










1 Study helpline

KEY LEARNING OUTCOMES

Students will be able to:

- talk about present situations, routines and actions using the present simple and present continuous
- talk about experiences and recent actions using the present perfect simple and present perfect continuous
- understand written and spoken texts about studying and university
- talk about good time management and revision tips
- express preferences
- reply to informal emails and include relevant information

UNIT OVERVIEW

 Vocabulary	Studying at university Life at university
 Reading	Unusual degrees CRITICAL THINKING Discussing specialised subjects
 Grammar in context	Present simple, present continuous and present habits Present perfect simple and present perfect continuous Word stress
 Developing vocabulary	do and make
 Listening	Revising for exams
 Grammar in context	Gerunds and infinitives – 1
 Developing speaking	Giving personal information – preferences
 Developing writing	An informal email replying to a request for information
 Integrating skills	Voluntary work

DIGITAL OVERVIEW

Presentation Kit

- ▶ Life skills video 1: Managing study time
- ▶ 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: Managing study time
- ▶ Grammar communication activity Unit 1: True or false?
- ▶ 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 studying and life at university

FAST TRACK

You could ask students to do exercises 1a and 1b at home so that less confident students are prepared for the speaking activity in exercise 1c. They can look up any words they are not sure about in their dictionaries or the Macmillan Online Dictionary and practise saying the names of the subjects.

WARMER

Ask students to look at the unit title *Study helpline* and the photo strip. Elicit a definition of *helpline* (a telephone line, email or Internet forum where people can access information and support). Ask students to provide examples of helplines they know. Elicit what they think the unit is going to be about (information about going to university and guidelines on studying).

Studying at university

1a Divide the class into pairs to look at the subjects in the box and say how many they know. Encourage students to look up any words they are not sure about in their dictionaries, or they can look up the words in the Macmillan Online Dictionary.

EXTRA ACTIVITY

In pairs, students group the words by number of syllables. Drill the pronunciation of each word in open class. Pay attention to the /k/ sound in *architecture*, the short vowel sound /ɪ/ in *business*, and the two different ways of pronouncing *veterinary* /'vet(ə)nri/ or /'vet(ə)rənəri/.

Answers

1 syllable	O law
2 syllables	Oo business, studies, nursing
3 syllables	Ooo dentistry, medicine, politics, veterinary
4 syllables	Oooo architecture ooOo engineering oOoo geology, philosophy, psychology
5 syllables	Ooooo veterinary ooOoo sociology

1b In pairs, students think of other university subjects. Encourage students to race against each other by setting a three-minute time limit. Ask the pair with the longest list to write their answers on the board. Remind students that we write language subjects with a capital letter.

Example answers

anthropology, archaeology, art, science (biology, chemistry, physics), economics, languages (English, French, Spanish, German, etc.), geography, history

- 1c** In groups of three students discuss which subjects in exercises 1a and 1b interest them and say why. Elicit feedback in open class.
- 2** In pairs, students read the email paying special attention to the words in red. Ask them to decide if each word is a noun or a verb and what they think the meaning is. Ask different students around the class to say if each word is a noun or a verb.

Answers

(see Answers in exercise 3 below)

- 3** Encourage students to check the meaning of any words in exercise 2 they are not sure about. Remind students that many English words have more than one meaning and can have more than one form so they should find the correct meaning for their context. Elicit definitions of the words in open class.

Answers

undergraduate (noun) /ˌʌndə(r)ˈgrædʒuət/ – a student who is studying for a first degree at a college or university. (A student who already has a first degree is a graduate.)

graduate (verb) /ˈgrædʒueɪt/ – to complete your studies at a university or college, usually by getting a degree

degree (noun) /dɪˈɡriː/ – a course of study at a university, or the qualification that you get after completing the course

master's (noun) /ˈmɑːstə(r)z/ – a university degree that students get if they study for one or two years after their first degree

course (noun) /kɔː(r)s/ – a series of lessons or lectures in an academic subject or a practical skill

lecture (noun) /ˈlektʃə(r)/ – a talk to a group of people about a particular subject, especially at a college or university

tutorial (noun) /tjuːˈtɔːriəl/ – a lesson in which a student or a small group of students discusses a subject with a tutor, especially at university or college

term (noun) /tɜː(r)m/ – one of the periods of time into which the year is divided for students. In the UK, there are usually three terms: the autumn term, the spring term and the summer term

continuous assessment (noun) /kənˈtɪnjuəs əˈsesmənt/ – a way of judging a student by looking at the work that they do during the year instead of or in addition to looking at their examination results

coursework (noun) /ˈkɔː(r)s,wɜː(r)k/ – schoolwork that a student must do as part of a course of study, with the mark that they achieve forming part of their exam result

assignment (noun) /əˈsaɪnmənt/ – work that you must do as part of a course of study or as part of your job

tutor (noun) /ˈtjuːtə(r)/ – a teacher in a college or university

grade (noun) /ɡreɪd/ – a letter or number that shows the quality of a student's work

Answers


mark (noun) /mɑ:(r)k/ – a school score

notes (noun plural) /nəʊts/ – details from something such as a lecture or a book that you write down so that you can remember them

revise (verb) /rɪ'vaɪz/ – to read and learn information that you have studied in order to prepare for an examination. The American word is *review*.

fail (verb) /feɪl/ – to be unsuccessful in achieving a satisfactory level or standard

resit (verb) /rɪ:'sɪt/ – to take an examination again after failing it previously

- 4  1.01 Play the track for students to listen to the vocabulary quiz and answer the questions 1–8. Point out to students that the words are from exercises 1 and 2.

