












## KEY LEARNING OUTCOMES

### Students will be able to:

- understand a text about teenagers and responsibility
- talk about ages and family life using the present simple, present continuous and articles
- ask for and give personal information
- talk about family life and problems
- write an informal email

If possible, encourage a class discussion.

## UNIT OVERVIEW

	Ages and stages of life The family
<b>Vocabulary</b>	
	Problem letters <b>CRITICAL THINKING</b> Thinking of good advice for disagreements with parents
<b>Reading</b>	
	Present simple and present continuous
<b>Grammar in context</b>	
	Noun suffixes <i>-ment, -ion, -ence</i>
<b>Developing vocabulary</b>	
	Family dinners
<b>Listening</b>	
	Articles  Different pronunciation of the word <i>the</i>
<b>Grammar in context</b>	
	Asking for personal information  Intonation in questions
<b>Developing speaking</b>	
	An informal email
<b>Developing writing</b>	
	Skills and abilities Interests and hobbies
<b>Integrating skills</b>	

## DIGITAL OVERVIEW

### Presentation Kit

- Life skills video 1:** Our special responsibilities
- 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:** Our special responsibilities
- Grammar communication activity Unit 1:** Let's risk it
- Worksheets for this unit, including:**
  - Grammar Practice worksheet Unit 1
  - Culture worksheet Unit 1
  - Life skills video worksheet 1
  - Everyday English worksheet Unit 1

## ✓ TESTING AND ASSESSMENT

### Resources for measuring student progress

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

## Vocabulary p10

Talking about the ages and stages of life and the family

### FAST TRACK

You could ask students to write the sentences in exercise 9 at home. They can then discuss their sentences in pairs at the next lesson.

### WARMER

Ask what ideas and themes connected to the family they think they might study in this unit. Elicit ideas from around the class and write vocabulary/phrases that students suggest on the board.


## Ages and stages of life

- 1 Before students start, draw attention to the example. In pairs, students match the photos to the words and write down what ages (approximately) go with each stage of life.

### Suggested answers

All ages are approximate.

- a** child, 4–12   **b** senior citizen, 65+  
**c** teenager, 13–19   **d** middle-aged (man/woman), 35–64  
**e** baby, 0–3   **f** young adult, 20–34

- 2 Check students understand the meaning of stage. Then look at the example *birth*. Ask students to work again in pairs to put the rest of the stages of life in order.
- 3  1.01 Play the track for students to check their answers. Play it again and ask them to repeat the words. Give extra attention to any sounds students may find difficult, for example the /ə/ 'th' in *birth*, and the /tʃ/ 'ch' in *childhood*. See p139 for the audioscript for this exercise.

### Answers

birth	childhood	adolescence
middle age	old age	death

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Connected speech

When a word ending in a consonant is directly followed by a word beginning with a vowel sound, the two words are often pronounced as one word. Write *old age* and *young adult* on the board and drill the pronunciation.

## The family

- 4 Ask students to write the three headings (*Male, Female, Male or Female*) in their notebooks and write each word under the relevant heading. Check answers by asking different students.

### Answers

**Male:** brother-in-law, grandfather, grandson, nephew, stepfather, uncle

**Female:** aunt, niece, wife

**Male or Female:** cousin

### FAST FINISHERS


Ask students to add other family words they know to the lists encouraging them to look at the patterns in the words to see if they can work out female equivalents (e.g. *stepmother, sister-in-law, etc.*). Allow them to use the Macmillan Online Dictionary to find additional words (e.g. *sibling, spouse, twin, etc.*). Write the column headings on the board, and nominate students to give their words. Ask other students to write down any words they didn't have so all students have complete lists.

- 5 Students read the descriptions and match them to the words from exercise 4.

Ask students to check their answers in pairs, then nominate different students to give their answers.


### Answers

- 2** uncle   **3** stepfather  
**4** niece   **5** grandson  
**6** brother-in-law

- 6  In pairs, students look at the other words in exercise 4 (and also the words added to the list by the Fast finishers if applicable) and take it in turns to define a word for their partner to guess. Draw attention to the model dialogue and/or practise the activity in open pairs before they begin.
- 7 Draw attention to the words in the box, then ask students to complete the sentences with the correct words. Ask them to compare their answers in pairs before you check as a class.

### Answers


- 1** single   **2** only child  
**3** partner   **4** divorced  
**5** one-parent   **6** born

- 8  1.02 Tell students they are going to listen to three people talking about themselves and their families. Draw students' attention to questions 1–3 and give them time to read through them. Play the track. Monitor students to see whether you need to play the track again. Ask students to check their answers first with a partner, then nominate different students to share their answers with the class.

Tell students they are going to listen again and ask some of the following comprehension questions (depending on the level of your students): *How old is Joshua? How many brothers and sisters does he have? Who is very special to Joshua and why? How old is Olivia? What's the name of Olivia's cousin? How old is Jessica? How many children has she got? When did she get married?* See p139 for the audioscript for this exercise.

### Answers

- 1** a child, big  
**2** a teenager, small, father, cousin  
**3** twelve, married

- 9  Put students in pairs and ask them to tell each other about their family using the vocabulary from the lesson.

## ++ EXTRA ACTIVITY

Ask students to draw a family tree with illustrations and write a short paragraph underneath explaining how they are related to each person, e.g. *Sarah is my mother's sister so she's my aunt.*

## HOMEWORK

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

## Reading p11

**Skimming and scanning for global and specific information**

## >>> FAST TRACK

You could ask students to do exercise 7 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Recorded reading texts

The reading texts are recorded so students can listen to them as they read. The track numbers are indicated in the activity notes below. This recorded material provides exposure to correct pronunciation, stress, accent and sentence rhythm. For less confident students, use the audio to help support them as they read the text. For more confident classes you could use the audio to check answers to comprehension questions, asking students to raise their hands when they hear the part of the track with the answer.

## WARMER

Write this statement on the board: *Parents should know everything about their teenage children's lives.* Divide students into small groups of three to four and choose half of the groups to be *for* and the other half to be *against* the statement. Give students five minutes to come up with some arguments, then pair each *for* group with an *against* one and ask them to have a mini-debate on the subject. Circulate and monitor to ensure that all students have the chance to talk.

### Example answers

**Arguments for:** Parents need to know their children are safe. If there is a family emergency, parents need to know where to find their child. It's good for parents to take an active interest in their children's lives so they have things to talk about. Parents need to know that the friends of their children are a good influence.

**Arguments against:** Teenagers need to have their own lives, separate from their parents and some things are private. Teenagers need to learn to be independent and take responsibility for their own safety. Parents should trust their teenagers. Parents might not understand parts of their life and worry unnecessarily.

1 Check that students understand the verb 'to argue' (to disagree or to fight verbally, but never physically). In pairs, ask students to think of things that teenagers often argue about with their parents. Focus their attention on the two examples given and ask them to continue the list. Check answers as a class.

### Suggested answers

- going out with friends, make up, watching TV, chores
- 2 Set a time limit of two minutes for students to read the text quickly for gist. Ask students to check if any of their answers from exercise 1 were mentioned.
- 3 Put students in pairs and ask them to think of good advice to give to Zoe. You could model a few ideas with the class first. Nominate different pairs to give their suggestions.
- 4 Students read the advice from the expert. When they've finished ask them if any of their ideas from exercise 3 were mentioned. You could extend the exercise by discussing which ideas the expert had that they hadn't thought of. Do your students think these would work?
- 5 Students complete this multiple choice exercise. Check answers in open class, asking students to identify the part of the text that helped them reach their answer if necessary.

### Answers

1 b 2 a 3 a 4 c 5 b

6 **CRITICAL THINKING** Ask students to think about good advice for young people when they disagree with their parents. Encourage students to think as objectively as they can, and to respect multiple points of view. Nominate different students to give their answers.

### Example answers


- Teenagers could write how they feel in a letter or email to their parents – this way they won't shout or argue. Teenagers and parents could each have five minutes to say how they feel – this way they don't interrupt each other. Teenagers and parents could agree a 'contract' or set of rules each month together.
- 7 Focus students' attention on the underlined words in the text. Ask them to guess what they mean and make notes in their notebooks. Remind them to look at the words before and after the key word, to look at what part of speech the key word is, and to think if it is similar to any words in their own language – these are all useful strategies for guessing unknown vocabulary. Then ask students to check the meanings in their dictionaries.

### Answers

interrupts = stops someone by disturbing them  
turn my music down = make music less loud  
loud = not quiet  
switch it off = stop an electronic device  
realise = to become aware of something  
convenient = the right one because it suits your timetable  
make sure = plan and check  
reasonable volume = not too loud

### FAST FINISHERS

Ask students to write eight sentences using the words and phrases from exercise 7.

- 8  Students look at the questions in exercise 8 and think of their answers. If appropriate, ask students to share their answers with the class, but keep in mind this could be a sensitive subject.

### HOMEWORK

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

## Grammar in context pp12–13

### Using the present simple and present continuous

### FAST TRACK

You could ask students to do exercise 2 at home. You could then go through the answers with the whole class at the beginning of the next lesson, inviting individual students to contribute their answers and writing them on the board.

#### Test before you teach:

It is helpful to test students' prior knowledge so you can assess how much time you need to spend on the grammar activities in this section. Write the following sentences on the board:

1 *Sshhh! Be quiet. John \_\_\_\_\_.* (sleep)

2 *John \_\_\_\_\_ eight hours every night.* (sleep)

Ask students to complete them with either the present simple or present continuous form of the verb in brackets. Then ask students to write another two sentences using the same verb – one in present simple and one in present continuous. Monitor carefully to check each student's knowledge of these tenses.

#### Answers

1 is sleeping 2 sleeps

- 1a Give students 2–3 minutes to read the sentences and identify the tense.

