 2 aloud. With a less confident class, you might want to say the words first for them to repeat. Ask students to find seven words with three syllables.

### Answers

attractive, beautiful, good-looking, difficult, elderly, outgoing, sociable


- 3b 1.03 Play the track for students to listen and check their answers. Then ask students to listen again paying attention to the stress of the word and to write each one in the correct column. See p137 for the audioscript for this exercise.

## Answers

Ooo (e.g. talkative)	oOo (e.g. impatient)
beautiful	attractive
difficult	good-looking
elderly	outgoing
sociable	

- 3c** Students practise saying the words with the correct stress. Play the track again if necessary and have students repeat after each word.
- 4** Students choose the best alternative in each sentence. If there is no difference, tell them to choose both.

## Answers

- 1** old, elderly **2** (both) **3** cheerful **4** thin  
**5** (both) **6** (both)
- 5** Students prepare a description of a famous person using words from exercises 1 and 2 and words from page 6.
- 6**  In pairs, students take it in turns to describe the person they chose in exercise 5 for their partner to guess who it is. Draw students' attention to the example description.

## HOMEWORK

Assign students page 7 in their Workbook or the relevant sections of the Online Workbook.

 Listening p10

Listening effectively to identify specific information

## TEACHER DEVELOPMENT: STUDENT TRAINING


## Carrying out listening tasks (part 1)

Students need to be taught listening as well as practising listening. An ideal listening class should include some instruction about how to listen effectively.


Students need to carefully read the instructions and questions to know what they are listening for, predict content (from key words in the questions or visual clues, etc.), learn to use their intuition, take good notes during the listening and decide on the right answer based on the information they have. At the end of a listening task, try to develop a class discussion based on students' opinions (the *What about you?* section provides questions for discussion based on the listening text). Ask students to evaluate how well they did, whether they thought it was a difficult task and why. For the European Language Portfolio dossier, students could record the listening activities they have done in class on a self-evaluation sheet. They can write the subject, date and evaluate their progress. (See p103 for more information on listening.)

## WARMER

Draw a simple line drawing on the board, e.g. an eye, and ask students to guess what you could have been thinking about or feeling when you drew it. Elicit suggestions from the class.

- 1** Ask students to copy the picture from exercise 1 onto a piece of paper. Tell them they have three minutes to draw something on it. Tell them not to think too much about it, but just to draw what comes into their head.
- 2**  1.04 Play the track for students to listen to five people talking about what they drew as part of a psychology experiment and what their drawings mean. See p137 for the audioscript for this exercise.

## Answers

- 1** the sun **2** a face **3** a football **4** an eye  
**5** a flower
- 3**  1.04 Play the track again for students to identify the speaker. Give students two or three minutes to look through the table and predict any words or phrases each speaker might use. Play the track again and ask students to tick the correct number from 1–5.

## Answers

- a** Speaker 2 **b** Speaker 1 **c** Speaker 3 **d** Speaker 4  
**e** Speaker 3 **f** Speaker 5 **g** Speaker 4 **h** Speaker 5
- 4** **What about you?** Ask students to look back at their drawing in exercise 1 and then answer the two questions. Nominate students to share their ideas.

## HOMEWORK

Assign students page 7 in their Workbook or the relevant sections of the Online Workbook.

 Grammar in context pp10–11

Using state and action verbs

## &gt;&gt;&gt; FAST TRACK

You could ask students to complete exercise 3 at home.

## WARMER

Write the following four categories on the board and ask students to think of as many verbs as they can for each category in a three-minute time limit.

*verbs of feeling (emotion)/verbs of thinking/verbs of the senses/verbs of possession*

Tell them to open their books at page 136 and check to see they have thought of the state and action verbs in the Grammar reference.

- 1a Students look at the sentences and decide if they describe states and situations or if they describe actions.

#### Answer

They all describe states and situations.

- 1b Ask the students to look at the sentences again and decide if they are in the present simple or present continuous and say why. (They are all in the present simple because action verbs can be used in continuous tenses, but verbs that describe states and situations can't.)

- 1c Tell students to put the verbs in blue in exercise 1a in the correct list.

Refer students to the Grammar reference on page 136.

#### Answers

- 1 love, like
  - 2 believe, know, think
  - 3 looks, smell
  - 4 have
- 2 Students decide if each verb describes a state or action and choose the correct alternative.

#### Answers

- 1 am looking, Do you know
- 2 looks
- 3 has got
- 4 is having
- 5 Do you know
- 6 don't understand
- 7 believe
- 8 don't like, want

### TEACHER DEVELOPMENT: LANGUAGE

#### State and action verbs

State verbs generally fall into four groups: verbs of feeling (emotion), verbs of thinking, verbs of the senses, verbs of possession. When a verb describes a state and not an action, we do not use the continuous tense. For example, *play* is an action so we can say *playing* whereas *be* is a fixed state which does not change.

Students can be confused by advertising slogans. There is a popular example at the moment which is used by an American restaurant company in their advertising. They simply say for the experience of eating in their restaurant, *I'm loving it*. Grammatically it is not correct to say *I'm loving it*. *Love* is a state verb and so we should say *I love it*.

Some words can be state verbs and action verbs. The meaning of these verbs is then different. Take a look at these:

*I have a car.* – **state verb** showing possession


*I am having a bath.* – **action verb** which, in this case, means *taking*

*I think you are cool.* – **state verb** meaning 'in my opinion'


*I am thinking about buying a motorbike.* – **action verb** meaning 'considering'

- 3 Students complete the sentences with the correct form of the verbs.

#### Answers

- 1 sounds 2 smells 3 seem 4 looks 5 tastes
  - 6 feels
- 4a Students write sentences about the items in the photos. Remind them to use one of the verbs and at least one of the adjectives in the boxes.
- 4b  Students read out their sentences to their partners without saying the name of the items. Their partners must guess which things are being described. Focus students' attention on the model dialogue.
- 5 Ask students to complete the dialogue with the verbs in the present simple or continuous. Have two students read out the dialogue to check answers.

#### Answers

- a sound
  - b 'm having
  - c 'm staying
  - d remember
  - e has
  - f belongs
  - g lets
  - h wants
  - i are, doing
  - j 'm getting
  - k cooks
  - l 's making
  - m smells
  - n 're making
  - o need
  - p 's calling
- 6  Students complete the sentences about themselves and then predict their partner's answers. Students compare their predictions in pairs.

### + EXTRA ACTIVITY

**Students write their answers from the speaking activity in exercise 6, but this time with three false sentences. At the beginning of the next class, students could read out their sentences for their partner to guess which sentences are false.**

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Portfolio assessment – learning diaries

Students can be encouraged to keep a diary where they reflect on how well they feel they are doing. A learning diary can constitute part of a student's European Language Portfolio. Encouraging learners to become active, reflective learners is one of the many strengths of portfolio assessment. It gives learners the opportunity to reflect on their own progress and help them to take responsibility for their own learning. Such autonomous learners become successful learners, and this success can lead to more motivation. Portfolio assessment can support this cycle by contributing positively to each of the three factors: enhanced motivation, active learning and autonomous learning.

An example of a learning diary page:

Your name: .....

Activity: *Page 13 Speaking activity* Date: .....

What was the task? .....

What do you think you did well? .....

What do you think you could improve? .....

What do you think your partner could improve?  
.....

Other comments .....

**1** Needs working on!  
**2** This could be improved  
**3** So-so (not good, not bad)  
**4** OK  
**5** Great!

Refer students to the Grammar reference on page 136 if necessary.

#### HOMEWORK

Assign students page 8 in their Workbook or the relevant sections of the Online Workbook.

