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with Teacher's Resource Disk

Third Edition Solutions

Intermediate

Teacher's Book
irlanguage

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مرجع زبان ایرانیان

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Third Edition Solutions

Intermediate

Essentials Teacher's Book

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر بر خط و حامل به ثبت رسیده است.
کپی بر داری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

Introduction to *Solutions Third Edition*

A note from the authors

Welcome to *Solutions Third Edition*. Teachers' responses to *Solutions* and *Solutions Second Edition* have been overwhelmingly positive. *Solutions Third Edition* has evolved, based on teacher feedback, whilst retaining the key features that teachers value in the *Solutions* series:

- engaging topics and texts
- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching and learning approach with plenty of extra practice material
- a guided and supported approach to speaking and writing

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- provided 100% new content
- included a Listening lesson in every unit which will develop your students' listening skills
- included a Word Skills lesson in every unit which explores the grammar of key vocabulary and includes dictionary-based exercises
- addressed mixed ability, with extra support for all levels and suggested extension activities in the Teacher's Guide
- increased the amount of language recycling and included a *Recycle!* activity to consolidate grammar students have studied earlier in the course
- provided added flexibility with a bank of Culture lessons with supporting DVD documentary clips at the back of the Student's Book and extra activities on the Classroom Presentation Tool

Solutions Third Edition has benefited from collaboration with teachers with extensive experience of teaching and preparing students for exams. We would like to thank Christina de la Mare for sharing her expertise in writing the procedural notes in the Teacher's Guide.

We are confident that the result is a forward-thinking and modern course that will prepare your students for the future and provide you with all the support that you need. We hope that you and your students enjoy using it!

Tim Falla and Paul A Davies

The components of the course

- Student's Book
- Workbook with audio available online
- Student's Book and Workbook e-Books
- Teacher's Pack
 - Essentials Teacher's Book: answer keys and audio scripts for both the Student's Book and the Workbook
 - Teacher's Resource Disk: full teaching notes, photocopiable worksheets, DVD worksheets, Twenty-first century skills projects, Course Test audio
 - Workbook Audio
- Class Audio CDs
- Course Tests
- Course DVD
- Classroom Presentation Tool
- Student's and Teacher's Websites (www.oup.com/elt/teacher/solutions)

Solutions Third Edition – new features

New for the Student's Book

- New *Listening* lesson – with a focus on sub-skills to develop students' listening skills. Lessons include strategies, exam-like practice and speaking activities.
- New *Word Skills* lesson – students learn the grammar of key vocabulary in context, including word building and phrasal verbs. Students also develop their dictionary skills.
- New *Culture Bank* – nine Culture lessons linked to the topic and language of the main units. These ready-to-use lessons can be used at any point in the course, giving teachers the flexibility to choose when to use them.

New for the Workbook

- More listening practice.
- Five *Exam Skills Trainers* and two *B2 Exam Skills Trainers* providing further practice of typical exam tasks.
- Nine *Unit Reviews* to encourage students to reflect on their progress.
- Five *Cumulative Reviews* for Units 1–1, 1–3, 1–5, 1–7 and 1–9.

New for the Classroom Presentation Tool

- Optional lesson openers – additional lead-in activities to motivate students and recycle language.
- Optional lesson closers – quiz-style round-up activities to consolidate what students have learned in the lesson.
- Optional task support – for example, useful language or extra ideas to help students complete classroom tasks.



Introduction

Map of resources

IA Vocabulary

Student's Book, page 4; Workbook, page 4

IB Grammar

Student's Book, page 5; Workbook, page 5

IC Vocabulary

Student's Book, page 6; Workbook, page 6

Photocopiable: Vocabulary Review

ID Grammar

Student's Book, page 7; Workbook, page 7

Photocopiable: Grammar Review

Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Holidays

Exercise 2 1.02 page 4

Anna had a more enjoyable holiday.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

boat trip, music festival, theme park

For further practice of describing visitor attractions:

Vocabulary Builder IA page 121

- 1 1 atmospheric 2 beautiful 3 boring 4 busy
5 cheap 6 crowded 7 disappointing 8 expensive
9 historic 10 impressive 11 peaceful 12 remote
13 romantic 14 spectacular 15 touristy

- 2 1 cheap, expensive 2 busy, crowded, touristy
3 boring, crowded, disappointing, expensive, touristy

Exercise 5 page 4

- 1 a castle 2 a theme park 3 kayaking 4 mountain biking
5 a bike ride 6 an excursion 7 a bike
8 beach volleyball 9 cards 10 the beach

Exercise 6 page 4

visit a museum, go on a boat trip, visit a theme park

Exercise 7 page 4

1 We visited the Tower of London ...; ... and we visited a theme park a couple of times. 2 Yes, it was great, thanks. I went on a city break ... No, we went to London. ... and went windsurfing. We went on a boat trip too. It was too expensive. I hung out with my friends. We went to a music festival ...; Yes, it was OK. 3 But I didn't do much. We didn't go away. Just a shame the holidays weren't longer. 4 Did you have a good holiday? What did you

get up to? Did you have a good time? / Did you go on the London Eye?

For further practice of the past simple:

Grammar Builder I.1 page 126

- 1 1 visited 2 was 3 could 4 sent 5 studied
6 sunbathed 7 went
2 1 didn't visit 2 wasn't 3 couldn't 4 didn't send
5 didn't study 6 didn't sunbathe 7 didn't go
3 Did you do any sport during the week? Did you have a big breakfast? Did you phone anybody yesterday? Did you send any texts? Did you buy anything last weekend?

IB Grammar

Present tense contrast

Exercise 2 1.03 page 5

He forgot they were supposed to revise together on Saturday.

Transcript

See Student's Book, page 5.

Exercise 3 page 5

PS starts; haven't got; don't like; is; makes; That's; gives; don't mind; need to do; have; know; That's why; don't remember; get back; can't; have to help PC aren't wearing; You're always forgetting; I'm not feeling; (What) are you doing; is giving; we're revising; I'm going away; you're always forgetting; are decorating; There are 7 negative and 1 interrogative form.

Exercise 4 page 5

a present simple b present continuous c present continuous d present simple e present simple f present continuous g present simple

Exercise 5 page 5

(Possible answer)

Sentence a expresses a fact. Sentence b expresses annoyance or jealousy that the person is always going shopping with Cathy.

Exercise 6 page 5

like, mind, need, know, remember – They describe a state, not an action, and they are used in the present simple. We do not normally use them in the present continuous.

For further practice of dynamic and state verbs:

Grammar Builder I.2 page 126

- 1 1 are (you) going; need 2 Do (you usually) wear
3 don't understand 4 are (you) smiling
5 Are (you) coming; don't like 6 leaves
2 1a works b is working 2a are having b have
3a am taking b take 4a arrive b is arriving
5a are (you) listening (to) b listens
3 1 tastes 2 are you looking at 3 has
4 is appearing 5 I think 6 I don't see

Exercise 7 page 5

1 am meeting; Do you want 2 walk; are going 3 love; cost 4 don't want; is raining 5 Are you enjoying; do you prefer 6 don't believe; is always inventing 7 are you laughing; don't understand 8 am catching; arrives

IC Vocabulary

Adjectives

Exercise 2 1.04 page 6

He's terrified because he now has to sing a song on his own.

Transcript

See Student's Book, page 6.

Exercise 3 page 6

anxious, excited, frightened, terrified, upset

Exercise 5 1.05 page 6

1 envious 2 confused 3 relieved 4 embarrassed
5 suspicious 6 excited

Transcript

Speaker 1 Ooh, that's a really nice phone. Is it new? Yes, it's the latest model, isn't it? I wish I had one like that. One day, maybe ... if I win the lottery.

Speaker 2 Hang on, this doesn't make sense. Tom said he was waiting for me at the café. Now I'm at the café and he's sending me messages saying 'where are you?'. And there's only one café in this part of town. It's all very strange.

Speaker 3 Here's my passport! It was in my jacket pocket all along! I thought I'd lost it. Now I remember, I put it in my pocket as I was leaving the plane. Phew! I was so worried for a while.

Speaker 4 Hey, Tom! Come over here a minute and help me with this. Oh, I'm so sorry. I thought you were somebody else. He looks a bit like you. I mean, from behind. Sorry, madam. My fault. Silly mistake.

Speaker 5 I think somebody's been using my phone. Look – it says 'incorrect password'. But I haven't entered the password yet. Somebody else entered one and it was incorrect. Hmm. But who? Who was in this room while I was in the kitchen?

Speaker 6 It's my birthday tomorrow. I can't wait! I'm having a big meal with all my friends. We're going to a Mexican restaurant in town. We went there last year too. It was such a laugh!

Exercise 7 page 6

friendly, punctual, confident, brave

Exercise 8 page 6

1 amusing 2 amazing 3 embarrassed 4 moving
5 surprised 6 bored 7 annoying

Exercise 9 page 6

flexible – inflexible; honest – dishonest; kind – unkind; loyal – disloyal; organised – disorganised; patient – impatient; reliable – unreliable; sensitive – insensitive

For further practice of adjective endings:

Vocabulary Builder IC page 121

- 4 1 meaningful 2 hopeless 3 meaningless
4 snowy 5 drinkable 6 affordable 7 adventurous
8 mountainous 9 impressive 10 supportive
5 1 courageous; supportive 2 mountainous;
dangerous 3 friendly; likeable 4 wonderful;
watchable 5 snowy; hazardous 6 helpful; careless

ID Grammar

Articles, will and going to

Exercise 3 1.06 page 7

1 the 2 a 3 the 4 – 5 the 6 the 7 a 8 the
9 an 10 the 11 – 12 the

Toby and Leah are going cycling on Sunday afternoon.

Transcript

Leah What are you up to at the weekend, Toby?

Toby I'm going to go for a bike ride on Saturday. Do you fancy coming too?

L I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.

T That doesn't sound like the best way to spend your weekend. Gardening is hard work! And according to the forecast, the weather isn't going to be good.

L I know. But the neighbour is going to pay us for it. And my dad's a gardener so he's got all the right tools.

T Really? I'll come and help you. I mean, if that's OK with you and your dad ...

L Sure. We'll share the money with you: £10 an hour. But what about the bike ride?

T I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

L Yes, please. I love bike rides. But let's go in the afternoon. I'll be exhausted when I wake up!

Exercise 4 page 7

1 a/an 2 the 3 the 4 a/an 5 no article 6 a/an
7 the 8 the

Exercise 5 page 7

1 a; the 2 –; a; the; an 3 –; a 4 A; a; –; the; the
5 an; the; an 6 a; the

For further practice of articles:

Grammar Builder I.3 page 127

1 ... so we had dinner in ... The restaurant was quite expensive – the water was about £5 a bottle ... the food was fantastic! For me, the best part ... and he's a chef so he knows ... My brother ordered steak because he hates fish ... leave the restaurant until 11:30 at night.

Exercise 6 page 7

a 1: ... the weather isn't going to be good. 2: The weather will probably be better ... I'll be exhausted ... b 1: I'm going to go for a bike ride ... I'm going to help my dad ... We're going to do some work ... the neighbour is going to pay us ... 2: We'll share the money ... I'll go on Sunday ... c I'll come and help you.

Exercise 7 page 7

1 isn't going to stop (a) 2 are going to spend (b), 'll have (a) 3 'm going to drop (a), 'll take (c) 4 'm going to go (b), won't be (c) 5 Are you going to invite (b), won't come (a)

For further practice of will and going to:

Grammar Builder 1.4 page 127

1 1 'll buy 2 'll have 3 'm going to have
4 'm going to do 5 Are (you) going to revise
6 'm going to go 7 'm going to meet 8 'll get
9 'll give 10 isn't going to be / won't be

Map of resources**1A Vocabulary**

Student's Book, pages 8–9; Workbook, page 8

Photocopiable: 1A (Ages and stages)

1B Grammar

Student's Book, page 10; Workbook, page 9

Photocopiable: 1B (Past tense contrast)

1C Listening

Student's Book, page 11; Workbook, page 10

1D Grammar

Student's Book, page 12; Workbook, page 11

Photocopiable: 1D (*used to*)**1E Word Skills**

Student's Book, page 13; Workbook, page 12

1F Reading

Student's Book, pages 14–15; Workbook, page 13

1G Speaking

Student's Book, page 16; Workbook, page 14

1H Writing

Student's Book, page 17; Workbook, page 15

Culture 1

Student's Book, page 112

DVD and DVD worksheet: Unit 1

Classroom Presentation Tool Unit 1**End of unit**

Unit Review: Workbook, pages 16–17

Photocopiable: Grammar Review

Photocopiable: Vocabulary Review

Exam Skills Trainer 1: Student's Book, pages 18–19

Cumulative Review I–1: Workbook, pages 112–113

Progress Test and Short Tests: Unit 1

1A Vocabulary**Ages and stages****Exercise 1** page 8

a human being

Exercise 2 1.07 page 8

See transcript.

Transcript

- | | |
|--------------------|-----------------------|
| 1 be an infant | 6 be in your twenties |
| 2 be a toddler | 7 be middle-aged |
| 3 be a young child | 8 be elderly |
| 4 be in your teens | 9 be a centenarian |
| 5 be an adult | |

Exercise 3 page 8

(Possible answers)

In picture A, she is an infant. In picture B, she is a toddler. In picture C, she is a young child. In picture D, she is a teenager. In picture E, she is in her twenties. In picture F, she is middle-aged. In picture G, she is elderly. In picture H, she is a centenarian.

Exercise 4 page 8

(Possible answers)

- A** be born; be brought up (by); go to university; grow up; learn to drive; leave home; leave school; start school
B buy a house or flat; get engaged; get married; get your first job; settle down; split up; start a family
C get divorced; have a change of career; inherit (money, a house, etc.); start a business
D become a grandparent; retire
E emigrate; fall in love; move house; pass away

Exercise 5 1.08 page 9

1 a 2 c 3 c 4 c

Transcript

- 1** My name's Bilal and I live in Bradford in the north of England. Both sets of my grandparents emigrated from Pakistan in the 1960s, just before my parents were born. My dad worked on the buses and my mum stayed at home and brought up the family. Dad would like a change of career but it's a bit late for him now to change jobs. I think he's just looking forward to retiring. I've got a sister who's 25. She didn't leave home until last summer, when she got married. My dad wants me to go to university in Birmingham and study law. But I think I'd like to start my own business, creating computer games.
- 2 Boy** Tell me a bit about your background, Sandra.
Girl Well, I grew up in the village where my family has lived for generations. My great-great-grandad moved here from Birmingham in the 1930s, looking for work.
B What kind of work did he find?
G He found a job on a farm, just outside the village. He settled down, married a local girl and started a family. They worked incredibly hard and over the years they managed to save quite a bit of money and eventually bought a small farmhouse with some land.
B And does your family still own that land?
G Yes, it does. My great-great-grandparents had a son. When he got married, he bought more land and now the farm is quite big. I don't have any brothers or sisters so one day I'll inherit it and keep it running.
- 3** My mum met my dad while she was on holiday in France. She's British and he's French. They fell in love, got engaged after a week and were married a month later. And then I was born! They named me Charlotte as it's both an English and a French name. Anyway, unfortunately the marriage didn't last. They split up when I was just a toddler and got divorced a few months later. I was brought up by my mum after she moved back to the UK. It was tough for her being a single parent. But she went to university, got a degree and then became a teacher. She met my step-dad at university and they've been married for about 10 years.

- 4 My name's Callum. My mum's parents were from poor working-class families in Glasgow. They left school at sixteen and didn't go to university. But they started a successful business and didn't retire until they were in their seventies. My mum inherited quite a bit of money when they passed away, but she didn't want to work in the family business and sold it. She moved south and settled down in Liverpool. She got married and took an office job. But she soon wanted a change of career. I think she was fed up with the cold, wet weather too, because she persuaded my dad to emigrate to Australia when I was two. I'd love to visit Glasgow and Liverpool one day and see where my mum and her parents lived before emigrating.

For practice of noun plural forms:

Vocabulary Builder 1A page 121

- 1 1 -s, ancestors 2 -es, boxes, buses, lunches, kisses, wishes 3 -es or -s, videos / potatoes 4 -s, toys
5 -ies, countries 6 -ves, knives

Exercise 6 1.08 page 9

- 1 emigrated 2 didn't leave; got 3 grew up 4 bought
5 fell; got 6 was; moved 7 left; didn't go 8 started; didn't retire

Transcript

See exercise 5.

1B Grammar

Past tense contrast

Exercise 2 page 10

She's 122 years old. She had the longest lifespan in the world.

Exercise 3 page 10

- 1 past simple 2 past continuous 3 past simple
4 past continuous 5 past perfect
a ... she married Fernand Calment and then gave birth ...
b ... the US army was still fighting Native Americans and Alexander Bell was working on a new invention ...
c While she was serving in the shop in 1888, she met ...
d ... who had come in to buy pencils. Yvonne had had a son, but both she and her son had died many years earlier.

Exercise 4 page 10

When Tom left school, he learned to drive. = First Tom left school, then learned to drive. When Tom left school, he was learning to drive. = Tom left school during the period when he was learning to drive. When Tom left school, he had learned to drive. = When Tom left school, he already knew how to drive.

Exercise 5 page 10

- 1 moved; was growing up 2 had learned / learned; bought
3 left; went; studied 4 were (you) living; got
5 got; had fallen; were working 6 wanted; emigrated

For further practice of past tense contrast:

Grammar Builder 1.1 page 128

- 1 1 had; was learning 2 got; was living
3 was raining; decided 4 were (you) doing; saw
5 didn't hear; was listening 6 broke; was skiing
7 was working; met 8 weren't listening; asked
2 1 had already got engaged; emigrated 2 couldn't buy; had forgotten 3 was; had split up 4 had started / started; left 5 had inherited / inherited; bought 6 retired; had become 7 had settled down / settled down; decided 8 had spent / spent; went
3 1 a 2 b 3 a 4 b 5 a 6 a

Exercise 6 page 10

- 1 was 2 wrote 3 left 4 got 5 was working 6 met
7 had been 8 retired 9 didn't stop 10 became
11 died 12 had lived 13 said

Exercise 8 page 10

(Possible answer)

She was born in 1934 in France. At the age of 17, she left school and got a job in a large department store. While she was living in Paris, she met my grandfather. She got married in 1960.

1C Listening

Family tensions

Exercise 1 page 11

(Possible answer)

It allows parents to lock their children's phones at times when they should be doing other things such as studying. Some children might need this app because they spend too much time on their phones instead of doing other things.

Exercise 3 page 11

positive calm, complimentary, enthusiastic, grateful, nostalgic, optimistic, sympathetic
negative accusing, aggressive, arrogant, bitter, miserable, nostalgic, pessimistic, sarcastic, urgent

Exercise 4 1.09 page 11

- 1 pessimistic 2 aggressive 3 complimentary
4 sympathetic 5 grateful 6 urgent

Transcript

Speaker 1 We've got a big family dinner tonight. I expect there'll be an argument. There usually is. That's why I hate these dinners. They always end badly.

Speaker 2 Hey! Get out of my chair! I want to sit there. I can't see the TV if I sit on this side of the table, can I? Come on, hurry up!

Speaker 3 You're looking well. Is that a new shirt? It's very nice. I love the colour – it really suits you.

Speaker 4 I'm so sorry you didn't pass your test. You must be very disappointed. But don't worry, you can take it again next month – and I'm sure you'll pass it then.

Speaker 5 Thank you so much for inviting me round for dinner. I was going to buy some chips from the takeaway, but this is much nicer – and healthier too. Thanks!

Speaker 6 The match is going to start in five minutes. We need to finish eating and go into the living room. Quick! We don't want to miss the start. Come on!

Exercise 5 1.10 page 11

Transcript

See Student's Book, page 11.

Exercise 6 1.11 page 11

Speaker 1: b; Speaker 2: c; Speaker 3: a; Speaker 4: d

Transcript

Speaker 1 We all know what it's like to argue with our family. It's just part of life, isn't it? Well, not necessarily. Sometimes, family arguments can become a habit ... a habit that is harmful and upsetting for the people involved. Our three-week course will teach you some simple tricks and techniques for breaking that habit. Do the course on your own or better still, persuade other members of your family to come along with you.

Speaker 2 When I was younger, I had a lot of arguments with my parents ... and with my sister too. I won a few of them, but mostly I lost. Then I realised what I was doing wrong: I wasn't preparing for the arguments. So I started treating them more like exams. I actually started revising for my family arguments! I prepared all my reasons, my examples. You really should take the same approach – it works like magic! Now I hardly ever lose an argument at home.

Speaker 3 Hi, Poppy, it's me. Look, this family meal is on Sunday ... that's this Sunday. Mum and Dad will be there, and so will Grandad. I'm not sure about Uncle John. But then, we've never been sure about Uncle John. Anyway, I really need to know that you're going to be there. Without you, it might be a disaster. You know how Grandad always tries to start an argument when we're out. He's much better when you're there. So give me a call and tell me you're coming. Please!

Speaker 4 I left home when I was seventeen after an argument with my parents, and to be honest, it was the best thing that happened to me. I had to grow up quickly! At nineteen, I started my own business. Now I live in a £5-million house in London and run a business with more than a thousand employees. That family argument gave me the push I needed. Of course, I've got a lot of talent too!

Exercise 7 1.11 page 11

Speaker 1: C; Speaker 2: A; Speaker 3: D; Speaker 4: B

Transcript

See exercise 6.

1D Grammar

used to

Exercise 1 1.12 page 12

nostalgic

Transcript

See Student's Book, page 12.

Exercise 2 page 12

affirmative You used to have great hair! I used to spend ages getting it just right. And I used to share clothes with my brother. I used to do that too.

negative I didn't use to have much money.

interrogative Did you use to spend a lot of money on them?

Exercise 4 1.13 page 12

- 1 used to live 2 Did (you) use to go 3 didn't use to pay
4 didn't use to have 5 used to wait 6 used to do
7 used to be

Transcript

Mum I used to live opposite the Palace Cinema when I was ten.

Alice Did you use to go there often?

M Yes. But we didn't use to pay. It wasn't our fault – we didn't use to have any money for tickets.

A So how did you get in?

M We used to wait outside the fire exit and run in when somebody opened it!

A I can't believe you used to do that! You're always telling me how important it is to be honest!

M Well, yes. I used to be very naughty, but I grew out of it.

For further practice of used to:

Grammar Builder 1.2 page 129

- 1 1 used to have 2 used to be 3 used to like
4 didn't use to invite 5 didn't use to go 6 used to listen
7 did you use to listen 8 used to enjoy
9 Did you use to go 10 used to take
2 1 use to live 2 used to cost 3 didn't use to play
4 didn't use to sell 5 used to go 6 used to drink
7 used to cook 8 didn't use to win

Exercise 5 page 12

- 1 used to live 2 used to be 3 didn't use to eat
4 used to like 5 used to enjoy 6 used to spend
7 didn't use to speak 8 didn't use to have

Exercise 6 1.14 page 12

- 1 be used to 2 used to 3 get used to 4 used to; be used to
5 be used to 6 used to 7 used to; get used to

Transcript

1 My grandma is used to living on her own.

2 We used to live in an enormous house.

3 These new shoes feel strange, but I'll get used to them.

4 I used to hate this flat, but I'm used to it now.

5 I found the job really difficult at first. I wasn't used to working so hard!

6 Did you use to wear glasses?

7 I didn't use to enjoy walking to work, but I got used to it.

1E Word Skills

Phrasal verbs (1)

Exercise 1 page 13

(Possible answer)

He lives his life in reverse: he is born old and dies a baby.

Exercise 2 page 13

- 1 gets on with 2 walks out on 3 go through with
4 lives up to 5 run out of 6 signs up for 7 catches up with
8 fits in with 9 put up with

Exercise 3 page 13

- 1 one 2 two 3 transitive 4 after

Exercise 4 page 13

look up to search for information in a book **look up to** to respect and admire somebody **get away** to succeed in leaving or escaping from somebody or a place **get away with** to do something bad and not be punished for it **make up** to invent something, often something that is not true **make up for** to do something that corrects a bad situation **get up** to get out of bed **get up to** to be busy with something, especially something secret or bad **go in** to enter **go in for** to do or have something as a hobby or interest **go back** to return to a place **go back on** to break a promise, an agreement, etc.

Exercise 5 page 13

- 1 make up for 2 go in for 3 looked up 4 go back on
5 get up to 6 make up

For further practice of phrasal verbs:

Vocabulary Builder 1E page 121

3 1 b 2 b 3 a 4 a 5 b 6 b

Exercise 6 page 13

- Which famous people do you look up to?
- Which sports or games do you go in for?
- What did you get up to last weekend?
- What kind of behaviour is the most difficult to put up with?
- What kind of people do you find it easiest to get on with?

1F Reading

Adolescence

Exercise 2 page 15

C

Exercise 3 page 15

- A Links to 'they have lost': ... but they are probably feeling a sense of loss ...
B Extra sentence (does not link to any highlighted words)
C Links to 'made decisions' and 'telling you to': ... decide things for yourself ... don't want to be told what to do ...
D Links to 'physical change' and 'emotional changes': ... body changes ... think and feel differently ...
E Extra sentence (does not link to any highlighted words)
F Links to 'opinions' and 'idealistic': ... developing your own views ... your own sense of right and wrong ...
G Links to 'in the company of' and 'privacy': ... to spend more time on your own.

Exercise 4 page 15

1 D 2 G 3 C 4 F 5 A

Exercise 5 page 15

- 1 adolescence; adolescent 2 dependence; dependent
3 freedom; free 4 emotion; emotional 5 privacy; private
6 ideal; ideal / idealistic 7 impatience; impatient
8 concern; concerned 9 safety; safe
10 irritant / irritation; irritated / irritating 11 critic / criticism; critical
12 distrust; distrustful

1G Speaking

Role-play

Exercise 2 page 16

(Possible answers)

getting to know your exchange student doing hobbies together
useful things to take with you carrying a dictionary
going to school in England eating in the canteen, wearing a uniform
advice about staying with an English family keeping your room tidy, helping with housework

Exercise 3 1.16 page 16

She discusses all the topics. She mentions doing hobbies together, eating in the canteen and wearing a uniform.

Transcript

Boy So, did you have a good time in England?

Girl It was great. I stayed with a really nice family. And I got to know my exchange student quite well.

B Did you spend a lot of time together?

G Yes, we did. We had similar hobbies. For example, we both liked playing basketball, so we did that every weekend. It was good fun!

B I hope I get on well with my exchange student. I'm going to stay with him next term.

G You ought to find out about his hobbies. I think you should send him an email.

B Yes, that's a good idea. Maybe he likes tennis. I play tennis a lot.

G Well, don't forget to take your tennis racket with you. And anything else you need for your hobbies.

B Do you think I should take some food from home with me? I'm worried that I'm going to miss it!

G No, I don't think you should do that. It's easy to buy all kinds of food in the supermarkets in England.

B What's English food like?

G It's OK. At school, we had lunch in the canteen every day. The food was quite good.

B What was the school like?

G It was quite a small school. I was the only exchange student there. And everybody noticed me, because I wasn't wearing a uniform! But they were really friendly. And the lessons were interesting, but they were all in English, of course. I had to concentrate really hard.

B That sounds tiring.

G Yes, it was. But you get used to it. Don't worry!

B Have you got any other advice for me?

G Yes. You ought to take a present for the parents.

B Oh, OK. What should I buy for them?

G Just something small ... something for the house.

B OK. Good.

G And remember to say 'please' and 'thank you' when you're staying with them. The English are very polite!

B Great. Thanks for the advice!

Exercise 5 1.16 page 16

- ought to find out
- think you should send
- Do you think I should take; don't think you should do
- ought to take
- should I buy

Transcript

See exercise 3.

1H Writing

A message

Exercise 1 page 17

(Possible answers)

to practise their English, to learn about life in other countries, to have someone to visit in the future

Exercise 2 page 17

information about you, your family and why you are looking for a penfriend

Exercise 3 page 17

Yes. He asks for information about Newcastle and what it's like living there.

Exercise 4 page 17

Adam: Could you please ...?

Dominik: Would you mind (+ -ing form)?

Exercise 5 page 17

(Possible answers)

Would it be possible for you to describe your earliest memory? Could you please describe your ideal day out? Would you mind telling me about your taste in music?

Exercise 6 page 17

He develops the points.

Exercise 7 page 17

1 b 2 e 3 c 4 a 5 d

Exam Skills Trainer 1

Reading

Exercise 1 page 18

C

Exercise 2 page 18

1 E 2 B 3 A 4 F 5 D

Listening

Exercise 3 page 18

C is correct

A is incorrect because the extract says the writer missed out on getting to know her family.

B is incorrect because the writer describes one negative aspect of her upbringing, so it was not all positive.

Exercise 4 1.17 page 18

1 B 2 C 3 A 4 B 5 C 6 A

Transcript

1 **James** I can't believe you don't know how to swim when you grew up near the coast.

Cara I know, but I've always found water totally scary.

J Do you know why, Cara?

C According to my parents, when I was about two years old I fell into a neighbour's pool, and they only found me at the

last minute. After that, my mum and dad went mad every time I got near the water. And when my aunt tried to take me for swimming lessons, there was a terrible argument. So for me, swimming and trouble are pretty much the same thing.

2 Of course it's normal for young friends to fall out. A friend may promise to do something and then go back on their word. Or perhaps you've decided a new friend is the greatest person ever, then they don't live up to your expectations. The truth is that adults learn to put up with disappointments like these, but young people haven't yet learned that friendships go through difficult times.

3 Of course you get older customers who've had the same hairstyle since their twenties, and they just can't see that it makes them look old-fashioned now. Maybe doing their hair like that used to make them feel stylish – because everyone was wearing it that way at the time. But even when they're middle-aged or retired, you can encourage these customers to change a bit. Show them pictures of a similar modern hairstyle in a fashion magazine, or rearrange their hair in front of the mirror – then tell them how great it looks!

4 **Man** I've noticed you always have audio books in your car. You must really enjoy listening to stories while you drive.

Woman I do. Actually, I think it comes from when I was a child. My dad used to read to me every night before I went to sleep, so I connect it with a really happy and peaceful time.

M Hmm. Perhaps that's why I find it difficult to listen to them. I can't remember anyone reading to me at all. I always read to myself at night.

5 **Woman** Did you use to enjoy sport when you were a child? I've noticed you don't go in for any sports nowadays.

Man No, I didn't really do much sport – just what we had to do at school. I enjoyed things like tennis, but I wasn't much good as part of a team, so I hated football.

W I was mad about football. I played it from the age of five, and in secondary school I was the captain of the girls' team. I feel quite jealous when I watch my kids playing now. Maybe I should take it up again.

6 The writer got his first job in a supermarket when he was fifteen, and he was already feeling pessimistic about his future as a writer. Today, young people like you hope to go to university, but in the author's day, he knew his family could never afford to send him to university. He thought that he might spend his life working in boring jobs just to support himself. But then he met Walters, a quiet man with a job at the local library. And from that first meeting, things began to change.

Use of English

Exercise 5 page 19

1 B 2 B 3 B 4 C 5 A 6 A 7 B 8 C

Speaking

Exercise 7 page 19

1 ought 2 should 3 don't 4 advice 5 to 6 about

Writing

Exercise 9 page 19

1 B 2 C 3 B

Map of resources

2A Vocabulary

Student's Book, pages 20–21; Workbook, page 18

Photocopiable: 2A (Love it or hate it)

2B Grammar

Student's Book, page 22; Workbook, page 19

Photocopiable: 2B (Present perfect and past simple contrast)

2C Listening

Student's Book, page 23; Workbook, page 20

2D Grammar

Student's Book, page 24; Workbook, page 21

Photocopiable: 2D (Present perfect simple and continuous)

2E Word Skills

Student's Book, page 25; Workbook, page 22

2F Reading

Student's Book, pages 26–27; Workbook, page 23

2G Speaking

Student's Book, page 28; Workbook, page 24

Photocopiable: Functional Language Practice (Expressing preferences, raising objections and coming to an agreement)

2H Writing

Student's Book, page 29; Workbook, page 25

Culture 2

Student's Book, page 113

DVD and DVD worksheet: Unit 2

Classroom Presentation Tool Unit 2

End of unit

Unit Review: Workbook, pages 26–27

Photocopiable: Grammar Review

Exam Skills Trainer 1: Workbook, pages 28–29

Progress Test and Short Tests: Unit 2

go ballroom dancing, BMXing, bowling, camping, cycling, horse riding, ice skating, rollerblading, running, shopping, skateboarding

Exercise 4 page 21

(Possible answers)

A board games, cards, chess

B ballet, ballroom dancing, a musical instrument

C use social media, video blog, watch videos online

D bake cakes, collect figures, cards, stamps, etc., draw, hang out with friends, make clothes, read books, read magazines, text your friends, use social media, video blog, watch videos online, board games, cards, chess, a musical instrument

E cycling, BMXing, camping, hang out with friends, horse riding, ice skating, photography, rollerblading, running, skateboarding

F bake cakes, collect figures, cards, stamps, etc., cycling, draw, make clothes, read books, read magazines, photography, running, weights

G basketball, gymnastics, bowling, ice hockey, ice skating, martial arts, table tennis, volleyball, weights

Exercise 6 1.18 page 21

Speaker 1 going camping Speaker 2 watching horror films

Speaker 3 using social media Speaker 4 going shopping

Speaker 5 playing a musical instrument

Transcript

Speaker 1 I can't understand why people are so keen on sleeping in a tent in a field in the middle of the countryside, with no proper toilets or bathroom. My parents love it, and they go every summer. And they always visit the same campsite! I mean, what's the point? You never sleep well, and you inevitably get cold and wet. I can't stand it. I'd much rather stay in a hotel. Luckily my parents never make me go with them.

Speaker 2 Don't get me wrong, I love going to the cinema or watching DVDs, but that kind of film really doesn't appeal to me. Frankly, I find them absolutely terrifying. And I don't like being scared when I'm trying to relax at home. Not only that, they're nothing like real life. The stories are always completely unbelievable. I mean, how many zombies have you seen walking down your local high street? None.

Speaker 3 My brother's a big fan and uses it all the time. He's always chatting about nothing at all, uploading terrible photos from his phone. And then he adds stupid comments on other people's posts and photos. He spends far too much time glued to his computer screen. I do use it but not very often. I prefer to talk face to face than chat online.

Speaker 4 My girlfriend absolutely loves it. She can't get enough. She's always going into shops, looking out for a bargain. The problem is, I loathe it. I can't think of anything worse. I hardly ever buy things in actual shops because I find the whole experience deeply depressing. I only go into a shop if I know exactly what I want so that I can get out as quickly as possible. I usually buy things from websites now instead. It's much easier.

Speaker 5 My brother has been learning for about a year, I think. The problem is he still can't play in tune and make a

2A Vocabulary

Love it or hate it

Exercise 2 page 20

A bowling B board games C photography
D camping E BMXing F read books

Exercise 3 page 21

do ballet, drama, gymnastics, martial arts, photography, weights

play basketball, board games, cards, chess, ice hockey, a musical instrument, table tennis, volleyball

nice sound. When he plays, it usually sounds like a cat in pain. I don't think people should learn classical instruments. It's such a waste of time. He should give up and choose something easier, like the electric guitar. That's what I did. I've joined a band at school and we sometimes hang out and play. We get together about once a month. It's great fun. At the moment, we're learning a song by the Arctic Monkeys.

Exercise 7 1.18 page 21

1 never goes 2 are always 3 rarely uses / doesn't often use 4 usually buys 5 sometimes plays

Transcript

See exercise 6.

Exercise 9 page 21

1 a basketball; b ice hockey; c volleyball 2 chess 3 cards
4 social media 5 bowling 6 figures 7 martial art
8 ballroom 9 board game 10 musical instruments

2B Grammar

Present perfect and past simple contrast

Exercise 2 page 22

He collects McDonald's memorabilia.

Exercise 3 page 22

past simple His first job was cooking Big Macs; ... he began collecting badges ...; ... Mike opened his own McDonald's restaurant ... **present perfect** ... has spent almost fifty years ...; He has already filled ...; Mike has been at McDonald's ...; ... and he hasn't stopped since; He has decorated it ...; ... they've ever seen ...

1 past simple 2 present perfect 3 present perfect
4 present perfect 5 present perfect

- a A year later, he began collecting badges ...; A few years ago, Mike opened his own McDonald's restaurant.
- b The sixty-year-old McDonald's employee has spent almost fifty years ...; ... he has decorated it ...
- c Mike has been at McDonald's since 1968; ... he hasn't stopped since!
- d He has already filled nine rooms ...
- e ... it's the most beautiful McDonald's restaurant they've ever seen ...

Exercise 4 page 22

1 A year later, A few years ago
2 almost fifty years, already, since 1968, ever

The past simple is used with 'finished time' phrases. The present perfect is used with 'unfinished time' phrases.

Exercise 5 page 22

Sentence 1 means 'Jake was swimming, but now he has returned'.

Sentence 2 means 'Jake went swimming and he has not yet returned'.

For further practice of present perfect and past simple contrast: Grammar Builder 2.1 page 129

- 1 1 seen 2 had 3 spoken 4 broken 5 ridden
6 danced 7 stopped 8 hurried
- 2 3 Has Alice and David's plane landed? Yes, it has already landed.
4 Has Jim read *The Hobbit*? No, he hasn't read it yet.
5 Has Fran tidied her bedroom? Yes, she's already tidied it.
6 Have Simon and Clare arrived at school? No, they haven't arrived yet.
7 Has Terry seen the latest Batman film? Yes, he's already seen it.
- 3 1 gone 2 been 3 gone 4 gone 5 been
- 4 1 lived 2 has just brought out; Have you heard; downloaded 3 Have you been; have just arrived
4 Have you ever visited; went 5 Did you eat; left; did
6 have had

Exercise 6 page 22

1 has spent 2 started 3 was 4 bought
5 purchased 6 walked out 7 felt 8 found
9 has (already almost) filled 10 has (he ever) thought

Exercise 7 page 22

1 Have (you ever) been 2 went

2C Listening

Eating out

Exercise 1 page 23

A salad B pudding C sandwich D pie

For further practice of diets vocabulary: Vocabulary Builder 2C page 122

1 1 a 2 c 3 a 4 b 5 a 6 a 7 c

Exercise 3 1.19 page 23

1 to complain 2 lunchtime 3 a teacher
4 in a classroom

Transcript

- 1 **Waiter** Hi. Can I help you?
Man Yes. There are few problems with my food. For a start, I ordered seafood risotto, not seafood pasta.
W I'm so sorry. Shall I change it for you?
M There's no time now. I have to get back to work for a meeting this afternoon. But that's not all. These green beans on the side are almost raw – I think the chef forgot to cook them. And to make it worse, I had to wait nearly half an hour for them.
- 2 **Teacher** First, chop the onion and add it to your pan with some oil. You need to cook it for at least five minutes before you add the rice. Sofia! Why are you adding the rice now? What did I just say? Cook the onion for five minutes. Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it, if you're hungry at break-time. Luke, please don't sit on the desk. You need to stand up when you're cooking!

Exercise 4 1.19 page 23

- 1 There are a few problems with my food; But that's not all; And to make it worse
- 2 I have to get back to work for a meeting this afternoon.
- 3 Why are you adding the rice now? What did I just say?
Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it if you're hungry at break time.
- 4 Luke, please don't sit on the desk.

Transcript

See exercise 3.

Exercise 5 1.20 page 23

1 M 2 M 3 S 4 S 5 S

Transcript**Matthew** Hi, Scarlett. How are you?**Scarlett** Hi, Matthew. I'm on the bus. We're just passing the park, so we'll be in the city centre in about ten minutes.**M** OK, I'm already here ... but I don't mind waiting.**S** Have you chosen somewhere for dinner? What about that new Italian place on the high street?**M** No, my dad ate there last week. He said it was a real let-down. The food was nothing special ... and the service wasn't up to standard.**S** OK, forget that! When you're celebrating the end of your exams, you need somewhere good.**M** I agree. What about the French restaurant in the Palace Hotel? That's a bit special. I've heard the food is out of this world.**S** It's really expensive! Maybe we can go there next year, when I finish my exams.**M** OK, maybe. Look, why don't we just go to the Mexican restaurant again? I love the atmosphere there and the food is fine.**S** There's also the Chinese restaurant. The food is pretty average – but it's cheap!**M** Let's decide when you get here. I'm happy with the Mexican or the Chinese.**S** You should choose. It's your celebration!**M** OK. Let's go to the Mexican place. We can meet outside.**S** I'm not sure where it is. Let's meet by the post office. That way I won't get lost!**M** OK, no problem. I'll go there now and wait for you.**S** There's no hurry. This bus isn't moving! There's lots of traffic.**M** Don't worry. I don't mind waiting. I can send some messages. My parents bought me a new phone. Did I tell you?**S** No. Has your number changed?**M** Of course not. You just called me!**S** Oh yes. What did you do with your old phone?**M** I gave it to my brother.**S** Oh, that's a shame. It's a nice phone – and I don't like mine very much.**M** Sorry. I didn't think of that. Anyway, see you soon!**Exercise 6** page 23**A** a bit special, out of this world**B** fine, nothing special, pretty average**C** a real let-down, not up to standard**Exercise 7** 1.20 page 23**Italian** a real let-down, nothing special, not up to standard**French** a bit special, out of this world **Mexican** fine**Chinese** pretty average**Transcript**

See exercise 5.

