

Vocabulary in context p32

Using a range of lexis connected to transport and travel

Warmer

Ask the class to write down all the forms of transport they've used in the last week. Find out who has used the most by asking, e.g. *Who has used four? Who has used five?*

Then ask students to think about how many types of transport their family has.

1 SPEAKING

- To help students generate ideas, write on the board: *by land, by sea, by air.*

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- Do the task as a whole-class activity, eliciting or explaining the meaning of each word as you deal with it.
- Words that students may not know include: *commute* (travel from your home to work), *crew* (people who work on a ship or boat), *gate* (the place in the airport where you wait just before getting on the plane), *give somebody a lift* (take someone to their destination in your car), *overtake* (pass a car by going faster than it), *steering wheel* (the wheel used to control the direction of a car) and *tyre* (the piece of rubber that goes round the wheel of a car, bike, etc.).

Language notes

The verb *miss* has several meanings which could be explored:

miss a train = arrive too late to catch the train

miss someone = feel sad because you haven't seen the person for a long time

miss school = not go to school

miss a/the target/goal = not aim accurately

miss a chance to do something = not use a chance to do something

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- Elicit if anyone has ever taken a tram. Encourage them to say where and when.
- Pre-teach any words students may have problems with, for example *board* (get on), *contactless* (not touching, e.g. paying by waving your credit card above a card reader), *fare* (the amount of money you pay for a journey), *fine* (the money you pay if you are caught without a ticket on public transport) and *off-peak* (the time of the day when there aren't many people travelling, so prices are lower).
- In less confident classes, divide students into groups of three. Student 1 completes a–e, Student 2 f–j and Student 3 k–p. Once they have completed their part, they discuss their answers and any difficulties they had.

Answers

a arrivals b travel updates c delays d cancellations
e passenger f zones g fare h off-peak i Network
j routes k contactless l board m destination n ticket
inspector o fine p Lost property

Fast finishers

Ask fast finishers to write a similar text to Travel by tram about a form of transport in their city.



Culture notes

At the beginning of the 20th century, most cities and important towns in the UK had trams. Today, only one survives: it is found in Blackpool, in the north-west of England and only a few other cities have a tram service, including Manchester, Sheffield, and Croydon in the south of Greater London.

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SPEAKING

- Encourage students to give reasons or examples in their answers. Also, encourage them to interact with their partner by asking questions such as *Why do/don't you like travelling by bus/train? How far is that from here? What's the best way to get there?*
- After students do the task, ask the class: *Did you find out anything interesting about your partner?*

Use it ... don't lose it!

- Write on the board the words *excursion, journey, travel, trip and voyage*. Ask the class if they know what each of the words means and the differences between them.
- When checking answers, ask students why they have chosen a particular option for each question.

Answers

- trips – *Journey* focuses on travelling to a particular destination.
- voyage – We can't use *trip* for a long journey into space.
- travel – We can't use *journey* to talk about travelling in general.
- excursion – *Journey* isn't used to focus on the reason for going (an enjoyable or interesting activity).
- voyage – We can't use *excursion* to focus on travelling to a particular destination
- Travel – We can't use *journey* to talk about travelling in general.
- journey – We can't use *travel* to talk about one specific instance.
- trip – We can't use *excursion* for regular repeated journeys

+ Extra activity

In small groups, ask students to write a transport survey using the vocabulary on this page. Students can then ask other people their questions and write up the results.



Reading p33

Reading for general and specific information

Warmer

Say the first word of these travel-related collocations. Ask the class for the second word: *waiting (room), traffic (jam), carbon (emission), seat (belt), steering (wheel), road (sign)*.

1 SPEAKING

- Ask students to say what they can see in the photos.
- Before students do the task, make clear that they do not need to understand every word. They just need to identify the four main predictions. Tell them not to worry about the gaps in the text for now.
- After students do the task, check the meanings of the expressions *driverless/autonomous car* and *flying car*.

Answers

The four main predictions are:

- Fully electric cars will become the norm.
- It will be a long time before cars will be completely driverless/autonomous.
- Car sharing will become more popular.
- Cars will be able to take to the sky.

