


# 1 Interact!


## KEY LEARNING OUTCOMES


### Students will be able to:


- talk about experiences, past events and past habits using a wide variety of past tenses and structures
- understand spoken and written texts about human interaction
- talk about and reflect upon effective communication skills
- give detailed information and express opinions in a personal interview
- write a story about a real or fictional event using a variety of linguistic devices


## UNIT OVERVIEW


 **Vocabulary / Developing vocabulary**  
Body idioms and human interaction  
Word formation – noun suffixes  
Similes  
Ways of talking


 **Reading**  
Studies in human interaction  
**CRITICAL THINKING** Thinking about the effectiveness and accuracy of research into human behaviour

 **Grammar in context**  
Past tenses  
Present and past habits

 **Listening**  
Fraternities

 **Developing speaking**  
Personal interviews

 **Developing writing**  
A story

 **Integrating skills**  
Human rights  
Ideologies

## DIGITAL OVERVIEW

### Presentation Kit

- ▶ Life skills video: Expressing yourself
- ▶ 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: Expressing yourself
- ▶ 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

## Reading pp6-7

Talking about body idioms and human interaction; reading a text for coherence and cohesion

### FAST TRACK

You could ask students to complete the matching in exercise 1a at home, allowing them to use the Internet to research if necessary. Remind students that they can usually find idiomatic phrases by looking up the relevant key words in the Macmillan Online Dictionary. Check the answers at the beginning of the lesson.

### WARMER

Revise the parts of the body necessary for exercises 1a and 1b by drawing a basic outline of the human body on the board with arrows pointing to the chest, back, shoulder, leg, thumb, hand and neck. In pairs, give students one minute to complete the labels. (Increase or decrease the time if you have a more/less confident class.)

### VOCABULARY Body idioms and human interaction

**1a** Students match the idioms in the box with definitions 1–8. Before the task you could ask them to work in pairs and tell their partner which ones they know and to try to explain their meaning with examples.

#### Answers

- 1 give someone the cold shoulder
- 2 pull someone's leg
- 3 lend someone a hand
- 4 do something behind someone's back
- 5 stick your neck out for someone
- 6 be under someone's thumb
- 7 see eye-to-eye with someone
- 8 get something off your chest

**1b** Students complete the questions with the correct parts of the body, and then interview their partner in pairs.

#### Answers

- 1 hand 2 back 3 leg 4 eye, eye 5 thumb
- 6 neck 7 chest 8 shoulder

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Concept-checking

In feedback to matching tasks, do more than just go through the answers. Ask students some concept check questions, e.g. *If I see eye-to-eye with you, do I have a different opinion?* (No) *Do I have the same opinion?* (Yes). Demonstrate a situation or use mime to check understanding, e.g. say, *I'm not talking to you – if I see you, I'll cross the road to avoid you.* (Students shout out *Cold shoulder!*).

### EXTRA ACTIVITY

To consolidate the new idioms, ask students to work in pairs and write a short story about two friends and their relationship using as many of the idioms as possible. Nominate pairs to read their story aloud.

**2** Tell the students they are going to read four articles about experiments in human interaction. Draw their attention to the photos and headlines at the top of the page. Ask them to match each article with a headline.

#### Answers

A 3 B 2 C 4 D 1

**3** Students read the texts again and choose from texts A–D for questions 1–12. Remind students that texts can be chosen more than once.

#### Answers

1 D 2 A 3 B 4 C 5 B 6 A 7 D 8 C 9 B  
10 C 11 A 12 D


### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Reading methods

You should expect students at this level to approach the reading of texts in systematic ways. In this first reading task, you want them to be able to read through the texts quickly to get the general idea, then pause and read a little more closely when they find the sections that specifically give the answers to exercise 3. It is a good idea to explain to students beforehand how you want them to read. Set a time limit and tell students to read around difficult, new words to encourage them to read in an appropriate way for the task.

### EXTRA ACTIVITY

Ask students to close their books and write the following numbers on the board: 150; 2,000; 20; 30. In pairs, students discuss why these numbers are relevant to the texts. Give students 3–4 minutes, before allowing them to check in the Student's Book.

**4**  **CRITICAL THINKING** Individually, students read the two questions about the research methods used and think of their own responses before comparing their ideas in small groups or open class.

#### Example answers

The method for the first experiment in A was quite good, but it was only done with one group for each situation and was only done in one city, Chicago. It would be better if they did it with lots of groups and in different cities to see if the results were consistent. The result isn't surprising to me as I think all social interactions can contribute to our happiness.

The method for the experiment in text C was also quite good, but as with the experiment in A, the psychologists should have expanded the experiment. For example, they should have swapped the roles of each group because it could be that some people are naturally more collaborative than others. The results they found are

Using past tenses to ask and answer questions

FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could set exercises 1a, 1b and 2 for homework to complete before the lesson. Check answers at the beginning of the lesson and, if it looks as though students are comfortable with the forms, you could move directly to exercise 3. If students have struggled, you may need to spend more time on the form and use before proceeding.

Test before you teach

Write a small set of time markers commonly used with past tenses on the board, e.g. *a week ago, earlier today, since the weekend, at this time yesterday, before I got here, for a fortnight*. Ask students to take a moment to think of true sentences about themselves which they could make using the time markers. Tell them to try to vary the tenses they use. Then ask pairs of students to share sentences with each other. Monitor and check how well students can manipulate past forms. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Test before you teach

The aim of testing students first or of previewing language is to find out how well they already know what you are about to teach. This should influence the way you then teach. If students lack knowledge, you can devote time to explaining meaning and form and to writing accurately. If they already know the language well, you can revise meaning and form briefly and spend more time on fluency and pronunciation. Ensure that both more and less confident students are comfortable with the language before moving onto fluency and pronunciation.

Past tenses

1a Students work in pairs to name the tenses. If they can't remember the names, write them on the board at random and ask students to match the names to the sentences in 1a.

Answers

- 1 past simple, past perfect continuous
- 2 past continuous
- 3 present perfect
- 4 past perfect
- 5 present perfect continuous
- 6 Future in the past: (*was/were about to + infinitive, was/were going to + infinitive*)

quite surprising as you wouldn't think walking in step with someone would have such a big effect later on. I think the method that Robert Provine used in text D was good as he studied people in a normal environment not a lab. He also looked at over 2,000 cases over ten years, so his research is likely to be accurate. I don't think the results are that surprising because I think I laugh a lot more with other people than when I'm on my own.

- 5 Encourage students to guess the meaning of the underlined words in the texts and to check their answers in a dictionary.

Answers

- commuters = people who travel regularly to and from work
- kept to themselves = stay alone and not talk to other people
- amass = collect a lot of something over a period of time
- like-minded = with similar tastes, interests and opinions
- hunter-gatherer = someone who lives by killing animals for food and eating fruit and berries found in the wild
- synchronise = move or happen at the same time or speed
- in step = with feet moving at exactly the same time
- look out for = think or care about
- bond = develop a connection or feeling of friendship

TEACHER DEVELOPMENT: STUDENT TRAINING

Words in context

To help students work out what words mean in context, ask them to identify the part of speech (e.g. *like-minded* must be an adjective because it comes before the noun *researchers*). Then ask students to look for words before and after to find the meaning (e.g. the researchers agree on the same thing, so *like-minded* probably describes people who think in a similar way).

- 6 **What about you?** In pairs or small groups, students discuss the questions. Give less confident students a moment to prepare things to say. Allow them to write notes, but ask students not to write full sentences in preparation for a speaking exercise. Elicit opinions from different pairs and groups.

HOMEWORK

Assign students pages 4–5 in their Workbook or the relevant sections of the Online Workbook.

**1b** Students work in pairs to match the tenses and verb forms to the situations.

### Answers

- a** past simple
- b** past continuous
- c** future in the past (*was/were about to + infinitive, was/were going to + infinitive*)
- d** present perfect
- e** past perfect
- f** present perfect continuous
- g** past perfect continuous

### TEACHER DEVELOPMENT: LANGUAGE

#### Form

Past forms use the auxiliary verbs *be* or *have* and the past or present participles.

*I was running*: auxiliary verb *be* + present participle (-ing form)

*I have been running*: auxiliary verb *have* + past participle form of *be* + present participle form of main verb

#### Meaning

Timelines are a useful way of showing meaning with these tenses as they are about

- past time and its relation to present time
- completeness or incompleteness
- duration or the lack of it.

These can all be shown visually on a timeline.

Try to be consistent with the way you represent factors such as completeness (e.g. a cross), incompleteness (smaller arrows) or an undefined time (question marks).

Draw the following timelines on the board. Then ask students to match them to the sentences in exercise 1a.

- 1 past \_\_\_\_\_ X \_\_\_\_\_ now (past simple)
- 2 past \_\_\_\_\_ → → → → \_\_\_\_\_ now (past continuous)
- 3 past \_\_\_\_\_ ? ? ? \_\_\_\_\_ now (present perfect)
- 4 past \_\_\_\_\_ → → → → \_\_\_\_\_ now (present perfect continuous)
- 5 past \_\_\_\_\_ X \_\_\_\_\_ X \_\_\_\_\_ now (past perfect)
- 6 past \_\_\_\_\_ → → → → → X \_\_\_\_\_ now (past perfect continuous)

**2** Students choose the correct alternative. Ask students to check in pairs before nominating students to give their answers. Encourage students to give their reason for choosing a particular tense.

### Answers

- 1** made
- 2** 've
- 3** chatted
- 4** read
- 5** was
- 6** 'd forgotten
- 7** had
- 8** were leaving; went
- 9** have always seen
- 10** arrived

**3** Students complete the sentences. They check answers in pairs before discussing as a class.

### Answers

- 1** called, had gone / was going / was about to go / was going to go
- 2** have had, have taken
- 3** looked, was, had been snowing / had snowed
- 4** have been waiting
- 5** have been studying / have studied, haven't made
- 6** had forgotten
- 7** has been barking

### FAST FINISHERS

Ask students to write alternative endings to the first halves of the sentences in 1–3.