### Developing speaking p12

Asking for and giving personal information

#### FAST TRACK

You could ask students to complete the sentences in exercise 5 at home. They can then compare their sentences in pairs in the next lesson.

#### WARMER

Students think of the name of a hobby for each letter of the alphabet except X. Give students five minutes.

##### Suggested answers

acting, basketball, computers, drumming, embroidery, football, guitar, horse-riding, ice-skating, juggling, kite-flying, listening to music, making models, needlework, origami, photography, quilting, role-playing games, stamps, trainspotting, UFOs, video and computer games, woodwork, yoga, zorbing

- 1** 1.05 Play the track for students to listen and say what each person's hobbies are. See p137 for the audioscript for this exercise.

##### Answers

Megan's hobby: basketball

Ellie's hobbies: swimming, rock music, playing the guitar

- 2** 1.05 Ask students to complete the dialogue. Play the track again if necessary.

##### Answers

**a** first **b** basketball **c** swimming **d** rock  
**e** guitar **f** good

- 3** In pairs, students practise the completed dialogue in exercise 2.

#### FAST FINISHERS

Ask students to swap roles and do the activity again, trying to repeat as much as they can from memory.

- 4** Students look at the sentences in the Speaking bank and read the information about question tags. Students then choose the correct alternative in the statements.

##### Answers

**1** subject pronouns  
**2** auxiliary verbs and 'to be'  
**3** negative, affirmative

- 5** Students complete the sentences with question tags.

##### Answers

**1** haven't you  
**2** can you  
**3** doesn't she  
**4** isn't she  
**5** is he  
**6** does he  
**7** can't they

#### TEACHER DEVELOPMENT: PRONUNCIATION

##### Question tags

We can change the meaning of a tag question with our intonation, the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer.

You don't know where the police station is, do <sup>↗</sup> you?

↗ rising = real question

You've got a sister, haven't <sup>↘</sup> you?

↘ falling = not a real question

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Question tags


A question tag is a mini-question at the end of a statement. Question tags are very common in English. We use them at the end of statements when we want to keep a conversation going, or confirm information. They mean something like: 'Am I right?' or 'Do you agree?'

- We form question tags with the auxiliary verb + subject.
- If the main verb in the sentence is positive, the tag is negative. (*You're Spanish, aren't you?*)
- If the main verb in the sentence is negative, the tag is positive. (*You aren't Spanish, are you?*)
- If there is no auxiliary verb in the sentence, we use *do*. (*You live in Spain, don't you?*)

Using question tags well promotes a deep understanding of the use of various auxiliary verbs.




Special cases are:

- 1 In the present tense, if the subject is *I*, the auxiliary changes to *are* or *aren't*. *I'm sitting next to you, aren't I?*
  - 2 With *let's*, the question tag is *shall we*. *Let's go to the beach, shall we?*
  - 3 With an imperative, the tag question is *will you*. *Close the window, will you?*
  - 4 We use a positive tag question after a sentence containing a negative word such as *never*, *hardly*, *nobody*. *Nobody lives in this house, do they? You've never liked me, have you?*
  - 5 If the main verb in the sentence is *have*, it is more common to use *do* in the question tag. *You have a sports car, don't you?*
- 6  In pairs, Student A turns to page 147 and Student B turns to page 148. Students take it in turns to read out the first part of a sentence to see if their partner gives the correct question tag.

#### EXTRA ACTIVITY

Play bingo with question tag endings. Write different tag endings on the board. Ask students to draw a 3 × 3 grid and write different tag endings in the squares. Read out a sentence (e.g. *She went to the supermarket*). If students have a possible ending, they cross it out. The winner is the first student to complete the card.

## Practice makes perfect

- 7a  Individually, students write down five things they think they know about their partner's free-time habits.
- 7b In pairs, students have a conversation about their hobbies. Encourage them to use their ideas from exercise 7a and question tags to keep the conversation going. Draw students' attention to the model dialogue.

### Model dialogue

- A: Tell me something about your hobbies.  
You like playing tennis, don't you?
- B: Yes, I do. I'm in the school tennis club and I play twice a week.
- A: Do you play any other sports?
- B: I quite like playing football, but I'm not very good.
- A: Well, I'm not very good at any sport! I like music though. You don't play an instrument, do you?
- B: Yes, I do, I play the guitar and the clarinet.
- A: Oh yes, you play in the school orchestra, don't you?
- B: Yes, that's right. You play the flute, don't you?
- A: Yes. And I really like listening to music.
- B: Me too. What kind of music do you like?
- A: Oh, I like all sorts, but my favourite band at the moment is 5 Seconds of Summer.
- B: Great! Come to my house some time and we can listen to music.
- A: OK, thanks!

- 7c Ask students to work with a new partner and produce another dialogue. Use the model dialogue above, by handing out a copy to each pair and having one pair read aloud to the rest of the class. Encourage more confident classes to produce their dialogues without making notes first.

#### EXTRA ACTIVITY

Students could write sentences with question tags on the end like the ones in exercise 5. At the start of the next lesson, they could take it in turns to test their partner to see if they can give the correct question tag.

#### HOMEWORK

Assign students page 9 in their Workbook or the relevant sections of the Online Workbook.

## Developing writing p13

### Writing an informal email describing people

#### FAST TRACK

You could ask students to do exercises 2 and 3 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 5a as homework.


#### WARMER

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

- 1 We start an informal email with the word *Dear*.
- 2 We end an informal email with words like *Take care*, or *Love*, or *Thinking of you*.
- 3 When we finish an email we write our first and last name.

#### Answers

- 1 F (We write *Hi* and the name of the person we are writing to.)
- 2 T
- 3 F (We write our first name or nickname.)

- 1  Students read Mia's email to her e-pal and name the different people in the photo. Elicit answers in open class.

#### Answers

a Rose b Mia c Olivia d Brad

- 2 Tell students to read the email again and write notes about each person's personality.

#### Answers

Brad: totally mad, makes people laugh  
Rose: extremely clever and helpful  
Olivia: always cheerful

### CULTURAL INFORMATION

Students may want to find an English-speaking friend to write to from one of the many pen friend websites. Students often prefer to use email (this kind of pen friend is also called an *e-pal*). There are lots of online organisations that students can join to find a suitable e-pal. As always, students should be reminded about the dangers of online friendships and should use reputable sites.

- 3 Ask students to complete the sentences in the Writing bank by looking again at Mia's email. Point out that we generally use *rather* instead of *quite* with negative feelings or words.

#### Answers

1 tired 2 an actress 3 he needs a holiday  
4 normal 5 extreme 6 softer

- 4 Ask students to complete the sentences to describe some of the people in the photo.

#### Suggested answers

1 clever, long hair  
2 happy, mad  
3 nice person, friendly  
4 shy, he's quite serious

### Practice makes perfect

- 5a Students find a photo of themselves with friends or family. Tell them to write an email describing the appearance and personality of the people in the photo. Remind them to use the email in exercise 1 as a model and include words and expressions from the Writing bank. Refer students to the Writing bank on page 150.

- 5b Students show their photo and description to their partner to see if they can identify the people in the photo correctly. For students who are less confident, photocopy the model email below for extra support during the writing task. They can use the model and update the underlined parts.

#### Model email

Hi Sam!

You asked me to send you a photo of me and my family. So here it is! Can you guess who everyone is? I'm the one in the black T-shirt. You can probably tell that my sister, Alison, is sitting next to me. Everybody says we look a bit like each other. In the photo she's got medium-length brown hair but now it is really short. She is an absolutely fantastic sister, but she is rather bossy sometimes. I'm sitting next to her daughter, Abby. She's very talkative. That's my nephew, Greg, at the top of the table. He's really funny. My mum is at the end of the table. She's really patient and helps us a lot. Then there's my dad next to her; he's always cheerful. The photo was taken when we were on holiday in Puerto Pollença, Mallorca. It's a totally amazing place! I want to go back there one day.