- Exam tip** In this type of exam task, students have to complete a text with sentences that have been taken out. There are usually more sentences than gaps.
- Students should first read the text to get a general idea of the overall meaning.
- Next, read the missing sentences and identify the key information. If students remember anything connected with the topic of each sentence in the text, they should find that part of the text.
- Students should look for words and phrases in the sentence which connect with the information that comes in the text, either just before or after each gap.
- When students have decided where a sentence goes, they should read that part of the text with the new sentence included. Does the text make sense? If there are pronouns (*this, it, etc.*) or *linking words* (*but, although, etc.*), do they make sense, too?
- If there are gaps which students cannot complete, they should continue with other gaps first and then go back later to the difficult ones.
- When students finish, they should read the completed text again to check that it makes sense. They should check also that they have an answer for each question and they should avoid leaving any answers blank.

3 12

- Do the first gap with the whole class. Ask: *What does the sentence before the gap talk about?* (stopping the sale of petrol or diesel cars). Then ask students to read sentences 1 to 8 and decide which one fits in the gap (sentence 8). Ask what *this* in 8 refers to (stopping the sale of petrol or diesel cars).

Answers

- In the UK's case* refers to the previous sentence: *Many countries have decided*
- Contrasts with the idea of *this will still cause some pollution* in the previous sentence.
- This problem* refers to *cars braking, releasing microplastics from tyres and the road surface into the air* in the previous sentence.
- The technology* refers to the idea of sitting *inside a vehicle with no steering wheel* described in the previous sentence.
- Refers to *most commuters drive to work alone* in the previous sentence.
- Refers to people taking driverless taxis to work, an idea developed in the previous two sentences.
- Links with the idea of single-passenger drones, which is developed in the second part of the paragraph.

Fast finishers»

Ask fast finishers to write two true and one false sentence based on the text. Their partner must decide which sentence is false.

- Students can work together in pairs to work out the meaning from the context.

Possible answers

the norm – something that is usual or expected
source – the cause or place where something began
brake (v) – to stop or slow down a vehicle by using the brakes
handle (v) – be responsible for
take (your) eyes off – stop looking at someone or something
misleading – likely to make someone believe something that is incorrect or false
take to the sky – to begin to fly
cruising – travelling at a constant speed in a car or plane

+ Extra activity

Write or project these questions on the board:

- What will happen by 2040?*
- Why will electric cars have to make noise?*
- What changes are needed to allow self-driving cars more autonomy?*

Possible answers

- There will be about one billion electric vehicles.
- So people can hear them coming.
- Better roads and road signs.

Critical thinkers

- Before the discussion, brainstorm with the class the advantages of a, b, c and d (e.g. fully electric cars: less pollution; driverless cars: you don't have to concentrate on the road all the time; car sharing: saves energy and not as much space needed for car parks; flying cars: avoid traffic jams).



Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 3 as homework, in preparation for the grammar lesson.

Grammar in context 1 p34

Using a variety of future forms

Warmer

Ask students to write sentences containing a prediction, a plan for this weekend and plan for next year. Don't correct them at this stage – ask students to correct them after finishing in exercise 1b.

After doing the task in 1b, if students did the Warmer, ask them to match the rules to the sentences they wrote.

- If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

Answers

- be going to*
- will*
- present simple
- be going to*
- present continuous

- When checking answers, ask students to say which sentence in exercise 1a shows each rule.

- These questions can be used to check understanding: *When do we use be going to to make predictions and when do we use will? (Be going to when we have firm evidence, will when we're expressing an opinion.) What tense do we use to speak about a future arrangement at a particular time? (the present continuous) What tenses can we use after expressions of time when we're speaking about the future? (just the present simple)*

Answers

- Be going to* (sentence 4)
- Be going to* (sentence 1)
- Will* (sentence 2)
- Present continuous (sentence 5)
- Present simple (sentence 3)

1c Answers

- will*
- will*
- present simple

2 SPEAKING

Answers

- present simple, used after expressions of time like *before*
- will*, used for future facts
- present continuous, used for confirmed plans and arrangements
- be going to*, used for plans and intentions
- be going to*, used for predictions based on evidence
- will*, used for decisions made at the moment of speaking
- will*, used for predictions based on thoughts, opinions and expectations
- present simple, used for events that are part of a timetable or routine

- Before students do the task, draw attention to the photo and ask if they have heard of Greta Thunberg. Invite students to share what they know about her.