#### Suggested answers

- 1** My friend called me at 11 o'clock last night, while I was watching a film on TV.
- 2** I have had a terrible headache all day so I've been drinking lots of water.
- 3** When I looked out of my window this morning, I realised that I had left my bike out in the rain.


**4** Ask students to read the text and decide if the verbs in bold are in the correct form. Ask students to correct the incorrect ones.

#### Corrected answers

- a** had ~~have~~ been interested    **b** has ~~done~~ did
- c** correct    **d** correct    **e** correct    **f** correct
- g** had ~~been finishing~~ finished    **h** correct    **i** correct
- j** correct    **k** correct    **l** correct    **m** correct    **n** correct

### CULTURAL INFORMATION

Sir Robin Day (1923–2000) was a British political broadcaster and commentator. He was a combative and enquiring political interviewer and became known as the 'Grand Inquisitor' as he could be particularly abrasive when interviewing politicians. He campaigned vigorously to have parliament televised as he thought this would benefit both parliament and the public. He was well known for his bow ties – a fact that was referenced in the popular *Monty Python* series.

- 5** Give students three or four minutes to prepare their questions. Monitor and prompt students who are short of ideas.
- 6**  Ask students to interview their partner. Set a time limit of four to five minutes. Then ask a few individuals to summarise what they found out.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Error correction

While students are interviewing their partners, surreptitiously note any errors in form, meaning or pronunciation involving past tenses. At the end of the activity, write five or six sentences containing errors on the board. Don't comment on the sentences yet. Students work in pairs to correct the errors.

This is a very effective way of dealing with error. It means that you do not interrupt the students' spoken fluency, but students are aware that you are listening to them so they concentrate harder on using language appropriately. It also means that speaking tasks are followed up by a useful reflective task on the language used.

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 noun suffixes to talk about psychological experiments

## WARMER

Write *-ness*, *-ion*, *-ment* on the board. In pairs, give students three minutes to write as many English words as they can ending with these suffixes. Nominate pairs to read out their lists and write them up on the board. Elicit the meaning of 'suffix' and ask students if they can think of any more common noun suffixes in the English language (*-er/-or*, *-ist*, *-ity*, *-ance/-ence*, *-ship*).

## Word formation – noun suffixes

- Students complete the columns with the correct suffixes. Let students compare their answers in pairs before checking in open class.

### Answers

Noun – abstract /thing	Noun – person
ence, -ness, -ion, -ment, -ity	-or, -ant, -ist, -er

## TEACHER DEVELOPMENT: LANGUAGE

### Word formation

Root words can be various parts of speech. Consider (a verb) becomes *considerable*, and *thought* (a noun) becomes *thoughtful*. The form of some root words changes before the suffix is added. For example, *description* derives from the verb *describe* not 'descript'. *Friendly* is an adjective even though it has the suffix *-ly* which commonly goes with adverbs. To make an adverb from *friendly*, it is necessary to use a phrase: *in a friendly way* or *in a friendly manner*.

Encourage students to look closely at suffixes and prefixes when they are faced with new vocabulary. Point out that in many instances this may help them guess the correct meaning. Remind them to make a note of the different prefixes and suffixes used with a word when they record new vocabulary in their notebooks.

- Ask students to add suffixes to the words making changes to the words if necessary. Remind them that they can sometimes add more than one suffix. If they find this difficult, allow them to use dictionaries to check their guesses. Check answers in open class.

### Answers

- scientist
- argument
- description
- intelligence
- sincerity
- invention/inventor
- similarity
- frequency
- speaker
- loneliness

## FAST FINISHERS

Ask students to write a sentence for each of the new words in exercise 2.

- Working in pairs, students match the suffixes with the word. Then they think of at least one more word containing the same suffix.

### Answers

- c
- a
- b
- e
- d

## EXTRA ACTIVITY

In pairs, ask students to try to make sentences using both an original word or words and a word with the suffix from exercise 2. The sentences don't have to make perfect sense, but they need to be grammatically correct, e.g. *The inventor invented an important invention.*

- Ask students to quickly read the whole text first to get an idea of what it's about. Then ask them to complete the gaps with a correct form of the word at the end of the line. With less confident classes you could do the first gap with them.


### Answers

- Researchers
- conclusion
- difference
- activity
- protection
- explanation
- popularity
- psychologist
- decency



- 5 Students complete the words in the questions with a suffix. Check students' answers in open class.

### Answers

- 1 reaction
  - 2 appearance
  - 3 failure
  - 4 participant
  - 5 description
  - 6 personality
- 6  In pairs, students discuss the questions in exercise 5. Monitor and help with any pronunciation. Invite students to share their partner's responses with the class.

### ++ EXTRA ACTIVITY

Students choose someone in the class and write a short description of what they think their purse or wallet is like, based on their personality. Nominate students to read out their descriptions for the rest of the class to guess who they've written about.

### HOMEWORK

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

## Listening p10




*Listening for gist and specific information; talking about present and past habits*

### >>> FAST TRACK

Before class, ask students to make notes on exercises 1 and 2, so they are ready to start the speaking exercises at the beginning of the lesson.

### WARMER

In pairs, ask students to think of the clubs, societies and teams that are available to them in school and then to think of one that they don't have yet but would like to have in the future. Write their suggestions on the board and then have a class vote on which club or society they would most like to have.


- 1  In pairs, students discuss the questions. Encourage them to share their answers with the class.
- 2  In pairs, students look at the photo and describe what they can see. Elicit ideas from different students as to what type of group they think the people in the photo belong to.
- 3  1.01 Tell students that they are going to listen to a radio interview about fraternities and sororities in the US. See page 10. Check students know the meaning of 'characteristics' and ask students to predict what sort of answers may come up. Play the track. Students listen and answer the question. See p139 for the audioscript for this exercise.

### Answer

They are social groups of men and women. Their characteristics include: using Greek letters in their society names, having secret rituals for new members, advocating social change and forming an often lifelong bond with other members.

### CULTURAL INFORMATION

*Fraternities and sororities* are social organisations at colleges and universities, mostly for undergraduate students. A fraternity (from the Latin for 'brother') is typically for male students, whereas a sorority (from the Latin for 'sister') is usually all female. They are usually named after letters from the Greek alphabet, with the first fraternity generally considered to be the Phi Beta Kappa Society, founded in 1776. Within the organisations, students may take part in activities such as fundraising for charity and athletic and social events while developing their academic and leadership skills. Though the organisations are understood to benefit students by promoting friendship and intellectual development, they are not without controversy: with the initiation ceremonies and rituals (commonly known as 'hazing') having been known to involve humiliation and illegal practices. Though fraternities and sororities are largely associated with colleges and universities in the US, similar organisations also appear in the Philippines and to some degree in European countries such as Belgium, the Netherlands, Portugal, Sweden and Finland.


- 4  1.01 Give students a minute to read through the statements carefully. If they think they already know the answers, they can circle them. Play the track again. Remind students not to worry if they miss an answer, but to concentrate on the next one. Students compare answers in pairs before discussing as a class.

### Answers

1 F 2 T 3 T 4 NM 5 NM 6 F 7 T 8 F  
9 NM 10 T

### ++ EXTRA ACTIVITY

Put students in groups of three and hand out a copy of the audioscript to each group. Ask them to underline the information that gave them the answers in exercise 4. This gives students the opportunity to understand where they may have misheard or misunderstood information or fallen for 'red herring' answers. After they have done this, have them read through the interview, each taking one part.

- 5  **What about you?** Students discuss the questions in pairs or small groups. Have a class feedback session and see if students would or wouldn't choose to become a member of fraternities or sororities. Encourage individual students to give their reasons for their choices. You could ask students if they think similar groups would be successful in their school.

## Grammar in context p10

### Present and past habits

- 1 Students match the sentences with the verb forms then write the letter of the verb form next to the use.

#### Answers

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

Present habit (neutral): a, c

Present habit (annoying): e

Past habit (neutral): b, d

Past habit (annoying): f

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Concept-checking

Avoid simply telling students grammar rules. Instead, ask them yes/no questions to check that they have understood a concept. Compare the concept-checking questions for the following sentences:

*We always have meetings.* Are we talking about a present habit? (Yes) Is the speaker annoyed by the habit? (Don't know – neutral)

*We're always having meetings.* Are we talking about a present habit? (Yes) Is the speaker annoyed by the habit? (Yes)

*They used to have secret rituals.* Do they have secret rituals now? (No) Did they have them once or often? (often) Are we talking about a past habit? (Yes) Can we say instead *They would have secret rituals?* (Yes)

*Fraternities used to be literary societies.* Is a fraternity a literary society now? (No) Are we talking about a past habit? (No – a state) Can we say instead *A fraternity would be a literary society now?* (No)

- 2 Students work individually to complete the sentences. Let students compare their answers in pairs before you check them with the class.

#### Answers

- 1 always
- 2 would/used to
- 3 used
- 4 don't
- 5 would/used to
- 6 is
- 7 was
- 8 watches

### + EXTRA ACTIVITY

Read out the following sentences and ask students to say whether they are neutral or annoying. Make sure you really emphasise the underlined words.

*Jenny talks a lot.*

*Jenny is always talking.*

*They'll talk in class sometimes.*

*They will talk in class sometimes.*

*We'd go for long walks.*


*We would go for long walks.*

Ask students to listen to you read the sentences again. This time ask them to repeat after you in order to practise the strong emphasis needed when expressing annoying habits.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Oral drills

When introducing or revising new language, consider incorporating a short drill to work on pronunciation, intonation and/or the consolidation of accuracy before asking students to do any speaking practice. Vary the type of drill used to maintain interest.