Right, I need to go. I'm going out in about ten minutes! When you send your next email, don't forget to send me a picture of you and your family.

Take care,  
Susie

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Assessing writing

Ask students to assess their performance in each writing activity in the *Developing writing* section and give themselves a mark according to the following self-assessment criteria. Their written work and assessments could form part of the CEF dossier.

- Are your sentences complete?
- Is there subject-verb agreement?
- Is there consistency in verb tense?
- Are pronouns used correctly?
- Are all your words used correctly?
- Are punctuation, capitalisation, spelling and paragraphs used correctly?

Provide students with a key to the marking symbols you use to correct texts to help them grade their or their partner's work:

WF wrong form

*The movie was the most good WF she had seen.*

WW wrong word

*She smiled happily and sweet WW.*

T wrong tense

*He woke and had jumped T out of bed.*

^ Something is missing.

*She arrived ^ school on Monday.*

Sp wrong spelling

*The chair was not confortable Sp.*

WO wrong word order

*When I got to the restaurant, she already WO had ordered a meal.*

P wrong punctuation

*Be careful, P The train is coming.*

V wrong verb form

*She drunk V the wine elegantly.*

// new paragraph needed

*They had dinner and went to bed.// Next day when they woke, the sun was shining.*

U Join the ideas in one sentence.

*She sat down. U She drank the coffee.*

? What does this mean?

*? They waking up teeth brushed daily. ?*

~ change order

*She had brown ~ dark hair.*

#### HOMEWORK


Assign students page 10 in their Workbook or the relevant sections of the Online Workbook.

## Integrating skills p14

Personality  
Value system

### WARMER

On separate pieces of paper write the names of various workplaces, such as a school/kindergarten, a public office, a call centre, a hospital, etc. Put students into small groups of three to four and ask each group to choose a paper with a place. Students' task is to describe the typical appearance of a worker in this place to the rest of the class.

- 1 Direct students' attention to the words in the box. Make sure they understand all of the items on the list, translate them into Polish if necessary. Individually, have students decide which features are acceptable for them in different people.
- 2  Ask students to work in pairs. First, have them compare their answers in exercise 1 and then answer the questions in exercise 2. When they finish, elicit answers from several students. If possible, encourage a class discussion.

### + EXTRA ACTIVITY

Write the words **NARROW-MINDED** and **BROAD-MINDED** on the board. Elicit the meaning of the words (an English definition or a Polish translation). Ask students to write two features typical of people who are narrow-minded and two features typical of people who are broad-minded.


#### Suggested answers

Narrow-minded people:

- don't accept opinions that are different from their own
- often disagree with what others say
- don't tolerate eccentric/unconventional behaviour

Broad-minded people:

- accept unusual behaviours
- are willing to change their minds
- are not prejudiced against anyone



- 3  1.06 Tell students that they are going to listen to a radio programme about narrow- and broad-minded people. If you have done the Extra activity, ask students to check whether the speakers mention any of the features they have enumerated. Play the track. Then direct students' attention to the notes. Ask them to listen one more time and write the missing information. Play the track again and then elicit the answers. See pp137–138 for the audioscript for this exercise.

#### Answers

- 1 from one point of view/perspective
- 2 have built themselves
- 3 learn/accept new things
- 4 points of view / perspectives / opinions
- 5 judge
- 6 to discover / to hear about

### KEY SKILLS

In exercise 4, students are required to summarise a text (a skill from the new core curriculum). They need to convey information from a text using their own language. Summarising is usually a major difficulty for students and it is worth showing students how to write a summary in a step-by-step manner. To prepare students for this exercise you might ask them to read through the script of the recording and do the following:

- 1 Find the sentences where the speaker talks about broad-minded people being happy.
  - 2 Rewrite the sentences in their notebooks, omitting all the unnecessary words which only elaborate on the main idea (some adjectives, adverbs, extra comments, etc.).
  - 3 Paraphrase what is left; write three sentences.
- 4  Draw students' attention to exercise 4 and explain what a summary is. Make sure they realise that a summary should convey the main idea of a text (or its part) with the students' own words. To help students with this summary, you might discuss the content of the text in Polish. Put students into pairs and give them time to prepare the summaries. Circulate and monitor to ensure that all students are coping with the task. When they finish, nominate a few pairs to give their summaries.
  - 5  In pairs or small groups, have students discuss the questions. Circulate and monitor to ensure that all students have a chance to talk. Then ask some students to model the answers in front of the class.

### + EXTRA ACTIVITY



Write the word **ASSERTIVE** on the board and ask students if they know its meaning. Encourage a class discussion about the following:

- how assertive they think they are;
- when was the last time they managed to say 'no' to someone although someone was pushy;
- if they ever agreed to do something they didn't want to.

After that, ask students to read the leaflet and think if they might benefit from attending such a course.

- 6 Direct students' attention to the leaflet. Make sure they know what assertiveness means. Individually, have students read the text and answer the questions. Ask one of more confident students to read the answers to the class.

#### Answers

- B D E F
- 7  In groups of three, have students discuss the questions. Circulate and monitor to ensure that all students have a chance to talk. Set a time limit. After that, elicit ideas from several pairs.
  - 8  Tell students to read the instructions. In pairs, have them take notes to be used in the presentation about one of the workshops for teenagers. Remind students that they can find *Useful expressions* in presentations on page 60 in Student's Book (Speaking bank).

## HOMEWORK

Assign students the project in exercise 8 on page 14. They can then present it to the class at the next lesson.



## Skills checkpoint Unit 1 pp16–17

## &gt;&gt;&gt; FAST TRACK

You could ask students to write the assignment in exercise 5 as homework.

## WARMER

Write the following statement on the board: *You never get a second chance to make a first impression.* Ask students how they interpret the statement and encourage them to share their experiences.

## Rozumienie ze słuchu

- 1 ★ 1.07 Tell students they are going to listen to a lecture on first impressions. Ask them to read the note carefully, trying to predict what kind of information is missing (part of speech, name, number, etc.). Play the track twice. Ask students to check their answers in pairs. Then nominate a confident student to read the note aloud to the class. See p138 for the audioscript for this exercise.

## Answers

- usually make
- not change
- is/looks attractive
- friendly/calm/friendly and calm

## Rozumienie tekstów pisanych

- 2 Have students read the texts and complete the email. Allow them to check their answers in pairs. Find out if any gaps were particularly difficult to fill in. If so, go over that part of the text with the whole class and translate it into Polish.

## Answers

- 1 C 2 B 3 C

## ++ EXTRA ACTIVITY

As a follow-up to exercise 2, in order to practice the skill of summarising a bit more, ask students to summarise each text with one sentence in Polish.

## Znajomość środków językowych

## ++ EXTRA ACTIVITY

To prepare students for exercise 3, make sure they first read the gapped dialogues for general understanding. In order to do so, students may read the mini-conversations and say where each of them takes place, who the speakers are, and what the topic of each conversation is.

- 3 Direct students' attention to exercise 3. Tell them to fill the gaps in the dialogues and then check their answers in pairs. You could ask one confident pair to read the dialogues aloud for the whole class to check the answers.

## Answers

- looks like
- are getting/becoming
- don't you
- trains
- good-looking

## ++ EXTRA ACTIVITY

To help students with exercise 4, elicit some words they might need later on. Ask students to work in pairs and come up with collocations with the following words: *ride, taste, look, hair, really.*

- 4 ★ Ask students to translate the sentences. Then ask them to compare their answers in pairs. Nominate one student to read the sentences aloud to the class.

