

2 On the road

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- ▶ Grammar: Modal verbs – obligation, permission, prohibition, advice and criticism; Modal verbs – speculation, deduction, possibility and probability; Modal verbs – *might*
- ▶ Vocabulary: Compound nouns – cars and the road; Phrasal verbs – rules and laws; Collocations with *take, make* and *do*

Lessons 1 and 2 Vocabulary ▶ Compound nouns – cars and the road ▶ Phrasal verbs – rules and laws
Reading ▶ *Ready for the road?* – an article about the legal minimum age for learning to drive ▶ Reading for gist and for detail

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 seatbelt.

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?

1 VOCABULARY Compound nouns – cars and the road

Write *compound nouns* on the board. Ask students to tell you compound nouns that are the names of objects they can see in the classroom (e.g. *classroom, whiteboard, pencil case, window pane*). Working in pairs, students match 1–10 with a–j to make compound nouns. Ask them to decide if each compound should be written as one word, two words, or two words joined with a hyphen (-). Tell students to use a dictionary if necessary.

Key

- 1 d motorway
- 2 i seat belt
- 3 f driving licence
- 4 b road sign
- 5 a speed limit
- 6 j steering wheel
- 7 g traffic lights
- 8 c traffic jam
- 9 e roundabout
- 10 h petrol station

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.

- 2 Students complete the sentences with words from 1 and compare their answers in pairs.

Key

- 1 traffic lights
- 2 steering wheel
- 3 seatbelt
- 4 driving licence
- 5 speed limit
- 6 traffic jam

- 3 **SPEAKING** Students discuss the questions in pairs.

- 4 Students read 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. Set a time limit of three or four minutes.

Key

- 1 New Zealand 16, USA 16, UK 17
- 2 It will probably rise.

- 5 Ask students to read the text again more closely and to choose from sentences A–H the one which best fits each gap (1–8). Students compare answers in pairs.

Key

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

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) 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?

- 6 Students match the words underlined in the text with the correct definitions. They compare answers in pairs.

Key

- | | |
|------------------------------|----------------|
| 1 impulsive, rash, impetuous | 6 imminent |
| 2 show off | 7 requirements |
| 3 go down | 8 lower |
| 4 bother | 9 gain |
| 5 implementing | 10 toughen up |

- 7 Students find any reasons given in the text for young drivers having more accidents than other drivers. They compare their answers in pairs. Then, to prepare for the speaking activity in 8, ask them to work in pairs to think of other arguments for young drivers having more accidents.

Key

Reasons in the text: *A part of the brain that helps to control impulsive behaviour ... only fully develops by the age of twenty-five; A lot of development happens between sixteen and eighteen; there is a scientific reason why teenagers can be at times rash; Sixteen year-old drivers are ... involved in thousands of fatal accidents each year; accidents are more likely when a teenage driver is accompanied; teenagers are more likely to take risks and break speed limits when they are with their friends; young motorists only have an average of 29.9 hours of professional lessons before taking and passing their test*

Other reasons: Teenagers drive cars that aren't very roadworthy and they don't look after their cars; Teenagers are more likely to be distracted by mobile phones, music on the radio, etc; Teenagers are impatient and lose their temper; Teenagers panic and make wrong decisions when driving because of their inexperience; Teenagers often drive when they are tired – coming home from a party, for example.

- 8 **SPEAKING** **What about you?**

Students discuss the questions in pairs or small groups.

- 9 **VOCABULARY** **Phrasal verbs – rules and laws**

Ask students to read the text quickly. What is the aim of the new law? (to reduce speed limits on roads) Students match the phrasal verbs in bold with definitions a–h and compare answers in pairs.

Key

- | | |
|-------------------|---------------|
| a brought in | e come under |
| b leaked out | f toughen up |
| c ironing out | g falling off |
| d come into force | h build up |

TEACHER DEVELOPMENT: LANGUAGE

Phrasal verbs

Two-part phrasal verbs can be transitive (they have an object) or intransitive (no object), and they can be separable or inseparable. The phrasal verbs *bring in, toughen up, iron out* are all separable and transitive, ie they are followed by an object and this object can go either before or after the particle: *They brought in legislation* or *They brought a new law in*. In these phrasal verbs, the particles (*in, up, out* and *up*) are all adverbs.