- 3  First ask students to think of an interesting member of their family or friend to describe. They then write at least five true sentences individually using the different forms in exercise 1. Give them a couple of examples to get them started, e.g. *My grandfather will always fall asleep after lunch. He used to be in the navy. He is always telling the same stories.* Students then describe their family member or friend to a partner. Monitor and note errors in order to do an error feedback at the end.

### + EXTRA ACTIVITY

Ask students to think of five things that people do that irritate them or have irritated them in the past and write complete sentences (e.g. *My brother's always borrowing my things without asking; My mum would always make us eat all of our vegetables at dinnertime.*). Ask them to compare sentences with a partner to see if they have any similar irritations.

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

### HOMEWORK

Assign students pages 7–8 in their Workbook or the relevant sections of the Online Workbook.

## Developing speaking p11

### Answering personal questions

### >>> FAST TRACK

You could ask students to complete exercises 1 and 4 at home before the lesson to prepare them for the speaking task.

### WARMER

Ask students to describe the photo in the Student's Book. Where do they think the people are and what are they doing? What is the relationship between them? How do they think the student is feeling? How have the people prepared for the speaking test? What sort of questions are asked? Students work in pairs and tell each other about their experiences of being interviewed in English during their time learning English.

## Personal interviews

- 1 Ask students to work individually to complete the table. Let them compare their answers in pairs.

### Answers


**Language learning:** 6 (Past)

**Studies:** 1 (Present)

**Friends, family and relationships:** 3 (Present), 7 (Past), 8 (Present), 10 (Past)

**Holidays:** 9 (Present), 12 (Past)

**Free time:** 2 (Present), 4 (Present), 5 (Present), 11 (Present)

- 2  1.02 Tell students they are going to listen to three people answering the questions in exercise 1. Draw their attention to questions a–c and ask them to think what type of information they will need to fill in the table. Play the track. Students listen and answer the questions. See p139 for the audioscript for this exercise.

### Answers

	Speaker 1	Speaker 2	Speaker 3
a	10	3	9
b	more than one		
c	Yes. By giving a lot of information and by using expressions like <i>let me see</i> , <i>for example</i> and <i>to my mind</i> .		

- 3 Students complete the Speaking bank using expressions from exercise 2. In feedback, ask them if they can think of any other useful expressions.

### Answers

**Playing for time:** 2, 4

**Adding examples and ideas:** 5

**Expressing opinions:** 1, 3

## TEACHER DEVELOPMENT: LANGUAGE

### Useful phrases

We use *In fact* before saying something that is true usually when the contrary is commonly believed, e.g. *Many believe that the painting is priceless. In fact, you could buy it for about ten million dollars.*

We use *For example/instance* to give examples to illustrate a point, e.g. *Many of the paintings in the museum are worth millions. For example, 'The Dancing Princess' is worth about ten million dollars.*


There are many more ways of expressing opinions, e.g. *In my opinion, If you ask me, I'd say that, I believe that, In my experience.*

- 4 Ask students to think of answers for each of the questions in exercise 1. Tell them to make brief notes rather than writing full sentences. Start students off by giving some examples for the first question, e.g. *I prefer studying with others because you can share your ideas and because it is more motivating to work with friends than by yourself.* Monitor and help with ideas and suggestions.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Group activities

Be interactive! Students are often motivated by sharing ideas, so try these suggestions with your class. Divide the class into groups of three to prepare answers. They can still choose to use their own answers, but it is fun for them to try them out on other students. Alternatively, divide up the task. In a class of 16, for example, have four groups of four and ask each group to consider three questions. Once they have some notes, mix up the groups so that there is a student from each of the original four groups in each of the new groups. Students share their ideas and adapt them for their own use.

- 5  Students ask and answer the questions in exercise 1 in pairs. Monitor and prompt the students to use expressions from the Speaking bank. Try to comment on their performance in a positive way and encourage them to repeat a question and answer if they didn't do it well the first time.
- 6 Students work in pairs to think of two further questions for each category in the table in exercise 1. Remind them to use a mixture of past and present tenses. In feedback, elicit some of the best ideas for the whole class to share.

### Suggested answers

**Language learning:** What aspect of learning English do you enjoy the most and why? What has been your favourite lesson so far this year?


**Studies:** How do you keep notes and revise before tests? Which subject did you used to like when you were younger?

**Friends, family and relationships:** Who in your family do you usually ask for advice, and why? Is it better to have lots of good friends or a few very close friends?

**Holidays:** Where would you most like to go on holiday? Why? What is the most amazing thing you have ever done on holiday?

**Free time:** Which sports are you interested in? How did you spend last Sunday afternoon?

## PRACTICE MAKES PERFECT

- 7  Students ask and answer the questions in exercise 6 in pairs. Remind students to give more than one piece of information with their answers. Give less confident students time first to prepare their responses.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Oral repetition

Repeating speaking tasks is a good way to improve confidence and fluency as students become increasingly familiar with what they are saying. Mix up the pairs three or four times while they do these speaking activities. If classroom space allows, ask students to sit face to face while doing exercise 5, then, when it comes to doing exercise 7, it is easy for one student in each pair to stand up and move to a new partner. It is possible to repeat either exercises 5 or 7 once or twice and still keep students interested as they will be working with new partners each time.



### ++ EXTRA ACTIVITY

Play a version of *Hot seat* with a smaller, more confident class. Ask students to sit in a circle. You sit on a chair in the middle of the circle. Say, for example, *Holidays*. Students have to ask you two or three questions which they have prepared on that subject. Answer with a couple of ideas and use the new expressions. Then nominate a student to take over from you in the 'hot seat'. They call out a subject, answer two questions, then nominate another student to take over. Note any errors for an error feedback at the end.

### HOMEWORK

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

## ✎ Developing writing pp12–13

*Writing a story; using similes and verbs to describe ways of talking*

### >>> FAST TRACK

You could ask students to read the story at home before the lesson, reminding them to use the photos and title to help them. In class they can read the text again quickly before moving onto the vocabulary exercises. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 10 for homework.

### WARMER

Write *The girl was walking home when she met a friend* on the board. Write in large letters with a little space between each word. Divide the class into two teams – the right half of the class and the left. The teams have to take turns to expand the sentence by adding one word at a time. So, for example, Team 1 quickly confer and add *slowly*: *The girl was walking slowly home when she met a friend*. (A student comes to the board and inserts the word.) Team 2 then confer and add a word, e.g. *The girl was walking slowly home when she met a school friend*. The activity continues until one team can't think of a word to add and loses.

## A story

- 1 Students discuss the questions in pairs. In feedback, build up a list on the board of what makes a good story.
- 2 Ask students to look at the photos and the title of the story. In pairs, students discuss what the story might be about. Ask a few students to tell the class their ideas in feedback. Don't confirm or deny anything at this stage.
- 3 Students read the story and check their ideas in exercise 2.

### ++ EXTRA ACTIVITIES

- 1 Write the following synonyms on the board and ask students to find words with a similar meaning in the text.  
happy (= delighted)  
nice (= pleasant)  
to shout (= to yell)
- 2 Ask students to write a summary of the story using a maximum of 90 words.

#### Suggested answer

Greg received a camera for his birthday and went to the park to take some pictures. Later that day, he realised he'd dropped it. A few weeks later, he saw one of his photos in the newspaper. Someone had found his camera and put one of his photos in the paper. He got his camera back and met the person who had found it. Greg found out she was a famous photographer. She really liked Greg's photos and promised to help him with his career.

### VOCABULARY Similes

**4a** Ask students what a simile is (a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as*). Then ask them to complete the phrases using similes from the story in exercise 3.

#### Answers

1 dream 2 sheet 3 flash 4 house on fire

**4b** Students work individually to match the expressions to make similes. They compare answers in pairs before discussing as a class. Allow students to use their dictionaries if necessary. Point out that 'as clear as mud' is used when something is not at all clear, so is often used ironically.

#### Answers

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

### TEACHER DEVELOPMENT: LANGUAGE

#### Similes

*like* (+ noun/noun phrase) = in a similar way to  
*as* (+ adjective) ... *as* (+ noun) = comparatively, the same  
Note that these phrases are often used with fixed expressions (*as quiet as a mouse*; *like a house on fire*) but can also be used originally and creatively. They are often thought of as a poetic, expressive way of speaking.

### >>> FAST FINISHERS

Ask students to make complete sentences using three or four of the similes in exercise 4b.

## TEACHER DEVELOPMENT: PRONUNCIATION

## Schwa

Note the weak /ə/ sound in *as ... as*, which is weakly stressed:

/ə/      /ə/

He's *as* quiet as a mouse.


Try drilling some of these expressions so that students learn how to say *as ... as* with a weak stress.

- Working in pairs, students prepare their own similes. Draw students' attention to the examples.
- Ask pairs of students to read out some of their similes and decide as a class which ones are best. Alternatively, put pairs together to make groups of four or six to compare similes, and then invite a student from each group to share a couple of their favourites with the class.

## + EXTRA ACTIVITIES

- Students translate some similes from their first language. As a class, discuss whether they work in English.
- Write the following fixed similes with *like* on the board and ask students if they can fill in the animal. Then ask students to write their own animal similes with *like*.  
*He fights like a ... (lion)*  
*She runs like a ... (cheetah)*  
*He's watching you like a ... (hawk)*  
*She kicks like a ... (mule)*

## VOCABULARY Ways of talking

- 7a  1.03 Play the track. Students read the sentences and listen. Tell them to pay attention to the way the speakers express each phrase because this gives a clue as to the meaning of the verb. Students work individually to match the words in bold with the definitions. They may use their dictionaries if necessary. They compare answers in pairs before discussing as a class. In feedback, point out the pronunciation of the verbs. See p140 for the audioscript for this exercise.

## Answers

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

- 7b Working in pairs, students replace *said* in the sentences with an appropriate verb in exercise 7a. In feedback, ask students to read out the sentences and to add expression to the way they say them.