2D Grammar**Present perfect simple and continuous****Exercise 2** 1.21 page 24

(Possible answer)

Ellie is more enthusiastic. She wants to see the film even though it has already started.

Transcript

See Student's Book, page 24.

Exercise 3 page 24

- 1 has
- 2 been
- 3 haven't been
- 4 since
- 5 have been
- 6 for
- 7 have been

There are six examples of present perfect continuous:
 I've been waiting for ages. What have you been doing?
 I've been trying to phone you since 7.30 ... I've been looking forward to it for weeks. It hasn't been raining.
 I've been running for 25 minutes!

Exercise 4 page 24

- 1 How long has Ellie been waiting?
- 2 How long has Jack been trying to phone Ellie?
- 3 How long has Ellie been looking forward to the film?
- 4 Why has Ellie been looking forward to the film?
- 5 How long has Jack been running?
- 6 Why has Jack been running?

Exercise 5 page 24

- 1 She has been waiting for ages.
- 2 He has been trying to phone Ellie since 7.30.
- 3 She has been looking forward to the film for weeks.
- 4 Because it stars her favourite actor.
- 5 He has been running for 25 minutes.
- 6 Because he was late.

Exercise 6 page 24

(Possible answers)

The film has started. And I've already bought the tickets.
 I haven't eaten.

For further practice of the present perfect simple and continuous: Grammar Builder 2.2 page 130

- 1 have been playing 2 have been saving
3 have been worrying 4 Have (you) been watching
5 hasn't been using 6 hasn't been answering
7 have been making 8 have been cooking
- 1 hasn't been snowing 2 have been wearing
3 haven't been feeling 4 has been sitting
5 have been reading 6 have been living
- 1 I've seen 2 hasn't written 3 have you been waiting
4 she's been working 5 haven't finished 6 We've been getting 7 haven't understood
- 1 Have (you) been enjoying 2 haven't finished
3 haven't started 4 've been spending
5 haven't met 6 've been playing
7 's been teaching 8 Have (you) bought
9 've been talking

Exercise 7 page 24

- 1 have only been watching it
- 2 has Alex been a member
- 3 I haven't finished my homework
- 4 have been talking to each other
- 5 have turned off the TV
- 6 have they been making movies

2E Word Skills**Compound nouns and adjectives****Exercise 1** page 25

They are sports facilities in unusual places.

Exercise 2 page 25

- A sea shore, tennis court, tennis player
 B main road, swimming pool, tower block
 C football pitch, mountain range

Exercise 3 1.22 page 25

The first word is stressed.

Transcript

See Student's Book, page 25.

Exercise 4 page 25

- 1 flood lights, football pitch, mountain range, safety net, sea shore, tennis court, tennis player, tower block
 2 swimming pool
 3 main road

Type 1 has the most examples.

Exercise 5 page 25

athletics track, basketball court, bowling alley, boxing ring, climbing wall, dance studio, golf course, ice rink, weights room
 football pitch, swimming pool, tennis court

Exercise 6 page 25

(Possible answers)

25-metre swimming pool 400-metre athletics track
 air-conditioned basketball court, bowling alley, dance studio, weights room
 brightly lit athletics track, basketball court, boxing ring, dance studio, climbing wall, football pitch, ice rink
 eight-lane swimming pool eighteen-hole golf course
 full-sized swimming pool open-air athletics track, basketball court
 solar-heated swimming pool
 soundproof dance studio well-equipped bowling alley, dance studio, weights room

Exercise 7 1.23 page 25

a 4 b 3 c 1 e 2

Transcript

- 1 Without it, I don't think you can really claim that your school has up-to-date facilities. I mean, it affects every subject, doesn't it? And every part of school life – especially now that students are using tablets and smartphones more and more during lessons. Basically, it's something you expect to find in most places you go – even ordinary cafés and restaurants. So in a school, it's essential, I feel.
- 2 It's definitely the most popular extra-curricular activity – mostly with the boys, but a lot of girls play too. The problem is, in the winter, games often get cancelled because the ground is too wet – or sometimes because

the ground is frozen. It would be great if that didn't happen. It would be quite an expensive facility, but it would benefit a large number of students at the school.

- 3 I think a lot of schools focus too much on the more academic subjects, like Maths and Science. And if they've got money to spend on new facilities, they usually spend it on technology. That's what a lot of parents expect. But in my opinion, drawing and painting are important activities – they develop your imagination and allow you to express yourself. This is exactly the kind of facility the school needs – something which helps students to be more creative.
- 4 When people think of school music lessons, they think of learning to play the violin or the piano. But actually, music means a lot more than that – especially to young people. It's a whole industry, and lots of people work in it who don't play an instrument at all. They work behind the scenes. They're technicians. They're the ones who help singers and musicians to turn their ideas into real tracks, which people can then download and listen to. This facility would give students a chance to learn some of those skills while they're still at school.

2F Reading**Field games****Exercise 2** 1.24 page 26

They are geocaching. The find geocaches with their smartphones.

Transcript

See Student's Book, page 27.

Exercise 3 page 26

- 1 a 6; b 4, 5; c 1, 2, 3
- 2 By looking for words that give clues, e.g. *The writer thinks* suggests that the question is about the writer's opinion.
- 3 question 6

Exercise 4 1.24 page 26

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

Exercise 5 page 27

1 below 2 all along 3 across, all over 4 beside 5 by

For further practice of prepositions of place:**Vocabulary Builder 2F** page 122

- 2 1 in 2 on 3 in 4 on 5 at 6 in 7 at 8 in
 9 among 10 between 11 in front of 12 opposite
- 3 1 opposite 2 on; in 3 at 4 between 5 in
 6 among 7 in front of



2G Speaking

Stimulus-based discussion

Exercise 1 page 28

A climbing B karting C kayaking D hiking

Exercise 3 1.25 page 28

They consider kayaking, surfing, parkour, karting and hiking.

They agree on karting.

Transcript

A So, we're going to do an adventure activity on our day out. What do you think we should do?

B Well, I'm quite keen on kayaking.

A Really? I'd rather go surfing than kayaking.

B The problem with surfing is that the sea is too cold at this time of year.

A Yes, I suppose you're right. What about parkour?

B Sorry, but I don't really fancy parkour.

A Why not?

B Well, don't you think it would be dangerous? I've never done it before. I'm sure I'd injure myself.

A OK. How about karting? I like the idea of that.

B Yes, I think karting would be fun. But it's quite expensive, isn't it? Hiking is another option.

A Hiking would certainly be cheaper, but less fun in my opinion. OK, I think we need to make a decision. There's a good karting circuit near the shopping centre. I don't think it's very expensive. So, overall I think karting would be better.

B OK. That's settled then. Let's go karting.

Exercise 4 1.25 page 28

I'm quite keen on ... , I'd rather (go surfing) than (kayaking). , Sorry, but I don't really fancy ... , I like the idea of ... , Overall, ... would be better. , That's settled then.

Transcript

See exercise 3.

2H Writing

A blog post

Exercise 1 page 29

A astronomy club B school choir

Exercise 2 page 29

school choir, ballroom dancing club

The martial arts club and ice skating club are also mentioned.

Exercise 3 page 29

a One Saturday last month b In my view, ...

c As well as that, ...

Exercise 4 page 29

(Possible answers)

One Saturday; all; also in; to the school; of them; at the beginning of the next school year; who are; different school; at the stalls; to the visitors; short; great; very; lots of; including ballroom dancing and ice skating

Map of resources

3A Vocabulary

Student's Book, pages 30–31; Workbook, page 30
Photocopiable: 3A (Parts of the body)

3B Grammar

Student's Book, page 32; Workbook, page 31
Photocopiable: 3B (Speculating and predicting)

3C Listening

Student's Book, page 33; Workbook, page 32

3D Grammar

Student's Book, page 34; Workbook, page 33
Photocopiable: 3D (Future continuous and future perfect)

3E Word Skills

Student's Book, page 35; Workbook, page 34

3F Reading

Student's Book, pages 36–37; Workbook, page 35

3G Speaking

Student's Book, page 38; Workbook, page 36
Photocopiable: Functional Language Practice (Identifying people in photos and speculating about photos)

3H Writing

Student's Book, page 39; Workbook, page 37

Culture 3

Student's Book, page 114
DVD and DVD worksheet: Unit 3

Classroom Presentation Tool Unit 3

End of unit

Unit Review: Workbook, pages 38–39
Photocopiable: Grammar Review
Exam Skills Trainer 2: Student's Book, pages 40–41
Cumulative Review I–3: Workbook, pages 114–115
Progress Test and Short Tests: Unit 3

3A Vocabulary

Parts of the body

Exercise 1 page 30

(Possible answer)

The footballer is lying on the football pitch. She is in pain and has probably hurt her ankle in a tackle.

Exercise 2 page 30

1 nail 2 wrist 3 calf 4 elbow 5 shoulder
6 neck 7 cheek 8 forehead 9 ankle 10 shin
11 knee 12 thigh 13 chin 14 thumb

Exercise 3 page 30

(Possible answers)

1 blood, brain, heart, intestine, kidney, lung, muscle, rib, skull, spine, stomach, throat 2 blood, brain, cheek, chin, eyebrow, eyelid, forehead, jaw, lip, muscle, scalp, skin, skull, spine, throat 3 blood, elbow, muscle, nail, skin, thumb, wrist 4 ankle, blood, calf, heel, muscle, nail, shin, skin, thigh, toe 5 blood, bottom, heart, hip, intestine, kidney, lung, muscle, rib, shoulder, skin, spine, stomach, waist 6 ankle, calf, cheek, elbow, eyebrow, eyelid, heel, hip, kidney, lip, lung, shin, shoulder, thigh, thumb, wrist 7 rib, skull, spine

Exercise 6 1.26 page 31

1 c 2 c 3 c 4 b 5 b 6 a 7 c 8 b 9 a

Transcript

- 1 Few people have blood type B negative (about 5%), and even fewer have AB negative, which is the rarest blood type. The most common blood type is O positive. Approximately 36% of people have this type of blood.
- 2 Finger nails grow at an average of about 36 millimetres a year, which is 3 millimetres in a month. That's much faster than toe nails, which grow about four times more slowly – about 0.75 millimetres a month.
- 3 When people sing their national anthem, they often hold the left side of their chest, thinking that they are placing their hand over their heart. But in fact our heart is near the centre of our chest, just a little to the left.
- 4 The average length of the small intestine in adults is seven metres. The average length of the large intestine is one and a half metres, so that's eight and a half metres in total.
- 5 As adults, we have 206 bones in our bodies, but we start life with many more. We are born with nearly 300 bones, but as we grow, some of them join together, leaving us with 206.
- 6 The blonder our hair, the more hairs we have on our scalp. Fair-haired people have on average 150,000 hairs, brown-haired people have 110,000, and black-haired people about 100,000. People with ginger hair have got the fewest: about 90,000 hairs.
- 7 Most people don't think of their skin as an organ, like their heart, kidney, stomach and liver. But that's what it is. And it's the largest organ, by surface area and weight. The average brain weighs 1.3 kg and is the third largest organ in our body. The liver is also very large and weighs even more: on average 1.6 kg. But the surface area of skin on an average adult is between 1.5 and 2 m², and it weighs on average 10.8 kg.
- 8 The thickness of our skin varies from about 0.5 mm on our eyelids to 4 mm or more on the soles of our feet and on the palms of your hands. But on average it is 2–3 mm thick.
- 9 Different experts have different opinions. Some say it is the masseter muscle in our jaw, which helps us chew our food. Others say it is the muscles in our thighs, which allow us to run. Other experts believe it is the gluteus maximus in our bottom and lower back, which holds our bodies upright. What is certain is that the largest muscle is the gluteus maximus, but it is impossible to say which is the strongest because they do such different things.

Exercise 7 1.27 page 31

1 ankle; yesterday evening; bandage 2 head; this morning, about two hours ago; painkillers 3 thumb; last night; X-ray 4 hand; about an hour ago; cream and a dressing

Transcript

- 1 **Doctor** Good morning. What can I do for you?
Patient My ankle really hurts. I think I've twisted it.
D Let me have a look. When did you do it?
P Yesterday evening, while I was playing football.
D Yes, it's a bit swollen. You've sprained it. I'll give you a bandage for it.
- 2 **D** Good afternoon. How can I help you?
P I've had an accident. I've banged my head.
D How did it happen?
P I tripped over the cat and hit my head on the corner of a table.
D When did it happen?
P This morning. About two hours ago.
D May I take a look?
P Yes, sure.
D Is it painful?
P Ow! Yes!
D Sorry. I'll give you some painkillers.
- 3 **D** Hello, how can I help you?
P I've hurt my thumb. I trapped it in the car door last night.
D Can you show me? ... You've certainly bruised it. And you'll probably lose your nail.
P It's really painful. Do you think I've broken it?
D It might be broken. I think I'll send you to hospital for an X-ray.
- 4 **D** Good morning. How can I help you?
P I've burned my hand. I picked up a very hot saucepan.
D When did it happen?
P About an hour ago.
D It's quite a bad burn.
P What can you give me for it?
D I'll give you some cream and the nurse will put a dressing on it.

Exercise 8 1.27 page 31

a 've twisted b 've sprained c 've had; banged
d tripped; hit e 've hurt; trapped f 've (certainly) bruised
g 've broken h 've burned; picked up i did (it) happen

Transcript

See exercise 7.

3B Grammar

Speculating and predicting

Exercise 2 page 32

Using 3D printers to print human organs and body parts.

Exercise 3 page 32

a will be able; won't die b will probably be; are certain that bio-printing will revolutionise c could save, could play d might not come

For further practice of speculating and predicting:

Grammar Builder 3.1 page 131

1 2 You'll definitely pass all your exams. 3 I doubt (that) it'll rain tomorrow. 4 I'm sure (that) you'll enjoy the film. 5 Ben might come round later. 6 I may not go to school tomorrow. 7 I think (that) George will know the answer. 8 We probably won't go away this summer.

Exercise 5 page 32

1 present simple 2 will 3 might

For further practice of first conditional:

Grammar Builder 3.2 page 131

1 1 don't phone; will be 2 tell; will you promise
3 will have; doesn't rain 4 won't buy; lose
5 will you do; feel 6 give; will be able to
7 will make; sends 8 don't shout; won't get

Exercise 6 page 32

Moreover, if we can produce organs such as hearts and kidneys, patients won't die while they're waiting for an organ donor.

If they are successful, doctors could save millions of lives.

Exercise 7 page 32

1 could / can 2 will be 3 start 4 will / may / might / could become 5 learn 6 may / might / could be

3C Listening

The body's limits

Exercise 1 page 33

(Possible answers)

Both show people doing physically challenging activities in extreme conditions. In photo A, the people are walking in a desert in extreme heat. They are lightly dressed and carrying rucksacks. If they aren't careful, they could become dehydrated and even die. In photo B, there is a climber sitting outside a tent in the mountains. He's wearing an oxygen mask to help him breathe at this high altitude.

Exercise 2 1.28 page 33

Transcript

See Student's Book, page 33.

Exercise 3 1.29 page 33

1 -40°C 2 5°C 3 15°C 4 50% 5 57%
6 4,500 7 1/5 8 1/10

Transcript

There are many amazing stories of human survival, but actually our bodies are very fragile and do not cope well with extremes. Polar explorers can cope with temperatures of -40°C, but only if they keep warm. Most people will collapse if their body temperature drops by only 5°C, and if it drops by 15°C, they'll die. Heat can be just as dangerous. Temperatures of 35°C are safe provided humidity is not above 50%. High altitudes are dangerous too. We pass out when the pressure falls below 57% of normal atmospheric pressure. This happens at about 4,500 metres. Climbers can go higher because their bodies gradually get used to it, but no one survives for long at 8,000 metres. At high

altitudes, lack of oxygen is another problem. At ground level, about 1/5 of the air is oxygen. If that falls below 1/10, we die.

Exercise 4 1.30 page 33

See transcript.

Transcript

- 1 Normal body temperature for humans is 36.5–37°C.
- 2 An increase of just 0.5°C above normal body temperature can make you feel unwell.
- 3 About 5% of people who go to Accident and Emergency have a fever.
- 4 You can get frostbite if the temperature of your skin falls to 0°C or below.
- 5 In 2000, a Norwegian woman survived after her body temperature had fallen to 13.7°C.
- 6 Less than 1/3 of adults whose temperature drops below 28°C survive.

Exercise 5 1.31 page 33

Randy Gardner

Transcript

Host Professor Martin, you're interested in the limits of the human body. Is that right?

Professor Yes, that's right. So, for example, we've been asking: Is it possible to survive in a vacuum?

H And what's the answer?

P Well, sadly we know how long humans can survive in a vacuum in outer space. Three Russian cosmonauts died in 1971 when their space capsule had a major problem at an altitude of 168 kilometres. The pressure inside the capsule dropped to zero and the crew died after 30 to 40 seconds.

H What a tragedy.

P Yes, indeed. But it is possible to survive shorter periods of time in a vacuum. In 1966 a scientist was testing a spacesuit in a special room when the pressure suddenly dropped to almost zero for a period of 27 seconds. He passed out after 15 seconds and he woke up when the pressure inside the room returned to normal. He was fine.

H Good! So what else have you been studying?

P We've also been asking: how long can the human body survive without sleep?

H And what is the answer?

P Well, we can't force people to stay awake until they die, so it's impossible to know the exact limits. But we know about some extreme cases. For example, on 28 December 1963, Randy Gardner, a 17-year-old student, got up at 6 o'clock in the morning and didn't go back to sleep again until the morning of 8 January 1964. That's 264 hours.

H Amazing! How many days is that?

P About 11 days.

H He probably slept for a week after that!

P Actually, no. His first sleep after those 11 days lasted almost 15 hours.

Exercise 6 1.31 page 33

- 1 F They died after 30–40 seconds.
- 2 T
- 3 F The pressure dropped to almost zero for 27 seconds.
- 4 T
- 5 F He slept for almost 15 hours.

Transcript

See exercise 5.

3D Grammar

Future continuous and future perfect

Exercise 1 page 34

(Possible answer)

In the last photo, the people have bigger eyes, larger noses and nostrils, larger brains and foreheads and darker skin.

Exercise 3 page 34

1 will have 2 will be 3 perfect 4 continuous
future perfect 5: How will the human body have changed in 100,000 years? As a result, our eyelids will have become thicker ...; Our nostrils will have grown larger ...; The size of our skull will have increased ...; our brain will have got larger. **future continuous** 2: Humans will be living in other parts of the solar system.; ... we will be using a nano-chip inside our head ...

For further practice of future continuous and future perfect: Grammar Builder 3.3 page 132

- 1 1 will be studying 2 will be having 3 will be shining
4 will be visiting 5 will be packing 6 will be staying
- 2 1 will have returned 2 won't have finished
3 won't have received 4 will have done
5 won't have had 6 will have been

Exercise 4 page 34

- 1 will have finished 2 will be working 3 won't be living
4 will have told 5 will be shining 6 won't be playing

Exercise 5 page 34

in 100,000 years; In the distant future

Exercise 6 page 34

(Possible answers)

2 I think / don't think most people will be living to 200 100 years from now. 3 I think / don't think new diseases will have appeared in 1,000 years' time. 4 I think / don't think a human will have run 100 m in five seconds by the end of the century. 5 I think / don't think computers will be managing all major companies in the foreseeable future. 6 I think / don't think the Earth will be fighting wars against other planets 10,000 years from now.

3E Word Skills

Word families

Exercise 2 page 35

- 1 anger 2 happiness 3 depression 4 shame

Exercise 3 page 35

- 1 anger 2 anxious 3 shame 4 envy 5 happiness
6 proud 7 sadness 8 surprise

Exercise 4 page 35

(Possible answers)

a tired – tiredness, merry – merriment b excited, exciting, dangerous, useful, harmless, funny, typical c slowly, differently d tidily – untidily, possible – impossible

Exercise 5 page 35

1 angrily 2 hopeful 3 surprised 4 anxiously
5 sadly 6 ashamed

Exercise 6 page 35

2 enviously 3 unsurprising 4 shame 5 proudly
6 annoyingly 7 unhappiness

3F Reading**Body clock****Exercise 2** page 36

C

Exercise 3 page 36

1 G 2 D 3 E 4 C 5 G 6 B 7 D 8 A 9 H 10 F

Exercise 4 1.32 page 36

(Possible answers)

1 A young child needs about an hour more sleep than an adolescent. 2 'Larks' like to go to bed early and get up early. 'Owls' like to go to bed late and get up late.
3 Because your blood is thicker and your blood pressure is higher in the morning. 4 Between 3 p.m. and 6 p.m.
5 How much you eat is more important.
6 Because they give off blue light, which keeps you awake.

Exercise 5 page 36

exercise verb show verb work noun hard adverb
record noun light noun level noun rest noun

Exercise 6 page 36

(Possible answers)

exercise noun, verb show verb (to give information about sth), noun (entertainment performed for an audience)
work noun, verb hard adverb (with great effort, energy or attention), adjective (not soft to touch; not easy)
record noun (the best performance ever reached in sth), verb (to write down or film facts or events so that they can be referred to later); to put music, a film, etc. onto a CD/DVD so that it can be listened to or watched again later) light noun (the energy from the sun, a lamp, etc. that makes it possible to see things), adjective (having a lot of light; pale; not of great weight; not deep) level noun, verb rest noun, verb

For further practice of homonyms:**Vocabulary Builder 3F** page 122

1 1 nail 2 chest 3 head 4 hand 5 head
6 nail 7 foot 8 arms 9 hand 10 foot
11 chest 12 arms

3G Speaking**Photo description****Exercise 2** 1.33 page 38

Student 2. She covers all the points, gives her opinion and her answer is more detailed, focused and structured.

Transcript

Student 1 This photo shows a group of women doing some exercise. It looks like some kind of dance class. They're in a park, or maybe in the countryside. It's most likely in the

evening, because the shadows are long. The women with black leggings and stripy tops are leading the class, I think. It looks like the others are copying them. The woman in the stripy dress, in the middle of the photo, has stopped dancing. I'd say that she's tired. Personally, I'd find this class quite difficult, I think. But I'd love to try it. It looks fun!

Student 2 In this photo, I can see some people doing exercises in a gym. I think it's a fitness class of some kind. They're in a large room with a rope near the wall. Next to the rope, two women are doing push-ups. Behind them, there's a sort of climbing frame. Two men are doing pull-ups, or something like that. The woman in the black vest-top isn't doing any exercise. She's the instructor, I would say. She looks very fit.

Exercise 3 page 38

for detailed comments

For further practice of describing appearance: Vocabulary Builder 3G page 122**2 (Possible answers)**

A He has thick black hair, a beard and a moustache. He also has a tattoo on his arm. B She has brown hair in a short ponytail. She also has a fringe. Her skin is quite dark. C She has brown hair with two plaits and a centre parting. She has light skin, freckles and rosy cheeks.

Exercise 4 1.33 page 38

Student 1 It looks like some kind of; or maybe; It's most likely; I'd say that Student 2 I think it's a fitness class of some kind; There's a sort of; or something like that; I would say

Exercise 5 1.34 page 38

photo A; The student refers to lots of sunshine and fresh air.

Transcript

Teacher Do you think the people are enjoying the class?

Student Yes, I think they probably are enjoying it.

T Why do you think so?

S Well, firstly, they've chosen to do it, so it's obviously the kind of thing they enjoy. They all look very fit, so they probably do a lot of exercise. I'd say it's their hobby. And secondly, it looks like a beautiful place to do an exercise class. There's lots of sunshine and fresh air. Personally, I'd love to be there.

Exercise 7 page 38

2 b, d, e, g 3 a, c, f, h

Exercise 8 1.35 page 38

1 1: no; 2: yes; 3: maybe 2 2 3 a job interview (1), a wedding (2), a friend's party (3)

Transcript

1 Teacher Do you think men care as much about their appearance as women?

Student I don't think they do, really.

T And why do you think that is?

S Well, as I see it, women are just more interested in that kind of thing: hairstyles, fashion ... Whereas for men, it's pretty boring. For example, most women spend a lot more money at the hairdresser's than men do.

T I see. Thank you. Now, tell me about an occasion when you wanted to look your best.

S Hmm. Let me see. Oh, I know. Some time last year, I applied for a part-time job at a café in town. Before my interview, I had my hair cut and put my smartest clothes on. But it didn't help – I didn't get the job!

- 2 **T** Do you think men care as much about their appearance as women?
S I think they do, really. Although they don't always admit it!
T Why do you think so?
S Well, most people believe that women are the only ones who really care about their appearance. But I don't agree. In my opinion, men are also worried about how they look.
T OK. Tell me about an occasion when you wanted to look your best.
S A few months ago, my cousin got married. I was invited, of course – the whole family was invited. I made a big effort to look good because there are always so many photographs and videos.
- 3 **T** Do you think men care as much about their appearance as women?
S The way I look at it, men do care about how they look – you know, they want to look good. But do they care as much as women? I don't think so.
T Why not?
S Because I don't think people judge men's appearance as much. Other men don't really make comments about a man's appearance. But other women make comments about a woman's appearance. There's more competition!
T OK. Tell me about an occasion when you wanted to look your best.
S I remember once when my friend had a fancy dress party. The theme was film stars, and I made a big effort. I dressed as James Bond, but everybody thought I was Mr Bean.

3H Writing

An opinion essay

Exercise 2 page 39

first element describe the problem (teenagers not getting enough exercise)

second element ways of solving this problem

Exercise 3 page 39

She thinks that the problem is serious. She proposes two solutions: making school canteens serve healthy food and giving teenagers free membership of their local sports facilities.

Exercise 4 page 39

Yes. 1: 1 is an introduction, 2 and 3 are the main body and 4 is the conclusion. 2: 2 deals with the causes and 3 suggests solutions. 3: What is more, ...; In order to ...; Furthermore, ... 4: I strongly believe ...; What I propose is ...; I would strongly recommend ...

Exercise 5 page 39

1 view 2 seems 3 see 4 my 5 widely 6 said
 7 common 8 agree 9 What 10 only 11 solution
 12 propose 13 would 14 said 15 In order to
 16 sum 17 conclusion

The ten phrases are most people agree that; I (strongly) believe that; What is more, ...; In order to tackle this problem, ...; In my view, ...; What I propose (instead) is that; Furthermore, ...; I would strongly recommend that; To conclude, ...; It seems to me that

Exam Skills Trainer 2

Reading

Exercise 1 page 40

1 B 2 C

Exercise 2 page 40

1 F 2 G 3 C 4 B 5 D

Listening

Exercise 3 page 40

1 a, d 2 b, f

Exercise 4 1.36 page 40

1 D 2 B 3 A 4 E

Transcript

Speaker 1 All right, everyone, lift your arms up above your head and try to touch the ceiling. Excellent! If you reach high enough, you'll feel the muscles of your back. OK, great ... now keep your arms where they are and move sideways from the waist. Can you feel the muscles in your left side? Right. Now hold ... hold ... hold ... and slowly straighten up. Wonderful! Wait for a moment, then go to the other side ...

Speaker 2 Have you been trying to lose weight forever? Have you done diet after diet, and not got the results you want? Well, Nutrachum has the answer! The Nutrachum Diet Plan lets you eat what you want, when you want, all meals included. And we back it up with our money-back guarantee! Just call the number on your TV screen to get it for the amazing price of ...

Speaker 3 Everyone says that you are only as old as you feel inside, but I wish my body knew that! When you're younger you don't think about the things you've done to yourself. I injured my back in a skiing accident in my 30s, and I just decided to ignore it because it didn't hurt that badly. Well, now in my 70s, I'm really paying for it. I have to do special exercises every day, and I have to think twice before I bend over. It's a pain – literally.

Speaker 4 Yes, it's true that being overweight or obese has become more and more of an issue – but it's not just the weight itself that's the problem. If you think about it, you'll realize that carrying a lot of extra weight around is going to affect the rest of your body. Back pain, knee and ankle problems ... the list goes on. I'm afraid that if we continue like this, in 25 years we will have created one of the unhealthiest societies in history.

Use of English

Exercise 5 page 41

1 C 2 B 3 C 4 C 5 B

1 view 2 suggest 3 tackle 4 sum

Writing

Exercise 9 page 41

1 view 2 suggest 3 tackle 4 sum

Map of resources

4A Vocabulary

Student's Book, pages 42–43; Workbook, page 40
Photocopiable: 4A (Describing houses and homes)

4B Grammar

Student's Book, page 44; Workbook, page 41
Photocopiable: 4B (Comparison)

4C Listening

Student's Book, page 45; Workbook, page 42

4D Grammar

Student's Book, page 46; Workbook, page 43
Photocopiable: 4D (Imaginary situations)

4E Word Skills

Student's Book, page 47; Workbook, page 44

4F Reading

Student's Book, pages 48–49; Workbook, page 45

4G Speaking

Student's Book, page 50; Workbook, page 46
Photocopiable: Functional Language Practice (Phrases for gaining time)

4H Writing

Student's Book, page 51; Workbook, page 47

Culture 4

Student's Book, page 117
DVD and DVD worksheet: Unit 4

Classroom Presentation Tool Unit 4

End of unit

Unit Review: Workbook, pages 48–49
Photocopiable: Grammar Review
Exam Skills Trainer 2: Workbook, pages 50–51
Progress Test and Short Tests: Unit 4

Exercise 4 page 42

(Possible answers)

parts of a house chimney, fireplace, gutter, loft, spare room, study, roof, roof terrace, utility room, veranda, windowsill
parts of a garden bicycle shed, garden wall, flower bed, gazebo, pergola, railings

Exercise 5 page 42

(Possible answers)

1 attic: It is at the top of the house; the cellar and basement are below the house. **2** bungalow: This has only a single storey. / **mansion**: This is larger and more impressive than a detached house or bungalow. **3** porch: The lawn and path are part of the garden. **4** detached house: It is not joined to another house. **5** gate: It is not a border; it's an entrance and it opens. **6** villa: It is not moveable. / **houseboat**: It is on the water. **7** patio: It does not contain water. **8** houseboat: It is a home on the water.

Exercise 6 2.04 page 42

front gate, hall, living room, kitchen, back garden, (back) fence, main bedroom

Transcript

Estate agent So, this is the house ... As I say, it's conveniently located near to the shops. And there are lots of good restaurants and bars nearby.

Woman So it's quite noisy, then?

EA Lively, I'd say. We're in a very popular area of the town.

W The road's quite busy.

EA Well, yes, it can get busy. There are lots of buses that will take you right to the town centre. Here's one now, in fact!

W Oh, it's stopping right outside the front gate. There's a bus stop here!

EA Yes! What could be more convenient? Shall we go in? So this is the hall. And on the right is the living room. Cosy, isn't it?

W Hmm. It's certainly small, and a bit dark.

EA And through here is the kitchen.

W It's tiny.

EA It certainly isn't spacious, but I wouldn't say it's cramped. The cooker and fridge are new. And it looks out onto the back garden.

W Oh, yes. The owner isn't keen on gardening, then.

EA No, I suppose not!

W And the back fence is very dilapidated. It looks like it could fall down at any moment!

EA Yes, it might possibly need a bit of work ... Moving on upstairs ... This is the main bedroom. There's a charming view from the window.

W I can see right into the bus station.

EA Yes, er, I mean above that. You can see right across the town ... So, what do you think of the house?

W Hmm. I'm not sure.

EA It could be beautifully restored.

Exercise 7 page 43

1 cramped **2** tiny **3** peaceful **4** remote
5 contemporary **6** conveniently located
7 dilapidated **8** spacious, substantial

4A Vocabulary

Describing houses and homes

Exercise 1 2.02 page 42

Transcript

See Student's Book, page 42.

Exercise 3 2.03 page 42

- a** attic, balcony, basement, cellar, conservatory, extension, hall, landing, porch, shutters, sliding doors, stairs
b drive, fence, flowerbed, garage, gate, hedge, lawn, path, patio, pond, swimming pool

Transcript

See Student's Book, page 42.

Exercise 8 2.04 page 43

- 1 conveniently located 2 popular area 3 Cosy
 4 tiny; spacious; cramped 5 dilapidated
 6 charming 7 beautifully restored

Transcript

See exercise 6.

Exercise 9 2.05 page 43

- a 4 b 1 c - d 2 e 3

Transcript

- 1 I live in quite an unusual home. It's a houseboat on the river Thames. My mum and dad are quite arty and alternative and they decided a few years ago to sell their house in Oxford and buy a houseboat. A houseboat is also so much cheaper than a house. They managed to get one for £20,000, which is amazingly cheap. Mind you, it was in a pretty poor state and needed some work doing on it, but they managed to do that fairly cheaply too. When I tell people I live on a houseboat, they usually think it's far away, in the middle of the countryside. But in fact the boat is parked on the canal in Oxford. Unfortunately, there aren't any spaces to park it near the centre, but we're still in the city.
- 2 I live in a block of flats on the outskirts of Prague. The flat is quite spacious and has got three bedrooms, a dining room, living room, bathroom and toilet. What I like best about it is the balcony. You reach it through some glass sliding doors from the living room. We're on the eighth floor so we can see right across the city, which is fantastic. The block has a garden that we share with all the other residents, but it would be nice to have a garden of our own. Unfortunately, my parents don't earn much money, so we can't afford to move anywhere better.
- 3 We lived in Florence for many years in a flat, but we recently moved to the country. The flat was quite cramped compared to our new house, which is an old farmhouse. There aren't many people living nearby. Our nearest neighbour is a five-minute walk away, and it's a couple of kilometres to the nearest town. Although the countryside round here is lovely, the views aren't great from the house as it's surrounded by trees. But it's a very spacious house, beautifully restored by the previous owners – so it wasn't cheap. It has six bedrooms, so I don't have to share with my sister any more. All in all, it's not a bad place to live, but I miss the excitement of city life.
- 4 We live in a terraced house in Boston. We've been living here for about a month now. It's a lovely house, quite old. My parents bought it from an old lady who lived here for 40 years. During that time she didn't really modernise it. It's in good condition but the décor is very old-fashioned. My parents want to create a much more contemporary look and are going to spend quite a bit of money on it until they've got it how they want it. They also need to insulate the roof so we don't waste any energy. I think they're going to start in the next month or two.

Exercise 10 2.05 page 43

Speaker 1: a houseboat; Speaker 2: a block of flats;
 Speaker 3: an old farmhouse; Speaker 4: a terraced house

Transcript

See exercise 9.

Exercise 11 2.05 page 43

- 1 a some b any 2 a some b much 3 many 4 any

Transcript

See exercise 9.

4B Grammar**Comparison****Exercise 2** page 44

(Possible answer)

The people are looking at property to rent. They are discussing which would be the best for them.

Exercise 3 page 44

- 1 nearest 2 worst 3 highest 4 further / farther
 5 more spacious

a Adjectives with one syllable form the comparative with the ending *-er*. Adjectives with two syllables that end in *-y* drop the *-y* and add *-ier*. Longer adjectives form the comparative with *more*. b Adjectives with one syllable form the superlative with *the* and the ending *-est*. Adjectives with two syllables that end in *-y* drop the *-y* and add *-iest*. Longer adjectives form the superlative with *the most*.

Exercise 4 page 44

- a the best we've seen b less expensive than it seems
 c higher and higher d The more we spend on rent, the less we'll have for other things. e more easily
 f the least expensive; the least space g the fewest rooms

For further practice of comparative and superlative forms: Grammar Builder 4.1 page 132

- 1 1 I'm busier today than I was yesterday. 2 He's the shortest boy in the class. 3 Kate's shorter than Alice.
 4 You're not as clever as me. 5 Today is the longest day of the year.
- 2 1 faster than 2 better than 3 more beautifully than
 4 more slowly than 5 later than 6 more fluently
- 3 1 the most neatly 2 the fastest 3 the worst
 4 the loudest 5 the hardest 6 the earliest
- 4 1 is less confident than 2 is the least intelligent
 3 is the least spacious 4 is less cramped than
 5 in the least lively
- 5 2 as it was when I first moved into it 3 than it looks from the outside 4 as I thought she would be
 5 than there used to be 6 than I was before
- 6 1 My car isn't as big / large as yours. 2 There are fewer people on the beach now. 3 Flats are usually less expensive than houses. / Flats usually aren't as expensive as houses. 4 The weather is becoming hotter and hotter. 5 This is the least spacious hotel room we've ever stayed in. 6 The more you spend on the flat, the more valuable it becomes.
 7 The rent was higher than I thought (it would be).

Exercise 5 2.06 page 44

- 1 F Flat 1 has got the lowest rent. Flat 3 has got the highest rent. 2 T 3 F Flat 3 is the most comfortable of the three. Flat 2 is the least comfortable. 4 F Flat 2 is furthest from the centre. Flat 3 is nearest to the centre. 5 F You'll pay the least rent for flat 1. You'll pay the most rent for flat 3.
 6 F Flat 3 is nearer to the station than flats 1 and 2. Flat 1 is further from the station than flats 2 and 3. 7 T

8 F Flat 2 has got the most rooms. Flat 1 has got the fewest rooms. 9 F Flat 3 is more comfortable and more spacious than flat 2. Flat 1 is more comfortable but less spacious than flat 2.

Transcript

- 1 Flat 1 has got the highest rent.
- 2 Flat 2 is less spacious than flat 3.
- 3 Flat 2 is the most comfortable of the three.
- 4 Flat 1 is furthest from the centre.
- 5 You'll pay the least rent for flat 2.
- 6 Flat 3 is further from the station than flats 1 and 2.
- 7 Flat 3 has got fewer rooms than flat 2.
- 8 Flat 1 has got the most rooms.
- 9 Flat 1 is more comfortable and more spacious than flat 2.

Exercise 6 page 44

- 1 sell more slowly in December 2 is less spacious than the villa 3 are becoming more (and more) expensive
- 4 older the flat gets, the more dilapidated it becomes
- 5 was cheaper than I expected 6 the cosiest living room I've ever seen

4C Listening

Young and homeless

Exercise 2 page 45

The Big Sleep Out is a charity event which raises money for young homeless people. People sleep rough for one night to understand what life is like for homeless people in the UK.

Exercise 3 page 45

- 1 help 2 ignore 3 try 4 enjoy 5 talk 6 contact

Exercise 4 2.07 page 45

- 1 No, she didn't enjoy it. 2 No, she didn't. 3 Yes, he does.
- 4 No, they didn't. 5 Yes, she does. 6 Yes, she did.

Transcript

Speaker 1 I decided to try the Big Sleep Out for the first time this year. My neighbour did it and had the time of her life. But I didn't! Not because it was too cold but because some people next to me were making so much noise. I nearly had a word with the organisers, but decided not to in the end.

Speaker 2 I think the organisers did a good job. They made a big effort to publicise the event this year. Last year was a disaster. Nobody got in touch with the local newspaper or radio station, so there were no journalists there at all. It was a waste of time, really.

Speaker 3 I think charities do a great job to publicise the problem of homelessness. Politicians want to turn a blind eye to it, but they can't – the charities won't let them! That's why I decided to support this year's Big Sleep Out. I couldn't be there for the event itself, but I gave them a hand in the office.

Exercise 5 2.08 page 45

Excerpts 1 and 3 use formal language.

Transcript

Speaker 1 I've been working for a charity called Safe Houses for three years now, and in that time the number of young people without a home has increased sharply. Charities like ours do not have enough time or money to deal with all the people who require assistance. Only the government can really solve the

problem, but unfortunately, homelessness is not a high priority for most people. One of our aims as a charity is to change that.

Speaker 2 I was expecting to be one of the youngest people on the Sleep Out, but in fact there were lots of people my age or younger. I think young people care about homelessness – especially when they see people sleeping rough on the streets who need help. Whereas older people often just walk past, maybe because they're too busy. I suppose that's why so many young people want to be part of an event like the Big Sleep Out. I'm going to suggest that all of my friends take part next year.