Note that when the object of a phrasal verb is a pronoun, the pronoun usually comes before the particle (ie the verb separates round the pronoun): *They brought it in* NOT *They brought in it*.

The phrasal verbs *fall off* and *leak out* are intransitive, ie they aren't followed by an object: *Confidence has fallen off*.

Come into (force) and *come under (the authority)* are transitive and inseparable as in these phrasal verbs the particles (*into, under*) are both prepositions not adverbs.

- 10 Students rewrite the sentences using phrasal verbs from 9 and compare answers in pairs.

Key

- 1 They should toughen up drink-driving laws.
- 2 A new law stopping teenagers from riding motorbikes should come into force immediately.
- 3 They should bring in new speed limits on motorways.
- 4 Private stories about politicians should never leak out.
- 5 The popularity of big 4x4 cars is falling off at the moment.
- 6 Support for environmentally friendly cars is building up amongst the general public.

- 11 **SPEAKING** Students work in pairs or small groups to discuss the statements in 10. In feedback, find out what the general opinion of the class is on these issues.

Fast finishers

Ask fast finishers to make sentences using the phrasal verbs in 9 based on current news stories, e.g. *Details of X's private life have leaked out* or *Support for a ban on X has built up*.

- **Teacher's Resource Multi-ROM:** See Unit 2 Grammar worksheet *UK quiz*.

Homework

- Refer students to the **Workbook, pages 9–10**.

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

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 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.

1a Students explain why the words or expressions in bold are used in each sentence. Then they decide if the words refer to the present or the past.

Key

- 1** *had to* (+ infinitive): an obligation or rule in the past
- 2** *shouldn't have* (+ past participle): regret about or criticism of the past
- 3** *are not allowed* (to + infinitive): prohibition in the present
- 4** *need to* (+ infinitive): obligation in the present
- 5** *should* (+ infinitive): advice in the present
- 6** *must* (+ infinitive): obligation in the present

1b Students work in pairs to discuss how to change the forms from present to past or vice versa, without changing the meaning.

Key

- 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 (*I must get up earlier at weekends*) whereas we use *have to* to talk about obligations when the situation makes something necessary (*You have to be seventeen to drive because that's the law.*)
- 2** *shouldn't pass*: in the present this form expresses mild obligation or strong advice, whereas in the past it expresses 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*: the past form of *must* for obligation is *had to*

▶ Refer students to the *Grammar reference* on **page 26**.

2 Students read the sentences carefully and discuss how they differ. They check answers in pairs before discussing as a class.

Key

- 1** *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** *don't have to* expresses a lack of obligation or necessity – the speaker means to say that you can eat the food or not depending on whether you want to or not; *mustn't* expresses prohibition – the speaker is prohibiting you from eating the food (note that some European speakers get confused between these forms because in their L1 a form that looks similar to 'must not' is used to express a lack of obligation)
- 3** *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** They mean the same but *have got to* is considered less formal and only used in spoken English.
- 5** *wasn't allowed to* is a prohibition; in the present *may not* + infinitive is used to prohibit (*You may not go out looking like that!*) 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, so this sentence effectively means 'It is possible that I didn't invite friends when I was smaller'.
- 6** *had to* + infinitive expresses a past obligation or rule; *must* + *have* + past participle can't be used to form the past of *must* for obligation – this form expresses the past of *must* to express likelihood, so it effectively means 'I am certain that I wore ...'
- 7** *shouldn't* + infinitive is used to give strong advice or a mild obligation; *be supposed to* is used when we talk about the normal or correct way of doing something.
- 8** These mean the same. They are not expressing obligation. They are being used to make a request for quietness. The speaker is also showing annoyance.

3 Students complete the sentences with appropriate modal verbs and the correct forms of the verbs given. Let them check their answers in pairs before discussing as a class.

Key

- 1** *mustn't send/aren't allowed to send*
- 2** *had to walk*
- 3** *needn't have got up*
- 4** *wasn't allowed to wear*
- 5** *didn't have to go/didn't need to go*
- 6** *should take/ought to take*

4 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind them not to change the word given and to use between three and six words, including the word given.

Key

- 1** *should have told you*
- 2** *aren't allowed to go*
- 3** *we've got to buy*
- 4** *shouldn't have driven*
- 5** *needn't have worried about*
- 6** *shouldn't have gone*
- 7** *ought to have got*

5 **SPEAKING** 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.