## Suggested answers

- sighed
- yelled
- shrieked
- muttered
- whined
- groaned/gasped

## + EXTRA ACTIVITY

Write on the board *I haven't done my homework*. Working in pairs, students take turns to say the sentence expressively in different ways. Their partner must identify the way of speaking and what the situation might be. For example: *You gasped, so perhaps the teacher has just asked for the homework and you have suddenly realised you have forgotten to do it*. Or: *You muttered, so I think you are responding to the teacher in front of the class and feel embarrassed*.

- Students read the information in the Writing bank then look for examples in the story in exercise 3. They compare answers in pairs before discussing as a class.

## Suggested answers


**Using a variety of past tenses:** *He immediately returned to the park to look for it; Greg was flicking through; The person who had found it ...; Greg was about to leave*

**Using a variety of adjectives and adverbs:** *a new camera; a pleasant afternoon; immediately returned*

**Short sections of direct speech using a variety of verbs expressing different ways of speaking:** *'Oh no!' he groaned; 'I'll never find my camera or see my photos again,' he sighed.*

**Similes:** *as white as a sheet; get on like a house on fire*

**Linkers and expressions of time and sequence:** *After a pleasant afternoon; One day; A few weeks later*

-  Students discuss the questions in pairs. Encourage some students to share their partner's responses with the class.

## PRACTICE MAKES PERFECT

- Ask students to write a story ending with the sentence given. Refer students to the Writing bank on page 161 for a model text and additional tips.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Brainstorming and feedback

Divide the class into pairs or threes and ask them to brainstorm at least three 'surprising' types of stories that they could write. Students briefly tell each other stories they can think of. Monitor and be available to help with any vocabulary they need. When they all have a story in mind, ask them to work individually to write brief rough notes for the story. Give them four or five minutes to do this, then put them in threes to share what they have written and to make suggestions.

Before they write a first draft, remind them to follow the advice in the Writing bank and to think briefly about any similes, adjectives or adverbs that they could include in their story.

Give them five or ten minutes to write their first draft. You could play some background music while they are writing if it will help them concentrate. Monitor unobtrusively and help with vocabulary.

When they have finished the first draft, ask them to exchange stories with a partner. They read each other's draft and make comments. Ask them to comment on their partner's use of tenses, adjectives and adverbs, similes and direct speech, as well as on how good the story is.

Students are now ready to write the final draft. Set this for homework.

## HOMEWORK

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

## Integrating skills p14

*Human rights  
Ideologies*

## WARMER

To introduce the topic, write the following on the board: **WORDS HAVE THE POWER TO ...**

Ask students to work in groups of three and to finish the sentence in at least two different ways. When they have finished, 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.

### Suggested answers

Words have the power to hurt other people / others / to push them into action / to motivate them / to encourage them to start / stop doing something / to make people think about a problem / to draw people's attention to a problem, etc.

## + EXTRA ACTIVITY

Write these words on the board: *honesty/sincerity; clarity; message; speech; beliefs; ideas.*

Ask students to work in pairs and to talk about how the words on the board can help in expressing yourself. Set a time limit. When they have finished, elicit ideas. You may want to write them on the board.



### Suggested answers

To express yourself means to tell or show others what your feelings and beliefs are.


You have to make your ideas/messages clear for other people to understand you well.

If you want to express yourself, you must be honest/sincere.

A speech may be an opportunity to express yourself.

-  Direct students' attention to the questions in exercise 1. Ask them to work in pairs and to take turns in asking and answering the questions. When students have finished, ask random students to report back on their partner's answers to the class.
-  1.04 Tell students they are going to listen to a recording which is connected in some way with the questions in exercise 1. Ask one student to read out the questions. Play the track once. Check the answers as a class. See p140 for the audioscript to this exercise.

### Answers

- It's a historian talking to a group of students.
  - people who wanted to change the world with force
  - formal and informative
-  1.04 Direct students' attention to the sentences in exercise 3. Ask a more confident student to read out the sentences to the class. Tell students to listen to the recording again and to decide if the sentences are facts or opinions. Play the track once. Ask students to check their answers in pairs. Then, check the answers as a class.

### Answers

- Opinion
- Fact
- Fact
- Fact
- Opinion

## KEY SKILLS

In exercise 3, 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 this type of task successfully, and as a follow-up to exercise 3, 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 vice versa. Allow students to do this activity in pairs. When they have finished, elicit ideas from several pairs.

## ++ EXTRA ACTIVITY

Ask students if they know what a commencement speech is. Discuss their opinions as a class. As an example, you could play a recording of one of the commencement speeches mentioned in exercise 4.


- 4 Individually, students read the text and match the famous people with the quotes. Ask them to compare their answers in pairs and to give reasons for their choice. Then, check the answers as a class.

## Answers


- a Bill Gates
- b J.K. Rowling
- c Hillary Clinton
- d Natalie Portman
- e Steven Spielberg

## ++ EXTRA ACTIVITY

Ask students to work in groups of three and to talk about whether they would like to hear a commencement speech on their graduation day given by a famous person, a notable member of the local community or a former graduate. Ask them who they would most like to see invited. Then, discuss what kind of message would like to hear. Circulate and monitor students' work. When they have finished, ask random groups to present their suggestions.

- 5  In pairs, ask students to discuss the questions. Circulate and monitor to ensure that all students have a chance to talk. Then, ask random students to share their ideas/opinions with the class. Encourage a class discussion if possible.
- 6 Individually, students read the text and complete the gaps in the notes in the notebook. Ask them to compare their answers in pairs and to say where they found the information (in the article/recording). Then, check the answers as a class.

## Answers

- 1 weapons / enough 2 join 3 graduation  
4 engage 5 message
- 7  In pairs, ask students to read the instructions and to brainstorm useful phrases that might be used in a presentation. When they have finished, write their suggestions on the board in two columns: phrases for managing discourse and phrases connected with the topic. If there is enough time, students may construct sentences with these words.

## HOMEWORK

Assign students the project in exercise 7 on page 14. They can 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.

## Rozumienie ze słuchu

## ++ EXTRA ACTIVITY

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

- 1  1.05 Tell students they are going to listen to a lecture. Ask them to read the notes and to suggest words and/or phrases for each gap. Remind them that it is useful to predict what parts of speech the missing word(s) are, and that it is also useful to translate the sentence or phrase with the gap into Polish in order to find out what information is missing. Play the track twice. Ask students to compare their answers in pairs. Check the answers as a class. See p140 for the audioscript to this exercise.

## Answers

- 1 mirror/match each other's/one another's
- 2 are honest
- 3 things the manipulator
- 4 to help / lend a hand to
- 5 being manipulated

## ++ EXTRA ACTIVITY

To prepare students for exercise 2, have a short discussion about the topic of the text. Ask students to read the text. Have students work in pairs and to talk about whether they would be interested in the workshop presented in the text or not. Elicit ideas from the class. Then, have students do exercise 2.

## Rozumienie tekstów pisanych

- 2 Students read the text and complete the notes (1-5). Tell them to check whether the words or phrases they have written match the rest of the sentence grammatically. Ask them to underline the parts of the text where the answers to the questions appear. Then, tell students to compare their answers in pairs. Check the answers as a class.

## Answers

- 1 speaking in public / giving a public presentation / speech
- 2 can learn
- 3 plan / prepare and rehearse
- 4 (a series of) three workshops
- 5 controlling / beating / fighting / handling / dealing with / coping with



## Znajomość środków językowych

### ++ EXTRA ACTIVITY

To prepare students for exercise 3, ask them to work in pairs and think of the grammar tense that is being tested in each sentence.

#### Answers

- 1 present perfect continuous
  - 2 past perfect continuous
  - 3 *going to* in the past to talk about planned activities which did not happen
  - 4 *used to* to talk about past habits
  - 5 past continuous to talk about annoying habits
- 3 Ask students to work individually and to write the missing parts of the sentences. Ask them to check each other's answers. In pairs, ask them to swap notebooks and to correct any mistakes they notice. When they have finished, ask one student to read the sentences to the class.

#### Answers

- 1 have been studying the phenomenon
- 2 had been hiding the truth
- 3 were going to play basketball
- 4 didn't / did not use to see
- 5 was always telling me to go

### ++ EXTRA ACTIVITY

**Word-building.** To help students with exercise 4, ask them to work in pairs and to write as many derivatives of the words in the box as they can. They may write any *part of speech* they want, but they have to write at least two different words for each item in the box. When they have finished, write the answers on the board in four columns: verbs, nouns, adjectives, and adverbs. When a student gives a word, they also have to say which category it belongs to.

- 4 Direct students' attention to the text in exercise 4. Ask them to read it without completing the gaps and to decide, in pairs, what *part of speech* is missing in each gap. Then, ask students to individually complete the text with the correct form of the words in the box. When they have finished, check the answers as a class.

#### Answers

- 1 introduced
- 2 shaking
- 3 safety
- 4 isolation
- 5 interaction

## Wypowiedź pisemna

### ++ EXTRA ACTIVITY

In pairs, students talk about the last time they had to speak in public, make a presentation or give a speech. Ask them to discuss as many details as they can: when and where it happened; what the occasion was; what their presentation was about; and how they felt before, during and after.

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

#### Model text

You'll never believe what happened to me last week! I'd always thought I was a really brave person. Last week I learnt that I wasn't. You see, my school organises monthly rhetoric competitions. Each class nominates one student to represent their class. They have to give a speech on an assigned topic. Suddenly, the evening before the competition, my friend Kate phoned me to say that she had lost her voice, so I would have to replace her because, after her, I was the bravest person in the class! I had just one evening to prepare and rehearse a presentation on ... people's biggest fears! I prepared my speech on the fear of public speaking! The next morning I was really scared. It was the first time I had to appear in front of the whole school. My hands were shaking, I was sweating, and my throat was dry. However, the moment I jumped on the stage, I felt a rush of adrenaline and I did quite well. I came third in the competition. Has anything similar ever happened to you? Please share your stories!