#### Answers

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

- 1b Read uses a–d as a class and provide further explanation and examples if necessary. Ask students to match sentences 1–4 from exercise 1a to the four uses.

#### Answers

1 d 2 b 3 c 4 a

### TEACHER DEVELOPMENT: LANGUAGE

#### Actions vs states

State verbs (*love, like, hate, think, believe, know, understand, want, need*) are not usually used in the present continuous because they describe states not actions. However, verbs such as *think* are commonly used both ways. For example, in the sentence *I think teenagers don't have enough freedom these days*, *think* is a state verb (have an opinion) so must appear in the present simple. However, *think* can also describe a mental process, e.g. *I'm thinking about going to Paris next week*, and then it is used in the present continuous. Other common verbs that can describe actions or states, depending on their context and use, include:  
be: *I'm being silly.* (action) *I'm French.* (state)  
see: *I'm seeing Tom tomorrow.* (action) *I see what you mean.* (state)  
have: *He's having a shower.* (action) *He has two sisters.* (state)

- 1c Remind students of the rules with verbs ending in 'y' then ask them to complete the sentences for the present simple and the present continuous.

#### Answers

**Present simple:** studies; doesn't study; Does ... study?

**Present continuous:** is studying; isn't studying; Is ... studying?

### TEACHER DEVELOPMENT: LANGUAGE

#### Present tense usage

Highlight the need for *do/does* for questions in the present simple and *don't/doesn't* for negatives. Remind students of the spelling rule for verbs ending in *-y*, i.e. the *-y* changes to *-ies* in the third person.

Students may get confused because in their language they use the present simple to ask about a particular moment. Ask students to translate *Where are you going?* and *What are you doing here?* to point out this difference.

- 2 Draw students' attention to the picture of the family and the example sentence and ask them to use the words in the box to write sentences about the members of the family using the present continuous form. Monitor and help with any vocabulary as necessary. Check answers as a class. Check that students have the correct spelling of *sitting* and review the spelling rules in present continuous if necessary.

#### Suggested answers

The dad is reading a book.

The mum is watching TV.

The grandfather is sleeping.

- 3 Students read through the dialogue in exercise 3, then complete the gaps using either the present simple or present continuous. For less confident students, you could work through initially as a class to identify which of the tenses should be used, then allow students to work individually to write the answers in the correct form. Check the answers together as a class, asking students at regular intervals to give reasons for their choice of tense to consolidate usage.



### Answers

**a** are, doing **b** go **c** Are, watching **d** is watching  
**e** watches **f** Is, crying **g** Does, cry **h** doesn't  
**i** Do, know **j** is doing **k** don't **l** is listening  
**m** hates **n** is sleeping **o** sleeps

### FAST FINISHERS

Ask students to write four extra lines to continue the dialogue.

### EXTRA ACTIVITY

Put students in pairs and have them practise the dialogue together (allow boys to change the names to masculine ones if they wish). Model some of the sentences first, asking students to pay attention to intonation. Choose a few pairs to act their dialogue out together in front of the class.

- 4 Students find the words and phrases in the dialogue in exercise 3, and identify which tense is used with each. Allow students to check their answers in pairs, before checking as a class.

### Answers

- 2** never = present simple  
**3** normally = present simple  
**4** on Wednesdays = present simple  
**5** now = present continuous  
**6** right now = present continuous  
**7** usually = present simple
- 5 Students complete the sentences with the present simple or the present continuous form of the verbs in the box. Check answers in open class. Ensure students have spelled *lying* correctly.

### Answers

- 1** 'm helping **2** are, shouting **3** works  
**4** don't understand **5** Do, need **6** is lying
- 6 Draw students' attention to the example question in exercise 6. Remind them of the word order for questions: **QASV** (Question word, Auxiliary, Subject, main Verb). Ask students to write questions for the answers 2–6, paying attention to the tense they should use. Allow students to check their answers in pairs, before nominating students to give their answers.

### Answers

- 2** What's your mum doing at the moment?  
**3** Where do your uncle and aunt live?  
**4** Is your cousin studying at university?  
**5** What do your grandparents do in the mornings?  
**6** What do your family (usually) do at the weekend?
- 7 Put students in pairs and ask them to use the questions in exercise 6 to interview their partners, swapping over when they have finished. Ask them to add any questions they can think of. Monitor as they do the task and make a note of any pronunciation issues to work on at the end of class.
- Refer students to the Grammar reference on page 140 if necessary.

### HOMEWORK

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

### Developing vocabulary p13

Using noun suffixes *-ment, -ion, -ence*

### FAST TRACK

You could ask students to do exercise 2 at home before the class so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

- 1 Students look at the words from the text on page 11. Tell students that the parts in **bold** are called suffixes and ask them to look at the examples and explanation in exercise 1. Provide further explanation/examples if necessary.

### TEACHER DEVELOPMENT: LANGUAGE

#### Suffixes

A suffix is a letter or group of letters added to the end of a word to make a different kind of word. A good knowledge of English prefixes and suffixes will help students develop vocabulary and reduce the need to check their dictionary.

- 2 When you are happy that students understand the concept of suffixes, ask them to complete the table. Once they have finished, they can check their answers by looking the words up in the Macmillan Online Dictionary.

#### Answers

- 2** movement **3** improvement **4** retire  
**5** concentration **6** inform **7** description  
**8** discuss **9** different **10** adolescent  
**11** independent **12** confidence
- 3a Students choose the correct alternative in the sentences, referring to the table in exercise 2 where necessary. Choose students to read out their answers.

#### Answers

- 1** improve **2** independent **3** confidence  
**4** differences **5** discussions

### FAST FINISHERS

Ask students to write more sentences using nouns and adjectives from exercise 2. They then read them out to the class without saying the noun or adjective. The other students try to guess the missing word.

- 3b In pairs, ask students to ask and answer the questions in exercise 3a. Monitor and help with pronunciation where necessary.

### HOMEWORK

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

## Listening p14

### Listening for specific information

#### WARMER

Ask students to think about their favourite meal. Write these questions on the board: **What is it? How do you make it? Who usually makes it for you or do you make it yourself? When do you eat it? Where do you eat it? Who do you eat it with? What things affect your choices?** In pairs, students ask and answer the questions. Ask different pairs to report back to the class.

- 1 Give students two minutes to look at the photos and make notes. Then ask them to work in pairs and talk about what they see. Ask students to share their ideas with the class.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Describing a photo

For oral examinations, students are often asked to describe a photo. It is useful to give them a framework of fixed expressions and prepositional phrases that they can memorise. They should also remember to always move from the general to the specific, starting with a general description of the situation before giving more precise details.

General: *This is a photo of a/some ... , In this photo I can see ... , The photo shows ... , There is/are ...*

Prepositional: *At the top/bottom of the photo ... , In the foreground/background ... , On the left/right/in the centre of the picture ... , Behind/In front of/Between/Next to the ... we can see ...*

Other things to think about: *Who can you see? What are they doing and what do they look like? Where are they? How are the people feeling and why? When was this photo taken?*

Personal reactions: *I think ... , I imagine ... , It seems to me that ... , If you ask me, ...*

#### + EXTRA ACTIVITY

To prepare students for the listening topic, put students in pairs and ask them to discuss the following questions: **1 What time do you usually have dinner? 2 Where do you usually have dinner? 3 Who do you usually have dinner with? 4 What do you usually do when you have dinner – talk, watch TV, listen to music ...?**

- 2 1.03 Play the track for students to listen to a radio programme about family dinners and match the people to the situations. Tell students that there are two extra situations. Play the track again if necessary, before checking answers.

Then ask some comprehension questions to check students' understanding: *What's Mike's job? How many children has he got? What does Chris usually eat? Why do Sally and her sister have dinner late? Why does she think family dinners are important? How many people are there in Alice's family? Why is Jennifer eating alone tonight? Why doesn't anybody talk in Daniel's house at dinnertime?* See p139 for the audioscript for this exercise.

#### Answers

1 D 2 G 3 E 4 A 5 F 6 B

- 3 1.03 Students answer the questions. Play the track again if necessary.

#### Answers

1 70

2 All over the country

3 Whatever's in the fridge

4 Quite late (in the evening) / When her parents come home

5 Two children and three grandchildren

6 At the weekend

7 At a school meeting

8 The TV is always on and nobody says anything

- 4 **What about you?** Students look at the questions and think how they would answer them for themselves. Then ask them to discuss their answers with a partner.

#### HOMEWORK

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

## Grammar in context pp14–15

### Using articles

#### FAST TRACK

You could ask students to do exercise 5 at home and then compare their answers with a partner before the next class.

#### Test before you teach

Write the following gapped sentences on the board:

1 I can't find \_\_\_\_\_ the book I bought last week.

2 I can't find \_\_\_\_\_ good book to read.

Ask which sentence requires *a* and which *the*, and elicit the reason (sentence 1 refers to a specific book, whereas sentence 2 doesn't). Ask students when *an* is used instead of *a* (before a vowel sound). If students seem to be familiar with the use of articles, then move through the Grammar guide exercises quickly in open class.

- 1 Students look at the sentences from the listening and complete rules 1–5 with *a/an*, *the* or *no article*. Check answers as a class.

### Answers

1 – 2 *a/an* 3 *the* 4 *the* 5 *a/an*

### TEACHER DEVELOPMENT: LANGUAGE

#### Articles

Remind students that we use *an* before a vowel sound, not just a vowel. For example, *university* starts with the same sound as *yacht* and so takes the article *a*.


### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### How to teach articles

Some general rules can be helpful for students, i.e. *a/an* = one (of several/many); *the* = you know the thing, or you are talking about something that is common knowledge.