Speaker 3 We're making two proposals for tackling the problem of homelessness in our city. Firstly, for people who are currently sleeping rough, we will provide free places at local youth hostels. And secondly, we're offering assistance for young, homeless people who need to find work – because we know how difficult it can be to gain employment when you are homeless. With these proposals, we aim to fulfil the promise we made during the election – to make our city a better place for all of its inhabitants.

Speaker 4 I've been sleeping on the streets, on and off, for about a year now. Nobody plans to do that – it just happens to you. I was in a children's home until I was 17 but I had to leave because there were a lot of arguments and fights. I needed some space and some time on my own – that was very important. At the moment, I don't mind living on the streets too much. The worst thing is when people call me lazy and tell me to find a job. That hurts me. They don't understand.

Speaker 5 We get quite a lot of homeless people in the city centre, and to be honest, I don't really like it. I think the number has gone up a lot recently. They make me feel a bit uncomfortable, especially if they talk to me when I'm on my own. I know they're probably harmless, but they don't look very friendly! In the evenings, a lot of them seem to hang around the High Street. I usually avoid that area if I'm walking home on my own.

Exercise 6 2.08 page 45

- 1 a 2 c 3 c 4 a 5 b

Transcript

See exercise 5.

4D Grammar

Imaginary situations

Exercise 2 2.09 page 46

(Possible answers)

removing trees to make room for a swimming pool; taking away statues ... to build a bowling alley

Transcript

See Student's Book, page 46.

Exercise 3 page 46

- 1 past simple 2 would

But if it were my house, I wouldn't allow people to visit. If you had a party, you could invite hundreds of people! The parties would be better if I made a few changes, though. Well, if those trees weren't there, there'd be room for a swimming pool! If you took away all the statues, you could build a great bowling alley there!

Exercise 4 page 46

- 1 lived; would have 2 visited; would sleep 3 could; was
4 wasn't; would watch 5 played; wouldn't find

**For further practice of the second conditional:
Grammar Builder 4.2** page 134

- 1 1 If I weren't too young, I could drive a car.
2 If you were more reliable, he would offer you a job.
3 If her flat weren't/wasn't so small / If her flat were/
was bigger/larger, she would have a dog.
4 If I knew the password, I could use my brother's
phone.
5 If she practised, she would be a good guitarist.
6 If it were/was sunny today, we could go to the
beach.
2 1 lived 2 had 3 could 4 didn't exist 5 found

Exercise 5 page 46

I wish I lived here. If only I were a member of the Howard family!

- 1 had 2 lived 3 wouldn't 4 would

Exercise 6 page 46

- a My penfriend cannot speak English.
b My penfriend can speak English but won't.

Exercise 7 page 46

- 1 would come 2 would give 3 was / were 4 lived
5 was / were 6 would get 7 would leave 8 weren't
9 could

**For further practice of I wish ..., If only ...:
Grammar Builder 4.3** page 134

- 1 2 I wish / If only my dad wouldn't sing in the shower.
3 I wish / If only she wouldn't send me text messages
at night.
4 I wish / If only you wouldn't borrow my dictionary.
5 I wish / If only our car wouldn't break down on the
motorway.
6 I wish / If only you wouldn't tell people my secrets.
2 1 had 2 would stop 3 would take
4 understood 5 liked 6 would finish

4E Word Skills**do, make and take****Exercise 3** 2.10 page 47

- 1 do 2 take 3 Take 4 make 5 do 6 take
7 make 8 do 9 make 10 do 11 take 12 take

Transcript

Agent Good morning. What can I do for you?

Woman Can I ask you about that amazing house that's built on a cliff?

A Yes, of course. You can take a look at some more pictures on my computer.

W Amazing! Are there any pictures of the inside?

A Yes – and they're just as impressive. Take this one, for example. Look at the view from that sofa!

W I love it. Can I make an appointment to look around?

A I'm afraid you can't do that. The house doesn't exist yet! You need to choose a location first. But the house would only take twelve weeks to build, according to Modscape, the company that supplies them.

W I see. I need to find somewhere soon, so I'll have to make up my mind quickly.

A Can I ask what you do?

W I'm a yoga teacher.

A Where do you teach?

W At the local sports centre. But if I moved to a bigger house, I'd want to make one room into a yoga studio.

A Well, this house would be a great place to do yoga! Just take your yoga mat outside onto the cliff. Imagine the sunrise over the waves, the solitude ...

W I suppose you would be alone there ... except for all the people who stop to take photos of your house!

Exercise 4 page 47

do What can I do for you? I'm afraid you can't do that. Well, this house would be a great place to do yoga.

make Can I make an appointment to look around?

take Just take your yoga mat outside onto the cliff.

Exercise 5 page 47

- 1 pt = past tense; pp = past participle 2 Three meanings are included. 3 They are separated with small arrows.
4 Because they show a useful collocation.

Exercise 6 page 47

- 1 C 2 B 3 A 4 C

**For further practice of do or make:
Vocabulary Builder 4E** page 123

- 1 1 make 2 do 3 do 4 make 5 make
6 do 7 make 8 do
2 1 did 2 does 3 (have) made 4 make
5 makes / has made 6 doing

4F Reading**Alternative living****Exercise 2** 2.11 page 48

Text A is about a sculptor who makes shelters for homeless people out of rubbish. Text B is about people who build their own tiny ecological homes. Text C is about a micro-house designed by the architect Renzo Piano, who designed the Shard in London. Text D is about converting shipping containers into homes for homeless people.

Exercise 3 page 48

- 1 Text B: miniature homes; And with wheels on their home, ...; cosy wooden home 2 Text D: old shipping containers; stackable; The containers will sit on top of one another with stairs connecting them.

Exercise 4 page 48

- 1 B (Now you can find thousands of instructional videos on YouTube, if you want to make your own!) 2 A (Gregory searches on rubbish dumps to find pieces to use. A washing machine door ... A fridge door ... has useful shelves on the inside.) 3 C (The house is called 'Diogene', named after the ancient Greek philosopher Diogenes, who rejected luxury by living in a large ceramic jar!) 4 B (Ryan Mitchell, founder

of thetinylife.com website, who organises conferences for interested people.) 5 C (It's really energy-efficient, with solar panels on the roof.) 6 D (The Brighton Housing Trust has been inspired by a similar housing estate in the Netherlands.) 7 D (They are also stackable. The containers will sit on top of one another with stairs connecting them.)

Exercise 6 page 49

1 e 2 a 3 d 4 b 5 h 6 i 7 j 8 c 9 f 10 g
skyscraper, rainwater

Exercise 7 2.11 page 49

1 He finds them in rubbish dumps. 2 He sometimes uses a fridge door. 3 She has been living there since 2004. 4 He is famous for designing the Shard in London. 5 It has solar panels and a container to collect rainwater. 6 In the Netherlands.

Transcript

See Student's Book, page 49.

4G Speaking

Photo comparison and discussion

Exercise 1 page 50

bedside table, bunk bed, curtains, cushion, double bed duvet, fridge, hook, kitchen cupboard, lamp, microwave, pillow, shelf

For further practice of in the house vocabulary: Vocabulary Builder 4G page 123

3 1 stool 2 cot 3 chandelier 4 pillow
5 bucket 6 kettle
4 1 armchair, sofa, stool 2 basin, bucket, kettle, sink
3 chandelier, desk lamp, dishwasher, freezer, fridge,
hairdryer, kettle, toaster, tumble dryer, wall light,
washing machine, (electric) blinds, (electric) fireplace,
(electric) radiator 4 bunk bed, cot, duvet, mattress,
pillow, wardrobe 5 blinds, curtains, shutters
6 chandelier, desk lamp, wall light 7 fireplace,
radiator 8 carpet, doormat, rug

Exercise 2 page 50

1 less (tidy) than 2 more 3 isn't as (bright) as
4 the (nicest rooms I've) ever

Exercise 3 2.12 page 50

Room A

Transcript

Both photos show rooms. Photo A is of a room in hostel, I think, whereas the second shows a small flat. There are bunk beds in the room in the hostel, but the other room has got a double bed. In photo A, I can also see some clothes and bags. I think photo B shows a one-bedroom flat because I can see a kitchen at the end of the room. While photo A shows a rather untidy room, the room in photo B is very tidy. The flat looks comfortable and the furniture is nice and modern. The room in the hostel looks quite cosy. However, the furniture looks a bit old and worn out. I think I'd prefer to live in the first room, in the hostel. I like the idea of sharing with other students, despite the lack of privacy. I think I'd need the company of other people. Not

only that, I think the flat would be very expensive, while the hostel would be much cheaper.

Exercise 4 2.12 page 50

1 whereas 2 but 3 While 4 However 5 despite

Transcript

See exercise 3.

Exercise 6 2.13 page 50

Transcript

Girl I'm going to spend three months in the UK studying English at a British university. I can stay with a host family or in university accommodation. Can you give me some advice about which would be better?

Boy Yes, of course. Let me see. One advantage of staying in university accommodation is that it would be very convenient. You'd be on campus so you wouldn't have to travel.

G Yes, that's true, but I might have to share a room. And I'd have to buy meals. Do you think it might be more expensive than staying with a host family?

B I'm not sure about that. I think student canteens are quite cheap.

G What are the other advantages of university accommodation?

B I think the social life would be better. You'd be with a big group of students from all over the world. I think you'd make lots of new friends. You'd have lots of fun.

G That's a good point. What are the benefits of staying with a host family, do you think?

B Well, you wouldn't have to cook because you'd eat with the family. That would save a lot of time. What else? Well, with a host family you would speak lots of English so your English would improve.

G But the students in the university accommodation would all speak English together. English would be their common language.

B That's true, but they aren't native speakers, are they? I think it's better to speak with native speakers.

G OK, you could be right.

B Thinking about it, there's another advantage: you would experience the British way of life and learn about British culture.

G Yes, good point. All things considered, I suppose the host family would be better.

B I agree.

Exercise 7 page 50

1 see 2 think 3 Thinking 4 considered 5 suppose
6 else 7 point

Exercise 8 2.13 page 50

Let me see, That's a good point, What else? Well, ... ,
Thinking about it, ... , All things considered, ...

Transcript

See exercise 6.

4H Writing

An email

Exercise 2 page 51

(Possible answer)

I think Ellie is happy with her new home. She talks about the advantages of the new flat, such as being close to the shops and making friends with her neighbour.

Exercise 3 page 51

The email covers all four points in the task.

1 It's brilliant being so close to the shops, and the flat is bigger than our old one. 2 It's quite noisy, though, as there is a lot of traffic. I'd rather it were further from the main road. 3 I met one of our neighbours yesterday. She's about my age. 4 Also, would it be OK if I used your bike for a few days?

Exercise 4 page 51

(Possible answers)

1 I look forward to receiving your reply. More informal: Looking forward to hearing from you! Write soon! 2 We've, It's, I'd; She could have used: Hope everything's OK with you; There's a lot of traffic; Mine's at the bike shop. 3 Got to go now. 'I've' has been omitted.

Exercise 5 page 51

would rather I'd rather it was ... further from the main road. I'd rather not go alone. ... I'd rather cycle to school than get the bus. had better I'd better finish my homework before bed.

For further practice of *would rather, had better*:

Grammar Builder 4.4 page 135

- 1 2 I'd rather live near the mountains. 3 I'd rather she gave me CDs. 4 I'd rather she arrived early.
- 5 I'd rather he cooked burgers.
- 6 I'd rather they had a cat.
- 2 2 We'd better save some money for the journey.
- 3 You'd better not tell her about that email.
- 4 We'd better go home – it's late.
- 5 We'd better work hard for these exams.
- 6 You'd better not drink that milk; it smells funny.

Exercise 7 page 51

1 hope 2 all 3 going 4 are 5 from 6 touch
7 write 8 hi 9 love
Hope everything's OK with you. Got to go now.



Technology

Map of resources

5A Vocabulary

Student's Book, pages 52–53; Workbook, page 52

Photocopiable: 5A (Computing)

5B Grammar

Student's Book, page 54; Workbook, page 53

Photocopiable: 5B (Quantifiers)

5C Listening

Student's Book, page 55; Workbook, page 54

5D Grammar

Student's Book, page 56; Workbook, page 55

Photocopiable: 5D (Modals in the past)

5E Word Skills

Student's Book, page 57; Workbook, page 56

5F Reading

Student's Book, pages 58–59; Workbook, page 57

5G Speaking

Student's Book, page 60; Workbook, page 58

Photocopiable: Functional Language Practice (Expressing opinions)

5H Writing

Student's Book, page 61; Workbook, page 59

Culture 5

Student's Book, page 118

DVD and DVD worksheet: Unit 5

Classroom Presentation Tool Unit 5

End of unit

Unit Review: Workbook, pages 60–61

Photocopiable: Grammar Review

Exam Skills Trainer 3: Student's Book, pages 62–63

Cumulative Review I–5: Workbook, pages 116–117

Progress Test and Short Tests: Unit 5

Cumulative Test: Units 1–5

5A Vocabulary

Computing

Exercise 3 page 52

2 upload 3 search 4 update 5 comment
6 rate 7 set up 8 log on 9 subscribe
10 forward 11 print 12 install

Exercise 5 2.14 page 53

1 e 2 d 3 c 4 b 5 a 6 g 7 f 8 i 9 j 10 h

Transcript

See Student's Book, page 53.

Exercise 6 2.15 page 53

1 c 2 a 3 c

Transcript

1 **Helpdesk** Hello, how can I help?

Customer I'm trying to buy an MP3 player for my daughter. I've added it to my shopping basket. I've got a discount code here but I'm not sure what to do with it.

H Is the MP3 player in the basket?

C Yes, it is.

H OK. Click on 'Check out' then enter your payment details.

C I've already done that.

H Good. Click on 'Continue'. On the next page you'll see a summary of your transaction. Can you see that?

C Yes. There's a 'Complete your purchase' button.

H Don't click on that button just yet. Enter the discount code first.

C OK. RX4569PLQ. Click on 'Apply code?'

H Yes.

C Oh dear. It says it's out of date! What a nuisance. Can I have a discount anyway?

H No, I'm afraid not.

C OK, never mind. I'll click on 'Complete your purchase'. Done.

H Is there anything else I can help you with?

C No, that's all. Thanks for your help.

2 **Operator** Good morning. Oxford Savings Bank. How can I help?

Customer Oh, hello. I keep getting emails from you asking me to change my password.

O I'll put you through the department that deals with internet security.

C OK. Thanks.

Helpdesk Hello, technical support, can I help?

C I keep getting emails from you asking me to change my password. But my password works fine. I was wondering what I should do with them.

H You need to be very careful with emails like that. It's probably someone phishing.

C Fishing? On a website?

H It's when someone makes an email look like it's from a real organisation, like a bank. But in fact they're just trying to get personal information from you, like passwords.

C So it isn't from you?

H No, but can you forward it to us, please? And then you should delete the email from your inbox. And whatever you do, don't follow any links contained in the email.

C Who do I forward it to?

H security@osb.com.

C OK, thanks. I'll do that now.

3 **Helpdesk** Good morning. Can I take your name, please?

Customer James Ford.

H Is it all right if I call you James?

C Yes, sure.

H What can I do for you today, James?

C My friend has sent me an email, but I can't see it in my inbox. I've clicked on 'Send and Receive' but I keep getting an error message. It tells me to enter my username and password. I keep doing that, and it says I've got it wrong. But I know I haven't.

H OK, have you tried sending an email too?

- C Yes, with the same result.
 H You probably just need to reset your password. Can I just take you through a few security questions?
 C Sure.
 H What are the first and second letters of your mother's maiden name?
 C B and R.
 H And your house number and postcode?
 C 51 and ZX3 HJ51.
 H Thank you. And your date of birth?
 C 20th July 1996.
 H OK, I've sent you an email with a code to your other email address. Log on to your email account. Once you've got it, you can reset your password using the code provided.
 C OK, thanks. I'll give it a go. It's odd because my other email account seems to be working perfectly well.

Exercise 7 2.15 page 53

- 1 Don't click on 2 Enter 3 delete
 4 don't follow 5 Log on

Transcript

See exercise 6.

5B Grammar

Quantifiers

Exercise 2 page 54

The gadgets monitor data about his lifestyle.

Exercise 3 page 54

- 1 each 2 every 3 a little 4 all 5 any 6 no
 7 a few 8 any 9 both 10 many 11 some

Exercise 4 page 54

Most of his gadgets; Every one of them; He doesn't wear all of his gadgets

Exercise 5 page 54

- 1 a This means 'I've got only a very small number of high-tech gadgets.' b This means 'I've got a number of high-tech gadgets.' 2 a This means 'I have a very limited amount of time / I don't have enough time for computer games.' b This means 'I have some time.'

For further practice of quantifiers:

Grammar Builder 5.1 page 135

- 1 a document, gadget, habit, website b health, homework, information, money, music, software
 2 1 every 2 either 3 few 4 a little 5 many 6 all 7 every 8 Every; each
 3 2 I'm going to invite all my friends / all of them to my party. 3 I haven't got any wearable gadgets. 4 I like both tablets and laptops. / I like both of them. 5 I've got a little money left. 6 None (of them / of the students) got full marks in the exam. 7 Yes, I won every match / every one of my matches / every one of them. 8 No, I don't like either Adele or Emeli Sandé / either of them.

Exercise 6 page 54

- 1 few 2 Most 3 some 4 any 5 both
 6 None 7 little

Exercise 7 page 54

- 1 I have little IT homework this weekend. 2 Most (of the) students own a computer. 3 Few of my friends use Twitter. 4 Both Sam and Ben love Facebook. 5 I will text you either on Saturday or on Sunday. 6 There are no documents in the folder. 7 Marlon has a gadget on each wrist. 8 I downloaded every one of the apps to my new phone. 9 I don't spend much time using social media. 10 None of my gadgets are expensive.

5C Listening

Navigation nightmare

Exercise 2 2.16 page 55

B

Transcript

Man Have you seen this story in the newspaper?

Woman Which one?

M The one about Sabine Moreau, a woman from Belgium. It's quite funny. Listen to this: 'When 67-year-old Sabine Moreau got in her car and set off from her home in Belgium, she was planning to pick up a friend from a station about 60 km away. She used her satnav to guide her and did not notice when the satnav started taking her in the wrong direction. She ended up about 1500 km away in Croatia, having travelled through six different countries! The journey took two and a half days, it says here.'

W That's amazing. What did she do when she got Croatia?

M She had to drive all the way home again!

W I reckon she just wanted to spend a couple of days on her own. I mean, I don't think you can drive across six countries by mistake! Did anyone notice that she was missing?

M Er ... yes, they did. It says here: 'During that time, Ms Moreau's son contacted the police and told them that his mother had disappeared. When reporters asked Ms Moreau about her mistake, she told them that she had had a few things to think about and hadn't really noticed what was happening.'

W That's what she says now. But in my view, she invented the whole story about the satnav.

M I'm not sure. I expect hundreds of people end up in completely the wrong place because of their satnav. When you're following a satnav, you stop thinking for yourself.

W I know ... but you don't drive for two and half days. That's ridiculous!

Exercise 3 2.16 page 55

- 1 fact 2 fact 3 opinion 4 fact 5 opinion 6 opinion

Transcript

See exercise 2.

Exercise 4 page 55

- A smartwatch B digital radio C games console

Exercise 5 2.17 page 55

- 1 smartphone 2 satnav 3 MP3 player
 4 camcorder 5 games console

Transcript

1 **Customer** Hi. I wonder if you can help me?

Assistant Sure. What's the problem?

C My smartphone is locked. If I put the passcode in, nothing happens.

A Right. Can I see?

- C** Yes. Look: 5-2-6-1. Nothing.
- A** Hmm. This phone automatically locks if an incorrect passcode is entered three times. Are you sure you've got the right passcode?
- C** Yes, I'm sure. But my three-year-old son was playing with it this morning ...
- A** Ah, well that could be the problem. I expect he's pressed some keys and locked your phone. Anyway, I'm afraid I can't help you. We can't unlock phones here. You need to contact your phone network. They're the only people who can unlock it.
- C** How long does it take?
- A** It's hard to say. I reckon you should allow at least three or four days.
- C** Oh dear! That's quite a long time. Are you sure you can't do anything to help me?
- A** I'm afraid not.
- 2 Man** Can I help you?
- Woman** Oh, yes. Do you live around here?
- M** You could say that. That's my house!
- W** I'm trying to find the Victoria Hotel. My satnav says it's up this road ...
- M** But this isn't a road. You can see that! And you're ruining my grass!
- W** Are you sure this isn't the Victoria Hotel?
- M** Of course I'm sure! I live here!!
- W** Oh, how annoying. All right, I'll turn around.
- M** Don't turn around, you'll ruin the plants. Just go backwards.
- W** All right. Look, it isn't my fault. I'm just following the satnav. Do you know where the hotel is?
- M** I think there's a hotel around the next corner. But it isn't called the Victoria Hotel. It's the Empire Hotel.
- W** The Empire Hotel. That's the one!
- M** You said the Victoria.
- W** I know, but I'm pretty sure it's called the Empire. Thank you. Bye!
- M** Don't drive over my ... roses.
- 3 Girl** Have you been using my MP3 player?
- Boy** Er ... no.
- G** Yes, you have!
- B** Well, maybe once or twice. How do you know?
- G** Because all the songs are different!
- B** I added a few songs, you're right. Do you like them?
- G** Not really. Why did you erase all my songs?
- B** I didn't erase anything. I just copied about ten new songs onto it.
- G** You did erase them. Look – there are only ten songs on here now, and they're yours. Mine aren't here.
- B** Oh, I'm sorry. Never mind – you've got a back-up of your songs on your computer, haven't you?
- G** No, I haven't! I loaded them onto the MP3 player from a friend's tablet.
- B** That's stealing.
- G** It isn't stealing. He said it was OK.
- B** I don't mean stealing from your friend. I mean stealing from the people who made the songs. It's called copyright theft and it's damaging ...
- G** Look, that isn't the point! Don't use my MP3 player without asking!
- 4 Dad** You were great. I didn't know you could dance so well!
- Girl** Thanks, Dad. Did you video any if it?
- D** Yes, I did. I used my new camcorder.
- G** Ooh. Let me see.
- D** There should be four or five clips.

- G** These are all clips of a football match!
- D** Oh. I recorded those yesterday. I wonder what happened.
- G** Basically, you didn't record anything at all tonight.
- D** I tried to! Actually, it did keep giving me a message – something about 'memory full'. I wasn't sure what it meant.
- G** It means the memory is full.
- D** So, what do I do about that?
- G** Never mind. Actually, all the members of the cast are getting together a bit later to celebrate the end of the show. I'll talk to people there. Maybe somebody else videoed it.
- D** I hope so. I think the man next to me had a camcorder too.
- G** OK. Anyway ... Thanks for coming. Glad you enjoyed it!
- 5 Boy** Is that a new games console?
- Girl** No, it isn't. But it's a new game.
- B** It looks good. What's it called?
- G** Temple of Fear. It's fun ... but I'm stuck.
- B** I reckon you need to get to the other side of that river.
- G** I agree. But how?
- B** I'm not sure. Keep looking for clues. Maybe there's a secret bridge – or a boat.
- G** I've nearly run out time.
- B** How do you know?
- G** There's a timer in the corner. I've got less than twenty seconds left! And I've been stuck in the same place for ages.
- B** What does that number mean? Three. Is that how many lives you've got left?
- G** No, that's my score. I've got three points.
- B** Only three points? That's terrible.
- G** I know. But it's my first time.
- B** Even so ... three points! And look at the top score: it's over a million.
- G** Yes, all right. I know I'm doing badly, you don't need to tell me.

Exercise 6 2.17 page 55

1 b 2 a 3 c 4 c 5 a

Transcript

See exercise 5.

5D Grammar

Modals in the past

Exercise 1 page 56

(Possible answer)

Both. Archie's phone **hasn't been working** for a week. Freya **might have downloaded** malware on her phone.

Exercise 2 2.18 page 56

Transcript

See Student's Book, page 56.

Exercise 3 page 56

might have sent; can't have sent; must have used; shouldn't have clicked (on); should have warned; might not have downloaded; could have gone

Exercise 4 page 56

You've possibly downloaded some malware onto your phone: You may / might / could have downloaded some malware onto your phone. It's possible that you were lucky: You may / might / could have been lucky.

For further practice of modals in the past:**Grammar Builder 5.2** page 136

- 1 1 a 2 c 3 a 4 c 5 c 6 c 7 a 8 b 9 c
 2 2 should have / ought to have 3 may / might / could have 4 can't have 5 must have
 6 shouldn't have / ought not to have 7 must have
 8 might / may / could have

Exercise 5 page 56

- 1 b 2 c 3 c

Exercise 6 page 56

- 1 shouldn't have lent 2 could have deleted your messages
 3 must have sent that email 4 may not have dialled
 5 should have turned 6 can't have phoned

5E Word Skills**Adjective + preposition****Exercise 2** page 57

There is no evidence apart from his father's concern. We do not know how much time he spent playing them, and perhaps he just had difficulty finding a job.

Exercise 3 page 57

addicted to, angry with, aware of, curious about, familiar with, good at, harmful to, shocked at, unhappy with, worried about

Exercise 4 page 57

to and in; The choice depends on the meaning.

Exercise 5 page 57

- 1 with 2 for 3 with 4 to 5 with 6 in

Exercise 6 page 57

- 1 to 2 to 3 for 4 of 5 with 6 with 7 to
 8 with 9 about 10 with 11 in 12 to

5F Reading**Clever machines****Exercise 2** page 58

A is the computer and B is the human.

Exercise 3 page 58

2 d; even then scientists believed that one day machines would be able to 'think' and that they would probably be as intelligent as humans. 3 It doesn't contain any of the same words as the answer. 4 Around the middle of the last century = Fifty or sixty years ago; in the future = one day; computers = machines; people = humans; be equally clever = be as intelligent as

Exercise 4 page 59

- 2 b 3 c 4 a 5 c

Exercise 6 page 59

- 1 (pass) a test 2 (break) a code 3 (come up with) an answer 4 (have) a conversation 5 (exchange) messages 6 (enter) a competition 7 (win) a prize 8 (search) a website

For further practice of verb-nouns collocations:**Vocabulary Builder 5F** page 123

- 1 1 make 2 opened 3 informing 4 took up
 5 speculate 6 gained 7 post 8 smash

5G Speaking**Photo comparison****Exercise 1** page 60

- 1 science

Exercise 2 2.20 page 60**Transcript**

This photo shows three young students in a big field. It could be a science lesson. Their teacher might have asked them to do a project about the weather. The two girls are holding tablets and the boy is checking a piece of equipment – it looks like something to do with measuring wind. The girls might be recording some results or measurements on their tablets.

Exercise 3 2.20 page 60

It looks to me as if ...

Transcript

See exercise 2.

Exercise 5 2.21 page 60

Typical school subjects at primary level.

Transcript

Boy The common theme in the photos is education. Both photos show a lesson of some kind. And in both photos, there are three students. They look quite young, so they're probably primary school students. In the first photo, the students are outside, whereas in the second photo, they're in a classroom. There might be other students in the same classroom, but we can't see them in the photo. It looks like a typical classroom in a primary school: there are lots of pictures and charts on the walls, and it is quite colourful. Unlike the second photo, the first photo does not show the teacher. In the second photo, they're listening to the teacher rather than looking at tablets.

Teacher Do you think the students are finding their lessons interesting?

Boy Interesting? Yes, I do. Not all of them seem very excited – but they look to me as if they're concentrating and happy. So they must find it interesting. And it's really important to enjoy lessons at school, because if you enjoy it, you learn better. If you aren't enjoying a lesson, you often stop concentrating, and then you learn nothing.

Exercise 6 2.21 page 60

- 1 education 2 lesson 3 classroom 4 teacher
 5 tablets

Transcript

See exercise 5.

Exercise 8 2.22 page 60**Transcript**

Teacher Do you think using smartphones and tablets is a good way for students to learn?



Boy Yes, I do.

T Why?

B Because young people today love playing with phones and tablets. It seems to me that using them for lessons is very motivating for them. Also, you can use a smartphone to access all kinds of information. For me, the important thing is that you find the information yourself – so you're more likely to remember it. In the second photo, they're listening to the teacher rather than looking at tablets. Which is fine – but the way I see it, they're more likely to forget the information, because they aren't discovering it for themselves.

T Do you think it is possible to learn without a teacher?

B Personally, I think it is possible to learn without a teacher. For example, you can learn a lot from the internet. But in my view, you can learn much better when you have a teacher because he or she can explain things to you. In photo B, it looks as though one of the students is asking a question and the teacher is answering. So the teacher can make sure the student really understands. A tablet or a computer can't make sure you understand!

Exercise 9 2.22 page 60

It seems to me that ... ; For me, the important thing is (that) ... ; the way I see it, ... ; Personally, I think ... ; in my view, ...

Transcript

See exercise 8.

5H Writing

An internet forum post

Exercise 2 page 61

1 describe 2 compare 3 present 4 ask

Exercise 3 page 61

Sam 245 has completed the task correctly. HollyXX has not. She describes her computer's appearance rather than her experience of using it. She gives her own opinion about teenagers relying too much on computers rather than the opinions of other people.

Exercise 4 page 61

Although it was powerful, ... ; Despite its small size, ... ; ... despite the fact that I got it second-hand on eBay; ... although I don't really think it's a serious problem.

For further practice of concession clauses:

Grammar Builder 5.3 page 136

- | | |
|----------------------------|--------------------------|
| 1 1 Although / Even though | 2 despite / in spite of |
| 3 although / even though | 4 despite / in spite of |
| 5 although / even though | 6 although / even though |

Exercise 5 page 61

describe the tablet and ... its features; give ... instructions; give your (overall) opinion; explain how it helps you

For further practice of describing computer equipment: Vocabulary Builder 5H page 123

- | | | | | | | | | |
|-------|------|------|-----|-----|-----|-----|-----|-----|
| 2 1 f | 2 a | 3 d | 4 e | 5 c | 6 b | 7 l | 8 j | 9 k |
| 10 h | 11 i | 12 g | | | | | | |

- | | | |
|-------------------------|-----------------|-----------------|
| 3 1 all-in-one desktop | 2 battery life | 3 flash drive |
| 4 spam filter | 5 search engine | 6 graphics card |
| 7 Anti-virus protection | 8 Trojan horse | |

Exam Skills Trainer 3

Reading

Exercise 1 page 62

1 G 2 S 3 S 4 G 5 G

Exercise 2 page 62

1 C 2 D 3 B

Listening

Exercise 3 page 62

1 B

Exercise 4 2.23 page 62

1 F 2 F 3 T 4 T 5 F 6 T 7 F 8 F

Transcript

Tim You've got a new smartphone, Sal! Can I have a look at it?

Sal Yes, of course, Tim. I got it for a good price, and it's great for social networking. My parents didn't want me to buy it, though. They keep telling me I spend too much time on my phone already, and this one has even more things to keep me busy!

T You know, I sort of understand their point. I wish my sister would put her phone down once in a while. She even uses it at the dinner table, and it drives us all crazy! She never hears what we're saying, or talks to us.

S Yeah, some of my friends are like that. It is frustrating. Anyway, my parents don't let anyone bring their phone to the dinner table.

T Really?

S Yeah, it's good because we really do talk about a lot of important things while we're eating. If our phones were on, we probably wouldn't communicate at all.

T Well, my mum thinks the MP3 player on my phone is bad for me, so she only lets me use it for an hour a day. She says it's going to damage my hearing.

S You do listen very loud. I've heard it from across the room. Maybe you could make a deal with your mum. Say you'll agree to play music much more quietly if you can use the MP3 player more often.

T That's a good idea. Thanks! Hey, can you show me what games you have on your phone?

Use of English

Exercise 5 page 63

- | | |
|---------------------------|-------------------------|
| 1 few useful links | 2 can't have deleted |
| 3 isn't as fast as | 4 shouldn't have stayed |
| 5 None of her clothes are | |

Speaking

Exercise 6 page 63

- | | | | | |
|------------|--------------|----------|-----------|-----------|
| 1 sleeping | 2 the ground | 3 if | 4 blanket | 5 unaware |
| 6 closed | 7 calm | 8 asleep | 9 tired | |

6

High flyers

Map of resources

6A Vocabulary

Student's Book, pages 64–65; Workbook, page 62
Photocopiable: 6A (Describing character)

6B Grammar

Student's Book, page 66; Workbook, page 63
Photocopiable: 6B (Defining relative clauses)

6C Listening

Student's Book, page 67; Workbook, page 64

6D Grammar

Student's Book, page 68; Workbook, page 65
Photocopiable: 6D (Non-defining relative clauses)

6E Word Skills

Student's Book, page 69; Workbook, page 66

6F Reading

Student's Book, pages 70–71; Workbook, page 67

6G Speaking

Student's Book, page 72; Workbook, page 68
Photocopiable: Functional Language Practice (Asking for information about a job)

6H Writing

Student's Book, page 73; Workbook, page 69

Culture 6

Student's Book, page 117
DVD and DVD worksheet: Unit 6

Classroom Presentation Tool Unit 6

End of unit

Unit Review: Workbook, pages 70–71
Photocopiable: Grammar Review
Exam Skills Trainer 3: Workbook, pages 72–73
Progress Test and Short Tests: Unit 6

6A Vocabulary

Describing character

Exercise 2 page 64

ambitious, cheerful, creative, enthusiastic, flexible, generous, honest, idealistic, intelligent, loyal, mature, modest, optimistic, patient, pessimistic, punctual, realistic, self-confident, serious, shy, sociable, stubborn, sympathetic, thoughtful

Exercise 3 2.24 page 64

See transcript.

Transcript

creative – creatively, enthusiastic – enthusiasm, flexible – flexibility, generous – generosity, optimistic – optimism, pessimistic – pessimism, punctual – punctuality, realistic – realism, sociable – sociability, sympathetic – sympathy

Exercise 5 2.25 page 65

- 1 **nurse** (sympathetic and caring; you're looking after very vulnerable people; they have to work longer and longer hours)
- 2 **teacher** (punctuality and a good sense of humour, good at communicating; You can't tell people off for being late if you're never on time yourself. You'll certainly be more popular if you can laugh at things. Plus intelligence of course. You need to be really good at explaining things.)
- 3 **police officer** (physical courage; You might get into some quite dangerous situations. So patience, physical courage and fitness.)

Transcript

- 1 **Girl** I think you need to be really sympathetic. The more sympathetic you are, the better you'll be at the job.
Boy Yes, I agree, sympathetic and caring. Because you're looking after very vulnerable people. I think you also need to be quite idealistic.
G I'm not sure about that. I don't think idealism is as useful as patience. And you need to show lots of initiative.
B True. And these days they have to work longer and longer hours so you need to be very hard-working too.
G Absolutely.
- 2 **Boy** There are lots of qualities you need for this job. But I think that the most important quality is punctuality.
Girl Punctuality? Really?
B Yes. You can't tell people off for being late if you're never on time yourself.
G I suppose so. And you need a good sense of humour.
B You'll certainly be more popular if you can laugh at things.
G Plus intelligence of course.
B I agree. And you need to be good at communicating.
G Yes, the ability to communicate is absolutely vital. You need to be really good at explaining things.
- 3 **Boy** I'd hate to have this job.
Girl Really? I think it would be quite rewarding.
B But very stressful.
G Maybe. You need to be patient.
B I think patience is less important than physical courage.
G Yes, you certainly need physical courage. You might get into some quite dangerous situations. And you need to be physically fit.
B So patience, physical courage and fitness. Which do you think is the most useful quality of the three?
G Physical courage. But the ability to communicate is probably even more important. It's better to solve problems with words rather than force.

Exercise 6 2.25 page 65

- 1 more sympathetic; better
- 2 as useful
- 3 longer; longer
- 4 the most important
- 5 more popular
- 6 important than
- 7 the most useful

Transcript

See exercise 5.

6B Grammar

Defining relative clauses

Exercise 1 page 66

(Possible answer)

He is applying for the job of CEO of Nisa Retail.

Exercise 2 page 66

a who b which c where d whose

Exercise 3 page 66

rule a Harris Aslam is an ambitious young man who left school ... This is a job which usually attracts middle-aged business people, ... And indeed, Nisa Retail is looking for someone who is very experienced, ...

rule b not in text rule c not in text

rule d The job he is now applying for is CEO of Nisa Retail, ...

Exercise 4 page 66

1 whose 2 which 3 where 4 who 5 where
6 which 7 which 8 whose

Exercise 5 page 66

- 1 The car (that) we drove to London in belongs to my mum.
- 2 This is the address (which) you should write to.
- 3 The exam (which) I'm worried about is on Monday.
- 4 Chris is the friend (who) I went to Italy with.
- 5 The man (who) I told you about is over there.
- 6 Who is the girl (who) you were talking to?

Exercise 6 page 66

The job he is now applying for is CEO of Nisa Retail.

The job which he is now applying for is CEO of Nisa Retail.

You can omit the pronoun in all sentences in exercise 5.

For further practice of defining relative clauses:

Grammar Builder 6.1 page 137

- 1 1 a 2 a, b, d 3 a, b, d 4 a, b, d 5 c
6 a, c 7 a
- 2 2 A hostel is a place where you can stay quite cheaply.
3 That's the song which I listened to at Emma's house.
4 He's the man who I saw on TV last night.
5 That's the hotel where we stayed last summer.
6 That's the dog which barked all night.
7 She's the girl who I borrowed money from.
8 That's the boy whose father owns the shop on the corner.

Exercise 7 page 66

We can omit the relative pronoun in sentences 1, 4 and 5.

Exercise 8 page 66

1 c, e 2 b, c, d 3 b 4 c, e

Exercise 9 page 66

(Possible answers)

- 1 A doctor is a person who has been trained in medicine and who treats people who are ill.
- 2 A fire station is a place where firefighters wait to be called.
- 3 An actor is a person who acts in a play, film or on TV.
- 4 A school is a place where children go to be educated.

- 5 An engineer is a person who designs, builds or repairs things like roads, bridges and engines.
- 6 A town hall is a building that contains the local government offices and a large room for public meetings.
- 7 A babysitter is a person who looks after a child for a short time while the child's parents are out.

6C Listening

Nellie Bly

Exercise 2 page 67

1 as 2 that 3 who 4 of 5 In 6 about
7 for 8 as

Exercise 3 2.26 page 67

(Possible answer)

Nellie was ambitious and determined to be an investigative journalist who wrote about serious issues. She was also stubborn, because she wouldn't let anything stop her doing investigative journalism.

Transcript

At the age of sixteen, Nellie Bly read an article in her local newspaper which argued that women were not able to do the same jobs as men. Furious, she wrote an anonymous article in reply and sent it to the paper. The paper's editor was so impressed that he offered her a job: Nellie was now a journalist! At that time, female journalists mostly wrote about fashion and gardening, but Nellie had other ideas. She was determined to be an investigative journalist who wrote about serious issues, like women's rights and the problems of factory workers. But when Nellie accused companies of treating workers badly, they refused to buy advertisements in the paper, so the editor stopped Nellie's investigations. In 1887, Nellie moved to the *New York World* newspaper, where the owner, Joseph Pulitzer, helped her to do undercover work. For example, Nellie pretended to be insane so that she could become a patient at a psychiatric hospital in New York and find out about the conditions there. As a result of Nellie's shocking discoveries, the authorities changed the way they cared for mentally ill patients. This was probably her greatest success as an investigative journalist.

Exercise 4 page 67

a however b for that reason c indeed d for instance

Transcript

- 1 Nellie's first editor wanted her to write about fashion. However, ...
- 2 There were very few female reporters in those days. In fact, ...
- 3 She wanted to write about people whom the rest of society ignored. For instance, ...
- 4 Her reports often criticised the factory owners. Consequently, ...
- 5 They worked long hours in the factory. Indeed, ...
- 6 She discovered that patients in psychiatric hospitals lived in terrible conditions – though ...

Exercise 6 2.28 page 67

1 a 2 b 3 b 4 a 5 b 6 a

Transcript

See Student's Book, page 67.

Exercise 7 2.29 page 67

A San Francisco B London C Hong Kong

Transcript

Presenter So, how did Nellie first get the idea of travelling around the world?

Guest She read a novel by Jules Verne called *Around the World in Eighty Days*. Nellie decided to copy the adventure and try to go around the world in fewer than eighty days.

P Eighty days seems like quite a long time.

G Well, the year was 1888 – and of course, in those days, there were no aeroplanes or helicopters. As a result, it took a long time to travel long distances.

P So how did Nellie pay for this adventure?

G The owner of the newspaper, Joseph Pulitzer, agreed to pay for it. It was good publicity. Indeed, another New York newspaper called *Cosmopolitan* thought it was such a good idea that they sent their own reporter, Elizabeth Bisland, to go around the world too.

P Did the two women travel together?