## Wypowiedź ustna

### ++ EXTRA ACTIVITY

Ask students to look at the pictures and to write two questions, which an examiner might ask, connected to each photo. Then, have students ask and answer the questions they have written.

- 6 Draw students' attention to the instructions and the pictures. Ask them to work in pairs, asking and answering the questions. Circulate and monitor to ensure that all students have a chance to talk. Then, ask random pairs to model the answers in front of the class.

### ++ EXTRA ACTIVITY

As a follow-up to exercise 6, ask students to work in pairs and to suggest three features of people with good communication skills. Elicit ideas from 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 that 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 in the areas where they've given themselves lower marks. When they have finished, elicit ideas from random students and encourage a class discussion.

# 2 Road trips

## KEY LEARNING OUTCOMES

### Students will be able to:

- understand spoken and written topics related to driving and transport
- talk about obligation, permission, prohibition, criticism and advice in the present and past
- make speculations and deductions about the present, past and future
- discuss ways of making good decisions, and evaluate solutions
- compare and contrast photos and make present and past speculations
- write an opinion essay with a clear argument and supporting details

## UNIT OVERVIEW



### Vocabulary / Developing vocabulary

Compound nouns – cars and the road  
Collocations with *take*, *make* and *do*



### Reading

Ready for the road?  
**CRITICAL THINKING** Thinking about the opinion and aim of the writer



### Grammar in context

Modal verbs – obligation, permission, prohibition, criticism and advice  
Modal verbs – speculation, deduction, possibility and probability



### Listening

The world's most dangerous road



### Developing speaking

Discussing photos – 1



### Developing writing

An opinion essay



### Integrating skills

Space travel  
Travel safety

## DIGITAL OVERVIEW

### Presentation Kit

- ▶ Life skills video: Making good decisions
- ▶ 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: Making good decisions
- ▶ Grammar communication activity Unit 2: UK quiz
- ▶ Worksheets for this unit, including:
  - Grammar Practice worksheet Unit 2
  - Culture worksheet Unit 2
  - Life skills video worksheet
  - Everyday English worksheet Unit 2

## ✓ TESTING AND ASSESSMENT

### Resources for measuring student progress

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

## Reading pp18–19

Using compound nouns to talk about car and road issues; skimming and scanning an article for global and specific information

### FAST TRACK

You could ask students to read the article on page 19 before the lesson and to complete exercise 6.

### WARMER

Ask students whether they can drive. When did they take their driving test? When are they going to start to learn to drive? When are they going to take their test? Write (or brainstorm and write) the following words on the board and check the students know them by miming the actions:

drive safely

overtake

park

reverse

crash

fasten your seat belt

Ask students to say which of these skills they have to show on their driving test. Which driving skills are the most difficult to learn?

### VOCABULARY Compound nouns – cars and the road

**1a** Write *compound nouns* on the board and check students understand the meaning. Ask students to look round the classroom and tell you as many compound nouns as they can see (e.g. *classroom, whiteboard, pencil case, window pane*). Working in pairs, students match the words in each column to make compound nouns and then decide whether they should be one word or two words. Encourage students to check their answers in their dictionary, if necessary, before you confirm them in open class.

#### Answers

- d** motorway
- i** seat belt
- f** driving licence
- b** road signs
- a** speed limit
- j** steering wheel
- g** traffic lights / **c** traffic jam
- c** traffic jam / **g** traffic lights
- e** roundabout
- h** petrol station

**1b** Students complete the sentences with words from exercise 1 and discuss their answers in pairs. In class feedback, you could ask for a show of hands for who agrees or disagrees with each statement.

#### Answers

- 1 seat belt
- 2 speed limit
- 3 traffic jams
- 4 steering wheel
- 5 road signs
- 6 motorways
- 7 traffic lights
- 8 driving licence

### TEACHER DEVELOPMENT: LANGUAGE

#### Compound nouns

With the exception of *roundabout*, these compound nouns are formed by putting two nouns together, which is the most common way of making a compound noun. There are no useful rules as to when a compound noun is one word, two words or hyphenated – they simply have to be learnt.

### EXTRA ACTIVITY

Ask students to look at the sentences they disagreed with in exercise 1b, and rewrite them with their own opinions.

- 2 Give students a moment to look at the questions. Point out that they should read or scan the text quickly to find the answers without worrying about the gaps or any unknown words. You could set a time limit of three or four minutes.

#### Answers

- 1 New Zealand – 16, the US – 14 (in some states), UK – 17
- 2 It will probably rise.
- 3 Ask students to read the text again more closely and to match sentences A–H to gaps 1–8 in the text. Students compare answers in pairs.

#### Answers

1 D 2 G 3 C 4 B 5 E 6 H 7 A 8 F

### CULTURAL INFORMATION

In the UK, young people need to be 17 years old to have a provisional driving licence for small vehicles and motorbikes. At 16, it is legal to have a moped. While it is legal for anyone over the age of 21 who has held a licence for three years or more to teach someone to drive, most people pay for private lessons with a qualified instructor before taking their test. Learner drivers are required to have an 'L-plate' on the back and front of their car when learning, so other drivers are aware that they're not qualified.

## TEACHER DEVELOPMENT: STUDENT TRAINING

## Cloze texts

There are four steps to doing this type of exercise.

- 1 Start by reading the sentences before and after the gap, and guessing what might be in the missing sentence.
- 2 Look through the list of sentences and find the one that is most similar to what you expected the missing sentence to be. If you aren't sure, use a process of elimination – first cross out (in your mind, or mark with pencil) the sentences that are clearly wrong.
- 3 Check for vocabulary clues. Does the sentence you think is correct have the same vocabulary as any of the words either side of the gap?
- 4 Check for reference clues. Does the sentence have words like *this*, *it*, *these* or *they* which refer back to a noun or nouns in the text before the gap?

- 4 Students underline any reasons given in the article for why young drivers have more accidents than other drivers. Ask students if they can think of any more reasons.


## Answers

Reasons in the text: *a part of the brain that helps to control impulsive behaviour ... only fully develops by the age of 25; teenagers are more likely to take risks and break speed limits when driving with their friends; young motorists only have an average of 29.9 hours of professional lessons before taking and passing their test*

+ Students' own answers

## + EXTRA ACTIVITY

In pairs or small groups, ask students to find information on a country with a low level of traffic accidents with young drivers. Can they find any explanations for the low level? Invite students to report their findings back to the class.

- 5  **CRITICAL THINKING** Give students time to read through the questions and consider their answers individually. Encourage students to share their ideas with the rest of the class. Ask students to identify parts of the text that led to their answers.

## Example answers

It's hard to know the opinion of the writer, because a lot of the article is statistics and facts rather than his/her opinion. However, I think the writer thinks that teenage drivers aren't very safe as he/she uses words like 'careless', 'rash' and 'impetuous'.

I think the main aim of the article is to inform people as the majority of the text is facts and statistics. However, the writer seems to want to persuade people that having a licence at an older age is better because he/she says that the statistics are 'horrifying'.


- 6 Students guess the meaning of the underlined words in the text, then use their dictionary to check their ideas.

## Answers

requirements = things that a rule or law says that you must do  
 toughen up = make stricter  
 gone down = been received  
 bothered = make the effort to do something  
 impulsive, rash, impetuous = acting or done too quickly, without considering the effects of your actions  
 show off = behave in a way that is intended to attract people's attention and make them admire you  
 implementing = making an idea, plan or law start to work and be used  
 lowering = reducing something in number or value

## &gt;&gt;&gt; FAST FINISHERS

Ask students to label the types of words in exercise 6 (noun, adjective, etc.) and to use a dictionary to mark the stress in each word. When they are finished they can teach a partner or small group what they found.

- 7  **What about you?** Students discuss the questions in pairs or small groups. Elicit answers from different groups. You could follow up with a class debate on the subject of question 2.

## HOMEWORK

Assign students pages 12–13 in their Workbook or the relevant sections of the Online Workbook.

 Grammar in context p20

Using modal verbs of obligation, permission, prohibition, criticism and advice

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

As an alternative to testing before you teach at the beginning of the lesson, you could ask students to complete exercises 1a and 1b at home. Check answers at the start of the lesson and if students are confident with form and usage you can spend less time explaining form and meaning. You could also do exercise 2 orally as a class before moving onto exercise 3.



### Test before you teach

Write *motorcyclists* in the middle of the board. Then write *have to, should, must, need to* and *not allowed to* on the board, each in a circle around the central word. Ask students to take a moment to think of rules or advice for motorcyclists, e.g. they have to wear a helmet; they should wear protective clothing. Then, working in pairs, students talk about their sentences together. Monitor and check how well the students can manipulate the modal verbs. Ask them to change some of their sentences to the past tense to check their use of *had to* and *should have*. If they seem to be familiar with the use of these modal verbs, then move through the Grammar guide exercises quickly in open class.

### Modal verbs – obligation, permission, prohibition, criticism and advice

**1a** Students discuss the words and expressions in bold in pairs. Encourage students to say why the words or expressions are used and if they refer to the present or past.