## Answers

- This week I'm going to school by bike / I'm cycling to school / I'm riding a bike to school because it's really warm.
- This dish smells strange/weird, but it tastes very good.
- She is rarely/seldom serious, isn't she?
- Your younger brother looks really cute with this spiky hair.
- My brother is always using my tablet when I need it – I hate it.

## Wypowiedź pisemna

- 5 Before students start writing the email, ask them to go over the instructions in pairs and elicit some useful vocabulary and structures. Then give students enough time to write the email.

## Model text

Hi Kate,

I'm sorry I haven't written to you for so long. That's because I was busy planning a visit to my family in Stanford. And I'm here finally! I arrived three days ago and I'm staying for another week.

The relatives I'm visiting are pretty distant. In fact, it's the first time we've met! It turns out I have a cousin who is my age and looks just like me – short blonde hair, green eyes and some freckles. We are even of equal height. And Lucy (that's her name) shares the same interests as me – we both love cooking. Can you imagine?!

I really love it here. To be honest, I didn't want to come at first, because it felt strange to visit people I don't know. But now it feels like we've known each other forever. I'm glad that I've come.

That's all for now. I'll write more when I get back home.


Cheers,

XYZ

## Wypowiedź ustna

### ++ EXTRA ACTIVITY

Ask students to look at the picture for one minute and remember as many details as possible. Then have students close their books and take turns describing the picture to their partner.

- 6  Put students in pairs and ask them to read the instructions, do the main task, and then ask and answer the questions. Circulate and monitor to ensure that all students have a chance to talk. Then ask some students to model the answers in front of the class.

### HOMEWORK

Assign students page 11 in their Workbook or the email in exercise 5.

## SELF-ASSESSMENT UNIT 1

Ask students to assess their own skills by giving themselves a mark from 1–4. Remind them it is important to be honest. You might ask students to add one or two other things they can do to the list.

In pairs, students discuss how they can improve the areas where they've given themselves lower marks. When they finish, elicit some ideas from different students and encourage a class discussion.

# 2

# Travelogue

## KEY LEARNING OUTCOMES

### Students will be able to:

- talk about past events, situations and habits using the past simple, past continuous, past perfect, *used to* and *would*
- talk about trips and travel
- understand written and spoken texts about journeys
- ask to buy a train ticket at a station
- write a blog post about a dream holiday

## UNIT OVERVIEW

 Vocabulary	Transport and travel Accommodation
 Reading	<i>Notes from a Small Island</i> <b>CRITICAL THINKING</b> Thinking about an author's intentions
 Grammar in context	Past simple, past continuous and past perfect
 Developing vocabulary	Phrasal verbs connected with travel  Stress on phrasal verbs
 Listening	Travelling around the world
 Grammar in context	<i>used to</i> and <i>would</i>
 Developing speaking	Asking for information
 Developing writing	A blog post
 Integrating skills	Sightseeing Travel accidents

## DIGITAL OVERVIEW

### Presentation Kit

- ▶ **Life skills video 2:** Responsible tourism in New Zealand
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

### Teacher's Resource Centre

- ▶ **Life skills video Unit 2:** Responsible tourism in New Zealand
- ▶ **Grammar communication activity Unit 2: What a story!**
- ▶ **Worksheets for this unit, including:**
  - Grammar Practice worksheet Unit 2
  - Culture worksheet Unit 2
  - Life skills video worksheet 2
  - Everyday English worksheet Unit 2

## ✓ TESTING AND ASSESSMENT

### Resources for measuring student progress

- ▶ Test Generator Units 1–2
- ▶ Printable test Unit 2

## Vocabulary p18

Talking about transport and travel and types of accommodation

### FAST TRACK

You could ask students to do exercise 1 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

### WARMER

Put students in pairs and draw their attention to the four photos in exercise 1. Tell them to think of one positive and one negative thing about each mode of transport. Elicit ideas from students. Tell students that the topic of the unit is *Travelogue* and ask them to brainstorm any themes or ideas they think they will study in this unit.

## Transport and travel

- 1 In pairs, students write the types of transport they can see in the photos in the correct columns, as in the example.

### Answers

**Land transport:** motorbike

**Air transport:** rocket, hot-air balloon

**Water transport:** ferry

- 2 In pairs, students add the new words to the columns and check they understand the words. Provide dictionaries if necessary. Students then think of other words to write in each column. They then compare their lists with another pair and add any new words to the list. At the end of the activity, elicit all the words students can think of for each list and write them on the board (additional suggestions are in italics in the key).

### Answers

**Land transport:** bike, coach, lorry, tram, underground/subway, van, truck, bus, car, taxi, train


**Air transport:** *helicopter, plane*

**Water transport:** *yacht, ship, boat, canoe*

### EXTRA ACTIVITY

Students work in pairs and find out what types of transport their partner usually uses, and one kind of transport he or she never uses. If necessary, give them the form of one or two simple questions, e.g. *What types of transport do you usually/often use? Do you ever travel by train/ride a bike?, etc.*

- 3 Students complete the text with the words. They could use dictionaries for this task, if necessary. Remind students that *luggage* is an uncountable noun. The most common quantity expression is a *piece of luggage* or a *bag* or a *suitcase*.

- 4  1.08 Play the track for students to listen and check their answers. See p138 for the audioscript for this exercise.

### Answers

**a** catch **b** ticket office **c** single **d** return  
**e** fare **f** luggage **g** platform **h** miss **i** delay  
**j** cancel **k** arrivals **l** departures

### TEACHER DEVELOPMENT: LANGUAGE

#### Dictionary skills

A wide vocabulary is essential for communicative competence and is important for both production and comprehension. Use this opportunity to review dictionary skills as a key way to develop learner autonomy. You could ask your students these questions in an open-class discussion:

*What information does your dictionary provide about new words?*

*How do you keep a record of the information you look up in a dictionary? (e.g. write two or three example sentences in your notebook, etc.)*

*Are you familiar with all the symbols, abbreviations and note markers?*

*Do you use the phonological information?*


Remind students that dictionaries provide important information about pronunciation. First, the entire word is phonetically spelt and a stress mark ( ' ) shows which syllable is spoken louder than the rest of the word. Long words have a primary stress and a secondary stress because two of the syllables receive more stress than the other syllables.

## Accommodation

- 5 Ask students what type of accommodation they can see in the photos. Tell them to match the words to the photos.


### Answers

**a** hostel  
**b** campsite, caravan, tent  
**c** bed and breakfast  
**d** hotel  
**e** motel

- 6  In pairs, students take it in turns to explain the difference between the words.

### Answers

- 1 A motel is a type of hotel. It's next to a big road. People usually stay there when they drive a long distance and just want to rest and sleep.
- 2 A hostel is a cheap place where travellers can stay for a short period of time. A hotel is more expensive and has more facilities.
- 3 A bed and breakfast is a small hotel or private house that provides a room for the night and a meal the next morning.
- 4 A tent is a structure made of cloth that you sleep in when camping. A caravan is used for living in on holiday and it is pulled behind a car.
- 5 A campsite is a place where people on holiday can stay in tents or other temporary structures.


- 7  1.09 Play the track for students to listen and choose from the alternatives to say where the people are. Ask for answers in open class and elicit the key words that helped students make their choices. See p138 for the audioscript for this exercise.

**Answers**

- 1 This is on the platform at the train station.
- 2 He is in a bed and breakfast.
- 3 She is at a ticket office.
- 4 They are in a caravan.