Mixed ability

In mixed-ability classes, ask less confident students to work together to identify if the underlined verbs are correct or incorrect.

More confident students can rewrite the incorrect sections and explain why they aren't correct.

Answers

- Correct – present continuous for confirmed plans and arrangement
- Correct – present continuous for confirmed plans and arrangements
- is going to sail – *be going to* for a plan/intention
- Correct – *will* for future fact
- will be – *will* for future facts / is going to – *be going to* for prediction based on evidence
- are going to be – *be going to* for prediction based on evidence
- arrives – present simple after expression of time (*When*)
- 's going to attend – *be going to* for a plan/intention will attend – *will* for future fact
- Correct – present simple for event that is part of a timetable
- Correct – present continuous for confirmed arrangement
- will listen – *will* to express a hope
- Correct – *will* for future fact
- arrive – present simple after expression of time (*as soon as*)
- Correct – *be going to* for prediction based on evidence

Fast finishers»

Fast finishers can write a paragraph saying whether or not they think Greta's journey was carbon zero.

- After checking answers, ask students to close their books. Then say one or two of the sentences incorrectly and ask students to say the correct versions to see if they remember. For example: *The weather forecast says it's snowing next week* and *What do you do next weekend?*

Answers

- going to snow – prediction based on evidence (not a fixed arrangement)
- are going – confirmed plan/arrangement (not a prediction)
- are you doing – confirmed arrangement/plan (not a timetable or present habit)
- arrive – present simple after expression of time (*until*)
- 'll – decision made at the moment of speaking (not a plan/intention)
- going to work – plan/intention (not an arrangement)
- will have – future fact (not an arrangement)
- isn't going to – prediction based on evidence (and not on opinion)



5 Before students do the task, make clear that the question to consider in each sentence is: *What idea is the future form expressing in this sentence?* (intention, a future fact, etc.)

- Answers**
- 1 'I'll will have – prediction based on opinion, am – present simple after expression of time
 - 2 'I'll will help – decision made at the moment of speaking
 - 3 finish – present simple after expression of time, am going to go/ am going 'I'll will go – an intention/a (confirmed) plan (a prediction)
 - 4 'm/am seeing – confirmed arrangement
 - 5 leaves – timetable
 - 6 's/is going to rain – prediction based on evidence
 - 7 'I'll will be – future fact; or is – statement of fact
 - 8 's/is going to have – prediction based on evidence

6a Before students do the task, ask them what form we should use in each one and why (1 present simple – expression of time, 2 infinitive form of verb – preceded by 'Are you going to', 3 present continuous or *be going to* – plan/arrangement, 4 *going to* + verb – prediction based on evidence or *will* + verb (predictions based on thoughts), 5 *will* – prediction expressing an opinion, 6 *be going to* – if an intention, *will* – if a prediction expressing an opinion, 7 *will* – prediction expressing an opinion).

Use it ... don't lose it!

- 7 **SPEAKING**
- After students do the task, find out which students predicted most of their partner's answers correctly.

Homework Workbook page 24

Developing vocabulary p35

Using a variety of prefixes

Warmer

Books closed. Write on the board: *possible, interesting, correct*. Ask the class to form the negative of these three adjectives (*impossible, uninteresting, incorrect*). Explain that in this lesson they're going to look at a variety of negative prefixes. Elicit any that they can remember (*il-* and *ir-*).

- 1 Ask students to draw a table in their notebooks with six rows and three columns: *Prefix, Example* and *Meaning* (*dis, in, im, ir* and *un* – not, *il* – badly). Then, students do the task in pairs so they can compare their ideas.
- After checking answers, write on the board: *disagree, discomfort, incomplete, incorrect, unemployed, illegal, unlikely, immature, disobey, impatient without the underlining*. Ask students to copy the words and, in pairs, to underline the stress in each word.

