

1 SOCIAL CONTACT

Reading p6

Using body idioms to talk about human interaction

Reading for specific information and detail; inferring the meaning of words from context

Warmer

Write on the board: *Don't worry, I've got your back!*

Invite students to guess what the idiom means (e.g. I'll always be ready to help you). Ask them if they can think of any other body idioms in their own language.

Vocabulary in context

1 SPEAKING

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask the students to listen and repeat each word/phrase.
- Remind students to look for any clues in the definitions and the idioms and also for gaps where a plural might fit best, e.g. number 8.

Answers

1 shoulder 2 leg 3 ears 4 hand 5 brains 6 back 7 neck
8 throats 9 thumb 10 foot 11 chest 12 nerves

- 2 If appropriate for your class, elicit suggestions for the first answer as a model.

Answers

1 What gets on your nerves?
2 How easy do you find it to get something off your chest?
3 If you need information, whose brains do you pick?

Use it ... don't lose it!

3 SPEAKING

- Encourage students to add reasons and examples when they answer the questions.

Fast finishers >>

Ask fast finishers to share what they found out about their partner with someone from another pair and to compare answers.

4 SPEAKING

- To encourage critical thinking, ask students to try to think of one example that supports and another that negates the statement, *'it's better to give than to receive'*.
- Check understanding of *gossip* (in question 2) and ask students if they think gossip is always negative.
- When students have discussed the questions, nominate individuals to share their ideas and reasons with the class. Hold a class vote on each question and make a note of the results on the board, for comparison in the Critical thinkers task in 8.

- 5 When they have done the task, nominate individuals to summarise one answer, and invite the rest of the class to say if they agree/disagree or can add any extra information.

Possible answers

- 1 A study showed that people who had spent money on other people were happier than those who used the money to pay one of their own bills or to buy themselves a gift.
- 2 People who gossip about others are usually seen in a negative way because people often unconsciously connect the gossip with the characteristics they are describing. So if they say bad things about someone behind their back, people apply those negative characteristics to them.
- 3 We are kinder to others when we're on our own, as we aren't looking at other people for clues on how we should react or waiting for someone else to do something. When we are on our own, we are responsible, so we act.

-  **Exam tip** When students have read the Exam tip, ask them to give examples of types of 'key words' (e.g. nouns, adjectives, verbs, numbers/times, quantifiers, negatives).
- Elicit, or if necessary remind students, that the information in the text will probably be expressed in different ways, and to think of possible alternative words and expressions with similar meanings to the ones used in the questions.
- Students should use the key words they have identified and their knowledge from their first reading of the text to locate the correct section for each question.
- They should read the relevant section of text a second time in more detail to check that it corresponds closely to the question. Encourage them to read other sections again if they aren't sure.
- Remind students to make sure they have an answer for each question.

6 01

- Before students do the task, check understanding of any difficult words or phrases in the questions, e.g. *trick* (deceive) in question 8.
- Point out that in question 1 *more or less kind* means *kinder or less kind*; in this context it is not the phrase *more or less* meaning *almost or approximately*.

Answers

- 1 D – *we are kinder to others when we're alone or in small groups than when we're in large ones*
- 2 A – *researchers measured how happy people were in the morning. ... In the evening, the researchers phoned the people ... to reassess their levels of happiness.*
- 3 B – *the participants who acted out of kindness ... estimated its weight as lighter than those who ... thought it was part of the study*
- 4 C – *The good news is that when you describe somebody else as kind ... listeners usually see you in just the same way!*
- 5 D – *They repeated the experiment with different numbers of people present.*
- 6 B – *The assistant then did one of two different things. In some cases, the assistant pretended to have trouble ... In others ... the study was for the participants to carry a box up the stairs.*
- 7 C – *The participants in the experiment watched the video and then answered questions about the speaker.*
- 8 A – In B the assistant pretended to have trouble carrying the boxes; in C an actor pretended to be someone who is criticising a colleague or a friend; in D a student pretended to fall ill. In A no false information was given to the participants.
- 9 D – *Latané and Darley suggested different reasons for this: 1. If other people don't do anything in a sudden emergency, we decide the situation probably isn't serious or isn't real so we ignore it; 2. We wait for someone else to do something but when they don't we think as no one else is doing anything why should we?*

+ Extra activity

Ask students to write a question like the ones in this exercise and then ask a partner to find the section of the text it refers to. Remind them to use different words and expressions from those in the text.

- 7 Put students in pairs for this activity if you think some of them will need support. Remind them to use the context and think about the type of word each is (verb, noun, adjective) to help them work out the meanings.
- After students do the task, ask them to give the base form of *reassess* (*assess*). Elicit the opposite of a *downside* (*an upside*). Point out that *estimate* can also be a noun, but compare and contrast the different pronunciations: *estimate* (v) /'estɪmeɪt/ and *estimate* (n) /'estɪmət/. Model and drill the pronunciation of *initiative* /ɪ'nɪʃətɪv/.

Possible answers

reassess – judge or calculate again
participants – people who take part in something
bills – written statements showing how much money you owe for goods or services you have received
estimate – calculate or guess an amount or value
spreads – passes information to many people
personality traits – particular qualities in somebody's character
downside – a disadvantage or negative aspect of something
take the initiative – take action before other people do

8 Critical thinkers

- Before they think about the questions, refer students back to the results of the class vote in exercise 4. Ask if any students have changed their minds as a result of reading the text.
- Draw attention to the question in green type and remind students that the objective is to justify their opinions and give suitable examples, based on their own experience and knowledge.
- If helpful for your students, supply prompts such as: *I found/didn't find the results of the experiment in D very surprising because ...; I was more/less/quite surprised by ... because in my experience ...*

1 SOCIAL CONTACT

Grammar in context 1 p8

Using a range of past tenses correctly

Warmer

Ask students to summarise the experiments they read about in the reading text on page 7 – prompt them with questions if necessary. Write the different past tense verb forms they use on the board and ask students if they can name each tense.

1a Do the task quickly as a whole-class activity.

Answers

- 1 past simple, past perfect continuous 2 past continuous
3 present perfect simple 4 past perfect simple
5 present perfect continuous 6 *be going to/be about to*

1b Make sure students understand that they must match a–g with the tense names, not the sentences.

- For less confident classes, check understanding of the situations. Ask them to match the less complex situation first, then discuss the remaining options with a partner.
- Use the information in the Language notes below to explain the idea of 'the future in the past'.

Answers

- a past simple, 1 (*arrived*) b past continuous, 2
c *be (was/were) going to/be (was/were) about to*, 6
d present perfect simple, 3 e past perfect simple, 4
f present perfect continuous, 5
g past perfect continuous, 1 (*had been waiting*)

Language notes

Tell students that *was/were going to* and *was/were about to* are used when we are already talking about the past and we want to describe something that was still in the future at that time (in the example, the room they were going to use). Explain that these forms are often used to describe past intentions that aren't carried out, e.g. *I was going to phone you yesterday, but I completely forgot.*

- 2** Before they choose the correct alternatives, ask students if they recognise either of the people in the photo or know why they are famous. Then tell them to scan the text quickly to find out or confirm their ideas.
- When checking answers, ask students which situation in 1b each correct verb matches (a situation a, b situation c, c situation g, d situation b, e situation a, f situation e, g situation e, h situation a, i situation a, j situation d).
 - Elicit why a continuous form isn't correct in gap e (because *want* is a stative verb, not normally used in the continuous).

Answers

- a had b was about to play c had been having d was still giving
e didn't want f had seen g had loved h played i was j has played

Culture notes

Born in 1982, Lang Lang (on the right in the photo) is a Chinese concert pianist who has performed all over the world since the 1990s. He started playing the piano when he was three.

3a Remind students to look carefully at the time expressions in these sentences to help them choose the correct tense.

Answers

- 1 played 2 was telling, had forgotten 3 was walking, met
4 made 5 was, had been studying 6 have been studying

3b SPEAKING

- Remind students to ask their partner questions to elicit further details. Write some useful phrases on the board, e.g. *What about you? Have you ever done that?*

Culture exchange

- 4** Before students do the task, ask them to read the title and then scan quickly through the text to find out what it is about and when it happens. Ask if any of them have ever taken part in this day.
- When checking answers, ask students to match the verbs to the situations in 1b (a situation f, b situation a, c situation a, d situation a, e situation a, f situation a, g situation a, h situation a, i situation g, j situation a, k situation a, l situation g, m situation a, n situation a, o situation g, p situation f).