#### Answers

- 1 an obligation or rule in the past
- 2 regret about or criticism of the past
- 3 prohibition in the present
- 4 obligation in the present
- 5 advice in the present
- 6 obligation in the present

**1b** Students work in pairs to discuss how to change the forms from past to present or vice versa.

#### Answers

- 1 **have to be / must be:** *have to be* is better here because we tend to use *must* to talk about personal obligations when the speaker feels that something is necessary whereas we use *have to* to talk about obligations when the situation makes something necessary
- 2 **shouldn't pass:** in the present this form expresses mild obligation or strong advice, whereas in the past it expresses a regret or criticism
- 3 **were not allowed**
- 4 **needed to / had to:** both forms express a past necessity
- 5 **should have had:** this form expresses regret that the advice was not taken
- 6 **had to**

#### ++ EXTRA ACTIVITY

Write the following on the board:

*In the UK, you*

*... **mustn't** stick a stamp on an envelope with the Queen's head upside down.*

*... **are not allowed to** eat a mute swan unless you are the Queen.*

*... **shouldn't** push to the front of a queue.*

*... **need to** carry a bale of hay in your vehicle at all times.*

Ask students which three represent 'laws' in the UK, and which one just reflects social etiquette (Answer: 3 is the only one that is not a 'law'). Explain that 1, 2 and 4 are still officially laws in the UK, but only as they haven't officially been cancelled – it is unlikely that someone would be arrested for these actions! Ask if students know of any such laws in their country. Refer students back to the sentences and ask them which words told them whether something was optional or not.

**2** Students read the sentences carefully and decide if they have the same meaning or if they differ, and if so, consider how they differ. They check answers in pairs before discussing as a class.

#### Answers


- 1 **No:** *didn't need to* means there was no necessity to go – it does not say whether the speaker went to school or not; *needn't have gone* means the speaker went to school then discovered it was unnecessary.
  - 2 **No:** *don't have to* expresses a lack of obligation or necessity, whereas *mustn't* expresses a prohibition – the speaker is prohibiting.
  - 3 **Yes:** *ought to*, like *should*, expresses advice or mild obligation; *'d (had) better* means the same but is stronger – it is used to say what is the best thing to do in a situation.
  - 4 **Yes:** *have got to* means the same as *have to* but is considered less formal and is generally only used in spoken English.
  - 5 **No:** *wasn't allowed to* expresses a prohibition; in the present; *may not + infinitive* is used to express prohibition as well, but it cannot be used in a past form in this way – the form *may + have + past participle* is only used to form the past of *may* to express possibility.
  - 6 **No:** *had to + infinitive* expresses a past obligation or rule; whereas *must + have + past participle* likelihood in the past.
  - 7 **Yes:** the basic meaning is the same although *shouldn't + infinitive* is used to give strong advice or a mild obligation, and *be supposed to* is used when we talk about the normal or correct way of doing something.
  - 8 **Yes:** both are being used to make a request. The speaker is also showing annoyance.
- 3** Students complete the sentences. Let them check their answers in pairs before discussing as a class. Remind students that there may be more than one possible answer.

#### Answers

- 1 **mustn't** send / **aren't** allowed to send
- 2 **had to** walk / **needed to** walk
- 3 **shouldn't** have written
- 4 **needn't** have got up / **didn't** have to get up
- 5 **wasn't** allowed to wear / **couldn't** wear
- 6 **should** find / **ought to** find / **had better** find

- 4 Ask students to complete the second sentence keeping the meaning similar to the first. Remind them not to change the word given and to use between three and six words including the word given.

### Answers

- 1 should have told you / ought to have told you
  - 2 aren't/weren't allowed to go
  - 3 have got to buy
  - 4 shouldn't have driven
  - 5 needn't have worried about
  - 6 shouldn't have gone to the party
  - 7 ought to have got
- 5  Give students a few minutes to read through the situations. In small groups have them talk about the situations using present and past modals. Draw their attention to the example sentence. Tell students to make at least four sentences for each situation. In less confident classes, you could do the first one in open class.


### TEACHER DEVELOPMENT: PRONUNCIATION

#### Modal verbs

It is common for the 'have' in modal verbs to be contracted in informal speech (and occasionally in informal writing), i.e. *should've*, *could've*. This can sound like 'of' which is sometimes mistakenly used even by native English speakers.

In rapid speech, this can be contracted even further to *shoulda*, *coulda*.

It could be useful to drill both alternatives with students so they are used to the sound, but remind them to only use in appropriate informal contexts.

- 6  Ask students to read through the prompts and prepare things to say. When the students are ready, divide the class into pairs and tell them to share their ideas. Ask a few individuals to summarise what they found out about their partner. Ask less confident students to prepare written sentences first, using some of the modal verbs. Ask more confident students to improvise a variety of things to say.

### + EXTRA ACTIVITY

You could extend this activity by asking students to work in pairs to think of dilemmas they face in their own lives. These needn't be too serious – something such as 'I find it difficult to save money' or 'I never have enough time to do schoolwork at the weekend.' Ask them to share their dilemmas with the class and to ask for advice, criticism and expressions of obligation or prohibition from the rest of the class. Encourage use of past and present tenses.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Error correction

It is a good idea to collect and feedback on errors at this level. Try this interesting and alternative approach. When students are talking in groups, ask one student to listen and note errors for the group instead of taking part in the discussion. At the end, ask the student to comment on the discussion in his or her group and to point out any errors.

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

### Using collocations with take, make and do

### FAST TRACK

You could ask students to complete exercises 1 and 2 at home before the lesson. Correct their answers at the beginning of the lesson. This will give you a good idea of how familiar students are with the collocations and whether they need further practice.

### WARMER

Write *make* and *do* on the board. Divide the class down the middle into two teams. Team A must think of as many expressions as they can with *make*. Team B must think of expressions with *do*. Ask one player from each team to come to the front. Teams must shout out expressions and the players at the front must write them on the board. Set a time limit of two minutes. When the time is up, see which team has the most correct expressions on the board.

## Collocations with take, make and do

- 1 Students choose the correct verbs to complete the sentences. Let them check their answers in the text on page 19 if necessary.

### Answers

- 1 A 2 B 3 C
- 2 Students write the words and phrases in the columns. Tell them to work in pairs or to work individually before checking with a partner. Remind them that some words can go in more than one column.

## Answers

take	make	do
a call	an apology	business
control	an attempt	a course
a course	a call	harm
cover	changes	household chores
a decision	a choice	research
effect	a comment	a test
an interest	a complaint	your best
offence	a decision	
place	a difference	
power	an improvement	
a risk	a mistake	
a test	a suggestion	
	use of something	

## TEACHER DEVELOPMENT: LANGUAGE

### take, make and do

*Do* tends to be used when there is an idea of work (*do your homework, do the ironing, etc.*) and when you are not specific about what you are doing (*do your best, do nothing, etc.*).

*Make* tends to be used when there is an idea of creativity or construction (*make a plan, make a cake, etc.*). It is also common in a lot of fixed expressions (*make a decision, make your mind up, etc.*).

There are many exceptions (*make the bed* is work, *do the twist* is creative) so it is best simply to learn them. The problem for most students is that in their L1 there may be one word for *make* and *do* or verbs which collocate in different ways.

Note that *take* here does not have its usual meaning of picking up something and going away with it. It can mean receive (*take a call*), show (*take an interest, take offence*), or it can be synonymous with *make* (*take a decision*) or *do* (*take a course*).

### EXTRA ACTIVITY

Ask students to write a short dialogue in pairs using at least five of the collocations from exercise 2. Nominate pairs to perform their dialogues to the class.

- 3 Students correct and rewrite the incorrect sentences. They compare answers in pairs before discussing as a class.

### Answers

- The best way to **do** **make** an apology is to be sincere.
- correct
- Don't **make** **take** offence, but we don't think you're the right person for the job.
- It was a mistake to **make** **do** business with them.
- We decided to **do** **make** a formal complaint.
- correct

- 4 Tell students to look at the first gap. Ask them which verb collocates with *place* (*take*) and what tense is used (past simple). Ask students to read the text again and choose the correct answers. Ask them to complete the task individually before checking answers with a partner.

### Answers

- 1 B 2 B 3 C 4 D 5 A 6 B 7 C 8 D 9 A  
10 B

### EXTRA ACTIVITY

Play *Collocation noughts and crosses*. Draw a noughts and crosses grid on the board (3 x 3) with words from the lesson in the squares, like the grid below.

a risk	a test	harm
cover	effect	your best
a call	power	a course

Divide the class into two teams – Crosses (X) and Noughts (O). They will take turns to make sentences using collocations of *take, make or do* and the words in the grid. So, for example, the 'Crosses' choose *a risk* and make a sentence using *take* which shows the meaning of the collocation. If their sentence is correct, write an X in the corresponding square. Then the 'Noughts' choose a word, and so on. If a team gets a sentence wrong, the other team can win the square by producing a correct sentence. The winner is the first team to get a line of three.

### HOMEWORK

Ask students to find five useful expressions with *take, make or do* and to prepare to explain them to the class with examples of how to use them. Ask them to research the expressions online or with a dictionary. Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

## Listening p22

### Listening for feeling, opinion and detail

### FAST TRACK

You could ask students to write down their five questions before the lesson, so they are ready to start the speaking activity at the beginning of class.

### WARMER

Write on the board *a road, a street, a path, a track*. Divide the class into pairs and ask them to tell each other the differences in meaning of the words. In feedback, elicit a few ideas. Then ask students to think of a road, street, path or track that is important to them somehow. It could be a place they travel

along regularly, or somewhere special they went to once. Divide the class into small groups to talk about their experiences.


#### Answers

A road is the most general word and denotes a way that leads from one place to another. A road can be anything from a short road in a village to a main highway or motorway.

A street is a road in a town or city which has houses or other buildings along it.


A path is a way from one place to another that you can walk along. It's not normally used by cars.

A track is a path or a road with a rough surface.