- Answers**
- disadvantage, disagree, unbelievable, incapable, discomfort, incomplete, incorrect, unemployed, unexpected, inexperienced, uninspiring, illegal, unlikely, illogical, immature, unnecessary, disobey, impatient, impossible, impractical, unpredictable, improbable, irregular, irrelevant, unreliable, irresponsible, insecure, unsuccessful, unusual

- 2 **SPEAKING**
- Ask pupils to create another table with the same headings for the prefixes in this exercise.

- Answers**
- co – together, inter – between/among, mis – incorrectly, over – too much, post – after, pre – before, re – again, semi – half, sub – below, super – above/more than, under – not enough/too little

Mixed ability

For students who may need support with explaining meaning, provide the meanings in a random order so that it becomes a matching activity. For students who finish the task quickly, encourage them to add as many words as they can to each column until the whole class have finished.

- 3 Explain that they need to look at the context to identify the meaning and know which prefix to use. Do a with the whole class. Ask: *Did Franky produce the flyboard on his own?* (No – he developed it with the French army.) So, *what prefix do we need to use?* (*co-*).
- 4 Before students write their sentences, elicit what prefix is needed in each sentence (see Answers). Elicit what verb form is needed after *incapable of* in sentence 2 (the gerund).

- Answers**
- 1 dis 2 in 3 under/over 4 super 5 mis 6 ir

Use it ... don't lose it!

- 5 **SPEAKING**
- Emphasise that students should try to have a short conversation about each sentence. To demonstrate how to do this, ask a student to read their first sentence and start a conversation with them by saying, for example: *That's interesting. Why do you disagree with it?* You can also prompt the student to ask you what you have 'written'.

GREAT LEARNERS GREAT THINKERS p36

Thinking about better ways of moving around the city

Warmer

Write on the board: *the underground, bicycles, planes, electric trams, steam trains, cars*. Ask the class if they can put them in the order that they were invented. When someone gives you the correct answer, write it in on the board. Then ask students if they can guess in which decade each form of transport was invented.

- Answers**
- steam trains (1802), bicycles (1817), electric trams (1860), the underground (1863), cars (1886), planes (1903)

- 1 **SPEAKING**
- If necessary for the class, write these prompts on the board: *speed, safety, environmental impact, comfort, health benefits*.
 - When students finish talking, you might want to mention the different names for *the underground* in English: in British English, the underground is often referred to as *the tube*, and in American English, the underground is called *the subway*. *Subway* in British English means a tunnel under a busy road for pedestrians. The underground is known as the *Metro* in some European countries.

- 2a **VIDEO**
- Ask students to look at the photo at the top of page 37 Student's Book. Ask: *What do you think this person is wearing on their feet?*
 - Before students watch the video, pre-teach or elicit the words: *ostrich, reduce, (cycle) lane, to race (against someone else), a spring (in a machine)*.

- Answers**
- 1 the underground 2 the bionic boots

- 3 **VIDEO**
- Answers**
- 1 superpowers 2 San Francisco 3 secret lab 4 kangaroo, ostrich 5 reduce the weight, fast 6 carry (around) 7 advantage 8 hard/difficult

- 4 To help students to structure their notes, write on the board:
1 *Reasons for using the boots*
2 *Reasons for not using the boots*
3 *Conclusion: agree or disagree with question*

GREAT THINKERS

- 5 **SPEAKING**
- The *Share-Wait-Think-Discuss* thinking routine encourages students to share ideas, listen carefully to a range of opinions without interrupting, reflect on them and, finally, discuss as a group when everyone has had a chance to share their ideas.
 - Tell students to read the instructions carefully. Ask: *When should you start discussing?* (*Only when you have heard everyone's opinion.*)
 - For the group discussion, provide some useful language as prompts, e.g. *So, what are the advantages/disadvantages of these bionic boots?* Encourage students to use phrases from the Speaking bank in Unit 2, page 26, for agreeing and disagreeing.
 - Follow up by asking: *What do you think of the idea of waiting to hear everyone's opinion before you start discussing? Did it make your discussion more productive? Or did you feel frustrated because you couldn't react immediately to what other people were saying?*
 - As exercises 5 and 7 are group tasks, students can do this exercise as a class.
 - Elicit students' opinions once they have read the text. Encourage them to explain why they think a particular argument is important.
- 7 **SPEAKING**
- After reading through the instructions, elicit the points students need to discuss and, write on the board: 1 *Electric scooters move freely?* 2 *Ban electric scooters completely?* 3 *Set some controls on the use of electric scooters?*
 - Tell students to discuss each option in turn. Remind them not to interrupt other people when they are speaking and that they can discuss their ideas as group once everyone has spoken.
 - When the groups finish, tell them to nominate a spokesperson. Then, ask for a show of hands about each option.