**EXTRA ACTIVITY**

Ask some follow-up questions: *Why was the train late? How many nights is the man going to stay in the bed and breakfast? Can you describe the bed and breakfast? Why does the ticket officer want to know if the lady is coming back on the same day? What's the weather like on the campsite?*

- 8  Put students in small groups of four or five and ask them to plan a perfect weekend away. Remind them to include the three things listed as well as as much other detail as they can. You could bring in travel brochures to help them with the task. Have groups present their plans to the rest of the class. Encourage each member of the group to speak. Have a class vote on the best weekend plan.

**HOMEWORK**

Assign students page 12 in their Workbook or the relevant sections of the Online Workbook.

**Reading** p19

*Reading for specific information and inferring meaning*


**FAST TRACK**

You could ask students to do exercise 2 at home in preparation for completing exercise 3 together in class.

**WARMER**

Play *Snowman* with transport-related words. Divide the class into two teams. Team A chooses a word from the previous lesson and a student from that team writes the correct number of spaces for the word on the board. Team B guesses the letters that are in the word, and Team A writes in every letter they guess correctly. For every incorrect guess they draw part of the snowman. If the drawing of the snowman is completed before the word is guessed, the guessing team loses.

- 1 Draw students' attention to the map of the south-west of England, and have them make suggestions for the best types of public transport for the trip from Exeter to Plymouth, giving their reasons if possible.

- 2  Ask students to read the extract by Bill Bryson and answer the two questions.

**Answers**

- 1 trains, buses
- 2 Exeter to Barnstaple, then back to Exeter


**CULTURAL INFORMATION**

Bill Bryson is an American author (born 1951) who has written numerous books on travel, the English language and science. His style is both humorous and informative and his observant take on English culture, *Notes from a Small Island* (1995) made him famous in the UK. Choosing texts from writers such as Bill Bryson, who write in an appealing and interesting way, will encourage students to read in the English language and increase their exposure to the language.

- 3 Ask students to read the extract again and choose the best answers.

**Answers**

- 1 a
- 2 c
- 3 a
- 4 b
- 5 b

- 4  **CRITICAL THINKING** This critical thinking task will encourage students to think about the purpose and intentions of the writer in producing the piece. Ask students to read through the question and think of their own opinion. Remind them there is not necessarily one right answer. Have a class discussion, encouraging students to share their views.

**EXTRA ACTIVITY**

Hold a team competition. Divide the class into two teams and read out definitions of words from the text. As soon as someone knows which word you are explaining, they call out the word and that team gets a point. Alternatively, ask students to write five tips for tourists using public transport in their town or city.

- 5 Students find the words in the text. Ask them to try to infer their meaning from the context and then check their ideas in the dictionary.


**Answers**

collected = took, gathered  
 announcements = information you hear loudly about trains or other important events  
 for the benefit of = to help  
 ritual = something a person always does in the same way  
 conductor = the person in charge at the train station or on a bus  
 timetable = the official times and destinations of trains or buses

**EXTRA ACTIVITY**

Ask students to write five sentences using the new words from exercise 5. Have students read their sentences to each other in pairs.



- 6  **What about you?** In pairs or small groups, students discuss their preferred means of transport and any unusual customs using public transport in their own country.

#### HOMEWORK

Assign students page 13 in their Workbook or the relevant sections of the Online Workbook.

### Grammar in context p20

Using the past simple, past continuous and past perfect

#### FAST TRACK

Students could do exercise 2a at home before the lesson. Check the answers at the beginning of the lesson.

#### Test before you teach

Write these three gapped sentences on the board:

- 1 Last January, I ..... to France for two weeks.
- 2 I chose to go to Paris because this is where my mother ..... grown up.
- 3 I ..... expecting it to be really busy and elegant.

Elicit the missing words. Write the first letter if students are stuck. Then ask students to say whether each sentence uses past simple, past continuous or past perfect. If students seem to be very familiar with the form of these tenses, move quickly through the grammar practice activities, eliciting answers from students as an open-class activity.

#### Answers

- 1 went/travelled/flew
- 2 had
- 3 was

- 1a Students look at the sentences and decide which tenses the verbs are in.

#### Answers

- a past perfect, past simple
- b past simple, past simple
- c past continuous, past simple

- 1b Students complete the rules. They then match each sentence a–c from exercise 1a with one of the rules.

#### Answers

- 1 past perfect, a
- 2 past simple, b
- 3 past continuous, c

- 1c Students rewrite the sentences first in the negative form and then in the question form.

#### Answers

- 1 He didn't sit down. Did he sit down?
- 2 He hadn't eaten his sandwich. Had he eaten his sandwich?
- 3 He wasn't eating his sandwich. Was he eating his sandwich?

- 2a Ask students to put the verbs in the correct form of the past simple or past continuous to complete the sentences.

#### Answers

- 1 was shining
- 2 caught
- 3 was riding
- 4 were waiting
- 5 bought
- 6 was looking
- 7 was snowing
- 8 heard

- 2b Students look at the words *while* and *as* in sentences 3, 6 and 8 and decide if they go with the past simple or the past continuous.

#### Answer

past continuous

- 3 Students choose the best alternative.

#### Answers

- 1 was watching
- 2 was leaving
- 3 came
- 4 were driving
- 5 were shopping
- 6 met
- 7 were talking
- 8 were doing

#### TEACHER DEVELOPMENT: PRONUNCIATION

##### Pronunciation of past perfect

If **had** is not completely contracted, it is usually reduced to its weak form in affirmative sentences and questions, sometimes with elision and intrusion.

**We had** already been:

/wi: həd/ or /wi:jəd/ (the /h/ sound is elided and the /j/ sound intrudes)

**You had** visited many times:

/ju: həd/ or /u:wəd/ (the /h/ sound is elided and the /w/ sound intrudes)

**Had** they called? /həd/

- 4 Students write sentences in the past perfect to explain the situations. Draw students' attention to the example sentence. Students compare in pairs before you elicit answers from different students around the class.

#### Answers

- 2 Because somebody had stolen it.
- 3 Because they had had the old one for 15 years.
- 4 Because I'd never flown before.
- 5 Because it had snowed the night before.
- 6 Because she hadn't studied much.
- 7 Because he had lost his passport.
- 8 Because he had spent it.
- 9 Because she hadn't left on time.

Refer students to the Grammar reference on page 138 if necessary

#### HOMEWORK

Assign students page 14 in their Workbook or the relevant sections of the Online Workbook.

## Developing vocabulary p21

Talking about journeys and travel plans

### FAST TRACK

Students could do exercise 2a as homework, using a dictionary if necessary. Ask them to compare their answers in class.

## Phrasal verbs connected with travel

- 1 Students look at the sentences and match the phrasal verbs in bold in the sentences with the definitions a–h below. You may like to provide students with dictionaries for this task.

### Answers


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

### FAST FINISHERS

Ask students to write new sentences using each of the phrasal verbs.


### EXTRA ACTIVITY

Students make a mind map of all the vocabulary they have seen so far in the unit related to the theme of travel. Provide them with posters and allow them to work in pairs or small groups.

- 2a  Students look at the sentences and decide which of the words in bold are verbs and which are nouns.

### Answers

1 verb  
2 noun  
3 verb  
4 noun  
5 verb  
6 noun

- 2b  1.10 Play the track for students to listen to the sentences and decide which part of the phrasal verb and noun we usually stress. Check the answers in open class. Students then listen to the sentences again and repeat them. See p138 for the audioscript for this exercise.

### Answers

The stress in phrasal verbs is usually on the preposition. If they have a noun counterpart, however, the stress is usually on the first part.

### EXTRA ACTIVITY

Students look in their dictionaries and find more examples of phrasal verbs and their noun counterparts (*check out/checkout, print out/printout, take over/takeover, etc.*).

