

Module 1

Take it to the limit

YOU WILL LEARN ABOUT ...

Ask students to look at the pictures on the page. Ask students to read through the topics in the box and check they understand each item. You can ask them the following questions, in L1 if appropriate:

- 1 *Where is the person in picture 6 and what is he doing?*
- 2 *Where are the people travelling to?*
- 3 *Who is the person in picture X?*
- 4 *Do you wear jeans?*
- 5 *What is the person in the snow doing?*
- 6 *What kind of energy do you use at home/ in the classroom?*

In pairs or small groups, students discuss which topic area they think each picture matches. Check answers.

Answers

- 1 Famous inventions
- 2 Levi Strauss and the history of jeans
- 3 The Oregon trail
- 4 The environment and different kinds of energy
- 5 A snowboarder's dramatic win
- 6 An underwater explorer

YOU WILL LEARN HOW TO ...

See Introduction.

Use grammar

Students read through the grammar names and examples. Go through the first item as an example. **Weaker classes:** Put the grammar headings on the board and ask students to look for an example of each in the list on the books. Elicit each one and if necessary write them on the board or ask a student to write the sentence on the board. Check answers.

Answers

Present simple vs. past simple: I usually walk to work, but yesterday I drove.
Past continuous vs. past simple: While we were working, we heard a loud noise.
Comparative and superlative adjectives: It's a bigger house than mine.
as ... as comparison: These books aren't as expensive as those ones.
Adverbs/comparative adverbs: I can write more quickly than my sister.
Modal verbs for future prediction: James won't go, but Mary might be there.
First conditional and *unless*: She won't know unless you tell her.

Use vocabulary

Write the headings on the board. Go through the items in the Student's Book and check understanding. Now ask students if they can think of one more item for the *Phrases with get* heading. Elicit some responses and add them to the list on the board. Students now do the same for the other headings. Some possibilities are:
Phrases with *get*: *get in, get out* (SB1, Unit 5); *get on; get off; get better*
Adjectives and their opposites: *honest – dishonest; polite – rude* (SB1, Unit 14); *good – bad*
The environment: *ozone layer; protect; recycle; rainforests*

1 Explorers

Unit overview

- TOPIC:** Explorers
- TEXTS**
 - Reading and listening: a text about underwater exploration
 - Reading and listening: a story about the Oregon Trail
 - Reading and listening: story: *Here's my phone number*
 - Writing: filling in forms
- SPEAKING AND FUNCTIONS**
 - Describing temporary and permanent activities
 - Exchanging information about past and present situations
 - Interviewing someone about their free time
- LANGUAGE**
 - Present simple and present continuous; past simple review
 - Vocabulary: guessing meaning from context
 - Pronunciation: linking sounds in the past simple
 - Everyday English: *Too right!*; *round here*; *bloke*; *Actually*

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they found out.

BACKGROUND INFORMATION

Dr Robert Ballard: Has been researching for 29 years at the Woods Hole Oceanographic Institution (WHOI), Massachusetts. He was one of the first people to suggest using submersibles to do research work. He developed a system in the 1980 called The Argo which could transmit pictures in real time from under the sea. It was with this system that he found the wreck of the Titanic.

Submarine: Is part of the system of submersibles pioneered by Robert Ballard. It enables live photos from under the oceans to be transmitted to ships or computers around the globe. The robot submarine that Dr Ballard uses is called 'Jason' and is part of the Jason Project, an interactive science project for school children. Jason has floodlights, TV cameras and a mechanism for retrieving things from the sea bed. Signals from Jason can be broadcast to classrooms all over the world so that students everywhere can share in the live exploration of the sea bed.

Titanic: Was an English passenger ship which set sail on 10 April 1912, heading for New York. There were 2,227 people on board. The ship struck an iceberg on the night of 14–15 April and sank; 1,522 people died. The wreck is at the bottom of the Atlantic.

Warm up


Ask students to look at the photos. Ask them where they think they were taken (*under the sea*) and what Dr Ballard's job is (*an underwater explorer*). This can be done in L1 if necessary. Do not give answers at this point.

- a** Read through the questions as a class and ask students to read the text quickly to find the answers and check their answers to the *Warm up* questions. Remind them that they don't need to understand every word in the text. Students can compare answers in pairs before a whole class check. You can discuss the answers to question 2 as a class and see if students agree on the sort of things they think he finds.
- b** Students now listen to the recording of the story as they read. Students could be given the optional activity to do while they are listening.

- Answers**
- 1 He looks for shipwrecks, ancient cities and settlements.
 - 2 Students' own answers.

TAPESCRIPT
See the reading text on page 6 of the Student's Book.

OPTIONAL ACTIVITY

-  Play the recording while students read the text (stronger classes could listen with books closed) and ask them to answer the following True/False questions:
- 1 Dr Ballard is French. (**False; he's American.**)
 - 2 He is famous for finding The Titanic. (**True**)
 - 3 Dr Ballard went to the Black Sea in 1999. (**False; he went in 2000.**)
 - 4 The site they found is 7,000 or 8,000 years old. (**True**)

Check answers and ask students to correct the false answers. Play and pause the recording again as necessary.

2 Vocabulary

Guessing meaning from context

- a Students read through sentences 1 to 5. Draw students' attention to the example and elicit that *small* is an adjective. Ask students how they know (because it goes before the noun and describes it). Explain that students must now identify the underlined words in the other items (nouns, adjectives, verbs, adverbs or prepositions). Students complete the exercise. Check answers. Ask students how they worked out which part of speech each word was.

Weaker classes: Books closed. Write the following example sentence on the board, leaving the space for the adjective blank (Dr Ballard uses a ... submarine). Ask students what sort of word could go in the gap and elicit *adjective*. Ask students if they can remember how the submarine was described in the text (small) and ask a student to come out and fill in the correct adjective on the board. Students then open their books at page 7. Follow the Stronger classes procedure from this point.

Answers

2 noun 3 verb 4 preposition 5 adverb

- b Ask students what they do if they find a word in a text which they don't understand. Elicit their responses. Now ask them to read through words 1 to 5. Do the first item with them as an example. Once students have located the word in the text, ask them to identify which part of speech they think it might be. Elicit *noun* and ask them why (because it has a plural ending and an adjective before it). Students now work through the rest of the exercise, locating the words and identifying them. Check answers. Make sure students are clear at this point which part of speech each word is.

Answers

1 noun 2 adjective 3 verb 4 adjective
5 noun

Look at the first item again with students and see if they can work out the meaning only by using the information in the text. If students are having problems with this, they can use dictionaries. However, students should be encouraged only to use dictionaries if they cannot figure out the word. Remind them when using dictionaries that a word may have several different meanings and that they should look for the part of speech they need. Check answers.

Answers

- 1 places where a group of people live
2 very old
3 look or travel around to learn about a place
4 seen or heard as it is actually happening (e.g. a live concert)
5 things that are left behind when other parts are lost or taken away

Vocabulary notebook

Encourage students to note down the strategies for guessing meaning from context and to note down a few examples of their own or from the exercise. Students can write translation in their own language if it helps them remember.

Remind students that when they are reading a text and they find a word they don't know they should always try to continue reading and look at the other words around the word they don't know to help them try and work out its meaning.

3 Grammar

Present simple and present continuous

- a **Stronger classes:** Students read through the examples from the text. Ask them to identify the tense in each sentence (Sentence 1: present simple; Sentence 2: present continuous).

Weaker classes: Books closed. Write the following examples (or some of your own) on the board: *I teach English. / I'm talking to you now.* Ask students to identify the verb in each sentence and to tell you which tense is being used and elicit the reason (you teach English as a job, you do it every day / you are talking to them now, it is an action happening at the time of speaking). Students now open their books at page 7 and look at the examples from the reading text. Go through the same procedure with these examples.

Students now read through the rule and try and complete it. Remind them to think about when the actions are done in each sentence. Ask them: Is it something that he always does? Is it happening now? Check answers.

Answers

simple
continuous

To check understanding of form and meaning at this point, you can ask students a few more questions of your own. For example:

- T: *Alicia, what do you do at weekends?*
S1: *I (see my friends, etc.)*
T: *Paola, what are you doing now?*
S2: *I'm listening to you/studying English, etc.*

Language notes

- 1 Students may have problems with these tenses in contrast because of the way their own language works. Students may produce statements like: **I am doing my homework every day. *My brother is work in a hospital.* Remind them again, if necessary, of the use of each tense and clarify any further problems.
2 It may be useful for students to translate some example sentences into their own language.

- b** Students read through the gapped text. Check any problems. Remind them to ignore the gaps for the moment. Go through the example with students asking them to explain why the verb is in the present simple (because this is his job, it is what he does, it is a regular routine). Students now complete the exercise, using the present simple or continuous forms of the verbs in brackets. Students can compare answers in pairs. Check answers, making sure students can justify their choice of tense.

Answers
1 doesn't go 2 uses 3 sends 4 isn't looking
5 is exploring 6 is/working

- c** This exercise can be set for homework. Students read through answers 1 to 7. Check any problems. Go through the example with them, reminding them of question forms and word order if necessary. Students complete the exercise. Check answers.

Weaker students: You can tell them that all the questions, except number 6, are *Wh*-questions. They can refer back to the text on page 6 to help them if necessary.

- Answers**
2 What does Dr Ballard do?
3 What does he find?
4 What does he use?
5 What does it do?
6 Is he looking for?
7 What is he working on at the moment?

Grammar notebook
Remind students to note down the rules for the use of present simple and present continuous and to put any examples they want down and translate them into their own language.

OPTIONAL ACTIVITIES

Different for a day

Stronger classes
Students choose a favourite popstar, football player, actor/actress, etc. They must think about what their own usual routine is and make some notes and then think about what they would do if they spent a day with their favourite star.
For example: *I usually eat breakfast at 7 o'clock. I have ... Today I'm having breakfast with (favourite star) and we're sitting in the (name of top hotel), etc.* Students can then interview a partner and find out about the person they chose. Ask pairs to feedback to the class.

Weaker classes
They can do the same exercise but provide them with the following prompts:

- Breakfast: what I usually have and where I have it; where I am today and who I'm with, what I'm having.
- Travel to school: how I usually travel to school; how I'm getting there today.
- Lunchtime: what I eat, who I eat with and when I eat; where I'm having lunch today and who I'm having lunch with.

- After school: what time I usually go home, what I usually do when I get home; what I'm doing today, who I'm spending time with and what we're doing.
- Encourage pairs to read out their usual and new routines to the class.

4 Speak

Read through the instructions as a class, making sure students understand what they have to do. Divide the class into Student A and Student B pairs. Tell all Student Bs to turn to page 122 and look at their information. Ask a stronger pair to demonstrate the example questions and answers, starting with Student A. Do another example yourself with another student, if necessary. Students complete the exercise. Remind students to look at the other words around the gap to help them think about the sort of questions they need to ask and the verb they need to use (present simple or continuous). Monitor and help as necessary, making sure students are using the question and answer forms correctly. Make a note of any repeated mistakes to go through as a class after they finish the exercise.

- Answers**
Student A: New York; winter; a trip; doing a lot of exercise; to the gym
Student A questions:
Where does Kevin live?
When does he climb?
What is he planning?
What is he doing this month?
Where does he go every day?
Student B: sport; making plans; climb a big waterfall; crazy
Student B questions:
What does Kevin love?
What is Kevin doing at the moment?
What does he want to do there?
What do people think about Kevin?

5 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they found out.

BACKGROUND INFORMATION

Oregon Trail: This was the route used from the 1840s to 1870s by western settlers in the USA. The trail usually started in Missouri, heading north west towards the Rocky Mountains and ending in Oregon. It was approximately 3,200 kilometres long and could take at least six months to travel.
California Gold Rush: This started in 1848 when many settlers and prospectors travelled to

California in search of gold. Gold was apparently discovered there and within two years more than 40,000 hopefuls had flocked to California in the hope of striking it rich.

Native Americans: Are the tribes of people who are said to have first settled in the USA.

Cholera: Is a disease caused by contaminated water. It can occur in epidemics and if left untreated can be fatal.

Warm up

Ask students to look at the title of the text, the pictures and the map and to guess where the people are going (from New York to the west of the USA) and when this took place (in the 19th century). You could use the pictures to pre-teach *barefoot*, *wagon/wheels*, *carry*.

- a Ask students to read through questions 1 to 4. Check any problems. Students now use the pictures and the map to help them answer the questions. If you have done the *Warm up*, students may already have an idea of some of the answers. Students can compare answers in pairs but do not give answers at this point, they will be dealt with in Exercise 5b.
- b Students read the text quickly and check their answers to Exercise 5a. Remind students that they don't need to understand every word in the text and encourage them to use the techniques they discussed in Exercise 2 for guessing meaning from context.

Weaker students: You may want to pre-teach the following vocabulary: *emigrate*; *farmland*; *settler*; *mountain*; *gold*; *journey*; *western*; *attack*; *kill*; *helpful*; *temperatures*; *illness*; *gunshot*; *accidental*.

Check answers as a class.

Answers

- 1 Missouri, Kansas, Nebraska, Wyoming, Idaho, Oregon
- 2 3,200 kilometres
- 3 Sometimes more than a year.
- 4 They walked barefoot and caught illnesses such as cholera from drinking dirty water.

- c Read through the instructions and questions as a class and ask students to think about the sort of vocabulary they may hear. Write any suggestions on the board. Encourage them at this point to think about when the people were travelling, the dangers people faced and the problems they experienced. Play the recording for students to listen and note down the answers. Check answers and see if any of their predictions were correct. Play the recording again, pausing as necessary to clarify any problems.

TAPESCRIPT

Karen Hi Mark. How are you?
Mark Fine, thanks. I'm studying hard at the moment. I'm reading about the settlers on the Oregon Trail. It's really interesting.

Karen So what kind of things are you reading about?

Mark Well, for example, the story of the settlers on the Oregon Trail. It was a really difficult journey. It's fascinating to read. So many of the settlers died on the way.

Karen Why?

Mark Well, there are many reasons. For example, there were some big rivers on the way, and the settlers had to cross them: the Columbia River, for example, or the Green River. I read a story about that last night.

Karen About people crossing the Green River?

Mark Yes. It happened in the year 1850. The settlers wanted to cross the river, but an awful accident happened. Erm ... there were too many people on the boat, you know, and, ... in the middle of the river, the boat turned over and ... it sank in ten minutes. 37 people died.

Karen Really? Thirty-seven! Why did so many people get on the boat?

Mark Well, because the people who had the boats wanted to make a lot of money. You know, they wanted a lot of people on every trip. So they tried to get lots and lots of people on the boats. And crossing the Green River was very expensive anyway. It cost \$16 per person, almost as much as a horse cost.

Karen How sad! So 37 people died, only because ...

Answers

- 1 A boat crossing the Green River sank.
- 2 Because there were too many people in the boat. The people who owned the boats wanted to make as much money as they could so they took money from as many people as they could which meant there were too many people to fit into the boat.

- d Students now read through the gapped text. Remind them to ignore the gaps for the moment. Check any problems. Students complete the text. Remind them to look at the context around each gap to help them try and guess the words or to use the information on the board. Play the recording again while students listen and check or change their answers. Play it again, pausing as necessary for students to clarify any problems.

Weaker classes: Ask students what other details they can remember about the story on the recording from Exercise 5c. Elicit their responses and put them on the board. If necessary, go through the first item as an example, encouraging students to think about what kind of information is missing.

Answers

- 1 1850 2 cross a river/the Green River
- 3 37 4 money 5 \$16

6 Grammar

Past simple: regular and irregular verbs

- a** Students covered this area in Student's Book 1, Unit 6.
- Stronger classes:** Students read through the instruction and find the verbs in the text. Students now read through the rule box and complete it. Check answers.
- Weaker classes:** Books closed. Put the following base forms on the board (*work; go*). Elicit the past simple of each verb and ask students which one is regular and which one is irregular. Ask students how they know which one is regular (*add -ed to the end of the base form*) and which one is irregular (*doesn't have -ed ending*). Students now open their books at page 9 and read through the instructions. Go through the first paragraph of the text with them if necessary and help them locate the first past simple regular verb. Remind them they should be looking for verbs ending in *-ed*. Tell them there are seven examples. Check answers.

Answers

Regular verbs

- Para 1: emigrated; wanted; called; travelled
Para 2: hoped
Para 3: walked
Para 4: died

Answers

-ed; -ied; base form

- b** Give students a few minutes to complete the table. Students can check their answers on page 124. Check answers with the class.
- can – could
catch – caught
come – came
find – found
go – went
have – had
leave – left
see – saw
sink – sank
take – took
write – wrote

Language notes

- 1 Remind students that past simple irregulars just have to be memorised. Students may still produce statements like: **I finded the answer*.
- 2 You may find it useful to revise the pronunciation of past simple regular endings at this point using examples from the text: *walked* /t/; *died* /d/; *emigrated* /ɪd/. Encourage students to pronounce each regular past simple correctly and drill the pronunciation if they are still having problems.

- c** Ask students to read through answers 1 to 6. Go through the example and remind them of the question form, if necessary. Remind them that *Because* answers usually have a *Why* question and that they can look at the verb in the answer if necessary to help them work out the question. Students complete the exercise. Check answers, making sure students are clear about question forms. They can refer back to the text on page 8 as necessary.

Answers

- 2 did they go
3 did they go
4 did it take
5 Why did people walk
6 How many people died

- d** This exercise can be set for homework. First, students read through the gapped text. Tell them to ignore the gaps. Then go through the example, and ask them why the verb is left (*because it is the irregular past simple of leave*).

Stronger classes: Students complete the exercise. Remind them that they need to look carefully at the verb in brackets and decide first if it is regular or irregular and then they need to look at the form they need to use it in.

Weaker classes: Elicit the past simple forms of the verbs from the text and put them on the board (this could be done in jumbled order). Students then use the elicited past simple forms from the board and also from the chart in Exercise 6b, to complete the text.

Students can compare answers in pairs before a whole class check.

Answers

- 1 hoped 2 made 3 didn't find 4 decided
5 was 6 travelled 7 used 8 didn't have
9 walked 10 carried 11 didn't have 12 went
13 died 14 caught 15 had

Grammar notebook

Encourage students to note down all the verbs and the past simple forms from Exercise 6 and to learn them.

OPTIONAL ACTIVITIES

Stronger classes

Books closed. Use paragraph 1 of the text in Exercise 6d for this. Read each sentence in the paragraph out slowly and when you come to a gap in the text say 'beep'. Students must decide which verb goes in the gap and use it in the correct form. Once you have read each sentence out for students to fill in the gaps, read the whole gapped text out again. Students can compare answers in pairs. Check answers.

Answers See above.


Weaker classes

Past simple bingo. Students choose five past simple verbs from Exercise 6 and write them down. Call out various base forms from this unit, making a note of the ones you have called out. The first student to cross out all their past simple forms and call out *Bingo!* is the winner. Check that students have crossed off the correct verbs on their lists!

7


Pronunciation

Linking sounds in the past simple

- a**  Students turn to page 120 and read through sentences 1 to 6. Ask students what the difference is between sentences 1–3 and sentences 4–6 (in 1–3 the d in the past simple verb is followed by a vowel, in 4–6 it's followed by another consonant). Ask them what the difference in pronunciation might be. Play the first one and ask students to think about how the underlined part was pronounced. Write the linked part only on the board to show students how the /d/ sound at the end of *happened* is pronounced. Then Play the rest of the recording for students to listen.

TAPESCRIPT

- 1 It happened in 1850.
- 2 Many people died on the way.
- 3 They wanted a lot of people.
- 4 It happened last night.
- 5 He died ten years ago.
- 6 We wanted to go home.

- b**  Play the recording again, pausing for students to repeat each sentence.

8

Speak

Divide the class into pairs. Students read through the topics in the box and the prompt questions. Choose a stronger pair and ask them to demonstrate the example dialogue to the rest of the class.