Elicit answers from students around the class. See p153 for the audioscript for this exercise.

Answers

- 1 veterinary medicine 2 lecture
3 mark 4 undergraduate
5 tutor 6 coursework/assignment
7 psychology 8 resit it

Life at university

- 5 Ask students to complete the sentences with words a–g.


Answers

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

- 6a Ask students to complete the questions with the words a–g in exercise 5. Elicit the answers in open class.

Answers

- 1 activities 2 facilities 3 friends
4 independent 5 abroad
6 residence 7 loan

- 6b  In pairs, students use the questions in exercise 6a to interview their partner.

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Pairwork

Insist students use English when working in pairs or in groups, even when they are setting up a task. Students could make posters with key expressions for pair- and groupwork and hang them on the classroom walls, e.g. *I'm A and you're B, OK? Are you ready? I think ... How about you?*

In the first few lessons, change students around for pairwork. Students of a similar level can be paired together or you can pair students of different proficiency levels, so that higher-level students can help the lower-level students.

While the students are doing pairwork activities, walk round the classroom and listen to their conversations. Monitoring gives you the opportunity to make notes about pronunciation, vocabulary and grammar points that are causing difficulty. Always carry a notepad and a pen, and write down errors and examples of good language to review at the end of the activity. Offer encouragement and praise where possible.

FAST FINISHERS

Students write vocabulary quiz questions, similar to those in exercise 4, for other words from the lesson, e.g. *Which university subject studies the Earth? (geology). Ask students to read them out for other students to say the word.*

HOMEWORK

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

Reading p7



Scanning for specific information

FAST TRACK

You could ask less confident students to read the text first at home. Tell them they are allowed to look up a maximum of ten words.

WARMER

Put students in groups and ask them to discuss whether any of their hobbies or interests can be studied at university. Do they think any of them would be suitable for formal study?

- 1  In pairs, students discuss what they can see in pictures 1–5 and say if they think you can study these things at university. Ask them to give reasons why or why not. Elicit opinions from students in open class.
- 2  Ask students to read the comments from an Internet forum and match the comments to the pictures in exercise 1. Set a time limit of two minutes to encourage students not to get stuck on difficult vocabulary at this stage. Let students compare their answers in pairs before checking in open class.

Answers

- a 3 b 1 c 4 d 2 e 5

FAST FINISHERS

Ask students to note down what the exact name of each subject is.

Answers

- baking technology management
The Beatles, Popular music and Society
Digital and Social Media
Viking studies
surf science and technology

CULTURAL INFORMATION

Every year, over 150,000 students begin degree courses at over 370 institutions around the UK. Nursing, business and design-related studies are some of the most popular courses, but a variety of unusual undergraduate courses on offer has grown considerably in recent years. These

more unusual options reflect students' individual interests and career aspirations. Over recent years, there's been some controversy in the press and elsewhere over these degrees. However, in an increasingly competitive jobs market, studying something unusual might help you stand out from the crowd.

According to the US Department of Education, National Center for Education Statistics, statistics – the science of learning from data – is the fastest-growing science, technology, engineering and math (STEM) undergraduate degree in the United States. In order of popularity, students also study business, social sciences and history, health professions, psychology and education.


TEACHER DEVELOPMENT: STUDENT TRAINING

Matching activities

Matching activities are a common type of reading question in both external and school-leaving examinations. Often the main idea and answer are in the title or topic sentence and there are similar words (synonyms) in the paragraphs and paragraph headings to help students match questions or statements with different texts. However, they still need to read the text carefully to check. Remind students that if a match is not immediately obvious, they should move on to the next one. If they are unsure between two answers at first, tell them to note both of them down and eliminate one of the answers when they make a final decision. Remind students to guess when there is no penalty for doing so.

- 3 Ask students to read the text again and match the people a–e with the questions 1–6. Remind them that the people may be chosen more than once. Elicit answers from different students around the class and ask them to identify key sentences in the text that helped them choose their answers.

Answers

- 1 d (Undergraduates spend their third year in a Scandinavian university, which I'm looking forward to.)
 - 2 c (Maybe that's why 91% of students who study this course find a job as soon as they graduate.)
 - 3 b (I don't see why they think it's OK to study classical music or literature but not the music and words of a group that changed the modern world.)
 - 4 a (Some people think that all I do is bake bread and cakes.)
 - 5 e (People are usually really jealous when I tell them that I'm studying surf science and technology.)
 - 6 c (But for me the best thing about the course is that it's very hands-on.)
- 4  **CRITICAL THINKING** Individually, students read the question and make notes before comparing their ideas with the rest of the class.

Example answers

I think these subjects aren't too specialised. It's a good idea to study something unusual because you are more likely to be interested and study more. Also they often give you very specific skills that are more useful in the workplace. Furthermore, an unusual degree could make your CV stand out in a competitive marketplace.

In my opinion, these subjects are too specialised and they are a bad thing because your employment options are very narrow when you finish your degree. You can't transfer your skills easily to another subject area. Also, they are often not very academically rigorous so they don't show what you are intellectually capable of.