6 **SPEAKING** Divide the class into groups to discuss the situations using present and past modal verbs.

Extra activity

You could extend this activity by asking students to work in pairs to think of dilemmas they face in their own lives (nothing too serious!). 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.

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.

Lesson 4 Developing vocabulary ▶ Collocations with *take, make* and *do*

Collocations with *take, make* and *do*

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.

- 1 Students choose the correct verb to complete each of the sentences. Let them compare their answers in pairs before discussing as a class.

Key

1 A 2 B 3 C

- 2 Students copy the table into their notebooks and write the words and phrases in the correct columns. Tell them to work individually before checking with a partner.

Key

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

TEACHER DEVELOPMENT: LANGUAGE

make, take 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*).

Homework

- ▶ Refer students to the **Workbook, page 11**.

- 3 Students decide if the verbs *take, make* and *do* are used correctly in sentences 1–6. If necessary, they rewrite the corrected sentences. They compare answers in pairs before discussing as a class.

Key

- 1 make an apology
- 2 made a sensible choice
- 3 take offence
- 4 ✓
- 5 ✓
- 6 ✓

- 4 Ask students to look at the first gap and decide which verb collocates with *effect* (*take*) and what tense is used (past). Tell them to read the text and decide which answer (A, B, C or D) best fits each gap. Ask them to complete the task individually before checking answers with a partner.

Key

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

Extra activity/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.

- ▶ **Teacher's Resource Multi-ROM:** See Unit 2 Vocabulary worksheet *Mystery words*.

Homework

- ▶ Refer students to the **Workbook, page 12**.

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.

Key

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.

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

- 1 SPEAKING** 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.

i Cultural information

The photographs shows the 'world's most dangerous road' – the so-called Death Road in Bolivia from La Paz (the 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 3 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 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, USA) and Trollstigen (Norway).

- 2 LISTENING**  **1.04** Give students a minute or two to read through the questions carefully. Students listen to a podcast about the road and for questions 1–7, choose the correct answer (A, B or C). 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.

Audioscript

PRESENTER: It's not the only candidate, but standing here, high up in the Andes mountains of Bolivia, this mountain track, which I can just see through the rolling clouds, certainly looks like it lives up to its reputation as the most dangerous road in the world. The road goes from La Paz to Coroico, travelling through the high plains of the Andes to the sub-tropical jungles of the Amazon and descending three thousand metres on the way. Even though this is the world's most dangerous road, or perhaps because it is the world's most dangerous road, it has in the last few years become one of the most popular tourist sites in the world for people looking for thrills and excitement. Bill Shipman works on the road.

BILL SHIPMAN: I work for a mountain biking company and we take people down El Camino de la Muerte, or Death Road. I've been doing this for a few years now, and I've definitely seen an increase in the number of tourists coming here. They're typically young people travelling round the world or South America. They've read about this place in their guidebooks and they come straight here. They come basically for the rush of adrenalin that you get from cycling down it. Of course, people who live here think we're all mad. But this has become big business too.

PRESENTER: Death Road. It's certainly a worrying name. Although it could be a bit of an exaggeration because it's really just a narrow path next to the edge of the mountain. It's about 54 kilometres long and in many sections it's only big enough really for one car to pass at a time. It goes winding this way and that and it's often impossible to see what vehicle is coming the other way until it's too late.

BILL SHIPMAN: The road got its name from bus and truck accidents. Thousands of people have lost their lives here. One year 26 vehicles fell off, 320 people died, which is a lot of people on a road that isn't used that much. I couldn't really be sure about how many cyclists have died here but I think it's about eighteen or nineteen.

PRESENTER: In fact, the number of accidents has fallen drastically now that a new, much safer road has been completed, taking nearly all the trucks and buses off the road. However, you're never really safe because sometimes a truck still swings round the corner just when you're least expecting it. Over thirty thousand cyclists have completed the journey over the last ten years, but with deaths still occurring, every precaution for safety has to be taken.

BILL SHIPMAN: Before we begin each trip, it's customary to pay our respects to Pachamama. She's the Bolivian earth goddess. Then we begin the ride gently so that the riders can get to know the bike, the terrain, the traffic. We also have quite a few rest stops and we usually have a support vehicle following us. We use it to take people who get tired, injured, or just too scared to carry on.