Answers

- a have been celebrating b correct c wanted d came up with
e spent f correct g correct h correct i had never seen
j were k called l correct m correct n said o had never spoken p correct

- 5** If helpful for your class, put some question frameworks on the board for this task, e.g. *How long have you [done]/been [doing] ...? Have you ever ...? What happened/were you doing/had you done when ...? What were you about to/going to ...?*

Use it ... don't lose it!

6 SPEAKING

- After students ask and answer, nominate individuals to tell the class something new they learnt about their partner.

Developing vocabulary p9

Using noun suffixes – word formation

Warmer

Write these suffixes on the board: *-ion, -ity, -ment, -ness, -ist, -ship, -er* and *-or*.

Divide the class into teams and ask them to write down nouns that end in each suffix. The first team to write a noun for all eight put their hands up. If all their words are correct, they win eight points. Award points to the other teams if they already have (or can think of) a correct word that no other team has.

1a SPEAKING

- Before students do the task, ask them what kinds of words are in the first column (verbs, adjectives and nouns). Ask: *Can you see any common suffixes already in these words? (-ology in psychology, -er in partner, -ant in important).*
- Make sure students understand that they can make more than one new word where possible.

Answers

1 action, actor 2 coincidence 3 kindness, kinder
4 decider, decision 5 mover, movement
6 participant, participation 7 psychologist 8 realist, reality
9 speaker 10 failure 11 partnership 12 importance

- 1b** When checking answers, ask students which of the category **b** words are abstract and which are concrete. (Most are abstract nouns, but students' answers may vary.)
- Make sure students understand that adding a suffix usually changes the type (or class) of a word, e.g. from a verb to a noun (*coincide/coincidence*) or an adjective to an adverb (*free/freely*). Compare this with adding a prefix, which usually changes the meaning of a word, e.g. *possible/impossible, honesty/dishonesty*.

Answers

1 action b, actor a 2 coincidence b 3 kindness b 4 decider b, decision b 5 mover a, movement b 6 participant a, participation b 7 psychologist a 8 realist a, reality b 9 speaker a 10 failure b 11 partnership b 12 importance b

2 SPEAKING

- Remind students that nouns with these suffixes are formed from words like those in the first column in 1a, so they should think of verbs, adjectives and other nouns and decide if any noun can be formed from those.
- Point out that nouns ending in *-ion* often require *-at-* added to the end of the verb or adjective form as well, e.g. *consider – consideration*, etc.

Possible answers

-ance – appearance, disappearance, performance
-ant – consultant, inhabitant, contestant
-ence – inconvenience, intelligence, confidence, influence, reference
-er – learner, entertainer, producer, pensioner
-ion – consideration, publication, presentation, recommendation
-ist – terrorist, environmentalist, pharmacist, economist
-ity – activity, disability, security, suitability
-ment – investment, statement, punishment, treatment
-ness – sadness, willingness, tiredness, loneliness
-or – creator, escalator, inventor, supervisor
-ship – leadership, sponsorship, membership, relationship
-ure – pressure, pleasure, mixture

Fast finishers

Ask students to write definitions for some of the words they think of for 2 and give these definitions to a partner for them to guess the correct word.

- **Exam tip** When students have read the Exam tip, remind them that in these kinds of tasks, they will be given a base word from which they have to form the correct word for each gap in a text. Elicit the kinds of changes they may need to make to the base word (add a plural; change to the correct verb form; add a suffix to make a different type of word; add a prefix to make a word with a different meaning; change the spelling).
- Remind students that the context for the word will provide clues. They should look especially carefully at the words before and after each gap to help them decide what kind(s) of word (noun, adjective, verb, etc.) can follow or precede these words grammatically.
- Students should make sure they understand the meaning of the whole sentence and the surrounding context. For example, a sentence may include a contrast with the preceding sentence and should therefore include words expressing an opposite idea.
- Remind students to read the instructions carefully so that they know exactly how many words they can use to fill each gap.
- 3** For less confident classes, point out that all the gaps in this text require a noun to complete them, and elicit the fact that students will therefore need to add suffixes to the base words.
- Draw attention to the similarly spelt endings of *receive* and *perceive* and tell students to use their prior knowledge to help them with the spelling of the two noun forms.

Answers

a honesty b Researchers c reception d owner e difference
f prediction g probability h psychologists i decision
j possibility k punishment l conclusion m perception

- 4** When checking answers, draw attention to the spelling changes required for *explanation* and *description*.

Answers

1 reaction 2 explanation 3 difference 4 participant
5 description 6 personality

Use it ... don't lose it!

5 SPEAKING

- After students discuss in pairs, nominate a few individuals to share their answers to the first four questions and discuss as a class.

1 SOCIAL CONTACT

GREAT LEARNERS GREAT THINKERS p10

Thinking about the importance and benefits of clubs, societies and teams

Warmer

Write on the board: *There's no 'I' in TEAM.* Ask students what they think it means. (Literally, it means that there's no letter *i* in the word *team*, but it really means that no single member of a team is more important than anyone else – everyone in a team is equally important, everyone should be able to take part and contribute.)

1 SPEAKING

- Check understanding of *society* in this context – an organisation or club (not usually a sports club) for people who share a particular interest, e.g. *a history society, a stamp-collecting society.*
- For less confident classes, provide vocabulary and phrases for question 2, e.g. *learn to cooperate/communicate with others, feel a sense of belonging, learn a new skill, learn about a shared interest, etc.*

2 VIDEO

- Before the task, read out the title of the video, *Youth clubs*, and ask students to tell the class about any youth clubs they attend and to describe what kind of activities they do there.

Possible answers

Similarities: both clubs are for young people; both clubs help young people to communicate and to be social

Differences: the social club has stayed open because of the efforts of one of its members; one is for sport, the other is for many activities; the social club is for teenagers and the football club is for younger children

3 VIDEO

- If necessary, check understanding of *mission* (a very important aim) in question 3.

Answers

- 1 to stop her club closing
- 2 She (and volunteers she organised) raised money in the community to fund the club.
- 3 It was difficult and stressful, but worth it.
- 4 because it's isolated and there's not much to do there; it's important for teens to have somewhere to go to meet others
- 5 Young people get bored so they do things they're not supposed to do.
- 6 He teaches football skills to deaf and hearing children.
- 7 You use a flat right hand to make small circles on a downturned left hand.
- 8 to keep her community together and have a place for young people to stay healthy, active and in contact with others

GREAT THINKERS

4 SPEAKING

- The *Three-Two-One Bridge* thinking routine gets students to express their initial thoughts and questions about a topic, and then to connect (or bridge) these to new thoughts and ideas after they have studied the topic in more depth.
- Ask students to make a note of their answers so that they can reassess them after 5.
- 5 Ask volunteers to share with the class any changes they want to make to their three words or their similes from 4.
- Ask students to what extent they agree or disagree with the points in the text and to give their reasons.
- Encourage students to share any further questions they have, and ask the rest of the class to suggest where to find answers.

6 SPEAKING

- Elicit answers to question 1 from the whole class.
- Divide students into groups to discuss questions 2, 3 and 4 and tell them to make a note of two ideas ready for the next task.
- Before they start, read out the SEL point in Great Learners, including the first two questions. Elicit another way of saying *constructively* here (*helpfully, usefully*). Knowing what they are aiming for should encourage students to try to participate fully in their groups.

7 SPEAKING

- Ask groups to present their two ideas to the rest of the class (they can elect a spokesperson for this). Then hold a class vote for the most popular idea.
- Using the results of the class vote, find out if any students want to make any of the ideas happen.

GREAT LEARNERS SEL

- Encourage students to reflect on the reasons for the way they participated in 6 and 7. Ask: *What helps you to feel able to participate actively? Does anything stop you from participating as actively as you would like to? Is there anything you could do to help other people participate fully?*
- Aim to help students understand that an atmosphere of trust and mutual respect are essential to confident participation by all members in group and team activities.