Note that we use *a* the first time something is mentioned and *the* when something has already been mentioned. However, there are exceptions and teachers should encourage students to write new words with the article if appropriate, e.g. *the President of the United States* rather than just *President*.

In class, you could do a quick activity to practise when to use *a/an* and when to use *the*. Put a few objects (e.g. cups, phones, books, pens) around the classroom. Make sure you have more than one of each object type. Chorally drill two simple contrasting sentences with the students e.g. *Could you pass me the book please?* and *Could you pass me a cup, please?* Whenever they say *the* they have to point at the specific thing they want. When they use *a* they lift both hands in a general *anything* gesture. The listener now gives them what they asked for (either a specific cup or any cup). This student then makes a new request.

- 2a  1.04 Students look at the words in List A and List B. Play the track for students to listen and note the difference in pronunciation depending on whether the is stressed or unstressed. Play the track again if necessary and ask students which one they think is stressed. See if students can spot any patterns in List A and List B for themselves before confirming the rule. See p139 for the audioscript for this exercise.


### Answers

*The* is pronounced with a schwa (/ə/) before words beginning with consonants (List A) and with the /ɪ:/ sound before words beginning with vowels and proper nouns (List B). When *the* is stressed, it also has the /ɪ:/ sound.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Stressed and unstressed articles

Remind students that there are also two pronunciations for *a*: /eɪ/ when it is stressed and /ə/ when it is unstressed. Point out that to make the stressed sound, the mouth is wide open and the jaw and the back of the tongue are down. Also, let students know that the stressed and unstressed pronunciations for *an* are /æɪn/ and /ən/.

- 2b  1.04 Play the track again for students to listen and repeat.

- 3 Students write *the* in the sentences that need it. Refer them back to the rules in exercise 1 if necessary. Nominate different students to give their answers.

### Answers

1 *the*, – 2 *the* 3 – 4 – 5 – 6 *the* 7 –, –

- 4 Ask students to read the text and choose the correct alternatives.

### Answers

a A b – c The d – e An f – g – h a  
i The j –


- 5 Refer students to the seven sentences and tell them there is a mistake in each one. Ask them to circle the mistake and then correct it. Check answers as a class and write the correct sentences on the board.

### Answers

- 1 I'm a vegetarian. I never eat ~~the~~ meat.  
2 My mum is ~~the~~ a doctor in a big hospital.  
3 Could you pass me ~~the~~ potatoes?  
4 I had a cat but ~~a~~ the cat disappeared last month.  
5 He's a student at ~~the~~ University of Edinburgh.  
6 She's got a brother and ~~the~~ a sister.  
7 I haven't got a watch – can you tell me ~~a~~ the time?  
6a Students look through the questions, and add *a*, *an*, *the* or –. Allow students to check their answers in pairs, before nominating different students to give their answers.

### Answers

1 – 2 –, an 3 –, – 4 –, – 5 – 6 *the* 7 *the*

- 6b  Students use the questions in exercise 6a to interview each other. Draw students' attention to the model dialogue before they begin. This is another opportunity to monitor and assess students' oral ability.

### FAST FINISHERS

Ask students to write five sentences to describe what is happening in the family dinner cartoon on page 13 of the Student's Book.

### EXTRA ACTIVITY

Ask the questions in exercise 6a to the whole class and get students to vote **Yes** or **No** for each one. Write the results on the board, e.g. Question 1: **yes** – 16 students; **no** – 18 students. Ask students to copy the results into their notebooks and write them up for homework with full sentences to summarise what they found e.g. *18 students think family dinners are important. Ask them to also include some visual representation of the results such as a bar chart or graph.*

Refer students to the Grammar reference on page 140 if necessary.

### HOMEWORK

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

## Developing speaking p16

### Asking for personal information

#### FAST TRACK

You could ask students to do exercise 1 at home and check their answers at the start of the lesson.

#### WARMER

Bring in or draw a picture of a teenager (male or female) on the board. Tell your class to imagine it's a new classmate and they have to make friends with him/her by asking questions. Set a time limit of two minutes and ask volunteers to write their questions on the board. Point out any errors and encourage students to self-correct. Ask students to choose three of the questions on the board and write imagined answers for the 'new classmate'. Nominate a few students to share their answers.

- 1 Tell students to complete the personal information file with information about either their brother(s), sister(s) or their best friend, and about themselves.
- 2 In pairs, ask students to look at the four personal information files and compare them to their own. Students should say which person they are most similar to and why. Draw their attention to the model sentence.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Using spoken model texts

To give students practice with intonation patterns, drill small parts of text in a variety of ways. Ask students to repeat them in a choral drill first (all students repeat the sentence together) to build their confidence then an individual drill (you indicate which student should repeat the sentence). Drills can help students become formally accurate in their speech and learn a useful collection of phrases and sentences.

- 3 Tell students they are going to listen to two of the teenagers in exercise 2 meeting and talking at a party and they have to decide which two. Encourage them to think of what information and key words they are likely to hear. Play the track. Let students compare their answers in pairs before checking in open class. See p139 for the audioscript for this exercise.

#### Answers

Emma and Liam

- 4 In pairs, students complete the dialogue with the correct questions. Refer them to the Speaking bank for help.

#### Answers

- a Have you got any brothers or sisters?
- b How old is he?
- c Does he live at home / with you? / Does he work?
- d How often do you see him / each other?
- e What do you usually do at the weekend?
- f What about you?

- 5a Draw attention to the diagrams showing two different kinds of intonation for questions. Play the track so students can check their answers to exercise 4 and listen to the question intonation. Ask them to match the questions to the diagrams. See p139 for the audioscript for this exercise.

#### Answers

Diagram A: a, c

Diagram B: b, d, e, f

- 5b Play the track again for students to repeat the questions.

#### TEACHER DEVELOPMENT: PRONUNCIATION

##### Intonation in questions

There is a final rising pitch for a Yes/No question, e.g. *Is your name Anna?*, and a final falling pitch for a Wh-question, e.g. *What's your name?* Intonation helps us to communicate meaning, i.e. whether a situation is open (rising pitch) or closed (falling pitch). In students' own language the intonation range may be narrower, so it is important to practise this.

- 6 In pairs, students read the completed dialogue in exercise 4 aloud, paying attention to the question intonation. If you have a confident class, you could nominate one or two pairs to perform the dialogue.

#### Practice makes perfect

- 7a Students work with a partner and read the task. Remind them to use the dialogue in exercise 4 and the Speaking bank to help them construct their dialogue. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so it is true for them.
- 7b When they have finished, students change partners and repeat the role-play. If you have time you could ask pairs to perform their role-play for another pair or in front of the class.

##### Model dialogue

- A:** Hi there. It's a nice party, isn't it? What's your name?  
**B:** Yes, it is. My name's Sophie.  
**A:** Hi, Sophie. My name's Jake. I'm a friend of Elliot's.  
**B:** Hi Jake. So, tell me something about your family. Have you got any brothers or sisters?  
**A:** Yes, I have. I've got a sister. She's 17.  
**B:** Me too. My sister's 16. I've got a brother too. He's only nine.  
**A:** What do you usually do at the weekend?  
**B:** I go swimming on Saturday morning and then I usually go to the cinema with my friends. What about you?  
**A:** I go out with my friends on Saturday nights. I go to a BMX bike park on Saturday mornings.  
**B:** What else do you do in your free time?  
**A:** I play football, play computer games with my friends and go running.  
**B:** Wow! You do a lot of things!



## HOMEWORK

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

## Developing writing p17

### Writing an informal email

#### FAST TRACK

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

## WARMER

Write the following situations on the board: *job application, email to friend, letter to a newspaper, comment on online forum for teenagers, instant messaging*. Then write the following words or phrases: *Hey, Yours sincerely, Dear, I've, ☺, Love from, XX, Sir/Madam*

Ask students to write two columns in their notebooks headed 'Formal' and 'Informal' and write the situations, words and phrases where they fit best (ask them to write words in both if they think they could be used in both formal and informal situations).

#### Answers

**Formal:** Yours sincerely, Sir/Madam

**Informal:** Hey, I've, Love from, XX, ☺

**Both:** Dear

- 1 Students read the advert and decide what Alanna wants. Ask students if they are interested in contacting her and to give reasons why or why not.

#### Answer

Alanna wants to find an international e-pal.

- 2 Students read the reply and decide if this person is a good e-pal for Alanna, giving reasons why or why not. Ask a few students for their suggestions.

#### Answers

She is a good e-pal for Alanna because they have a lot in common. She comes from a big family. She also likes music, reading and is interested in practising her English as much as possible.

- 3 Students look at the email and complete the information in the Writing bank. If necessary remind students of when they might use informal language (to a friend, family member, somebody their own age, etc.) and when they might need more formal language (in a job application, in a school essay, in a report, etc.).

#### Answers

**Contraction:** I've

**Emoticon:** ☺

**Change of subject:** anyway

**Finishing an informal email or letter:** all, back, wishes

- 4 Ask students to read the email again and match each paragraph to the descriptions of their content.

#### Answers

1 c 2 e 3 b 4 a 5 d

## Practice makes perfect

- 5 Students write an email to a new e-pal using Isabel's email in exercise 2 as a model. Draw their attention to the information they need to include and recommend that they follow the paragraph plan in exercise 4. Remind students to include expressions and conventions from the Writing bank. For students who are less confident, photocopy the model text below for extra support during the writing task.

#### Model text

Hi Giovanni!

I'm Adriana. I'm from Barcelona in Spain. Let me tell you about myself.

I've got a sister. She's older than me, but we have a lot of similar hobbies. We go everywhere together. My mum is a doctor and my dad works at the airport.

