

## Vocabulary in context p6

Using a range of lexis to talk about ages and stages of life and the family

### Warmer

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

### 1 SPEAKING 01

- 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 students to listen and repeat each word/phrase.
- Check students understand the meaning of *stage*.
- After checking answers, elicit the spelling and drill the pronunciation of the irregular plurals: *child* /tʃaɪld/ – *children* /ˈtʃɪldrən/; *man* /mæn/ – *men* /men/; *woman* /ˈwʊmən/ – *women* /ˈwɪmɪn/.
- Follow up by asking: *Which stage of life is exact not approximate? Why? (teenager, 13 to 19 years old, because these are the only numbers which end in '-teen')*

#### Possible answers

2 toddler, 2 to 3 years old 3 child, 4 to 12 years old  
4 teenager, 13 to 19 years old 5 young adult, 20 to 39 years old  
6 middle-aged (man/woman), 40 to 64 years old 7 senior citizen, 65+ years old

### 2 02

- After checking answers, if you feel your students need more support with the meaning of the vocabulary, draw your own family tree on the board (inventing family members if necessary), and briefly talk your students through who is who, contextualising vocabulary as appropriate.

#### Answers

**Male:** brother-in-law, father-in-law, grandfather, grandson, great-grandfather, husband, nephew, son, son-in-law, stepfather, uncle

**Female:** aunt, sister-in-law, daughter, mother-in-law, grandmother, granddaughter, great-grandmother, niece, daughter-in-law, stepmother, wife

**Male or female:** cousin, grandchild, grandparent

- 3a** Before students do the task, point out that they need to change the form of some items. For less confident classes, clarify that this means they need to use plurals.

### Culture notes

Chrissy Teigen (1985–) was born in Utah, US. Alongside her modelling career, she has found great success publishing recipe books; launching her own recipes website, *Cravings by Chrissy Teigen*; and selling a range of kitchenware.

John Legend (1978–) was born in Ohio, US. He started his professional music career playing nightclubs in New York where he developed his personal style, a mix of rhythm and blues and soul. He is one of only a few people to win the EGOT, all four major awards in the US: the Emmy, the Grammy, the Oscar and the Tony.

### 3b 03

- After checking answers, highlight the unusual plural, *brothers-in-law*, which takes the plural 's' in the middle rather than at the end. Ask students to look at the box in exercise 2 and guess which other words form the plural in the same way (*sisters-in-law*, *fathers-in-law*/*mothers-in-law*, *sons-in-law*/*daughters-in-law*).

#### Answers

a husband b daughter c son d aunt e uncles  
f sister-in-law g brothers-in-law

### 3c SPEAKING 04

- Before students do the task, make clear that the definitions can be very simple, e.g. *My aunt and uncle's children are my ... My brother's daughter is my ...*
- Tell students to cross out the words in exercise 2 that they used in exercise 3a and to concentrate on giving definitions for all the others. Make clear that they can use the crossed-out words in their definitions, but they don't need to define these.

### 4 04

- Be sensitive when addressing the area of family, and make sure you do not subconsciously label some types of family as 'normal', e.g. husband and wife with two or three children. Your students may come from a wide range of backgrounds, including *divorced* parents, *one-parent* families and unmarried *partners*.

#### Answers

1 single, divorced 2 only child 3 partner 4 One-parent  
5 immediate, extended 6 twin 7 relative

### Use it ... don't lose it!

### 5 SPEAKING 05

- Extend to a class discussion by asking: *How important is family in your country? How important is family to you? Which is more important to you, family or friends?* and allowing students to share their opinions with the class. Encourage turn-taking and make sure students listen to each other and agree or disagree using suitable phrases.

### + Extra activity

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



## Reading p7

### Reading for gist and detail

#### Warmer


Write *social media* on the board. Introduce the topic and establish the link to the unit theme by discussing the following questions: *Which social networks do you use regularly? Which social networks do your parents use regularly? How can social media be useful for families?*

- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will read again for more detail in the next exercise.

#### Answers

Title 2 is the most appropriate. The article suggests that it is acceptable and legal for parents to post photos of children online but only if they check with their children first.

#### 3 05

- The reading texts are recorded so students can listen to them as they read. This recorded material provides exposure to correct pronunciation, stress, and sentence rhythm. With less confident classes, use the audio to help support students as they read the text. With more confident classes, use the audio to check answers to comprehension questions, asking students to raise their hands when they hear the part with the answer.
- The best approach to this type of exam task is for students to first read the text quickly to get a general understanding, as they did in exercise 2.
- Students should then read all the answers carefully and note how the options are different. They should then find the section of the text where they think each answer comes and read it again in more detail.
-  **Exam tip** To answer the question in the Exam tip box, students should eliminate answers which they know are not correct and then make a choice from the options remaining.
- When they finish, students should check they have an answer for each question. Point out that students should never leave answers blank in an exam.
- Pre-teach any words students may have problems with, not including the underlined words, e.g. *post* (*put writing or images online where other people can see them*), *phenomenon* (*an event or situation that we can see happens or exists*) and *force* (*make someone do something that they don't want to do*).

#### Answers

- 1 a incorrect – There is no mention of the teenager being angry.  
b correct – The parents of both the toddler and the teenager post videos of them online without asking their permission.  
c incorrect – The toddler and the teenager are not doing anything wrong; it's what their parents are doing that people could consider wrong.
- 2 a incorrect – Parents may share *all sorts of photos*, not just those of their children doing bad things.  
b incorrect – Parents may share *by accident*.  
c correct – Some parents *don't check their privacy settings*.

- 3 a correct – Parents pay fines or can go to prison for a year if they share photos without their children's permission.  
b incorrect – It's obviously possible for parents to post photos or there would be no fines.  
c incorrect – The fines are *of up to €45,000*.
- 4 a incorrect – The last paragraph focuses on the solution rather than the problem.  
b correct – *Let them say what they are happy to share, and who with.*  
c incorrect – The last paragraph stresses the importance of communication.

### Fast finishers >>

Ask students to look at the text again and see how many words from the Vocabulary in context section they can find.

- 4 When checking answers, make sure students understand that in English *sensible* is not connected with emotions. If necessary, elicit or teach the word *sensitive* (*becomes angry or upset easily*).

#### Answers

*adolescents* – boys/girls who are becoming adults  
*sorts* – types  
*naughty* – badly-behaved  
*far away* – a long distance from here  
*privacy settings* – where you control what other people can see online  
*by accident* – not planned  
*fine* – money you have to pay for breaking the law  
*sensible* – reasonable

### 5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

#### Possible answers

Speaking personally, I believe that 'sharenting' is a bad thing. My parents posted a lot of photos and videos of me when I was little. My grandparents really liked it because they lived far away and didn't see me very often, so they could see me grow up. But my parents didn't check their privacy settings. Years later, the day before I finished primary school, someone at my school found the photos and videos and shared them with everyone in my class. It was really embarrassing.

### 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 HAPPY FAMILIES

## Grammar in context 1 p8

### Using the present simple and the present continuous; using state and action verbs

#### Warmer

Write the following sentences on the board:

1 We study English on \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.\*

2 We're studying English \_\_\_\_\_.

Ask students to guess what the missing words are (1 Mondays, Wednesdays, Fridays\*; 2 at the moment). Then circle the two verb forms, elicit the names of the tenses and explain that students are going to look at these in more detail.

\*Change the days here to match your timetable or use every day.

- 1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

#### Answers

a present continuous b present simple c present simple

#### 1b Answers

1 c 2 b 3 a

#### 1c Answers

**Present simple** Negative: doesn't study; Question form: Does, study

**Present continuous** Affirmative: 's/is studying; Negative: isn't/is not studying; Question form: Is, studying

#### 2a Answers

at the moment = present continuous; usually = present simple; right now = present continuous; normally = present simple

- 2b With less confident classes, work through the questions together one at a time, e.g. look at item 2 and ask: What tense do you need to use? (*present continuous, as confirmed in exercise 2a*); Do you need to include the words in bold in the question? (yes); What is shopping – an action, a place, a time, a quantity? (*an action*); What question word do we need for an action? (*what*); Do you need to include the underlined words in the question? (no); then give students time to write the question and check it with them before moving on to the next item.