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that they should grade themselves from 1 to 5 for how good they think they are at working well with others.
- If appropriate for your class, invite students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for how to work well with others, and how to help others to do the same.

Listening p12

Listening for specific information

Warmer

Introduce yourself to one or two students, saying *Hello, I'm Mr/Mrs/Miss/Ms ...* and either shake their hand or do a fist bump or an elbow bump. Ask neighbouring students to do the same. Elicit other ways of greeting people, e.g. high fives, kissing, hugging, elbow/fist bumping, pressing hands together and saying *Namaste*.
Ask: *How do you usually greet your friends/strangers? What is the most common way to greet people in your country?*

1 SPEAKING

- Encourage students to give reasons for their opinions. After they discuss in pairs, nominate individuals to share their ideas with the class. Ask the other students if they agree or disagree.
-  **Exam tip** When students have read the Exam tip, remind them that the written text they have to complete for this type of task will not use exactly the same wording as the recording.
- Elicit further strategies for dealing with listening tasks like the one in 2. Possible points could be:
 - using the clues in the written text to help them identify the types of words that will complete the gaps. Useful clues can be before *and after* the gaps – definite and indefinite articles, prepositions, possessive adjectives, determiners or numbers which will come before a noun, words like *to* which may come before an infinitive verb or a place, etc.
 - using the context of the written sentence or text to guess both the meaning of the missing word, and what type of word it is.
 - anticipating and listening out for alternative vocabulary and phrases which have similar meanings to the ones used in the written sentences.
 - making completely sure they know how many words they can use to complete each gap, e.g. one word, up to a specific number of words, or a short phrase.
- Remind students that they will usually hear the recording twice, so if they aren't sure about an answer the first time they listen, they should leave the gap blank until the second time.

2 02

- Before students do the task, check understanding of *gesture* (n).

Answers

a ninth century b partnership c attack d heads/hats
e hats/heads f close deals g aggressive h different species
i (boxing) gloves j World Health Organization k your thumbs
l stick out your tongue

Culture notes

The World Health Organization, or WHO, is part of the United Nations. It is responsible for public health and works to keep the world safe and to support the vulnerable. In recent years the WHO has played a vital part in the fight against COVID-19. When the pandemic began in 2019, the WHO took on the role of monitoring the effects of the virus around the world, as well as providing information and advice for the public and governments on how to prevent the spread of the virus and on vaccination.

+ Extra activity

Write the following gapped sentences from the recording on the board and ask students to complete them with the correct form of the verbs in brackets:

- 1 *The handshake ... (be) originally a sign of peace.*
- 2 *Hundreds of years ago, people ... (carry) weapons with them at all times.*
- 3 *He was convinced that he ... always ... (catch) colds because of shaking hands.*
- 4 *Do you think the handshake ... (disappear) one day?*

Play the recording again for them to listen and check their answers, or project the audio script onto the board.

Answers

1 was 2 would carry/used to carry/carried 3 was always catching
4 will disappear

3 Critical thinkers

- Remind students to consider a range of different situations and different people when they think about this question.
- If helpful for your class, supply sentence beginnings: *In my opinion, it isn't appropriate to .../it's more appropriate to ...; It depends on ...; These days it really isn't acceptable to .../It's okay to ...*

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 1 as homework, in preparation for the grammar lesson.

1 SOCIAL CONTACT

Grammar in context 2 p12

Describing present and past habits

Warmer

Write the heading *Habits* and the following sentence beginnings on the board:

When I was five, I ...

These days I usually ...

Ask students to tell the class about how they greeted friends in the past and how they greet them nowadays, using appropriate verb forms. Write any correct verb forms on the board.

- 4 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Do questions 1 and 2 for sentence a with the whole class. Then put the students in pairs to continue the task, so that less confident students are supported.
 - When checking answers for question 3, elicit examples of stative verbs that cannot be used with *would* here (e.g. *be*, *have* for possession, *like*, etc.) and ask for a sentence containing *used to* with one of them, e.g. *He used to have a beard. She used to like Ariana Grande's songs.*
 - For question 5, elicit examples of *be used to* with a past tense, e.g. *They were used to travelling by bus*, or a future, e.g. *You'll be used to the heat after a few days*. Ask: *What form of verb must come after 'be used to'?* (a gerund)
 - Draw attention to the position of the adverbs in sentences a, d, e and f and review the rules if helpful for your class.
 - Use the Language notes if your students need extra support with *will* for habits.

Language notes

Explain that *will usually shake* in sentence d describes a repeated habit or characteristic of business people. The adverb *usually* emphasises the repeated nature.

Sentences like the example in question 6 with emphasis on *will* to express annoyance, etc., are mainly spoken; an adverb or time expression is not necessary in these. Tell students that this form is often used with *keep + verb-ing*, e.g. *You will keep forgetting your keys!*

Answers

1

a present continuous + *always* – present

b *would* + infinitive – past

c *used to* + infinitive – past

d *will* + infinitive (+ *usually*) – present

e past continuous + *always* – past

f present simple – present

g *be used to* + verb-*ing* – present

2 a, e

3 yes; unlike *used to*, we can't use *would* to refer to past states or habits

4 function: in sentence c, *used to* describes a past habit whereas in sentence g, *be used to* describes something we are accustomed to; form: *used to* is followed by the infinitive and *be used to* by the gerund; in g, the verb *to be* is used before *used to*

5 yes

6 The emphasis expresses annoyance/frustration/unhappiness about someone's habit.

+ Extra activity

Say the sentences below to the class and nominate students to reword each one using *will* with extra emphasis:

1 *My brother is always phoning me when I'm at work.*

2 *You're always playing your music too loud.*

3 *They're always leaving their dirty clothes on the floor.*

Answers

1 My brother *will* phone me when I'm at work.

2 You *will* play your music too loud.

3 They *will* leave their dirty clothes on the floor.

- 5 Before students do the task, read out the title and elicit another way of saying *keeping in touch* (e.g. *keeping in contact*). Ask: *What is the main way you keep in touch with your friends? What is the main way your grandparents/great-grandparents keep in touch with their friends?*
- When checking answers, ask: *Which verb in a–g is about a negative/annoying habit? (a – complaining); Why is **wouldn't** wrong in d? (Because we can't use *would* with *have* when it means possession.)*

Answers

a are always complaining b would c will d didn't use to

e playing f used to g are

Culture notes

The first cycling machines were invented early in the nineteenth century, but it wasn't until the 1880s that a bicycle similar to modern designs was produced. By the 1890s bicycles became very popular, but some people thought they were strange and dangerous.

Use it ... don't lose it!

6 SPEAKING

- Remind students that the sentences they write using the structures in 4a and e need to express a negative view of the custom/habit.

Mixed ability

To support less confident students, write ideas for topics on the board before students do 6: *watching films/TV, family mealtimes, travelling to school, studying, work, jobs*, etc.

Have more confident students give some examples, or provide some yourself: *My parents always used to go to the cinema to watch films. These days I will usually stream films from the Internet and watch them on my laptop.*

- After students write their sentences, ask volunteers to read theirs out and invite the rest of the class to add their own ideas.

Developing speaking p13

Personal interviews

Warmer

Ask students to use the photos to help them think of questions they could ask other students, e.g. *What do you do in your free time? Do you enjoy playing video games? Have you ever been to a music festival/on a school trip?*

Write the questions on the board. If some of the questions are closed Yes/No questions, ask students how to change them to make them more open, e.g. *What was the best school trip you've been on? Can you tell me about a music festival/concert you went to?*

1 a SPEAKING

- For less confident classes, elicit the correct framework for the answer to question 2 before students work in pairs: *I have been studying English for ... years.*
- After students ask and answer, nominate individuals to tell the class what their partner most enjoys about learning English.

1 b Possible answer

Simple, personal questions are a gentle introduction to an interview or exam and help people feel more relaxed.

2 SPEAKING

Possible answers

- 1 present – present tenses, present perfect
- 2 past – past simple, past continuous, present perfect
- 3 present – present simple
- 4 past – past tenses; or if students still live in the same area, present tenses
- 5 present – present tenses, past tenses (*wish* + past), conditionals
- 6 present – modals, present tenses
- 7 present – present tenses
- 8 future – future continuous, future perfect
- 9 present – present tenses, adverbs of degree (*very, quite, not really, etc.*)
- 10 present – present tenses, future tenses, modals, conditionals

3 03

- Before they listen, go through the questions and ask students what they think makes a good answer, e.g. it specifically answers the question, it gives a full answer but it doesn't give irrelevant information, it uses accurate language, it uses a variety of language.
- Explain that for questions a and b, students don't need to give the details the speakers give, just the general answers to the questions.
- For c, ask students to think about the language each speaker uses.
- When checking answers, ask: *Why can it be a good idea to give more than one piece of information in an interview?* (because that way you demonstrate more of what you know and can say)

Possible answers

Speaker 1: a question 10 b more than one piece of information c a good answer – He answers the question and gives extra information. He uses a variety of language.

Speaker 2: a question 3 b more than one piece of information c quite a good answer but the last sentence is not completely relevant. She uses very short sentences, so the ideas aren't obviously connected.

Speaker 3: a question 1 b more than one piece of information c quite a good answer – He clearly answers the question, but uses only the present simple. It would have been better to include present perfect tenses as well, for example.

+ Extra activity

Play speaker 1 again. Ask students to note down the correct names for all the verb forms he uses (various tenses, modals, infinitives, gerunds).

Answers

present simple: I speak, I reckon, it's, I think, it helps, you travel, the world is, need, it's
 infinitives (with and without *to*): to speak, to get, communicate, help, to get, speak
 past simple: I went
 gerund: knowing
 modal: could, can

- 4 Go through the expressions with the class and elicit the meaning of *playing for time* in this context (using an expression to delay giving an answer immediately if you need more time to think).

Answers

Speaker 1: Let me see.; I reckon ...; For instance, ...; Also, ...

Speaker 2: That's an interesting question.; Apart from that, ...; Personally, ...

Speaker 3: Well, ...; For example, ...; That's because ...; As a matter of fact, ...

5 SPEAKING

- Point out that all the questions in exercise 2 (except 5) start with a question word, which means they are designed to encourage longer, open answers.
- Ask how question 5 could be made more open, e.g. by adding *Why/Why not?* or *What would you be famous for?*
- Encourage students to make all of their answers full and open.
- 6 Remind students to make open questions where possible, usually beginning with question words.
- If helpful for your class, provide some ideas to prompt them, e.g. *favourite subject, study after school, future job, most important issue facing teenagers today.*

Practice makes perfect

7 SPEAKING

- Ask students to encourage their partners to speak by giving prompts if necessary, e.g. *Tell me about ..., What about*

1 SOCIAL CONTACT

Developing writing p14

Writing a story

Using similes; using vocabulary for ways of talking

Warmer

Say: *One day I was visiting [local landmark name] ... when suddenly ...*

Select another student who continues: *... when suddenly I saw [name of famous film star]. He/She was ...* Then this student nominates another student to continue the story. Students continue telling the story round the class, using appropriate past tense verbs.

Supply a list of ideas if necessary, e.g. names of film stars, a spaceship, a gorilla, a mobile phone, a backpack.

1 SPEAKING

- To start this off, tell the class about the last story you read, mentioning any strange or funny coincidences in it.

2 SPEAKING

- After students discuss in pairs, draw attention to the highlighted word in the title and ask when a speaker might emphasise *was* in this way (after they had been unsure about seeing/recognising someone, or had thought someone had done something but weren't sure about it).

Possible answer

A teenage girl is surprised by something when she is in London.

Vocabulary

- 4a** Check understanding of any new words. Ask students if any of the similes are the same in their language, or elicit the equivalents.

Answers

1 flash 2 dream come true 3 day 4 the wind 5 sheet

- 4b** Students can use a good dictionary to check the usage of these similes.

- Tell students that *as good as gold* is normally used to describe someone's behaviour, particularly a child's, and that *as cool as a cucumber* is normally used to describe a person who is calm, often in difficult circumstances.
- Ask students what they think *as clear as mud* means (the opposite of *as clear as crystal*, normally used jokingly to describe an explanation or document which is hard to understand).
- Compare and contrast the similes with similar ones in students' own language.

Answers

1 cold 2 brave 3 busy 4 clear 5 free 6 easy 7 good
8 safe 9 solid 10 cool 11 fresh 12 quiet

Use it ... don't lose it!

5 SPEAKING

- After students do the task, ask volunteers to share their partner's best sentence with the rest of the class.

6 04

- Tell students that they can hear clues to the meanings of the words in the recording. If you prefer, ask students to start by listening and guessing the words for the ways of speaking in their own language.
- After checking answers, ask volunteers to act out the sentences using the appropriate tones of voice.

Answers

1 e 2 f 3 b 4 g 5 a 6 c 7 h 8 d

7 Answers

1 shrieks 2 yell 3 whisper 4 whining 5 groaned

- 8** If possible, check the answers by projecting the story onto the board and nominating students to come and underline the examples. Elicit the names for the different tenses used.

- After checking answers, ask: *What is unusual about the sequence of events in the story?* (The story is told partially in flashback: the first event in the story is Angela going to her neighbour's house, then the story moves further back into the past and describes the holiday and what happened on one day; in the last paragraph the story continues to describe what happened when Angela visited her neighbour.)

Possible answers

a variety of past tenses: past simple – got, past perfect – had just returned, past perfect continuous – They'd been travelling, past perfect – she'd always wanted to see, past continuous – They were walking away, future in the past – was about to close

a variety of adjectives and adverbs: amazing, non-stop, suddenly, frantically, louder, finally

direct speech using a variety of verbs expressing different ways of speaking: Ben, started whining. 'I'm tired of walking ...'; 'Alex!' yelled Angela; 'Why does nobody believe me?' she sighed.

similes: as quick as a flash, like a dream come true, as plain as day, like the wind, as white as a sheet

linkers and expressions of time and sequence: finally, the first thing (she did), One day, After a day or two, As soon as

- Exam tip** When students have read the Exam tip, elicit any other points they need to bear in mind when they write, e.g. they must use all the elements listed in the instructions.
- Remind students to write in paragraphs, ideally using one paragraph for each stage in the story.

Practice makes perfect

- 9a** For less confident classes, allow students to work in pairs to think of ideas for their stories.

- 9b-c** Tell students that they don't need to copy the sequence of events in the story in 3, i.e. with some events told out of order. They can follow a more straightforward order.

Test yourself p17

Grammar test

1 **Answers**
 1 been waiting 2 have been 3 'd 4 read 5 was 6 was
 7 – 8 had had

2 **Answers**
 1 walking 2 had/used to have 3 ✓ 4 ✓ 5 went 6 usually go

Vocabulary test

1 **Answers**
 1 be all ears
 2 have someone under your thumb
 3 pick someone's brains
 4 do something behind someone's back
 5 stick your neck out for someone
 6 be at each other's throats

2 **Answers**
 1 kindness 2 ✓ 3 movement 4 failure 5 decision
 6 reality 7 ✓

3 **Answers**
 1 e 2 f 3 a 4 c 5 g 6 b 7 d

4 **Possible answers**
 1 they whisper 2 they gasp 3 they shriek 4 they mutter
 5 they whine 6 they groan

2 SPEED LIMITS

Reading p18

Using compound nouns to talk about cars and the road

Understanding coherence and sequence; inferring the meanings of words from context

Warmer

Ask students to tell the class about car use in their family. Ask: *Who can drive in your family? Who is the youngest/oldest person who can drive in your family? When your family travels by car, who usually does the driving? Would you like to drive your family? Why/Why not?*

Vocabulary in context

1 SPEAKING

- Ask students to work out which word is missing and then, if necessary, use a dictionary to check how to write each compound noun.
- When checking answers, compare *motorway* with *highway*, *freeway* and *expressway*. Elicit another word that has a similar meaning to *rage* (*anger*) and ask students why *road rage* sounds better than *road anger* (the first two sounds alliterate). Elicit the verb from *steering* (*to steer*) and check understanding of *to pile* (intransitive verb: to gather on top of each other).
- Highlight the fact that in compound nouns the main stress usually comes on the first word, e.g. *traffic lights*.

Answers

a traffic lights b motorway c road rage d steering wheel
e speed camera f speed limit(s) g traffic jam
h service stations i Roundabout j pile-up

Culture notes

The 11-day traffic jam was on a National Highway outside Beijing in China. It stretched for over 90 kilometres. The police blamed the jam on a combination of roadworks and several accidents.

- 2 After checking answers, elicit any other compound nouns students know with *road* or *driving*, e.g. *roadblock*, *road map*, *roadworks*; *driving test*, *driving school*, *driving instructor*.

Answers

1 road 2 road 3 driving

Fast finishers >>

Ask students to choose three of the new compound nouns in 1 and 2 and write simple definitions of them. They can give them to a partner to guess the correct word.

Use it ... don't lose it!

3 SPEAKING

- Encourage students to add reasons and examples when they answer the questions.
- 4 Explain that the gaps in the text are for missing sentences which students will find places for in the next task.
- If you want to encourage students to practise scanning for key information, set a time limit for finding the three pieces of information required for question 1. Warn them that the driving age varies from state to state in the US, so they only need to find the age for the US that is given in the text.

Mixed ability

You could ask less confident students just to concentrate on question 1. Before they start, elicit that they should scan for numbers (i.e. ages) and then look for which nationalities/countries are mentioned near those numbers. When checking answers, ask more confident students to come to the front and underline where in the text they found this information they needed.

Answers

1 NZ – 16 years old; US – 14 years old in some states; UK – 17 years old 2 It seems the legal ages will rise in the future.

**Culture notes**

Although you can start to learn to drive at the age of 14 in some states in the US, such as Alaska or Kansas, in most US states, you have to be 15 or 16. To hold a full driving licence, you have to be between 16 and 18, again depending on the state.

5 09

- If helpful for your class, start by reviewing useful strategies for this kind of reading task, e.g. identifying content words in the sentences which may give clues to the context in the main text (sometimes using different words for the same ideas, or using words which summarise ideas), identifying reference words, such as personal and demonstrative pronouns and what they might refer to, and identifying linkers that introduce points that add to or contrast with something in the text.
- Remind students that some words in the given sentences may link forward to the next sentences in the text, rather than linking back.
- When checking answers, encourage students to say which words helped them find the correct gaps (see answers below). If possible, project the text onto the board and show the connections with annotations.

Answers

- 1 e – *The change* refers back to the actions described in the preceding two sentences; *neighbouring Australia* gives clues on location.
- 2 g – *Farming areas* links back to *rural*; *Plus* indicates additional points on the same theme.
- 3 c – *That first year* refers back to *first year* in the preceding sentence.
- 4 b – *This* refers back to *part of the brain*; *develop* is linked to the idea of *development* in the following sentence.
- 5 d – *These scientific findings* and *the US* refer back to the research described in the preceding paragraph.
- 6 h – *This scheme* links back to the *system known as 'graduated licensing'* in the preceding sentence; *parents have to enforce it* refers back to *parental supervision*.
- 7 a – *Parents tend not to do this* links back to parents accompanying *teenage children on informal practice* in the preceding sentence; *typical family rows ... that sometimes follow* gives further context.
- 8 f – *These two factors* refers back to the two preceding points, *British* links to the paragraph about the UK.

- 6 After checking answers, draw attention to the words that have been formed by adding suffixes here:
require + -ment, tough + -en, impulse + -ive
- Explain that *go down* can be used with *well* or *badly*, and elicit more examples, e.g. *Your speech went down very well. The new road scheme went down badly with local residents.*
- Draw attention to the word *bothered*, used here with a negative modal (*they shouldn't have bothered*). Explain that *bother* is normally used with a negative, e.g. *Don't bother to get up. I didn't bother to reply. I couldn't be bothered to read it.*

Possible answers

requirements – something that a rule, law or contract states that you must do
toughen up – to make something more strict
go down – to produce a particular reaction
bothered – if you do not bother to do something, you do not do it because there seems to be no good reason
impulsive – someone who is impulsive tends to do things without thinking of what the result will be
show off – to behave in a way that is intended to attract people's attention and admiration
implementing – starting to use a plan, system or law
lowering – reducing something in value

7 **Critical thinkers**

- Remind students to justify their opinions based on their own experiences and knowledge. They can use information from the reading text as well if they wish.

**Flipped classroom**

You may want to ask students to watch the Flipped classroom video for Unit 2 as homework, in preparation for the grammar lesson.

2 SPEED LIMITS

Grammar in context 1 p20

Using modal verbs for obligation, permission, prohibition, advice and criticism

Warmer

Write up a list of activities: *drive a car, ride a bike on a motorway, cross the road, learn to drive, use a mobile phone, take risks, pay attention to traffic lights, ignore speed limits.*

Put examples of modal verbs on the board: *should/shouldn't, are/aren't allowed to, have to/don't have to, must, can/can't.*

Ask volunteers to make up sentences about driving and road safety using one of the modals and one or two of the activities, e.g. *You aren't allowed to drive a car if you're 13. You don't have to learn to drive if you don't want to.*

1a SPEAKING

- If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- After going through the instructions, point out the section heading and tell students to use these five options in their answers (*obligation, permission, prohibition, advice or criticism*).
- Note that students may need help with sentences 7 and 8, which express a *lack of obligation*.

Answers

- 1 expresses obligation – past 2 expresses criticism – past
3 expresses prohibition – present 4 expresses necessity/obligation – present 5 expresses advice – present 6 expresses obligation – present 7 expresses a lack of necessity/obligation – past 8 expresses a lack of obligation – present

1b Answers

- 1 You have to / must be 15 to be able to drive.
- 2 They feel/felt they shouldn't pass.
- 3 Sixteen-year-olds were not allowed to drive without parental supervision.
- 4 You needed to be 17 to get a provisional driving licence.
- 5 There is/was a growing feeling that the age should have been made higher.
- 6 Many teens had to learn to drive so that they could help out with the work.
- 7 They argue/argued that the government needn't do it.
- 8 In the UK, you didn't have to be 18 to start driving.

1c Elicit modal verbs and structures and write them on the board. Encourage students to categorise them according to use.

- After checking answers, ask students to make more sentences about driving, e.g. *You ought to learn to drive while you're young. You can't use a mobile phone while you're driving.*

Possible answers

obligation: have got to, supposed to

lack of obligation: haven't got to (*rarely used*)

permission: can, could, could have, may

prohibition: mustn't, can't, not supposed to

advice/criticism: ought to, had better/had better not

- 2 Check understanding of *offended (upset)* in number 5 before students do the task.

Answers

- 1 didn't need to go 2 had to wear 3 had 4 ought
5 don't have to 6 both 7 needn't 8 have 9 allowed
10 had better not

- 3 Read out the title and ask students to predict what the story might be about.

- Remind students to read the text first and to pay attention to the words before *and after* each gap.
- After checking answers, ask students to give their own definitions of *hands-free device (you can use it without your hands because you can control it with your voice)* and *off-road (when you use a car or other vehicle on paths or tracks in the countryside away from the road)*. Elicit the meaning of *relatively trivial (not very serious compared with other traffic offences)*.

Answers

- a must/should b allowed c have/need d to e had
f needn't g don't h to i can't/mustn't j have k shouldn't
l didn't

4 SPEAKING

- If helpful for your students, work with the whole class to elicit examples before they work in groups, e.g. *They'll have to get a taxi. They should've checked the time. They shouldn't have stayed out so late.*
 - If necessary, model and drill the pronunciation of *should've /'ʃʊdəv/* and *shouldn't have /'ʃʊd(ə)nt həv/*.
 - Tell students they can make up sentences about any of the people in the situations, not just the named individuals, e.g. *Their parents should've arranged to pick them up. Their parents shouldn't have let them go.*
 - Ask a volunteer from each group to share a sentence with the rest of the class. Ask the other students if it is correct and, if not, to supply a correction.
- 5 To start this off, either give an example for yourself or nominate a student to share a sentence that is true for them, e.g. *I should have marked your homework yesterday. I ought to do more exercise.*
- If necessary, encourage students to make brief notes of their ideas to help them with the next exercise.

Use it ... don't lose it!

6 SPEAKING

- After students do the task, ask volunteers to tell the class if there were any coincidences.

Developing vocabulary p21

Using collocations with *take*, *make* and *do*

Warmer

Write *Collocations* on the board. Give students one minute to write down as many collocations with *make* as they can. Give an example if necessary, e.g. *make a cake*. Students can work in groups or individually.

Award one point for every correct collocation and two for a correct collocation that no one else has.

Repeat with *do* and *take*.

- When checking answers, make sure students understand the opposite meanings of *make/take a (phone) call*. Compare this with *make/take a decision*, which mean the same.
 - Explain that *take/do a test* often mean the same, but *do a test* also means *to test something*, e.g. *The scientist did a test to find out the effects of the chemical*.
 - Encourage students to use a dictionary to help with the more idiomatic meanings of many collocations with *take*, e.g. *take cover*, *take effect*, *take an interest*, *take offence*, *take part* and *take place*.

Answers

take: a call, control, a course, cover, a decision, effect, an interest, offence, part, place, power, a risk, a test

make: an apology, an attempt, a call, a change, a choice, a comment, a complaint, a decision, a difference, an improvement, a mistake, a suggestion, use of something

do: business, a course, an experiment, harm, household chores, the ironing, research, a test, your best

- When checking answers, elicit an alternative correct version of question 2 (*make big decisions*).
 - Ensure that students do rewrite the correct versions of the questions – they will need these for exercise 4.

Answers

1 made ~~did~~ an apology 2 correct 3 take ~~make~~ offence
 4 make ~~do~~ mistakes 5 make ~~do~~ a formal complaint 6 correct
 7 do you usually do ~~make~~ 8 correct 9 the next exam you have to do/take ~~make~~ 10 do/take ~~make~~ a course

Fast finishers >>

Ask fast finishers to make up some more questions with errors in them, using the phrasal verbs in 1. They can use the questions they come up with later on (in exercise 4).

-  **Exam tip** When students have read the Exam tip, elicit other strategies for tackling these kinds of tests. Possible points could be:
 - read the whole text first to get an idea of it and to predict some of the missing words; then reread more slowly and look at the options.
 - choose the best option for each gap, paying particular attention to the words before and after each gap, as well as the overall meaning.

- Before students do the task, read the title of the text together and point out the photo at the bottom of the page. Ask: *What do you think rock means here?* Encourage students to scan the text quickly to check their answer (rock music); elicit the other meaning of *rock* (*large stone*). Point out that the author of the text probably intended to make a pun.
 - Advise students to think carefully about the meaning of the correct word for gap 2 (see note about *do a test* for exercise 1).

Mixed ability

Ask more confident students to cover the table they made for exercise 1 and to try to complete the text without looking at the multiple-choice options at all. Allow less confident students to use the exercise 1 table to help them with the task.

Answers

- b – *make* collocates with *(any/a) difference*
- a – *do* is correct because the researchers are *doing an experiment* (not *taking a test*)
- a – *take* collocates with *part*
- c – *take* collocates with *place* and means *to happen or occur*
- b – *had* is correct because a past form is needed to match the past tenses used here
- a – *allowed* is correct because it fits the meaning and collocates with *to*
- c – *take* collocates with *control*
- d – *decision* collocates with *make* and fits the meaning of the sentence
- d – *took* collocates with *an interest* and a past form is required here
- d – *on* is correct because it follows *depending* and precedes a noun
- c – *made* collocates with *a/the choice*
- c – *make* collocates with *(more) mistakes*
- d – *take* collocates with *(more) risks*
- a – *for* is correct because it follows *responsible* and precedes a noun
- c – *ought* is correct because it is followed by *to* and a present form is needed in this sentence, so *had* would not be suitable

Use it ... don't lose it!

4 SPEAKING

- Before students interview each other, check understanding of *take offence* in 3. Compare *take offence* with *be offended* in Grammar in context 1, exercise 2, question 5 (they mean the same thing). Elicit the meaning of *formal complaint* in question 5, i.e. a complaint made to an organisation or a shop, for example.
- Either give an example answer that is true for you or provide some sentence beginnings on the board, e.g. *The last time ...; I find it really hard/easy to ...; I take / don't take great offence / I get really upset when ...; I don't take much interest in ..., etc.*

2 SPEED LIMITS

GREAT LEARNERS GREAT THINKERS p22

Thinking about ways of lessening our negative impact on the environment

Warmer

Write the word *fuel* on the board and ask questions about how cars and other vehicles are powered: *If your family has a car, what kind of fuel/power does it use? What type of fuel do buses/trams in your city use? What other types of power for cars do you know about? (e.g. petrol, diesel, electricity, hydrogen cells, hybrid cars)*

1 SPEAKING

- Read out the questions and ask students for another word that means the same as *lessen* (*reduce*); elicit the fact that *lessen* is formed from *less* + the suffix *-en*.
- For less confident classes, provide vocabulary and phrases, (e.g. *reduce, increase, improve, develop; fossil fuels, biofuel, air pollution, emissions, public transport, hybrid/ electric cars, etc.*)

GREAT THINKERS



2 SPEAKING VIDEO

- The *Think–Puzzle–Explore* thinking routine prompts students to consider what they already know about a topic. It then helps to stimulate their curiosity and prepares them for deeper investigation.
- Ask students to discuss questions 1 and 2 and make a note of their answers and any questions they have. Make clear that they should make a note of all their ideas; even if one student in a pair knows more about biofuel than the other, or they disagree about something, both students need to record what they think they know and what they want to find out.
- Before you play the video, ask students what they think a *biofuelled trip* is (*a journey in a vehicle that is powered by biofuel*). After students watch the video, nominate individuals to tell the class about any answered questions. Elicit a few unresolved questions and take suggestions from the class as to where they might find the answers.

3a-b VIDEO

- Check understanding of *orphanage* (*a place that looks after children whose parents have died*). Make sure students try to complete as many gaps as possible before they watch again to check.
- Find out which sentences students managed to complete and which they found more difficult. If there are any questions for which no students have an answer, elicit suggestions for what the missing information could be based on the context.
- Play the video again, stopping after each relevant piece of information to check the answers. Elicit simple definitions of *portable* (*you can carry it easily*) and *spare* (*part of something that's left when you have finished using it*).

Answers

- 1 film-maker 2 green 3 Sunrise 4 Singapore 5 fossil fuels
6 portable 7 2,000 kilometres, converter 8 spare waste oil

- 4 After discussing answers as a whole class, ask students to explain the meanings of *beyond repair* (*unable to be repaired*) and *took off* (*became more popular/common*). Discuss what *higher purchase turnover* in the second paragraph means (*people buy new things more frequently*).

Possible answers

- 1 They both talk about the importance of using waste creatively.
- 2 In the past, items were built to last a lot longer and they were more expensive, so people had items repaired rather than throwing them away. Also, there was no plastic waste as disposable cups and bottles and plastic packaging only took off in the 1950s and 60s.
- 3 limit the amount of rubbish we create, find ways to recycle rubbish in a useful way, buy less, repair things

+ Extra activity

Set students a personal investigation challenge. Ask students to do some research online into the current practices and challenges in regard to waste in their country/region. Ask them to look for facts, figures, trends, plans for the future, concerns, and to share what they find with the class.

5a-b SPEAKING

- Before groups do the task, elicit suggestions for ways they can organise the ideas generated in their discussion, e.g. tabled lists, a spidergram, etc.

GREAT LEARNERS SEL



- Read out the SEL and explain that students should think about how to be thoughtful and considerate with regard to the environment, not just locally but globally.
- Elicit some ideas about why it is important to consider ourselves as citizens of the global community, e.g. *a lot of rubbish from the West is dumped in other countries, where it causes pollution; we shouldn't export our problems to another country but learn to deal with them ourselves; if people in one part of the world have problems, as a result of globalisation the problems will often have consequences for the whole world.*

LEARNER PROFILE



- Direct students to the Learner profile on page 142. Explain that they should grade themselves from 1 to 5 for how thoughtful and considerate they are when it comes to issues like waste and the environment.
- If appropriate for your class, invite students to share their grades with a partner or small group and, if they wish, to give their reasons.
- Encourage students to share suggestions for how to become more thoughtful and considerate citizens of a global community.

Listening p24

Listening for gist and specific information

Warmer

Ask: *In your opinion, what is the most important thing to consider when someone buys a new car?*

Elicit ideas and write relevant words and phrases on the board, e.g. *price, value for money, safety, speed, impact on the environment, fuel/petrol consumption, style and colour, reliability, handling (= how easy it is to control)*. As a class, rank the ideas according to how important students think they are.

Ask: *How do you think these considerations might have changed in the last 50 years?*

1 SPEAKING

- Before students discuss in pairs, remind them to use modal verbs for speculating, e.g. *could (be), might (be)* and make a note of their ideas. If necessary, supply more vocabulary, e.g. *make, earliest/latest model, badge, top speed*.

Possible answers

Both of the photos show cars.
Both cars may have been made by the same company.
The car in photo a could be the very first car or an earlier version of the car in photo b. Photo b shows a modern-day Ferrari.

2

- Before checking answers, write the names *Prince Scipione Borghese* and *Enzo Ferrari* on the board and tell students that photo a shows Borghese's car.
- Ask follow-up questions: *What did Prince Scipione Borghese do?* (He won a car race from Beijing to Paris.) *Who was Enzo Ferrari?* (See Culture notes below.)
- Check understanding of two meanings of the verb *to speed*: 1 to go fast, 2 to go faster than is allowed by a speed limit.

Possible answers

Prince Scipione Borghese's car and the Ferrari are both Italian. They're both red (the car in photo a was in the original racing red used in subsequent Ferraris).

Culture notes

Enzo Ferrari was an Italian motor racing driver and car designer who founded the luxury Ferrari sports car company. The first car with a Ferrari badge was produced in 1947. *Rosso corsa* or 'racing red' is the international motor racing colour of cars competing from Italy.

- Exam tip** When students have read the Exam tip, elicit the other strategies they know for tackling multiple-choice listening tasks. Possible points could be:
 - read all the questions and options before listening to get an idea of the topic of the text.
 - identify key words and phrases, thinking of alternative words/phrases that mean the same thing and be aware of these when listening.
- Students should be aware that several options may contain words from the recording but this doesn't mean they are correct; the words may just be there to distract them.
- Remind students that if they don't hear an answer on the first listen, they can use the second listen to find answers they missed.

3

- Allow time for students to read the questions and options before they listen again.

Answers

- a** incorrect – This is not stated.
b incorrect – This is not stated.
c correct – *the clocks in different cities in Great Britain marked different times*
- a** incorrect – *Suffocation was another fear that some other doctors and experts shared*
b correct – *Alfred Haviland claimed that people who regularly went by train ... were going to get older faster than those who didn't!*
c incorrect – This is not stated.
- a** correct – *a man used to have to walk in front of a car with a red flag ... A law did exist ... But it's kind of a myth really because the law was mainly for bigger vehicles such as ... steam buses and traction engines, not so much for actual cars.*
b incorrect – See above.
c incorrect – *It went from about 1865 to 1898.*
- a** incorrect – This is not stated.
b incorrect – *The policeman ... caught him by chasing him on a bike!*
c correct – *Walter Arnold became the first ever person to be caught speeding. ... he broke a three-kilometre per hour limit by driving at around 13 kilometres per hour.*
- a** incorrect – *The officer ... stopped another car that was passing by and jumped in.*
b correct – *A police officer ... saw somebody suspicious selling fake circus tickets. The police officer went up to question the man ...*
c incorrect – *His superiors ... told him off for breaking the speed limit*
- a** incorrect – *winning was just a question of national honour and pride, not financial rewards*
b correct – *Cars were still quite basic and ... the organisers wanted to test their limits.*
c incorrect – *he competed against four other teams*
- a** incorrect – *his driver did, Borghese was more or less a passenger*
b correct – *Borghese went hundreds of miles off the route just to attend a special dinner in St Petersburg*
c incorrect – *he still won, by a difference of just one hour*

4 Critical thinkers

- Encourage students to think about other types of speed in daily life, not just the speed of transport.

2 SPEED LIMITS

Developing speaking p25

Discussing photos 1

Using modal verbs of speculation, deduction, possibility and probability

Warmer

Ask if any students have ever witnessed or been involved in a traffic incident or accident. Ask: *What happened? Did the police come? What did they do/say? How did you feel? How do you think the police officer or the other people felt?*

1 SPEAKING

- When students have looked at the task, check that they understand what is involved, but point out that in this exercise they only need to say what the photos have in common. (They can say what all three, or just two, photos have in common.)

Possible answers

All three photos show driving situations. They all show drivers in stationary cars talking to one other person. Two photos may show learner drivers with either an examiner (photo b) or an instructor (photo c). Photos a and b both show left-hand drive cars. Photos a and b both show documents of some kind; possibly a driving licence in photo a and an official form in photo b.

+ Extra activity

Ask more confident students to look at the photos and use reported speech to report what the people might have said in each situation, e.g. *The policeman in a maybe said that she was driving too fast.*

2

- After checking answers, ask some follow-up questions: *What does the student think has happened in photo a?* (She thinks the driver has done something wrong, such as speeding or causing an accident.) *What about photo b?* (She thinks the driver has just had a driving test.)

Answers

The student talks about photos a and b. She does all of Student A's task.

Grammar in context 2

3 SPEAKING

- Explain that these sentences are from the recording and are the student's speculations and deductions about the two photos. Discuss which statements the speaker thinks are the most probable (1, 3 and 4), which are quite likely (5) and which are only possible (2 and 6).
- If helpful for your class, give students some percentages to match to these statements: 90%, 50%, 70%. Ask them to pay attention to *well* in sentence 5; if necessary, use the Language notes below to explain the usage here.
- When they decide if the sentences are present or past, tell students to look carefully at all the verb forms in the sentences, e.g. any infinitives or past participles, not just the bold modals.

Possible answers

- 1 90% probability – past 2 50% possibility – present
3 90% probability – past 4 90% probability – present
5 70% possibility – past 6 50% possibility – past

Language notes

Well can be included in sentences with *may/might/could (have)* to make the probability of a speculation or deduction stronger. For example:

He may have forgotten to lock the door but he's usually very reliable. Probability = 50%

*He's been very stressed recently; he may **well** have forgotten to lock the door.* Probability = 70%

- Remind students to think carefully about the meaning of the whole sentence(s) and to pay attention to any time expressions.

Answers

- 1 can't have gone 2 must have passed 3 might/may/could pass
4 can't have 5 might/may/could have had

Use it ... don't lose it!

5 SPEAKING

- If helpful for your class, write ideas for sentence topics on the board: *win the lottery, buy a new car, feel happy/stressed, be on holiday/at work, win the match, score a goal.*
- Ask pairs to think of at least one sentence for each structure in 3.
- Ask volunteers to share their best sentences with the class and ask the rest of the class if they are grammatically correct.

6 SPEAKING 

- Ask students to cover the Speaking bank while they do this task and suggest that they sort their ideas into groups – modal verbs, linkers, etc.
- Encourage students to try to remember the language they heard being used in the recording.
- When students have compared their answers with the Speaking bank, elicit any useful words and expressions they have listed that don't appear in the Speaking bank, e.g. phrases for expressing an opinion: *I think, I suppose*; verbs for expressing appearance: *look (like), seem*; adverbs for expressing probability: *probably, possibly, likely*.

+ Extra activity

Play the recording from exercise 2 again, or provide copies of the audio script from page 124, and ask students to note the language in the Speaking bank that the speaker uses *apart from* modals. (Linkers of contrast: *whereas, although*; Expressions to compare and contrast photos: *One significant difference between the photos is that ...*)

Elicit other words and phrases the speaker uses that aren't listed, e.g. *but, I think, I suppose, on the other hand, both pictures ...*

Ask: *Which two types of language in the Speaking bank doesn't she use?* (comparative and superlative adjectives; prepositions to explain position)

-  **Exam tip** When students have read the Exam tip, emphasise the importance of comparing and contrasting the photos rather than describing. Refer them back to the language in the Speaking bank that will help them to do this: comparatives, linkers of contrast, and expressions to compare and contrast photos.
- Elicit any other points students should bear in mind when discussing photos, e.g. trying to use a wide range of grammar and vocabulary, and speaking loudly and clearly.
- Remind students that they should not let mistakes stop them from speaking. Expressions like *Well ...* and *Let me think* will give them time to think of what to say next.

Practice makes perfect

7 SPEAKING  Mixed ability

Take vocabulary that you hear confident students using and write it onto the board for less confident students to be able to use. Useful words include: *crowded commuter train, ferry, hail a taxi, traffic jam*.

2 SPEED LIMITS

Developing writing p26

Writing an opinion essay

Warmer

Ask: *What frequent traffic problems are there in your town/city/area?*

Elicit common local problems, e.g. *places where there are often traffic jams, a lack of car parks, poor air quality because of heavy traffic, accident black spots, etc.*

1 SPEAKING

- Check understanding of *banning* in question 2 and elicit the infinitive form (*to ban*). Elicit other phrases that mean *banning cars from the city centre*, e.g. *Cars aren't allowed in the city centre; stopping cars (from) going into the city centre.*

Possible answers

- 1 It shows people in the middle of a road instead of cars. It could be some sort of special event because it's not what normally happens.
- 2 Banning cars from city centres reduces pollution, traffic jams, noise pollution, makes it easier for buses and emergency vehicles to get around and could even encourage some people to walk or cycle more as these activities would be safer with no cars around.

Culture exchange

2 SPEAKING

- Before students discuss in pairs, compare *car-free* (without cars) with *hands-free* in Grammar in context 1. Elicit more examples of adjectives made of nouns + *free*, e.g. *fat-free, duty-free, lead-free, carefree.*
- After students discuss the questions, find out if anyone disagrees with any of the benefits or can think of reasons against banning cars (i.e. question 3), e.g. *reduced access for the elderly or disabled, lack of good public transport.* Discuss these as a class, then elicit counterarguments or solutions, e.g. *make exceptions for certain groups, provide better public transport.*

Answers

- 1 Car-free city centres reduce air pollution, promote walking, cycling and public transport, and offer more opportunities for children to play in the city.

- 3 After students do the task, check understanding of *fumes* /fju:mz/ and *exhaust* /ɪg'zɔ:st/.

Answers

The author thinks cars should be banned from city centres.

- 4 Before students do the task, check understanding of *counterargument* for paragraph 4. (If appropriate, refer back to the discussion for exercise 2, question 3, and any counterarguments students may have expressed there). Also check *restating* (*stating again*) and *expanding* (*adding more information or arguments*).

Answers

Paragraph 1: Introduces the issue, mentions that it is *sensitive*; states that the author believes there should be a ban and explains that the essay will give reasons to support that opinion.

Paragraph 2: Discusses the dangers of pollution in the city.

Paragraph 3: Suggests positive health benefits of a car ban.

Paragraph 4: Acknowledges some people's concern regarding the impact on local businesses; suggests alternative times for shop deliveries and also suggests that the reduction in traffic may encourage more people to visit different areas.

Paragraph 5: Concludes it is time to ban cars in order to improve people's health.

- 5 Go through the expressions and elicit another word that means the same as *whilst* (*while*).

- After checking answers, draw attention to the use of the passive to give general opinions; *it is considered/said/believed/thought*. Check understanding of *justification* (reason why something is correct and morally right).
- Elicit which words make the opinions strong in the first section (*certainly, certain, no question, convinced*), and other similar words, e.g. *sure, positive*.

Answers

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

Expressing contrasting opinions and making counterarguments: Whilst it is true that ...

Giving general opinions: It is widely accepted that ...

6 SPEAKING

- If helpful for your class, provide some words and phrases for this task, e.g. *unsuitable, bad influence, parental control, responsibility, retailers, etc.*
- After students do the task, invite volunteers to share their views on the incident.

7 SPEAKING

- Students will probably have strong opinions in favour of or against the statement. Point out that thinking of arguments on both sides of an issue will help them to make their own ideas clearer and help them prepare counterarguments for paragraph 4 (see the paragraph plan in exercise 4).
- Students can discuss their ideas with a partner but they each need to write their own lists to prepare for the writing activity.
-  **Exam tip** When students have read the Exam tip, make sure that they know what an opinion essay is for: to express their opinion clearly and to support it with reasons and examples. They can also include counterarguments to other opinions.
- Elicit the fact that the style of opinion essays should be formal.

Practice makes perfect

- 8a-b Remind students to be clear in their own minds about what their own opinion is and to make this explicit in the introduction, and then restate it in the conclusion to their essay.

Test yourself p27

Grammar test

1 **Answers**
1 ought 2 had 3 allowed 4 had to go 5 didn't need to go
6 Do we have 7 needn't 8 needn't have bothered 9 didn't
have to dress 10 can't

2 **Answers**
1 can't be 2 mightn't have remembered 3 correct
4 could/might have been 5 must have made 6 correct
7 must be 8 must earn 9 correct 10 might not be

Vocabulary test

1 **Answers**
1 roundabout 2 driving licence 3 traffic jam 4 pile-up
5 road rage 6 service station 7 steering wheel

2 **Answers**
1 Road rage 2 steering wheel 3 traffic jam 4 driving licence
5 pile-up 6 service station

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

Reading

1 Possible answer

Body language is critical for communication and managing relationships; a lack of body language in electronic communication might be a disadvantage; body language varies between cultures.

2 Answers

- 1 C – *a common belief* is a set expression; *comprehension* and *sense* are uncountable here so can't be used with a preceding indefinite article
- 2 B – *to get (a) message across* = to make people understand something; *get through* is usually followed by *to + somebody*, e.g. *I'm trying to get through to him but he just won't listen.*
- 3 D – *lean* means to move the body closer to or further away from someone or to rest against something, so it collocates with *closer* better than the other options; *bow* means to bend the body from the waist to show respect to someone; *slant* is usually not used to describe human movement and *incline* is generally only used to refer to moving the head.
- 4 A – *express* collocates with *this interest in words*; *prompt* can collocate with *interest* but not with *interest in words*
- 5 A – *take place* = to happen
- 6 B – *consider* means to think carefully about something, which fits the meaning of the sentence best
- 7 D – A, B and C would all require a direct object in this sentence
- 8 C – *noticing* has the correct meaning and collocates best with *how*; *remark* usually means to say a few words about something; *detect* means to see something that isn't obvious; *sight* (v) is a very formal word

Writing

- 4 If necessary, elicit the meaning of *panel discussion* (a discussion by a group of invited experts in front of an audience).
 - Check students understand that the *notes* referred to in the task instructions are the bulleted points in the first white box. Make clear that they can use the opinions in the box underneath or they can use their own if they prefer.
 - If you wish, go to page 144 to continue working through the Exam success section for these two units.
 - See the Exam trainer, Workbook pages 94 and 99, for more information and practice of these Advanced tasks.

Environmental initiatives in your country

1 SPEAKING

- If necessary, write prompts on the board to remind students about the Culture exchange text: *reducing toxic air pollution, reducing carbon emissions, roads closed, car-free events, walking, cycling, healthy London.*

2 SPEAKING

- Students should remember to *take the initiative* (the ability to decide in an independent way what to do and when to do it) from the reading text and exercise 7 in Unit 1, Student's Book page 6. Explain that here *initiative* means an important action that is intended to solve a problem.
- Explain that *ideas connected with industry* (the last bullet point) may involve, for example, finding out about new environmentally-friendly inventions, recycling the water, heat or waste created by some industrial processes, or items manufactured by recycling rubbish.
- Point out that regional or national government websites will probably be useful for this topic. Provide a list of relevant and reliable websites for students to choose from if helpful for your class.
- Organise the class into groups, allocating students to include a range of abilities in each group. Groups discuss which research area they want to work on and which skills individual students can bring to the task.

- 3 Ask individuals to read aloud the tips in the four boxes and discuss them with the class. For the **Academic skills** tip, point out to students that they can use information and ideas taken from other sources, but they should reformulate them into their own words rather than quoting word for word. Remind them that it's also important to include information about the source.

- Discuss a final deadline for presenting the project, as well as any interim dates. Suggest when students will have time to work on the project in the classroom and when they will need to work on it at home. Remind them this will affect how they plan tasks and assign roles.

4 SPEAKING

- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
- Leave time for students to circulate and look at any posters and leaflets that groups have prepared.

- 5 Explain that *presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.

Virtual Classroom Exchange

- Connect with teachers and students in other countries and encourage students to present their projects to each other.