I love listening to music, especially pop and electronic music. I like Ed Sheeran and the Vamps. Do you like them too? Right now, I'm listening to their latest song on my phone. English is one of my favourite subjects ☺, but I also like maths and science. I like sports too – swimming, running, cycling.

Anyway, that's all for now. Write back soon if you want to be my e-pal.

Best wishes, Adriana ☺

## HOMEWORK

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

## Integrating skills p18

Skills and abilities  
Interests and hobbies

## WARMER

Put students in small groups of three to four. Ask them to imagine that tomorrow's lessons are cancelled, which means they will spend the entire day together. Ask students to plan the day. They have to suggest at least four different activities. Set a time limit.

Then, ask students to open their books and turn to page 18, read the list of the free time activities, and then find out if it contains any of the activities that they suggested earlier in their groups.


- 1 In pairs, students sort the activities in the box into three categories. Have them write the categories in their notebooks. When they finish, ask individual students which of the activities from the box are their favourite or which ones they do the most often. Then elicit examples of other categories.

**Answers**

Things which are best done at home: doing yoga, gaming online, hip hop dancing, making YouTube films, recording a video blog, socialising online, taking photos, writing a blog, watching films/videos on your tablet/computer

Things which are best done in specially designed places: doing martial arts, doing yoga, hip hop dancing, jogging, playing/singing in a band, playing a sport

Things you can do anywhere: doing yoga, hip hop dancing, gaming online, making YouTube films, recording a video blog, socialising with friends, socialising online, taking photos, writing a blog, watching films/videos on your tablet/computer

- Draw students' attention to the questionnaire in exercise 2. Ask students to copy the questionnaire in their notebooks and write answers that are true about them.
-  In pairs, students discuss the questionnaire and answer the questions. Set a time limit. After the time limit, elicit answers from individual students. Ask some of them to report their partner's answers.

**EXTRA ACTIVITY**

Tell students they are going to read a text about British teens and their free time activities. Ask for predictions – ask them if they think the activities will be the same or different from theirs? Ask students which activity do they think is the most popular in the UK?

- Direct students' attention to the text. Ask them to read it and answer the question in the exercise. Optionally, students can check their predictions made in the Extra activity.

**Answers**

online gaming, online socialising, socialising with friends

**KEY SKILLS**

In Exercise 5 students are expected to differentiate between facts and opinions, which is an important skill in the new core curriculum. In order to prepare students for such a task, initiate a discussion about distinguishing facts from opinions. Write the following on the board: *it is believed, the study revealed, according to the survey, I think...* Ask students which of these introduce facts and which introduce opinions. Ask students to add more items to the list (e.g. *the survey shows, according to research, scientists claim for facts; in my opinion, I feel, it seems to me for opinions*).

- Ask students to read the text again and decide which statements are facts and which ones are opinions. In pairs students check the answers and then justify them.

**Answers**



- fact 2 fact 3 opinion 4 fact 5 opinion
- Ask students to read the text again and complete the notes in their notebooks. Let students compare their answers in pairs and then check them with the class.

**Answers**

1 14–16 2 gry/granie 3 towarzyskich/społecznych/ze znajomymi 4 pracują 5 pieniędzy

**EXTRA ACTIVITY**

Ask students to underline parts of the text with the information used in the gaps in exercise 6. Focus students' attention on the fact that different words and expressions might be used to convey the same meaning (e.g. *can't afford vs zbyt drogie*) or that a single word in English is not necessarily a single word in Polish (*socialising vs utrzymywanie kontaktów towarzyskich*).

-  In pairs, students answer the questions. Then have them brainstorm some ideas and encourage a class discussion.
-  Tell students they are going to make a presentation about Polish and British teenagers. The presentation has to provide answers to some questions. Go over the questions with the whole class, encourage a short discussion if needed. Remind students to refer to the information from the text they have read during the lesson.

**HOMEWORK**

Assign students the project in exercise 8 on page 18. They can then present it to the class at the next lesson.

**Skills Checkpoint Unit 1** pp20–21**FAST TRACK**

You could ask students to prepare the phrases and questions for exercise 6 at home. The email in exercise 5 can be assigned as homework.

**EXTRA ACTIVITY**


Write the following statement on the board: **Teenagers should be given more responsibilities.** In pairs, students brainstorm arguments for and against the thesis. Then divide the class into two groups, one in favour and one against teenagers being given more responsibility and encourage a class discussion.

**Example answers**

Arguments for: Responsibilities prepare teenagers for adult life. If teenagers want their parents to treat them like adults, they should act that way.

Arguments against: Teenagers have a lot of responsibilities at school, which is more they can handle anyway. These are the last years of their lives when they can be carefree.

**Rozumienie ze słuchu**

-  1.07 Tell students they are going to listen to an interview with a psychologist. Give students a minute to read through the instructions and the notes. Play the track twice. Ask students to check their answers in pairs. See pp139–140 for the audioscript of this exercise.

**Answers**

1 university 2 American 3 about 70%/most  
4 members 5 take care of/protect 6 (their) homework

### ++ EXTRA ACTIVITY

Ask students to suggest two different ways in which they can help their parents, two situations in which parents can help them, and two fun activities they can do together. In pairs students brainstorm their ideas.

## Rozumienie tekstów pisanych

- 2 Students read the texts and choose the best answer (A–C). Allow them to check their answers in pairs before nominating students to give their answers in class.

### Answers

1 B 2 C 3 A

### ++ EXTRA ACTIVITY

Students read the gapped dialogues in exercise 3 and decide about the context, where the conversation might take place, and who the speakers are.

#### Suggested answers

- 1 on the phone, friends
- 2 in the first lesson at an English course, two students introduce themselves
- 3 in the living room, two friends choosing a film to watch
- 4 small talk at a party, people who have just met
- 5 on the phone, a friend is calling a teenager who is taking care of a baby

## Znajomość środków językowych

- 3 Ask students to complete the dialogues. Then ask them to check their answers in pairs.

### Answers

- 1 go out 2 What about you? / And you?  
3 do you think of/is your opinion of  
4 Have you got / Do you have 5 understand (you)

### ++ EXTRA ACTIVITY

Remind students that whenever they have a gapped text to complete, it is always helpful to read it first for meaning, that is find out what it is about, ignoring the gaps. To practice such meaning-focused reading, ask students to read the text in exercise 4 and summarise it with one sentence.

#### Suggested answer

Becoming an independent adult involves not only having new rights, but also responsibilities.

- 4 Ask students to complete the gaps. Then ask them to compare their answers in pairs.

### Answers

- 1 an 2 are 3 our/the 4 make/prepare  
5 got/their/some

### ++ EXTRA ACTIVITY

Students read the instructions to the task in exercise 5. Then they work in pairs and tell their partner what it's like to be at a youth camp.

## Wypowiedź pisemna

- 5 Students look at the task and write the email. Focus their attention on the information they need to include. Remind them to use expressions and conventions from the Writing bank on page 17.

### Model text

Hi Jamie,

I'm writing to tell you that I'm in England now! I'm at a youth camp where I study English every day. Our hotel and the school I attend is in the centre of London.

Although I'm on holiday, I have to get up at 7 every day because my classes start at 8. I have five English lessons and, in the afternoon, I socialise with other students. All these people are really cool, but there is one girl I like the most. Her name is Helena, she's from Brazil and we share the same room. We have the same interests and we spend all our time together.

I would like you to meet her. Are you in London now? Perhaps I could visit you at the weekend?

That's it for now. I hope we'll meet before I come back home.

Cheers,  
XYZ

### ++ EXTRA ACTIVITY

In pairs, students look at the task in exercise 6 and decide which person takes the role of the examiner and which one the examinee. Then they brainstorm the language that might be useful in the task. The examiner writes questions which he/she can ask, the examinee notes words and phrases he/she might use.

## Wypowiedź ustna

- 6 In pairs, students act out the conversation. Refer them to the Speaking bank on page 16 for help. Then ask some students to model the conversation in front of the class. If necessary, encourage a class discussion about what might be improved.

### HOMEWORK

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

## SELF-ASSESSMENT UNIT 1

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

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

# 2











# Who did it?

## KEY LEARNING OUTCOMES

### Students will be able to:

- talk about crime and detective work using the past simple and continuous
- understand a text about crime values
- apologise and discuss crime stories in newspapers
- write a blog post

## UNIT OVERVIEW

 <b>Vocabulary</b>	Crime stories Detective work
 <b>Reading</b>	Newspaper stories about crime <b>CRITICAL THINKING</b> Evaluating the seriousness of two crimes
 <b>Grammar in context</b>	Past simple  The -ed ending
 <b>Developing vocabulary</b>	Phrasal verbs connected with investigating and finding
 <b>Listening</b>	A detective programme
 <b>Grammar in context</b>	Past continuous
 <b>Developing speaking</b>	Apologising
 <b>Developing writing</b>	A blog post
 <b>Integrating skills</b>	Government and public offices

## DIGITAL OVERVIEW

### Presentation Kit

- ▶ **Life skills video 2:** Thinking about right and wrong
- ▶ **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 2:** Thinking about right and wrong
- ▶ **Grammar communication activity Unit 2:** Prison break
- ▶ **Worksheets for this unit, including:**
  - Grammar practice worksheet Unit 2
  - Culture worksheet Unit 2
  - Life skills video worksheet 2
  - Everyday English worksheet Unit 2

## ✓ TESTING AND ASSESSMENT

### Resources for measuring student progress

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



Talking about crimes and criminals

FAST TRACK

You could ask students to do exercise 2 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

WARMER

Ask students to keep their books closed. Play a quick game of *Snowman* with words connected to the theme of the unit. Divide the class into two teams. Choose a word, e.g. *crime*, and draw a short line on the board for each letter in the word. The first team says a letter. If it is in the word, write the letter in all the places it occurs. If the word does not contain the letter, draw the first part of the snowman. Continue playing with the same team until they either guess the word, or the snowman drawing is complete. Then play again with the other team. Award a point for each correctly guessed word. Ask students to open their books and look at the title of the unit *Who did it?* In pairs, ask students to discuss how they think this relates to crime and what things they think they may learn about in the unit (e.g. types of crime, punishments, etc.). Elicit or teach the word *criminal* as the person who commits/does a crime.