#### Answers

- 2 What are your grandparents doing at the moment?
- 3 Where do your cousins live?
- 4 Where does/do your family usually go in the summer holidays?
- 5 Is your best friend studying English right now?
- 6 How many languages does your dad speak?
- 7 Do you normally study on Friday evenings?

#### 2c SPEAKING

- Before students do the task, tell them that they are free to say as much as they want in answer to the questions. However, if they are less confident, they can give simple answers using the sentences in exercise 2a, changing the information as necessary.

### Fast finishers >>

Ask students to continue interviewing their partner by slightly varying the questions in exercise 2b, e.g. *What do you do on Sunday mornings?*, *What are your parents doing at the moment?*, *Where does your best friend live?*

- 3a Point out that the sentences are based on sentences from the reading on page 7.

- 3b Check students understand the meaning of state.

#### Answers

- 1 1 to 3 describe states/situations; 4 describes an action.
- 2 yes (think)
- 3 present simple

- 3c Suggest students try using their instinct for what 'sounds right' by making sentences with some of the verbs in both the simple and continuous form, e.g. *I love video games. I'm loving video games. I believe you. I'm believing you.* If students establish that these verbs are generally not used in the present continuous, they should be able to work out that they are state verbs.

#### Answers

They usually describe states/situations.

### Language notes

A small number of common verbs can be used as both state verbs and action verbs. For example, in exercise 3a, sentence 3 uses *think* to mean *have an opinion* (state), while sentence 4 uses it to describe *a mental process* (action).

Other common verbs that can describe actions or states include:  
*be*: *I'm being silly.* (action) *I'm French.* (state)  
*have*: *He's having a shower.* (action) *He has two sisters.* (state)  
*see*: *I'm seeing Tom tomorrow.* (action) *I see what you mean.* (state)

- 4 Follow up by discussing the questions within the text as a class: *What do you think life is like as the son or daughter of a celebrity?* *Is it possible that some famous parents care about money but not about their children's privacy?*

#### Answers

a hate b post c do you think d want e are playing f know  
g are watching h understand i need j sell k believe l care



- 5 When checking answers, check the spelling of the *-ing* forms.
- Follow up by asking: *What things stop you studying at home? What do you do to avoid them?*

### Answers

b 'm/am doing c are, studying d come e visit f make  
g know h 's/is i 's/is crying j think k 're/are taking  
I don't believe

## Use it ... don't lose it!

### 6 SPEAKING

- Point out that the verb form students hear in the question is probably the one they will need to use first in their answer, e.g. *What are your parents doing at the moment? They're both working*. However, if students then give more information, they may need to use other verb forms to do this, e.g. *My mum works in an office, but my dad is working at home today*.

## Developing vocabulary p9

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

#### Warmer

Books closed. Dictate the following questions:  
*What does that teacher teach you? What is that student studying?*

Write the questions on the board for students to check. Circle the words *teacher* *teach* and *student* *studying*. Ask students which word in each pair is the verb and which is the noun. Underline the *-er* on *teacher* and the *-ent* on *student*, and ask if students know what this part of the word is called. Elicit or teach *suffix* and explain that suffixes are added to words to change the type of word.

- 1 After students have looked at the words and read the explanation, ask them what words they know connected with the words in the box, e.g. *argue*, *permit*, *different*.

### Language notes

Like many points of English language learning, the rules for which suffix to use to form nouns are extremely complicated, difficult to remember and full of irregularities and exceptions. Therefore, it is far easier for students to learn the words on a case-by-case basis and consult a good dictionary where necessary. Tell students that many native English speakers have very little knowledge of how their own language works as it is so unpredictable and complicated – native speakers are drilled from an early age to memorise spelling and word formations rather than try to memorise the rules behind them.

- 2a Pre-teach any words students may have problems with, e.g. *idealised* (*thinking something is better than it really is*), *stay away* (*not go near*) and *low-tech* (*technologically simple and old-fashioned*).

### Answers

**Verbs:** explain, embarrass, solve, enjoy, improve, connect  
**Adjectives:** confident, adolescent, independent

- 2b Make sure students understand that, although the words in bold in exercise 2a are a mix of verbs and adjectives, the only words that fit in the gaps grammatically are nouns.

- If you wish, allow students to use dictionaries and tell them to check the spelling of each word carefully.
- Follow up by asking: *Do you agree that social media can make young people unhappy? Do you think it's a good idea for parents to limit how much time their children spend online? Why/Why not?*

### Answers

a explanation b confidence c adolescence d embarrassment  
e solution f enjoyment g improvement h independence  
i Connection

- 3 When checking answers, ask students to tell you the part of speech for each item, i.e. **1 verb**; **2 adjective**; **3 noun**, verb; **4 noun**.

### Answers

1 improve 2 independent 3 confidence, embarrass 4 differences

## + Extra activity

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

## Use it ... don't lose it!

### 4 SPEAKING

- Remind students that one of the objectives of this exercise is to practise the noun forms, so although item 1 uses the verb *improve* in the question, if possible, students should try to use *improvement* in their answer.
- Point out that one way to show you have a good level of English is to use a variety of word forms to avoid repetition. In a speaking exam, for example, saying *There are lots of things that are different in English and Portuguese. One of the biggest differences is ...* allows students to show the examiner that they know two words, rather than just one.





# 1 HAPPY FAMILIES

## GREAT LEARNERS GREAT THINKERS p10

### Thinking about the challenges and opportunities at different life stages

#### Warmer

Write *Being a teenager* at the top of the board, and under it draw two columns, headed *positives* and *negatives*. Brainstorm with students the positive and negative aspects of being a teenager.

Then ask *Has anyone ever treated you badly because you were a teenager?* and elicit examples, e.g. *Some people in the park last summer got angry with me and my friends.* and *Was it fair?*, e.g. *No, I don't think so. We were just listening to some music and chatting.*

#### 1 SPEAKING

- If you used the Warmer, erase the brainstorm ideas and change the heading to *Being a senior citizen*. Students brainstorm in pairs before sharing their ideas with the class and discussing the second question together.

##### Possible answers

- losing a job because of your age; not receiving the correct health care; people talking slowly and loudly to senior citizens; thinking all older people can't use technology

#### 2 VIDEO

- After checking answers, ask students if they are surprised by how positive Chris feels about getting old. Extend the discussion by asking: *Do you think Chris would feel the same if he really were old?* You can also ask if there are any examples of ageism towards Chris in the video. Only people not paying attention to him is, possibly, a negative form of behaviour, while the others show respect and consideration.

##### Answers

- People generally react to him in a positive way, they let him go up the stairs easily, bus drivers let him cross the street, he can always find a seat on public transport. However, not everybody pays attention to him.
- generally happy

#### 3 VIDEO

##### Answers

- doctor
- 36, 80
- dad
- positive, seven
- Bus drivers
- public transport

- Check students understand the meaning of *fundamentally* (in a very important or basic way).
- After checking answers, highlight the statistic *A quarter of millennials believe it's normal for older people to be unhappy* and ask students if they think it's true for their country.

##### Answers

- They think old people are lonely and unhappy.
- They stop us thinking of old age as an opportunity for new experiences, lead to increased memory loss, a worse ability to recover from illness and a negative body image.
- People think older people are no different from people of other ages.

## GREAT THINKERS



#### 5 SPEAKING

- The *Sentence-Phrase-Word* thinking routine helps students to engage meaningfully with a text and then to structure a discussion about it. (Note that this routine may sometimes change order to *Word-Phrase-Sentence*.)
- Before students do the task, make clear that once they have selected their *sentence* (step 1), they can choose their *phrase* (step 2) from any part of the text. The phrase does not have to be part of the sentence they have chosen. Similarly, the *word* (step 3) does not have to be part of the phrase, or the sentence.
- Students work individually in steps 1–3 and then in small groups in step 4.
- In the groupwork stage, students should all first share the *sentences* they have chosen and discuss these one at a time; then share the *phrases* and discuss these; then share the *words*.
- If you wish, ask each group to report back to the class at the end. Encourage students to summarise the key ideas and themes they talked about.