TEACHER DEVELOPMENT: STUDENT TRAINING


Critical thinking

Critical thinking is an essential skill for study at university and is increasingly identified as a key skill for leadership in the workplace. The most effective way to foster critical-thinking skills is to ask as many questions as we can that encourage evaluation and synthesis of facts and concepts. Higher-level thinking questions should start or end with words or phrases such as, 'Explain ...' 'Compare ...' 'Why ...' 'Which is a solution to the problem ...' 'What is the best and why ...' and 'Do you agree or disagree with this statement?'

We can encourage students at every opportunity to formulate questions, gather and interpret evidence, and draw conclusions. Key critical-thinking skills include analysing similarities and differences, explaining how they solve a problem, creating categories and ranking items appropriately and learning how to identify relevant information, distinguish fact from opinion and construct arguments and test out ideas.

- 5 Encourage students to guess the meaning of the underlined words in the text. Allow them to use a dictionary to check their answers.

Answers

- uni = short form of 'university'
 drives me mad = makes someone feel extremely angry or upset
 in great depth = in a very detailed way and giving a lot of information
 implications = possible results or effects
 hands-on = hands-on experience or training involves you doing something rather than just reading about it or watching other people do it
 specialise = to be an expert in a particular part of a subject or profession
- 6  **What about you?** Ask students to think about their answers to the questions, and then to discuss them with a partner. Elicit some answers from different students.

HOMEWORK

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

Grammar in context pp8-9

Talking about present situations, habits, routines and actions using the present simple, present continuous, present perfect simple and present perfect continuous

FAST TRACK

You could ask students to do exercises 1 and 2 at home. Then they could do exercise 3 at the beginning of the lesson.

Test before you teach

Do this exercise to find out how much students remember about the present simple/present continuous and present perfect simple/present perfect continuous tenses.

Tell students to write three true sentences and one false sentence about themselves or other people using the four tenses. In pairs, students read their sentences to each other for their partner to guess which is the false sentence. If they seem to be familiar with the use and form of these tenses, move through the Grammar guide exercises quickly in open class.

Present simple, present continuous and present habits

1a Ask students to look at the verbs in the sentences and name the tenses.

Answers

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

1b Ask students to read the explanations and match them with the sentences in exercise 1a. Check answers in open class.

Answers

- a 1 b 3 c 5 d 2 e 4

2 Ask students to choose the correct alternative. Have students compare in pairs before you check their answers.

Answers

- 1 understand 2 goes 3 is coming
4 are getting 5 usually walks, is going
6 Do you wear 7 don't agree 8 sounds

TEACHER DEVELOPMENT: LANGUAGE

State and action verbs

State verbs generally fall into four groups:

Verbs of feeling – *love, like, hate, want, prefer, need*

Verbs of thinking – *know, understand, believe, remember, mean*

Verbs of the senses – *sound, look, hear, see, taste, smell, feel, seem*

Verbs of possession – *have, own, belong*



When a verb describes a state and not an action, we do not use the continuous tense. Remind students that some words can be both state verbs and action verbs, and in each case the meaning of these verbs is different. For example:

I have a car. (state verb showing possession)

I'm having a bath. (action verb which, in this case, means *taking*)

I think you are cool. (state verb meaning *in my opinion*)

I'm thinking about buying a motorbike. (action verb meaning *considering*)

3a   1.02 Play the track for students to listen to the sentences and mark the word which the speaker stresses most. Check their answers.


Answers

- 1 constantly 2 always 3 forever 4 continually

TEACHER DEVELOPMENT: LANGUAGE

Present continuous for annoying habits

The present continuous with *always, constantly, continually* and *forever* is used here not to signify an action that is happening now, but an action that happens with regularity. However, the speaker chooses to use the present continuous and not the present simple to show annoyance and irritation at the action (we can also use this tense to talk about habits which are in some way unusual). Write this sentence on the board: *She's always complaining.* Ask a few concept-checking questions: *Does she complain all the time? (Yes); Is she complaining right now? (Not necessarily); Is the speaker annoyed that she complains a lot? (Yes).* To highlight our annoyance, we shift the stress to the adverb in this type of sentence.

3b  In pairs, students practise saying the sentences with the stress on the correct words.

TEACHER DEVELOPMENT: PRONUNCIATION



Emphatic stress

Some words carry more 'volume' (stress) than others. In any given sentence in English, there will be words that carry stress and others that don't. This is not a random pattern. Stressed words carry the meaning or the sense behind the sentence.

4a Ask students to complete the dialogues with the correct form of the verbs in the box. Remind them to use the present simple for general routines and habits or the present continuous with *always, constantly, continually* or *forever* for annoying habits. Let students compare their answers in pairs before checking in open class.


Suggested answers

- 1 's forever playing 2 studies 3 're always leaving
4 's constantly saying 5 coach

4b   In pairs, students practise saying the dialogues. Remind them to stress some of the words when necessary.

++ EXTRA ACTIVITY

In pairs, students invent a dialogue similar to the ones in exercise 4a using the present continuous with *always, constantly, continually* or *forever*. They then read out their dialogues for the rest of the class stressing some of the words when necessary.

- 5  In pairs or small groups, students talk about things people do that annoy them. In a less confident class, brainstorm a few ideas and write them on the board, e.g. *biting their nails, whistling, eating with their mouth open, speaking too loudly*. Walk round, monitoring students and helping them if necessary. Ask some students around the class to tell the rest of the class about the things that annoy them.

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Pyramid discussion

You could organise a pyramid discussion for this speaking activity. Students start in small groups and agree on the top three things people do to annoy them. They can then join up with another group, share their ideas and discuss until the whole group agrees on their top three things. They then join up with another group, and so on, until you have finally a full-class discussion to agree on the top three annoying things people do.

Present perfect simple and present perfect continuous

- 6a Ask students to match sentences 1–4 with the explanations of their uses a–d.

Answers

1 a 2 b 3 d 4 c

- 6b Ask students to look at the sentences and say which is present perfect simple and which is present perfect continuous. Elicit how we form these two tenses.


Answers

1 present perfect continuous 2 present perfect simple
Present perfect simple: subject + *has/have* + past participle
Present perfect continuous: subject + *has/have* + *been* + verb + *-ing*

- 6c Students match the tenses to the correct usage.

Answers

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

- 7  In pairs, students talk about why and how we use the words that often go with the present perfect simple and present perfect continuous. You may wish to discuss the first one in open class as an example. Elicit answers from different students around the class and ask students to write example sentences on the board.

Answers

- 1 *For* goes with periods of time, like *three hours, ten minutes, a long time*. It goes just before the time period.
2 *Since* goes with points in time, like *1990, Christmas, last week*. It goes just before the time period.
3 *Ever* means 'sometime before now'. It is used in questions, e.g. *Have you ever/Haven't you ever ...?*, and in negative statements, e.g. *Nobody has ever travelled there before*. It goes between *have* + subject pronoun and the past participle.
4 *Never* means 'at no time before' and it is used in negative statements, e.g. *I've never been to New York before*. It goes between *have* and the past participle.
5 *Just* means 'not so long ago'. It comes between *have* and the past participle, e.g. *They have just gone out*.
6 *Already* shows an action has been completed. It comes between *have* and the past participle, e.g. *I have already heard that song*.
7 *Yet* means 'up to a specified time' and is used only in the negative and question forms of the present perfect tense. It is normally placed at the end of a sentence, e.g. *I haven't been to the supermarket yet*.
8 Ask students to rewrite the sentences using the correct tense and the words in exercise 7, if necessary.


Answers

- 1 She's failed 2 since 2012
3 We went 4 I've been doing
5 has just had 6 has painted
7 for 8 I've lost
9 I haven't done 10 I've been waiting

- 9a Ask students to complete the questions with the present perfect simple or present perfect continuous.

Example answers

- 1 How long have you lived here?
2 How long have you been watching TV?
3 Have you ever done a bungee jump?
4 How many times have you eaten sushi?
5 What have you been doing all day?
6 Have you just had your lunch?

- 9b  In pairs, students take it in turns to interview their partner using their completed questions. Round up the activity by asking students to tell the class one interesting thing they found out about their partner.

++ EXTRA ACTIVITY

Students think of things that they have done more of or have been doing for longer than their partner (i.e. things where the number in their answer is bigger than their partner's). Individually, they note down questions using the present perfect simple or present perfect continuous tense. In pairs, students take turns asking and answering questions, e.g. *How long have you been wearing the shoes you have on now? How many countries have you visited? How long have you been studying in this class?*

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Homework

Try to vary the length of homework assignments between those that last 30 minutes to an hour and quick ten-minute activities. Set homework in every class and make sure you write it on the board before the end of the class. (Students might miss the homework because they are rushing out of class.) Take some time to go over the exercise to make sure the students know what is expected. Go over homework in the next class and correct it together. Students can check their own work or that of another student. Keep a note of who does their homework and who doesn't and note grades as part of your ongoing assessment of students' progress.

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 *do* and *make* appropriately

FAST TRACK

If students are familiar with the target vocabulary, you could do exercise 1 as a class activity by inviting individual students to read out the words and the rest of the class to call out *do* or *make*.

do and make

- 1 Ask students to match the words with the verb they usually go with (*do* or *make*) and write two lists.

Answers

do – a course, an assignment, an exam, chores, homework, the shopping, the washing, well
make – a cake, a decision, a noise, friends, the dinner

TEACHER DEVELOPMENT: LANGUAGE

do and make

Collocations with the verbs *do* and *make* are very often confused by students. These verb + noun combinations just sound 'right' to native English speakers, who use them all the time. In the next exercise, students learn some general usage guidelines. However, there are many exceptions and students must regularly revise and memorise words which collocate with *make* and *do* to avoid making mistakes.

- 2 Ask students to complete the rules with *do* and *make*.

Answers

- 1 do 2 do 3 make 4 do 5 make 6 do
- 3 Students complete the text with the correct form of *do* or *make*. Elicit answers from different students around the class.

Answers

- | | | | |
|---|-----------|---|------------|
| a | made | h | are making |
| b | made | i | do |
| c | do | j | do |
| d | is doing | k | make |
| e | is making | l | make |
| f | do | m | do |
| g | do | n | do |

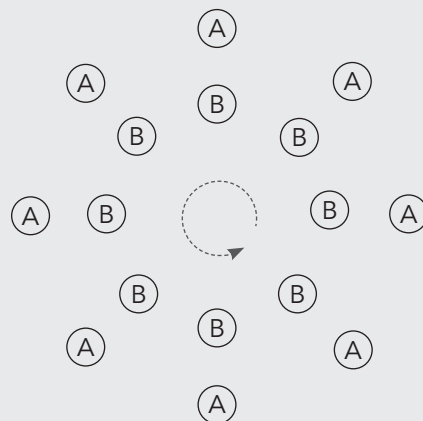
- 4a Students choose three expressions with *do* and three expressions with *make* and write questions to ask other people in the class. Draw students' attention to the example questions.
- 4b Students use their questions to interview as many people as possible. Round up the activity by asking them to tell the class something interesting they found out about the other students.

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Communicative activities

In monolingual classrooms, it can be difficult to get students to talk in English during pair and groupwork. Point out to your class that in a one-hour lesson with 25 learners, each learner will speak for just 60 seconds if the teacher speaks for half the lesson. However, they can increase that percentage substantially if they try to use English in group activities.

You could put some quiet music on while students 'mingle' (move around) asking each other their *do* and *make* questions. If you have enough space, you could organise an 'onion ring'. Half the class forms a small circle in the middle, with their backs to the centre, and the other half stands facing one person in the circle, so forming an outer ring. The students ask and answer with their partner for a couple of minutes. The students in the outer circle then move one person to the left to change partners.



HOMEWORK

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

Listening p10

Listening for specific information

WARMER

Write the words *continuous assessment* on the board. In small teams, students use these letters to make as many words as they can in three minutes. The team with the most correctly spelt words wins.

Suggested answers

aim, assess, contain, continue, count, meat, mess, minute, mountain, mouse, neat, nine, nose, seat, section, see, seen, steam, team, tease, ten, tent, time, etc.

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Listening tasks

At the end of a listening task, try to develop a class discussion on how students can listen more effectively. Remind students that they must always read the instructions and questions before the first listening. This will help them know what they are listening for and predict content (from key words in the questions or visual clues, etc.). Students need to learn how to take good notes during the listening to help them choose the right answer.

Ask students to evaluate how well they did and if they thought it was a difficult task and why. For the CEFR dossier, students could record the listening activities they have done in class on a self-evaluation sheet. They can write the subject and date and evaluate their progress:

I understood the first time I listened. 1 2 3 4 5

I understood when we had finished listening. 1 2 3 4 5

I understood after listening with the audioscript. 1 2 3 4 5

- 1 In pairs, students read the statements made by students about revising for exams and decide which ones are good ideas. Elicit opinions from different students around the class.

Suggested answers

Useful ideas are 1, 2 (as long as all the students are focused on revising), 3, 4, 6, 8 (breaks should be short and involve drinking water and taking some exercise), 9.

- 2 1.03 Play the track for students to listen to two teenagers talking about revision and ask them to decide which three ideas in exercise 1 the boy mentions. Ask students if the boy has prepared well for the exam. See p153 for the audioscript for this exercise.

Answers

The boy mentions ideas 7, 5 and 10.

He hasn't prepared well for the exam.

- 3 1.03 Play the track again for students to choose the best answer. Elicit from students which key phrases helped them decide on their answers for each question.

Answers

1 b (... didn't go to sleep until half three.)

2 a (We've known about it for a month!)

3 b (I've got basketball practice ... on Mondays, Wednesdays and Fridays.)

4 c (... I haven't got any notes for some of them.)

5 a (... in this exam you have to answer everything.)

- 4 **What about you?** In pairs or small groups, students discuss the questions about preparing for exams.

EXTRA ACTIVITY

Students develop a list of top five revision tips. Elicit ideas from students around the class and agree on a list that students can copy into their notebooks and add new ideas to during the unit.

HOMEWORK

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

Grammar in context pp10–11

Using gerunds and infinitives

FAST TRACK

You could do exercise 1 as a class activity by inviting different students to read out the sentences in Listening exercise 1 and nominating another student to say the answer.

Gerunds and infinitives – 1

- 1 Students match statements 1–10 from Listening exercise 1 with the rules. Point out that they can use one rule twice.

Answers

2 g 3 f 4 c 5 d 6 b 7 e 8 i 9 h 10 e

- 2a Start by setting a time limit of 20 seconds and asking students to read and identify the two unusual techniques in the text. Then ask students to read the text and choose the correct alternative for a–o.

Answers

a to think b revising c to use d keeping e doing
f Leaving g to check h to get i to have j singing
k singing l cycling m to help n to keep
o listening

- 2b In pairs, students discuss if they would use either of the techniques and say why or why not. Elicit any unusual revision techniques students know or use.
- 3 Individually, students decide if the gerund or infinitive is used correctly in each sentence. Ask them to rewrite the incorrect sentences. Students compare their answers in pairs before you check in open class.

Answers

1 to pass 2 studying 3 correct 4 to find
5 to pass 6 correct 7 failing 8 studying

- 4 Ask students to complete the exam advice with the gerund or infinitive form of the verbs given. Check answers in open class.


Answers

1 to finish 2 Starting 3 taking 4 creating
5 leaving, to check 6 to complete 7 to answer

- 5a In pairs, students complete the questions with the gerund or infinitive form of an appropriate verb.

Example answers

- 1 Do you enjoy *going out* in the evening?
- 2 When you sleep, do you ever dream of *falling*?
- 3 Have you ever thought of *being famous*?
- 4 Do you find it difficult *to study*?
- 5 Have you ever considered *changing schools*?
- 6 Do you think that you are brave enough *to jump out of a plane*?
- 7 Would you like to be the first person *to live on Mars*?
- 8 Are you interested in *studying surf science and technology*?
- 9 At the weekend, do you ever go *mountain biking*?
- 10 Next year do you want *to study another language*?

- 5b  Students interview others using their questions and make notes of any funny or interesting answers. You could ask a more confident pair to model this activity first. Monitor students and note down errors and good use of language to go over in a feedback session at the end of the class. Finally, ask students to tell the class some of the things they have discovered.

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Error correction

It is important not to over-correct in more fluency-based activities as this can make students lose confidence. Not correcting, however, leads to students developing bad habits and decreases their communicative ability.

A key skill to develop is the ability to distinguish between 'errors' and 'mistakes'. A mistake is a slip; you know the correct thing to say, but you said the wrong thing by accident. Mistakes are not critical to correct unless they are repeated too often. Errors are when the student does not know the correct form, term or usage.

It is then important to decide whether it is better to correct errors on the spot or at the end of the activity or later, and decide on an appropriate correction technique. If you correct on the spot, it must be quick: you can ask students to repeat the sentence again, echo the sentence up to the error for students to finish, write the word on the whiteboard and underline it, etc. As much as possible, encourage self-correction. Alternatively, you can do the error correction later (error correction makes a nice transition between parts of the lesson). Write the errors on the board in an anonymous way (change some of the words if necessary) and elicit correct answers from the class.

EXTRA ACTIVITY

Students write answers to their own questions in exercise 5a.

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

Expressing preferences using a variety of structures

FAST TRACK

You could ask students to complete exercise 1 at home in preparation for the listening activity. They can then compare their answers in pairs before you check their answers.


WARMER

Students think of typical questions connected with personal information that are usually in the first part of an oral exam, e.g. *What's your first name? What's your surname? How do you spell that? How old are you? Where are you from? What's your favourite school subject?*

- 1 Ask students to read questions 1–6 and match each one with one of the categories a–d.

Answers

1 a 2 d 3 c 4 b 5 b 6 c

- 2  1.04 Tell students they are going to listen to six students answering the questions in exercise 1. Play the track for them to match each student to one of the questions. As you check answers, elicit the key sentences that helped students decide. See p153 for the audioscript for this exercise.

Answers

Student A: question 2 (I think I'd like to study languages at university.)


Student B: question 4 (We go to the cinema if there's a good film on ...)

Student C: question 5 (Yes, I like reading.)

Student D: question 3 (I prefer revising alone ...)

Student E: question 6 (I prefer doing mental work.)

Student F: question 1 (... I like being able to walk everywhere ...)

- 3  1.04 Play the track again for students to listen and decide if each student gives a reason or any personal details to support their answer. Encourage students to discuss if it is a good idea to give reasons and/or personal details and say why or why not.


Answers

All the students answer the questions well except Student C who does not give reasons or personal details to support their answer.

It's a good idea to give reasons and personal details because it helps promote further conversation. A short response can indicate that you are annoyed, uninterested or very shy.

TEACHER DEVELOPMENT: STUDENT TRAINING**Developing conversation skills**

To keep a conversation going, students need to contribute something positive or interesting. Basic rules for engagement in a conversation include giving examples, making related comments, expanding on what others are saying and advancing your own opinion clearly and politely. Most students will really know conversation rules from their first language, but it is helpful to point out that by not giving reasons or personal details in a reply, students can appear to be impolite. Knowing these strategies will help students avoid confusion and gain experience in different types of conversations.

- 4  In pairs, students take it in turns to ask and answer the questions in exercise 1. Remind them to give reasons and personal details. In a less confident class, give students time to make notes before they do this as a speaking activity.
- 5 Ask students to look at the different ways of expressing preferences in the Speaking bank before they do exercise 6.

TEACHER DEVELOPMENT: LANGUAGE**Expressing preferences**

We often use words like *prefer*, *would prefer*, *would rather* to talk or ask about preferences. We tend to use *prefer* to talk generally about likes, dislikes and what we want.

The expressions *would prefer* and *would rather* are used when we want to be a little more specific, e.g. *I would prefer to be a translator (not a musician)*.

Draw students' attention to the differences in form:
I prefer living in a city. (followed by the gerund)
I would prefer not to study music. (followed by the infinitive with *to*)

Would you rather stay at a hotel? (followed by the base form of the verb without *to*)


Would rather is very common in spoken English and is usually abbreviated to *'d rather*. *Would rather* is also followed by a past tense when we want to involve other people in the action, even though it has a present or future meaning, e.g. *They'd rather I studied music*.

- 6 Ask students to put the verbs in the correct form. Check answers in open class.

Answers

- 1 playing, doing 2 go, walk 3 not to stay
 4 writing 5 write, do 6 to go, (to) fly

Practice makes perfect

7a  In pairs, ask students to take it in turns to ask and answer the questions. Remind them to give reasons and personal details and to use the expressions from the Speaking bank. Walk around checking students are on task and speaking English to each other. Note down errors and good use of language you can talk about when you give feedback on this activity.

For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and 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 them.

Model dialogue

A: Which subjects do you prefer studying?

B: I prefer studying literature and languages. I spend hours reading books and I love finding out about different cultures and speaking other languages.

A: Would you rather study at home or in a library?

B: I would rather study at home because I have a desk in my bedroom and it is quiet and I can concentrate better when I am on my own. When I go to the library, I usually meet my friends and we don't do as much work.

A: Would you like to have an end-of-year school trip this year or would you prefer to go somewhere with your family?

B: I'd prefer to have an end-of-year school trip because I think it's nice to finish the academic year with your schoolmates.

B: Would you prefer to study in your country or abroad?

A: I'd prefer to study abroad because I can learn another language better and enjoy living in another culture.

B: Do you prefer studying with books or using a computer?

A: I prefer using a computer because it's more fun and you can store and change the information you find.

B: Would you rather have a school uniform or wear what you like?

A: I'd rather wear what I like. I prefer wearing my own clothes and being individual to wearing the same clothes as other people.

- 7b Ask students to change partners and repeat the activity. You can change pairs easily by taking a chair and putting it at the end of the row of students. The student from the other end of the row then moves to that chair, and all the other students turn to their other side to work with someone new.

TEACHER DEVELOPMENT: STUDENT TRAINING

CEFR portfolio: speaking

The CEFR portfolio consists of three parts:

- 1 The Language Passport with information about a student's proficiency in one or more languages, i.e. qualifications.
- 2 The Language Biography where students reflect on their learning progress and say what they can do in their foreign language(s).
- 3 The Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

Within each unit there are several opportunities for students to practise speaking and use their conversations for the dossier in their CEFR portfolio. They could record their conversations, date them and include them in their portfolio.

Ask students to assess their performance in each speaking activity and give themselves a mark from 1 to 5 according to the following self-assessment criteria:

Content: *Did I say what I wanted to say? Was I interesting? Did I speak in English for a long time? Did I hesitate a lot?*

Vocabulary and grammar: *Did I use different words? Did I use words I've learnt recently? Were my sentences well constructed? Did I make a lot of errors?*

Cooperation: *Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?*

In English! *When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?, etc.*

HOMEWORK

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

Developing writing p13

Replying to informal emails with relevant information

FAST TRACK

You could ask students to do exercise 1 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

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 words 'Dear Sir or Madam'. (false)
- 2 We end an informal email with words like 'I look forward to hearing from you soon'. (false)
- 3 When we finish an informal email, we usually only write our first name. (true)

- 1 Ask students to read the email from a British girl called Amy to a friend who lives in Italy. Encourage them to underline the four pieces of information that Amy asks for. Check their answers in open class.

Answers

What have you been doing recently?

Which month do you think is better, July or August?

What do you think is the best way for me to do that?

Please let me know what type of things you'd like to do here.

- 2 Ask students to look at the style of the email in exercise 1 and say what things in it are typical of informal emails. Elicit answers from different students around the class.

Answers

informal words

Hi! as a greeting,

simple sentences

contractions (*I've, I'd, etc.*)

Best wishes at the end

- 3 Ask students to look at the Writing bank and to match the topics with the groups of expressions. Elicit more expressions to add to each group.

Answers

a 3 (Hello ..., Hey ...)

b 4 (Great to hear from you. Thanks for telling me all your news. I just wanted to get in touch about ...)

c 5 (What have you been up to? What have you been doing recently/lately? How have you been?)

d 1 (On another note ..., That reminds me ...)

e 2 (I'll be in touch soon. See you!)

- 4 In pairs, students imagine they have received Amy's email. Ask them to make notes about the information she wants. Draw their attention to the example.
- 5 Tell students they are going to write a reply to Amy. Ask them to make a paragraph plan and decide what information to include in each paragraph. Draw their attention to the example.

Answers

Paragraph 2: Describe the best time to visit Italy/the best way to learn Italian

Paragraph 3: Describe things I'd like to do in England

Paragraph 4: Say goodbye

Practice makes perfect

- 6 Ask students to write a reply to Amy using their notes and paragraph plan to help them. Remind them to check they have included all the information she needs. Tell them to write between 120 and 150 words. They can also follow the advice in the Writing bank on page 158. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi Amy

Thanks for your email. Sorry I haven't written for a long time, but we've had lots of exams recently at school. I hope I've passed everything! How are you? What have you been doing recently?

The best time of the year to visit my country is in summer. It's warm, but it's not too hot in July and all the flowers and trees are in bloom. August is usually much hotter. If you want to start learning Italian while you're here, the best idea is to do a language course in the morning. I can find a good school that is close to my home if you want. In the afternoon, we can speak in Italian and I can take you to see some exciting places in Pisa.

I'd really like to come back with you and visit your family in England. I've always wanted to visit London, so we could spend a day there. I know you like science so maybe we could visit the Science Museum. I would also like to do some shopping because I love British fashion and music!

Anyway, I've got to go and revise for my last exam!

Bye for now,
Sonia

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING**How to use model texts in class**

A model is a text that provides a good example of how texts of a particular kind can be written. As students become familiar with the structures of different text types, they will feel more comfortable in approaching written exam tasks. The overall aim is to provide the students with a solid framework from which they can notice features (such as layout, structure and fixed phrases) that they can make use of in their own written text. Always read the model text provided 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.

TEACHER DEVELOPMENT: STUDENT TRAINING**Transactional tasks**

A 'transactional' letter is one that is written for the purpose of getting something done in the real world, as opposed to a 'non-transactional' letter, which might be just to share feelings, opinions or experiences with someone else. In order to successfully complete transactional writing tasks in exams, students must analyse the instructions carefully and identify the key information they must include:

- Who is writing – students may be asked to assume a role, e.g. Amy's friend
- Who you are writing to, e.g. a friend
- The purpose for writing the text, e.g. to reply to Amy's request for information, as well as the reader's purpose for reading it, e.g. to find out information

- The format (informal email) and number of words required (120–150 words)

This information guides the students' choice of style, content and tone. Remind students that marks are awarded for appropriate response to the task and if all the necessary information is included.

HOMEWORK

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

Integrating skills p14**Voluntary work****WARMER**

To introduce the topic, write the following on the board:

VOLUNTARY WORK IS ...

Ask students to work in groups of three and finish the sentence in at least two different ways. When they finish, elicit ideas from a few groups. Write the most interesting suggestions on the board and have a short class discussion in which students can express their opinions about them.

Suggested answers:

- ... good only for young people.
- ... a waste of time.
- ... a great way to meet new people.
- ... something that looks good on a CV.

EXTRA ACTIVITY


Write these words on the board:

- *disadvantaged*
- *chances*
- *safe place*
- *help*
- *giving*

Ask students to read the list in exercise 1 and find words with synonymous meanings. Elicit the answers and write them on the board.

Answers:

- underprivileged
- opportunities
- shelter
- assist
- providing

- 1  Direct students' attention to the list in exercise 1. Ask them to work in groups of three and discuss if they would do charity work for the causes listed and then have them justify their answers. Also, ask students about volunteer programmes supported by their school. Set a time limit. When students finish, ask a few groups to report their discussions to the class.

- 2 Tell students they are going to read a text about voluntary work. Focus their attention on the title and ask what 'volunteering for peace' means or what it involves. Then ask them to skim the text briefly and verify their predictions. Ask students to read the text again, this time more carefully, and answer the questions. When they finish, elicit the answers from several students.

Answers

- 1 F – it's a non-profit organisation
 - 2 F – in order to promote peace after the First World War
 - 3 T
 - 4 F – there is a lower age limit
 - 5 T
 - 6 F – they have different tasks, not only physical ones; B formal, informative, encouraging
- 3 1.05 Tell students they are going to listen to a recording somehow connected with the topic of the text in exercise 2. Ask one student to read the questions aloud. Play the track once. Ask students to check their answers in pairs. See pp153–154 for the audioscript for this exercise.

Answers

- 1 voluntary work
 - 2 They are on a student exchange programme.
 - 3 Paulina – the Academy of the Future, Peter – Service Civil International
 - 4 Because you can meet a lot of people from all over the world, as well as become more tolerant of other cultures.
- 4 1.05 Direct students' attention to the sentences in exercise 4. Ask a confident student to read the sentences aloud to the class. Tell students to listen to the recording again and decide if the sentences are facts or opinions. Play the track once. Check answers as a class. See pp153–154 for the audioscript for this exercise.

Answers

- 1 fact 2 fact 3 opinion 4 fact 5 opinion

KEY SKILLS

In exercise 4, students are expected to distinguish facts from opinions, which is one of the key skills in the new curriculum. In order to help students deal with such a task successfully, and as a follow-up to exercise 4, play the recording again and ask students to note down the exact phrases they hear. After that, ask them to change each opinion into a fact and each fact into an opinion. Allow students to do this activity in pairs. When they have finished, elicit ideas from several pairs.

- 5 Individually, have students read the text and fill the gaps in the message. Ask them to check their answers in pairs and say where they found the information (in the advert/recording). Then check the answers together as a class.

Answers

- 1 promowanie/wspieranie pokoju
- 2 różnych krajów/całego świata
- 3 mają wpływ na
- 4 wydarzeń kulturalnych
- 5 dziećmi z ośrodka dla uchodźców/ dziećmi uchodźców

EXTRA ACTIVITY

As a follow-up to exercise 5, ask students to translate the gapped sentences from the text into English without looking for words in the advertisement in exercise 2. When they finish, ask them to compare their answers and look for hints in the text in exercise 2.

- 6 In pairs, ask students to discuss the questions. Circulate and monitor to ensure that all students have a chance to talk. Then ask some students to share their ideas/opinions with the class. Encourage a class discussion if possible.
- 7 In pairs, ask students to read the instructions and brainstorm useful phrases that might be used in the presentation. When they finish, write their suggestions on the board in two columns: phrases for managing discourse, phrases connected with the topic. If there is enough time, students may create sentences with these words.

HOMEWORK

Assign students the project in exercise 7 on page 14. They can then present it to the class at the next lesson.

Skills Checkpoint Unit 1 pp16–17

FAST TRACK

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

Rozumienie ze słuchu

EXTRA ACTIVITY

With their books closed, ask students to listen to the recording from exercise 1 and take notes of the information which they think is important and might need to use later.

- 1 1.06 Tell students they are going to listen to a radio programme. Ask them to read the gapped text and predict the topic of the interview they are about to hear. Play the track twice. Ask students to check their answers in pairs. See p154 for the audioscript for this exercise.

Answers

- 1 memorise and recall
- 2 remembering new
- 3 similarity between
- 4 what category
- 5 to make an effort
- 6 a wild guess

Rozumienie tekstów pisanych

EXTRA ACTIVITY

Ask students to read the texts and decide what the style of each of them is (formal/informal/semi-formal) and what the writer's intention is in each case.