PRESENTER: One of the main reasons for the number of accidents is the weather. There can often be heavy cloud and pouring rain, making the path slippery. At first the road goes uphill and the fact that you're so high means that there is very little oxygen in the air. Then comes the downhill section, no easier than going uphill. It takes masses of concentration. You start going faster and faster, which means that the chance of a fall gets greater. Most of the biking companies take a hundred-metre rope with them for rescues, but on some sections of the road, the drop can be up to six hundred metres, so a mistake can be fatal, forget the rope.

BILL SHIPMAN: People just want to look up and around and see the scenery but you just have to keep looking down at the road. We tell them before the start: 'You mustn't look at the rocks, you mustn't look at the cliffs, you mustn't look at the scenery. Concentrate one hundred per cent on you and your bike!'

PRESENTER: So why do people go?

BILL SHIPMAN: The feeling of satisfaction when you get back is immense. What they really want to do is get back home and tell all their friends how they survived Death Road.

Key

- | | | | |
|------------|------------|------------|------------|
| 1 C | 3 C | 5 B | 7 B |
| 2 A | 4 A | 6 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 2.

Extra activity

Ask students to look at question 1 and the first part of the audioscript and to find reasons why A and B are wrong. 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 SPEAKING Divide the class into pairs. Ask them to look back at the questions they prepared in 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 SPEAKING What about you?

Students discuss the questions in pairs or small groups.


Homework

Ask students to research one of the dangerous roads listed in the *Cultural information*, or to research the most dangerous road in Poland. Ask them to present their findings in the next lesson.

Lesson 6 Developing speaking ▶ Discussing photos 1 Grammar ▶ Modal verbs – speculation, deduction, possibility and probability ▶ Modal verbs – *might*

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 the verbs and prepositions.

- 1 SPEAKING** Ask students to look at the three photographs. 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 practising speaking. Monitor closely and note how well they do the task, and how accurately they use modals.
- 2 LISTENING**  **1.05** Students listen to a person doing the task in 1. Ask them which two photos the person talks about and if he does all parts of Student A's task in 1. They compare answers in pairs before discussing as a class.

Audioscript

STUDENT A: Well, they're both pictures of accidents involving vehicles, but one shows an accident in the country whereas the other one looks like it could be in a city, although it's probably not in the centre of the city.

I think in the first accident the driver can't have seen where he was going, because the car, or the jeep, seems to have fallen on its side because of a ... like ... a hole in the ground. Or the driver might have thought it was easier to get across than it really was, he underestimated the difficulty. And in the other accident, the car in the foreground must have hit the other car from behind because we can see that the bumper is damaged.

As for preventing the accidents, I think that, obviously, in both cases the drivers should have been more careful. They obviously weren't concentrating because otherwise the accidents were avoidable. The jeep accident may well have been more difficult to prevent because you're always more likely to have an accident when you're not driving on a real road.

Key

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

Grammar guide: Modal verbs – speculation, deduction, possibility and probability

3a Students work in pairs. They explain why the words or expressions in bold are used in each sentence and decide if the words refer to the present or the past. In feedback, check they know the difference between the modals for speculation.

Key

- 1 *could* + infinitive: in the present. It is used to express possibility.
- 2 *can't have* + past participle: in the past. It is used to express a logical deduction – the situation is unlikely or impossible given the evidence.
- 3 *might have* + past participle: in the past. It is used to express possibility.
- 4 *must have* + past participle: in the past. It is used to express a logical deduction – the situation is very likely or certainly true given the evidence.
- 5 *may well have* + past participle: in the past. It is used to express a strong possibility.

Modal verbs – *might*

3b Ask students to match sentences a–d with the correct uses of modal verbs 1–4. They compare answers in pairs before discussing as a class.

Key

- a 1 b 3 c 4 d 2

▶ Refer students to the *Grammar reference* on **page 26**.

4 Students complete the sentences with the correct modal verbs. They compare answers in pairs before discussing as a class.

Key

- | | | |
|-------------|---------|-------------|
| 1 can't | 3 may | 5 must |
| 2 may/might | 4 can't | 6 might/may |

5 In pairs, students prepare a list of constructions that are useful when discussing photos and then 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 **SPEAKING** Students work in pairs. They look at the photos on page 143 and follow the instructions given. 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 pictures. Monitor and note errors and examples of good practice for an error feedback 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 ask students to work in different pairs and to repeat the task with different photos and different partners. Remember – practice makes perfect!