Crimes and criminals

- Students work in pairs to complete the sentences with the words from the box. Allow them to use a dictionary if necessary. Nominate different pairs to give their answers, encouraging them to read the full sentence each time.

Answers

- 1 theft 2 burglary 3 robbery 4 Vandalism  
5 Shoplifting 6 Piracy 7 Mugging 8 Fraud

- Students work individually to complete the words. Allow students to check their answers in pairs before nominating students to give their answers.

Answers

- 1 burglar 2 mugger 3 fraudster 4 pirate  
5 robber 6 shoplifter 7 thief 8 vandal

- 1.08 Play the track for students to check their answers. Ask students to repeat the word after they hear each one. See p140 for the audioscript for this exercise.

EXTRA ACTIVITY

Play the track again and ask students to underline the stressed syllables and circle the schwa /ə/ sounds.

TEACHER DEVELOPMENT: PRONUNCIATION

The /θ/ sound

Some students may have difficulty pronouncing the /θ/ sound in *thief* and *theft*. Tell students to put their finger on their lips. Their tongue should lightly touch their finger when they make this sound. Chorally drill the words.

- 1.09 Tell students they are going to listen to four radio news items. Ask them to listen for the crimes mentioned and make note of any vocabulary that helped them choose their answers. With a less confident class you may like to pre-teach these words: *pound* – a unit of money used in the UK; *arrest* – take someone to a police station because they have committed a crime. Play the track. Nominate students to give answers and elicit additional information about each crime, e.g. what happened, where it happened, who did it, how they did it, why they did it. See p140 for the audioscript for this exercise.

Answers

- 1 robbery 2 vandalism 3 piracy 4 shoplifting

TEACHER DEVELOPMENT: STUDENT TRAINING

Key information

News stories are full of information and are often difficult for students to follow. They are generally constructed around the key questions listeners will want to know the answers to, i.e. who, what, why, where, when and how. Encourage students to learn these six key question words as a framework that will help them pick out key information in all skills areas.

Detective work

- Focus students' attention on the picture of the crime scene. Ask them what they think happens after a crime and elicit the word 'detective'. Ask students to read the expressions in the box and tell them that these are all things that detectives do after a crime. Ask students to complete the definitions with the expressions. Allow students to check in pairs, before nominating students to give their answers.

Answers

- 1 investigate a case 2 question a suspect  
3 arrest a suspect 4 charge a suspect  
5 accuse a suspect 6 collect evidence  
7 prove something 8 analyse evidence

EXTRA ACTIVITY

Ask students to work in pairs and put stages 1–8 in the order they think they would usually occur. Tell them there is not an exact order. Then ask them to pretend they are detectives and create a short story in the past simple using each of the headings.


- Students look at the verbs in exercise 5 and write the noun form of each. Allow them to use their dictionaries if necessary.

Answers

- arrest (v) arrest (n), charge (v) charge (n), collect (v) collection (n), investigate (v) investigation (n), prove (v) proof (n), question (v) question (n)

FAST FINISHERS

Ask students to make sentences using each of the nouns from exercise 6.

- 7  Put students in pairs and ask them to ask and answer the questions in exercise 7. Hold a class discussion to see what students think about the crime in their country.

### TEACHER DEVELOPMENT: CLASSROOM MANAGEMENT

#### Managing discussions in class

Discussions can be a good way for students to use English spontaneously and in a way that engages them. However, it is a good idea to put some rules in place to prevent heated discussions turning into arguments. Remind students to use respectful language, and avoid personal attacks, to respect other students' perspectives even though they may disagree. Before or during a discussion or debate, try a role-reversal exercise and ask students to defend the position with which they disagree. Monitor groups whenever a discussion is taking place to ensure that students are all being given the opportunity to speak and that the rules are being adhered to.

### ++ EXTRA ACTIVITY

**Write these crimes on the board: A rich woman stole from a department store. A driver hit someone crossing the street. A vandal drew graffiti on a shop. Students work in groups to write a short description of what they think a detective should do in each situation, e.g. interview witnesses, analyse the graffiti style, look for the owner of the car, check CCTV, etc.**

### HOMEWORK

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

## Reading p23

*Predicting content, reading for gist and detail*

### >>> FAST TRACK

You could ask students to do exercise 6 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

### WARMER

**If possible, make copies of some English newspaper stories before the lesson. If it's feasible, find crime-related stories so students are recycling vocabulary from the previous lesson. You can also print them out from television, news or current affairs websites. Cut out the headline and pictures so they are separate from the main story. Divide the class into small groups and give each group at least three newspaper stories with the corresponding headlines. Students must read the stories, look at the picture and match them up. Encourage them to skim read the texts and pick out the key vocabulary rather than read them in detail.**

- 1 Students match the titles of the newspaper stories to the pictures.

Remind them there is one title they will not need. Ask students to compare their answers in pairs before you elicit the answers from the class.

### Answers

1 c 2 b 4 a

- 2 In pairs, students discuss what they think each story is about by looking at the titles and the pictures. Help out with any unfamiliar terms such as *security guard* and *dummies*. Nominate a different pair to give their ideas for each picture. Tell students that looking at titles and pictures first can often help them understand a text.
- 3 Students read the stories and match the pictures, titles and texts. Set a time limit of two minutes to encourage them to read quickly and not worry about difficult vocabulary. Remind them that once they have the general idea of the whole text, they may find they can guess the meaning of new words much more easily.

In a less confident class, you may want to pre-teach some vocabulary for the reading texts: *surprising* – describes something unexpected or unusual; *disappear* – to go away completely so it isn't visible; *complicated* – difficult, not simple.

### Answers

**Story A:** title 1, picture c


**Story B:** title 4, picture a

**Story C:** title 2, picture b

- 4 Students read the texts again and answer the questions in their notebooks using complete sentences. Monitor and provide help if necessary. Elicit answers from the class.

### Answers

- 1 They pretended to be part of the fashion display.  
 2 One of them moved.  
 3 A bottle of melted Antarctic ice water.  
 4 An art thief took it or someone drank it or someone threw it away.  
 5 Banks don't usually open on Saturday afternoons in Britain.  
 6 Their son Oliver discovered the problem and they called the police.  
 7 They opened an account for him.

- 5  **CRITICAL THINKING** Ask students to work individually and look back at the crimes in stories A and B and think how serious they are. Encourage students to think about victims, whether people are hurt, whether people lose business, etc. Ask them to make some notes and then share their ideas with the rest of the class. You may want to give students vocabulary such as *consequences*, *implications*, *punishment* to help them express themselves.

### Example answers

The robbery in A is very serious because even though no one was hurt, there are implications for the shop's business. And the robbers had committed crimes before. The crime in B is less serious because it was just a bottle of water so the consequences aren't as bad and it might have been a mistake. The punishment for the crime in A should be much more serious than for the crime in B.

- 6 Students look at the underlined words in the text and try to work out what they mean. Remind them to look at the type of word and the context to help them. Ask them to check in their dictionaries.

### Answers

luxury = expensive and high quality  
 smart = not casual, suitable for a special occasion, work or a party  
 worth = with a value of  
 display = arrangement of things for people to look at  
 melted = something solid that becomes liquid  
 unprotected = with nothing to keep them safe  
 lock = close with a key  
 account = a 'place' with a number where you put or save your money in a bank

### FAST FINISHERS

Ask students to write sentences for each of the new words in exercise 6.

### EXTRA ACTIVITY

Bring in some photos either from newspaper articles or just interesting photos you have. Put students in small groups of three or four and give them a photo each and ask them to write a headline for it. After a few minutes swap the photos over so each group has a new one. After each group has written one for each photo, put their ideas on the board and have the class vote on the best one for each.

- 7 Draw students' attention to the question in exercise 7 and ask them to think of their own answers, making notes if necessary. Ask a few students to share their ideas.

### HOMEWORK

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

## Grammar in context pp24–25

### Using the past simple

### FAST TRACK

You could ask students to do exercise 1a at home and check their answers at the start of the lesson.

### WARMER

Ask students what they remember of the three stories from the last lesson. Then ask them to read the sentences in exercise 1a and match them to a news story from page 19.

#### Answers

a Story A b Story B c Story C d Story B  
 e Story A f Story C g Story A h Story B

### Test before you teach

Write these five sentences on the board:

I \_\_\_\_\_ (have) lunch at school last week.  
 They \_\_\_\_\_ (be) at school yesterday.  
 Last weekend I \_\_\_\_\_ (not go) to the cinema.  
 \_\_\_\_\_ they \_\_\_\_\_ (go) to the cinema last weekend? No, they \_\_\_\_\_.

Ask students to complete them with the past simple form of the verb in brackets. Then ask them to write five similar sentences in past simple in their notebooks. Monitor carefully to see if they have consolidated knowledge of the past simple tense.

#### Answers

had, were, didn't go, Did ... go, didn't

- 1a Students identify which tense the sentences are in: past simple or present simple.

#### Answers

a past simple  
 b past simple  
 c present simple  
 d past simple  
 e past simple  
 f present simple  
 g past simple  
 h past simple

- 1b Elicit from students when we use the past simple (to describe actions or situations that started and finished in the past). Then ask students to look at exercise 1a and find the sentences to match 1–6. Check answers in open class.