## TEACHER DEVELOPMENT: PRONUNCIATION

### Word stress in phrasal verbs and their noun counterparts

All words of more than one syllable have what is called word stress. This means that at least one of the syllables is longer and louder than the other syllables. Often, word stress must be learnt when students learn new words. However, there are some rules for word stress, such as stress in phrasal verbs and their noun counterparts.

Phrasal verbs are generally made up of a verb and a preposition. Correct word stress on the preposition is especially important if the phrasal verb has a compound noun counterpart, where the stress will be on the first part.


Note also the word stress on other pairs of two-syllable nouns and verbs, which follows the same pattern. The general rule is that the verb is usually stressed on the second syllable while the noun is usually stressed on the first, e.g. **verb:** *increase*; **noun:** *increase*.

- 3 Ask students to complete the text with the words in the box. Check answers in open class.

### Answers

a away  
b off  
c into  
d down  
e out of  
f on  
g in  
h off

- 4a Ask students to prepare notes about a journey that was special to them. Refer students to the question prompts and ask them to include as many of the phrasal verbs from exercise 1 as possible.

- 4b  Put students in small groups and have them tell each other about their journey in exercise 4a. Circulate as students do the task and note any corrections for a feedback session at the end of the lesson.

## HOMEWORK

Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

## Listening p22

### Listening for specific information and detail

#### WARMER


Draw students' attention to the two images at the top of the page and ask them to suggest how they think the two may be connected.

#### Suggested answer

*Around the World in 80 Days* is a book by Jules Verne. It is based on a real journey. The photo shows men working on the railway. The railway made long-distance travel easier.


#### CULTURAL INFORMATION

The Magellan-Elcano expedition from 1519–1522 is considered to be the first circumnavigation of the world. The expedition set sail from Seville, initially under the command of Ferdinand Magellan. When he died, Juan Elcano took over, sailing via Borneo, the Spice Islands, the Indian Ocean, round the Cape of Good Hope and north along the west coast of Africa, back to Spain three years after they left, in 1522. Though the expedition began with five ships and 270 crew, only one ship, the *Victoria*, completed it with 18 crew.

- 1 In pairs, students guess the answers to the questions.
- 2  1.11 Play the track for students to listen to an expert talking about travelling around the world. Nominate students to give their answers. See pp138–139 for the audioscript for this exercise.

#### Answers

1 b 2 a 3 c 4 a

- 3  1.11 Ask students to read through the text then play the track again for students to write the corrected sentences in their notebooks. In more confident classes, students could try to correct the mistakes from memory, then listen to the track to check their answers.

#### Answers

20 – 17  
1522 – 1519  
1870 – 1872  
engineer – businessman  
fast – took a long time  
just over two days – less than 32 hours

#### HOMEWORK

Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

## Grammar in context pp22–23

### Using used to and would

#### FAST TRACK

You could ask students to complete exercise 2 at home.

#### WARMER

Write these sentences on the board:

*It used to take weeks, months or even years to travel around the world.*

*It didn't used to be easy to travel around the world.*

*The first person to travel around the world was the Portuguese sailor Ferdinand Magellan.*

*Really the first person to travel around the world used to be the Spanish captain Juan Sebastián Elcano.*

*Did it used to take much longer?*

Put students in small groups and hold a grammar auction. Tell students that some of the sentences are grammatically correct and some are incorrect and that as a team they need to 'bid' to buy the correct ones. Give each team a budget of 1,000 euros and have a maximum bid of 250 euros on each. Start the auction at 50 euros and keep increasing until each sentence is 'sold' to the highest bidding team. At the end of the auction, correct the incorrect sentences as a class. The team that bought the correct sentences can add the amount they paid for each onto their 1,000 euro total, and deduct the amount they paid if they bought an incorrect one.

This warmer is a useful way to see what students may already know about the target grammar.

#### Answers

- 1 (correct)
- 2 It didn't use to be easy to travel around the world.
- 3 (correct)
- 4 Really the first person to travel around the world was the Spanish captain Juan Sebastián Elcano.
- 5 Did it use to take much longer?

### used to

- 1a Students look at the sentences then match the correct halves of the rules.

#### Answers

1 b 2 c 3 a

- 1b Students write the negative and question form of the sentence.

#### Answers

They didn't use to travel by horse across the US.  
Did they use to travel by horse across the US?

## TEACHER DEVELOPMENT: LANGUAGE

**used to**

Point out to students that *used to* only exists in the past to talk about something that happened regularly or went on for a time in the past but no longer happens. Both the past simple and *used to* can describe past habits, events and states. However, we prefer *used to* when we want to emphasise repetition of actions/situations that are now finished.

You could give students some more examples:

*I used to live in the country.* (= 'Once/A long time ago I lived in the country. Now I don't.')

*Sam used to spend his summer holidays in Italy.* (= 'now he doesn't')

Students may confuse *used to* with the verb *use* in the past (e.g. *I used my dictionary to look up the words.*) so point out this difference in meaning and pronunciation. Note the pronunciation /ju:st/ and /ju:s/ of *used to* whereas the past of the verb *to use* is pronounced: /ju:zd/.

- 2 Students complete the sentences with the correct form.

**Answers**

- 1 used to  
 2 Did, use to  
 3 didn't use to  
 4 used to  
 5 didn't use to  
 6 Did, use to  
 7 used to  
 8 Did, use to  
 9 didn't use to  
 10 used to
- 3 Students decide if the sentences describe a past habit, a single action in the past or a present habit. Students complete the sentences with the correct form of *used to*, the past simple or the present simple.

**Answers**

- 1 went 2 used to go  
 3 cycles 4 didn't use to like  
 5 used to play 6 didn't use to go
- 4 Students look at the picture of a Wild West scene in 1870. Ask them to find eight historical mistakes in the picture and write as many sentences as possible, affirmative and/or negative. Direct students' attention to the example sentences.

**Suggested answers**

They didn't use to play football.  
 They didn't use to ride motorbikes, they used to ride horses.  
 They didn't use to listen to MP3 players.  
 They didn't use to use tablets. They used to use pen and paper and books.  
 They didn't use to wear sunglasses, they used to wear hats.  
 They didn't use to eat take away pizza.  
 They didn't use to fly helicopters. They used to have hot-air balloons.  
 They didn't use to have mobile phones.

**would**

- 5 Ask students to choose the correct alternative.

**Answers**

a can b can't c can d can't

- 6 Students replace *used to* with *would* when possible.

**Answers**

1 would  
 2 would  
 3 –  
 4 –  
 5 would  
 6 –

- 7a In groups of three, students make notes about how life was different in their country fifty years ago using the topics. Remind them to use *would* and *used to*. Walk round, monitoring students and helping them with any language difficulties they may have.

- 7b Students report back to the class with their ideas. Students could come up and write their sentences for each topic on the board. Draw students' attention to the example sentences.

**+ EXTRA ACTIVITY**

Students expand their ideas and notes from exercises 7a and b to write a short text using *used to/didn't use to/would*.

Refer students to the Grammar reference on page 138 if necessary.

**HOMEWORK**

Assign students page 16 in their Workbook or the relevant sections of the Online Workbook.

**Developing speaking** p24**Asking for information****>>> FAST TRACK**

You could ask students to complete the conversation in exercise 2 without listening to the track again.

**WARMER**


Divide the class into small teams. Give them a five-minute time limit to think of words connected to the unit theme of transport for each letter of the alphabet. They can look back in the unit for ideas.

**Suggested answers**


arrival, bed and breakfast, coach, destination, engine, fare, get off, horse, island, journey, kayak, lorry, miss, navigate, one-way ticket, passport, queue, return, single, train, underground, van, weather, X'trapolis, yacht, zeppelin

- 1 Students look at the British train ticket and complete the information.