▶ **Teacher's Resource Multi-ROM:** See Unit 2 Communication worksheet *Discussing photos*.

Homework

▶ Refer students to the **Workbook, page 13**.

Lesson 7 Developing writing ▶ An opinion essay

Warmer

Write a list of controversial views on the board. For example:

- 1 *Zoos should be banned.*
- 2 *We should prohibit the possession of all firearms.*
- 3 *16-year-olds should be allowed to vote.*
- 4 *We should raise taxes on high earners.*
- 5 *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!

- 1** **SPEAKING** 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.

Key

The writer believes that forcing people to use public transport is a good thing.

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 and compare answers in pairs.

Key

- 1: There is a good reason for making it compulsory to use public transport.
- 2: Using public transport reduces damage to the environment, cuts down pollution, reduces global warming.
- 3: Using public transport reduces fatal accidents – rail travel is very safe.
- 4: Private transport offers comfort, security and status. But there are problems with traffic jams, parking, cost and maintenance.
- 5: It is common sense to use public transport because the planet's well-being is more important than selfishness.

TEACHER DEVELOPMENT: LANGUAGE

Collocations

Write the following phrases on the board and ask students to find them in the text and to say what they mean. Point out the collocations between adverb + verb and adjective + noun in these fixed expressions.

- to willingly accept (= to agree with without questioning it)
- a massive shift (= a complete change)
- a determining factor (= a key reason)

- 4 Students put the expressions from the essay in 2 in the correct places in the *Writing Bank*. They compare answers in pairs.

Key

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

Expressing opposing views: *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 title of the blogs and to predict what the blogs will be about. What arguments do the students think they will contain? Students read the blogs then share their personal responses in pairs. In feedback, find out which opinion the class generally agree with.
- 6 Students read the blogs again and explain why these places, numbers or things are mentioned. They compare answers in pairs.

Key

- 1 Austria has already lowered the voting age to sixteen.
- 2 In the *Yes* blog, twenty-one is mentioned as an age at which people often choose not to vote; in the *No* blog it is mentioned as the age to which the minimum voting age should be raised.
- 3 In the *Yes* blog it is stated that people who pay taxes should have the right to vote; In the *No* blog it is argued that just because sixteen-year-olds pay tax on things they buy, it doesn't mean they should get the vote.
- 4 Sixteen-year-olds should be able to help with problems like climate change.
- 5 In the *No* blog, it says that sixteen-year-olds lack the experience to make decisions.

TEACHER DEVELOPMENT: STUDENT TRAINING

Expressing feelings

The tone of these blogs is personal. The writers feel strongly about the issue. Ask students to find examples of where the writers show they hold strong opinions and express them clearly and directly. (*Yes* blog: *Surely; Why bother if ...* *No* blog: *Yes, it's possible, but ...; Grow up!* Both blogs contain rhetorical questions to express strong feelings, particularly at the end of the *No* blog.)

- 7 Students complete the table individually.
- 8 **SPEAKING** Students discuss their answers to 7 in small groups. In feedback, build up a list of good arguments on the board.

Practice makes perfect

- 9 Ask students to read the statement carefully and to decide on their opinion. Put students with the same opinion in pairs to prepare their essays. Ask students to look back at the paragraph plan in 3 and to write brief notes under each of the headings. They compare ideas in their pairs and borrow ideas from each other. Students write their essays in class or for homework.

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, commenting particularly on the paragraph layout and expression of opinion, as well as on how persuasive their partner's argument is. Students are ready to write a final draft. Set this for homework.

- Refer students to the *Writing Bank*, page 149.

Homework

- Refer students to the *Workbook*, pages 14–15.

▶ Grammar revision p27

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

1 Students choose the correct alternative.

Key

- 1 ought
- 2 had
- 3 supposed
- 4 had to go
- 5 didn't need to go
- 6 Do we have
- 7 needn't

Modal verbs – speculation, deduction, possibility and probability

2 Students decide if the verbs in bold are in the correct form. They tick the correct forms and rewrite the corrected forms.