- 1  In pairs, students describe the photos to each other. Ask them to write five questions about the road which they would like answers to. This task creates interest by encouraging students to predict what information the text might contain. You could help less confident students by giving them a few prompts, e.g. *length, height, location, number/accidents, etc.*

#### CULTURAL INFORMATION

The photograph shows the 'world's most dangerous road' – the so-called Death Road in Bolivia from La Paz (the administrative capital) to Coroico. The road, also known as the North Yungas Road, goes through the Yungas region in the Andes mountains. Coroico is in the heart of the Amazon region of Bolivia. The road was built by Paraguayan prisoners of war in the 1930s. It is only approximately three metres wide in places, with vertical drops and hairpin bends. Crosses along the road mark the sites of fatal accidents. It was given the name the 'world's most dangerous road' in 1995 by the Inter-American Development Bank. A new, safer, bypass road opened in 2006. Other dangerous roads around the world include: the Guoliang Tunnel Road and the Sichuan-Tibet Highway (China), Ruta 5 from Arica to Iquique (Chile), the Siberian Road to Yakutsk (Russia), the James Dalton Highway (Alaska, US) and Trollstigen (Norway).

- 2  1.06 Tell students that they are going to listen to a podcast about the road in the photos. Give them a minute or two to read through the options and think carefully about the meaning so they are not tempted to choose the incorrect answer just because they hear a particular word repeated. Point out that in question 4 *fatalities* means people who die as a result of an accident. Play the track. Remind students not to worry if they miss an answer, but to concentrate on the next question. Students compare answers in pairs before discussing as a class. See p140 for the audioscript for this exercise.

#### Answers

1 c 2 a 3 c 4 a 5 b 6 a 7 b

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Multiple-choice listening

Listening exercises at this level are challenging because students often need to interpret the information or understand subtle differences in meaning between words or expressions. If the students found this task difficult, it is worth researching the answers together in the audioscript to see why they might have chosen a wrong answer. This will help them understand how to approach a listening multiple-choice task. Try the extra activity, and do it with all the questions in exercise 2.

#### EXTRA ACTIVITY



Ask students to look at exercise 2 question 1 and the first part of the audioscript from this page and to find reasons why A and B are wrong.

#### Answers

A is wrong because although the text says (three times) that it is the world's most dangerous road, it also says that it is 'not the only candidate' and it does not say that it is a lot more dangerous than others.

B is wrong because sightseers are people in general who come to look at places, but it narrows down the people who visit by saying it is popular with tourists who seek 'thrills and excitement'.

C is correct because the text says that the road 'lives up to its reputation' of being dangerous and people come 'because it is the world's most dangerous road'.

- 3  Divide the class into pairs. Ask them to look back at the questions they prepared in exercise 1 and to find out which ones they can now answer. Have a brief class feedback. Students could find answers to any remaining questions by researching the world's most dangerous road on the Internet.
- 4  **What about you?** Students discuss the questions in pairs or small groups before sharing their ideas in a class discussion. You could extend the activity by asking students what they think the consequences of both encouraging or banning dangerous activities would be.

#### HOMEWORK

Ask students to research one of the dangerous roads listed in the Cultural information above, or to research the most dangerous road in their country. Ask them to present their findings in the next lesson. Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.




## Developing speaking p23

Discussing photos using modal verbs of speculation, deduction, possibility and probability

### WARMER

Write the following verbs on the board: *bump, crash, fall, slip, trip*. Ask students to explain the difference between the words and say which prepositions they could use with them, e.g. *bump into, crash into, fall into, fall off, fall over, slip off, slip up, trip up, trip over*. Ask students to work in pairs to describe a minor accident they have had, using some of the verbs and prepositions.

### Discussing photos - 1

- 1 Ask students to look at the three photos. Ask a few lead-in questions: *What can you see in the photos? Where are they? What has happened?*  
Divide the class into pairs. Ask students to decide who is Student A and who is Student B. Ask them to read the task and to take turns speaking. Monitor closely and note how well they do the task, and how accurately they use modals.
- 2  1.07 Play the track. Students listen and answer the questions. They compare answers in pairs before discussing as a class. See p141 for the audioscript for this exercise.

#### Answers

He describes the first and third photos.  
He does perform all parts of the task.

### GRAMMAR Modal verbs - speculation, deduction, possibility and probability

- 3 Students discuss the use of modals in the sentences in pairs. In feedback, check they know the difference between the modals for speculation as well as the present and past forms.


#### Answers

- 1 **must have + past participle:** to the past; it is used to express a logical deduction – the situation is very likely or certainly true given the evidence.
  - 2 **could + infinitive:** to the present; it is used to express possibility.
  - 3 **can't have + past participle:** to the past; it is used to express a logical deduction – the situation is impossible or highly unlikely given the evidence.
  - 4 **might have + past participle:** to the past; it is used to express possibility.
  - 5 **may well have + past participle:** to the past; it is used to express a strong possibility.
- 4 Students complete the sentences with modal verbs. They compare answers in pairs before discussing as a class. Remind students that sometimes more than one modal verb can be used.

#### Answers

- 1 can't
  - 2 may/might/could
  - 3 may/might
  - 4 can't
  - 5 must
  - 6 might not/may not
- 5 In pairs, students prepare a list of language that is useful for discussing photos. Then have them compare it with the ideas in the Speaking bank. In feedback, discuss the usefulness of any other ideas they may have thought of.

### PRACTICE MAKES PERFECT

- 6  Divide the class into pairs. Lead in by asking students to decide what they must talk about in the task and how much time they should spend on each aspect of it. Give them two or three minutes to prepare to speak. Monitor and help with ideas and vocabulary if necessary. Students take turns to talk about their photos on page 156. Monitor and note errors and examples of good practice for an error feedback session at the end.

### + EXTRA ACTIVITY

Students change roles and prepare to describe their partner's pictures. Ask them to discuss what they learnt from how their partner did the task and what they would do differently. Would they mention anything their partner didn't cover? Then put students in new pairs to repeat the task with different photos and a different partner. Remind students that practice makes perfect!

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

### HOMEWORK

Assign students pages 16–17 in their Workbook or the relevant sections of the Online Workbook.

## Developing writing pp24–25

Writing an opinion essay in response to a statement

### >>> FAST TRACK

Students could read the essay in exercise 2 before the lesson and start thinking about the main points covered in the text and their own point of view. This will enable students to do the speaking task at the beginning of the lesson and to complete exercise 3 more quickly. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 7 for homework.

### WARMER

Write a list of controversial views on the board.

For example:


*Zoos should be banned.*

*We should limit people's use of cars and force them to use public transport.*

**15-year-olds should be allowed to vote.**  
**Native English speakers should be forced to learn a foreign language.**

Divide the class into pairs or small groups. Give them four minutes to express their views on any of these subjects. Tell them they can be as passionate or opinionated as they wish! Remind them of useful phrases for giving their opinion and politely agreeing or disagreeing with other students.

## An opinion essay

- 1  Students discuss the statement in pairs. In feedback, build up a list of opinions on the board.
- 2 Ask students to read the essay and answer the questions. They compare answers in pairs.

### Answers

The writer believes that it is a good idea to lower the legal age for obtaining a driving licence to 16.  
 Students' own answers

- 3 Give students a moment to read through the plan. Ask them to say, in their own words, what points from the essay correspond to each of the sections in the plan. Students then complete the paragraph plan with the main points in each paragraph and compare answers in pairs.

### Suggested answers

**Paragraph 1:** The idea of lowering minimum age to 16 is a sensitive one. The writer believes it should be lowered.

**Paragraph 2:** A driving licence is essential. 16-year-olds are at a disadvantage if they can't drive.

**Paragraph 3:** 16-year-olds are capable drivers – their reactions are quicker than older people's.

**Paragraph 4:** Safety is a problem, but accidents usually happen in the driver's first year at any age. There should be ways to prevent accidents.

**Paragraph 5:** The majority of 16-year-olds are mature and sensible enough to drive and it would benefit them to do so.

### + EXTRA ACTIVITY

Write the following words from the article on the board: *consent, essential, rural, chauffeur, strict, procedures*. In pairs, have one student look at the first three words and the second look at the last three. Ask them to think of any synonyms or alternative phrases that would also fit. Allow them to use their dictionaries. When they have finished, have students tell their partner the meaning of the word and give alternatives.

- 4 Students complete the Writing bank on page 24 with expressions 1–5. They compare answers in pairs.

### Answers

**Expressing strong opinions:** *I certainly believe that ...; To my mind, there is no question that ...; I am convinced that ...*

**Expressing opposing views and giving counterarguments:** *Whilst it is true that ..., ...*

**Giving general opinions:** *It is widely accepted that ...*

### TEACHER DEVELOPMENT: LANGUAGE

#### Passive vs active

Note that general opinions are usually expressed in the passive form (*It is said that ...; It is accepted that ...*). This makes them impersonal and distances the speaker/writer from them. Personal opinions, however, are usually in the active form.

### + EXTRA ACTIVITY

**Students work in pairs to write an opinion about each of the controversial statements in the warmer, using some of the phrases in the Writing bank. They exchange their written opinions with another pair who must make any corrections to the writing and say whether they agree with the opinions or not.**

- 5 Ask students to read the article section and think of reasons for the initiative. Discuss their ideas in open class.
- 6 Students read the web pages and answer the questions. Put students in groups and encourage them to discuss their answers. Monitor and help as necessary.

### PRACTICE MAKES PERFECT

- 7 Ask students to read the statement carefully and to decide on their opinion. With less confident classes, you could put students with the same opinion in pairs to prepare their essays. Ask students to look back at the paragraph plan in exercise 3 and to write brief notes under each of the headings. Then put all students in pairs or small groups to compare and borrow ideas from each other. Have students write their essays. Refer students to the Writing bank on page 162 for a model text and additional tips.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Peer reviewing

If students write in class, ask them to exchange their first drafts with a partner and to comment on their partner's work, paying particular attention to the paragraph layout and expression of opinion, as well as to how persuasive their partner's argument is. Students are ready to write a final draft. Set this for homework.

### HOMEWORK

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

## Integrating skills p26

Space travel  
Travel safety

### WARMER

To introduce the topic, write the following words on the board: *explore, colonise, send, establish, launch, stay*. Tell students that there will be a discussion on space travel. Ask them to work in groups of three and to use the verbs to make sentences which they think will appear in the lesson. When they have finished, 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.