GREAT LEARNERS SEL

- Ask the class: *Why was or wasn't it easy to find a solution to the problem in exercise 7? How do you think you could have improved the discussion as a group?*
- You can also discuss with the class: *Is there ever a 100% right answer when you have to deal with a complex problem like this?*

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how good they are at problem solving.
- Encourage students to share their grade with a partner and to explain why they graded themselves as they did, giving specific examples.

Listening p38

Listening for specific information

Warmer

Ask: *What's the fastest you have ever travelled? Do you know how fast you went?* Students discuss in pairs.

1 SPEAKING

- Students discuss the questions in pairs. Encourage them to justify their ideas.

2 13

- Before students do the task, direct their attention to the photo and ask: *What do you think this is?* (satellite) *What is the name written on the object?* (SpaceX®) *What do you know about this company?* (Created by Elon Musk in 2002. They make satellites, rockets and spacecraft. They take people and goods to the ISS.)
- Tell students they need to focus on the meaning of the question and the audio, and not on individual words to get the right answers.
- Above all, they shouldn't choose an answer just because they hear the same words as in the question.

Answers

- a** incorrect – In the film, Musk said he'll be making an electric jet; he didn't get the idea from the film.
b incorrect – *Musk's projects, including this jet, focus above all on protecting the environment.*
c **correct** – ... *somebody needs to invent lighter batteries before Musk can produce the type of eco-friendly plane he wants*
- a** **correct** – *Above all, though, SpaceX has created easily reusable rockets ...*
b incorrect – *That's been a really significant contribution* (but not the *biggest* contribution).
c incorrect – Mentioned but not the *biggest* contribution.
- a** incorrect – Musk is *very interested* in space tourism but it's not his *number one* obsession.
b **correct** – ... *his number one obsession, starting a colony on Mars.*
c incorrect – The speaker thinks this is Musk's most interesting idea but, for Musk, it's not his *number one* obsession.
- a** incorrect – ... *the greatest strength of any top engineer or entrepreneur isn't their incredible inventiveness.*
b incorrect – He thinks their ambition helps their determination but it isn't what most impresses Tyler: *Their ambition probably has a little to do with that [their determination], too.*
c **correct** – ... *it's the fact that they never stop until their ideas become reality that stands out for me.*
- a** incorrect – The project isn't completed: *There's a lot to do yet.*
b **correct** – ... *there'll be less pollution, there won't be traffic jams, it'll be safer than flying and there'll be no delays because of bad weather.*
c incorrect – The project is designed for transport in tubes under or above the ground: *Imagine sending vehicles with 40 passengers through tubes under or above the ground*

3 SPEAKING 13

- Tell students to write notes for each answer while they are listening.
- After listening, tell them to compare their notes in pairs and to write complete sentences.

Answers

- Planes are thought to be responsible for about 2 to 3% of all carbon dioxide emissions.
- Musk plans to invent an electric plane with vertical take-off and landing.
- It has taken lots of cargo to the International Space Station.
- Musk is working on a spacecraft that will be able to take 100 passengers to Mars.
- Musk had the idea for the Hyperloop in 2013.
- This is the speed of the Hyperloop after less than ten years' development.



Homework

Workbook page 25

Grammar in context 2 p38

Using the future continuous, future perfect simple and future perfect continuous

Warmer

Write on the board: *Tonight at nine o'clock I'll be having dinner.* Ask students what tense this is (future continuous) and what the sentence means. Then students guess what the person next to them will be doing at ten o'clock tonight and write it down. Students then read their guesses to their partner.