Key

- 1 can't be
- 2 may not have remembered
- 3 ✓
- 4 could/may/might have been
- 5 must have made
- 6 ✓
- 7 must be

Modal verbs – might

3 Students decide in which sentences they can replace *might* with *could* or *may*.

Key

- 1 *could* is possible
- 2 *may* is possible
- 3 *may* is possible
- 4 *could* and *may* are possible
- 5 *may* is possible
- 6 *may* is possible

▶ Vocabulary revision p29

Compound nouns – cars and the road

1 Students write the correct compound nouns connected with cars and the road.

Key

- 1 driving licence
- 2 motorway
- 3 petrol station
- 4 roundabout
- 5 seatbelt
- 6 steering wheel
- 7 traffic lights

Phrasal verbs – rules and laws

2 Students complete the sentences with the correct words.

Key

- 1 out
- 2 into
- 3 in
- 4 out
- 5 up
- 6 up

Collocations with *take*, *make* and *do*

3 Students complete the sentences with the correct forms of *take*, *make* or *do*.

Key

- 1 makes
- 2 made
- 3 taken
- 4 do
- 5 make
- 6 take
- 7 made


You can do the Unit 2 Test. There is also a Progress Test Units 1–2 in Workbook, pages 82–83.

Warmer

On the board write: *wedding, housewarming party, 18th birthday, Christmas*. Ask students to work in pairs and talk about what kind of social customs are usually associated with these occasions in Poland. Make sure students know what the term *social customs* refers to. Have a class feedback. Then have a class discussion on which of those social customs might seem strange or unusual to foreigners.

▶ Matura listening**Matura pointer**

Students analyse the Matura pointer. Elicit how much students are able to correctly predict about the subject of the text they are going to hear by reading the answers. You can try with question 1.1. and ask students which of the answers they are likely to hear in the recording (e.g. *Are there many social customs that are actually unusual or odd? Do they make little sense within a particular group of people? Is it possible that they are in fact illogical? Are social customs taken for granted by outsiders?*) Try to encourage students to really think about the possible answers.

- 1** **LISTENING**  **1.06** Students read the task and the questions. Play the recording twice. Students listen and choose what they think is the most appropriate answer A–D for questions 1.1.–1.6. Let students compare their answers in pairs. Have a class feedback.

Audioscript

PRESENTER: Today's programme is all about the lighter side of culture shock, and here's sociologist Dr Jane Elliot to talk to us about some aspects of culture shock. First of all, Dr Elliot, can you explain what we usually mean by 'culture shock'?

JANE ELLIOT: Yes, it can be seen basically as the difficulty of getting used to living in a different culture from your own. We tend to forget that we, all of us, live according to social customs that we take for granted. Seen from the inside, these just seem normal or common sense to us, but when you see social customs from the outside, many customs appear weird, and certainly illogical.

PRESENTER: Can you give us some examples?

JANE ELLIOT: Well, I lived for several years in China, and there were some customs there that certainly took me by surprise. For example, there was a family that looked after me really well when I first arrived so I decided to buy them a present. It wasn't that expensive because I didn't have that much money at the time, but I thought they'd appreciate the thought. But when I gave it to them they stopped smiling and I realised I'd made a mistake.

PRESENTER: You obviously hadn't spent enough.

JANE ELLIOT: That's true, but it was the paper I had wrapped the gift in. It was blue and white, with a very pretty design, but I found out that they're both typical colours for funerals. And one thing I hadn't realised either was that I'd given the present with my right hand but you always give presents with both hands or it's considered rude.

PRESENTER: It's curious, isn't it, that something as simple as giving a present can be so complicated?

JANE ELLIOT: Yes, but remember that there's no universal right or wrong way of doing things. It's a question of finding out the local custom and accepting it, whatever we think of it. For example, in Japan you don't open presents in front of the giver whereas in most other countries the social etiquette is exactly the opposite. Imagine your friend gave you a birthday present and you just left it unopened.

PRESENTER: Hmm, sometimes that could be good so you don't have to pretend you love that new pullover when in fact you hate it! What other different customs did you have to adapt to in China?

JANE ELLIOT: One thing that I found difficult to get used to was silence.

PRESENTER: Silence?

JANE ELLIOT: Yes, you see, whenever there's silence in a conversation we tend to jump in and say something, but in China it's OK to have silences. Just because somebody goes quiet doesn't mean there's a problem. It's just that they're thinking. That's something we can learn from, I think. Oh, and another thing that you learn is that when a Chinese person sucks air through their teeth when you're speaking, they're not happy with your comment, so you should think about saying it a different way.