G No. They both left New York on 14th November 1889. But Nellie went east, across the Atlantic to London. Elizabeth travelled in the opposite direction, west across the United States.

P So it was a race?

G Exactly! Who could go around the world first?

P And how did Nellie get on?

G Most of her trip went well. From London, she went to France and met the author Jules Verne in a town called Amiens. She then went by train to Brindisi, in Italy. From there, a ship took her to Port Said in Egypt, then Singapore and Hong Kong. There, she boarded another ship to take her back to the USA. However, while she was crossing the Pacific Ocean, there was a storm. She arrived late in San Francisco and missed her train to New York.

P Oh dear. So what happened?

G Joseph Pulitzer didn't want Nellie to lose the race. For that reason, he paid for a private train to bring her home. She managed to win the race and go around the world in 72 days, six hours, eleven minutes and fourteen seconds.

Exercise 8 2.29 page 67

1 F 2 T 3 F 4 F 5 T 6 T

Transcript

See exercise 7.

6D Grammar**Non-defining relative clauses****Exercise 2** page 68

(Possible answer)

No, it wasn't, because he was asked to do something which had nothing to do with the job for which he was being interviewed. He was embarrassed and didn't want to work for the company after his bad experience.

Exercise 3 page 68

1 after 2 makes sense 3 has

Exercise 4 page 68

1 who both work in London 2 where my mother used to live 3 whose mother is a nurse 4 which is the largest retailer in the world 5 which is a Swedish company

For further practice of non-defining relative clauses:**Grammar Builder 6.2** page 137

- 1 1 which + d 2 who + f 3 which / that + b
4 where + c 5 which + a 6 whose + e
- 2 1 The Grand Hotel, where we spent three weeks one summer, has closed.
2 My neighbour, who used to be a singer, is learning the guitar.
3 Our cousins, whose parents travel a lot for work, often come to stay with us.
4 My new laptop, which cost over £500, has stopped working.
5 The next bus, which leaves in ten minutes, goes directly to Heathrow Airport.
6 There's a party this Friday at the Beat Café, where we often go at weekends.

Exercise 5 page 68

- 1 whose dad works for 2 who is a talented
3 where she used to 4 which used to be
5 who I sat next to / next to whom I sat

Exercise 6 page 68

- 2 My local department store, where two of my friends work, has offered me a job.
3 My neighbour, whose degree was in computing, is going for an interview at Google.
4 Completing the training course, which lasted six months, means she can teach English abroad.
5 I'll never forget my first job, which was in a sausage factory.
6 My violin teacher, who wanted me to be a professional musician, helped me get a place at music college.
7 I studied at the London School of Economics, where my father had been a student.
8 Jemma, whose dad is French, wants to study languages at university.

6E Word Skills**Phrasal verbs (2)****Exercise 1** page 69

(Possible answers)

The problem is that plastic in the ocean kills millions of sea creatures every year.

His solution is an invention that would float on the surface of the ocean and gradually clean it by collecting around 20 billion tonnes of plastic, which could then be recycled and sold for about \$500 million a year.

Exercise 2 page 69

1 before 2 after 3 inseparable

Exercise 3 page 69

separable break up, work out, clean up, throw away, inseparable come up with, end up, call for, run out of

You know if they are separable or inseparable by the position of the object when it is a pronoun.

Exercise 4 page 69

- 1 **two-part** look after sb/sth/yourself, look sth up
three-part look down on sb/sth, look sth up, look up to sb
2 **separable** look sth up **inseparable** look after
sb/sth/yourself, look down on sb/sth, look up to sb
You know whether the verbs are separable or inseparable
because of the position of the object (sb/sth).

Exercise 5 page 69

- 2 bring sth up 3 take after sb 4 count on sb
5 hold sb up 6 ask sb out 7 come across sth
8 turn into sth 9 call sth off

Exercise 6 page 69

- 1 look up; look up to them
2 give up; give it up
3 ask out; ask them/her/him out
4 come across; came across it
5 take after; take after them/her/him

6F Reading

#GIRLBOSS

Exercise 2 page 70

- 1 a She got in trouble with the police for shoplifting.
b She got in trouble with eBay because other sellers
complained about her.
2 a A typical Nasty Gal customer is a woman in her
twenties.
b A typical Nasty Gal employee is a woman.

Exercise 3 page 71

- 1 D 2 G 3 A 4 H 5 C 6 E

Exercise 4 page 71

- 1 F 2 T 3 F 4 F 5 T 6 T

Exercise 5 page 71

- 1 for 2 at 3 to 4 for 5 as 6 on 7 about
8 about 9 to 10 for

For further practice of verb plus preposition
combinations:

Vocabulary Builder 6F page 124

- 1 1 apply 2 like 3 believe 4 on 5 congratulate
6 about 7 experiment 8 for 9 apologise
10 from 11 object 12 to

6G Speaking

Guided conversation

Exercise 2 page 72

(Possible answer)

She is looking for a job at an employment agency.

Exercise 3 2.31 page 72

Something else I'd like to ask about is ...

Moving on to the question of ...

Could I ask you about ...?

Transcript

Student I saw a job advert for hotel staff and I was wondering if I could discuss it with you.

Teacher Certainly. What would you like to know?

S Well, first of all, I'd like to know what the job involves.

T It involves cleaning guests' bedrooms in the morning, and after that, working in the restaurant.

S Oh, I see. Could you tell me what I would be doing in the restaurant?

T Mostly serving customers. The restaurant gets very busy at lunch time.

S Well, I'm hard-working so that won't be a problem. I'm also very polite and I enjoy working with the public.

T That's good. You'll need to be very patient and cheerful too.

S I believe I possess those qualities too. The job sounds ideal for me. Something else I'd like to ask about is the hours. I'd be interested to know when I would start and finish work exactly.

T The hours are 8 a.m. to 3 p.m., Tuesday to Saturday.

S So I would get Sunday and Monday off?

T Yes, that's right.

S That's good. Moving on to the question of pay, may I ask what the salary is?

T Yes, it's £7 an hour. We may occasionally ask you work overtime. Would you be willing to do that?

S Yes, I think so. Finally, could I ask you about accommodation? I'd like to know if accommodation is included.

T No, I'm afraid it isn't. You'll have to find your own accommodation. Is that a problem?

S No, it isn't. I'm staying at a friend's flat and she says I can stay as long as I like.

T Well, it sounds like you are ideally suited to the job, so I'd like to offer it to you.

S Thank you. I'd be delighted to accept it.

Exercise 4 2.31 page 72

- 1 I was wondering 2 I'd like to know
3 Could you tell me 4 I'd be interested to know
5 May I ask 6 I'd like to know

Transcript

See exercise 3.

Exercise 5 page 72

(Possible answer)

The student uses indirect questions to sound more polite.

For further practice of indirect questions:

Grammar Builder 6.3 page 138

- 1 1 Could you tell me where the post office is?
2 I was wondering if / whether you have any
mayonnaise.
3 I'd like to know what time the film finishes.
4 May I ask what your name is?
5 I'd be interested to know what the salary for this
job is.
6 I'd like to know if / whether I should apply for the
job online.
7 I'd be interested to know if / whether you received
my invitation.
8 Could you tell me when the train leaves?
9 I was wondering if / whether you have a table
for four.
10 May I ask when the interviews will take place?

Exercise 6 page 72

- 2 What does the job involve?
- 3 What would I be doing in the restaurant?
- 4 When do I start and finish work exactly?
- 5 What is the salary?
- 6 Is accommodation included?

Exercise 7 page 72

(Possible answers)

Is it a full-time or part-time job? Would I work both in the kitchen and as a waiter? What exactly would I be doing in the kitchen? What are the hours of work? Would I get any days off? What is the salary? Is accommodation included?

For further practice of working and employment conditions:

Vocabulary Builder 6G page 124

- 2 1 salary 2 bonus 3 shifts 4 paid holiday
5 sick pay 6 overtime 7 pay rise
8 training course 9 paperwork 10 workload

Exercise 8 page 72

(Possible answers)

Could you tell me if it is a full-time or part-time job?
May I ask if I would work both in the kitchen and as a waiter?
I was wondering what exactly I would be doing in the kitchen.
I'd like to know what the hours of work are.
I'd like to know if I would get any days off.
I'd be interested to know what the salary is.
May I ask if accommodation is included?

6H Writing

A for and against essay

Exercise 1 page 73

(Possible answers)

doctor, nurse, lawyer, teacher

Exercise 3 page 73

paragraph 1 'Some people maintain ... we need to consider'

paragraph 2 'It is certainly true that the workplace ... with a vocational qualification.

paragraph 3 'On the other hand ... at university?'

paragraph 4 'On balance, ... really interests you.

Exercise 4 page 73

- 1 It is certainly true that ...
- 2 It is also undeniable that ...
- 3 On the other hand, ...
- 4 Another problem is that ...
- 5 On balance, ...

Exercise 5 page 73

'How can a teenager know what job is right for him or her?' The expected answer is that they can't know what job is right for them when they are still teenagers.
'Is it not better for students to explore other interests while at university?' The expected answer is that it is better to explore other interests while at university.

Exercise 6 page 73

It is certainly true that the workplace is becoming more competitive.

It is also undeniable that certain jobs (for example, nurse, hairdresser) are only available to people with a vocational qualification.

It is wiser to opt for a course that really interests you.

For further practice of preparatory It:

Grammar Builder 6.4 page 138

- 1 2 It's very relaxing to walk along a beach.
3 It's amazing that we arrived on time.
4 It's no use asking for a pay rise – you won't get it!
5 It was dangerous to go rock-climbing on your own.
6 It was very disappointing that the restaurant was closed.
7 It's illegal to fish in this river.
8 It was no use trying to push the car up the hill.



7

Artists

Map of resources

7A Vocabulary

Student's Book, pages 74–75; Workbook, page 74

Photocopiable: 7A (Talking about the arts)

7B Grammar

Student's Book, page 76; Workbook, page 75

Photocopiable: 7B (The passive)

7C Listening

Student's Book, page 77; Workbook, page 76

7D Grammar

Student's Book, page 78; Workbook, page 77

Photocopiable: 7D (have something done)

7E Word Skills

Student's Book, page 79; Workbook, page 78

7F Reading

Student's Book, pages 80–81; Workbook, page 79

7G Speaking

Student's Book, page 82; Workbook, page 80

Photocopiable: Functional Language Practice (Likes and dislikes)

7H Writing

Student's Book, page 83; Workbook, page 81

Culture 7

Student's Book, page 118

DVD and DVD worksheet: Unit 7

Classroom Presentation Tool Unit 7

End of unit

Unit Review: Workbook, pages 82–83

Photocopiable: Grammar Review

Exam Skills Trainer 4: Student's Book, pages 84–85

Cumulative Review 1–7: Workbook, pages 118–119

Progress Test and Short Tests: Unit 7

7A Vocabulary

Talking about the arts

Exercise 1 page 74

A ballet B cartoon C play D musical E sitcom
F drawing G dance H opera Students' own answers

Exercise 2 page 74

A novel, play, poem B classical music, musical, opera,
pop music C ballet, classical music, dance, mime,
musical, opera, play, pop music, sitcom
D cartoon, drawing, painting, sculpture

Exercise 3 page 74

1 playwright 2 poet 3 novelist 4 painter
5 sculptor 6 singer 7 director 8 composer 9 actor
10 dancer / choreographer 11 opera singer

Exercise 4 page 75

(Possible answers)

John Steinbeck wrote *Of Mice and Men*. Picasso painted *Guernica*. Adele sang *Someone like you*. Vivaldi composed *La Notte*. Jennifer Aniston appeared in *Friends*. Luciano Pavarotti sang *Nessun dorma*.

Exercise 5 page 75

1 painted 2 composer 3 ballet 4 directed 5 play
6 musical 7 painter 8 pop singer 9 actor
10 novelist 11 appear in 12 sculpture

Exercise 7 3.02 page 75

1 A 2 C 3 B 4 E

Transcript

- Last weekend I went to a gallery in London with my parents. There was a big exhibition of modern art on that they wanted to see. I really wasn't particularly keen to go as I'm not a big fan of modern art, but I like to keep an open mind and was prepared to revise my opinion. So I went along with them. The artist, who's already quite famous, had created some sculptures using everyday objects from around her home. My parents loved it, but although one or two of the sculptures were quite interesting, I didn't really understand what the artist was trying to say. I'll think of an excuse if my parents ask me again.
- Last summer I went to a music festival with a group of friends. It was the first time I'd been to a festival. I wasn't planning on going but a friend had a spare ticket. Anyway, I was really looking forward to it. Unfortunately it rained most of the time and the field we were camping in turned into a sea of mud! I didn't mind that really, but I thought the music would be better. The bands weren't particularly well known and the one band I was looking forward to seeing cancelled at the last minute. Despite that, we've agreed to go again next year.
- Last month I went to the theatre with my family. We saw a play called *An Inspector Calls* by J. B. Priestly. We're studying the play at school. It's a bit boring and I'd already seen it a couple of times on DVD, but mum convinced me that it would be a good idea to see it again. Anyway, it was as bad as I'd feared. It was a local amateur theatre company and the acting was pretty awful. I suppose it didn't do me any harm though. Seeing a live performance at the theatre has helped me to get to know the play a bit better.
- I hardly ever watch or listen to musicals – maybe about once a year, if that. But last weekend I went to see *Mamma Mia!* in London. I'm a big ABBA fan and I'd been meaning to go and see it for ages. I asked lots of friends to come along, but only two agreed. Anyway, I booked really good seats right at the front. It was an amazing experience! As I expected, the music was fantastic, as were the singers and dancers. I'm going to go again, but I need to find someone else to go with as my friends weren't so impressed by it.

Exercise 8 3.02 page 75

1 – 2 the 3 the 4 The; a 5 the
6 a; – 7 –; a 8 the; an

Transcript

See exercise 8.

7B Grammar

The passive

Exercise 3 page 76

1 are not signed 2 are being examined 3 was he finally caught 4 wasn't being used 5 have been identified 6 had been bought 7 will be returned 8 might never be discovered 9 had been bought by a company, are being examined by

Exercise 4 page 76

1 the verb *be* 2 infinitive 3 subject 4 action 5 by

For further practice of the passive:

Grammar Builder 7.1 page 138

- 1 1 will be 2 was being 3 will be 4 is
5 is being 6 has been / is being 7 had been
- 2 1 were stolen 2 was being used
3 has (only) been performed 4 had been destroyed
5 are uploaded 6 will be sold 7 is being filmed
- 3 1 might be cancelled 2 must be left 3 should be cooked 4 must not be taken 5 needn't be worn

Exercise 5 page 76

- 2 A ballet is being performed at the concert hall this evening.
- 3 Are the costumes designed by Lady Gaga?
- 4 How many Hobbit films have been made?
- 5 The painting ought to be signed by the artist.
- 6 The gallery will be visited by thousands of people this year.

Exercise 6 page 76

- 1 aren't sold 2 are painted 3 is written
- 4 forged 5 was caught 6 (was) sent
- 7 has been 8 have been bought 9 is

Exercise 7 page 76

(Possible answers)

Who was the opera *Fidelio* composed by? (Beethoven)
Who was *A Theory of Everything* directed by? (James Marsh) What year was *Guernica* painted? (1937) Where was *Don Giovanni* performed for the first time? (Prague) Who was the role of Susanna in Mozart's opera *The Marriage of Figaro* first sung by? (Nancy Storace) Who was *Don Quixote* written by? (Miguel De Cervantes)

7C Listening

Poetry in motion

Exercise 2 3.03 page 77

(Possible answer)

pessimistic (it predicts life will get worse unless we make changes); The last line encourages us to think about how to make these changes.

Transcript

See Student's Book, page 77.

Exercise 3 page 77

a era b apathetic c straight d peers e quick fix
f foolish g the norm h lethargic

Exercise 4 3.04 page 77

It makes the poem optimistic about the future.

Transcript

See Student's Book, page 77.

Exercise 5 3.05 page 77

1 b 2 a 3 b 4 b 5 a

Transcript

Speaker 1 I went to the gym last week. It was the first time in years! I tried lifting some weights and could only manage about 120 kilos. I know that would be a lot for most people, but for me ... well, I was really surprised how little I can lift now.

Speaker 2 I went to see Robbie Williams in concert last weekend ... again! It was in Manchester. He played some of his old songs and some of the songs from his new album. It was OK ... but even I have to admit that he wasn't brilliant. Maybe he wasn't feeling good.

Speaker 3 I went out for a meal with some friends last weekend. We had Thai food because they wanted to try something different – and for once, I agreed! And you know, it wasn't too bad. A bit hot and spicy for me, but very tasty. I actually enjoyed it. I might try Indian some time ... perhaps.

Speaker 4 We stayed three nights in a hotel in Paris. All I can say is that at least the location was very good. As for the hotel itself ... well, I suppose it's just a place to sleep, isn't it? Who needs nice décor? Or polite staff?

Speaker 5 My sister called round and gave me my birthday present. It was a jumper, which was ... a surprise. She doesn't usually buy me clothes. It's quite a colourful jumper – red, blue and orange. Unusual. Well, anyway ... it was very kind of her to buy it for me.

Exercise 6 3.06 page 77

Speaker 1 D **Speaker 2** F **Speaker 3** B

Speaker 4 C **Speaker 5** A

Transcript

Speaker 1 If you take the time to listen carefully to the words of the best rappers – people like Eminem and Jay Z, and some of the female rappers too, like Lil' Kim and Missy Elliott – then you'll realize how good they are. It isn't just poetry, it's fantastic poetry. In fact, I'd say that some of them are the best poems being written today. Seriously, that's my opinion. Now a lot of people say that young people are no longer interested in great poetry. But that's wrong, isn't it? A lot of teenagers listen to rap music and rap can be great poetry – even though some people don't look at it like that. So I'd say that in some ways, poetry is more popular than ever among young people.

Speaker 2 You know the poems I hate most? They're the ones you get in greetings cards – birthday cards, Mother's Day cards, that kind of thing. I mean, a poem has to be original, doesn't it? To be a good poem, it has to come from the writer's heart and contain some real emotion. It has to be about why the poet loves a particular man or woman – or why the poet is feeling particularly sad. These poems in greetings cards are all the same. 'I hope your birthday is full of fun ... er ... You really are a wonderful son.' That kind of rubbish. I suppose people actually

have to spend time writing them. Imagine doing that job! It would be so depressing, wouldn't it? Writing rubbish every day.

Speaker 3 We've been looking at some modern poetry at school, in our English classes. Some of it is OK but to be honest, I'm not keen on most of it. I just don't get it. I mean, half of it doesn't even mean anything! Or at least, I can't work out what it means. It just seems like random words. Poetry didn't use to be like that. In the past, it was always clear what the meaning of the lines was. And usually, it rhymed too. For me, that's what poetry should be like. That's the skill of the poet, isn't it? If you don't worry about meaning or rhyme, then you can just write anything and call it a poem! 'A leaf on a tree ... the sun shines ... water flows ... life goes on.' There, that's a poem. Huh!

Speaker 4 'Hope is the thing with feathers / That perches in the soul, / And sings the tune without the words, / And never stops at all.' er ... 'And something something something heard, and something is the storm.' Hang on ... I can't remember the rest. But it's one of my favourites. It's by Emily Dickinson. I love her poems. In fact, most of the poems I like best are by women. I think women make better poets than men – but that's just my personal opinion, of course! I don't find it very easy to memorize poems. It takes me ages! But I enjoy doing it and I really like having a few poems that I know from memory.

Speaker 5 This is one I wrote last week. Ahem. 'Black clouds fill the sky. A child screams but nobody hears. A white dove sings but cannot fly. I cry, but nobody sees my tears.' Yeah. I know ... it's a bit sad, isn't it? Funny, really, because I wasn't feeling down or anything when I wrote it. It's often like that ... if I write a really sad poem, it doesn't mean I'm feeling sad. You know, it's a work of art, isn't it? It's not the truth. Like a singer can sing a really tragic song without actually feeling those emotions for real. Most of my poems are pretty black – about death, disease, that kind of thing. I'm not sure why. I just like writing about those topics. I think they're more powerful than happy topics. Who wants to read about people feeling great? It's boring.

Exercise 7 3.06 page 77

1 are 2 wouldn't 3 has 4 isn't 5 aren't

Transcript

See exercise 6.

7D Grammar

have something done

Exercise 2 page 78

Because many employers have a negative attitude towards tattoos.

Exercise 3 page 78

Amanda recently had a colourful face tattooed on the top of her arm. Brad had the names of his two daughters tattooed on his neck under his hair. His friend Doug had his back decorated with a large tattoo of a shield. Nevertheless, they deliberately had them done in places ...; ... they probably had their hair dyed a bright colour to shock their parents!

Exercise 4 page 78

1 Olivia had her hair dyed red for charity. 2 Josh had his bike stolen at the weekend. 3 The house had its roof blown off in the storm. 4 We had the carpets cleaned after the party last weekend. 5 My sister always has her nails done on Fridays. 6 She had her visa application refused last month. a 1, 4, 5 b 2, 3, 6

For further practice of *have something done*:

Grammar Builder 7.2 page 139

- 1 1 had our car vandalised 2 had her hair dyed
- 3 'm going to have my laptop repaired
- 4 Seth had his photo chosen 5 had his nose broken
- 6 had a new website designed

Exercise 6 page 78

rule a Because they want to give themselves the best possible chance of getting a job, ...; ... do not think that decorating yourself with tattoos is acceptable.

rule b For the people themselves ...; But when these employers were young themselves, ...

Exercise 7 page 78

- 1 yourself / yourselves 2 ourselves 3 myself 4 myself
- 5 myself 6 yourself / yourselves 7 herself

In 2, 3, 4 and 6 they add clarity and emphasis.

For further practice of reflexive pronouns:

Grammar Builder 7.3 page 139

- 1 1 herself 2 ourselves 3 yourself 4 itself
- 5 yourselves 6 himself 7 myself 8 herself
- 2 1 ourselves 2 myself 3 yourself 4 himself
- 5 itself 6 yourselves

7E Word Skills

Indefinite pronouns

Exercise 1 3.07 page 79

- 2 pop / rock 3 folk 4 jazz 5 blues 6 hip hop / rap
- 7 techno 8 country and western 9 classical

Exercise 2 page 79

The performer walks on stage and then nothing happens. The audience just listen to the sounds around them.

Exercise 3 page 79

- 1 no one 2 anyone 3 everyone 4 everybody
- 5 nowhere 6 somewhere 7 nothing 8 anything
- 9 something

Exercise 4 page 79

- 1 affirmative 2 negative 3 questions 4 -body
- 5 affirmative 6 singular 7 plural

Exercise 5 page 79

- 1 anything 2 something 3 nothing
- 4 somewhere 5 anywhere 6 anyone / anybody
- 7 no one / nobody 8 everything

7F Reading

Graffiti's softer side

Exercise 1 page 80

(Possible answers)

Photo 1 shows a tree at the side of a road. Its trunk has been covered with a striped patterned wool cover. Photo 2

shows a bus with a brightly-coloured patterned wool cover. Photo 3 shows the statue of a boxer wearing a pink knitted top. Photo 4 shows a woman kneeling down next to a parking meter and putting a striped wool cover on it.

Exercise 2 3.08 page 80

Jessie Hemmons A, C Magda Sayeg B, D

Exercise 3 page 80

Yes, question 6 is about the writer's overall opinion.

Exercise 4 page 80

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

Exercise 5 page 80

statue, pavement, stop sign, lamp post, parking meter, bus stops, bicycle racks, benches, phone boxes, fountains
Students' own answers

7G Speaking

Photo comparison and role-play

Exercise 1 page 82

A a musical B a magic show C an open-air theatre

For further practice of cultural events and venues, go to: Vocabulary Builder 7G page 124

- 1 1 museum 2 circus 3 comedy club
4 opera house 5 art gallery 6 theatre
7 concert hall 8 Arena 9 Library

Exercise 3 3.09 page 82

They choose the musical.

They mention when to go, who will pay for the tickets and travelling to the show.

Transcript

Teacher So which of these shows do you think is most suitable? What about the magic show? My sister loves magic.

Student To be honest, I really can't stand magic shows.

T So, what do you like? There's a play at the open-air theatre and there's also a musical.

S Well, I enjoy musicals very much. And I think they're popular with people of all ages. So for that reason, it's a good choice for a family outing.

T Yes, I agree. I'm really keen on musicals. In fact, everyone in my family likes them. We all like plays too.

S Personally, plays aren't really my thing. I definitely prefer musicals.

T OK. That's fine. So when shall we go?

S Well, how about next Saturday? Can we check that everyone is free that evening?

T OK, we can ask them.

S I want everyone to go, because it's my treat. I'm definitely buying all the tickets.

T Really? That could be expensive.

S That's OK. I haven't spent much of the money I brought with me.

T OK. That's very kind of you! Now, where's the musical on?

S At the theatre in town. So we can go by bus.

T Good idea. That won't be expensive!

Exercise 4 page 82

I absolutely love ... I really can't stand ...

Exercise 5 3.09 page 82

I'm really keen on ...; I enjoy ... very much.; ... is not really my thing.; I really can't stand ...

Introduced by phrases from the strategy: To be honest, I really can't stand ...; Personally, plays aren't really my thing.

Transcript

See exercise 2.

7H Writing

Article: a book review

Exercise 2 page 83

(Possible answer)

The reader enjoyed the book very much. The only criticism is that the games themselves don't begin until chapter 10.

Exercise 3 page 83

(Possible answer)

Yes. She asks the reader 'Have you ever read a book that you just couldn't put down?'

Exercise 4 page 83

(Possible answers)

Yes. The style is informal and lively.

Exercise 5 page 83

(Possible answer)

1 and 4 are too boring and won't catch the reader's attention. 2 is better than 1, but too long. 3 is too vague and not appropriate. The best title is 5. It catches the reader's attention and includes a play on words ('hungry for a good book') that refers to the book's title (*Hunger Games*).

Exercise 6 page 83

1 D 2 B 3 C 4 A 5 A 6 C

Exercise 7 page 83

present simple

Exercise 8 page 83

1 set 2 tells 3 twists 4 page 5 recommend

For further practice of describing stories:

Vocabulary Builder 7H page 124

- 2 1 main 2 identify 3 made 4 story 5 What
6 based 7 characters

- 3 1 *The Hobbit* 2 *Twilight* 3 *Northern Lights*
4 *Lord of the Flies* 5 *The Catcher in the Rye* 6 *To Kill a Mockingbird* 7 *Harry Potter and the Philosopher's Stone*

Exam Skills Trainer 4

Reading

Exercise 1 page 84

1 disappear 2 attention 3 exist 4 temporary
5 portrait 6 set out

Exercise 2 page 84

1 F 2 F 3 T 4 F 5 F 6 T 7 F 8 T

Listening

Exercise 3 page 84

B

I like to work with people who show intelligence, thoughtfulness and creativity.

Exercise 4 3.10 page 84

1 B 2 A 3 A 4 C 5 B

Transcript

Good morning. First of all, let me introduce myself. My name's Gillian Richardson, and I'm a dance instructor from Gold Performance, which is a Performing Arts Academy based in central London. Today, I've come to talk to you about our academy, and hopefully some of you might find what we do interesting and join our academy from next September!

Well, although I myself am a dance instructor, dance is not the only performing art we teach at our academy. We try to help students to develop their talents and go after their dreams in all of the performing arts, including drama and music. We can offer you specialist classes in dance, singing, drama and fitness. We encourage our students to build on their strengths and we also give our students the opportunity to take part in activities which help them get the confidence to work as part of a group or as solo artists. The lessons are held by qualified teachers and professionals from the performing arts industry, and many of our teachers have worked as choreographers with famous stars, such as Robbie Williams, Justin Bieber or Beyoncé, as well as appearing on TV shows and in theatre performances in the West End. All of our students work on performance techniques in the autumn term, such as dance styles in dance lessons, or mime or voice in the drama lessons. We also teach students how to communicate through their body, focusing on body language and expressing their emotions.

During the summer term our students work on their performance, as all of them perform in the end-of-year show. The show takes place at the Auburn Theatre, where all students are awarded a certificate for completing their course in our Annual Awards Ceremony. In addition to the theatre performance, we also put on another two performances each term, which take place in the hall at our academy.

Anyway, I know this a lot of information for you now, =so if you'd like to find out more, please visit our website. If you would like to arrange to come and see one of the classes before you apply, please do send us an email.

Use of English

Exercise 5 page 85

1 B 2 A 3 D 4 C 5 D 6 C 7 B 8 A

Speaking

Exercise 6 page 85

1 E 2 B 3 A 4 C 5 D

Writing

Exercise 8 page 85

Paragraph 1: D

Paragraph 2: B

Paragraph 3: E, F

Paragraph 4: A, C, E

Map of resources

8A Vocabulary

Student's Book, pages 86–87; Workbook, page 84

Photocopiable: 8A (On the phone)

8B Grammar

Student's Book, page 88; Workbook, page 85

Photocopiable: 8B (Reported speech)

8C Listening

Student's Book, page 89; Workbook, page 86

8D Grammar

Student's Book, page 90; Workbook, page 87

Photocopiable: 8D (Reported questions)

8E Word Skills

Student's Book, page 91; Workbook, page 88

8F Reading

Student's Book, pages 92–93; Workbook, page 89

8G Speaking

Student's Book, page 94; Workbook, page 90

Photocopiable: Functional Language Practice (Speculating)

8H Writing

Student's Book, page 95; Workbook, page 91

Culture 8

Student's Book, page 119

DVD and DVD worksheet: Unit 8

Classroom Presentation Tool Unit 8

End of unit

Unit Review: Workbook, pages 92–93

Photocopiable: Grammar Review

Exam Skills Trainer 4: Workbook, pages 94–95

Progress Test and Short Tests: Unit 8

8A Vocabulary

On the phone

Exercise 2 page 86

1 a 2 d 3 b 4 f 5 c 6 e 7 h 8 k 9 g 10 j 11 i 12 l

Exercise 3 3.11 page 86

1 a He mistakes her for her mother. b A group are going to the cinema that night and Amelia can text or phone if she wants to join them. 2 c He uses his mother's. d £15 3 e Because he hadn't listened to his voicemail for a day or two f Because his battery was flat and then he put his phone on silent. 4 g She can't call her mother in England. h He suggests calling from his phone.

Transcript

1 Jodie Hello.

Ryan Is that Mrs Kelly?

J No, it's Jodie.

R Oh sorry, Jodie. I didn't recognise your voice. You sound just like your mother.

J Thanks.

R Is your sister there?

J Hang on a sec. I think she might be out. Amelia! Phone!

Mrs Kelly Amelia's gone out.

J Yeah, she's out. Do you want to leave a message?

R Yes, please. Tell her a group of us are going to see a film tonight and can she phone or text if she wants to come along too.

J OK. I'll tell her.

R Thanks. Bye now.

J Bye.

2 Woman Welcome to the mobile top-up service. Please enter the mobile number you want to top up followed by the hash key.

Boy 0778 ... 7622 ... hash.

W Now enter the amount you wish to top up, between a minimum of five pounds and maximum of 30, followed by the hash key.

B £15 should be enough.

W To top up using a debit or credit card press 1. To top up using a voucher, press 2. If you have already used this card to top up, then just enter the last four digits of the long number and press the hash key.

B Mum! I'm just topping up my mobile again. What are the last four digits of your credit card?

Mum I topped it up for you last week, didn't I?

B No! That was ages ago.

W If you have already used this card to top up ...

B I need to enter the numbers or the line will go dead.

M It's 4455. Just £5, mind.

B £5? Too late to change it ...

W Thank you for using the mobile top-up service. Your balance is now £15 and 15 pence. Goodbye.

3 Jake Hello.

Harriet Hi, Jake. It's me, Harriet.

J Hi Harriet. I didn't recognise the number. Have you changed it?

H Yes. That's why I'm calling – to let you know. I've been trying to call you for a couple of days. Did you get my messages?

J Uh, no, I haven't listened to my voicemail for a day or two.

H Why weren't you picking up yesterday?

J Sorry, I noticed my phone was dead and I had to charge it. Then I accidentally put the phone on silent.

H Oh, well. You've got my new number now.

J Thanks. I'll save it to my contacts list. ... Hello, are you still there?

H Yes, I'm here.

J I think I lost the signal for a moment. Anyway, gotta go now. I'll see you on Saturday.

H OK. Bye.

4 Girl Can you help with my phone, Sam?

Boy I'm not that tech-savvy myself, but I'll try. What's the problem?

G I'm trying to call my mum in England, but it won't let me make a call.

B Did you tell your mobile network that you were travelling abroad?

- G Yes, I told them a week before I left and they said I'd be able to make and receive calls.
 B Are you connected to a local network here?
 G Yes. I got a welcome message when I switched the phone on at the airport. It's funny, because I can send and receive texts, but it won't let me make calls.
 B Have you enabled 'data roaming'?
 G Yes, I think so. Look.
 B Yep. That looks right. I think you'll have to call your mobile network. They should be able to sort it out.
 G I've tried. But I can't seem to call my network from this phone, I guess because it's an international call.
 B You can call from my phone if you like.
 G That's really kind of you. I'll pay for the cost of the call.
 B Don't worry about it. I've got lots of credit.

Exercise 4 3.11 page 87

leave a message, enter a number, top up your mobile, listen to your voicemail, put the phone on silent, save to the contacts list, lose the signal, make a call, enable data roaming

Transcript

See exercise 3.

Exercise 5 page 87

1 d 2 g 3 a 4 j 5 f 6 b/c 7 h 8 e 9 i 10 b/c

Exercise 6 page 87

1 get through to someone, pick up the phone, switch something off, run out of something, call somebody back, cut somebody off, get back to somebody; These are transitive because they always take an object. We know they take an object because it is given in the examples.
 2 get through to someone, run out of something, get back to somebody 3 pick up the phone, switch something off, call somebody back, cut somebody off; We know they are separable because if the object is a pronoun, it will come before the particle, as in the examples.

Exercise 7 3.12 page 87

1 Because Tom was in a maths lesson. 2 Tom's phone is running out of credit and the signal is terrible.

Transcript

Tom Hi Jane.

Jane Hi Tom. I've been trying to call, but I couldn't get through.

T Sorry. The phone rang, but I couldn't pick up as I was in school. It was in the middle of a maths lesson and the teacher told me to switch the phone off.

J Can you speak up? I can't hear you very well.

T Is that better?

J A bit. Where are you?

T I'm on the train. I'm going to spend the weekend with my cousin in London. Look, I'm running out of credit. Can I call you back?

J You're breaking up.

T I said, I'm running out of credit. And the signal isn't very good.

J No, the signal is terrible.

T And now we've just gone into a tunnel! I think we're about to be cut off.

J OK, I'll hang up and get back to you.

Exercise 8 3.12 page 87

1 get through 2 pick up 3 switch (the phone) off
 4 speak up 5 running out of; call (you) back
 6 breaking up 7 hang up; get back to

Transcript

See exercise 7.

8B Grammar

Reported speech

Exercise 2 page 88

The speakers' original words are: My right ankle is hurting, but I don't know why. I haven't twisted it or anything, but I can't put any weight on it. I watched a really good video clip on the internet yesterday. I'll send you a link to the website where I found it. You must watch it.

1 present simple 2 present continuous 3 present perfect 4 past simple 5 can / can't 6 will / won't

Exercise 3 page 88

rule a she must watch it rule b she'd finished watching it
 rule c I'd found it

Exercise 4 page 88

rule d She told me that her right ankle was hurting ...; She said she hadn't twisted it ...; ... but told me she couldn't put any weight on it; I told Harriet that I had watched ...; I said that I would send her ...; I told her she must watch it; ... she said she had come across the same clip ...; She said that after she'd finished watching it ...

rule e She said she hadn't twisted it ...; ... but told me she couldn't put any weight on it; I told her she must watch it; ... she said she had come across the same clip ...

Exercise 5 page 88

She told me that her right ankle was hurting ...; She said she hadn't twisted it ... she couldn't put any weight on it; ... I had watched a really good video clip ... the day before; I told her she must watch it; she said she had come across ...; She said that after she'd finished watching it, she had thought about sending me the link.

Exercise 6 page 88

2 Joel said (that) he might disable data roaming when he went abroad the following week. 3 Max said (that) Kelly had never had a mobile. 4 Freddy said (that) he hadn't topped up his mobile since the month before. 5 My mum said (that) I mustn't let my battery run out. 6 Sally said (that) Liam had saved my number to his phone book. 7 Tom said (that) that / this time the following week, he would be flying to Prague.

For further practice of reported speech:

Grammar Builder 8.1 page 140

1 1 was sleeping 2 couldn't find 3 would help
 4 hadn't thought 5 had never been 6 might be
 7 was going 8 had arrived

2 told 1, 3 said 2, 4, 7, 8 say 5

3 1 Tom said to Ryan (that) he would call him the following day. 2 Geoff told Gerard (that) they had gone to Paris the month before. 3 Julia said to Miranda (that) she couldn't come to her house that day. 4 Quentin told Leah (that) he had texted Joanna an hour earlier. 5 Emma said to Amy (that) they were all going out that night. 6 Maisie said to Sarah (that) she wanted her to be there at two o'clock that afternoon.

8C Listening

Global network

Exercise 2 3.13 page 89

The map shows the position of the undersea cables that form the communications network that connects all the continents in the world except Antarctica.

Transcript

Host Everyone knows that the modern world is connected by a communications network. We can send messages from one continent to another in less than a second and information travels around the internet at nearly the speed of light. But how does this information get from one part of the globe to another? Through the air? Using satellites? Here to discuss this question with me today is Professor Gary Brown, a historian and an expert in communications. Welcome.

Professor Thank you.

H So let's start off with that question: how does information travel around the globe? I'd imagine it all happens with satellites and mobile phones these days.

P In fact, that isn't the case at all.

H Oh really?

P No. The truth is surprising to many people: the majority of information – over 95% of it – travels through cables under the sea.

H What kind of cables? How big are they?

P Well, these cables are only about 8 cm thick but can be more than 21,000 kilometres long. And they connect every continent in the world except Antarctica. In fact, there are several different cables connecting most of the continents. Millions of businesses and individuals around the world depend on these cables.

H And I suppose, being at the bottom of the sea, they can't really get damaged.

P Actually, they do sometimes get damaged ... by boats, or even by whales! In 2008, a major cable broke, and as a result, 60% of India lost its internet connection.

Exercise 3 3.13 page 89

95% of information travels through the undersea cables. The cables are 8 cm thick and they can be more than 21,000 km long. In 2008 a major cable broke and 60% of India lost its internet connection.

Transcript

See exercise 2.

Exercise 4 3.14 page 89

1 will 2 can't 3 is 4 hasn't

Transcript

Speaker 1 Oh, hi Sam. I'm on the train. We're just passing ... Anyway, I'm just calling to say that I've been a bit delayed. So wait for me outside the theatre. We shouldn't ... the beginning. You've got the tickets, right? OK ... bye for now.

Speaker 2 Hello, Ava. It's me, Alice. Thanks for the ... – I got it yesterday. I'm really ... but I'm going to be away all weekend. I hope you get this message and can invite somebody else. Have a great time. I've heard the ... is a great place to eat. Enjoy it. Bye! Oh, and happy birthday for Saturday!

Speaker 3 Hi, Jake. It's me. I got your text about the hotel in Paris. When ... going exactly? I can't remember the name of it, sorry. But it's really good and not too ... So I'd definitely book it, if I were you. I'll check the name tonight. I can look back at my ... Then I'll text you. Bye!

Speaker 4 Oh, hi Emma. Thanks for your ... Yes, I have got your top. You left it at my house when you came for ... I was going to send

it back to you yesterday, but I couldn't get to the post office. I was too busy with the ... Anyway, I won't forget. Well, if I do, send me a text. But I'll try not to! Hope you had fun at the ... Bye for now!

Exercise 5 3.15 page 89

C

Transcript

Host So when were these cables first put there under the sea?

Professor It's an interesting story. The idea was first discussed around 1840, soon after the invention of the electric telegraph for sending messages. And by 1850, a line was in place under the sea between Britain and France – but that's quite a short distance. The English Channel is only about 30 kilometres wide. What the business world really wanted was a link between Europe and North America. Somebody had to work out how to lay a cable under the Atlantic.

H That's several thousand kilometres.

P Indeed. Some people felt that the Atlantic was just too wide for a cable. But one businessman, called Cyrus Field, believed passionately that it was possible. He spent years raising money for it. And by 1857, his company was ready to make its first attempt at laying a cable.

H And how did they get on?

P Not particularly well. Two ships set off from the west coast of Ireland to begin laying the cable across the ocean to the east coast of America. But unfortunately, the cable broke on the first day. They repaired the cable and carried on their work, but soon after, it broke again. This time the cable was in water more than three kilometres deep and they just couldn't repair it. They decided to call off the attempt.