#### Answers

1 d 2 h 3 a 4 e 5 b 6 g

- 1c Students complete the sentences with the correct past simple forms of *be*, *walk* and *go*. Elicit the answers and write them on the board. Remind students that in negative and question forms of *be* in the past simple, we don't use *did/didn't*.

#### Answers

b wasn't/didn't walk/didn't go  
 c Was/Did/Did  
 d -/walk/go

### EXTRA ACTIVITY

Write these additional examples on the board:

Affirmative: They \_\_\_\_\_ on the phone last night.

Negative: They \_\_\_\_\_ on the phone last night.

Question: \_\_\_\_\_ they \_\_\_\_\_ on the phone last night?

Ask students to complete the sentences with the correct past simple forms of *be*, *talk* and *speak*.

#### Answers

Affirmative: were/talked/spoke

Negative: weren't/didn't talk/didn't speak

Question: Were they/Did they talk/Did they speak

## TEACHER DEVELOPMENT: LANGUAGE


## Past tense forms

The major difficulty students have with the past tense is that negative and question forms use auxiliary verbs and infinitives. It may help to present this visually and explain that the *-ed* ending transforms into an auxiliary verb for negatives and questions:

Affirmative: He walked to school yesterday.

Negative: He didn't walk to school yesterday.

Question: Did he walk to school yesterday?


- 2a**  Students practise saying the words in each list and decide on the pronunciation of the *-ed* ending in each list.

## Answers

List A: /t/

List B: /ɪd/

List C: /d/

- 2b**  1.10 Play the track for students to listen, check and repeat. See p140 for the audioscript for this exercise.

## TEACHER DEVELOPMENT: PRONUNCIATION

## Voiced and voiceless sounds

Teaching the past simple offers a great opportunity to teach students the difference between voiced and voiceless sounds. A simple explanation of voiced consonants is that they use the voice. Ask students to test this by putting their finger on their throat. If they feel a vibration, the consonant is voiced. Voiceless consonants do not use the voice. They are hard sounds and there is no vibration in your throat, just a short explosion of air as you speak.

Voiced: If the stem of the verb ends with a vowel sound or a consonant (-b, -g, -l, -m, -n, -th, -v or -z), the pronunciation of the *-ed* ending is /d/.

Voiceless: If the stem of the verb ends with a voiceless sound (-f, -p, -k, -s, -sh, -ch, -x or -h), the pronunciation of the *-ed* ending is /t/.

Remind students that the *e* of the *-ed* ending in both cases is silent. Tell students that the difference between /d/ and /t/ is very small and it is more important to remember when to pronounce /ɪd/.

- 2c** Ask students to look at the list with the /ɪd/ ending and to decide which letters come before the *-ed* ending in this list.

## Answers

List B: verbs that end in -t or -d

## + EXTRA ACTIVITY

Write these past tense forms on the board: *missed, stayed, decided, talked, rained, turned, demanded, planted, played, worked, cooked, celebrated*. Ask students to look at and say the words and match them to the correct pronunciation of *-ed* (/t/, /d/ or /ɪd/).

Confirm the answers with the class and drill each word.

## Answers

/t/: worked, talked, cooked, missed

/d/: played, turned, stayed, rained

/ɪd/: planted, demanded, celebrated, decided

- 3** Set a strict five-minute time limit. In pairs, students write an A to Z of irregular past simple forms with one verb for each letter. Warn students that it will be very difficult to think of irregular verbs for *v*, *y* and *z*. Elicit answers from different pairs. Refer to the irregular verb list on page 149 of the Student's Book.
- 4** Students complete the text with the past simple forms of the verbs in brackets.




## Answers

**a** was **b** mugged **c** stole **d** ran **e** didn't know  
**f** got **g** wasn't **h** took **i** emailed **j** printed  
**k** went **l** found **m** arrested **n** had **o** were

- 5** Students complete the questions with the past simple form of the verbs. Remind them not to use the *-ed* ending for past simple questions. Check answers in open class.

## Answers

**1** did, mug **2** did, steal **3** Did, know **4** Was  
**5** did, do **6** Did, help **7** Was **8** did, end

- 6**  In pairs, students take it in turns to ask and answer the questions in exercise 5. Nominate a different pair to give their suggestion to each question.
- 7a**  Draw students' attention to the photo and ask them if they know who it is and what his job was. (Sherlock Holmes the detective and Dr Watson his friend.) Students work in pairs. Ask Student A to look at the information on page 21 and Student B to turn to page 147. Tell them to prepare the questions they need to ask to find out the missing information. Draw attention to the example on page 21.
- 7b**  Students interview their partners. Monitor and make a note of any errors to correct at the end of the activity.

## Answers

## Student A:

When was Conan Doyle born? In 1859.

What did Conan Doyle do? He was a doctor.

What was the title of the first Sherlock Holmes story?  
*A Study in Scarlet*.

What was the name of Conan Doyle's teacher? Joseph Bell.

How many novels did Sherlock Holmes appear in? Four.

How old was Conan Doyle when he died? 71.

Where does Sherlock Holmes continue to appear? Films, TV series and novels.

## Student B:

Where was Conan Doyle born? In Edinburgh, Scotland.

When did he begin writing stories? When he was at university.

When did Conan Doyle write his first Sherlock Holmes novel? In 1886.

Which other interesting character did Conan Doyle create?  
 Doctor Watson.

How many short stories did Sherlock Holmes appear in?  
 Over 50.

What did Conan Doyle try to do in 1893? He tried to kill the character of Sherlock.

What happened in 1903? Conan Doyle started writing more Sherlock Holmes stories.

Refer students to the Grammar reference on page 142 if necessary.



## HOMEWORK

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

## Developing vocabulary p25

Using phrasal verbs connected with investigating and finding

### FAST TRACK

You could do exercise 2 as a class activity, by inviting individual students to read a definition and the rest of the class to call out the correct answer. Make sure to give them time to reread the stories on page 23.

### WARMER

To remind students what phrasal verbs are before starting the lesson, write the following two sentences on the board:

He \_\_\_\_\_ the piece of paper from the floor.

He \_\_\_\_\_ English very quickly.

Tell students that the same two words fill both gaps and ask for any suggestions.

#### Answer

picked/picks up

Write the answer on the board and elicit from students what two parts of speech make up a phrasal verb (a verb followed by a particle and/or preposition). Point out that phrasal verbs are either literal (as in the first example) or idiomatic (as in the second example).

- 1 Students look at the phrasal verbs and look at how they are used in the texts on page 19. Then ask them to match them to the definitions.

#### Answers

- 2 come across (non-separable)
- 3 work out (separable)
- 4 look for (non-separable)
- 5 find out (separable)
- 6 turn up (non-separable)

### + EXTRA ACTIVITY

Tell students which of the phrasal verbs are separable (see Answers above) and ask students to write two sentences for each showing the two ways it can be used (e.g. *He worked the problem out; He worked out the problem*). Ask students for suggestions and write them on the board. Remind students that this can only be done with separable phrasal verbs.

## TEACHER DEVELOPMENT: LANGUAGE

### Phrasal verbs

Phrasal verbs are usually verbs + prepositions or verbs + particles. Students tend to sound more natural if they use phrasal verbs when they speak. Associating phrasal verbs with a topic can help students remember them more easily. Point out that phrasal verbs are either separable or non-separable. A separable phrasal verb can have the object of the phrasal verb either in the middle of the phrasal verb or after it, e.g. *find something out* or *find out something*. With non-separable phrasal verbs, the object can only come after the phrasal verb, e.g. *Police are looking into the crime* **not** *Police are looking the crime into*.

- 2 Students rewrite each sentence using the correct form of a phrasal verb from exercise 1. Remind them that this kind of transformation exercise is very common in examinations. Nominate different students to give their answers.

#### Answers

- 2 The CIA began to look into the case.
  - 3 They came across the keys by accident in the garden.
  - 4 The shoe turned up in the garden.
  - 5 Sherlock Holmes used logic to work out crimes.
  - 6 After their investigation, they soon found out where the thief was.
- 3 In small groups, ask students to make as many sentences as they can with the words in the table in three minutes. Draw attention to the example sentence.

#### Answers

I looked for the answer. I looked for the identity of the criminal. I found out the answer.  
I found out the identity of the criminal. I came across the key. I came across the answer. I came across the identity of the criminal. I worked out the answer. I worked out the identity of the criminal.

## HOMEWORK

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

## Listening p26

Listening for specific information and inferring

### WARMER

To prepare students for exercise 1, ask them to work in pairs and give them one minute to label as many of the objects and people in the four pictures as possible. Check their answers as a class and help out with any vocabulary they don't know. Then ask them to write a sentence for each one describing what's happening. Remind them, or elicit from them, to use a continuous tense, e.g. *A teenage boy is watching TV, a man and woman are looking at a computer, etc.*

- 1 Tell students that they are going to use their vocabulary and sentences from exercise 1 to create a very short story that connects the four pictures.
- 2 1.11 Play the track for students to listen to. Ask them how the pictures in exercise 1 are connected. See p140 for the audioscript for this exercise.

### Suggested answer

Daniel was watching TV last night (picture a). He was watching a detective film (picture d) while his parents were doing something on the computer (picture c). The loud scary noise he heard was the cat (picture b).

- 3 1.11 Tell students they are going to listen again and have to decide if the statements are true, false or if the information is not mentioned. Play the track. With more confident students ask them to correct the false statements.
- 4 Ask students to compare their answers with a partner.

### Answers

- 1 T
- 2 NM
- 3 T
- 4 F Daniel stopped watching because he heard a loud noise in the kitchen.
- 5 T
- 6 T
- 7 F The cat was 'crying' in the kitchen.
- 8 NM

### HOMEWORK

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

## Grammar in context pp26-27

### Using the past continuous

#### FAST TRACK

You could ask students to write the sentences in exercise 6 at home. They can then compare their stories in pairs at the next lesson.

### Test before you teach

Write some times on the board, e.g. 7 am, 8.15 am, 9.30 am, 1.30 pm, 5.00 pm, 7 pm, 11.30 pm. Ask students to write sentences about what they were doing at these times using the past continuous. Monitor to see if students are familiar with the form and use of the past continuous tense.

- 1a Point out to students that the sentences are from the listening activity. Ask students to look at sentences 1–4 and match them to the explanation of their uses (a–d).

### Answers

- 1 c 2 d 3 a 4 b

### EXTRA ACTIVITY

If students find use *d* difficult to understand, give another example sentence and explain in more depth. Write this sentence on the board: *John was writing an email when the phone rang.* In this example, John started writing, and then the phone rang and interrupted his writing action.

Draw a timeline to illustrate this on the board using a long line to illustrate the past continuous action and an arrow to illustrate the past simple action:

(past) \_\_\_\_\_ was writing.....rang \_\_\_\_\_ (now)

Elicit another example sentence from students with the verbs *drive* and *see a friend in the street* (*John was driving when he saw a friend in the street.*).

If students are having difficulty with any of the other uses, draw timelines using the same notation to help them.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Stressed and unstressed forms of was

Remind students that the pronunciation of *was* changes according to whether it is stressed (at the beginning or end of a sentence) or unstressed (in the middle of a sentence). Write these examples on the board and chorally drill them:

*Was he playing in the park? Yes, he was.* /wɒz/

*My friend was walking to school.* /wəz/

Ask students to write four more sentences using *was* and to practise saying their sentences to a partner.

- 1b Ask students to complete the rule.

### Answer

be

### EXTRA ACTIVITY

Ask students to tell you how to form the present continuous. Write an example sentence on the board in the present continuous, e.g. *I'm shopping.* Then ask them to change the sentence to the past continuous. Elicit from students that you only need to change *am/is/are* for *was/were*.

### TEACHER DEVELOPMENT: LANGUAGE

#### Past continuous

- Some verbs are not often used in the past continuous because they are not normally action verbs, e.g. *believe, belong, depend, hate, know, like, love, mean, need, prefer, realise, suppose, want, understand.*
- While, as* and *when* can introduce information related to time. They mean 'during the time that' and indicate that something was happening when another event occurred, e.g. *I was talking on the phone while I was getting dressed.*
- We use *when*, not *while*, to talk about something that interrupts a longer action or event, e.g. *I was sleeping when Joanna rang to say she wasn't coming home.*

- We also use *when*, not *while*, to talk about one event that happens immediately after another and to talk about periods of time in the past, e.g. *When the lights went out, everybody screamed. When I was a little boy, we didn't have a television.*

- 2 Ask students to look at the photo of the two girls and then draw their attention to the prompts in question 1. Nominate a student to say what the girls were doing yesterday at 6.30 pm. Remind students of the spelling rules for *-ing* endings that they learned for the present continuous. Check answers as a class.

### Answers

- 1 Rachel and Kate were buying clothes.
- 2 Joe's dad wasn't making the dinner.
- 3 Kim was running in the park.
- 4 We weren't watching TV.
- 5 We were doing homework.
- 6 Becky was swimming.
- 7 Sam and Beth were sitting in the kitchen.

### EXTRA ACTIVITY

**Ask students to write three sentences using the past continuous about what they were doing at 6.30 pm yesterday. Tell them that two sentences must be false and only one must be true. After they've finished writing, put students in pairs and ask them to read out their sentences for their partner to guess the true one.**


- 3 Before doing the exercise, check that students are confident in forming questions and short answers in the past continuous. Remind them to look at the Grammar reference if they need to review the form.

### Answers

- 1 Were Rachel and Kate swimming?
  - 2 Was Joe's dad making the dinner?
  - 3 What was Kim doing?
  - 4 Was Becky swimming?
  - 5 Where were Sam and Beth sitting?
- 1 No, they weren't.
  - 2 No, he wasn't.
  - 3 She was running in the park.
  - 4 Yes, she was.
  - 5 They were sitting in the kitchen.
- 4 Draw students' attention to the street scene and tell them they have two minutes to memorise the details. Then ask students to close their books and work with a partner to list all the things they remember. Set a time limit for this and ask students to write full sentences in the past continuous. Check answers in class, and see which pair had the most sentences.


### Suggested answers

A (middle-aged) man was getting into a taxi, a man in a beret (with a moustache) was cycling with bread under his arm, a young woman was carrying two plastic bags full of shopping, a young man was jogging in sports clothes, an elderly man was looking at a shop window, a small boy was holding his mother's hand, he was eating an ice cream, she was drinking water from a small bottle, a teenage boy was making a call on his mobile phone, a teenage girl was texting

- 5  Put students in pairs and ask them to take it in turns to close their books and ask each other questions about the scene. Draw their attention to the model question on the page.

### Suggested answers

What was the middle-aged man doing?  
 What was the man with a moustache (in a beret) doing?  
 What was he carrying?  
 What was the woman doing?  
 How many bags was she carrying?  
 What was the young man doing?  
 What was he wearing?

- 6 Students work individually and write answers to the questions in the mystery story. Tell them that there is no right or wrong answer and to be as creative as they like. Remind them to use both the past simple and past continuous in their answers.
- 7  Students read their stories to a partner, and then to answer the questions. Ask if any students want to volunteer to read their stories to the rest of the class and have other students vote on their favourite.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Monitoring

It is important to monitor students while they are working, so you can answer any language difficulties, give advice on how to structure sentences in a more natural way, provide vocabulary that students are lacking and deal with individual needs, as well as noting common problem areas.

To monitor your students, you need to get physically close to pairs or groups and focus your attention on one pair or group at a time. Try to be as unobtrusive as possible and avoid eye contact. Make sure you have a notepad and a pen to write down both errors and good language use. Write common errors on the board at the end of the activity for the class to consider, correct or rephrase. Praise students who demonstrated good language use.

Refer students to the Grammar reference on page 142 if necessary.

### HOMEWORK

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

## Developing speaking p28

### Apologising

#### FAST TRACK

You could ask students to prepare the dialogue in 7a and 7c at home. They can then present these in pairs at the next lesson.

#### WARMER

Elicit the word *sorry* by saying the following: *I forgot your birthday, I'm ...* and asking students to complete the sentence. In pairs, give students one minute to think of as many situations as they can when you might say sorry. Nominate a few pairs to give their suggestions. Then ask if students know the word for the action of saying sorry. Elicit, or tell students, the verb to *apologise* and tell them they are going to look at ways of apologising and accepting apologies in the lesson.

- 1 In pairs, ask students to look at the pictures and describe what they can see. Ask them to focus on how the people feel, too. Ask a few students for their suggestions.

#### Example answers

**Picture a:** A woman standing on a teenager's foot by accident. The woman probably feels guilty or sorry. The teenager probably feels in pain.

**Picture b:** A teenager apologising to a teacher for arriving late. The teenager probably feels guilty or a bit scared. The teacher probably feels angry or annoyed.

**Picture c:** A teenager apologising to her mum and dad for breaking a plate. The teenager probably feels guilty, sorry and a bit scared. The parents probably feel annoyed or angry.

- 2 Students work in pairs and answer the questions. Nominate one or two students to give their answers to each question.
- 3 1.12 Tell students that you can either *accept* or *reject* an apology. Tell them they are going to listen to two short dialogues. They need to listen for the reason for the apology and whether the apology is accepted or rejected. Play the track. See p140 for the audioscript for this exercise.

#### Answers

- 1 He drank the girl's bottle of water. Yes.  
2 Dylan forgot to bring a book he borrowed in time for the next lesson. No.  
4 1.12 Draw students' attention to the sentences. Tell them they are going to listen again and complete the expressions with one word in each gap. For more confident students you could ask them to see what they remember from the first listening and ask them to complete the gaps in pencil, before you play the track again for checking.

#### Answers

- 1 sorry 2 doesn't 3 only 4 Let 5 make 6 last  
7 feel

#### EXTRA ACTIVITY

Make copies of the audioscript and hand them out to pairs. Ask them to practise reading them in pairs, before swapping roles. Then, model some of the key sentences from the dialogues (e.g. *Oh no. I'm sorry. Was it yours? I'm really, really sorry. I feel terrible.*)

and show students how differences in intonation and emphasis can make an apology sound more or less sincere. Ask them to read the dialogues again, paying attention to how sincere they sound.

- 5 Students look at the Speaking bank and complete the gaps with expressions from exercise 4.
- Answers**  
**Making apologies:** expressions 1, 4, 5, 7  
**Responding to apologies:** expressions 2, 3, 6
- 6 In pairs, ask students to read through the situations 1–3 and to add two more to the list.

### Practice makes perfect

- 7a In the same pairs, ask students to choose one of the situations from exercise 6 and create a dialogue from it using expressions from the Speaking bank.
- 7b In pairs, students practise their dialogue. Circulate and help with pronunciation if necessary. Then ask pairs to act their dialogue out to the class. Ask the class if any of them have been in these situations in real life.
- 7c Students repeat the process with another situation from exercise 6 and create another dialogue. For variation, you could ask students to write a dialogue where the apology is rejected this time.

#### HOMEWORK

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

## Developing writing p29

### Writing a blog post

#### FAST TRACK


You could ask students to write the blog post in exercise 5 at home. They can then compare their blogs in pairs at the next lesson.

#### WARMER

To introduce the lesson topic and to recycle the past simple tense, prepare a set of 'lost' cards for half the class, each with a lost item on it (e.g. *keys, a passport, a mobile phone*), a place (e.g. *in the street, at the cinema, at school*) and a time (e.g. *Saturday evening, Thursday morning*). Prepare an identical set of 'found' cards, preferably on a different colour card. Hand out a card to each student and ask the two groups to mingle asking each other questions using the past simple tense until they find their partner e.g.



**'I lost my keys on Saturday.'** **'Where did you lose your keys?'** **'At the cinema.'** **'Sorry, I don't have them.'** etc.  
Check students have found the correct partners.

- 1  Students work in pairs and look at the photos from a newspaper and decide what they think happened. Nominate a few students to give their answers.
- 2 Students read the blog post and say whether their ideas in exercise 1 were correct.
- 3 Students look at the words and expressions in the Writing bank and explain when we use them if necessary. Do a choral drill of the words before asking students to go back to the text and tick the ones that appear.

#### Answers

At first, then, Suddenly, In the end

#### EXTRA ACTIVITY

Ask students to choose four of the words or expressions from the Writing bank and write four sentences for what they have done that day using the expressions. Nominate two or three students to read out their sentences.

- 4 Students imagine they found something unusual last week. You may want to help them with some initial ideas. Ask them to read the questions and make notes answering them.

### Practice makes perfect

- 5 Students look at the task and write a blog post using their words from 4 and the expressions in the Writing bank. Remind students to check they have included the necessary information given in the box.

Set students a time limit, and encourage them to check their writing when they have finished.

#### Model text

Lara's London Life

A theatrical evening!

Yesterday morning I was walking along the street with my uncle, when we saw a hat in the middle of the pavement. When we got closer we saw that it was a 'helmet' – the type of hat soldiers wear. At first, we thought it was very old; my uncle said it was possibly from World War II. We knew there was a museum nearby and asked them if they knew anything about the helmet. They said it looked very new. Then they looked inside the helmet and saw an address for the local theatre. We went to the theatre and explained what we found. A few minutes later an actor came to meet us and said it was his helmet. He dropped it in the street while he was running to work. He was very happy and gave us two tickets to see the show which was about World War II. It was excellent!

#### HOMEWORK

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

## Integrating skills p30

### Government and public offices

#### WARMER

Write the following words on the board:

- \_\_\_\_\_ for a visa / a passport / an ID card
- \_\_\_\_\_ out insurance
- \_\_\_\_\_ an insurance card / a driving permit / a passport
- \_\_\_\_\_ customs duties

Ask students to complete each gap with one word. Elicit the answers. Nominate one student to read the expressions aloud. Then ask students to translate the expressions into Polish.

#### Answers

- apply
- take
- get
- pay

- 1 In pairs, students match the activities (1–9) to the countries. Have them write the answers in their notebooks. Check the answers. Then ask individual students which of the activities from the list they have ever done.

#### Answers

the USA: 1, 2, 4, 9

an EU country: 2 or 3, 7, 9

a non-EU country in Europe: 1 (some countries) 2 or 3, 7 (some countries) 4 (some countries), 9


Morocco: 1 (if the stay is longer than 90 days), 2, 5 (recommended but not obligatory), 8 (recommended but not obligatory), 9

China: 1, 2, 4, 5, 9

- 2 Read aloud the names of the places in exercise 2, asking students to repeat them if necessary. Ask students to match the activities from exercise 1 with the places and write the answers in their notebooks. When they finish, ask students which of these activities can be arranged online.

#### Answers

- 1 an embassy 2 a passport office 3 a municipal office  
4 an insurance company 5 a medical centre/hospital  
6 the customs office 7 the National Health Fund  
8 a district office 9 a veterinary clinic

- 3  In pairs, ask students to discuss the questions. Set a time limit. After the time limit, elicit answers from individual students. Ask some of them to report their partner's answers.

#### EXTRA ACTIVITY

Tell students to imagine the following situation: you are on holiday and you have lost your passport. What are you going to do? Brainstorm several ideas. Encourage a class discussion about whose suggestion is the best.

- 4 1.13 Tell students they are going to listen to a girl who is in the same situation. Ask them to listen and find out if what she does has been mentioned in the suggestions given by the class. Play the track and elicit the answer. Then ask students to read the questions in exercise 4 and play the track again. Check the answers with the class. See pp140–141 for the audioscript of this exercise.

#### Answers

- 1 the police
- 2 she (has) lost her passport / her passport has been stolen
- 3 she won't be able to return home (without a passport)
- 4 report the loss of her passport
- 5 the Polish Consulate
- 6 formal

#### ++ EXTRA ACTIVITY

Write the following words on the board: *permanent, appointment, invalid, submit, confirm, issue*. Ask students if they know the meanings of these words. Encourage students to explain the words in English, if it's impossible, ask them to provide Polish equivalents.

#### KEY SKILLS

In exercise 5 students are required to synthesise information from two different texts and use that information to complete the third text (a skill from the new core curriculum). In this exercise it is important to first go through both texts before they begin to fill the gaps. Before students gain some experience, you can ask them to mark (e.g. by colour coding) which piece of information comes from which text.

- 5 Focus students' attention on the text and explain what a consulate is. Ask them what can be done in such a place. Then ask students to read the text and say two things a person must do to apply for a temporary passport (e.g. *go to the consulate in person, show their Polish passport, bring a valid document*). Then ask students to read the text again, look at the information they noted down in exercise 4, and complete the message. Students check the answers in pairs and say which text (the dialogue or the website) the information in each gap comes from.

#### Answers

- 1 osobiście 2 konsulatu 3 zdjęcie 4 tymczasowy

#### CULTURAL INFORMATION

An **embassy** is a permanent diplomatic mission led by an **ambassador**. A **consulate** is a government delegation led by a **consul**. It focuses on the affairs of individual people and businesses. It is a representative of the embassy in places outside of the capital city and while there is only one embassy of a given country, there might be many consulates.

It is a consulate's job to issue passports, ID cards and visas, unless there is no consulate in a given city – then you can claim such documents in an embassy. It is also important that on the embassy premises people are obliged to

follow the laws of the country it represents, which is not true in the case of a consulate, where you abide by the legal rules of the country it is in (not the one it represents).

#### >>> FAST FINISHERS

Students write two to three sentences with the words from the text written on the board.

- 6 Divide students into three groups, A, B, and C, and tell them to brainstorm ideas for each topic in exercise 6. Nominate one student from each group to share ideas with the whole class. Try to encourage a class discussion in which students add more suggestions to the ones presented.

#### HOMEWORK

Assign students the project in exercise 6 on page 30. They can then present it to the class at the next lesson.

## Skills Checkpoint Unit 2 pp32–33

#### >>> FAST TRACK

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

#### ++ EXTRA ACTIVITY

To prepare students for the listening exercise, ask them the following questions: *Have you ever had a talk with a police officer at school? If yes, what was it about? If not, what would you like the talk to be about?*

## Rozumienie ze słuchu

- 1 1.14 Tell students they are going to listen to four texts connected with police activities. Give students 30 seconds to read through the instructions and the options. Play the track twice. Ask students to check their answers in pairs. See p141 for the audioscript of this exercise.

#### Answers

- 1 E 2 A 3 B 4 C

#### ++ EXTRA ACTIVITY

To help students understand the text in exercise 2, ask them to define 'high-tech crime'. In pairs, have students brainstorm ideas. Nominate two students to present their suggestions to the class. Then ask students to read the first paragraph of the text to check their predictions.

## Rozumienie tekstów pisanych

- 2 Students read the texts and choose the best heading for each paragraph. Allow them to check their answers in pairs before nominating students to give them in class.


#### Answers

- 1 D 2 A 3 B 4 E

### ++ EXTRA ACTIVITY

Students read the options in exercise 3. In pairs, they choose one option from each point and try to add the utterance that might come before it. For example, if they choose option D in point 1, they might write 'Let me help you with the bag', etc.

## Znajomość środków językowych

- 3  1.15 Direct students' attention to exercise 3. Play the track twice. Ask students to check their answers in pairs. See p141 for the audioscript for this exercise.

### Answers

1 A 2 C 3 A 4 C 5 B

- 4 Ask students to choose the correct answers. Then ask them to compare their answers in pairs.

### ++ EXTRA ACTIVITY

Students work in pairs and make a list of 10 words which might be useful in writing the blog entry.

### Answers

1 B 2 B 3 A 4 A 5 C

## Wypowiedź pisemna

- 5 Before students start writing the email, focus their attention on the information they need to include. Remind them to use expressions and conventions from the Writing bank on page 29.

### Model text

Hi everyone!

You'll never believe what I saw last week!

I witnessed something extremely unusual. It happened on Thursday afternoon. I was having coffee in a shopping mall when I suddenly heard some noise. I turned around and heard that a woman was screaming. It turned out that her dog was missing. She immediately called the security of the mall and the guards started to look for the dog. Guess what! They found the dog 20 minutes later with a man who was going to take it home. Can you imagine? The guy was trying to steal a dog! I've never heard of a more unusual theft. Anyway, the security called the police who took the thief to the police station. And the woman, all happy, went straight home. She promised not to take her dog shopping again. I'm not surprised. Are you?

### ++ EXTRA ACTIVITY


To prepare students for the speaking activity, help them work on the vocabulary useful in describing the pictures. Write the following on the board: *robbery, safe, assistance, uniform, electronic device, steal, distance*. Students work in pairs and decide which words will be useful for describing each photograph. Remind students that the answers might vary which is OK as long as they can justify their answer.

### Suggested answers

Picture A: robbery, safe, assistance, uniform, steal

Picture B: safe, electronic device, steal, distance

## Wypowiedź ustna

- 6  In pairs, students describe the photographs, then ask and answer the questions. Circulate and monitor to ensure that all students have a chance to talk. Then ask some students to model the description and the answers in front of the class.

### HOMEWORK

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

## SELF-ASSESSMENT UNIT 2

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

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