- 1a** If necessary, write the following on the board to help the class answer how the tenses are formed:

Future continuous: will + _____ + verb-ing

Future perfect simple: will + _____ + _____

Future perfect continuous: will + _____ + _____ + verb-ing

Answers

- 1 and 2:** future continuous, *will + be + verb-ing*
3 and 4: future perfect simple, *will + have + past participle*
5: future perfect continuous, *will + have been + verb-ing*

1b Answers

- a** future perfect simple **b** future continuous **c** future perfect continuous **d** future perfect simple, future perfect continuous

Language notes

The future perfect simple is often used with the expression *by the time (that)* + present simple.

By the time (that) I finish school, I'll have done a lot of exams.

2a Answers

- 1** be **2** have **3** been **4** will **5** having/taking
6 travelling/flying **7** have **8** become

- 2b** Tell students to think about each question individually and write *Yes* or *No* for each one.

- Students then compare answers in pairs. Tell them to give reasons for their opinion and to ask questions.

- 3a** After students read the text, check their understanding by asking questions such as: *How long does Matt's commute take?* (just over two hours) *How many different forms of transport does Matt use?* (four – bike, train, underground and on foot) *How does he usually feel when he gets to work?* (completely exhausted).

- Students then discuss in pairs whether they would like to have Matt's routine every morning and why/why not.



Culture notes

Over two million people commute to central London every working day. Most people who commute use the train and/or the underground. The average commute time into central London is 74 minutes. According to a recent poll, two-thirds of Londoners said using public transport was the most stressful part of living in the city.

- 3b** Tell students to refer to the rules they completed in exercise 1b if they are having problems with any of the sentences.

- After students do the task, tell them to compare answers with a partner. Then, ask for volunteers to read out the answers. Ask the class if they agree/disagree.

Answers

- 1** 'I'll have got up **2** 'I'll be cycling **3** 'I'll have been cycling **4** 'I'll be getting on **5** 'I'll have had **6** 'I'll be travelling **7** won't/will not have arrived **8** 'I'll be walking **9** 'I'll have been travelling

- 3c** Before students do the task, nominate individuals to give you an example of a question in each tense and write these on the board as a model.

3d SPEAKING

- Point out that students need to answer in the same tense that the question is asked in.
- When students finish, ask some pairs to give one of the answers to their questions. The rest of the class has to say what the question is.
- When checking answers with the class, ask students which of the rules in exercise 1b apply for each of the answers.

Answers

- a** will, be doing (Rule b) **b** will, be working (Rule b) **c** 'I'll have finished (Rule a) **d** 'I'll have left (Rule a) **e** won't/will not be living (Rule b) **f** 'I'll have got (Rules a and d) **g** 'I'll have bought (Rules a and d) **h** 'I'll be saving (Rule b)

Fast finishers

Students find three examples in the text where the present simple is used to talk about the future. When they find the examples, they have to explain why it is used.

Answers

when I'm 30, when I go to university, by the time I'm 30

The present simple is used because the verb comes after an expression of time.

- 5** Point out that more than one tense is possible for some of the sentences. It depends what students want to say. For example, for number 1 we could have:

I'll be living abroad.

I'll have been living abroad for a few years.

I'll have lived abroad, but I'll have come back to my own country.



Mixed ability

In less confident classes, allow students to choose five ideas to write about in this task.

In more confident classes, ask students to write two sentences for each idea.

Use it ... don't lose it!

6 SPEAKING

- Before students do the task, remind them that all members of the group should ask questions, as well as having a chance to answer about themselves.
- When students have finished, ask the groups: *Did you have any answers that were particularly common?* If the same one or two answers are repeated frequently, ask: *Why do you think most of you are saying this?*
- Encourage students to choose the most interesting or funniest examples.



Homework

Workbook page 26

Developing speaking p40

Talking about photos 1

Warmer

Books closed. Students work in pairs. Ask them to write as many nouns and adjectives they can think of to describe someone's physical appearance. Then elicit their ideas.

- 1c SPEAKING
- For extra support, draw a mind map on the board with *Photo descriptions* in the central circle and the following branches: *people (age, appearance, gender, number), place (description), background and weather, actions*.
 - Before students do the task, make clear that when they don't know the exact word in English for something in the photo, they need to describe it using their own words.

Possible answers

Similarities: They're both in/on a vehicle, they're both holding something, there's blue sky in the background, they are both wearing protective clothing.

Differences: She's in a plane, he's on a bike with one wheel; she's wearing headphones, he's wearing a helmet; he's wearing gloves, she isn't; she's wearing a seat belt; he isn't, the plane has got controls but the unicycle doesn't.

- 1b
- Do this as a whole-class activity. Encourage students to use *I think* and *because* in their answers.

Possible answers

I think they look secure because are both smiling and are wearing protective clothing.

Culture notes

In January 2019, Ellie Carter became the youngest person in Britain to fly a plane solo. She did this only three days after her sixteenth birthday.

2a

14

Possible answers

2 No, she doesn't describe each photo in great detail.

3 Yes, she does both parts of the task.

- 2b SPEAKING
- After students do the task, ask them: *What type of person would do these activities? (adventurous, risk taker, nature-lover, brave, fun-loving) Do you like adventures? Why/Why not? By the time you are 30, will you have been on any adventures? Explain your answers.*
- 3
- 14
- After checking answers, elicit the meaning of *whereas*.

Answers

1 Both 2 both 3 similarity 4 difference 5 difference

6 On 7 On

+ Extra activity

Say the words below. The students repeat them with the correct stress.

photograph, similarity, difference, between, whereas, on the one hand, on the other hand

4 SPEAKING

Language notes

When we repeat a verb in the negative in a contrast, we can just use the auxiliary if the verb is not followed by an object:
The boy is wearing a hat whereas the girl isn't.
The boy in the first photo looks sad but the girl in the second photo doesn't.

Practice makes perfect

5a

To help students think of similarities and differences, remind them of the five questions you wrote on the board for exercise 1.

- Ask students to try and find two or three similarities and two or three differences.

5b and 5c SPEAKING

- Make it clear that only one student should speak in each task. The other student is the 'examiner' and should not interact with the student speaking.

Possible answers

5b Both photos show a group of tourists. Another similarity is that in both photos the tourists are outside. The first photo shows tourists on an open-top bus whereas the second photo shows tourists on a kind of scooter – I think it's called a *Segway*®. Another important difference is that in the first photo we can see the people's faces but in the second we can't. In the second photo, the people are wearing helmets but in the first one they aren't.

I think the people are travelling on a bus in the first photo because they're in a place with wide roads and they probably have to travel a long way. In the second photo, they're on a type of scooter because the roads are narrow and they aren't going very far.

5c In both photos, we can see people doing dangerous activities involving transport. In the first photo, some people are on a boat in a bad weather while in the second photo we can see two cars in a rally. One big difference between the photos is that we can see the face of one of the sailors in the first one but we can't see any of the faces of the rally car drivers. Another contrast is the weather. In the first picture, it's wet, obviously, whereas in the second photo, we can see a lot of dust, so conditions are dry.

I think both of these activities can be extremely challenging. You need to have excellent control of your vehicle (boat or car) and to have really quick reactions to deal with very difficult conditions.

Developing writing p41

Writing an opinion essay 1

Warmer

Book closed. Write these questions on the board: *How do you get to school every day? How long does it take? Does the journey take longer in the morning or in the afternoon? Do you do anything while you're going to school? (e.g. listen to music, go on social media, etc.)*

Students ask and answer in pairs.

Culture exchange

1 SPEAKING

- Write *school run* on the board and explain that it is a collocation. Ask students to try to remember any other travel collocations from the vocabulary in this unit (*carbon emissions, departure lounge, road sign, seat belt, steering wheel, traffic jam, waiting room, lost property, ticket inspector, travel update*).

2 SPEAKING

- Tell pairs that they first need to decide on their opinion, e.g. yes, no, or yes and no. Then they need to come up with a minimum of three reasons to justify their opinion.

3

Make clear that students only need to get a general understanding of the writer's opinion at this stage.