H But I guess he didn't give up.

P No, he didn't. A year later, Cyrus Field's company made another attempt. This time they tried a different approach. The two ships started in the middle of the Atlantic Ocean. They joined their two cables together, then they set off in opposite directions. But the cable broke again – once after only six kilometres, then twice more. So again, they abandoned the attempt and the ships went back to port.

H At this point, I don't imagine people were feeling very optimistic about the project.

P No, they weren't. But Cyrus Field was not prepared to give up. His ships met once more in the middle of the Atlantic. They joined their cables and began to sail in opposite directions. This time the cable didn't break. One ship arrived at the coast of America on 4 August 1858 and the other arrived at the coast of Ireland the next day. They used horses to pull the ends of the cable out of the ocean and up on to land.

H So the job was finished?

P Yes. Finally, the job was finished. A few days later, the first message was sent. Although it was only a short message, it took 17 hours and 40 minutes to send it!

H Why's that?

P Because reception across the cable was so bad! Today's cables can transmit eight-four thousand million words a second!

H Wow, that's amazing! Professor Brown, thank you.

Exercise 6 3.15 page 89

1 c 2 d 3 c 4 b 5 d

Transcript

See exercise 5.

Exercise 8 3.15 page 89

1 out 2 off 3 on 4 off 5 back 6 up

Transcript

See exercise 5.

8D Grammar

Reported questions

Exercise 2 3.16 page 90

war film; Some clues are: Captain Hunter, invasion, enemy soldiers, I really am on your side, Colonel Smith from Military Command

Transcript

Soldier Captain Hunter, this is the lady I told you about. She's the one who passed on that message about the plans for invasion.

Capt Hunter Come in. Sit down. Will you tell us your name?

Woman I'm sorry. I cannot tell you that.

CH Hmm. Well, I need to ask you some questions. Is that all right?

W Of course.

CH When did you receive the message?

W Yesterday morning. And another one today.

CH I see. Who is sending the messages?

W I cannot tell you that because I don't know.

CH Really? That's strange.

W But I knew the messages were important, so I wanted you to see them as soon as possible.

CH But why? Why do you want to help us?

W Enemy soldiers took my father away. I think he is dead.

CH I see. I'm sorry.

W I'm no friend of the enemy.

CH That's what you want me to believe. Can I trust you?

W Yes you can. I promise.

CH Hmm. How did you learn to speak English?

W My father is English ... was English.

CH Really? I see.

W So, you see, I really am on your side.

CH I hope so ... Will there be another message tomorrow?

W I don't know. I think maybe ... yes. It depends ...

S Sir! Colonel Smith from Military Command is on the phone. He says it's urgent.

Exercise 3 3.16 page 90

2 Who is sending the messages? 3 Why do you want to help us? 4 Can I trust you? 5 How did you learn to speak English? 6 Will there be another message tomorrow?

Transcript

See exercise 2.

Exercise 4 page 90

1 ask 2 change 3 change 4 statement 5 don't use 6 if

For further practice of reported questions:

Grammar Builder 8.2 page 141

1 1 why 2 what 3 if 4 how 5 if 6 when 7 if 8 if

2 1 'Why are you looking so sad?' I asked my brother.

2 'What's your best friend's name?' she asked.

3 'Is your favourite subject maths?' they asked her.

4 'How do you feel about your exam results?' I asked my friends. 5 'Will the bus arrive early or late?' we asked the driver. 6 'When's your birthday?' he asked me.

7 'Can you play the piano?' she asked him.

8 'Have you ever been to China?' I asked her.

3 1 My sister asked me where her dictionary was.

2 I asked Anna what she had done that morning.

3 Lucy asked me if / whether I was going to Jake's party.

4 Adam asked his mother why she was laughing at him.

5 I asked my uncle if / whether he would be there all day.

6 My brother asked me who had told me about his idea.

Exercise 5 page 90

1 Colonel Smith asked what the message said. 2 He asked how reliable the information was. 3 Captain Hunter asked the colonel if / whether he was going to take the message seriously. 4 The colonel asked the captain what his own opinion was. 5 The captain asked if / whether they had any choice. 6 The colonel asked who would take the blame for any mistakes. 7 Captain Hunter asked the colonel if they could discuss that again the following morning. 8 The colonel asked how many other people she had told about the messages.

Exercise 6 3.17 page 90

2 (that) they had saved a lot of 3 who had sent the messages to her 4 had sent them from his office 5 (that) he worked at enemy 6 how he had sent the messages 7 (that) he had used the sun 8 why his messages had stopped 9 (that) the weather had turned

Transcript

See Student's Book, page 90.

8E Word Skills

Verb patterns: reporting verbs

Exercise 2 page 91

'Theif'; The note was written by a bike thief, who felt guilty after the owner left him a note begging him to return it.

Exercise 3 page 91

1 promise 2 beg 3 persuade 4 admit 5 apologise 6 accuse 7 thank

Exercise 4 page 91

1 encouraged 2 suggested 3 refused 4 warned 5 insisted on

Exercise 5 page 91

2 John's mother begged him not to lose his phone again. 3 Mrs Brown accused her neighbours of stealing her plants. 4 Grace apologised for not being better at cooking. 5 Harry suggested not spending so much money on snacks. 6 Anna's parents encouraged her to take up a hobby. 7 The tour guide warned the tourists that swimming in the river was dangerous. 8 Ella insisted on paying for her own ticket.

8F Reading

A novel idea

For further practice of publications:

Vocabulary Builder 8F page 125

1 fiction comic, short story, novel, play non-fiction atlas, autobiography, biography, cookbook, dictionary, encyclopaedia, grammar book, guidebook, magazine, manual, newspaper, textbook, thesaurus

2 1 guidebook 2 novel 3 autobiography 4 atlas 5 manual 6 cookbook 7 thesaurus 8 dictionary 9 play 10 textbook

Exercise 2 3.18 page 92

b

Exercise 3 page 92

1 C 2 G 3 A 4 E 5 H 6 D

Exercise 4 3.18 page 92
1 T 2 F 3 T 4 T 5 T 6 F

- Exercise 5** page 92
- 1 a teenager who contracted AIDS.
 - 2 over a six-month period in spare moments, often while commuting on the train.
 - 3 Takatsu read an English translation of Rin's story and was impressed by it. He then wrote the first English language cell phone novel.
 - 4 He likes its simple and emotional language.

Exercise 6 page 92
1 e 2 g 3 a 4 b 5 c 6 d 7 i 8 k
9 f 10 h 11 j

8G Speaking

Photo description

Exercise 1 page 94
(Possible answer)
There has been an accident and there is somebody lying on the ground. A woman is calling the emergency services. She must be feeling very worried and anxious.

Exercise 2 3.19 page 94

Transcript

Student I can see two people in the photo. One person is lying on the ground. I can't be sure, but I'd say that it's woman, judging by her shoes. Another woman is kneeling beside her, helping her. It's clear that the woman lying on the ground is not well. It's hard to say, but she might have fallen over or it could be something more serious like a heart attack or a stroke. Anyway, the woman in the white shirt is on the phone. I'm pretty certain that she's phoning for an ambulance.

Teacher Thank you. How do you think the woman in the white shirt is feeling? Why do you think so?

5 Judging by the look on her face, I'd say she's quite calm and seems in control. I don't think she's panicking and she's put the woman on the ground in the recovery position, so I think she may have taken a first-aid course.

Exercise 3 page 94
1 sure 2 could 3 hard 4 looks 5 pretty
6 clear 7 Judging

Exercise 4 3.19 page 94
I can't be sure, but I'd say that ...; It's clear that ...; It's hard to say, but ...; It could be ...; I'm pretty certain that ...; Judging by ..., I'd say that ...

Transcript

See exercise 2.

Exercise 6 3.20 page 94
1 reasons 2 view 3 only 4 idea; appeal 5 Finally; simple

Transcript

That's an interesting question, but not one I've thought a lot about before now. No, I don't think I would be good at that job. There are a number of reasons why I say that. First of all, in my view you need to stay very calm and work well under pressure. I don't think I'd be able to do that! Not only that, but you have to deal with people who are very upset. I would find that quite difficult, I think. Also I don't like talking on the phone, so the idea of being on the phone all day doesn't appeal to me.

Finally, I really wouldn't be the right person for the job for the simple reason that I can't stand the sight of blood!

For further practice of road accidents: Vocabulary Builder 8G page 125

- 3 1 injured 2 knocked down 3 swerved 4 skidded
5 lost control 6 collided 7 crashed 8 damaged
9 breathalysed 10 suffered whiplash 11 killed

8H Writing

A narrative

Exercise 2 page 95
The writer's friend thought the writer said music centre, but he/she said sports centre.

Exercise 3 page 95
Paragraph 1: set the scene
Paragraph 2: lead up to the main event
Paragraph 3: main event
Paragraph 4: the ending

Exercise 4 page 95
obviously, fortunately

Exercise 5 page 95
I've always been ...; I decided to do ...; My dad agreed to drive ...; we set off ...; we passed ...; He was walking ... and chatting ...; We stopped, and I told him I was ...; he replied ...; We offered ...; he accepted ...; we arrived ...; my friend started to look ...; Where are ...?; he asked.; This isn't ...; He told us he had ...; he hadn't listened ...; we'd offered ...; my dad agreed to drive ...; they arrived ...; my friend was ...; bought ...

- 1 set the scene: present perfect, past simple
- 2 narrate a series of events: past simple, past continuous
- 3 refer to events that happened before other events in the story: past perfect

Exercise 6 page 95
1 about a year ago 2 one Saturday last month
3 a few minutes later 4 later on 5 at last
6 in the end
in the story: about a year ago, a few minutes later, after a while

Exercise 7 page 95
We offered him a lift ...
My friend ... bought my dad a present.

For further practice of verbs with two objects: Grammar Builder 8.3 page 141

- 1 I gave my family some amazing presents this Christmas. 2 I didn't tell anybody your secret.
- 3 We cooked my parents a special meal last night.
- 4 My mum made my brother a brilliant fancy dress costume. 5 We sold our next-door neighbours our old car. 6 Have you offered everybody in the class a sweet? 7 Please can you pass Ben these books?
- 8 The estate agent found us a much bigger flat.

Map of resources

9A Vocabulary

Student's Book, pages 96–97; Workbook, page 96

Photocopiable: 9A (Travel and transport)

9B Grammar

Student's Book, page 98; Workbook, page 97

Photocopiable: 9B (Third conditional)

9C Listening

Student's Book, page 99; Workbook, page 98

9D Grammar

Student's Book, page 100; Workbook, page 99

Photocopiable: 9D (Participle clauses)

9E Word Skills

Student's Book, page 101; Workbook, page 100

9F Reading

Student's Book, pages 102–103; Workbook, page 101

9G Speaking

Student's Book, page 104; Workbook, page 102

9H Writing

Student's Book, page 105; Workbook, page 103

Culture 9

Student's Book, page 120

DVD and DVD worksheet: Unit 9

Classroom Presentation Tool Unit 9

End of unit

Unit Review: Workbook, pages 104–105

Photocopiable: Grammar Review

Photocopiable: Vocabulary Review

Exam Skills Trainer 5: Student's Book, pages 106–107

Exam Skills Trainer 5: Workbook, pages 106–107

Cumulative Review I–9: Workbook, pages 120–121

Progress Test and Short Tests: Unit 9

Cumulative Test: Units 5–9

Cumulative Test: Units 1–9

9A Vocabulary

Travel and transport

Exercise 1 page 96

A ferry B cable car C hot-air balloon
D hovercraft E scooter F tram

Exercise 3 page 96

1 aircraft 2 hot-air balloon 3 cruise ship
4 underground 5 hovercraft 6 trams
7 cable car 8 helicopter

Exercise 5 page 97

a cabin, deck, harbour, port b airport, arrivals hall, check-in desk, departure gate, lost property office, c bus stop, car park, coach bay, coach station, filling station, lost property office, level crossing, service station, taxi rank d buffet car, lost property office, level crossing, platform, sleeper, ticket barrier, ticket office, train station, waiting room

For further practice of travel problems:

Vocabulary Builder 9A page 125

- 1 diverted 2 dirty 3 congestion 4 choppy
- 2 deep – shallow; high – low; long – short; narrow – wide; short – tall; thick – thin
- 3 1 high 2 deep 3 tall 4 long 5 long; wide
- 4 (Possible answers)
1 How long is it? How wide is it? 2 How big is it? How long is it? How wide is it? How deep is it? How heavy is it? 3 How tall is he / she? How heavy is he / she? 4 How tall is it? How big is it?

Exercise 6 3.21 page 97

- 1 ferry; in the ticket office 2 train; ticket barrier
- 3 coach; lost property office 4 taxi; taxi rank
- 5 car; service station 6 train; buffet car

Transcript

- 1 Clerk Hello. Can I help you?
Woman Yes, I'd like two adult returns to Guernsey, please.
C When are you coming back?
W Tomorrow.
C That's £90, please ... Thank you.
W The next sailing is at 11, isn't it?
C Yes, that's right.
W How long is the crossing?
C It's three hours. Here's your boarding card. You can go through to the departure lounge.
W Thank you. Oh, what time are the ferries back tomorrow?
C There's one at 10.30 in the morning and another at 6.30 in the evening. You can travel on either with those tickets.
W Thank you.
- 2 Girl Hi Mike! Over here!
Boy Oh, hi Sally! How do I get out?
G Come through the barrier. Put your ticket in the slot.
B Oh yes.
G How was the journey?
B Bit of a nightmare, actually. There were engineering works on the line so part of the journey was by coach.
G Oh, dear.
B Then there was a big delay because the signal broke down. So we were stationary for about half an hour.
G Oh, well, never mind. You're here now.
- 3 Clerk Morning.
Girl Good morning. I left my jacket on the coach. Has it been handed in?
C Which coach did you leave it on?
G The one that arrived from Hastings at about 12.
C I need to know which one exactly. What time did it depart from Hastings?

- G 10.15.
C OK. And where exactly did you leave it?
G On the luggage rack above my seat. I was at the front of the coach.
C Can you describe it?
G It was just like any other coach, really –
C No, the jacket. Can you describe the jacket?
G Oh, sorry. Yes, it's blue, made of cotton.
C OK, wait a moment. I'll go and have a look. ... No, sorry, it hasn't been handed in.
Girl Oh, dear.
C If you fill out this form, we'll contact you if it turns up.
- 4 Taxi driver Let me take your bag. I'll put it in the boot.
Boy OK, thanks. Can you take me to Queen Street, please?
T Sure. Can you put your seat belt on, please?
B Do I have to?
T Yes, I'm afraid it's the law now. Whereabouts in Queen Street are you going?
B Can you drop me off at the hostel near the tube station?
T Sure.
- 5 Man Are you going to finish your burger?
Woman No, it isn't very nice.
M Let's get going then. We'd better fill up with petrol before we leave.
W OK. Which way are we going to go? The motorway's closed between junctions 8 and 9.
M We can come off at junction 7 and take smaller roads. Did it say why they've closed it?
W No, but there were lots of police cars and a couple of ambulances heading that way, so it must be an accident.
- 6 Woman What can I get you?
Boy An egg sandwich, please, and a sausage roll.
W Sorry, we are out of egg sandwiches. We're picking up more sandwiches at Exeter, which is the next station, so if you come after that we'll have some.
B Don't worry. I'll have a ham sandwich instead.
W White or brown bread?
B White, please. And two teas.
W That's £11.40, please. ... Thank you. ... Here's your change. Would you like the sausage roll heated up?
B Yes, please.
W It'll just take a minute. Would you mind waiting while I serve the next customer?
B No, not at all.

Exercise 7 page 97

- 1 can (the return tickets) be used 2 was (the train) delayed 3 was (the jacket) left 4 to be dropped off 5 has (the motorway) been closed 6 was (the passenger) asked

Exercise 8 3.21 page 97

- 1 On the ferry leaving at 10.30 in the morning or the one leaving at 6.30 in the evening. 2 Because of engineering works on the line and part of the journey was by coach. 3 On the luggage rack above the passenger's seat at the front of the coach. 4 At the hostel near the tube station on Queen Street. 5 We don't know, but there may have been an accident. 6 Because heating up the sausage roll takes time.

Transcript

See exercise 6.

9B Grammar

Third conditional

Exercise 1 page 98

(Possible answers)

The people are having an argument because they are lost. They are discussing the best route to take.

Exercise 2 3.22 page 98

- 1 No, Ben didn't remember the satnav. 2 No, they didn't leave home on time. 3 No, they didn't make sandwiches for the journey. We'd have left on time if your mum hadn't phoned just as we were leaving.

Transcript

See Student's Book, page 98.

Exercise 3 page 98

- 1 past perfect 2 would have + past participle 3 /həv/
1 had phoned 2 wouldn't have arrived 3 had left
4 wouldn't have been

For further practice of the third conditional:

Grammar Builder 9.1 page 141

- 1 1 had driven; would have arrived 2 had got; would have seen 3 would have known; had listened
4 wouldn't have cut; hadn't been 5 had had; would have called 6 wouldn't have got; hadn't been
7 would have passed; had worked
- 2 2 If Emma had caught the bus, she wouldn't have had to walk to school. 3 If the tickets hadn't been expensive, I'd have travelled by plane. 4 If I hadn't eaten too much, I wouldn't have felt ill. 5 If I hadn't spent all my money, I wouldn't have been broke.
6 If I hadn't taken a painkiller, my headache wouldn't have gone away. 7 If we'd saved a lot of money, we'd have been able to buy a new car.

Exercise 4 page 98

- 2 If you had found 80 € on the way to school this morning, would you have kept it? 3 If I had known it was your birthday, I would have bought you a present.
4 If we had walked all the way home, we would have been exhausted. 5 If I hadn't wanted to work on this journey, I wouldn't have taken the train. 6 Would Jim have passed his maths exams if he had worked harder? 7 If we had had more time, we could have changed some money at the airport. 8 What would you have done if you had overslept this morning?

Exercise 5 3.23 page 98

Transcript

- 1 Tom would've taken a taxi if he'd had some cash on him.
2 If you'd found €80 on the way to school this morning, would you've kept it?
3 If I'd known it was your birthday, I'd've bought you a present.
4 If we'd walked all the way home, we'd've been exhausted.
5 If I hadn't wanted to work on this journey, I wouldn't've taken the train.
6 Would Jim've passed his maths exam if he'd worked harder?

- 7 If we'd had more time, we'd've changed some money at the airport.
8 What would you've done if you'd overslept this morning?

Exercise 6 page 98

2 If the ticket hadn't been so expensive, I would have gone by train. 3 If I had known when you were arriving, I would have met you at the airport. 4 If we hadn't been nearly out of petrol, we wouldn't have stopped at the service station. 5 If I hadn't taken a taxi, I would have been late for the meeting. 6 If there had been a ticket office at the station, I wouldn't have bought the tickets on the train. 7 If you had checked the timetable, you wouldn't have missed your train.

9C Listening

Travel solutions

Exercise 1 page 99

He Liang; a suitcase you can ride like a motorbike

Exercise 2 page 99

board a plane / flight / a ship / a train, book a cab / taxi / a holiday / a hotel / a room, check in luggage / bags, check into a hotel, hail a cab / taxi, hire a cab / taxi / car, miss a plane / flight / a train, reach a destination, stay at a hotel

Exercise 3 3.24 page 99

1 a (cruise) ship 2 a cab / taxi 3 a destination
4 a travel agency 5 a passenger 6 a hotel

Transcript

- I remember my first cruise as if it were yesterday. We travelled down to Southampton on the train and boarded the *Princess Ariadne* in the early evening. Lights were coming on all around the port and the atmosphere was really magical.
- Just as we stepped out of the hotel, it started to rain – and suddenly, it was raining really hard. I tried to hail a *tuk tuk*, but they weren't stopping! All the *tuk tuks* were full.
- I'd like to welcome passengers on board the 13:34 Great Eastern train from London. We are scheduled to reach Ely at 15:07, where the train will terminate. May I remind passengers that a range of light snacks and beverages may be purchased in the buffet car.
- We booked our holiday with Martins & Cole last year. They're expensive, but they take care of everything for you – flights, transfers, accommodation. So it's worth it, in my opinion.
- This is a passenger announcement. Will Damian Fairchild, Damian Fairchild, please proceed immediately to the information desk next to gate 15, where his wife is waiting to board British Airways flight 1782 to Dallas.
- It was our first trip to Las Vegas, so we booked a room at the Bellagio. It was amazing – there was a beautiful fireplace, and fantastic views from the windows. And our bathroom was enormous!

Exercise 4 3.24 page 99

3, 5; terminate, beverages, to purchase, proceed, adjacent to

Transcript

See exercise 3.

Exercise 5 3.25 page 99

1 c 2 b 3 a 4 c

Transcript

- I regret to inform you that there will be a short delay of twenty to thirty minutes due to a minor technical problem. The problem concerns the air conditioning system and has no implications for safety. I would request that passengers remain seated during this period. I hope to give you an update in due course. Meanwhile, the cabin crew will pass through the cabin with complimentary refreshments. The captain and crew would like to thank you for your patience and assure you that they are doing all they can to resolve the issue.
- When I checked in, they didn't mention any problems with the flight. It was only later, when I was in the departure lounge, that I noticed the word 'Delayed' on the screens. I went to the information desk and tried to find out how long the delay would be, but they couldn't tell me. They couldn't even tell me what the reason for the delay was, which was quite annoying. Personally, I reckon they knew. Why couldn't they tell us? Anyway, they just offered the passengers a free drink and told us to keep checking the screens for more information. Eventually, 'Delayed' changed to 'Delayed for 4 hours'. That's when the passengers really got angry! In the end, the flight took off six hours late. Six hours!
- Woman** Have you ever been on a flight that's ready to take off but can't, because one of the passengers is missing?
Man Yes, I have.
W It's annoying, isn't it? Well last month, that 'annoying passenger' was me.
M Oh no! You're kidding! What happened? Did you fall asleep?
W No! In fact, I was at the airport quite early, checked in my bags and went through security. I looked at the screen to see which gate I needed, and I thought it said 'gate 15'. So that's where I went ... and waited ... and waited. Then there was an announcement calling me to gate 18, so I ran. It was so embarrassing!
M Did you get there on time?
W No, I didn't. We were twenty minutes late taking off. I'll never make that mistake again.
- Good afternoon, ladies and gentleman. As you will see if you look out of the window, we are approaching our destination and we should be there approximately ten minutes ahead of schedule. Unfortunately, it appears that there is a problem with the baggage handling at our destination. Passengers will not be able to retrieve their bags for at least an hour. We suggest that you wait in the arrivals hall for further information. We appreciate that this is inconvenient after a long journey, but wish you a pleasant holiday all the same. Should you need any advice regarding the transfer to your hotel, please contact a member of staff in the terminal building.

Exercise 7 3.26 page 99

1 regret, inform 2 request, remain 3 in due course.
4 complimentary, refreshments. 5 approaching
6 approximately, ahead of schedule. 7 appreciate

Transcript

- I regret to inform you that there will be a short delay of twenty to thirty minutes due to a minor technical problem. The problem concerns the air conditioning

system and has no implications for safety. I would request that passengers remain seated during this period. I hope to give you an update in due course. Meanwhile, the cabin crew will pass through the cabin with complimentary refreshments. The captain and crew would like to thank you for your patience and assure you that they are doing all they can to resolve the issue.

- 2 Good afternoon, ladies and gentleman. As you will see if you look out of the window, we are approaching our destination and we should be there approximately ten minutes ahead of schedule. Unfortunately, it appears that there is a problem with the baggage handling at our destination. Passengers will not be able to retrieve their bags for at least an hour. We suggest that you wait in the arrivals hall for further information. We appreciate that this is inconvenient after a long journey, but wish you a pleasant holiday all the same. Should you need any advice regarding the transfer to your hotel, please contact a member of staff in the terminal building.

9D Grammar

Participle clauses

Exercise 3 page 100

They replace both defining and non-defining relative clauses.

Exercise 4 page 100

... which / that was designed to land on the moon. ... who / that were chosen for the mission ... which was watched by millions on TV, ... which / that explained how they lived and worked in zero gravity. ... which / that contained oxygen ... who noticed a red warning light, ... which / that was floating 320,000 kilometres from Earth.

For further practice of participle clauses:

Grammar Builder 9.2 page 142

- 1 2 We talked to a young man wanting to study in England. 3 A suspected burglar, arrested by the police, has escaped. 4 My uncle bought a pen made of gold. 5 She was wearing a necklace belonging to her grandmother. 6 Three men, coming out of the restaurant late at night, saw the robbery.

Exercise 5 page 100

Although Apollo did not reach the moon, NASA managed to bring the astronauts back to Earth alive. The crisis was discussed on TV, and people in the USA regained interest in the Space Program.

Exercise 6 page 100

- 2 ... designed to hold only two people, ...
3 ... following instructions from the ground crew, ...
4 ... working 24 hours a day, ... 5 ... discussed on all the TV news programmes, ... 6 ... risking their lives ... 7 ... trying to save them ...

Exercise 7 page 100

- 1 The word *astronaut*, formed from two Greek words, means 'star sailor'. 2 Only flights reaching an altitude of 100 km or more are considered space flights.
3 People chosen to become NASA astronauts have to

complete a difficult training program lasting 20 months. 4 Astronauts spending long periods in space do exercises designed to keep them strong. 5 Spacecraft intending to escape from Earth's gravity need to reach a speed of about 40,000 km/h. 6 People watching the Apollo 13 mission on TV or listening on the radio were very relieved when the astronauts returned safely. 7 James Lovell received the Exceptional Service Medal, awarded by NASA. 8 The film *Apollo 13*, made in 1995 and starring Tom Hanks, was nominated for many awards, including nine Oscars.

9E Word Skills

Verb patterns

Exercise 1 page 101

(Possible answer)

The best thing would be the relaxation and sightseeing. The worst thing would be the accommodation.

Exercise 3 page 101

e

Exercise 4 page 101

verb + infinitive decide, expect, offer, manage, afford, agree
verb + -ing form fancy, keep, end up, enjoy infinitive or -ing (same meaning) continue infinitive or -ing (different meaning) stop

Exercise 5 page 101

- 1 a I bought a present to see if it would make her less angry. b I made an attempt to buy a present, but I didn't have enough money.
2 a I was talking to my friend, but stopped when the film started. b I began to talk to my friend when I met him.
3 a They were eating popcorn and when the film ended they continued to eat it. b The film ended and they went to eat pizza.
4 a I remember visiting the Taj Mahal (in the past) and I won't forget it. b I will remember to visit the Taj Mahal (in the future) because it is amazing.

Exercise 6 page 101

- 1 to spend 2 living 3 to stay 4 visiting 5 being
6 going 7 to become 8 living 9 hearing 10 have
11 to pay 12 to save 13 staying

9F Reading

Miscalculations

Exercise 1 page 102

(Possible answer) You should be careful before you make a decision that can't be reversed.

Exercise 2 3.27 page 102

- A d - 2 (Too fat to fit!) B a - 1 (Can't slow down!)
C c - 3 (Meet you in the middle?) D b - 4 (Top heavy!)

Exercise 3 page 102

It matches with 1: '... there is no question of rebuilding them. It will be cheaper to alter the width of the platforms.'

It does not match with 2: 'The error appears to have happened because RFF, the company that runs the rail network, gave SNCF the wrong measurements. Instead of measuring all the platforms ... they only measured platforms that were less than thirty years old. They didn't realise that the gap between platforms ... a bit slimmer.'

Exercise 4 page 102

1 D 2 A 3 C 4 B 5 D 6 A

Exercise 5 page 102

(Possible answers)

1 ... RFF had measured all the platforms.
2 ... the Mars Climate Orbiter would have gone into orbit around Mars. 3 ... the German side wouldn't have had to be lowered. 4 ... the top of the ship hadn't been too heavy (and if) the ship had not been asymmetrical.

Exercise 6 page 102

1 centimetres 2 millimetres 3 metres
4 kilometres 5 inches 6 feet

Centimetres, millimetres, metres and kilometres are metric.

For further practice of size and dimensions:

Vocabulary Builder 9F page 125

- 1 1 wide 2 long 3 deep 4 high 5 tall 6 tall
2 deep – shallow; high – low; long – short;
narrow – wide; short – tall; thick – thin
3 1 high 2 deep 3 tall 4 long 5 long; wide
4 (Possible answers)
1 How long is it? How wide is it? 2 How big is it?
How long is it? How wide is it? How deep is it? How
heavy is it? 3 How tall is he / she? How heavy is he /
she? 4 How tall is it? How big is it?

Exercise 7 page 102

1 centimetres. The North Sea is 27 cm higher than the Mediterranean. The Germans added 27 cm instead of subtracting 27 cm. 2 millimetres. One set of engineers working on the Mars Climate Orbiter used millimetres and the other set of engineers used inches. 3 metres. The German side of the bridge was over 0.5 m higher than the Swiss side. 4 kilometres. The spacecraft was only sixty km from the surface of Mars instead of 160 km when the engines fired. 5 and 6 inches and feet. There are 12 inches in a Swedish foot, but 11 inches in an Amsterdam foot.

9G Speaking

Guided conversation

Exercise 2 page 104

when you want to go and for how long 2 (a month of the year), 5 (a week / a fortnight) choice of destination 3 (a popular tourist area), 7 (youth hostels), 8 (beaches and the sea) transport 4 (buses and trains) paying for the holiday 1 (a job), 6 (borrowing / lending)

Exercise 3 3.28 page 104

yes

Transcript

Teacher When should we go on our holiday?

Student I'd like to go away as soon as term finishes.

T Would you? Why?

S Well, we've got exams at the end of term, haven't we? So we'll need something to look forward to. I reckon we should go for three weeks.

T That's a long time!

S Is it? I think it's perfect. It's just long enough to relax and forget about school.

T OK. Let's go for three weeks!

S Great! Moving on to the question of destination – where shall we go?

T The Baltic Coast is lovely, isn't it?

S Yes. But I think I'd rather go to the Masurian lakes. There's more to do there.

T Is there?

S Yes, I think so. We could go kayaking, walking, fishing, sight-seeing. That's why I prefer that destination.

T It sounds great.

S We could go there by train. It doesn't cost too much. Then we could get a bus to a campsite.

T Or maybe a taxi, if it isn't too expensive.

S Yes, OK. That reminds me ... we need to talk about how we're going to pay for the holiday.

T I've got some money in the bank.

S I haven't got enough for a holiday. We need quite a lot of money, don't we?

T Yes! So what are you going to do?

S I'm going to work part time at my uncle's shop, just for a few hours a week. My parents will give me some money too.

T Will they? That's kind of them, isn't it?

S Yes. But only if I work hard for my exams ...

Exercise 5 3.28 page 104

1 'That's a long time!' 'Is it?' 2 The Baltic coast is lovely, isn't it? 3 'There's more to do there.' 'Is there?' 4 We need quite a lot of money, don't we? 5 'My parents will give me some money too.' 'Will they?' 6 That's kind of them, isn't it?

Transcript

See exercise 3.

For further practice of reply questions and

question tags: Grammar Builder 9.3 page 142

1 1 c 2 a 3 e 4 b 5 d

2 1 Do you? 2 Didn't they? 3 Aren't you? 4 Don't they? 5 Does it? 6 Can't they? 7 Would you? 8 Wouldn't they?

Grammar Builder 9.4 page 143

1 1 had you? 2 shall we? 3 wouldn't you? 4 were they? 5 will we? 6 weren't they? 7 aren't I? 8 didn't you?

2 1 is it 2 do they 3 had we 4 can you 5 is it 6 would he 7 are you 8 shall we 9 aren't I 10 are they 11 don't they 12 won't I

9H Writing

A formal letter

Exercise 2 page 105

Yes, the writer has included all elements of the task.

Exercise 3 page 105

- 1 Dear Miss / Mrs / Ms / Mr ..., 2 Yours sincerely,
3 Dear Sir or Madam, 4 Yours faithfully,

Exercise 4 page 105

- 1 I am writing to enquire about a visit to your youth hostel in Bristol next month. 2 I'll be travelling to Bristol with three mates from school. All four of us are female and aged seventeen or eighteen. 3 We're planning to stay for seven nights between 10 and 17 August. Please tell me whether you have beds available for those dates. 4 I'd also like to know whether your youth hostel has a café or restaurant. If not, would it be possible to recommend any places to eat near the hostel which are not too expensive? 5 This will be our first visit to Bristol. Although I have read about the city on the internet, I'd love to hear any tips for places to visit in the city. 6 I look forward to getting an answer from you in due course so that we can finalise the details of our visit.
2 I'll be = I will be; We're = We are; I'd = I would
3 mates = friends; Please tell me whether = I'd be grateful if you could inform me; I'd love to + I would certainly be interested; getting an answer = receiving a reply; tips = recommendations
4 enquire about = ask about; in due course = soon; finalise = sort out; recommend = tell me about

E Well, I actually think it's quite a good idea, Carl. If it's all on paper, at least you know exactly what you've agreed to do. You can't argue about it afterwards.

C I suppose ... but I'd still be offended if my parents asked me to sign a document like that. I like the fact that they trust me to do what I promise. Anyway, I'm not all that interested in phones. Sometimes I even forget to take my mobile into town with me.

E I'm just the opposite. My parents have accused me of liking my phone more than I like them!

C You do spend a lot of time on it, Erin. To be honest, it annoys me when people do that sometimes. It's hard to talk to a friend when they're staring at their mobile screen the whole time.

E I know! I'm trying to look at my phone much less these days. But when I've received a new text, I just have to look at it.

Use of English

Exercise 5 page 107

- 1 ability 2 higher 3 difference 4 easily
5 environmentally 6 useful 7 manufacturers
8 safety

Writing

Exercise 9 page 107

complain = to complain, delayed = was delayed; on the bus stop = at the bus stop; I'm showing = I was showing; travel = journey; finally = finally; inform = are informed; suggestions = suggestions

Exam Skills Trainer 5

Reading

Exercise 1 page 106

(Possible answers)

Options that might be eliminated:

- 1 C and D 2 A and B 3 B, C and D 4 B and C
5 A and D

Exercise 2 page 106

- 1 B 2 C 3 A 4 D 5 C

Listening

Exercise 4 3.29 page 106

- 1 teenagers 2 a good idea 3 would be offended
4 trusted 5 interested in 6 annoying

Transcript

Carl Hi, Erin. What are you reading?

Erin Oh, hi Carl! It's an article about mobile phones. It says that some teenagers make written agreements with their parents about how they can use their mobiles.

C You're joking!

E No, it's true. The article says some kids in the United States sign a document for their mum and dad. It's like a contract, and it says how much they can use their phones – and what they can use them for.

C They actually sign a piece of paper? That's strange!



B2 Exam Skills Trainer 1

Reading

Exercise 1 page 108

1 C 2 B 3 A

Exercise 2 page 108

1 B 2 A 3 C 4 B 5 C 6 A

Listening

Exercise 3 4.02 page 108

1 C 2 A 3 D 4 C 5 B 6 D 7 B 8 A

Transcript

Interviewer This is Todd Canter, host of *Talk True* on City Radio. Today in the studio we have well-known psychologist and business expert, Lisa Williams. She's going to tell us why so many young people are creating their own businesses. Welcome to the show, Lisa.

Lisa Thanks, Todd.

I Lately, we've been hearing about younger and younger people creating their own businesses. And these are not just little, part-time businesses. They're very successful companies which sometimes become global brands. That's what I really don't understand. How can a very young person, with little understanding of how business works and not much knowledge of money, come up with a good idea for a business?

L Well first of all, the question isn't how it's possible, but why it doesn't happen more often. You see, young people are ideal candidates to come up with business ideas that no one else has thought of. They're also the perfect people to turn these ideas into reality.

I Really? But they haven't got any business experience.

L OK, you're falling into the trap that most people fall into. You assume that it takes a lot of experience and a business education to create a new business. But in my experience of working with young entrepreneurs, exactly the opposite is true. Young people don't have a lot of business knowledge, but this can sometimes be an advantage. In fact, too much business education and experience often makes it harder to think creatively. This is because you've been told again and again what the so-called 'right' answers are, so you're not able to look at all the other options.

I So you're talking about creative thinking ... thinking 'outside the box'?

L That's a saying that we all hear too often ... but yes, that's exactly what I'm talking about. If you don't already have a set of 'right' answers to various problems, you are free to think of options that no one else would think of.

I Is that the only reason why young people succeed?

L No ... of course there are other factors as well. Young people have grown up with digital technology – it's a part of their lives in a way that it isn't for us. So they can work out ways to reach customers that we probably wouldn't think of. And another thing – young people are generally just more positive about things. They haven't ever failed, they are optimistic and they

believe in the future. In other words, they don't doubt that they will succeed, and so they often do succeed.

I So do all young people have a natural talent for business, or does it take a special kind of person?

L Well, no one likes to hear this, but kids who have problems in school and get into trouble are often the best at business. You know ... young people who don't follow the rules. These kids aren't very good at listening to others, but they are very good at going ahead when everybody says they will fail. And in the end, that's how most people become successful.

Use of English

Exercise 4 page 109

- 1 growing
- 2 containers
- 3 smallest
- 4 clearly
- 5 harmful
- 6 imagination
- 7 suitable
- 8 appearance

Writing

Exercise 8 page 109

- a stopping bad behaviour; less theft at break times; fewer problems for school authorities;
- b more stressed teachers and students; students have rights; nobody likes people watching them

B2 Exam Skills Trainer 2

Reading

Exercise 1 page 110

1 them 2 that 3 there 4 Those

Exercise 2 page 110

1 E 2 F 3 A 4 G 5 B 6 D

Listening

Exercise 3 page 110

- 1 The speaker is convinced James will win.
- 2 The speaker wants it to rain.
- 3 The speaker is pleased that everyone came.
- 4 The speaker regrets dropping Sam's phone.
- 5 The speaker is convinced that the radio won't work.

Exercise 4 4.03 page 110

Speaker 1: E
Speaker 2: C
Speaker 3: A
Speaker 4: D

Transcript

Speaker 1 I spent the first ten years of my life in China, so of course I learned to write Chinese. Now I live in the UK and speak English. It's hard for English people to understand Chinese writing because it doesn't use letters of the alphabet, like English. Instead, it uses characters – usually one for each syllable. People often ask me how many Chinese characters there are – and how anyone can remember all those strange little drawings? Well, there are between 50 and 80 thousand Chinese characters, but only about two thousand five hundred are commonly used. And Chinese characters all have recognizable 'radicals' or parts – once you know those radicals, you can put them together to make characters, and then put the characters together to make longer words. Simple, right?

Speaker 2 When I was about nine or ten, I saw a documentary about some Egyptologists – you know, people who study Ancient Egypt. It was about the people who first worked out how to read the writing from ancient Egyptian tombs. After I saw it, I became fascinated by Egyptian picture writing, or hieroglyphics. I just loved the fact that they wrote using pictures instead of letters. You see, I suffer from dyslexia, so it was very difficult for me to learn to write – but hieroglyphics made perfect sense to me. Anyhow, I did overcome my disability in the end. And I also ended up studying Egyptology at university. I don't think I'll ever get over how clever and logical ancient Egyptian writing is.

Speaker 3 I'm having a bit of an argument with the people at my kids' school. You see, the teachers there write everything on the board separately – letter by letter – instead of writing words with the letters joined together. To me it looks awful. The kids aren't learning to write properly and join letters together. I know a lot of people say that writing by hand is dying out and it's all about keyboards and touchscreens these days. They say that no one really needs to learn how to write by hand when we've got computers. But I think writing by hand is great for training the hand and eye. Not to mention the fact that kids now can barely read letters from their grandparents. It's another tradition gone, I guess.

Speaker 4 My parents are from Iran, and even though I was born in the UK, they really wanted me to learn Persian. Of course I grew up speaking it, that was never a problem – but when it came to reading and writing, that was another story! I wish I had started learning sooner, because I already thought of the English alphabet as 'normal'. It was so frustrating trying to see the difference between the shapes in the Persian alphabet. I used to get really upset, and even refuse to do my lessons. Now writing in Persian is second nature, and my parents are thrilled that I've made so much progress. But I admit I found it very difficult to do at first!