Stronger classes: They can choose from the topics in the box or add more of their own.

Weaker classes: They may prefer to choose only one or two topics from the box.

Give students a few minutes to ask and answer in pairs. Monitor and help as necessary, checking that students are using the correct tenses and the correct question and answer forms. Note down any repeated errors to discuss as a class after the exercise. Ask pairs to feedback to the class.

OPTIONAL ACTIVITY

What did you do last weekend?

Whole class or small groups. Students must talk for one minute and use as many past simple forms as they can to describe what they did last weekend.

9

Read and listen

It may be useful to introduce the characters for the story; some students may remember some of them from Student's Book 1.


Dave: Was in Student's Book 1 and was one of Amy's friends. They had plans to form a band.

Joanne: She is new in this level.

Saturday jobs: Dave works in a CD shop at the weekends. This is a common way for teenagers to earn extra money. Teenagers must be 16 years old to work in a shop.

Warm up

Ask students if they remember Dave from Student's Book 1 and what they can remember about him. If they can't remember or haven't used Student's Book 1, ask them to look at the photos and predict what they think he might be like. Discuss this as a class, in L1 if appropriate.

- a**  Ask students to read through the questions and to look at the photos. Play the recording while students read and listen. Students can compare answers in pairs. Check answers, playing and pausing the recording again as necessary.

TAPESCRIPT

See the story on page 10 of the Student's Book.

- b** Students read through sentences 1 to 7. Go through the first one as an example, if necessary. Remind students quickly how to deal with true/false exercises: they must locate the relevant point in the text and find the key words and then check the facts. Students complete the exercise. Students can correct the false answers. Students can compare answers in pairs. Check answers as a class.

Answers

- 1 T
- 2 F (She says she lives just a few streets away from the shop.)
- 3 F (He only works there on Saturdays.)
- 4 T
- 5 F (It will be in four weeks' time.)
- 6 F (The band who gets first prize gets the chance to make a CD with a record company. This may or may not lead to a recording contract.)
- 7 T

10 Everyday English

- a Read through the expressions from the story as a class. Go through the first one with them as an example, if necessary. Students complete the exercise. Check answers.

Stronger classes: They can do this without looking back at the story.

Answers
1 Joanne 2 Dave 3 Joanne 4 Dave

- b Look at sentence 4 in Exercise 10a with students and elicit translations of the word 'actually'. Are there any similarities with the English?

- c Students read through expressions 1 to 3 and definitions a to c. Check any problems. Go through the first item as an example, if necessary. Students complete the exercise. Check answers.

Answers
1 c 2 b 3 a

Language note
bloke is a colloquial word used to describe a teenage boy or a man.

- d Students read through dialogues 1 to 3. Go through the first one with them as an example. Students complete the exercise with the expressions from Exercise 10a.

Students can compare answers in pairs, ask some pairs to read out their dialogues and check answers as a class.

Answers
1 round here 2 bloke 3 Actually 4 Too right

OPTIONAL ACTIVITIES

These optional activities can be used after every Everyday English exercise in the Student's Book.

Stronger classes
They can write their own short dialogues using the expressions. They can then act them out in front of the class. Make sure they are saying them with the correct intonation and expression and in the right context.

Weaker classes
They can act out the dialogues. Make sure they are saying them with the correct intonation and expression and in the right context.

Vocabulary notebook
Encourage students to start a section called *Everyday English* and to note down the expressions from Exercise 10. They may find it useful to note down a translation for each expression too.

11 Write

Warm up

Ask students if they have filled in any forms recently. If so, what for and what type of information did they have to give. If not, ask them what kind of information they might need to think about when filling in a form. Elicit some examples and put them on the board.

- a Ask students to read through questions 1 to 5 and words a to e. Go through the example with them, pointing out the connection between *family name* and *surname*. Students now match the other items. Check answers.

Answers
2 c 3 e 4 a 5 b

- b Ask students to read through the form. Complete the first part of the form as an example with your own information and write it on the board. Students then complete the form about themselves. Students can compare forms in pairs. Ask a few students to tell the class what they filled in.