#### Answers

- 1 London
  - 2 Oxford
  - 3 22<sup>nd</sup> September
  - 4 One adult
  - 5 Single
  - 6 Standard
  - 7 £24.00
- 2  1.12 Play the track for students to listen to a conversation between a girl and a ticket agent and complete the information. See p139 for the audioscript for this exercise.

#### Answers

- 1 Canterbury
  - 2 Today
  - 3 3.55 pm
  - 4 Change trains at London St Pancras
  - 5 Return, coming back next Wednesday
  - 6 £41
  - 7 Debit card
  - 8 Platform 9
- 3  1.12 Play the track again for students to tick the expressions they hear in the Speaking bank.

#### Answers

Could you tell me the time of the next train to Canterbury?  
... can you tell me which platform it is for the train to London?  
Pardon?  
Sorry, I didn't catch that.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Polite requests

Give students practice of polite requests in English, by encouraging their use in the classroom (e.g. *Can I use the bathroom? Could you pass me the dictionary, please?*).  
Tell students you will help them if necessary, but only if they use a polite request (e.g. *Could you tell me how to say that in English?*).

- 4 Ask students to make the requests more polite using the expressions from the Speaking bank. Draw their attention to the example given. Elicit answers from the class and drill the sentence paying attention to intonation.

#### Answers

- 1 Can you tell me if it's possible to pay by debit card?
- 2 Could you tell me what the cheapest fare is?
- 3 Can you tell me if it's a direct train?
- 4 Could you tell me what time it is?
- 5 Can you tell me what time the train arrives?


### TEACHER DEVELOPMENT: STUDENT TRAINING

#### How to learn everyday expressions

Encourage students to listen to the radio, especially talk shows or news programmes. Elicit what activities they can carry out in English on the Internet, e.g. listen to podcasts, videos and audio presentations online, listen to songs and find lyrics, chat and participate in forums, etc. Remind students that they can learn a lot of new expressions by playing games and doing puzzles such as crosswords and word searches. If possible, students can try to watch films in English or with English subtitles.

- 5 In pairs, students prepare the dialogue using the guide given.

#### Practice makes perfect

- 6  Students look at the task. Divide the class into two teams: A and B. All students from Team A find someone from Team B to be their partner. Students A and Students B look at page 147 for the information they need.

They then role-play a conversation in the train ticket office. Remind them to show that they understand or don't understand by using expressions from the Speaking bank. For students who are less confident, photocopy the model dialogue above and demonstrate with a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for the task.

#### Model dialogue

- Ticket officer:** Good morning. Can I help you?  
**Customer:** Yes, please. I'd like to go to Newcastle. Could you tell me the times of trains?  
**Ticket officer:** OK. Well, there's one at 2.15, and the next one is at 5.25.  
**Customer:** Are they both direct trains?  
**Ticket officer:** Yes, all the trains to Newcastle are direct trains.  
**Customer:** OK, I'll take the 4.25 please. How much is that?  
**Ticket officer:** Would you like a single or a return?  
**Customer:** Return please, coming back on Saturday.  
**Ticket officer:** OK. Let's see. The cheapest fare for a return ticket on that train is £100.  
**Customer:** OK. How can I pay?  
**Ticket officer:** You can pay by cash or card.  
**Customer:** Here's my card.  
**Ticket officer:** Thank you.  
**Customer:** Oh, could you tell me which platform it is?  
**Ticket officer:** Yes, it's platform 4.  
**Customer:** OK. Thanks a lot.  
**Ticket officer:** Thank you, and have a good journey.

## TEACHER DEVELOPMENT: STUDENT TRAINING

## Asking for and giving information

In speaking exam exercises, remind students to avoid giving short, uncommunicative replies. Elicit the difference between a closed question (you can answer yes/no without any further explanation) and an open question (one that begins with a question word). Remind students to say when they understand or if they don't understand. Remind them that the examiner is on their side and is there to help them.

## EXTRA ACTIVITY

Students make a mind map of all the words they can think of connected to a train station. It could include information like the following:

Useful phrases:

*What time does the train leave?*

*When is the next/last train?*

*Which platform does the train leave from?*

*Do I have to change trains?*

Verbs: *get on/get off, get in, travel, arrive, depart*

My ticket: *Place of departure, destination, single/return, first class/standard, price, date, fare*

General: *office, lost property office, information office, toilets, passenger, luggage, luggage trolley, ticket officer*

## HOMEWORK

Assign students page 17 in their Workbook or the relevant sections of the Online Workbook.

## Developing writing p25



Understanding and writing a blog post

## FAST TRACK

You could ask students to do exercises 2 and 3 at home and check their answers at the start of the lesson. Alternatively, you could set the writing task in exercise 6 as homework.

## WARMER

Ask students to think of words they associate with Dubai, prompting them to think of the weather, the architecture, the natural world. Elicit ideas and then ask them if it's somewhere they would like to visit.

- 1  Students work with a partner and answer the questions.
- 2  Ask students to read Ryan's blog post and answer the question. Elicit answers from different students.
- 3 Ask students to read the blog again and write what Ryan said about the four topics.

## Answers

- 1 It was long. It took seven hours. They (he and his brother Ben) watched films and played video games.
  - 2 It was his favourite attraction. They spent hours there on the rides.
  - 3 It's one of the biggest in the world. There was an aquarium. There was a spectacular show in the evening.
  - 4 Dubai's indoor snow park is enormous.
- 4 Students look at the Writing bank and complete the examples with words from Ryan's blog. Explain that *so* and *such* make the meaning of the adjective stronger, and that *do*, *does*, *did* are used here for emotive or contrastive emphasis. We do not usually use them in an affirmative sentence.

## Answers

- a brilliant place
- b long
- c a great time
- d did like

- 5 Ask students to make the sentences more emphatic by using the word given.

## Answers

- 1 What a busy city!
- 2 It was such a great flight.
- 3 We were so tired when we arrived.
- 4 I do love New York.
- 5 We did have a good time.
- 6 We were so happy to get back.
- 7 What a great holiday!
- 8 It's such a fantastic place for shopping.

## TEACHER DEVELOPMENT: PRONUNCIATION

Emphasis on *do/does*

When we are using the auxiliaries *do* and *does* for contrastive or emotive emphasis like this, we give them extra stress to make them sound louder, longer or higher in tone. When you see the words used in this way in print, they will normally be in italics or bold type or in capital letters. Drill sentences 4 and 5 above with extra word stress on *do* and *did*, and have students practise in pairs.

- 6 Students choose an amazing holiday destination and make notes for a blog post. Tell them to use the questions to give them ideas.

## Practice makes perfect

- 7 Students use their notes from exercise 6 to write their blog post. Remind them to use the expressions from the Writing bank to add emphasis and interest. For students who are less confident, photocopy the model blog post in the next column for extra support during the writing task. Refer students to the Writing bank on page 150.

### Model blog post

So, today I'm writing this blog to you from Peru ... finally! The journey was so stressful, we had a big delay at Cusco airport and it took ages to get our luggage, but we did eventually arrive and it's such a beautiful place. Yesterday we visited the Qurikancha (temple of the sun) and the Cathedral. I'd recommend them both. Tomorrow, we're going on a three-hour train journey to Aguas Calientes, about 25 minutes from the incredible Machu Picchu.

I can't wait to get on the Inca Trail! What a busy and exciting few days ahead.

### HOMEWORK

Assign students page 18 in their Workbook or the relevant sections of the Online Workbook.