- After students answer the question, ask: *Did you list any of the same arguments in exercise 2 either for or against the idea? Do you disagree with any of the arguments here?*

4 SPEAKING

Possible answers

1 There are five paragraphs.

2 Paragraph 1: Function – introduce the topic and give your opinion
Paragraph 2: Function: Introduce first supporting argument; Topic – traffic jams and pollution
Paragraph 3: Function: Introduce second supporting argument; Topic – danger versus becoming independent
Paragraph 4: Function: Introduce second supporting argument; Topic – having a healthier lifestyle
Paragraph 5: Function – a short conclusion

3 The writer's idea is that cycling or walking to school helps students to be healthy. It is a completely new idea.

- 5
- Before students do the task, explain that the multi-word phrases in the box are set expressions that serve a function and have no literal meaning.

Mixed ability

For less confident classes/students, write on the board two options for each gap.

a *As far as I'm concerned/Furthermore*
b *On the other hand/To begin with*
c *I agree up to a point/Furthermore*
d *However/As far as I'm concerned*
e *I agree up to a point/On the other hand*
f *To sum up/On the other hand*
g *Lastly/However*
h *To sum up/Lastly*

More confident students could do this as an open cloze first before looking at the words in box.

Answers

a As far as I'm concerned b To begin with c Furthermore

d However e I agree up to a point f On the other hand

g Lastly h To sum up

6

Answers

Expressing opinions: As far as I'm concerned, I agree up to a point

Adding opinions and putting them in order: To begin with, Furthermore, Lastly

Contrasting opinions: However, On the other hand

Concluding: To sum up

- ☒ **Exam tip** Elicit the following points that students should bear in mind when writing an opinion essay:
- In opinion essays, students don't need to present both sides of an argument. They can just give their own side of the argument.
- Students should introduce the topic and give their general opinion in the first paragraph; in the middle paragraphs, provide the arguments to support their opinion; include one argument in each paragraph; in the final paragraph, state their conclusion.
- A formal style should be used. Students should not use contractions.
- Students should use appropriate linkers and expressions (e.g. *To begin with, Furthermore, However, In my opinion, To sum up*).
- There are no right or wrong answers. The examiner wants to see that students can write and express themselves clearly and effectively.

Practice makes perfect

- 7a
- If necessary, elicit how many paragraphs the essay should have and what function or topic each paragraph should have.
- Remind students not to use contractions and to use some of the linkers and expressions in the Writing bank.
 - In more capable classes, ask students to swap essays and to correct them. Encourage students to give each other feedback based on the Writing checklist and useful expressions used.

3 DEPARTURE TIME

Test yourself p43

Grammar test

- 1 Answers**
 1 comes 2 'll/will help 3 'm/am going to do 4 are getting
 5 will take 6 leaves
- 2 Answers**
 a 4 b 5 c 6 d 3 e 2 f 1
- 3 Answers**
 1 I can't go out at seven o'clock because I'll be doing / won't have done my homework then.
 2 Correct
 3 Correct
 4 I can write a summary of the book tomorrow because I'll have read it by then.
 5 At five o'clock next Saturday, I'll be playing basketball.
 6 I can't give you my assignment tomorrow because I won't have finished it.
 7 Correct
 8 Correct

Vocabulary test

- 1 Possible answers**
 1 an area next to a railway track where passengers get onto and off trains
 2 the people who work in a ship or aircraft
 3 a machine that you travel in or on, e.g. a car
 4 a situation in which something happens later or more slowly than expected
 5 the place at an airport where people get on a plane
 6 an occasion when someone takes you somewhere in their car, i.e. *give someone a lift*
 7 time of the day when not many people want to travel so prices are lower
 8 to send a vehicle or object (e.g. satellite) into space
- 2 Answers**
 1 *excursion*
 2 *travel*
 3 *voyage*
 4 *journey*
 5 *trip*
- 3 Answers**
 1 misunderstand 2 remake 3 incapable 4 overbooked
 5 unnecessary 6 disobey 7 postgraduate

Grammar savvy

- See Grammar savvy, Workbook page 114, for extra practice and revision of the key language from the two *Grammar in context* pages in the unit.

STEAM

- Direct students to the STEAM section, Workbook pages 104–111, where they are shown how to solve cross-curricular challenges.