### Suggested answers


People have always been interested in exploring unknown territories and space is the last territory unknown to humankind. People will colonise the nearest planets in the distant future.

### EXTRA ACTIVITY

Ask students to work in pairs and to talk about what science fiction films or series they know, and what the future looks like in them. When they have finished, elicit some ideas. Alternatively, you can board the titles of some popular science fiction films or series (e.g. *Star Wars, Star Trek, The Divergent, The Hunger Games*, etc.) and ask students if they know them and what issues about the future they raise.

### Suggested answers

*The Divergent* is a series of three films which show a depopulated world following a major catastrophe. The *Star Wars* films show a future in which humans and alien species/robots live and travel in space.

- 1  Direct students' attention to the questions in exercise 1. Ask them to work in pairs and to take turns asking and answering the questions. When students have finished, ask them to change partners and report back on what their colleagues have told them. After students have finished, elicit ideas.

### EXTRA ACTIVITY

Ask students if they know who Elon Musk and Richard Branson are, and what NASA stands for. Elicit ideas from students. You may also ask them to search for information on the Internet, if necessary.

- 2 Draw students' attention to the title of the text, and have them work in pairs in order to predict what it might be about. Elicit ideas from several pairs. Then, ask students to read the text in order to check their predictions and to answer the questions below. When they have finished, choose random students to share their answers with the class.

### Answers


- 1 It's a phrase made popular by the Star Trek series. It appears in this form in *Star Trek: Next Generation*.  
+ Students' own answers
- 2 That he has the courage and freedom to think about what he really wants to achieve, and to follow his dreams, even if they seem impossible.
- 3 They are bold and adventurous.

### KEY SKILLS


In exercise 3, students are expected to do three things: distinguish facts from opinions (1), recognise the author's intention (2), and find information which is not expressed directly (3). These are key skills in the new curriculum. In order to help students develop them, ask them to go over the statements in exercise 3 in order to confirm that all the statements are clear. Draw their attention to the fact that, in most cases, the information is not expressed in the same way as it is given in the text. Tell students to find precise references in the article to which each statement in exercise 3 refers, and to then decide whether it is the correct answer to one of the tasks (1, 2 or 3), or not. Remind students that they ought to be able to justify their answers. Then, ask students to work in pairs in order to compare their answers. After they have finished, elicit answers from several students.

- 3 Individually, students re-read the text and answer the questions. Then, have them compare their answers in pairs.


### Answers

- 1 B 2 D 3 C
- 4  1.08 Tell students they are going to listen to a discussion about space tourism. Ask one student to read the questions so that the group understands the difference between styles: formal, informal, informative, entertaining or light-hearted. Play the track once. Check the answers as a class. See p141 for the audioscript to this exercise.

### Answers


- 1 the disadvantages of space travel
- 2 informal, informative
- 5  1.08 Direct students' attention to the sentences in exercise 5. Ask a more confident student to read the sentences to the class. Ask students to listen to the recording again in order to decide if the following statements are the opinions of Eve [E], Sebastian [S], or if they aren't expressed in the recording. Play the track once. Ask students to compare their answers in pairs. Then, check the answers as a class.

### Answers

- 1 N 2 S 3 E 4 S
- 6  Ask students to work in small groups and discuss the opinions raised in exercise 5. Circulate and monitor to ensure that all students have a chance to talk and help students with vocabulary if necessary. When they have finished, ask random students to share their ideas with the class.

## + EXTRA ACTIVITY

Divide the class into two debating groups: A and B. The subject of the debate is 'space tourism', so group A and B should prepare arguments *in favour*, and *against* respectively. Give both groups time to brainstorm ideas they might wish to use in the debate. Circulate and monitor to help students with vocabulary if necessary.

- 7  Ask students to read the instructions to exercise 7 and to brainstorm useful phrases that might be used in the debate. When they have finished, write their suggestions on the board in two columns: phrases for managing discourse, and phrases connected with the topic. If there is enough time, students may put these words into sentences.

## HOMEWORK

Ask students to prepare for the debate in exercise 7 on page 26 for 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.


## Rozumienie ze słuchu

## WARMER

Write the following question on the board **Electric scooters: are you for or against?** Ask students to work in threes and to express their opinion on the topic. After they have finished, elicit answers from several students.

## + EXTRA ACTIVITY

With books closed, ask students to listen to the recording in exercise 1 and to take notes of the information which they think is important and which might be needed later.

- 1  1.09 Tell students they are going to listen to a conversation about electric scooters. Give them 30 seconds to read the questions. Play the track twice. Ask students to compare their answers in pairs. Check the answers as a class. See p141 for the audioscript to this exercise.

## Answers

- 1 He couldn't afford to buy an electric scooter.
- 2 Because you can injure your head or back if you have an accident while riding an electric scooter.
- 3 Write a note reminding him to wear a helmet.
- 4 They shouldn't be allowed to ride scooters in public places.
- 5 You aren't allowed to ride a scooter on the road or on a cycle lane.

## + EXTRA ACTIVITY

To prepare students for exercise 2, have a short discussion about the topic of the text. Write the words *autonomous vehicles* on the board. In pairs, ask students to write a definition and to think about advantages and disadvantages of such vehicles. Elicit ideas from the class. Have students skim the text to see if their ideas were correct. Then, have students do exercise 2.

## Rozumienie tekstów pisanych

- 2 Students read the text and complete the notes (1–6). Ask them to check whether the words or phrases they wrote match the rest of the sentence grammatically. Following this, they have to find the parts of the text where the answers to the questions can be found. Then, tell students to compare their answers in pairs. Check the answers as a class.

## Answers

- 1 look like
- 2 from the past / 30 or 50 years ago
- 3 driverless/selfdriving cars/vehicles
- 4 able to take
- 5 can't be
- 6 will have/need

## Znajomość środków językowych

## + EXTRA ACTIVITY

To help students with exercise 3, put the group into pairs. After reading the gapped sentences, each pair should go on to identify the grammar structure or tense they are supposed to use. This has the intention of raising students' linguistic awareness, which is an element of all tasks in English.

- 3 Ask students to work individually and to write the missing parts of the sentences. They should then check each other's answers. In pairs, tell them to swap their notebooks and correct any mistakes they notice. When they have finished, ask one student to read their sentences to the class.



## Answers

- 1 can't have noticed him
- 2 allowed to use a tablet
- 3 have taken the course earlier
- 4 have/need to wear a uniform
- 5 may/might/could have got lost

### EXTRA ACTIVITY

Ask students to work in pairs and to write one more gapped sentence for each task 1–5 (e.g. *The driver turned without any warning – it was impossible \_\_\_\_\_ the cyclist.* or *When my brother was small, our parents \_\_\_\_\_ to use a tablet.*). Then, ask them to swap their notebooks and to check each other's sentences. Students then swap their notebooks again and check each other's answers. You may wish to write some of the students' ideas on the board, drawing the students' attention to any important grammar structures.

- 4 Direct students' attention to the text in exercise 4 and ask them to cover the answers below. Tell them to read the text and to try to guess the words or phrases which might complete each gap. Add that it is sometimes useful to translate the sentence or phrase containing a gap into Polish in order to find out what information is missing. Allow students to uncover the options and complete the task. Check the answers as a class.

## Answers

- 1 D 2 A 3 B 4 C 5 B

## Wypowiedź pisemna

### EXTRA ACTIVITY

To prepare students for the writing task, organise a class debate in which students will brainstorm various arguments. Divide students into two groups – each one will argue in favour of/against the importance of public transport in reducing traffic and pollution in cities respectively. Appoint an individual student to moderate (i.e. guide) the discussion. Give students some time to compile their arguments. Have a class debate.

- 5 Before students start writing the essay, ask them to read the instructions and to draw a table containing arguments for and against the problem, interesting phrases and an additional information they want to include. Circulate and help students with ideas and vocabulary if necessary. Then, give them enough time to write the essay.

## Model text

Most people living in big cities would agree that one of the biggest problems they have to face is heavy traffic and pollution. An obvious solution to this seems to be the development of public transport to discourage people from driving cars, but is it the *only* effective way? Let us examine some of the arguments for and against this idea.

It goes without saying that public transport is ecologically friendly. When people stop using cars to commute to work every day, there is less traffic and as a result – less pollution, especially if cities decide to use electric buses or build tram networks. It is also cheaper to have a monthly pass to use public transport than to pay for petrol and car park fees. It would appear to be the perfect solution for all concerned.

However, the supporters of the idea seem to forget that people who have to commute daily need a system which is efficient, reliable and cheap. Thus, the local authorities need to make sure that public transport reaches each and every part of the city, because when it does not, people will, quite naturally, prefer to use their cars to get around the city. To be appealing, public transport must also be reliable, provide a regular service, and never be late. There are people who claim that local authorities should develop a system of cycle paths around a city, which is an even cheaper and healthier form of getting from A to B.

All in all, it is clear that an effective system of public transport needs to be developed in every city, but it requires a lot of money and effort to change the habits of car users. In my opinion, local authorities should also promote cycling and invest money into building cycle paths.

## Wypowiedź ustna

### EXTRA ACTIVITY

Ask students to look at the pictures and to write two questions, which an examiner might ask, connected with each photo. Then, have students ask and answer the questions they have written.

- 6 Draw students' attention to the instructions and pictures. Tell them to work in pairs, asking and answering the questions. Circulate and monitor to ensure that all students have a chance to talk. Then, ask random pairs to model their answers in front of the class.

### EXTRA ACTIVITY

As a follow-up to exercise 6, ask students to work in pairs and to suggest the three best ways of travelling around the area where they live. Elicit ideas from the class.

## HOMEWORK

Assign students page 19 in their Workbook or the essay 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 in the areas where they've given themselves lower marks. When they have finished, elicit ideas from random students and encourage a class discussion.