#### 6 SPEAKING

- If you used the Warmer, make sure students understand that in this exercise they are not thinking about the positive and negative aspects of being a teenager. They are thinking about the positive and negative attitudes other people have **towards** teenagers.

## GREAT LEARNERS SEL



- During the discussion, encourage students to think of cases both of when they felt someone treated them unfairly, simply because they were a teenager, and examples of when they treated someone unfairly because of their age.
- In the first case, ask them to consider why the other person acted in that way, not whether it was fair or unfair. In the second case, ask them to question why they reacted as they did.

## LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 142, and then grade themselves from 1 to 5. Explain that here 1 means 'I'm not very open-minded or positive towards others', and 5 means 'I'm very open-minded and positive towards others'.
- If appropriate for your class, get 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 becoming more open-minded and positive towards others. Alternatively, ask students individually to think of ways to become more open-minded and positive towards others.



## Listening p12

### Listening for gist and detail

#### Warmer

Books closed. Write the following on the board: 1 Put your \_\_\_\_\_ down!, 2 Tidy your \_\_\_\_\_!, 3 Go and do your \_\_\_\_\_!, 4 Turn the \_\_\_\_\_ down!, 5 Switch the \_\_\_\_\_ off!

Students work in pairs and think what words could complete each one.

After students share their ideas with the class, ask them who they think might be speaking, and elicit 'parents'.

#### Possible answers

1 mobile/phone/tablet 2 (bed)room 3 homework 4 music/radio/volume 5 TV

#### 1 SPEAKING

- With less confident classes, collate ideas from this stage on the board.

#### 2

- Before students do the task, make clear that they do not need to understand every word. They only need to listen for gist and will listen again for more detail in the next exercise.
- With less confident classes, pause after each speaker and discuss as a class what ideas they mentioned before moving on.

#### 3

#### Mixed ability

To simplify the activity, give less confident students these names as the answers before they listen: A Oliver, B Emma, C Charlotte, D Harry, E Oliver, F Emma. As they listen, tell them to confirm whether these are the correct answers or not.

#### Answers

- A Harry – *When I'm not studying or doing homework ... my dad says, 'Hey, why aren't you working? Haven't you got anything to do?' But ... when I'm doing homework or revising at home, my dad says, 'Hey, why are you spending all your time studying?! You need to relax and enjoy yourself! I never win!*
- B Poppy – *I know my bedroom is a mess, but I just don't care. I have other things to do.*
- C Charlotte – *She doesn't realise that it's my life and I need to decide for myself what I study and do afterwards.*
- D not needed
- E Oliver – *The only thing we really argue about is video games. My dad hates it when I play them; he says they're a waste of time, ... I don't think it's fair ...*
- F Emma – *... my problem is my little sister ...*

#### 4

#### Answers

- His parents give him a lot of independence.
- because she is only ten
- He is the headmaster at Harry's school.
- She is a doctor.
- Teenagers have arguments with parents because they see things differently.

#### 5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- If you feel your students need more support, write these prompts on the board:  
I'm certain/not sure (that) ... because ...  
I (really) believe/feel/think (that) ... because ...  
In my opinion, ...  
Speaking personally, ...  
I would say ...

#### Homework Workbook page 7

## Grammar in context 2 p12

### Using articles

#### Warmer

Write the following gapped sentences on the board:

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

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

Ask which sentence requires a and which the, and elicit the reason (sentence 1 refers to a specific book, whereas sentence 2 doesn't).

Ask students when an is used instead of a (before a vowel sound – note that a few common words, e.g. university and uniform, start with vowels but the first sound is /j/, like yacht, so they take the article a).

#### Answers

1 the 2 a

- Point out that the sentences are based on sentences from the listening in the previous section.

#### Answers

2 the 3 a/an 4 the 5 a/an

### Language notes

There are two pronunciations for each article. The stressed forms are rarely used except in the case of the before vowel sounds.

a /ə/ (unstressed); /eɪ/ (stressed)

an /ən/ (unstressed); /æn/ (stressed)

the /ðə/ (unstressed); /ði:/ (stressed; and before vowel sounds, e.g. the arguments)

#### 2 Answers

1 the, – 2 –, – 3 the 4 the 5 – 6 the 7 the 8 –

- Before students do the task, point out that there are three kinds of mistakes in the exercise: some items have the wrong article; some items have an article but don't need one; and – probably hardest for students – some items don't have an article but need one.



# 1 HAPPY FAMILIES

## Answers

- 1 I have a the sister and two brothers.
- 2 My dad is a the doctor in a big hospital.
- 3 Can you send me the photos you took yesterday?
- 4 We had an argument yesterday but the an argument wasn't serious.
- 5 That man is a teacher at my cousin's school.
- 6 I'm reading a report from the University of Michigan.
- 7 Let me help you if you have a the problem.
- 8 ~~The~~ Concentration is really important when you study.

## Culture exchange



## 4 Culture notes

Dolmio® was founded in Australia in 1985 before extending to the UK and Ireland the following year. It is a well-recognised brand in Australia, New Zealand, western Europe and North America.

A video of the experiment mentioned is available on the Internet. In the video, various children are featured and a range of more and more bizarre events take place. The children are oblivious to everything, including their parents swapping around pictures on the walls, their parents being swapped for total strangers, people wearing Viking helmets and walking in with rubber trees, a brother being swapped for a sister in the same clothes and a brother being swapped for a completely different brother twice the age and height of the original. In all cases the children are so involved with their tablets that they are shocked when the Internet is suddenly cut off at the end and they look up to see everything that has changed around them.

## Answers

a an b - c - d - e - f a g - h - i a j a k a l a  
m the n The

- 5 When checking answers, discuss items where a number of students have made the same mistake. Article use is an area where students' own language can interfere strongly and this may result in students using the wrong article, using articles where they are not needed or not using articles where they are needed.

## Answers

1 - 2 -, 3 -, an 4 - 5 a 6 the 7 -

## 6 SPEAKING

- If students query the answer to item a, make clear that rule 5 is also partially true, but it is more simplistic and applies to cases such as *My mum is a judge and my dad is a primary school teacher*. In the case of item a, *a doctor of neuroscience* is identifying Dean Burnett as one of many doctors of neuroscience.

## Answers

a rule 3 b rule 4 c rule 3 d rule 2 e rule 1 f rule 1  
g rule 1 h rule 1 i rule 4 j rule 1 k rule 1 l rule 4  
m rule 4 n rule 3 o rule 3

## Use it ... don't lose it!

## 7 SPEAKING

- When students interview each other, encourage the 'interviewer' to elicit as much information as possible from their partner and not just accept 'yes' or 'no' as an answer, e.g. *Really? Why? Why not? What sorts of things do you talk about at dinner? What other activities do you together with your family?*

## + Extra activity

Ask the questions in exercise 5 to the whole class and get students to vote Yes or No for each one.

Write the results on the board, e.g. Question 1: Yes – 16 students; No – 18 students.

Ask students to copy the results into their notebooks, and write them up for homework with full sentences to summarise what they found, e.g. *18 students think family dinners are a good idea*. Ask them to also include some visual representation of the results such as bar charts.



## Developing speaking p14

### Asking for personal information

#### Warmer

Show students a picture of a teenager (male or female). Invent a name and present him/her to the class. Explain that he/she is a new student. Brainstorm questions with students for making friends with a new classmate. Point out any errors and encourage students to self-correct.

#### 1 SPEAKING

- Before students do the task, point out the use of *like* to express similarity. Tell students that using *as* in this context is not correct.

#### 2

##### Answers

Holly's brother is 15 and he's at school, not at university. Dylan doesn't really like sport. Dylan doesn't play football at the weekends. Holly hates video games.

#### 3

- When checking answers, highlight *What about you?* Explain that this is a very useful question as it allows the person who has just answered to 'return' the question so their partner answers as well.

##### Answers

any, about, at, often, Do, favourite

#### 4a PRONUNCIATION

- Check students understand that the arrows show the movement of the voice at the end of each question, not the movement in the complete question.
- When checking answers, ask students what the difference is between the questions that go with diagram a and the ones that go with diagram b (a Yes/No questions; b Wh- questions).
- If students have problems relating the voice movement to the questions, write one question of each type on the board, and draw the rising/falling arrow over the last word to make it clearer visually:

Have you got any brothers or sisters?