PRESENTER: Do you have to be careful with personal questions?

JANE ELLIOT: Yes, because Chinese people tend to ask questions that we find uncomfortable.

PRESENTER: What about food? I'm sure there are some big differences there.

JANE ELLIOT: One important rule is that you should never start eating before the host. Then it's considered important to try everything, but you should never finish anything. The first time I ate in somebody's house, I found the food hard to eat because it was just so different, but I ate it all, every last grain of rice, just to be polite, when in fact you're meant to leave some in your bowl when you've finished, just to show that you aren't greedy. That's why you have to refuse once at least when they offer you more.

PRESENTER: And what's this about burping that I've heard?

JANE ELLIOT: Oh yes, it's absolutely true. The bigger the noise you make when you let all that gas out from your stomach while you're eating, the more polite it is. You're showing how much you enjoyed the meal.

PRESENTER: I've heard something about blowing your nose, too.

JANE ELLIOT: Well, yes, that's in Japan. Blowing your nose in public, especially if it's using a handkerchief, is just not done, even with a terrible cold. But picking your nose is a different matter! The same goes for coughing loudly.

PRESENTER: Really, learning these things is almost like learning a language.

JANE ELLIOT: That's right. They're ways of communicating, and you're going to find life much easier in a new country if you know what messages you're sending out and how people see them. People spend their time judging these customs, you know, 'That's stupid' or 'That's silly', when I think we should just sit back and enjoy the difference and the diversity. That's all part of the fun of travelling and living in different cultures.

PRESENTER: Dr Elliot, thank you.

Key

1.1. B **1.2.** C **1.3.** B **1.4.** A **1.5.** A **1.6.** B

Extra activity

Refer students to the audioscript on page 137. Ask students to find the words and phrases which helped them choose their answers, and also give reasons why they think the other answers are incorrect.

▶ Matura reading

Matura pointer

Students analyse the Matura pointer. You may elicit from students what key words they can find in question 2.1. *Which driver was the oldest when he/she started to learn to drive? (the oldest).*

- 2 Tell students to read the task carefully. Students read three texts (A–C) and answer questions (2.1.–2.9.). Ask students to compare their answers in pairs and discuss any differences. Have a class feedback.

Key

- 2.1. B
- 2.2. C
- 2.3. A
- 2.4. A
- 2.5. B
- 2.6. B
- 2.7. C
- 2.8. C
- 2.9. A

Extra activity

Ask students to work in pairs and talk about their or their friends' experiences with taking the driving test. Have a class discussion. Elicit which of the three texts the students found most interesting and/or unusual.

Matura checkpoint Units 1–2 Lesson 2

▶ Matura use of English

Matura pointer

Students analyse the Matura pointer. Elicit what kind of incorrect answers students might expect (e.g. wrong collocations, wrong use of prepositions, wrong use of linkers, etc).

- 3 Students read the task. They complete each gap (3.1.–3.10.) with one of the answers (A–D). Ask students to compare their answers in pairs and discuss any differences. Have a class feedback.

Key

- 3.1. B
- 3.2. A
- 3.3. C
- 3.4. B
- 3.5. D
- 3.6. A
- 3.7. D
- 3.8. C
- 3.9. B
- 3.10. B

Extra activity

Ask students to work in pairs. Tell them to choose two paragraphs from one of the texts in unit 1 or 2. Tell them to prepare a multiple choice exercise for their classmates. Ask them to choose five words for a gap fill exercise, and then to write down four answers to choose from as in task 3. When students finish, tell each pair to swap their exercises with another pair, complete the exercise in pairs, and then conduct feedback in groups of four.

▶ Matura speaking

Matura pointer

Students analyse the Matura pointer. Remind students to look carefully at the four prompts and think what they are going to say about each of them. Tell them not to focus on the English version of the words given in the prompts, but on the ideas which the prompts refer to.

Extra practice

Ask students to look at the four points and write down as many associations and ideas connected with each prompt as they can think of. Put students in pairs and ask them to compare their ideas. Have a class feedback.

- 4 Put students in pairs. Students read the task. Allow some time for preparation. Students do the exam task in pairs. Monitor the activity and help if necessary. If there are any fast finishers, tell them to swap partners. Ask two pairs of volunteers to act out their conversations in front of the class.

Homework

- ▶ Refer students to the **Workbook, pages 16–17.**