## Integrating skills p26

Sightseeing  
Travel accidents

### WARMER

Start the lesson by asking students if they have ever travelled abroad. If so, ask them what they liked most about it. Then ask students to work in pairs and describe their best/worst/last/dream trip abroad. Tell students to include the following information in their discussion:

- Destination
- Transport
- Accommodation
- Reasons why it was the best/worst trip or reasons for choosing this particular trip to describe

Set a time limit of four minutes. After that, tell students to change pairs and repeat the activity but with a shorter time limit – three minutes.

- 1 Direct students' attention to the list of reasons for not travelling abroad. Nominate a confident student to read the sentences aloud. Ask students to discuss the reasons in groups of three and add some more to the list if they come up with any. After that, elicit ideas from several groups. If possible, organise a class vote for the most popular reason on the list.

### KEY SKILLS

In Exercise 2, students are expected to differentiate between facts and opinions, which is one of the key skills in the new core curriculum. In order to help students deal with the task successfully, it is worth revising the phrases used for introducing these types of information. In order to do so, write the sentence below on the board.

*Tourism industry is important for our economy.*

In pairs, have students rewrite this sentence as an opinion and as a fact.

- 2 Tell students they are going to listen to a woman talking about travelling. Say that some pieces of information in exercise 2 are given as facts and some as opinions. Revise briefly how these two can be introduced (e.g. statistics/data say ..., according to research, I reckon/believe, people are of the opinion that ..., etc.). Then ask students to read the sentences. Play the track twice and then elicit the answers. See p139 for the audioscript for this exercise.

### Answers

- 1 opinion 2 opinion 3 fact 4 fact 5 opinion

- 3 Focus students' attention on the situations in exercise 3. Ask them to read the situations first and then ask if they have ever had similar mishaps. Then have students work in pairs and discuss their reactions. Ask several students to share their ideas with the class.

### EXTRA ACTIVITY

As a follow-up to exercise 3, have students write what exactly they would say in the situations they have chosen.

### EXTRA ACTIVITY

Tell students to imagine they are planning a trip to India. Ask them to quickly read the information about different travel apps and decide which one they would like to download before the trip. Ask them why they think this app would be particularly useful.

- 4 Tell students they are going to read information about four imaginary travel apps. Individually, have students read the texts and answer the questions. When they finish, ask them to compare their answers in pairs and then nominate different students to give their answers.

### Answers

- 1 A, C 2 C 3 A 4 B 5 D 6 C 7 B


- 5 Draw students' attention to the email in exercise 5. Ask them to read the gapped text and try to predict what kind of information is missing. Individually, have students complete the email. When they finish, ask them to compare their answers with a partner. Finally, elicit the answers.

### Answers

- 1 mieszkańców  
2 kupić  
3 podróżników  
4 dawnych  
5 nagłymi wypadkami/sytuacjami

### EXTRA ACTIVITY

Ask students to imagine they are going to host foreign exchange students in their hometown and they are supposed to show them around. In pairs, have students discuss what activities to do and what places to visit in the area with their guests.

- 6  Ask students to read the instructions and brainstorm ideas they might use in the presentation. Elicit some suggestions from individual students. If possible, encourage a class discussion. Remind students that they can find *Useful expressions* in presentations on page 60 in Student's Book (Speaking bank).

## HOMEWORK

Assign students the project in exercise 6 on page 26. They can then present it to the class at the next lesson.

 Skills checkpoint Unit 2 pp28–29


## &gt;&gt;&gt; FAST TRACK

You could ask students to write the assignment in exercise 5 as homework.

## WARMER

Write the following words and phrases on the board and make sure students understand their meaning. Then ask students to work in pairs and write three sentences which would include all of them. *overcrowded, busiest, cosy, cooking facilities, swap, feature, pleasure, return ticket, too far, bike rack*

## Rozumienie ze słuchu

- 1  1.14 Tell students they are going to listen to six texts. Give them 45 seconds to read the comprehension questions and the answers and find the key words in the choices. Play the track twice. Ask students to check their answers in pairs. See pp139–140 for the audioscript for this exercise.

## Answers

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

## Rozumienie tekstów pisanych

- 2 Draw students' attention to the title of the text. Without reading, ask them to predict what the text might be about. You might encourage a discussion about what a tourist/traveller can do to experience life in a new place. Have students skim the text to see if their predictions/ideas were correct. They then read the text and answer the questions. Ask students to check their answers in pairs. Then elicit the answers.

## Answers

- 1 their own cooking facilities
- 2 anywhere in the world
- 3 pets aren't always welcome in hotels or holiday apartments
- 4 it costs nothing / it's free
- 5 you see what the place is really like to live in / you live like the locals (do)

## + EXTRA ACTIVITY

As a follow-up to exercise 2, have students prepare a short presentation about a house swap. The presentation should include:

- the place where they would like to stay
- the house/flat they would like to live in
- the features they expect the house/flat to have
- the length of their stay

## Znajomość środków językowych

- 3 Have students work in pairs and write an appropriate utterance for each situation. To make the activity more challenging, ask students to write two options for each situation. Elicit the answers.

## Answers

- 1 I used to ride a bike to school, but now I go by bus / take a bus, because I live too far away.
- 2 Excuse me, what time is the next train to Warsaw / what time does the next train to Warsaw leave?
- 3 I was watching a film in the cinema when you called.
- 4 Could I have a discount / student return ticket to Krakow for tomorrow, please?
- 5 I was sad because I had failed my driving test.

## + EXTRA ACTIVITY

To help students with exercise 4, ask them to read the text without looking at the answers and try to fill the gaps with their own ideas. It might help to translate parts of the text into Polish, which is a useful strategy for finding out the meaning of the missing parts.

- 4 ★ Focus students' attention on exercise 4. Remind them it is important to read the whole text for general understanding before looking at the answers. Ask students to read the text and say what it is about. Then have them work individually and do the task. When they finish, ask one student to read the completed text aloud to the class.

## Answers

1 A 2 B 3 C 4 D

## Wypowiedź pisemna

- 5 Before students start writing the blog, ask them to go over the instructions in pairs and elicit some useful vocabulary and structures. Then give students enough time to write the blog post.



### Model text

Hello,

I'd like to tell you about a trip which I took with my parents to an amazing place in Poland.


We went to Kudowa Zdrój – a popular resort in the Stołowe Mountains. We chose it because we love trekking, but we wanted to have a break from Zakopane, where we go every year.

We went to Kudowa by car because we had a lot of luggage. The journey was long and tiring, but definitely worth the trouble – the hotel we'd booked, just outside the city, was amazing – cosy, comfortable and served a delicious breakfast. We stayed there for five days and we managed to see some of the most important attractions in the area – we went to see Skalniak and Szczeliniec Wielki and we took walks around Kudowa.

I guess Błędne Skały was what I liked the most – I felt as if I got away from reality there.

So if you ever want to go off the beaten track, make sure you visit Kudowa Zdrój. Trust me – you won't regret it a bit!

## Wypowiedź ustna

- 6  In pairs, have students read the instructions, do the main task, and then ask and answer the questions. Circulate and monitor to ensure that all students have a chance to talk. Then ask some students to model the answers in front of the class.

### + EXTRA ACTIVITY

**As a follow-up to exercise 6, have students role-play a conversation between a travel agent and a customer.**

**Customer – follow the instruction from exercise 6.**

**Travel agent – you have three offers (presented in photos in exercise 6), help the customer choose the best holiday.**

### HOMEWORK

**Assign students page 19 in their Workbook or the email in exercise 5.**

## SELF-ASSESSMENT UNIT 2

Ask students to assess their own skills by giving themselves a mark from 1–4. Remind them it is important to be honest. You might ask students to add one or two other things they can do to the list.

In pairs, students discuss how they can improve the areas where they've given themselves lower marks. When they finish, elicit some ideas from different students and encourage a class discussion.