Use of English

Exercise 5 page 111

1 B 2 D 3 B 4 B 5 A 6 A 7 D 8 A 9 B

Writing

Exercise 7 page 111

1 R 2 O 3 O 4 R 5 R 6 O



1 Ethnic minorities in the UK

Exercise 2 4.04 page 112

1 the Caribbean 2 India and Pakistan; many Asians also came from Africa 3 continental Europe

Exercise 3 page 112

1 T 2 T 3 F 4 T 5 T

Exercise 4 4.05 page 112

Speaker 1 Polish Speaker 2 Nigerian Speaker 3 Jamaican
Speaker 4 Pakistani Speaker 5 Indian

Transcript

Speaker 1 Tomasz Piotrowski arrived in Britain ten years ago with his parents, when he was thirteen. He lives in Southampton. What does he think of life in the UK?

Tomasz I think there are lots of opportunities and a good standard of life here. When we first moved to Britain, my dad found work in a factory, and I went to school and quickly learned English. My parents now have their own business and so do I! I have a marketing company. I live with my parents, but am hoping to buy a flat quite soon. I'm settled and happy here. I have lots of English friends, speak fluent English and haven't experienced any prejudice. My parents talk about returning to Poland one day, but although we're proud of our background, my sister and I definitely won't go back.

Speaker 2 29-year-old Lydia Heather came to Britain to study acting four years ago, and now lives in Glasgow, Scotland.

Lydia Immigrants from Nigeria usually have the wrong idea about what their life is going to be like in Britain. They think it's going to be so easy, and they get a shock. And in my opinion, it's even harder if you're female. You can feel completely alone and anxious. I came here to be an actress and I'm very ambitious. My parents have quite a comfortable life back home in Nigeria. Here it's expensive, cold and difficult to find work. I've experienced some racism, but my Scottish friends have been wonderful, and I needed to come here for my career.

Speaker 3 Gary Younge is 74. He came to Britain in 1950 with his parents when he was ten. He grew up in Stevenage.

Gary Britain's fine to live in now, but it was really hard for black families in the 1950s. It was a more closed society, especially in the cities where there was much more racism and it was hard to find work. I was quite homesick and missed life in Jamaica. But I guess we were luckier because we lived in a smaller community, and we had to integrate. There were only four black children in my school. I worked so hard because black people were considered to be lazy and I hated that.

Speaker 4 Sabah Choudhry is 19, was born in Britain, and is studying at a London university.

Sabah My parents emigrated here 22 years ago from Pakistan. Things have improved since then. I'm Muslim, but also British. I think it might be the best place to be a Muslim girl. Here there is so much more in terms of education, equality and human rights. I feel I'm able to follow my religion, but I can also study, have a career and participate in society. My friends are great – because of my religion I don't go into pubs or bars, so they go to a coffee shop with me instead.

Speaker 5 Jahid Joshi was born in Britain. He's a journalist in London.

Jahid My parents emigrated to Britain from India in the 1980s. They moved to North London where I was born and brought up. My childhood was a mixture of British and Indian culture, with holidays in India and Cornwall. Integration never seemed to be an issue. This is my country. When I got married to my English wife, our wedding was a wonderful mix of British and Indian traditions. It bothers me that people are very worried about immigration these days. We have so much to celebrate in our multicultural society.

Exercise 5 4.05 page 112

A 2,3 B 2 C 4,5 D 4,5 E 1,2,4 F 2,3

Transcript

See exercise 4.

2 Tinseltown

Exercise 2 page 113

A 2 B 1 C 4 D 3

Exercise 3 page 113

1 Because Thomas Edison had too much power over the film industry. 2 Because movies were silent and a pianist played music while the audience watched the film. 3 Because they offered a form of escapism. 4 Because TV became popular.

Exercise 4 4.07 page 113

Hulk

Transcript

Host Hello, and welcome to Film Talk. And my guest in the studio tonight is the film critic Martin Waverley. And we're going to talk about failures – spectacular failures. Is that right?

Martin Yes. Some of your listeners may have seen the list that was recently published in several newspapers – a list of the films which have lost the most money at the box office.

H To be honest, I haven't heard of many of these films.

M No. Well, there's a reason for that. I mean they were failures – so by definition, people just didn't go to see them.

H This one, for example: *When Time Ran Out*. What was that about?

M Ah yes, *When Time Ran Out*. It should have been called *When Audiences Ran Out*. It was a disaster movie about a volcano. Disaster movies were very popular in the 1970s. But in this 1980 film, the story was too slow-moving, and the special effects were so bad that they were funny.

H Although the director was successful with other films, wasn't he?

M Yes, Irwin Allen, the director, made some of the most successful disaster movies ever. And the film starred Paul Newman, a great Hollywood actor who made some amazing films. But this was definitely not one of them. It's pretty dreadful from start to finish.

H Let's talk about another film: *Sahara*, released in 2005. This had some big Hollywood stars in it, didn't it?

M Yes, it did – Penélope Cruz, for example. But it still lost an amazing amount of money – something like \$100 million.

H Why was the film so unpopular?

M Actually, it wasn't. The problem was, they spent far too much making it. The original production budget was around \$80 million but they ended up spending twice that amount. They just didn't control the costs. For example, the first 46 seconds of the film cost more than \$2 million to make!

H And how did it do at the box office?

M Well, when it opened, it was number 1 at the box office in the US. Personally, I didn't think it was much good, but it got big audiences for a while. Unfortunately, they couldn't get back even half of the money they'd spent – so it lost a fortune.

H Oh dear! What other films on the list caught your eye?

M Well this one is interesting. It's called *Hulk* and it was made in 2003 by another highly successful director, Ang Lee.

H And it was based on the comic book character, the Incredible Hulk?

M Yes, it was. That kind of film is usually very popular with audiences: think of *Iron Man*, *Batman*, all those films. But *Hulk* had a very mixed reception. Some audiences and critics liked it, but some didn't.

H Why is that?

M I suppose it didn't have the simple kind of story which people want to see, if they're fans of comic book films. It just wasn't what they were expecting or hoping for, maybe. But personally, I thought it was a very interesting film – and very beautiful to look at.

H So not a failure in every sense.

M No, certainly not.

H Thanks, Martin.

Exercise 5 4.07 page 113

1 c 2 a 3 b 4 b

Transcript

See exercise 4.

3 British sporting events

Exercise 2 4.08 page 114

1 golf 2 tennis 3 rugby 4 rowing
5 cricket 6 horse racing

Neither John nor Milly win.

Transcript

Host So, round three of the quiz is called 'a sporting chance' and, as the name suggests, all of the questions are about sport. Today, the focus is on famous British sporting events, or events which involve British teams. Fingers on buzzers. And remember, the answers you need are all there on the screen – you just need to choose the correct one! So here we go. Question 1: The Open and the Ryder Cup are both famous events in which sport? John. That was very quick! What's your answer?

John Er ... I think ... hmm.

H I'm sorry, you must answer immediately after you've buzzed. Milly?

Milly Tennis?

H No, I'm sorry. The answer is golf. Question 2: in which sport does a British team compete against teams from other countries in the Davis Cup? Milly.

M Golf?

H No, this time the correct answer is: tennis. Question 3. In which sport do England, Wales, Scotland, Ireland, France and Italy compete in a competition called the Six Nations? John.

J Er ... is it ... er ...

H Milly?

M Tennis?

H No, it's rugby. Question 4. I want you to listen to this commentary and identify the sport. ... 'And as they approach the final bridge, Oxford are just in the lead ... but Cambridge are gaining on them. Now they're neck and neck! I think Cambridge are going to win.' John.

J Rowing!

H Yes! Correct! Well done. You have one point. Milly, you still have zero. But don't worry, there are still two questions left. Question 5: If I tell you that I went to see England playing against Australia at Lords in an Ashes match, what sport did I see? Milly.

M Cricket!

H Yes! Well done. So it's 1–1, with one question to go. And here it is, question 6. The Grand National and the Derby are both famous events for which sport? John!

J Er ... hmm ... er

H Milly?

M Tennis?

H No, I'm sorry. The answer is horse racing.

Exercise 3 page 114

b and c

4 Royal palaces

Exercise 3 page 115

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

Exercise 4 4.09 page 115

Buckingham Palace London, England; state-owned

Windsor Castle near London, England; state-owned

Sandringham House Norfolk, England; private

Balmoral Castle the Highlands, Scotland; private

Holyrood Palace Edinburgh, Scotland; state-owned

Hillsborough Castle Belfast, Northern Ireland state-owned

Transcript

Interviewer My guest today is Bill Edwards, who has written a book about the royal residences. Welcome Bill.

Bill Thank you.

I So, first of all, how many residences does the Queen have?

B Well, the Queen herself has six royal homes, though she owns only two of them. She inherited these private residences from her father, King George VI. She uses them for holidays. The others are owned by the State.

I And which are they?

B Buckingham Palace, Windsor Castle, Holyrood Palace in Scotland and Hillsborough Castle in Northern Ireland. These are the four official royal residences.

I That's a lot of homes! Can you tell us a bit about how she uses them all?

B The Queen has quite a strict routine, actually, when she isn't travelling around the world. Buckingham Palace in the centre of London is the royal residence from Monday to Friday. And that's where she entertains all the heads of state and official visitors. She also meets with the Prime Minister every Tuesday evening to catch up with the nation's politics. Apparently, she is very well-informed and asks a lot of questions!

I And what does she do at weekends?

B She usually goes to Windsor Castle. That's her official country residence, and owned by the state. It's near London. It's the largest and oldest inhabited castle in the world. It's been the family home of British kings and queens since the tenth century. The Queen spends most weekends there with

her family, when she has time. The family always stay there for a month over Easter, too, and for a week in June. That's when the horse-racing at Ascot takes place. She loves Ascot and owns some nice racehorses.

I Where does she spend her other holidays?

B Well, Christmas and January are spent at Sandringham House in Norfolk. Prince Albert, Queen Victoria's eldest son, bought it in 1862 when he got married, so it's owned by the family privately. The family have loved the place ever since and have made many improvements over the years. The house was hit by bombs in the First World War and there were huge holes in the ground that filled with water. King George IV turned the holes into duck ponds!

I Really? And the Queen also goes to Scotland every year, doesn't she?

B She does – every summer. The family stay at Balmoral Castle in the Highlands of Scotland. Queen Victoria fell in love with the Scottish landscape and bought a private house so that the family could holiday there. That tradition has continued. The Castle is also a working estate and provides jobs for many people.

I The Queen has another residence in Scotland, though?

B Yes, her official residence is Holyrood Palace in Edinburgh, the capital city of Scotland. She stays there when she has official business. And she is there every July for a week. It is called 'Holyrood Week', appropriately.

I And is that the same for her official residence in Northern Ireland?

B Exactly. Hillsborough Castle is near the capital city of Belfast. She stays there and entertains guests when she is on official business in Northern Ireland.

I OK. So that's a lot of homes. How does the Queen look after them?

B Well, some are open to the public when the Queen is not in residence. Buckingham Palace is the latest one to open its doors. It's open for two months in the summer and it's extremely popular with visitors, both from home and abroad, as you can imagine.

I Indeed. It would be well worth a visit. Many thanks, Bill, for giving us the tour of the royal residences. A fascinating insight into royal life!

B Thank you. My pleasure.

Exercise 5 4.09 page 115

- 1 routine 2 Prime Minister 3 weekends
4 the tenth century 5 Christmas and January
6 World War 7 summer 8 the Scottish landscape
9 visitors

Transcript

See exercise 4.

5 Benjamin Franklin

Exercise 2 4.10 page 116

- 1 1716 2 1729 3 1733 4 1752 5 1790

Transcript

Benjamin Franklin was born in Boston on 17th January, 1706. His father was hard-working – he made soap and candles – but he wasn't rich. Benjamin was the eighth of ten children, money was always a problem for such a large family. He started school in 1714, when he was eight years old, but left two years later when his parents couldn't afford to pay for his education.

Despite leaving school at such a young age, Benjamin loved learning, and continued to read a lot. Because of his interest in books, his father decided that Benjamin should work for his elder brother, James, who had started a printing business. But the two brothers did not get on well and when he was sixteen, Benjamin ran away from Boston to Philadelphia. He spent a few years there working for other printers, before starting his own business in 1728.

The printing business was successful, but Benjamin was ambitious. So the following year, he and a friend bought a newspaper: the Pennsylvania Gazette. He printed the newspaper and also wrote articles for it. Soon it was the most popular newspaper in the region. His interest in books continued as well. In 1731, he and some friends who also loved books started the first library in America. Two years after that, he began publishing an Almanac; A book that contained recipes, stories, weather reports, puzzles and anything which Benjamin thought was interesting. The Almanacs, which he published once a year, were very popular and made him rich.

But Benjamin Franklin was much more than a businessman. He cared about the people in his society and wanted to help them so he founded a hospital and a fire service in Pennsylvania. He was also fascinated by science and in 1748, retired from business so that he could spend more time carrying out scientific experiments and writing about them. In 1750 he published his theories about electricity, which became well-known across Europe. And two years after that, he carried out a famous experiment with a kite, to prove that the lightning in storms is just electricity.

Franklin continued to carry out scientific investigations and experiments, but he had another interest: politics. He had been a member of the Pennsylvania government for many years but in 1776, just after the American was for independence he became the American ambassador to France. He worked in Paris until 1785 and built strong relations between the two countries. He didn't retire from this job until he was nearly 80. He had become such a well-known and important figure that when he died five years later, 20,000 people attended his funeral!

Exercise 3 4.10 page 116

- 1 start 2 write 3 publish 4 found 5 carry out
6 build 7 retire 8 attend

Transcript

See exercise 2.

Exercise 5 4.11 page 116

- 1 T 2 F 3 T 4 F 5 F 6 F 7 T

Transcript

It is one of the most famous experiments in scientific history: children all over the world have learned how Benjamin Franklin risked his life while carrying out an experiment during a storm. He flew a kite directly under a storm cloud to prove that lightning was a kind of electricity. Franklin's success made him famous throughout the world. But a new study of Franklin's experiment suggests that he actually invented the whole story. According to the story that we all know, in the summer of 1752 Franklin thought of a simple way of testing his theory that lightning was a kind of electricity. He built a kite using two wooden sticks and a handkerchief and tied a piece of metal to the kite, he also tied a key near the bottom of the cord. Then he flew the kite during a thunderstorm. According to the story, electricity ran down the cord to the key and a spark jumped from the key to Franklin's hand when he

moved it close to the key. However, according to new research, Franklin carried out the experiment only in his imagination. Doctor Tom Tucker, an American university professor, first began to feel suspicious about the story while he was working for the US space agency NASA. He examined the original documents and noticed that Franklin never said that he actually carried out the experiment. Dr Tucker realised he was right when he tried to carry out Franklin's experiment himself – using an identical kite. He tried it several times – but the kite couldn't fly. According to Dr Tucker, even if the kite had flown, it couldn't have gone high enough to get electricity from the storm clouds. Dr Tucker then tried the experiment using a modern kite, but that did not work, either. Although Franklin probably did not carry out the experiment, Dr Tucker believes that Franklin's theory was completely correct.

6 British public schools

Exercise 2 4.12 page 117
a

Exercise 3 page 117
1 d/f 2 f/d 3 b 4 a 5 e 6 c

Exercise 3 4.12 page 117
1 private schools 2 state schools 3 senior judges
4 senior officers in the armed forces 5 MPs

Exercise 5 4.13 page 117
Three schools are mentioned. (Eton College, Rugby College, Westminster School)

Transcript

Presenter In this part of the programme, I'm going to talk to David Brown, who's written a book about English public schools. David, welcome. Why did you choose this topic?

Guest Well, I didn't actually go to a public school myself – I went to an ordinary state school – but I've always been fascinated by the idea of them, and by their traditions. And I'm sure I'm not the only one. In fact, since I wrote my book, I've met lots of other people who share my interest.

P Really? Now, in your book, you describe quite a few of these traditions. For example, the Eton Wall Game is a very old tradition. It dates back to ... when exactly?

G 1766. Yes, it's a game that is played only at Eton College. It's a bit like football, but the pitch is very narrow and it's next to a wall. Each team has to get the ball to the end of the wall. If they do that, they score a goal. But it's so difficult to score that the last goal was in 1909, more than a hundred years ago!

P Are there any other unusual games played at public schools?

G Well, of course the sport of rugby gets its name from the public school where it was first played: Rugby College. The story is that during a game of ordinary football in 1823, a boy named William Webb Ellis picked up the ball and ran with it – so he invented the sport of 'rugby football'. That sport is now played all over the world. But the Eton Wall Game isn't! In fact I think it is still only played at Eton.

P Well, with one goal every hundred years, I'm not surprised.

G And then there's the Greaze.

P The Greaze?

G Yes, the Greaze – G-R-E-A-Z-E. It's a game that's played once a year, on pancake day, at Westminster School. The school cook makes a special pancake with horse hair in it, to make it stronger.

P That sounds disgusting. Horse hair?

G Yes, but they don't eat it. The cook throws the pancake in the air and the students fight over it for one minute. The student that gets the largest piece of the pancake is the winner and receives a prize – a gold coin. Then the whole school has a half-day holiday.

P Amazing.

G Yes. And in the past, there was another part of the tradition. If the cook didn't throw the pancake high enough, all the students threw their Latin books at him. But that doesn't happen now.

P That's good. Poor cook! Well, it sounds like a fascinating book. David Brown, thank you very much.

Exercise 6 4.13 page 117
1 b 2 d 3 b 4 c

Transcript

See exercise 5.

7 Charles Dickens

Exercise 2 4.14 page 118
1 c 2 b 3 a 4 a 5 c

Transcript

Charles Dickens was born in 1812, on the south coast of England. He is one of the best-known writers in the world, and he wrote some of the most popular novels in the English language.

When Dickens was eleven, his family moved to London – a city which Dickens later set many of his novels in. They were poor and had to borrow money which they could not pay back. When Dickens was twelve, his father was sent to prison. Dickens had to leave school and work in a factory. It was the end of his childhood.

Dickens worked as a journalist in London before he started writing novels. His first novel was called *The Pickwick Papers* and was incredibly successful. His second, *Oliver Twist*, was very popular too, both in England and in America. For a few years, Dickens found it hard to match that success. In 1843, he published a short novel called *A Christmas Carol* which introduced the character of Scrooge, a mean and cold-hearted man who hates everyone and everything – except money. Scrooge is one of the best-known characters in English literature, but Dickens' best novels were written later: Most people agree that his best novels are *Bleak House*, which he wrote in 1852, *Great Expectations*, published in 1860, and *Our Mutual Friend*, his last completed novel. Dickens himself had a favourite among his own work, *David Copperfield*, which he published in 1850.

Exercise 3 4.14 page 118
2 Twist 3 Christmas 4 House 5 Great
6 Friend 7 David

Transcript

See exercise 2.

Exercise 4 page 118
(Possible answers)
difficult; Dickens writes about people like this because he himself had a difficult time when he was young.

Exercise 5 4.15 page 118
Extract 1 shows the scene where he asks for more food.
Extract 2 shows the scene where the Artful Dodger introduces Oliver to Fagin.

Transcript

Extract 1 The room in the workhouse where the boys were fed was a large stone hall, and at one end the master and two women served the food. This consisted of a bowl of thin soup three times a day, with a piece of bread on Sundays. The boys ate everything and were always hungry. The bowls never needed washing. The boys polished them with their spoons until they shone. After three months of this slow starvation, one of the boys told the others he was so hungry that one night he might eat the boy who slept next to him. He had a wild hungry eye, and the other boys believed him. After a long discussion, they decided that one of them should ask for more food after supper that evening, and Oliver was chosen. The evening arrived; the soup was served, and the bowls were empty again in a few seconds. Oliver went up to the master, with his bowl in his hand. He felt very frightened, but also desperate with hunger.

'Please, sir, I want some more.'

The master was a fat, healthy man, but he turned pale. He looked at the little boy in front of him with amazement.

Nobody else spoke.

'What?' he asked at last, in a faint voice.

'Please, sir,' replied Oliver, I want some more.'

The master hit him with the serving spoon, then seized Oliver's arms and shouted for the beadle. The beadle came quickly, heard the dreadful news, and immediately ran to tell the board. 'He asked for more?' Mr Limbkins, the fattest board member, asked in horror. 'Bumble – is this really true?'

'That boy will be hanged!' said the man who earlier had called Oliver a fool. 'You see if I'm not right.'

Oliver was led away to be locked up.

Extract 2 'Who's there?' a voice cried out.

'It's me,' said the Dodger. The faint light of a candle appeared in the hall.

'Who's the other one?'

'A new friend.'

They went up some dark and broken stairs. Oliver could hardly see where he was going, but the Dodger seemed to know the way, and helped Oliver up. They entered a room with walls that were black with age and dirt. In front of the fire was a table with a candle stuck into a bottle of beer, and an old man, with a horribly ugly face and red hair, stood next to the fire cooking. He was wearing a dirty old coat and seemed to divide his attention between his cooking and a number of silk handkerchiefs, which were hanging near the fire. There were several rough beds in the room. Four or five boys, about the same age as the Artful Dodger, sat round the table, smoking and drinking like middle-aged men. They all looked up when the Dodger and Oliver entered.

'This is him, Fagin,' the Dodger said to the old man. 'My friend Oliver Twist.'

Fagin smiled and shook Oliver's hand. Then all the young gentlemen came up to him and shook both his hands very hard, especially the hand which held his few possessions. One of the boys was particularly kind. He even put his hands in Oliver's pockets so that Oliver would not have to empty them himself when he went to bed. The boys would probably have been even more helpful, but Fagin hit them on their heads and shoulders until they left Oliver alone. 'We're very glad to see you, Oliver,' said Fagin. 'I see you're staring at the handkerchiefs, my dear. Aren't there a lot? We've just taken them all out to wash them, that's all! Ha! Ha! Ha!'

This seemed to be a joke, as the old gentleman and all his young friends gave loud shouts of laughter. Then supper began. Oliver ate his share of the food and was then given a glass of gin-and-water. Fagin told him to drink it fast. Immediately afterwards, Oliver felt himself lifted onto one of the beds and he sank into a deep sleep. When he awoke it was late morning.

Exercise 6 4.15 page 118

(Possible answers)

1 Because they ate everything and polished their bowls with their spoons. 2 He threatened to eat the boy. 3 He is contrasting the man, who is fat and healthy because he eats well, with the boys, who are thin and unhealthy because they don't have enough to eat. 4 The master hits him with the serving spoon and he is locked up. 5 The old man was cooking at the fire. There were beds in the room. They had supper in the room. 6 He may have felt relieved and grateful after his treatment at the workhouse. 7 Students' own answers 8 They probably steal and pick pockets. There are silk handkerchiefs in the room which have probably been stolen, and the boys take Oliver's possessions.

Transcript

See exercise 5.

Exercise 7 page 118

1 to 2 of 3 by 4 too 5 the 6 for

8 Helen Keller

Exercise 2 4.16 page 119

1 T 2 F 3 F 4 T 5 F

Exercise 3 4.17 page 119

a Helen spent 10 years at schools in Boston and New York, improving her communication skills. b Helen decided she would apply for university. c She graduated from Radcliffe College, becoming the first deaf-blind person to gain a degree. d Anne Sullivan died. e Aged 81, Helen suffered a series of strokes. f Helen died.

Transcript

In 1890 at the age of 10, Helen travelled with Anne to Boston, where she attended a school for the deaf. She began speech lessons and for 25 years she worked hard to learn to speak so that other people could understand her. She spent 10 years at schools in Boston and New York, gradually improving her communication skills. Anne Sullivan sat next to her in all her classes. As well as speech and finger-spelling, Helen had by this time mastered several other methods of communication, including touch-lip reading, Braille, and typing. She also studied normal school subjects, and in 1900 Helen decided to apply for university. She wanted to go to Harvard, one of America's top universities, but Harvard didn't accept women at that time, so Helen applied for a place at Radcliffe College in Boston. Again, Anne went with her and helped her with her studies. During her time at university, Helen wrote her autobiography, called *The Story of my Life*. In 1904, she graduated from Radcliffe, becoming the first deaf-blind person to gain a degree. In 1905, Anne married John Macy, a Harvard teacher. She continued to help and guide Helen, who moved in with the Macys. John and Anne separated a few years later but Helen and Anne continued to live together.

Helen was determined to help other people with disabilities and travelled widely giving talks and meeting with politicians and celebrities. She and Anne visited over 40 countries. She became a socialist, a feminist, a pacifist and fought for the rights of disabled people as well as for women's right to vote. At the time, people thought her views were really radical and extreme, but her fame spread and people read her books – she wrote 12 of them – and came to hear her speak. Anne remained Helen's constant companion until her death in 1936. A young woman called Polly Thompson, who had worked as a secretary for Helen and Anne since 1914, then became Helen's new companion. Helen continued to travel and to write into her old age, but at the age of 81, she suffered a stroke and spent the rest of her life at her home in Connecticut. She died in 1968, just a few weeks before her 88th birthday. Helen received many awards and honours in her life and through her many speeches and books, she brought inspiration and encouragement to millions of people.

Exercise 4 4.17 page 119

- 1 It took Helen 25 years to learn to speak. 2 Harvard didn't accept women at that time. 3 Helen wrote her autobiography, called *The Story of my Life*. 4 She was a socialist, a feminist, a pacifist and fought for the rights of disabled people as well as for women's right to vote. 5 She was nearly 88 years old.

Transcript

See exercise 3.

9 Victorian explorers

Exercise 2 4.18 page 120

- 1 of 2 was 3 her 4 of 5 from 6 to 7 later 8 which / that 9 about 10 which 11 of 12 over 13 before

Transcript

See Student's Book, page 120.

Exercise 3 page 120

- 1 In those days, people didn't think it was necessary to educate girls. 2 She inherited £4,300 on the death of her parents. 3 She wore a long black dress. 4 She was critical of them because she thought they damaged the traditions and culture of the African people. 5 She went on three expeditions. 6 She died of typhoid.

Exercise 4 4.19 page 120

- 1 brown route first expedition from Luanda across southern Africa orange route second expedition to explore the east coast of Africa and sail up the Zambezi River and the Ruvuma River into the centre of Africa green route third expedition beginning on the east coast of Africa to find the source of the Nile 2 brown circle Livingstone saw the Victoria Falls on the Zambezi River in 1855. orange circle Livingstone's wife Mary died in 1862. green circle (1) (next to lake) In 1871, Stanley found Livingstone at a place called Ujiji on the shore of Lake Tanganyika. green circle (2) Livingstone died here in 1873.

Transcript

Interviewer My guest today on Great Explorers is Emily Winston, professor of Modern History at London University. We will be discussing the great explorer, David Livingstone. Thank you for coming on the show, Emily.

Emily My pleasure.

I Can you start by telling us a bit about his background?

E Yes, David Livingstone was born near Glasgow, Scotland, on 19th March 1813. His parents worked in a cotton factory and David began working there too at the age of 10. He worked twelve hours a day and then had school lessons in the evening.

I So it was a hard life!

E Yes, very hard. Then in 1836, he went to Glasgow to study medicine and theology and decided to become a missionary doctor. At first he wanted to travel to China, but war broke out there so he chose Africa instead.

I Where did he go in Africa?

E His first visit was to western Africa. From Luanda he headed eastwards in 1854 towards the centre of the continent. He was the first European to see the enormous waterfalls on the River Zambezi, in 1855. He renamed them 'Victoria Falls' after the Queen. He continued eastwards and arrived at the mouth of the River Zambezi the following year. He was the first European to cross southern Africa.

I It must have been a very difficult and dangerous journey. Why did he do it? What motivated him?

E Well, he wanted to introduce African people to Christianity, but his main aim was to free them from slavery, which horrified him. His motto was 'Christianity, Commerce and Civilisation'. He thought that if he could bring Christianity and trade and commerce to Africa, the slave trade would die out. Having returned to Britain he wrote a book about his travels and tried to get support for his ideas.

I And were his ideas popular?

E Yes, Livingstone persuaded the British Government to pay for his second expedition, which lasted six years from 1858 to 1864. During that time he explored the east coast of Africa and tried to sail up the Zambezi River and the Ruvuma River into the centre of Africa. He hoped that these rivers would become important trade routes. In 1862 his wife Mary travelled to meet him at the mouth of the River Zambezi. But she tragically died a few months later of malaria.

I How awful for him.

E Yes, it must have been. And the expedition itself was a failure too. Livingstone found it impossible to get a boat far up either the Zambezi or the Ruvuma. He continued on land up the Zambezi and also explored Lake Malawi, but eventually he abandoned the expedition and returned to Britain.

I But he came back to Africa one more time, didn't he?

E Yes, in 1866 he returned to the east coast and set out to find the source of the Nile.

I So no one knew at that time where the Nile actually started?

E No. Livingstone spent six years looking for it, with no contact at all with the outside world. In fact, many people thought he was dead. And that's why an American reporter called Stanley set out to find him in 1869. When Stanley finally found Livingstone, two years later, at Ujiji on the shore of Lake Tanganyika, he greeted him with the now famous words, 'Dr Livingstone, I presume?'.

I And did Livingstone find the source of the Nile?

E No, he didn't. He was ill by now, with malaria, and he died two years later. But the expedition wasn't a total failure as he discovered a number of lakes and rivers, as well as the Victoria Falls.

Exercise 5 4.19 page 120

A 5 B 2 C 4 D 3 E 1

Transcript

See exercise 4.



Workbook answer keys and transcripts

Introduction

IA Vocabulary

Holidays

Exercise 1 page 4

1 statue 2 zoo 3 harbour 4 castle 5 opera house
6 square 7 ruins 8 monument

Exercise 2 page 4

1 wildlife park 2 aquarium 3 market 4 shopping district
5 national park 6 palace 7 harbour
8 theatre 9 old town 10 museum 11 tower
12 theme park

Exercise 3 page 4

1 went 2 didn't want 3 sunbathed 4 wasn't
5 went 6 didn't buy 7 played 8 had

Exercise 4 page 4

1 Did, have 2 was 3 visited 4 did, do 5 stayed
6 hired 7 went 8 Did, go away 9 stayed 10 went
11 visited

IB Grammar

Present tense contrast

Exercise 1 page 5

1 are you doing, I'm staying 2 get 3 rises, sets
4 are you laughing 5 leaves 6 is always borrowing
7 does your train arrive

Exercise 2 page 5

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

Exercise 3 page 5

1 starts 2 'm looking for 3 Do, know 4 are, losing
5 keep 6 Do, remember 7 don't need
8 get back 9 'm going

Exercise 4 page 5

1 Mel **belongs to** the drama club.
2 ✓
3 Call me as soon as **you arrive**.
4 Jack **hates** spaghetti.
5 ✓
6 I **don't understand** this maths calculation.

Exercise 5 page 5

1 looks; are, looking
2 are, thinking; do, think
3 's having; have

Exercise 6 page 5

1 do, go 2 do, do 3 does, start, finish are, doing

IC Vocabulary

Adjectives

Exercise 1 page 6

1 cross 2 disappointed 3 relieved 4 confused
5 anxious 6 bored 7 delighted 8 terrified 9 ashamed
10 envious 11 proud 12 shocked 13 upset

Exercise 2 page 6

1 envious 2 relieved 3 cross 4 confused
5 disappointed 6 ashamed

Exercise 3 page 6

1 brave 2 hard-working 3 organised 4 punctual
5 honest 6 outgoing 7 kind 8 loyal

Exercise 4 page 6

(Possible answers)

1 hard-working, kind 2 confident, patient
3 confident, outgoing 4 brave, honest.

Exercise 5 page 6

1 terrified, exciting 2 tiring 3 worrying
4 shocking 5 disappointed

Exercise 6 page 6

1 im 2 un 3 dis 4 un

ID Grammar

Articles, *will* and *going to*

Exercise 1 page 7

1 the 2 a 3 a 4 a 5 no article
6 no article 7 an 8 an

Exercise 2 page 7

2 a 3 the 4 the 5 the 6 the 7 the
8 - 9 a 10 an 11 The 12 the

Exercise 3 page 7

1 b 2 a 3 b 4 b 5 b 6 a 7 a 8 b 9 b

Exercise 4 page 7

1 'm going to go 2 are you going to meet 3 'll see
4 's going to be 5 'll get 6 won't cost 7 'll see
8 won't be

Unit 1 Generations

1A Vocabulary

Ages and stages

Exercise 1 page 8

- 1 toddler 2 in his teens 3 She's middle-aged. 4 He/She's an infant. 5 He's a centenarian. 6 She's elderly. 7 He/She's a young child. 8 He's in his twenties.

Exercise 2 page 8

- 1 be 2 start 3 fall 4 inherit 5 learn 6 split
7 go 8 move 9 get 10 get 11 be 12 emigrate
13 married 14 home / school 15 a family / school
16 down 17 home / school 18 a family / school
19 a change of career 20 a grandparent 21 up
22 away 23 a house or flat 24 divorced 25 from work

Exercise 4 1.02 page 8

- 1 late twenties 2 early twenties 3 30–35 4 30 (or so)

Transcript

- 1 **Interviewer** In your opinion, when is the best age for young people to leave home?
Woman Well, it obviously depends on the circumstances. But I wouldn't advise young people to be in a hurry to leave home. The advantage of living with your parents, even when you're working, is that you can save money. It can benefit your parents too, as you can pay them rent and also help out with housework, and so on. But I would say that your late twenties would be a good time to leave home.
- 2 **Interviewer** What's the best age to learn to drive, do you think?
Girl Well, my brother learned to drive as soon as he could, at the age of seventeen. But he couldn't afford a car until he was 21. When he finally bought one, he'd forgotten a lot of what he'd been taught and had to have more lessons before he felt confident to drive. So, I'd say wait till you are in your early twenties, when you can afford a car.
- 3 **Interviewer** What's the best age to start a family, in your opinion?
Boy I think most couples wait a few years before they start a family, and I think that's quite sensible – it's important to settle down first and have a nice home. And most people find themselves in the situation when they're between about 30 and 35.
- 4 **Interviewer** In your opinion, what's the best age to buy a house or flat?
Girl Most young couples in the UK want to own their own home and they usually try to do this when they are about 30 or so, and they are settled in their careers. And I think that's about the right age. Before that, they don't usually have enough money.

1B Grammar

Past tense contrast

Exercise 1 page 9

- 1 marrying, married, married 2 fighting, fought, fought
3 dying, died, died 4 meeting, met, met
5 retiring, retired, retired 6 thinking, thought, thought
7 stopping, stopped, stopped 8 riding, rode, ridden
9 falling, fell, fallen 10 learning, learned, learned

Exercise 2 page 9

- 1 bought 2 had got engaged 3 emigrated
4 Did Pam phone, were watching 5 stepped, was raining
6 didn't phone 7 'd had

Exercise 3 page 9

- 1 Why did you **get** angry with Mary?
2 ✓
3 I couldn't go out until I had **done** my homework.
4 It wasn't **raining** when we left the house.
5 ✓
6 We **were** eating when you phoned.
7 Where **did you have** lunch?

Exercise 4 page 9

- 2 Tom didn't grow up in London.; Did Tom grow up in London?
3 Her parents didn't split up last year.; Did her parents split up last year?
4 Harry wasn't living in Scotland.; Was Harry living in Scotland?
5 Sally hadn't eaten lunch.; Had Sally eaten lunch?

Exercise 5 page 9

- 1 had left 2 went out 3 weren't listening
4 had snowed 5 had lost 6 was shining

Exercise 6 page 9

- 1 died 2 was living 3 had spent 4 had lived
5 had 6 was, living

1C Listening

Family tensions

Exercise 1 page 10

- 1 d 2 c 3 c 4 b 5 d 6 a 7 b 8 d

Exercise 2 1.03 page 10

- 1 a 2 b 3 b 4 a

Transcript

- 1 The next train leaves in half an hour.
2 That's made me feel a lot better.
3 This is going to be rather painful.
4 We were too poor to even go on holidays.

Exercise 4 1.04 page 10

- Speaker 1** sympathetic **Speaker 2** enthusiastic
Speaker 3 arrogant **Speaker 4** urgent

Transcript

- 1 You've had a bad time, haven't you? You poor thing. Do you want to tell me all about it? Sometimes it helps to talk to somebody.
- 2 It's a wonderful place. You really should go. The food is fantastic – and there's so much to do there! You could never get bored.
- 3 It's important for me to have an expensive car, because people see it and judge me by it. And they need to know that I'm a highly successful person who deserves their respect and admiration.
- 4 Watch out! Don't touch that fence, it's an electric fence. You'll get a shock. Stop!

Exercise 5 page 10

- 1 enthusiastic 2 nostalgic 3 grateful
- 4 complimentary 5 miserable

Exercise 6 1.05 page 10

- 1 complimentary 2 enthusiastic 3 miserable
- 4 nostalgic

Transcript

- 1 To be honest, I think you did really well. We could all see that dad was about to lose his temper completely – and Lucy was pretty angry too. And then you suddenly started telling that long story about a family reunion twenty years ago ... and everybody thought, 'what's he talking about?' But it worked. You managed to change the subject, and everyone had a chance to calm down ... so well done!
- 2 In this month's edition of Family Issues, there's a fascinating feature on how to prevent arguments in your family. It's full of fantastic tips: how to get through a big family reunion without any tears, how to keep the whole family happy at meal times – and many more. Available now from all good newsagents, only £3.99.
- 3 You know, I really thought it would be nice to see everyone – especially after so many years. But I guess I was being too optimistic. As soon as we all got together, all the old arguments started again. My brother fell out with my dad and they almost had a fight! I just thought, I can't stand this – so I went home. I didn't say anything to anyone – I just left.
- 4 There were six of us in the family home: me, my mum and dad, my two brothers and my grandmother. I loved getting up late on Sunday morning and smelling the roast dinner cooking in the oven. We always had roast dinner on Sunday. My dad cooked the meal, but my grandmother used to give him lots of advice – advice he didn't ask for, or want. They used to argue sometimes, but it was never a bad argument. It was a happy time.

Exercise 7 1.05 page 10

- 1 D 2 A 3 E 4 B

Transcript

See exercise 6.

1D Grammar

used to

Exercise 1 page 11

- 1 used to visit 2 used to love 3 Did, use to play
- 4 used to have 5 Did, use to live 6 used to argue
- 7 used to go 8 didn't use to be 9 used to make
- 10 didn't use to go

Exercise 2 page 11

- 2 I didn't use to wear glasses 3 I used to drink milk
- 4 I used to be afraid of dogs 5 He used to collect stamps
- 6 She used to be a teacher 7 She didn't use to speak Japanese

Exercise 4 page 11

- 2 Did she use to have; No, she used to have long hair.
- 3 Did she use to work; No, she used to work in a café.
- 4 Did she use to play; No, she used to play tennis.
- 5 Did she use to wear; No, she used to wear shorts and a T-shirt.
- 6 Did she use to go; No she used to go horse riding in the winter.
- 7 Did she use to sleep; No, she used to sleep in a tent.

Exercise 5 page 11

- 1 b 2 a 3 a 4 b 5 b

1E Word Skills

Phrasal verbs (1)

Exercise 1 page 12

- 1 ran out of 2 put up with 3 go in for 4 go through with
- 5 sign up for 6 get up to 7 live up to

Exercise 2 page 12

- 1 gets up 2 go back 3 gets away with 4 fit in with
- 5 gets on with 6 walks out on 7 catches up with
- 8 make up

Exercise 3 page 12

- 1 up 2 in 3 up to 4 back on 5 in for 6 up for
- 7 away

Exercise 4 page 12

- 1 get on with them 2 look it up 3 didn't go through with it
- 4 came across it 5 put up with it 6 to write it down
- 7 made up for it

1F Reading

Family fortunes

Exercise 1 page 13

- 1 adolescent 2 dependence 3 free 4 emotion
- 5 private 6 ideal 7 impatient 8 concern 9 safe
- 10 irritant 11 critical 12 distrust

Exercise 2 page 13

- 1 private 2 freedom 3 impatient 4 Adolescence
- 5 distrustful 6 emotions

Exercise 3 page 13

3

Exercise 4 page 13

1 C 2 A 3 B 4 E

1G Speaking

Role-play

Exercise 1 page 14

1 should phone 2 ought to take
3 you should take 4 you ought to
5 ought to decorate 6 you should speak

Exercise 2 1.06 page 14

1 Most time: topic 4 Not discussed: topic 3

Transcript

Examiner So, tell me about the English student who stayed with you.

Student He was called Harry and he stayed with us for a month.

E Did he share your room?

S No, he didn't. He had my bedroom, and I shared with my brother. It was fine. What are you going to do when your student arrives?

E Oh, we've got a spare room – so she'll sleep there. But we need to make the room nice for her ... put up some pictures, that kind of thing.

S Yes, good idea. And will she go to school with you while she's there?

E Yes, she will. I hope she fits in OK.

S Harry really enjoyed going to my school. It took him a few days to feel comfortable there, though. He didn't understand most of the lessons because they were in a foreign language!

E Did he have to do the homework?

S Yes, he did. But of course the teachers knew about the language problem. He actually did well in some subjects. He helped me with my maths!

E My student only speaks English. She's going to have problems at school, I'm sure.

S But she'll learn quickly. You'll be surprised!

E I suppose so. Actually, I'm not really worried about school. My main worry is, will she miss her friends and family?

S Yes, that's true. A month is a long time. But you can help her to feel at home.

E Do you think I should have a party when she arrives, so she can meet all my friends? That might make her feel at home.

S Yes, that's not a bad idea.

Exercise 4 1.06 page 14

1 share 2 make 3 took 4 do 5 did 6 miss

Transcript

See exercise 2.

Exercise 5 page 14

A topic 3 B topic 4 C topic 2 D topic 1

1H Writing

A message

Exercise 1 page 15

1 possible 2 Could 3 mind 4 if 5 wonder

Exercise 2 page 15

1 Could you please tidy your room?
2 Would you mind giving me your address?
3 I wonder if you could phone me later.
4 Would it be possible for you to bring me some coffee?

Exercise 3 page 15

1 C 3 A 4 D 5 B

Review Unit 1

Exercise 1 page 16

1 My niece is an infant.
2 My little brother is a young child.
3 My great-grandfather is a centenarian.
4 My cousin Jack is in his teens.
5 My mother is middle-aged.
6 My nephew is a toddler.
7 My sister is in her twenties.

Exercise 2 page 16

1 be 2 buy 3 leave 4 get 5 start 6 inherit

Exercise 3 page 16

1 retire 2 moved 3 emigrate 4 grew up
5 settle down 6 passes away

Exercise 4 page 16

1 live up to 2 walked out on 3 fit in with
4 signed up for 5 goes through with 6 catch up with
7 put up with 8 run out of 9 get on with

Exercise 5 page 16

1 went in 2 got away with it 3 made up for it
4 hadn't got up 5 look it up 6 go back on it

Exercise 6 page 17

1 didn't start 2 hadn't run 3 sent 4 was wearing
5 completed 6 had set

Exercise 7 page 17

1 Did you use to watch; didn't use to watch; used to play
2 did he use to do; used to work; didn't use to like 3 did you
and your family use to spend; didn't use to have; used to go

Exercise 8 page 17

1 used to 2 get used to 3 get used to 4 used to
5 used to 6 get used to

Exercise 9 page 17

1 b 2 a 3 a 4 c 5 a 6 b 7 a 8 c 9 c 10 b

Unit 2 Leisure time

2A Vocabulary

Love it or hate it

Exercise 1 page 18

1 gymnastics 2 chess 3 weightlifting 4 horse riding
5 ice hockey 6 cards 7 ballroom dancing 8 ballet
9 bowling 10 camping 11 ice skating 12 table tennis

Exercise 2 page 18

1 bake 2 hang out 3 read 4 make 5 read
6 text 7 watch 8 use 9 collect

Exercise 3 page 18

do + 1 drama 2 martial arts 3 photography
4 ballet 5 gymnastics 6 weightlifting
play + 1 basketball 2 board games
3 a musical instrument 4 volleyball 5 cards
6 chess 7 ice hockey 8 table tennis
go + 1 BMXing 2 cycling 3 rollerblading 4 running
5 shopping 6 skateboarding 7 ballroom dancing
8 bowling 9 camping 10 horse riding 11 ice skating

Exercise 4 1.07 page 18

1 photography, gymnastics 2 ice hockey, running

Transcript

- 1 I've always loved photography, and used my dad's camera for ages. I've taken loads of photos with it, but it's a bit old-fashioned. I've never had a really good camera. Anyway, I finally bought a new one a couple of weeks ago. Now I'll be able to take some really good pictures. My other hobby is gymnastics – I do it at a local club with other teenagers. I love being part of the team. The only problem I have is that I don't do gymnastics or photography as much as I'd like to. I'm so busy with homework and other things.
- 2 I've always loved going to the ice-rink and not long ago I took up ice hockey. I'm still a beginner, but I really enjoy it. I've got my own skates and my parents gave me a stick for my birthday last month, so I don't have to borrow one from the club any more. I used to only like individual sports, ones that you do on your own, like running. But now I much prefer to be part of a team.

Exercise 5 1.07 page 18

a 2 b 1 c 2 d 1

Transcript

See exercise 4.

2B Grammar

Present perfect and past simple contrast

Exercise 1 page 19

1 went 2 Have you finished 3 have had 4 read
5 has already eaten 6 Did you go

Exercise 2 page 19

1 didn't go = haven't been 2 've fallen = fell
3 Did Jasmine text = Has Jasmine texted
4 has gone = went 5 didn't go = haven't been

Exercise 3 page 19

1 've been; went 2 did; bake; 've been baking
3 's been doing; did 4 Have; read; read

Exercise 4 page 19

2 has never been 3 played table tennis a year ago
4 texted me a moment ago 5 haven't vlogged for
6 Have you ever been to this gym 7 brother started
collecting stamps

Exercise 5 page 19

1 did, start 2 went 3 stopped 4 took 5 has been
6 haven't been able to 7 've always admired 8 broke
9 Have, had 10 've won 11 came

2C Listening

Eating out

Exercise 1 page 20

1 risotto 2 salad 3 stir-fry 4 pie 5 curry 6 soup

Exercise 3 1.08 page 20

a before b outside c restaurant d father

Transcript

Woman I think we're early. Is anyone else there?

Man We aren't early. The invitation said dinner at 8.00. It's eight o'clock now.

W But I can't see anyone we know in there. Look through the window. It's empty.

M Hang on. Have you got the invitation with you?

W No, but I'm sure it said 8 o'clock on Friday 15th.

M I know. But did it say Marco's Italian or Mario's Italian restaurant?

W Hmm. Good question. This is Mario's.

M Yes. They might be at Marco's. I'll phone Harry and check.

W OK, Dad. Good idea.

Exercise 4 1.09 page 20

1 b 2 c 3 a 4 a 5 c 6 c

Transcript

1 Man Great. Here comes our food. It looks delicious.

Woman I don't want this. It's got chicken in it.

M Don't you like chicken?

W I'm a vegetarian! I don't eat meat at all.

M Oh, I see. Why did you order it then?

W I didn't read the menu properly. I thought it was a mushroom pie – but it's chicken and mushroom.

M Oh dear. Well, I suppose ...

W ... we can swap?

M No. I don't like mushrooms. I was going to say, I suppose you can call the waiter back and order something different.

W Yeah, right. Thanks. OK.

2 **Man** What's for dinner?

Woman I don't know. We haven't got anything in the house. Shall I order a pizza?

M I don't fancy pizza. Let's go out.

W But we've just got in ... and it's late.

M We could go to the Indian restaurant in the town centre. Come on, it's only five minutes' walk.

W OK. I quite fancy a curry, actually. Do we need to book?

M Probably not. They usually get busy after 9 p.m., but that gives us a couple of hours.

W OK, come on then. Let's go. I'm starving!

Exercise 5 page 20

1 bit 2 real 3 nothing 4 pretty 5 up 6 world

Exercise 6 1.10 page 20

Transcript

Tom Hi, Zoe. Have you booked a restaurant for next Saturday?

Zoe Not yet. I can't decide where to go. I want it to be a bit special because it's my dad's birthday.

T Where did you go last year?

Z To the Royal Hotel. It was a real let-down.

T Was it? Oh dear.

Z You were there, Tom! Have you forgotten?

T Er ... yes. I guess so.

Z Well, I don't blame you. It was nothing special. In fact, the whole evening was pretty average. So this year really has to be better.

T Have you looked at any reviews online?

Z No. I never look at restaurant reviews.

T Oh, I do. For example, a month ago, my mum booked an expensive French restaurant for a special meal with friends. I looked online and everyone said the food was not up to standard.

Z So did you warn your mum?

T Yes, I did ... and she cancelled. She ended up booking the Italian restaurant near the park – after I'd read the reviews and told her she should book it!

Z And was it OK?

T It was great, she said. Much cheaper ... and the food was out of this world!

Z Well why I don't I book that restaurant for next Saturday?

T I'm not sure. Doesn't your dad have a gluten-free diet?

Z Yes, he does. So I suppose an Italian restaurant isn't a great idea.

T No. Pizzas, pasta ... they contain wheat.

Z But lot of restaurants have gluten-free options too. Why don't I call and find out?

T That's a good idea. It's definitely the best restaurant in town.

Z OK, I'll call now. Can you find the number?

T Sure. I'll look online.

Exercise 7 1.10 page 20

1 Z 2 T 3 T 4 T 5 Z

Transcript

See exercise 6.

2D Listening

Present perfect simple and continuous

Exercise 1 page 21

1 has been writing 2 's been posting
3 has attracted 4 have been visiting 5 've asked
6 hasn't been updating 7 hasn't been going
8 've been focussing 9 has been getting

Exercise 2 page 21

1 's been collecting, for 2 Have you been learning, for
3 haven't been feeling, since 4 has been drinking, for
5 hasn't been waiting, for 6 've been working, since

Exercise 3 page 21

1 b 2 a 3 a 4 a 5 b 6 b 7 a 8 a

Exercise 4 page 21

1 've been doing 2 've been trying 3 've reminded
4 haven't sent 5 have we been cooking 6 've texted
7 have you been doing 8 haven't been watching

2E Word Skills

Compound nouns and adjectives

Exercise 1 page 22

1 bowling 2 golf 3 track 4 ice 5 court 6 boxing
7 basketball 8 studio 9 wall 10 football 11 room
12 swimming
a weights room b bowling alley c golf course
d climbing wall e athletics track f ice rink

Exercise 2 page 22

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

Exercise 3 page 22

A adjective + noun main road
B -ing form + noun (any three of:) bowling alley, boxing ring, climbing wall, swimming pool
C noun + noun (any four of:) golf course, athletics track, ice rink, tennis court, basketball court, dance studio, football pitch, weights room, mountain range, floodlights, sea shore, tennis player, safety net, tower block

Exercise 4 page 22

1 full 2 open 3 air 4 well 5 25 6 sound

Exercise 5 page 22

2 which eats men 3 which costs a million dollars
4 with five storeys 5 who has prepared well

2F Reading

Sport changes lives

Exercise 1 page 23

1 all, over 2 all, along 3 beside 4 across, below
5 behind

Exercise 2 page 23

1 F 2 T

Exercise 3 page 23
1 d 2 b 3 b 4 a

2G Speaking

Stimulus-based discussion

Exercise 1 page 24
1 karting, G 2 kayaking, H 3 abseiling, A 4 climbing, D 5 snowboarding, K 6 surfing, L 7 bungee jumping, C 8 bodyboarding, B 9 parkour, J 10 hang-gliding, E 11 hiking, F 12 mountain biking, I

Exercise 3 1.11 page 24
1 She's never done it before and she'd really like to try it.
2 Some of his friends don't have bodyboards.
3 You don't need any equipment.
4 go climbing.

Transcript

A It's my birthday on Saturday. I'd like to go out for the day with you and a group of our friends. What do you think we should do?
B Well, I'm quite keen on body boarding. I've never done it before and I'd really like to try it.
A Sorry, but I don't think that's a very good idea. Some of my friends don't have body boards. What about abseiling? I quite fancy trying that.
B I think parkour is a better option than abseiling because you don't need any equipment.
A Oh, no. I really don't want to do parkour. It doesn't appeal to me at all.
B Well, how about climbing or karting?
A I don't think karting would be as much fun as climbing. And there's a new indoor climbing centre near the school. It would be good to try it.
B Yes, I agree.
A Can we agree on climbing, then?
B Yes.

Exercise 4 1.11 page 24
1 quite keen 2 think, good idea 3 quite fancy
4 better option 5 agree 6 can we agree

Transcript

See exercise 3.

2H Writing

A blog post

Exercise 1 page 25
1 handball club 2 film club 3 baking club 4 computer club 5 photography club 6 ballroom-dancing club

Exercise 2 page 25
1 school choir 2 drama society 3 science club
4 art club 5 debating society 6 fitness club
7 astronomy club 8 school orchestra

Exercise 3 page 25
a 2 b 3 c 1 d 4

Exercise 4 page 25
3rd sentence, 5th sentence

Review Unit 2

Exercise 1 page 26
1 draw 2 use 3 text 4 collect 5 hang out 6 make

Exercise 2 page 26
1 camping 2 drama 3 cycling / BMXing
4 ballroom dancing 5 gymnastics 6 volleyball
7 shopping 8 photography

Exercise 3 page 26
1 play 2 does 3 went 4 goes 5 's playing 6 do

Exercise 4 page 26
1 course 2 track 3 road 4 alley 5 range
6 rink 7 pitch

Exercise 5 page 26
1 open-air 2 air-conditioned 3 six-lane
4 soundproof 5 well-equipped 6 solar-heated

Exercise 6 page 26
1 choice 2 Overall 3 like 4 agree 5 settled
6 prefer to

Exercise 7 page 27
1 got 2 has taken 3 won 4 hasn't lived 5 left
6 didn't have 7 has made 8 has known

Exercise 8 page 27
1 has your sister been playing
2 hasn't been practising
3 's been studying
4 haven't been sleeping
5 've been waking up
6 Have you been working

Exercise 9 page 27
1 've been walking 2 's missed 3 Have you been waiting 4 've been 5 's been playing 6 haven't had

Exercise 10 page 27
1 a 2 c 3 b 4 b 5 c 6 a

Exam Skills Trainer 1

Exercise 1 page 28
1 C

Exercise 2 page 28
1 A 2 D 3 B

Exercise 3 page 28
1 grandparents, ambitious, their children
2 grandparents, both, university
3 mother, disappointed, parents

Exercise 4 page 28
1 T 2 F 3 F

Exercise 5 1.12 page 28
1 T 2 F 3 F 4 T 5 T

Transcript

Tim You weren't born in the UK, were you, Lila?

Lila No, Tim, but I was only six months old when my family emigrated here from the Ukraine. So I don't remember anything about it. Of course I've been there many times, but only Britain feels like my home.

T What made your family come here? That's a big change!

L Actually, my dad went to university in London, and then he went back and taught at a school in Kiev. He and my mum got married and started a family. But my dad really wanted to come to the UK – and my mum didn't really mind – so we moved here.

T My family on my mother's side came from abroad as well, but it's so long ago that no one really knows why they came here.

L Where did they come from?

T My great-grandparents on my mother's side came from Norway. My great-grandad made musical instruments like violins, and we guess he came here to start a business in London.

L Was he successful?

T Yes, he was. There's still a shop in the East End with his name on it, and it's quite well known.

L What about your father's family? Were they immigrants as well?

T No, not at all. They were farmers in the south of England. My dad was actually raised on a farm there, and he was the first in his family to go to university. I really look up to him. I'm particularly proud of him because he worked very hard to get where he is today.

Exercise 6 page 29

1a was 1b is 2a Have 2b Had 3a don't 3b didn't
4a want 4b used

Exercise 7 page 29

1 are 2 have 3 was 4 does 5 doesn't 6 don't
7 isn't 8 had 9 used 10 going

Exercise 11 page 29

1 all 2 hope 3 touch

Unit 3 The human body

3A Vocabulary

Parts of the body

Exercise 1 page 30

1 skull 2 forehead 3 lip 4 chin 5 jaw 6 cheek
7 eyebrow 8 eyelid 9 skin 10 wrist 11 thumb
12 waist 13 hip 14 thigh 15 knee 16 shoulder
17 elbow 18 nail 19 bottom 20 shin 21 toe
22 calf 23 ankle 24 heel

Exercise 2 page 30

1 twist 2 sprain 3 break 4 bruise / burn / cut
5 have 6 have 7 bruise / burn / cut 8 bang
9 bruise / burn / cut

Exercise 3 page 30

1 brain 2 muscle 3 spine 4 blood 5 skull
6 throat 7 heart 8 stomach 9 lungs 10 ribs
11 intestine 12 kidneys

Exercise 4 1.13 page 30

1 sprained her wrist 2 bruised his leg
3 burned herself

Transcript

1 **Doctor** Good morning. What can I do for you?

Patient I've hurt my wrist. I think I've sprained it.

D When did you do it?

P Yesterday evening. I fell off my bike.

D Can you move your hand?

P Not really.

D Does it hurt?

P It hurt a lot when I did it, but it isn't very painful now.

D I'll put a bandage on it. Try not to use your hand for a few days.

2 **Doctor** Hello. How can I help you?

Patient I've bruised my leg.

D Can you show me?

P Here, just above my ankle.

D Yes, that's a nasty bruise. How did you do it?

P I fell down the stairs. Do you think I've broken a bone? It really hurts when I walk.

D It's possible. I'll send you to the hospital for an X-ray.

3 **Doctor** Good afternoon. What can I do for you?

Patient I've burned myself.

D Oh dear. May I take a look?

P Sure.

D It's quite red. When did you do it?

P This morning.

D I'll put some cream and a dressing on it for you.

Exercise 5 page 30

1 antibiotics 2 bandage 3 cream 4 dressing
5 medicine 6 painkillers 7 X-ray

Exercise 6 1.13 page 30

2 bandage, 1 3 cream, 3 4 dressing, 3 7 X-ray, 2

Transcript

See exercise 4.

3B Grammar

Speculating and predicting

Exercise 1 page 31

2 I definitely won't go to bed late tonight.
3 Tom will definitely pass all his exams.
4 Lisa could / may / might go to the doctor's tomorrow.
5 I may not / might not get the answer right.
6 Fred will probably see his girlfriend this weekend.
7 Jade probably won't play computer games this evening.

Exercise 2 page 31

1 Scientists probably won't find a cure for cancer in the near future. 2 Doctors definitely won't find a cure for the common cold. 3 Millions of people may get ill from the flu virus this winter. 4 Bio-printing of organs will definitely become a reality. 5 People will probably be healthier in the future. 6 Antibiotics might not be effective in the future.

Exercise 3 page 31

1 d 2 f 3 a 4 b 5 c 6 e

Exercise 4 page 31

- 1 find, will live 2 gets, will rise 3 will die out, protect
- 4 won't be able to, don't use 5 cut down, will be
- 6 get rid of, will be

Exercise 5 page 31

- 1 If you go to the cinema, I might **go** too.
- 2 The weather **may not / might not** be very good tomorrow.
- 3 ✓
- 4 Sam **probably won't** be at home this evening.
- 5 ✓
- 6 I'll go to the concert if the tickets **are** cheap.

3C Listening

The body's limits

Exercise 1 1.14 page 32

- 1 c 2 a 3 a 4 c 5 b 6 c 7 c 8 a

Transcript

- 1 150,000
- 2 3.7 million
- 3 2.07
- 4 three tenths
- 5 30.5%
- 6 20–25
- 7 –25°C
- 8 1930

Exercise 3 1.15 page 32

- 1 2 million 2 100,000 3 10%, 90% 4 2%, 1/5
5 0.5°C 6 30,000 7 206 8 1.27 9 20–22; 15–16

Transcript

- 1 Your body makes 2 million new blood cells every second.
- 2 There are nearly 100,000 kilometres of blood vessels in an average adult body.
- 3 Only 10% of the cells in our body are human; the other 90% are bacteria.
- 4 Your brain is only 2% of your body's weight, but it uses one fifth of the oxygen.
- 5 Your temperature is usually about 0.5°C lower in the morning than in the evening.
- 6 Blondes have about 30,000 more hairs on their head than people with black hair.
- 7 Adult humans have 206 bones, but newborn babies have a lot more.
- 8 The smallest muscle in the body is inside the ear; it is only 1.27 millimetres long.
- 9 Men usually stop growing when they are 20–22 years old, women when they are 15–16.

Exercise 5 1.16 page 32

Summary c is correct.

The incorrect parts of the other options are:

- a Nobody found her for several hours. When she arrived at the hospital, she came back to life.
- b Anna tried to rescue a colleague who had an accident in the mountains.

Transcript

Interviewer You have been looking at how the human body copes with very low temperatures. Is that right?

Scientist Yes, that's right.

I And what have you found?

S Well, it's an interesting question. Of course, freezing temperatures are bad for the body. You can get frostbite if your skin freezes. And about two thirds of people whose body temperature falls below 28° Celsius actually die. But at the same time, there are some people who have survived much lower body temperatures – and made a full recovery.

I Can you give us an example?

S Yes. There's the famous case of a Swedish doctor called Anna Bågenholm. She was skiing in the mountains in Norway when she had an accident.

I How did the accident happen?

S Well, she went skiing with two colleagues from hospital – Anna was a doctor, you see, and was studying to become a surgeon. Anyway, the three of them were skiing down a steep mountain when Anna lost control of her skis. She fell onto a sheet of ice, which was actually the surface of a stream. The ice broke and Anna fell headfirst through the hole, as far as her waist. Beneath the ice was water, freezing cold water.

I What did her two friends do?

S Well, they tried to pull her out by her legs – but she was trapped under the ice. She could breathe, because there was some air between the ice and the water, but she couldn't move. After trying for seven minutes to free her, her two colleagues gave up and phoned for help.

I And did help arrive quickly?

S Two rescue teams set off to help Anna, one from the top of the mountain and one from the bottom. The one from the top arrived first, but they couldn't pull her out of the ice.

I What about the second team?

S The second team managed to get her out by cutting a hole in the ice. But by the time they got her free, she had been in the freezing water for 80 minutes. Anna was not breathing and her heart was not beating. A helicopter took her to hospital. When she arrived, her body temperature was 13.7° Celsius. According to the doctor in charge of the emergency room, Anna was ice cold and looked dead.

I But I guess she wasn't.

S Well, no. There's an expression among some doctors: 'You aren't dead until you're warm and dead.' In other words, sometimes people who are extremely cold can come back to life when they get warmer. Doctors at the hospital worked for nine hours to save Anna. When her temperature had risen to 36.4° Celsius, her heart started beating again. Gradually, after and days and weeks, Anna made a full recovery.

I That's amazing.

S Yes, and in 2009, ten years after the accident, Anna got a job working as a doctor in the hospital that had saved her life!

Exercise 6 1.16 page 32

- 1 F About **two thirds** of people whose body temperature drops to below 28°C do not survive.
- 2 T
- 3 F The **second** rescue team cut a hole in the ice and pulled her out.
- 4 F Anna's body temperature was **13.7°C** when she arrived at the hospital.
- 5 T

Transcript

See exercise 5.

3D Grammar

Future continuous and future perfect

Exercise 1 page 33

- 2 'I'll be / won't be working 3 'I'll be / won't be earning
4 'I'll be / won't be spending 5 'I'll be / won't be driving
6 'I'll be / won't be living 7 'I'll be / won't be travelling
8 'I'll be / won't be seeing

Exercise 2 page 33

- 2 By 2019, the architects will have completed the plans.
3 By 2019, building work won't have begun.
4 By 2023, building work won't have finished.
5 By 2025, the first students will have arrived.
6 By 2027, the first students won't have graduated.
7 By 2029, the first students will have graduated.

Exercise 3 page 33

- 1 will have evolved 2 will be living 3 will be enjoying
4 will be leading 5 will have invented 6 won't be doing
7 will be spending 8 won't have changed

Exercise 4 page 33

- 2 from 3 at 4 in 5 by 6 into

Exercise 5 page 33

- 1 Humans will / won't be living on Mars.
2 Scientists will have / won't have accidentally created a new disease. 3 All wars will have / won't have ended.
4 Robots will / won't be doing most jobs. 5 Many people will / won't be having holidays in space. / Many people will have had / won't have had holidays in space.

3E Word Skills

Word families

Exercise 1 page 34

- 1 anger 2 anxious 3 depressed 4 envious
5 afraid 6 happiness 7 proud 8 sadness
9 ashamed 10 surprise

Exercise 2 page 34

- 2 sadly 3 Happily 4 anxiously 5 surprisingly
6 proudly 7 Hopefully 8 suspiciously 9 hungrily

Exercise 3 page 34

A Form adjective with -ed or -ing: bore, disgust, excite, surprise

B Form adjective with -ful or -less: care, help, hope, pain, power

Exercise 4 page 34

- 1 painful, surprised 2 helpful 3 annoyed, careless
4 powerful, exciting 5 boring 6 hopeless, disgusting

Exercise 5 page 34

- 1 happiness 2 happy 3 contentment 4 anxiety
5 disgusted 6 Surprisingly 7 depression 8 happy

3F Reading

Body clock

Exercise 1 page 35

- 1 record 2 exercise 3 work 4 show 5 rest
6 hard 7 light 8 level

Exercise 2 page 35

Yes

Exercise 3 page 35

- 1 C 2 A 3 B 4 C

3G Speaking

Photo description

Exercise 1 page 36

- 1 in / wearing 2 with 3 who is 4 in / with
5 with 6 wearing / with

Exercise 2 page 36

- 1 I would say 2 most likely 3 I'd say
4 It looks like some kind of 5 a sort of
6 something like that 7 or maybe

3H Writing

An opinion essay

Exercise 1 page 37

- 1 B 2 A 3 C 4 D

Exercise 2 page 37

- 1 In my view 2 as I see it 3 It seems to me that
4 Some people argue that 5 It is sometimes said that
6 Moreover 7 In order to tackle this problem
8 I suggest that 9 To sum up

Exercise 3 page 37

- 1 B 2 A 3 D 4 C

Review Unit 3

Exercise 1 page 38

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

Exercise 2 page 38

- 1 bandage 2 antibiotics 3 X-ray 4 dressing
5 painkillers 6 cream

Exercise 3 page 38

- 1 broke 2 had 3 banged 4 burned 5 cut
6 sprained 7 bruised

Exercise 4 page 38

- 1 proudly 2 envious 3 unhappily 4 hopeful
5 surprising 6 sadness 7 unashamed 8 anger

Exercise 5 page 38

- 1 in / with / wearing 2 like 3 with 4 say
5 who / that 6 kind / sort

Exercise 6 page 38

- 1 may / might / could be broken 2 will win
 3 may not / might not like 4 won't hurt
 5 may not / might not go out 6 may / might / could close

Exercise 7 page 39

- 1 will you do, 'll tell 2 starts, won't let 3 don't take, will get
 4 doesn't come, 'll walk 5 Will the doctor give, are

Exercise 8 page 39

- 1 'll be studying 2 'll have finished 3 'll be helping
 4 'll have spent 5 'll be thinking 6 'll have found
 7 'll be working 8 'll have started

Exercise 9 page 39

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

Unit 4 Home

4A Vocabulary

Describing houses and homes

Exercise 1 page 40

- 1 mansion 2 farmhouse 3 villa 4 mobile home
 5 flat 6 bungalow 7 houseboat 8 terraced house
 9 semi-detached house 10 thatched cottage
 11 detached house

Exercise 2 page 40

- 1 fence 2 extension 3 balcony 4 shutters
 5 gate 6 basement 7 flower bed 8 porch
 9 conservatory 10 sliding doors 11 patio 12 lawn
 13 path 14 pond 15 drive 16 garage 17 hedge

Exercise 3 1.17 page 40

- 1 contemporary 2 impressive 3 lively area
 4 conveniently located 5 cramped 6 spacious

Transcript

My ideal home is in the city. It's a contemporary flat, in an impressive, modern building in a lively area. It's conveniently located for shops, restaurants and cinemas. Inside, it isn't at all cramped. In fact, it's very spacious.

4B Grammar

Comparison

Exercise 1 page 41

- 2 more and more popular 3 taller and taller
 4 more and more expensive 5 more and more confident
 6 sillier and sillier

Exercise 2 page 41

- 1 The journey was longer than I thought.
 2 The flat was more spacious than it appeared.
 3 The weather here is hotter than it was in Greece.
 4 The house is much more dilapidated than it used to be.
 5 My grandad is shorter now than he was as a young man.
 6 This area isn't as popular as it was five years ago.

Exercise 3 page 41

- 1 longer; e more tired 2 more spacious; a more expensive
 3 faster; d more likely 4 more carefully; c fewer
 5 longer; b more impatient

Exercise 4 page 41

- 2 This is the remotest region of the UK I've ever visited.
 3 Those are the most expensive jeans I've ever bought.
 4 That is the most charming cottage I've ever stayed in.
 5 This is the liveliest area of town I've ever lived in.
 6 That is the prettiest flowerbed I've ever seen.

Exercise 5 page 41

- 1 the least 2 less 3 the fewest 4 less 5 the least
 6 the least 7 fewer 8 less

Exercise 6 page 41

- 1 slower, the slowest 2 harder, the hardest
 3 more fluently, the most fluently 4 faster, the fastest
 5 better, the best

4C Listening

Young and homeless

Exercise 1 page 42

- 1 make, effort 2 get, touch 3 turn, eye
 4 have, word 5 time, life 6 give, hand

Exercise 2 1.18 page 42

- 1 b 2 b 3 b 4 a

Transcript

- 1 I got a new bed two weeks ago, and to be honest, I don't think I've had a good night's sleep since I got it!
 2 I've got a new next-door neighbour. I saw him carrying some chairs into his flat last night. I was just going out, so I didn't have time to have a word with him.
 3 I'm sorry, my husband is on a camping trip in the mountains this weekend. There's no way to get in touch with him until Monday.
 4 I couldn't take part in the race last weekend. I made a big effort to get fit for it, but I wasn't ready – and 42 km is a long way!

Exercise 3 page 42

- 1 d (increase sharply) 2 f (require assistance)
 3 a (gain employment) 4 b (at the moment)
 5 c (a high priority) 6 e (suggest something)

Exercise 4 1.19 page 42

- Number 1** require assistance; currently; a high priority
Number 2 increase sharply; gain employment; make a proposal

Transcript

- 1 **Woman** Can I help you?
Man Yes, I'd like an application form for housing benefit.
W Certainly. This is the form you need.
M Thank you. Do I return it to you?
W No, you don't. You need to complete the form and then send it by post to the local authority. But if you require assistance in completing the form, we can offer that here.
M Thank you.
W Is there anything else?

M Yes, there is one thing. Is there currently a long delay?
I need the money quite urgently.

W All new applications are treated as a high priority. There shouldn't be a delay of more than a week.

M Thank you. You've been very helpful.

- 2 Ladies and gentlemen, thank you for coming to this event organised by Rooftops, our local charity for homeless people. I know that many of you are regular supporters of our charity and we are extremely grateful for that support. Without it, we simply couldn't do the work we need to do. As many of you are aware, there are over a hundred people who regularly sleep rough in our town centre. You probably give money to some of them. And I know that many of you also show your support in ways that do not involve money: for example, talking to them, giving advice, treating them as human beings. But we all know that there is only one long-term solution to their problem: they need a job. That is why today, I am appealing for money for our charity's new project called Back to Work. This project has one main aim: to help homeless people to gain employment. But I'm not here just to ask for money: I'm here to make a proposal – I want you to become our partners.
- 3 Last year, I took part in the Big Sleep Out with a group of friends from school. I was quite anxious about it, to be honest. The weather forecast said the temperature was going to be –4°Celsius that night! In fact, I was so worried that I almost didn't turn up – but I didn't want to let my friends down. So I found all my warmest clothes – I had about four jumpers on! And I borrowed my brother's sleeping bag. And in fact, I wasn't cold at all. Well, only my face. But it was fine. We had a great time because there were about fifty people doing the Sleep Out altogether and we knew quite a few of them. And the fact that it was freezing cold made us feel like we had really achieved something.

Exercise 5 1.19 page 42
1 a 2 a 3 c

Transcript
See exercise 4.

4D Grammar

Imaginary situations

Exercise 1 page 43
1 worked 2 would make 3 did 4 gave 5 got
6 didn't spend 7 wouldn't believe

Exercise 2 page 43
1 was 2 would be 3 knew 4 wouldn't be 5 had
6 would be able to 7 wouldn't be 8 weren't
9 brought 10 would use

Exercise 3 page 43
2 If I lived in a detached house, I could play my music really loud. 3 If we had a nine-bedroom mansion, we would invite lots of friends and family to stay.
4 If our flat wasn't so small, my parents would allow me to have a pet. 5 If I closed my bedroom shutters at night, I wouldn't wake up early in the morning. 6 If they had a fence, their dog wouldn't keep running away. 7 If they were interested in gardening, their flowerbeds wouldn't be a mess. 8 If I didn't share a bedroom with my brother,

I could watch TV at night. 9 If our house wasn't near an airport, it wouldn't be noisy in the garden.

Exercise 4 page 43
1 would give 2 would turn 3 was / were 4 lived
5 would leave 6 was / were 7 would snow

4E Word Skills

do, make and take

Exercise 1 page 44
1 take 2 make 3 do

Exercise 2 page 44
1 take 2 take 3 make 4 do 5 do 6 make

Exercise 3 page 44
5

Exercise 4 page 44
1 3 2 1 3 1 4 2 5 2 6 3

Exercise 5 page 44
1 make 2 took 3 does 4 take 5 take
6 makes 7 made 8 did

Exercise 6 page 44
1 do 2 make 3 make 4 take 5 make 6 do

4F Reading

Alternative living

Exercise 1 page 45
1 sofa 2 shipping 3 front 4 rubbish 5 housing
6 studio 7 solar 8 sky 9 dining 10 rain

Exercise 2 page 45
1 solar panels 2 skyscraper 3 housing estate
4 front door 5 sofa bed 6 studio flat

Exercise 3 page 45
A

Exercise 4 page 45
1 B 2 C 3 A 4 A

4G Speaking

Photo comparison and discussion

Exercise 1 1.20 page 46
B

Transcript

Both photos show houses. The house in photo B is in a fantastic place with lovely views down to the beach. The house in photo A is right by the beach. The house in B stands on its own, whereas the house in A is too close to other houses, so there wouldn't be much privacy. The house in photo B is much bigger than the house in photo A. The house in A doesn't look very spacious – it isn't much bigger than a bungalow.

I think I'd rather stay in the house photo B. One reason is that I'm a keen wind-surfer and the beach looks ideal for that. Finally, I much prefer older houses, as they are generally cosier and more charming. The house in A looks a bit boring to me.

Exercise 2 page 46

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

4H Writing

An email

Exercise 1 page 47

Explain the reasons for the arrangement 1 Describe your relatives' house 3 Say who will be living in the house 2 Ask permission to borrow something 4

Exercise 2 page 47

I'm, we're, don't, He's, She's, You'd, I've, can't; Better get back to my homework.

Exercise 3 page 47

2 I'd rather my sister didn't find out. 3 I'd rather be outside. 4 I'd rather not go to bed yet. 5 I'd rather we spent more time together.

Exercise 4 page 47

2 had better not drive 3 had better ask 4 had better get 5 had better not go 6 had better save 7 had better cycle

Review Unit 4

Exercise 1 page 48

1 flat 2 semi-detached house 3 bungalow 4 thatched cottage 5 terraced house 6 mansion

Exercise 2 page 48

1 patio 2 fence 3 conservatory 4 basement 5 landing 6 attic 7 shutters 8 drive

Exercise 3 page 48

1 charming 2 cosy 3 lively 4 dilapidated 5 cramped 6 contemporary

Exercise 4 page 48

1 take 2 do 3 make 4 make 5 do 6 take

Exercise 5 page 48

1 Thinking 2 suppose 3 think 4 feelings 5 thought 6 considered

Exercise 6 page 48

1 larger 2 tiniest 3 more common 4 harder 5 fewer 6 less colourful 7 more heavily 8 least comfortable 9 higher, higher

Exercise 7 page 49

1 had, 'd buy 2 didn't clean, wouldn't give 3 were, wouldn't like 4 would you make, could 5 needed, 'd paint

Exercise 8 page 49

1 had 2 would help 3 didn't live 4 wouldn't play 5 wouldn't flood 6 was / were

Exercise 9 page 49

1 could buy a new house if we had enough money 2 mobile home was cosier than I expected 3 she didn't live in the city centre, she wouldn't be stressed 4 wish you would make your bed 5 the ugliest chest of drawers I've ever seen 6 only my room had a desk 7 is less cramped than the bathroom 8 'd use the stairs if there wasn't a lift

Exam Skills Trainer 2

Exercise 1 page 50

Correct: 1 B 2 A Seem correct, but aren't: 1 A 2 C

Exercise 2 page 50

1 D 2 A 3 C 4 C

Exercise 3 page 50

1 worked hard 2 didn't want to 3 enjoyed 4 talk to 5 his bedroom didn't

Exercise 4 page 51

1 an old detached 2 smaller 3 not 4 dad is 5 wants to

Transcript

Liz I heard that your family moved house recently. Where are you living now?

Steve We moved to a village about five kilometres out of town. It's an old detached house with about an acre of land.

L Wow, that sounds fantastic! Actually, we moved house last month too, but it was just to a bigger flat in the same area. It must be really peaceful where you are.

S You know, it's true that I sleep better there. I hadn't really realised how noisy our road in town was. But it's so much less convenient! I have guitar lessons in the evening, and I'm in a school theatre production too, so I spend hours waiting for buses. I used to just walk everywhere.

L Hmm. I've never really thought about that. We're right in the centre of town, so everything's so close. So where did the idea of moving to the countryside come from?

S Well ... my mum had always wanted to live in the country, and she's really enjoying having a big garden now. My dad seems to like it there as well. He likes doing DIY projects, and lots of things in the house are broken, so there's plenty for him to do. So I'm the only one who's not exactly thrilled.

L Well, I wouldn't mind putting up with it! I'd give anything to live in the countryside.

S I'm not so keen on it. But in a couple of years I'll be going off to university, so I'll just put up with it until then.

Exercise 5 page 51

1 A 2 D 3 C 4 C

Exercise 6 page 51

1 should 2 could 3 would 4 sure 5 keen 6 good

Exercise 8 page 51

1 In my view 2 a widely held 3 What is more 4 vital that

Unit 5 Technology

5A Vocabulary

Computing

Exercise 1 page 52

Across 3 search 4 log on 6 subscribe 8 upload
10 forward 12 comment 13 set up Down 1 rate
2 install 5 program 7 update 9 print 11 paste

Exercise 2 page 52

1 the trash 2 a link 3 your work 4 your username
5 a new window 6 a box 7 text 8 a button
9 a page 10 an account

Exercise 3 1.22 page 52

2

Transcript

Boy You know how Facebook works, don't you, Frances?

Girl Yes, I use it all the time.

B Can you help me with it?

G Sure, what do you want to do?

B Well, I've never used it before so I was thinking of joining.

G OK, that isn't difficult. So, first of all, go to facebook.com.

Then click on the 'Sign up' button and enter the information.

B OK, Name ... email ... password ... date of birth ...

G Then click on the green 'Sign up' button again.

B OK, done. It says it's going to send me an email.

G Yes, once you get it you'll need to confirm your email address by following the link in the email.

B Ah, here it is. So I follow the link ... and confirm. ... Now it's asking me if I want to search for friends. Shall I do that or skip that step?

G Skip it for now. You can come back and do that later. Let's create a profile for you.

B OK, how do I do that?

G Well, first, do you want a photo of yourself?

B Yes, why not?

G So, you need to upload a photo from your computer. Click on 'Update Profile Picture'. Then open the folder where your photos are stored.

B OK, done. Now it says 'Add basic information'. This isn't difficult. I think I can manage on my own now. Thanks for your help.

G No problem. Give me a shout if you have any problems.

B OK. Will do.

Exercise 4 1.22 page 52

1 button, enter 2 confirm, following 3 profile
4 upload 5 Open

Transcript

See exercise 3.

5B Grammar

Quantifiers

Exercise 1 page 53

1 singular countable noun 2 uncountable noun
3 plural noun

Exercise 2 page 53

1 d 2 c 3 c 4 b 5 b 6 d 7 b 8 b 9 b

Exercise 3 page 53

2 Some of **the** gadgets are difficult to use. 3 ✓

4 Tom can write with **both** hands. 5 Not **many** / **all** games are easy to program. 6 ✓ 7 Kate doesn't like any **of** these apps. 8 Jason spends **little** money on downloading music.

Exercise 4 page 53

1 Few 2 little 3 a few 4 a little 5 a few
6 few 7 little

Exercise 5 page 53

2 All of the students have played a computer game.

3 Almost all of the students have downloaded music.

4 None of the students have printed a document from their phone.

5 Very few of the students have searched within a specific website.

6 Most of the students have installed an app on their phone.

7 Some of the students have updated their profile on a social networking site.

5C Listening

Navigation nightmare

Exercise 1 page 54

1 camcorder 2 MP3 player 3 satnav
4 Bluetooth headset 5 smartwatch 6 games console
7 tablet 8 digital radio, Bluetooth speaker, smartphone
9 memory stick

Exercise 2 1.23 page 54

1 O 2 O 3 F 4 O

Transcript

1 **Boy** Have you read about this new computer virus that affects tablets and smartphones? I'm really worried about losing all my photos.

Girl You should keep a copy of them, just in case.

B Where? On a CD?

G In my opinion, a memory stick is the best place to keep copies.

B Really? I could easily lose a memory stick – they're tiny.

G Well, buy two then. They don't cost very much.

2 **Boy** I really want to buy one of these new smartwatches.

Girl They're so expensive though. It's not the right time to buy one.

B What do you mean?

G As I see it, the price is likely to come down over the next few years. That always happens with new technology.

B I suppose so.

3 **Boy** Did you see this report? Apparently, most people these days prefer to watch a film on their tablet than go to the cinema.

Girl That's ridiculous! In my view, it's much better to see it at the cinema. You get the big screen – and the sound is great.

B I agree. I'd never watch a film on a tablet.

- 4 **Girl** Look at this photo – it's a rubbish dump in Africa. It's where a lot of our old gadgets end up.
Boy That's terrible. It looks so polluted.
G The problem is, people are buying more and more gadgets.
B But is that true? It seems to me that people don't have as many gadgets these days. I mean, they've got a smartphone – and that does everything.
G Maybe. But they replace their smartphone quite often.

Exercise 3 1.23 page 54

1 opinion 2 as 3 in 4 problem 5 to

Transcript

See exercise 2.

Exercise 5 1.24 page 54

1 a 2 c 3 c 4 b

Transcript

- 1 **Man** I think we're here – look, the Adelphi Hotel.
Woman Really? But this is West Way. We need Windsor Avenue. Our hotel is in Windsor Avenue.
M But our hotel is definitely called the Adelphi, isn't it?
W Yes. Maybe there are two Adelphi hotels.
M I don't think there could be two Adelphi hotels in the same part of London.
W It seems to me that the hotel probably has two buildings – one here and one in Windsor Avenue.
M Yes, that seems more likely. We're quite close to Windsor Avenue.
W Let's try and park. Or do you want me to go in and ask?
M Yes, that's a good idea. I'll stop here and you can ask at reception.
- 2 **Man** What are you doing?
Woman I'm looking at the map. I'm working out exactly where we are.
M But I know exactly where we are. Look – my phone can tell us. We're here, half way between these two villages.
W Yes, I know that. But where does this little road go? Does it cross the river?
M I'm not sure. I'll just zoom in ... Hmm. That's strange.
W What?
M The map has disappeared. I can't get a signal. Oh, hang on. If I hold the phone up here, I can get a signal. But then I can't see what's on the screen, it's too small.
W So, let's look at my map. Yes, I see. The road crosses the river and then goes along the side of this field. Come on, follow me!
M It must be that hill. It's blocking the signal. OK, we'll use your map.
- 3 **Woman** Hello! Excuse me!
Pedestrian Yes? Can I help you?
W We're trying to find the Willow Sports Centre.
P Er ... the tennis club?
W No, it's a sports centre. There's a gym there and a swimming pool. It's called the Willow Sports Centre.
P You go straight on at these traffic lights, then you turn left. Keep going up the hill. Then turn right at the crossroads. It's just there on the left.
Man So straight on at the lights, turn left, up the hill, then right at the crossroads.
P Yes.
M Thanks.
W Thank you! Why are you going left? He said straight on at the lights.

- M** Yes, but he didn't know, did he? I mean, he didn't sound very sure. I think it's up this road.
W Well, you might be right. Let's see.
M He's waving at us. Look!
W Oh dear, how embarrassing! He's just trying to be helpful.
M Don't worry. He probably thinks we've forgotten what he said.
- 4 **Man** Phew! I just made it in time! Do you mind if I sit here?
Woman No, please, go ahead.
M Thanks. Ah ... it's good to sit down. I really thought I was going to miss this train!
W Yes, you got on just before it left.
M I had to run to the platform. But at least I can sit down now all the way to Oxford.
W Oxford? This train doesn't go to Oxford.
M Oh no! Where does it go?
W It goes to Bristol.
M You're joking!
W You needed the next train – the one at 10:04. This is the 9:55 to Bristol.
M But it was after 10 o'clock when I got on ...
W I know. We left a bit late. But it's definitely the train to Bristol.
M What am I going to do? I'm going to an interview in Oxford. I can't be late!
W Don't worry. This train stops at Reading. Just get off there and wait a few minutes. You can get on your train to Oxford. You won't even need to change platform. And you'll get to Oxford on time.
M Great! Thank you so much.
W No problem.

5D Grammar

Modals in the past

Exercise 1 page 55

- 1 might have 2 must have 3 can't have 4 could have
 5 could have 6 must have 7 must have 8 can't have

Exercise 2 page 55

- 1 must have missed 2 can't have got
 3 can't have taken 4 must have eaten
 5 must have finished 6 can't have injured

Exercise 3 page 55

- 1 d You shouldn't have dropped it on the pavement.
 2 a We should have brought the satnav.
 3 f You shouldn't have called your friend when you were abroad.
 4 b You should have chosen a better password.
 5 e You shouldn't have made those comments on Twitter.
 6 c You should have charged it overnight.

Exercise 4 page 55

- 1 must have 2 can't have 3 may / might / could have
 4 may / might / could have 5 might not have
 6 may / might / could have 7 can't have 8 must have

5E Word Skills

Adjective + preposition

Exercise 1 page 56

1 to 2 about 3 with 4 with 5 with 6 for
7 with 8 with

Exercise 2 page 56

1 of 2 to 3 about 4 at 5 to 6 on 7 at
8 with 9 about 10 in 11 to 12 about

Exercise 3 page 56

b

Exercise 4 page 56

1 with 2 about 3 to 4 to

Exercise 5 page 56

1 adjective 2 something 3 somebody
4 opposite 5 adverb

5F Reading

Intelligent footballers

Exercise 1 page 57

1 an answer 2 pass 3 competition, won 4 break
5 website 6 exchanged, conversation

Exercise 2 page 57

1 T 2 F

Exercise 3 page 57

1 b 2 c 3 b 4 d

5G Speaking

Photo comparison

Exercise 1 page 58

1 drama 2 music 3 science 4 I.C.T 5 P.E. 6 art
7 geography 8 maths

Exercise 3 page 58

1 theme 2 kind 3 whereas 4 Unlike 5 rather

Exercise 4 1.25 page 58

1, 3, 4

Transcript

The common theme in the photos is education. In particular, they show the use of technology in education. In the first photo, the students are using virtual reality headsets, whereas in the second photo, they're using tablets. Unlike the second photo, the first photo does not show the teacher, but he or she is probably in the room somewhere. In the second photo, the teacher is on a screen. He could be in another city or country. It looks as if the students are able to interact with the teacher, because one of the boys has his hand up.

5H Writing

An internet forum post

Exercise 1 page 59

1 in spite of 2 Although 3 even though 4 although

Exercise 2 page 59

1 It was quite expensive even though it was in the sale.
2 The image isn't very clear in spite of the size of the screen.
3 I don't agree, although it's obviously not a good idea to play for more than a few hours at a time.

Exercise 3 page 59

b 4 c 3 d 2 e 1

Exercise 4 page 59

compare, present, ask

Review Unit 5

Exercise 1 page 60

1 set up 2 update 3 comment 4 program
5 upload 6 forward 7 subscribe 8 install

Exercise 2 page 60

1 Scroll down 2 Click on 3 log on 4 create
5 check 6 Enter 7 Save 8 Print

Exercise 3 page 60

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

Exercise 4 page 60

1 like 2 thing 3 seems 4 look 5 think 6 see

Exercise 5 page 60

1 a few 2 all 3 Most 4 a little 5 every
6 much 7 any 8 many

Exercise 6 page 60

1 All the places 2 Few of my emails / Few of the emails I get
3 either of my phone chargers 4 every one of her contacts
5 None of the links 6 most of the apps

Exercise 7 page 61

1 must have paid 2 can't have left 3 might have broken
4 might not have lost 5 can't have saved 6 might have passed
7 might not have read 8 must have turned

Exercise 8 page 61

1 should have written 2 shouldn't have taken
3 shouldn't have put/left 4 should have installed
5 should have been 6 shouldn't have left/put

Exercise 9 page 61

1 C 2 A 3 B 4 B 5 A 6 C 7 C

Unit 6 High flyers

6A Vocabulary

Describing character

Exercise 1 page 62

- 1 ambitious 2 cheerfulness 3 creative 4 enthusiasm
5 flexible 6 generosity 7 honest 8 idealism
9 intelligent 10 loyalty 11 mature 12 modesty
13 optimistic 14 patience 15 pessimistic
16 punctuality 17 realistic 18 self-confidence
19 serious 20 shyness 21 sociable 22 stubbornness
23 sympathetic 24 thoughtfulness

Exercise 2 page 62

- 1 sense 2 common 3 skills 4 lack 5 courage
6 communicating 7 initiative 8 energy

Exercise 3 page 62

- 1 pessimistic 2 a good sense of humour 3 punctual
4 honest 5 modest 6 sociable 7 courage
8 sympathetic 9 shows lots of initiative

Exercise 4 1.26 page 62

- 1 cheerful, optimistic 2 intelligent, ambitious
3 serious, patient

Transcript

- 1 My friend Andy is great company – he's great to do things with and hang out with. This is because he's usually in a good mood. In fact, I can't remember the last time he was in a bad mood! He's always smiling and making a joke about something. He tends to see the positive in every situation and usually finds something nice to say about everybody. I don't know anybody who doesn't like him. He's a great friend to me, especially because I worry a lot and tend to see the negative side of life. But when I spend time with him, I always feel better after a while.
- 2 I'm very impressed with my sister Elise. She's always been good at school and she's usually at the top of the class or somewhere near it. She's got a good brain and uses it. She understands things quickly and remembers things well. It could make her a bit lazy, but actually she's the opposite! She works extremely hard. And she's also very focused. She usually has a plan and she works towards it. Now she wants to go to a top university to study biology, which is a very difficult thing to achieve, but she's determined. And I have no doubt that she will manage it. She's not afraid to aim high and put the work in to achieve her goals. I'm going to be more like her.
- 3 My dad is an interesting person, although he doesn't talk a lot and he doesn't smile easily. But he reads a lot and thinks about things. And he takes a while before he gives you his opinion about something. But that's OK because when he does finally express his view on a topic, then you know it's worth listening to and you might learn something. He's also very helpful with my homework. He'll sit for hours explaining things to me. He never rushes me or gets annoyed if I don't understand something. In fact, he'll start from the beginning and go through it all again until I get it. I think he really enjoys it.

Exercise 5 1.26 page 62

A 2 C 1 D 3

The extra sentence is B.

Transcript

See exercise 4.

6B Grammar

Defining relative clauses

Exercise 1 page 63

- 1 where 2 whose 3 where 4 which 5 who 6 who

Exercise 2 page 63

- 1 who 2 whose 3 which / that 4 where
5 that / which 6 where 7 that

Exercise 3 page 63

- 1 ✓ 2 This is the town where I was born. 3 That's the woman who dropped her handbag. 4 The cheese which I bought **smells/smelt** really bad. 5 That's the boy **whose** dad is a newsagent. 6 Where's the book which I left on the table?

Exercise 4 page 63

- 2 Jo has an expensive car which she keeps in the garage.
3 Who's that man who's looking at us? 4 I opened the cupboard where we keep the glasses. 5 That's the girl who I saw you with. 6 Who is the boy whose homework you copied? 7 Website designer is a job which attracts a lot of young people.

Exercise 5 page 63

- 2 where we stayed last summer? 3 who you introduced me to a few days ago? 4 I wore to Beth's party. 5 who shows lots of initiative? 6 which is on the shelf in the living room? 7 whose husband works in France?
8 where you met Sam?

6C Listening

Margaret Fuller

Exercise 1 page 64

- 1 emphasis 2 contrast 3 result 4 example

Exercise 2 page 64

- 1 Consequently, 2 For instance, 3 For that reason,
4 Indeed, 5 As a result, 6 in fact,

Exercise 3 page 64

- 1 f 2 c 3 g 4 e 5 h 6 d

Exercise 4 page 64

- 1 a 2 b 3 b 4 a 5 a 6 b

Exercise 5 1.27 page 64

Students check answers.

Transcript

Host Last week, we heard about Nellie Bly, one of the first female journalists to become really famous. This week, we're going to talk about Margaret Fuller. She was born before Nellie Bly, wasn't she?

Guest Yes, that's right. Margaret Fuller was born near the start of the nineteenth century – in 1810.

H In America?

G Yes, in America. In Cambridge, which is a city on the East coast of the USA, near Boston. It's the home of Harvard University, one of the most famous universities in the world.

H And did Margaret have a good education?

G Yes, she did. Up to the age of nine, her education was at home, with her father. Margaret was an excellent student. In fact, by the age of six, she was translating Latin poetry into English.

H Was that unusual at the time?

G Yes, it was – for a girl. Boys often learned Latin, but girls learned different things: for instance, how to behave in public. Boys were given great works of literature to read; girls were given romantic novels.

H So did she receive all of her education at home?

G No, she didn't. By the age of ten, she was at school. And eventually, she qualified as a teacher. But even as an adult, her education continued. She taught herself several languages and read great literature from the around world. Indeed, many people considered her the best-educated person on the East Coast. And that's male or female!

H So, she had a hunger for education. What else was different about her? Why did she become so well known?

G Well, she had very strong opinions about the role of women, and particularly about what jobs they could do. At that time, there were certain jobs which people thought of as suitable for women: for example, being a teacher. Margaret believed that a woman could do any job that a man could do.

H And what job did she do?

G Well, after teaching, she became a journalist. She worked for the *New York Tribune* and became its first female editor. She also wrote reviews for it, as she was well known for having strong opinions about literature. Some of the reviews she wrote were very negative. As a result, she was not always popular with novelists and poets of her time.

H Did she only write about literature?

G No, she was interested in many different topics. For example, she went into prisons and wrote about the conditions there. She wanted to make them better. She also wanted to change people's attitudes to Native Americans and African Americans.

H So, she fought a lot of good causes.

G Yes, she did. She definitely tried to make the world a better place. Mind you, during her lifetime, she was actually best known for being bad-tempered!

H Oh dear! Well, I suppose sometimes strong opinions can make you unpopular.

Exercise 6 1.27 page 64

1 T 2 F 3 T 4 F 5 T 6 T

Transcript

See exercise 5.

6D Grammar

Non-defining relative clauses

Exercise 1 page 65

1 which 2 where 3 whose 4 who

Exercise 2 page 65

1 d 2 b 3 f 4 c 5 a 6 e

Exercise 3 page 65

1 where **which** 2 that **which** 3 ✓ 4 ✓
5 which **where** 6 who's **whose**

Exercise 4 page 65

2 The car factory, where three hundred local people work, is closing down. 3 During his first interview, which was at *The Times* newspaper, he was very nervous. / He was very nervous during his first interview, which was at *The Times* newspaper. 4 My next door neighbour, who's a qualified doctor, works as a gardener. / My next door neighbour, who works as a gardener, is a qualified doctor. 5 The job interview, for which she had prepared well, lasted nearly two hours. 6 Our French teacher, whose husband is from Paris, wants to move to France and open a hotel. 7 My cousin, whose first degree was in maths, did a second degree in computer science. 8 I wrote an application letter, which I forgot to post.

6E Word Skills

Phrasal verbs (2)

Exercise 1 page 66

1 came up with 2 thrown away 3 ran out of
4 came across 5 look up 6 worked, out 7 look up to 8 turned into

Exercise 2 page 66

1 look after 2 take after 3 hold, up
4 look down on 5 count on

Exercise 3 page 66

1 He needed a lot of courage to ask her out. 2 I hope he doesn't bring them up when I see him. 3 They called it off because of the snow. 4 The members are calling for him to resign as their leader. 5 She's going to give it up for a year. 6 You should clean them up before you sell them.

Exercise 4 page 66

Separable look sth up, throw sth away, work sth out
Inseparable come across sth, come up with sth, look up to sb, run out of sth, turn into sth

Exercise 5 page 66

1 run out of them 2 If you come across it
3 you should look it up 4 My friend came up with it
5 so don't throw them away

6F Reading

Out of work

Exercise 1 page 67

- 1 spend, on 2 sit at 3 work for 4 appeal to
5 searched for 6 respond to 7 employ, as
8 worry about 9 arrested, for 10 complain about

Exercise 2 page 67

- 1 T 2 F 3 T

Exercise 3 page 67

- 1 C 2 A 3 E 4 D

6G Speaking

Guided conversation

Exercise 1 1.28 page 68

- Job A (fruit picking) 1 pick apples 2 put them in boxes
Salary £8 p/h Hours 7 a.m.–4 p.m. Accommodation No

Transcript

Boy I'm ringing to enquire about the job of fruit-picker, which I saw advertised on your website. Could I possibly ask you some questions about it?

Manager Certainly. What would you like to know?

B Well, first of all, may I ask what the responsibilities are?

M That's an easy question to answer. You have to pick apples. And then you put them into boxes.

B I see. Another thing I wanted to know is, how much do you pay?

M We pay quite well. It's £8 an hour. Your total salary depends on how many hours you work, of course.

B Speaking of hours, what time would I start work? And what time would I finish?

M We start early, at seven in the morning and finish at four in the afternoon.

B Moving on to the question of accommodation, do you provide your workers with anywhere to stay, or do we have to find our own accommodation?

M No we don't provide accommodation, I'm afraid, but there is a large hostel near the farm.

B OK, thanks very much for your help. I'll have a think about it and get back to you.

M You're welcome. Bye now.

B Goodbye.

Exercise 2 page 68

- 1 question 2 thing 3 Something 4 ask
5 Speaking 6 reminds

Exercise 3 1.28 page 68

Moving on to the question of ..., Another thing I wanted to ask / know is ... Could I possibly ask you about ... ?, Speaking of ...

Transcript

See exercise 1.

Exercise 4 page 68

- 1 b 2 c 3 e 4 a 5 d

Exercise 5 1.29 page 68

- 1 hotel receptionist 2 checking guests in
3 checking guests out 4 answering the phone
5 £250 for a 35-hour week 6 No

Transcript

Receptionist Hello. King Edward Hotel. Can I help you?

Girl Yes, I'm ringing about the job of hotel receptionist.

R I'll put you through to the manager. Hold the line, please.

Manager Hello, can I help you?

G Yes, I'm calling about the post of hotel receptionist and I was wondering if I could ask you some questions.

M Sure. What would you like to know?

G Well, first of all, may I ask what the job involves?

M The main responsibilities are checking guests in, checking guests out, and answering the phone.

G OK. I'd be interested to know what experience is required.

M Yes, ideally we want someone who has experience of working in a hotel, and has dealt with guests.

G Well, I worked in a hotel in my hometown for three months last summer.

M That sounds ideal. And knowledge of French or Spanish would be an advantage.

G I speak a bit of French.

M That's good. You also need to be polite and hard-working, and very patient when dealing with the guests.

G Yes, I'm sure I can do that. Moving on to the question of pay, I'd like to know what the salary is.

M The salary is £250 for a 35-hour week.

G And are travel expenses included?

M No, they aren't.

G I see. Thank you.

M Well, we're interviewing next week. If you are still interested, please fill in the application online, and we'll contact you.

Exercise 6 1.29 page 68

- 1 I was wondering 2 May I ask
3 I'd be interested to know 4 I'd like to know

Transcript

See exercise 5.

6H Writing

A for and against essay

Exercise 1 page 69

Agrees

Exercise 2 page 69

- 1 2, 3 2 3, 2 3 4

Exercise 3 page 69

What could be better than spending an extra two or three years studying something you find fascinating?, c

Review Unit 6

Exercise 1 page 70

- 1 cheerfulness 2 flexibility 3 modest 4 idealistic
5 shyness 6 thoughtfulness 7 pessimistic 8 honest

Exercise 2 page 70

1 sympathetic 2 cheerfulness 3 ambitious 4 patience
5 creativity 6 enthusiastic 7 self-confident

Exercise 3 page 70

1 have 2 lack 3 have 4 be 5 have 6 show

Exercise 4 page 70

1 called it off 2 came across them 3 look up to him
4 take after him 5 brought it up 6 came up with it
7 asked her out 8 count on her

Exercise 5 page 70

1 Could you 2 I was 3 I'd like 4 May I
5 I'd be 6 Could I ask

Exercise 6 page 70

1 who 2 no pronoun 3 where 4 whose
5 no pronoun 6 which

Exercise 7 page 71

1 The girl with whom he fell in love was an old school friend.
2 The subject about which most students complain is physics.
3 The room in which we have our meetings is not air-conditioned.
4 The man to whom I gave the message did not pass it on.
5 The boy about whom I was telling you no longer attends my school.
6 The train on which we were travelling did not serve meals.

Exercise 8 page 71

1 A friend of mine, whose mother is a company director, helped me get a job.
2 The new shopping centre, which has over 200 different stores, will open next month.
3 Next summer, we're going to Ibiza, where my aunt and uncle have an apartment.
4 My tennis coach, who is nearly always on time, was late today.
5 My friend showed me a photo of her new boyfriend, who is a police officer.
6 That girl over there, whose name I don't remember, used to be in my class.
7 Thank you for your letter, which arrived yesterday morning.
8 The Grand Hotel, where my brother works, has offered me a job.

Exercise 9 page 71

1 b 2 b 3 a 4 c 5 a 6 c 7 b 8 a 9 c 10 a

Exam Skills Trainer 3

Exercise 1 page 72

A 2 B 1

Exercise 2 page 72

1 A 2 C 3 F 4 D

Exercise 3 page 72

1 location / setting 2 opinion / feeling 3 subject

Exercise 4 1.30 page 72

1 C 2 A 3 B 4 A 5 D

Transcript

1 A So what do you think of the candidates for the job?

B I have to say, not many of them have had the right kind of experience. I liked the last one, though – she showed a lot of intelligence, and she had plenty of self-confidence, too.

A She probably was the best of the lot today. Still, we have another group to interview tomorrow, so we might find someone who's perfect for the post.

2 Are you unhappy with your slow internet connection? Do you want an internet service that you can always rely on, with a high-speed connection for your online games, and great security for your shopping and bill-paying? Then you should give TickNet a call today. We have all the features you've come to expect, at the lowest price available! And if you call within the next 24 hours, we will even pay off whatever you owe your current internet service. You'll also receive your first month of TickNet internet absolutely free!

3 Girl My parents are unbelievable! They told me I can't go out in the evening for a whole month – just because I got home late on Saturday!

Boy Well if you make a deal with your parents, you have to stick to it, right?

G I suppose so. I mean, I know I shouldn't have come home late – or at least I should have rung them and said when I'd get home. But still ... I've never been late before, so it seems pretty extreme.

4 With us today we have a university professor who is as comfortable in front of a TV camera as in the classroom. She has written one of the most fascinating books I've come across this year. It talks about how the climate of a country influences its people and their personalities, and even the development of an entire culture. Professor Wilson, welcome to *Talk Time* on Radio 5. Now, your books suggests ...

5 Welcome to customer support. If you need to speak to a representative, please stay on the line and we will handle your call in the order it was received. We are handling a large number of calls right now, so if you don't want to wait, go online now to chat with a customer service agent. That's on our website. Before speaking to a representative, please make sure that you have all your information ready, including your account number and password.

Exercise 5 page 73

1 C 2 B 3 A 4 A 5 D 6 C 7 D 8 C

Exercise 6 page 73

A 4 B 2 C 1 D 3

Exercise 9 page 73

1 addition 2 Another 3 other 4 also
5 Furthermore 5 overall

Unit 7 Artists

7A Vocabulary

Talking about the arts

Exercise 1 page 74

1 ballet 2 classical music 3 dance 4 mime
5 poem 6 cartoon 7 drawing 8 musical 9 novel
10 opera 11 painting 12 play 13 pop music
14 sculpture 15 sitcom

Exercise 2 page 74

2 A choreographer 3 An opera singer 4 A director
5 A pop singer 6 A conductor 7 A painter
8 An actor 9 A novelist 10 A sculptor 11 A poet
12 A composer

Exercise 3 2.02 page 74

A 3 B 2 C 1

The extra sentence is D.

Transcript

1 **Interviewer** You're a dance student, aren't you, Ella?

What kind of dance do you study and why?

Ella I'm training as a ballet dancer, but I also study music. I love the movement of dance combined with the music. When a ballet is performed, the music plays such an important role. Some of the great classical composers wrote wonderful music just for dance.

I What kind of dance career do you hope to have in the future?

E I would like to work in a small, modern company where new combinations of dance and music are created. And I would like to choreograph ballets as well as perform them.

2 **Interviewer** Zak, you study at a school for the performing arts. What kind of career would you like?

Zak Well, I can't choose between acting and singing, but fortunately musicals are back in fashion now. And now they are being produced by big film studios. Many Hollywood stars can act and sing. Look at Meryl Streep. She's an Oscar-winning actor. But she also sings wonderfully in *Mamma Mia!*, a musical based on ABBA songs.

I But what if you don't make it big in Hollywood films?

Z Well, in Britain and America there is a strong theatre tradition. You have Broadway in New York and the West End in London, where musicals are performed every night of the year. I would love to appear in one of those musicals.

3 **Interviewer** Mandy, you study music at university. What exactly?

Mandy My specialised subject is singing. I study opera and operatic composers mainly, but we also look at other areas of singing – traditional folk music and tribal singing. Singing is seen as the oldest art form. And I also sing, of course!

I What sort of singing do you do?

M I sing in two choirs – a huge church choir and a small jazz choir. And I also sing in the evenings at a restaurant near the university, where I'm very well-paid. It helps me pay my university fees, and it's good practice for me.

I What would you like to do in the future?

M I don't mind, as long as it's some form of singing. One day, I'd also like to compose my own songs.

Exercise 4 2.02 page 74

Speaker 1 choreograph, perform **Speaker 2** carving, create **Speaker 3** sing, compose

Transcript

See exercise 3.

7B Grammar

The passive

Exercise 1 page 75

1 was, written 2 Have, been washed
3 had been cancelled 4 is being decorated
5 was being interviewed 6 will be sent 7 is spoken

Exercise 2 page 75

1 was known 2 was composed 3 were killed
4 was performed 5 were not, written
6 hasn't, been named 7 will be remembered

Exercise 3 page 75

1 The *Mona Lisa* was painted by Leonardo da Vinci.
2 The dance will be performed by a group of young men.
3 A new art gallery has been opened by the Queen.
4 *Star Wars: The Force Awakens* was directed by JJ Abrams.
5 The role of Stephen Hawking is played by Eddie Redmayne in *The Theory of Everything*.

Exercise 4 page 75

2 The concert might have been cancelled. 3 Foxes can often be seen in my garden. 4 Mobiles mustn't be used during lessons. 5 Your name has to be written in capital letters. 6 Toby can't be trusted! 7 Homework must be handed in on time. 8 Dirty shoes should be left by the door.

Exercise 5 page 75

1 I think we are **being** followed. 2 Peugeot cars are **made** in France. 3 ✓ 4 The book must be **returned** to the library. 5 Was German **taught** in your school? 6 ✓

7C Listening

Poetry in motion

Exercise 1 page 76

1 lethargic 2 peers 3 quick fix 4 the norm
5 apathetic 6 straight 7 era 8 foolish

Exercise 2 2.03 page 76

1 b 2 b 3 b 4 a

Transcript

1 **Josh** I went to see a modern dance performance with Katy last night. She's a big fan of dance shows. What did I think of it? Well ... let's just say this: I'm glad Katy liked it.
2 **Hannah** I went for a part in *Cats*, the musical. I didn't get it, though. That was no big surprise – there was one only part, and nearly 200 people went to the audition! Anyway, I've got two other auditions next week, for different shows.
3 **Ben** I went to an art exhibition last weekend. It was all modern art. With a lot of the pictures, it was hard to see the point. I just looked at them and thought, 'I could do that'. That's how I always react when I see modern art, really.

- 4 **Fatima** My dad and I often disagree about what music to play in the car. He says he likes pop music, but all his CDs are really ancient – from the 1980s! He claims it's much better than today's pop music, but that's ridiculous. I reckon it just reminds him of his youth.
- 5 **Toby** Some opera singers came to my school and did a show for us in the school hall. They had amazing voices – and although I'm not that keen on classical music, I did like the songs. But I guess it's different when you go to an opera house and see a real opera. You have to work out what's happening – although it's probably all in Italian, so you can't understand it – and it goes on for hours and hours.

Exercise 3 2.03 page 76

- 1 just say 2 no big 3 hard to see
4 that's ridiculous 5 hours and hours

Transcript

See exercise 2.

Exercise 4 2.04 page 76

3

Transcript

- 1 My uncle knew a lot of poems by heart, and he used to recite them to us sometimes. My sister and I loved them, although I'm not sure we understood them very well. One of them began 'There's a one-eyed yellow idol to the north of Kathmandu' – that was my favourite. But I didn't know what any of the words meant really – except for 'yellow'. Actually, now that I'm an adult, I've learned a couple of poems that I can recite from memory, and my own children love hearing them.
- 2 I was in London about a year ago, and had to get the Tube from Westminster to London Bridge. I was in my seat, and when I looked up, I noticed a poster on the wall of the carriage with a poem on it. So I read it aloud – it was short, only a few lines. A very romantic poem, about what it feels like to be in love. And this girl opposite me said, 'That was beautiful. Did you write it?' She didn't know I was reading it from a poster! Anyway, we started chatting and ended up swapping phone numbers. We see each other quite often now.
- 3 When I was about ten years old, I had a big argument with my best friend, Louise. I can't remember what it was about. I just remember we fell out badly and weren't talking to each other. I felt terrible. So I wrote her this poem. It was all about why I liked her and why I was sorry that I had upset her. I wanted to stay best friends with her. I wrote it on a piece of paper and put it through her door. That evening, she called me and said, 'Do you want to come round and play?' And that was it – everything was OK again. It was probably a terrible poem, but it worked! And of course, I meant it.

Exercise 5 2.04 page 76

- 1 A 2 C 3 B

Transcript

See exercise 4.

7D Grammar

have something done

Exercise 1 page 77

- 1 Have you had your hair dyed? 2 We've had an extension built. 3 I've had my phone stolen.
4 He's had his eyes tested. 5 They had had the locks changed. 6 Can we have a copy made?

Exercise 2 page 77

- 1 have their age guessed 2 have their hair done
3 have new clothes chosen 4 have their teeth fixed
5 have some work done 6 have their appearance judged

Exercise 3 page 77

- 1 should have it published 2 must have it removed
3 we had them stolen 4 should have the walls painted
5 might have your flat burgled

Exercise 4 page 77

- 1 ourselves 2 itself 3 themselves 4 themselves
5 yourself 6 herself 7 himself 8 yourselves

Exercise 5 page 77

- 1 injured myself 2 told myself 3 feed themselves
4 filmed herself 5 give yourself 6 see myself

7E Word Skills

Indefinite pronouns

Exercise 1 page 78

- 2 blues (genre) 3 chorus (aspect) 4 classical (genre)
5 country and western (genre) 6 folk (genre)
7 harmony (aspect) 8 heavy metal (genre) 9 hip hop / rap (genre) 10 jazz (genre) 11 lyrics (aspect)
12 melody / tune (aspect) 13 pop / rock (genre)
14 rhythm (aspect) 15 speed / tempo (aspect)
16 techno (genre) 17 verse (aspect)

Exercise 2 page 78

- 1 one / body 2 where 3 thing 4 one / body
5 thing 6 where

Exercise 3 page 78

- 1 We didn't see **anything** we liked in the art gallery.
2 I shouted, but **nobody** could hear me. 3 It doesn't look as if **anybody** is home yet. 4 Nobody saw you, did **they**? 5 Has everybody got **their** tickets? 6 I've looked **everywhere**, but I can't find my wallet. 7 Everyone **needs** to carry their own bags.

Exercise 4 page 78

- 1 something 2 nothing 3 Nobody / No one
4 everything 5 anybody / anyone 6 everywhere
7 no one / nobody 8 somewhere

Exercise 5 page 78

- 1 anything 2 somewhere 3 anything 4 everybody / everyone 5 something 6 anybody / anyone

7F Reading

Street art

Exercise 1 page 79

- 1 bicycle rack 2 bench 3 pavement 4 lamp post
5 phone box 6 sculpture 7 parking meter
8 bus stop 9 stop sign 10 fountain

Exercise 2 page 79

- 1 F 2 F 3 F

Exercise 3 page 79

- 1 d 2 b 3 c 4 a

7G Speaking

Photo comparison and role-play

Exercise 1 page 80

- A a classical concert B a circus

Exercise 3 page 80

- 1 fan 2 quite 3 keen 4 absolutely 5 stand
6 much 7 thing 8 do

Exercise 4 page 80

- 1 afraid 2 say 3 frank 4 I'm 5 be

7H Writing

Article: a film review

Exercise 1 page 81

- 1 a Paragraph 1: B, Paragraph 2: C, Paragraph 3: F b Yes

Exercise 2 page 81

- 1 If you're looking for a film that has romance and drama and makes you think, this one is for you! 2 informal 3 Yes

Exercise 3 page 81

- 1, 3, 4. Phrase 5 can't be used for films.

Review Unit 7

Exercise 1 page 82

- 1 plays 2 carves 3 writes 4 paints 5 performs
6 appeared in 7 composes 8 creates

Exercise 2 page 82

- 1 poem 2 cartoon 3 play 4 sculpture
5 novel 6 mime

Exercise 3 page 82

- 1 novelist 2 painter 3 playwright 4 sculptor
5 poet 6 composer

Exercise 4 page 82

- 1 everything 2 anybody / anyone 3 somewhere
4 nothing 5 everywhere 6 Somebody / Someone
7 anything

Exercise 5 page 82

- 1 thing 2 fan 3 on 4 into 5 stand 6 much
7 love 8 anything

Exercise 6 page 82

- 1 be shown 2 will be opened 3 is watched
4 have been made 5 was painted
6 is being performed / will be performed

Exercise 7 page 83

- 1 had my eyes tested 2 have it cleaned
3 have had my ears pierced 4 'm having it repaired
5 had it taken 6 'm having it decorated
7 've had my credit card stolen 8 have my hair cut

Exercise 8 page 83

- 1 himself 2 myself 3 yourselves 4 herself
5 yourself 6 themselves 7 itself 8 ourselves

Exercise 9 page 83

- 1 was 2 in 3 a 4 was 5 by 6 asks 7 had 8 had

Unit 8 Messages

8A Vocabulary

On the phone

Exercise 1 page 84

- 1 topped up 2 disable 3 made 4 send 5 save
6 text 7 enter 8 put 9 left 10 listen to 11 put
12 lose 13 recharge 14 call

Exercise 2 page 84

- 1 run out of 2 pick up 3 switch off
4 speak up, breaking up 5 get through
6 call, back 7 hang up 8 get back 9 cut off

Exercise 3 2.05 page 84

- 1 a 2 b 3 b

Transcript

- 1 **Holly** What are you doing, Sam?
Sam I'm just saving some numbers to my phone book.
H Miss Brown will be cross if she sees you.
S She isn't here right now, is she? And I'm not making a call or sending a text, am I? I can't get a signal here anyway.
H I can.
S Really? I have to go outside, in the playground.
H Watch out. Here's Miss Brown now. ...
Teacher Whose phone is that?
S Mine, Miss. Sorry, Miss.
T Switch it off. You know you aren't allowed to use phones in school.
S Not even in the corridor, Miss?
T Not even in the corridor. Now, come on everybody, into the classroom, please.
H You should've put it on silent!

- 2 Hi, Sally. It's me, Daniel. Listen, I'm sorry about yesterday. I didn't mean to cut you off. I wasn't angry – well, I was a bit angry, but not because of what you said on the phone. It's just that I'd left you a message about tomorrow evening – you know the film we were planning to go and see. And you didn't get back to me, so we can't go now because the tickets have all sold out. And I'm busy for the rest of the week, so it was my only chance. Anyway, I'm sorry, and let's fix something up for next weekend? OK? Bye now.
- 3 **Mum** You're good with gadgets, aren't you, Lucy? Can you help me with something?
Lucy Sure, Mum. What are you trying to do?
M Well, your grandad has sent me a text, and I want to be able to call him without dialling the number.
L The easiest thing would be to add his number to your contacts list.
M How do I do that?
L Select the message. Tap on this icon. ... That's right.
M Oh. The phone's gone dead. What's happened?
L Looks like the battery's run out of charge. Didn't you get a warning message about it?
M I got a message about ten minutes ago, but I didn't read it.
L Plug it into the charger. You put the lead in the small hole at —
M Yes, I know how to recharge my phone. I'm not that useless.
L OK, now it's coming back on. So, tap the icon I showed you, then tap on 'Save contact to address book'. Then you can type in Grandad's name and save it.
M OK, thanks. I think I can manage now.

8B Grammar

Reported speech

Exercise 1 page 85

- 1 past simple 2 past continuous 3 past perfect
 4 past perfect 5 past perfect 6 could / couldn't
 7 would / wouldn't 8 might 9 should

Exercise 2 page 85

- 1 b 2 a 3 b 4 b 5 a 6 a

Exercise 3 page 85

- 1 that day 2 a week earlier 3 the day before
 4 the year before 5 the next day
 6 the following month 7 there

Exercise 4 page 85

- 1 told 2 told 3 told 4 said 5 said 6 told
 7 said 8 told

Exercise 5 page 85

- 1 John told Sue (that) he had left a message for her the day before. 2 Mark said (that) he would top up his phone that evening. 3 Jenny told Dave (that) she couldn't hear him. 4 Ann said (that) she had checked her balance three times that week. 5 Jo told Si (that) he should turn off data roaming. 6 Kate said (that) she had already texted Harry the weekend before. 7 Fran told Fred (that) she had called Tom two days earlier.

Exercise 6 page 85

- 1 I fell over a few moments ago.
 2 That's an amazing coincidence; I've just done the same.
 3 My leg's hurting so much that I can't walk.
 4 My leg is OK and I can easily walk home.
 5 if you can't walk, you should call an ambulance.
 6 That won't be necessary. I can phone our parents.

8C Listening

Global network

Exercise 1 page 86

- 1 set off 2 work out 3 carry on 4 go back
 5 call off 6 give up

Exercise 2 2.06 page 86

- 1 b 2 a

Transcript

- 1 **Mike** Hi, Mary? I'm on the train. Look, I xxxx xxxx able to meet you in town this afternoon. I'm afraid xxxx xxxx work late. Really sorry.
Mary That's OK, Mike. Let's arrange something for next week.
Mike Good xxxx. xxxx xxxx or Wednesday, maybe. I'll give you a call.
Mary OK. I can't hear you very well. Let's speak tomorrow.
 2 **Kirstie** Hello?
Tom Hi, Kirstie?
K Hello, Tom. Where are you?
T I'm xxxx xxxx, doing some shopping. xxxx xxxx from the shops? Some food for dinner, maybe, or xxxx xxxxx?
K Oh, great. Yes. Can you buy some pasta?
T Yes, OK. What xxxx xxxx shall I get?
K Tom, I can't really hear you. Just get anything.
Tom OK. I'll xxxx xxxx later. OK?

Exercise 3 2.07 page 86

- b

Transcript

- Host** Good afternoon. My guest today is Julian Westbrook from the Association of Mobile Phone Networks. Welcome to the programme.
Guest Thank you.
H Now, most of us don't pay much attention to the mobile phone network – until we suddenly find that we can't get a signal. But in fact, building a network that covers the whole country was a big challenge, wasn't it?
G Yes, it was. After the first mobile phones appeared in the 1980s, the phone companies had to work very fast to build a network that covered as much of the UK as possible.
H Why was there such a hurry?
G Basically because mobile phones became popular so quickly. In the mid-1980s, there were two mobile phone companies in the UK. The government gave them both permission to build a network. Each company was hoping to attract about 20,000 users during the next ten years. But in fact, within three years, they had half a million users each!
H So how did they go about building this network? What is the network actually made of?
G Well, it's made up of base stations – lots of base stations. There are about 52,500 base stations in the UK today. They're all over the country, in towns and cities. Often they're

hidden – on the roofs of buildings for example – so we aren't always aware of them. And there are hundreds of microcells in towns and cities too.

H What are they?

G Microcells? Well, they're much smaller than base stations and they aren't as powerful, but they do the same job. Microcells are often hidden behind road signs or on the front of a building, disguised as part of it. They help to provide really good mobile phone reception in areas where lots of people need to use their phones.

H You say that base stations and microcells are hidden – or sometimes hidden – but people still complain about them, don't they?

G Yes, some people do. For two reasons, really: often, they can't be hidden and people think they look ugly, and secondly, some people worry about the health effects of living near these base stations.

H Yes, that is a concern for some people. But if we can just talk about the first point for moment – what people don't understand is, why do we need so many of them? You know, why choose a historic town, with beautiful buildings, and put an ugly base station in the middle of it? Aren't there any laws to stop that? