

Guided Writing Teacher's Notes

Reading

1 Ask students to read the blog and then choose the best title for it. Encourage students to discuss and give reasons for their ideas in pairs, then check answers with the class.

Answers

a The possible environmental cost of space exploration

2 Ask students to read the blog again, and then match the paragraphs 1–4 in the blog with their functions a–d below. Encourage students to find examples to support their answers and then discuss their ideas in pairs before checking answers with the class.

Answers

1 b 2 d 3 a 4 c

3 Ask students to look back at the blog and identify which four of the aspects of space travel in the box are mentioned. They then write them in the correct part of the table, under advantages or disadvantages. Give students time to discuss their ideas in pairs before checking answers with the class.

Answers

advantages: job opportunities,
will help to pay for new space exploration;
disadvantages: dangerous, environmental damage

Language

4 Ask students to look at the language box about the first conditional. Make sure they understand the difference between *if* and *unless*, and that *unless* means “if not” i.e. *Unless you come = If you don't come*. Then ask them to look back at the blog and find and underline examples of the first conditional. Point out that when *if* or *unless* are in the first half of the sentence, the two clauses are divided by a comma (*If you don't come, you won't meet them*). When they are in the second half of the sentence, there is no comma (*You won't meet them if you don't come*). Check the answers in open class.

Answers

... if space tourism “takes off”, there will be job opportunities for pilots, ...
... unless a safe, clean fuel can be developed, the cost to the environment will be too great ...

5 Ask students to choose the correct option. Allow enough time for them to compare their ideas in pairs before checking answers with the class.

Answers

1 if 2 won't be 3 Unless 4 If 5 will 6 won't

6 Ask students to look at the language box about addition, contrast and sequence. Before doing the exercise, ask your students to look back at the blog and circle examples of this language. Point out that this language is used to “glue” a text together. Then ask them to complete the text with the words in the box. Give students time to compare their ideas in pairs, giving reasons, and then check answers in open class.

Answers

1 but 2 Firstly 3 Also 4 Secondly 5 However 6 finally

Writing

7 Ask students to choose one of the topics and write their own blogs, discussing the advantages and disadvantages. Encourage them to refer to the blog, as well as the checklist. Give students enough time to do the writing. You could also set this part as homework.

Checklist

Below is a quick checklist for you, the teacher, to use when looking at your students' blogs.

There is also a quick checklist on the students' page. Ask your students to look at this, read their blogs, and check (✓) the boxes if they think they have remembered to do / use the different things.

She / He has ...

- written a paragraph introducing the subject, a paragraph on the advantages, a paragraph on the disadvantages, and a paragraph with their conclusions.
- used the first conditional to talk about likely consequences.
- used *but* and *however* to express contrast.
- used *firstly*, *secondly*, *thirdly* / *finally* to sequence their argument.
- completed the task (i.e. topic focus).