What about you?

##### Answers

a

Have you got any brothers or sisters?  
Do you like basketball?

b

What about you?  
What do you do at the weekend/in the evenings/on Wednesdays?  
How often do you play?  
What's your favourite school subject?

#### 4b

- In students' own languages, the intonation range may be narrower, so encourage them to exaggerate even if this feels very strange to them.

#### 5 SPEAKING

- Before students do the task, if necessary, confirm which questions should have rising intonation (1, 5, 6) and which should have falling intonation (2, 3, 4, 7, 8).

##### Answers

1 any 2 How 3 do 4 at 5 Do 6 Do  
7 favourite 8 often

#### 6a-b SPEAKING

#### Mixed ability

To make the activity more challenging, tell the more confident students that they need to memorise their role, and give them time to do this before they start. Students note how much information their partner remembers correctly and feed back at the end on any incorrect details.

- Tell students that the information they use here doesn't have to be true. The key thing is that it should be different to the information about Holly and Dylan.

### Practice makes perfect

#### 8a SPEAKING

- For this Test-Teach-Test type activity (exercise 8a – Exam tip – exercise 8b), it is important to let students tackle the task without any further support. The aim is for them to realise for themselves when they read the Exam tip that some of their answers could have been fuller and make that adjustment when they repeat the task in exercise 8b.

- In speaking exams, the only time when students should answer with just Yes or No is if the examiner asks them to confirm simple personal details, e.g. *So, are you José Sánchez?* *Yes, I am.* Even in this situation, students should answer with a short answer, as this is a way of showing that they know how to formulate short answers correctly.

- ☒ **Exam tip** To answer the question in the Exam tip box, students should always try to give more information because the examiner wants to hear them speaking English.
- Tell students that in speaking exams, they are being tested on general fluency. This does not mean always being correct about everything, and marks are given for being in control of the situation. So if they don't understand, there is no problem using questions like *Sorry, can you say that again?* or *Sorry, could you speak more slowly?* as these show that students know how to interact and are fluent even in challenging circumstances.



# 1 HAPPY FAMILIES

## Developing writing p15

### Writing an informal email 1

#### Warmer

Books closed. Write the following phrases on the board:

*Dear Sir/Madam,*

*I look forward to hearing from you.*

*Yours sincerely,*

Ask students *Where would you expect to find phrases like these?*, and elicit that they are commonly used phrases in formal letters.

Elicit some informal equivalents, e.g. *Hi (Robert), Hey (Robert); Write soon; All the best, Take care.*

Discuss as a class when students last – if ever – wrote a formal letter. Explain that even though this is not something they need to do often in modern life, developing a sense of formal vs informal is important for exams.

- Before students read the email, ask them to look at the photo and brainstorm what sort of person they think Maya is, e.g. *fun, friendly*, and what she might enjoy doing, e.g. *having parties, going to the beach*.
- Ask students if any of them know where Brighton is, or if they have been there. Elicit or explain that it is a large town on the south coast of the UK and is a very popular destination for people doing English language courses.

#### Culture notes

Wolf Alice is a four-piece indie rock band from London. They released their first single in 2013. Their second album, released in 2017, won the Mercury Prize. This prize is for the best album by British or Irish performers. They have also won several NME awards.

Frida Kahlo® (1907–1954) is one of the most famous female artists of the 20<sup>th</sup> century. Many of her works are colourful, surreal, slightly disturbing self-portraits. The trauma of her personal life is as well-known as her work. Born in Mexico, she had polio as a child and as a teenager was involved in a bus accident which left her in agony for much of her life. She is also famous because of her turbulent relationship with, and two marriages to, painter Diego Rivera.

#### + Extra activity

Check comprehension of the email by asking the following questions:

*Is Maya's immediate family big or small?* (quite big, five people in total)

*There are three men and two women in Maya's immediate family. True or false?* (false, two men and three women)

*What is Maya doing at the same time as she is writing the email?* (listening to music/a song by Wolf Alice)

*Would Maya prefer running and swimming or volleyball and hockey? Why?* (volleyball and hockey, because she especially likes team sports)

*Which school subject does Maya enjoy the most? How do you know?* (art, because she has special art classes on Saturdays and she's reading a book about Frida Kahlo)

#### 2 Answers

Paragraph 2 = family

Paragraph 3 = hobbies

Paragraph 4 = favourite subjects at school

Paragraph 5 = asking for a reply

- When checking answers, look at the contractions in the email and confirm what the full expression is in each case (*I'm = I am; I've = I have; father's = father is; that's = that is; you'd = you would*).
- Make sure students remember that *have* is only contracted when it is part of *have got* or part of the present perfect; when *have* is the main verb, it needs to be written out in full, as in paragraph 4: *I have special art classes; I have a lot of homework*.

#### Possible answers

*I've, ☺, Anyway, all, back, wishes*

- Before students think about what they are going to say, check they understand that they are writing a reply to Maya, so their email will not have exactly the same format as the one in exercise 1. They will need to make reference to Maya's email at the start and have phrases to do this in the fifth bullet in exercise 3.
- Check students understand what the notes at the sides of the email are prompting, i.e. *Explain* = give information about your family; *Say two things you really like ...* = talk about two hobbies; *I like* = say what your favourite subjects at school are; *Ask about ...* = show interest in Maya and ask her more about herself.



## Test yourself p17

### Grammar test

1

#### Answers

- 1 watches, watching
- 2 lies, lying
- 3 writes, writing
- 4 cries, crying
- 5 gets, getting

#### Note

Answers in 1 are worth five points in total – one for each verb, i.e. half a point for the third person singular and half a point for the *-ing* form.

2

#### Answers

- 1 c 2 c 3 d 4 c 5 d 6 b

3

#### Answers

- 1 Do, understand 2 hate 3 'm/am thinking 4 need 5 knows

4

#### Answers

- 1 a, the 2 A, The 3 -, a 4 a, -

### Vocabulary test

1

#### Answers

- 1 toddler 2 father-in-law 3 stepfather 4 single 5 one-parent  
6 only child 7 senior citizen 8 immediate family 9 cousin

2

#### Answers

- ment: argument, enjoyment  
-ion: explanation, permission, solution  
-ence: adolescence, confidence

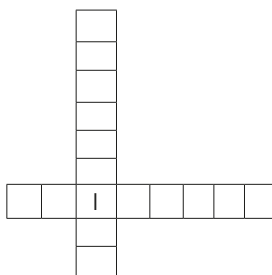


## Vocabulary in context p18

Using a range of lexis to talk about crimes, criminals and detective work

### Warmer

Books closed. Draw the following crossword on the board:



Explain that these are two words for people and that each box contains a letter. As a class, students try to guess the words, letter by letter. Tell them to put their hands up when they have worked it out, not call out the solution. Once one student puts his/her

hand up, ask him/her to say what letters he/she thinks are in the words, but not the answer, e.g. *I think there is a C in the horizontal word*. Confirm if this is right or wrong and keep asking for letters until the whole class has the two words.

Follow up by asking: *What's the word for the place where a detective goes to investigate what a criminal has done?* Elicit *crime scene* or ask students to open their books and look at the photo and unit title at the top of the page.

### Answers

Horizontal: CRIMINAL Vertical: DETECTIVE

- 1 Before students do the task, check they have understood fully by asking: *Do you need to answer the clues in this exercise?* (No, the objective is only to check the meaning of the words in bold.)

### Answers

*steals* – takes something that belongs to someone else without permission  
*breaks into* – enters a place using force and without permission  
*damages* – causes physical harm to something so that it is no longer in good condition  
*kills* – makes a person or living thing die  
*illegal* – not allowed by the law  
*violence* – using physical force towards other people  
*burns* – damages or destroys something with fire

### 2

### Answers

1 robbery/theft 2 burglary 3 vandalism 4 murder  
 5 shoplifting 6 cybercrime 7 mugging 8 kidnapping  
 9 smuggling 10 arson

- 3a Encourage students to guess if they are not sure of the answer.

### 3b

### Answers

1 arsonist 2 burglar 3 cybercriminal/hacker 4 kidnapper  
 5 mugger 6 murderer 7 robber/thief 8 shoplifter  
 9 smuggler 10 vandal

### 4

- Before students do the task, make sure they understand there is no 'right' answer.
- Pre-teach any words students may have problems with, e.g. the nouns *suspect* (someone who the police believe may have committed a crime), *evidence* (facts or physical details that help show something is true) and *witness* (someone who sees a crime or something connected with a crime happen) and the verbs *arrest* (take a person to a police station because they have committed a crime), *charge* (say formally that someone has committed a crime) and *prove* (show something is true).

### Possible answers

**Beginning:** analyse evidence, arrest a suspect, investigate a case, question a witness, search for evidence

**End:** accuse a suspect, charge a suspect, prove something

### 5b

- After checking answers, point out that the phrases in exercise 4 are slightly flexible, for example, **a** is *investigate the case*, not *investigate a case* (because it is unique, see page 12); **c** is *analyse it* (because evidence is used earlier in the sentence so there is no reason to repeat it).

### Answers

**a** investigate **b** search **c** analyse **d** witness **e** prove  
**f** accuse **g** arrest **h** charge

- 6 Before students do the task, write *permit* (v) → *permi* \_\_\_\_ (n) and *explain* (v) → *explan* \_\_\_\_ (n) on the board, and elicit the ending of each word (*permission*, *explanation*). Remind them of the work they did in Developing vocabulary on page 9 as the -ion suffix will help with some of the answers in this exercise.
- When checking answers, highlight the shifting word stress in *accuse* – *accusation*; *analyse* – *analysis*; *investigate* – *investigation* and the pronunciation of *prove* (/pru:v/) and *proof* (/pru:f/).

### Answers

accuse → accusation, analyse → analysis, arrest → arrest,  
 charge → charge, investigate → investigation, prove → proof,  
 question → question, search → search

## Fast finishers

Ask students to make sentences combining a noun from exercise 6 with a crime from exercise 2 or a criminal from exercise 3a, e.g. *After the search the police said there was no evidence of arson. The mugger used the old lady's credit card later – that was the proof!*

### Use it ... don't lose it!

### 7 SPEAKING

- After students do the task in pairs, extend to a class discussion by asking: *Do you know anyone who does detective or police work? Who? What do they say about their job? What would be the worst parts of detective work do you think?*



## Reading p19

## Predicting content, reading for gist and detail

## Warmer

Write these crimes on the board:

*A rich woman stole from a department store.*

*A driver hit someone crossing the street.*

*A vandal drew graffiti on a shop.*

Divide the class into groups and assign each group one of the crimes. Students work in pairs within their group to agree on what a detective should do in each situation, e.g. question witnesses, analyse the graffiti style, search for the owner of the car. Nominate one student from each group to feed back to the class.

## 1a Answers

1 b 2 a 3 c

## 1b SPEAKING

- Tell students that looking at titles and pictures first can often help them understand a text.
  - Elicit some ideas for each story from the class, but don't confirm if they are correct or not.
- 2 Pre-teach any words students may have problems with, not including the underlined words, e.g. *witness report* (document written by a police officer which contains the information a witness gives about a crime), *overhead* (in the sky above you) and *suspected* (of a crime that the police still have to prove).
- Note:** the stories contextualise the phrasal verbs covered in Developing vocabulary on page 21. If students ask about these, explain that they will be studying them in more detail later.
  - Remind students that once they have the general idea of the whole text, they may find they can guess the meaning of new words more easily.

## Answers

Story A: title: 1 Eating the evidence

Story B: title: 3 Where did the criminals go?

Story C: title: 2 A criminal pastime



## Culture notes

All three stories were in the news in 2016.

Story A took place about 2 km from the White House in Washington DC, US, at an Italian Pizza Kitchen restaurant.

Story B took place in Capel, Surrey, UK. A group of children were on a traditional *Easter egg hunt* (a game in which children have to find hidden chocolate eggs) when they helped police catch the criminals. Afterwards, the helicopter landed, and the children and their families shared some of their chocolate with the crew.

Story C had a further surprise. The 91-year-old woman, possibly prompted by her lawyer, later tried to claim a share of the copyright of the 'new' artwork. She said that her additions had added to the value of the piece by Koepcke. However, the museum by that point had removed her answers on the crossword and restored it.

## 3

- Before students do the task, make clear they now have time to read the text more carefully and understand it more fully.

## Answers

- in Washington DC on Wednesday night
- He asked her to stop.
- to guide the police helicopter to the suspects
- The police caught the criminals and they thanked the children and adults.
- It cost almost \$90,000. It is by the artist Arthur Koepcke.
- She said she was following the artist's instructions.
- They think she was confused by the interactive art.

## 4

## Answers

*pay (any) attention* – listen or watch someone or something carefully  
*sufficient* – enough  
*realised* – suddenly knew  
*in search of* – looking for  
*got on the ground* – lay down  
*in fact* – in reality  
*insert* – put something into something  
*misunderstanding* – not understanding something correctly

## Fast finishers &gt;&gt;

Ask students to write example sentences using some of the underlined words and phrases from the text. When checking answers to exercise 4, ask students to give additional example sentences as you discuss the meanings.

## 5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- Encourage them to think about victims, whether people are hurt, whether people lose business, etc.
- Give more confident students additional vocabulary such as *consequences*, *implications* and *punishment*.

## Possible answers

I would say that the woman in Story A is a criminal, but she's not a criminal like an arsonist or a murderer. Nobody was hurt, the restaurant didn't lose money, and the police officer only lost three of his chips! I really believe that the police should investigate more important crimes than the theft of three chips. And anyway, if a normal person lost three chips, I don't think the police would do anything. Go to the police station here and accuse someone of stealing three of your French fries and the police would laugh at you!



## 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.



## Homework

Workbook page 13



# 2 LAW AND ORDER

## Grammar in context 1 p20

### Using the past simple

#### Warmer

Write the following sentences on the board:

- a The police searched the house for evidence.
- b The police started to investigate the burglary.
- c The police arrested and charged a suspect.

Students put them in the most logical order. Circle the past simple verbs in the sentences (*searched, started, arrested, charged*), and ask students what they notice about them (they are all in the past simple).

#### Answers

1 b 2 a 3 c

- 1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the reading on page 19.

#### Answers

2 f 3 a 4 d 5 b 6 e

- 1b Follow up by asking: *When do we use the auxiliary verb did? (in negatives and question forms of most verbs); What form of the verb do we use with did? (the infinitive); What's the order of words in a question with did? (did + subject + infinitive); Which verb do we not use did with? (be); How do we make negatives with be? (using wasn't/weren't); How do we make question forms with be? (be + subject, e.g. Was he ...? Were you ...?)*

#### Answers

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

### 2a PRONUNCIATION

#### Language notes

Past simple verb endings demonstrate clearly the difference between voiced and voiceless sounds. Students can feel the difference by putting their hand on their throat. If they feel a vibration when they say a consonant sound, it is voiced; if they do not, it is voiceless.

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

Voiceless: If the verb stem ends with a voiceless consonant (/f/, /p/, /k/, /s/, /θ/, /tʃ/ or /h/), the pronunciation of the -ed is /t/.

The e in the -ed ending in both cases is silent and the difference between /d/ and /t/ is very small. The main problem for many students is adding an extra syllable to the verb stem to make the past simple. This only happens in the case of verb stems ending in /t/ or /d/, which add the syllable /ɪd/.

### 2b

- When checking answers, make sure students are not adding an extra syllable to any of the verbs in the first two columns.

#### Answers

/t/: finished, liked, passed, watched  
/d/: discovered, planned, stayed  
/ɪd/: needed, painted, started, wanted

- 2c Students answer the question in pairs or as a class.

#### Answers

t and d



#### Mixed ability

Put less confident students into pairs, and ask them to take turns testing each other on the past simple form of the irregular verbs from the irregular verbs list on page 159. Put more confident students into pairs, and ask them to brainstorm all the irregular verbs they can remember, focusing only on the past simple form, not the past participle.

- 3 Follow up by asking: *Do you think a police officer would respond in the same way to a game in the street where you live? Why/Why not?*

#### Answers

a called b wasn't c went d found e didn't stop f started  
g came h didn't believe i played j left k told l saw  
m became n met o helped

### 4

#### Answers

1 did, investigate 2 did, find 3 Did, stop 4 did, do 5 Were  
6 did, become

### 5

#### SPEAKING

- Remind students not to use the -ed ending for past simple questions and not to use *did* with the verb *be*.





## 6 SPEAKING

- If your class is less confident, put Student As together into pairs or small groups to prepare the questions together, and Student Bs together to do the same.
- Discretely check the questions for each group before students move on to exercise 7.

## Possible answers

## Student A

- b Where did Edgar Allan Poe come from?
- c Who was the murderer in the story?
- d What did Conan Doyle work as?
- e What did Liu Yongbiao do in 1995?
- f When did Lindsey Davis write her first Roman crime novel?
- g What did McCall Smith write a story about in 2003?

## Student B

- a How many crime and thriller books did British people buy in 2017?
- b When did Conan Doyle create Sherlock Holmes?
- c When did Poe write the story?
- d What did Poe do?/What was Poe?
- e What did Colin Dexter teach?
- f What did Lindsey Davis write about?
- g What did the BBC® do in 2008?

## Use it ... don't lose it!

## 7 SPEAKING

- Follow up by asking: *Do you enjoy reading crime fiction? Why/Why not? If you do, what do you think about the authors in the text? Can you recommend any good crime books?*

## Developing vocabulary p21

## Using phrasal verbs connected with investigating and finding

## Warmer

Write the following gapped sentences on the board:

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

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

Explain that the same two words fill both gaps. Tell students to put their hands up when they have worked it out, not call out the answer.

Write the answer, *picked up*, on the board and remind students what phrasal verbs are. Elicit that they are made up of a verb followed by a particle and/or preposition. Point out that they can be literal, as in the first example, or idiomatic, as in the second.

- Point out that the phrasal verbs come from the reading on page 19. Ask students to find them there and circle them to see them in context.

## Answers

- 1 look into 2 come across 3 work out 4 look for 5 find out
- 6 turn up 7 look up 8 come up with

## Language notes

Associating phrasal verbs with a topic, e.g. investigating and finding, can help students remember them more easily. This section is designed to focus on the meaning of the phrasal verbs without focusing on the complicated grammar. When phrasal verbs take an object, they can either be separable (*look up*, *work out*) or non-separable (*come across*, *come up with*, *find out\**, *look for*, *look into*, *turn up\**). A separable phrasal verb can have the object between the verb and the particle (*look **the word** up*) or after the particle (*look up **the word***), if the object is a noun. However, it must have the object between the verb and the particle if it is a pronoun (*look **it** up ~~not look up it~~*). A non-separable phrasal verb will always have the object after the particle.

\**find out* and *turn up* can also be used without an object.

## 2 SPEAKING

## Possible answers

I looked for the key/the answer.

I looked up the answer/the identity of the criminal.

I found out the answer/the identity of the criminal.

I came across the key/the answer/the identity of the criminal.

I worked out the answer/the identity of the criminal.

## + Extra activity

Write the following sentence beginnings on the left of the board:

1 The detective turned up

2 The shoplifter came up with

3 The police looked into

and the following sentence endings on the right of the board:

a the cybercrime, but didn't catch the hacker.

b at the crime scene two hours after the robbery.

c a crazy excuse, so the police didn't believe him.

Ask students to match the sentence halves. Then ask students about each situation, e.g. *Why did the detective not get to the crime scene for two hours? What excuse do you think the shoplifter invented? Why did the police not catch the hacker?*

## Answers

- 1 b 2 c 3 a

## 3a Answers

- 1 across 2 out 3 up 4 out 5 for 6 into 7 up 8 up

## Use it ... don't lose it!

## 4 SPEAKING

- After students do the task, ask some students who have given interesting answers to tell the class. Encourage discussion by allowing students to ask each other follow-up questions where appropriate.





## GREAT LEARNERS GREAT THINKERS p22

Thinking about right and wrong actions and how they affect us and others

### Warmer

Tell students you are going to write a series of numbers and letters on the board and they have to guess what the connection between them is. Tell them to put their hands up when they have worked it out, not call out the solution. Write 111111, iloveyou, qwerty, 123456, abc123 and password on the board, one at a time. Once one student puts his/her hand up, ask him/her to say what he/she thinks the connection is between the items. (They are the most frequently used, and easiest to guess, passwords.)

### 1 SPEAKING

- After students discuss the questions, briefly discuss what they can do to make their passwords more secure, e.g. don't use the same password on more than one website.

### 2 VIDEO

- Pre-teach switch on (make something electric or electronic start working), charge (put electricity into the battery of something, e.g. a phone, a laptop), value (something, not money, which is important to the way we live our lives), account (a private area online, e.g. for email, on a shopping website) and respect (treating someone in a polite and kind way).

#### Answers

The hackers stole his complete digital life.

### 3 VIDEO

- After checking answers, ask students if they can remember the three adjectives Mat used to describe how he felt (angry, scared, concerned). Ask if they have ever had problems online and how they felt about it. If not, ask them how they would feel in Mat's position.

#### Answers

1 e 2 f 3 c 4 h 5 a 6 b 7 i 8 g 9 d

### 4 SEL

- When discussing the answer to item 2, elicit from students what would be a better way to help software/IT companies protect people, i.e. contacting software designers/computer manufacturers with a 'bug report'.

#### Answers

- to help companies to learn how to protect people's digital lives
- The hackers deleted Mat's only photos of his daughter when she was young.
- respecting people's property; thinking about others

## GREAT THINKERS



### 5 SPEAKING

- The Circle of viewpoints thinking routine encourages students to consider the same situation from more than one perspective. It can show how each participant in an event may see it, and feel about it, in a very different way. It's particularly useful to help address controversial issues.
- Before students do the task, make clear that the role-play should not become a confrontation. It should be three people meeting to calmly discuss the events from their respective points of view. In step 1, the idea is that they consider the situation only from the point of view of their character, not the situation in general terms. If your class does not divide neatly into groups of three, double up the role of the hacker and make groups of four as necessary.
- Students then 'meet' and discuss the crime in step 2 in their groups. If you feel your students need more support, write these prompts on the board:

*I was thinking about the hack from the perspective of ...*

*As Mat / Mat's teenage daughter / the hacker, I think ...*

*One question I have from Mat's / Mat's daughter's / the hacker's point of view is ...*

### 6 SPEAKING

- Before students do the task, point out that the situations may have grey areas. For example, in situation 1, you could take the €20 ('black'), or you could run immediately to the secretary's office to hand the €20 in ('white'). Alternatively, you might wait outside the classroom and, if no one comes back in 15 minutes, go back in and take the money ('grey'). Encourage students to think about the range of possibilities in each case.

## GREAT LEARNERS



- Guide the discussion by first asking students to think of some of the consequences of taking the easy option in the situations in exercise 6. Use students' ideas to help show that this is often not the best idea.

## LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 142, and then grade themselves from 1 to 5. Explain that here 1 means 'I don't always act with integrity and honesty', and 5 means 'I always act with integrity and honesty'.
- If appropriate for your class, get 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 acting with more integrity and honesty. Alternatively, ask students individually to think of ways to act with more integrity and honesty.



## Listening p24

### Listening for gist and specific information

#### Warmer

Books closed. Draw a circle with a '?' in it on the board and six lines running off it. Tell students they have to guess the name and to put their hands up when they have worked it out.

Write the following clues around the circle: *London, Robert Downey Jr., strange hat, Moriarty, detective, Watson.*

Elicit the answer (*Sherlock Holmes*) and then ask students the connection with the photo on page 24.

#### 1 SPEAKING



#### Culture notes

Benedict Cumberbatch (1976–) is a British actor. He has performed on stage and television and in film. He is probably most famous for his role as Sherlock Holmes in the TV series *Sherlock*, but he also appears in various Marvel® superhero films, including *Doctor Strange*.

#### 2



- **Exam tip** To answer the question in the Exam tip box, the first thing to do is read the statements carefully. They can give ideas about the topic and the vocabulary students are likely to hear.
- Remind students that they will usually hear the recording twice so they should not panic if they do not understand the information the first time. If they don't hear the answer to one question, they should start listening immediately for the answer to the next question.
- Students should use the second listening to complete and check their answers.
- Remind students to never leave answers blank in an exam.

#### Answers

1 False 2 False 3 True 4 False 5 True 6 True  
7 False 8 False

#### 3



#### Possible answers

- 1 False – Detective series aren't Ava's favourite. She watched *Sherlock* because she likes Benedict Cumberbatch.
- 2 False – Benedict Cumberbatch was in a taxi when he saw the crime.
- 4 False – He pulled the muggers away from the cyclist.
- 7 False – The only person to speak about it was the taxi driver.
- 8 False – The taxi driver helped but Cumberbatch's wife did not.

- 4 Pre-teach *publicity* (information to help a company sell something or make people interested in something).

#### Answers

- 1 The taxi driver called Benedict Cumberbatch a *superhero*.
- 2 The cyclist didn't have to go to *hospital*.
- 3 The crime happened close to *Baker Street*, where Sherlock Holmes used to live.
- 4 Ava thought the incident was *publicity for a new TV series*.
- 5 *Sophie Hunter* is Benedict Cumberbatch's wife. She was also in the taxi.
- 6 Ava imagined how strange it would be for Sherlock Holmes (Benedict Cumberbatch) to show up at a *police station* with the muggers.

#### 5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.



#### Homework

Workbook page 15

## Grammar in context 2 p24

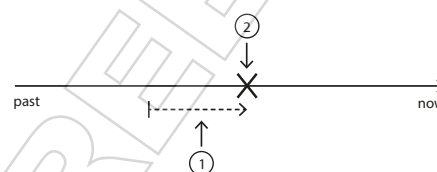
### Using the past continuous; using *used to*

#### Warmer

Write the following sentence on the board:

When Cumberbatch saw the muggers, they were attacking a cyclist.

and the following timeline:



Ask students: Which underlined verb matches 1 and which matches 2?

#### Answers

1 were attacking 2 saw

- 1a Point out that the sentences are based on sentences from the listening in the previous section.

#### Answers

1 c 2 d 3 a 4 b

#### 1b

be

### Language notes

Some verbs are not often used in the past continuous because they describe states/situations, e.g. *believe, love, want*.

- 2 Remind students that the spelling rules for *-ing* endings are the same as for the present continuous.

#### Answers

- 2 Logan wasn't swimming.
- 3 Evelyn and Ivy were studying.
- 4 Alfie was watching TV.
- 5 Becky and Adam weren't cooking.
- 6 Jamie and Steph were talking on the phone.

- 3 After checking answers, use item 4 to show students how the pronunciation of *was* changes according to whether it is stressed or not. In questions we generally use the weak form, i.e. *Was* /wəz/ *ALFIE WATCHing* TV? In affirmative short answers, we use the strong form, i.e. *YES, he WAS* /wɒz/. We generally also use the weak form in affirmative sentences, e.g. *LOGAN was* /wəz/ *SWIMming*.



## 2 LAW AND ORDER

### Answers

- 1 What was Mia doing?  
She was running.
- 2 Was Logan swimming?  
No, he wasn't.
- 3 Were Evelyn and Ivy studying?  
Yes, they were.
- 4 Was Alfie watching TV?  
Yes, he was.
- 5 Were Becky and Adam cooking?  
No, they weren't.
- 6 What were Jamie and Steph doing?  
They were talking on the phone.

### + Extra activity

Put students into pairs, and ask them to take turns to draw pictures of members of their family yesterday at 6.30 pm. Their partner then makes past continuous sentences about the pictures, e.g. *Your sister was playing tennis.*

- 4 With less confident classes, look at the picture together first and identify the six differences as a class.

### Answers

In the listening,  
they were mugging a young cyclist of about 20, not an elderly man.  
the muggers were trying to steal his bike, not his bag.  
it happened in London, not in New York.  
the taxi driver got out to help, he wasn't texting.  
police officers did not run to help.

### 5 SPEAKING

- Check students understand that in this exercise they can write about anything in the picture, they don't need to focus only on the differences between the listening text and the picture.
- 7 Point out that the sentences are based on sentences from the listening in the previous section.
- When checking answers, model the pronunciation of the affirmative and negative forms of *used to*, i.e. *used to watch ...* (/juːstə'wɒtʃ/), ... *didn't use to happen* (/ˌdɪdnjuːstə'hæpən/).

### Answers

a use b don't use c the infinitive d use to

### Language notes

*Used to* is used to talk about past habits and repeated actions that don't happen now, and also to talk about permanent longer states and situations in the past which don't continue now.

There are three key things which students should remember about *used to* in order not to make typical learner mistakes:

- 1 We never use *used to* to talk about a single action.
- 2 Only the affirmative form has *-d* at the end, both negatives and questions are formed with *use*. *Used to* is therefore a regular structure because it forms the past with *-d*, negatives with *didn't* and questions with *did*.
- 3 We can only use the structure in the past. Students' own language may include a verb which seems similar to *used to* but can also be used in the present. If it does, make sure students understand that this is not the case with *used to* and that this idea can be expressed in the present with the adverb *usually*.

- 8 Pre-teach any words students may have problems with (by showing students a photo/video online or using mime if necessary), e.g. *rattle* (a wooden object, shaped like a flag, that you can spin to make a loud clicking noise), *whistle* (a metal or plastic object you put in your mouth and blow through to make a loud noise) and *assistance* (help).

### Answers

a used to be b used to call c Did, use to have d used to carry e didn't use to have f used to make g used to need

### + Extra activity

Write *My granny is an arsonist!* on the board. Quickly tell students the story of your 'granny': that she lived near you in a quiet little village and that two years ago the police arrested her, charged her with arson and sent her to prison. She burned seven buildings before they caught her!

Ask students: *How do you think Granny (your surname here)'s life has changed?* And elicit a sentence with *used to* and another with *didn't use to*, e.g. *She used to have barbecues in the summer – she can't have them in prison of course! She didn't use to do exercise but now she does 30 minutes every day.*

Put students into pairs to invent more sentences with *used to* about how they think life is different for your granny. Then ask students to share some of their ideas with the class.

- 9 Before students do the task, check they have understood fully by asking: *Should the false sentences be very obvious?* (No, they should be believable.) Explain that if they make the sentences very clearly false, then the next exercise will be too easy.

### Use it ... don't lose it!

### 10 SPEAKING

- Before students do the task, allow them to ask you some of the questions from exercise 9. Give a mix of true and false answers and see if they can identify your lies.
- If you wish, when students are doing the task, allow them to ask their partner additional questions using the past simple and/or *used to* to try and find out if the answers are true or false.



## Developing speaking p26

### Apologising

#### Warmer

Books closed. Elicit the word *sorry* by saying the following: *I forgot your birthday. I'm ...* and asking students to complete the sentence.

In pairs, give students one minute to think of as many situations as they can when you might say sorry.

Nominate a few pairs to give their suggestions. Then ask if students know the word for the action of saying sorry. Elicit or teach the verb *to apologise*, and tell them they are going to look at ways of apologising and accepting apologies in the lesson.

#### 1 SPEAKING

- Before students do the task, make sure they understand that they should not just describe what they can see but should also use the text on each photo to imagine how the people are feeling. Explain that using your imagination is an important part of many speaking exams.

#### Possible answers

- a** There is a teenager sitting outside. She is sending a message to her friend, who is 20 minutes late. She is angry because her friend is late.  
**b** There are two teenagers talking to each other. One of the teenagers feels upset because the other teenager told a secret. The other teenager feels sorry.

#### Culture exchange

- 3a** After students do the task, collate ideas on the board but don't confirm if they are correct or not. However, make sure students are clear that items a–d need to be completed with numbers and items e and f with words.

#### Mixed ability

For less confident students, instead of having them guess the missing numbers and words in exercise 3a, tell them to circle all the numbers already in the text and check they know how to say them.

#### 3b 16

- Follow up by asking: *Do you think people in your country are generally more or less polite than English speakers? Why?*

#### Answers

**a** eight **b** 20 **c** 84 **d** 73 **e** hits **f** polite

#### 4 17

- Tell students you can either *accept* or *reject* an apology.

#### Answers

**Dialogue 1:** He apologises for taking her water. She accepts it.

**Dialogue 2:** He apologises for leaving the boy's book at home. He doesn't accept it.

#### 5 17

#### Answers

**1** so **2** doesn't **3** only **4** Let **5** make **6** last **7** feel

- 6** After checking answers, highlight the expressions *It's only (water).* and *That's the last time (I lend you anything).* Warn students that they need to be careful with these two expressions, particularly with the intonation, as they can sound rude in certain contexts.

#### Answers

#### Making apologies

I'm so sorry.

Let me (get you a new bottle in the break).

I'll make it up to you.

I feel terrible.

#### Responding to apologies

It doesn't matter.

It's only (water).

That's the last time (I lend you anything).

- 7** Make sure students understand that they don't need to plan out all the details of the situations at this point, just come up with general ideas. Remind them that they may be able to develop some of their ideas from the Warmer here.

#### 8 SPEAKING

- Point out that as students have a range of situations here to work with, they should accept some apologies and politely reject others.

### Practice makes perfect

#### 9a SPEAKING

- Tell students they need to alternate roles so they can practise both making and responding to apologies.

#### 9b SPEAKING

- Ask the students listening to note down the following:
  - if the person accepts or rejects the apology
  - which expressions from the Speaking bank they hear





## Developing writing p27

### Writing a blog post

#### Warmer

Write *blogs, blogs, blogs* on the board and discuss the topic with the class, using questions like: *Which blogs do you read? Do you and your friends read the same blogs? Which ones? Have you or has one of your friends got a blog? Have you ever written a blog post? What do you think makes a blog popular?*

#### 1 SPEAKING

- Before students do the task, check they know the words for what they can see in the photos. Encourage them to use the gender-neutral term *police officer*, rather than *policewoman*. Use *c* to pre-teach *gardening equipment* and tell students to treat this as a set of items, rather than worrying about the specific word for each tool.

#### 2 + Extra activity

Tell students to highlight the phrase 'one of them' in the third line of paragraph 2. Then tell students to look at the questions in 4 and answer them as if they were the person referred to in the blog post.

##### Answers

- I helped a police officer.
- I threw a ball at the person she was chasing.
- I was in the park.
- I was with my friends and we were playing basketball.
- I threw the ball at the suspect and he fell off his bike.
- Yes. The police thanked me and my friends on social media.
- The police arrested the burglar.

- 3 When checking answers, ask students: *What do you notice about the order of the words and expressions in the box?* Elicit that they appear in approximately the order you would expect them to be used in a text.

##### Answers

It all started when ...; Then; Meanwhile; Suddenly; Finally; A few minutes/hours/days later; The next day

- 4 With less confident classes, allow students to do this stage in pairs or small groups. If students write variations on the same story in exercise 5a, then they can also compare their stories later to see how similar or different they are.

#### Practice makes perfect

- 5a Before students do the task, draw attention to the paragraph structure of the *Kids doing good!* article. Elicit that there are two paragraphs in this case because there are two separate sets of events happening, i.e. paragraph 1: details of the crime and the events before the arrest of the burglar; paragraph 2: details of the 'hero' of the story and how he was involved in catching the burglar.
- Explain that blog posts and stories have a very flexible paragraph structure. Students can therefore organise their stories in any logical way.

- 5b Remind students that in exams it is important to know how many marks there are for different sections and to know what the examiners want.

- ✓ Exam tip** To answer the question in the Exam tip box, in an exercise of this type, examiners usually want to see if students answer the question and include the information it asks for, write clearly, organise their ideas logically, use accurate and varied grammar and vocabulary and use punctuation and capital letters correctly.



## Test yourself p28

### Grammar test

#### 1 Answers

- 1 Richard and I were students at this school.
- 2 We left school at five o'clock.
- 3 She caught the bus at that stop.
- 4 What time did you finish work?
- 5 She didn't teach English.
- 6 They had (got) a problem.

#### 2 Answers

- 1 was reading 2 were, listening 3 wasn't writing 4 weren't waiting 5 were, sitting

#### 3 Answers

- 1 was travelling, rang 2 stole, was looking 3 was driving, remembered 4 broke, ran

#### 4 Answers

- 1 Did you use ~~used~~ to have long hair?
- 2 He used to visit ~~visits~~ his grandparents every weekend.
- 3 One day last year she caught ~~used to catch~~ a criminal.
- 4 correct

### Vocabulary test

#### 1 Answers

- 1 mug 2 steal 3 Thief 4 Burglary 5 kidnapper
- 6 Smuggling 7 vandal

#### 2 Answers

- 1 accusation 2 proof 3 analyse 4 questioned

#### 3 Answers

- 1 a for b up c across
- 2 d into e out f with



## Reading

2

## Answers

- 1 **A incorrect** – Paragraph 1 states that Zeki ... *lived in a tent for almost a year*, but doesn't talk about advantages/disadvantages.  
**B incorrect** – Two locations are mentioned (*the island of Skye in Scotland and the mountains in the Highlands*), but these are not the focus.  
**C incorrect** – Zeki's family and the reason for him moving are both mentioned (*to learn how to live away from the city*), but these are not the focus.  
**D correct** – Various reasons are given for why this was natural for Zeki: *It can seem unusual ... but it wasn't for him.; some of his best memories were of growing up in the mountains; They used to live far away from any towns ...*
- 2 **A incorrect** – Paragraph 2 says they *travelled to lots of places abroad*, but doesn't say how Zeki felt about this.  
**B correct** – *He saw how people were able to use the land and natural products, and he also wanted to do that one day.* (paragraph 2)  
**C incorrect** – Paragraphs 1 and 2 contain information about the family home, but don't say how Zeki felt about it.  
**D incorrect** – not stated in the text
- 3 **A correct** – *he knew to stay calm and not panic; Some people were extremely tired and anxious ... , but it wasn't a problem for him.*  
**B incorrect** – The situations were difficult, but Zeki reacted positively.  
**C incorrect** – Zeki's reaction described in paragraph 3 is positive, but *impatient* and *angry* in the question are negative.  
**D incorrect** – Zeki reacted confidently, the people with him didn't.
- 4 **A incorrect** – Important abilities are mentioned (*to use the land and natural products* (paragraph 2); *to stay calm and not panic* (paragraph 3)), but these aren't the reason people should try living in the wild.  
**B incorrect** – Learning to live in a tent is not the main objective.  
**C incorrect** – Living apart from your family is not the main objective.  
**D correct** – *if people connect more with nature, they will understand and enjoy it* (paragraph 4)
- 5 **A incorrect** – not stated in the text  
**B incorrect** – The text talks about difficulties, but it doesn't say that Zeki thought it was too difficult.  
**C correct** – *some of his best memories were of growing up in the mountains* (paragraph 1); *Zeki was comfortable playing and exploring in nature* (paragraph 2); *Zeki continues to enjoy the outdoors ... as a young adult.* (paragraph 4)  
**D incorrect** – The end of Paragraph 4 makes clear Zeki still has lots of contact with nature.

- If you wish, go to page 144 to continue working through the Exam success section for these two units.
- See the Exam trainer, Workbook page 96, for more information and practice on this Preliminary for Schools task.

## Family life in your country

## 1 SPEAKING

- Students work in groups of three to four.
- Follow up by asking: *Could the same thing happen in your family? Why/Why not?*

## 2 SPEAKING

- Students continue to work in their groups from exercise 1.
- After reading the *Research areas*, ask students to consider which ones they may be able to find concrete data for (possibly *typical size of ...* and *time spent with ...*) and which they are more likely to find opinions about (the other three). Point out that if they can find concrete data, one 'official' source will be enough for this project, but if they find opinions, they should look for various sources to make sure the opinions are roughly the same.

## 3

- Ask individuals to read aloud the tips and discuss them with the class.
- In the *Collaboration* section, make sure students understand that the *Useful language* contains phrases to help them work together and complete the task in English, not phrases that they should use in their finished project.

## 4 SPEAKING

- Outline a timeframe for the project, starting with the deadline for presenting it. Include key interim dates and make sure students are clear about which stages of the project they need to do at home and which they will have time to do in future classes.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class.

## 5

- Explain that Presentation here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.



## Virtual Classroom Exchange

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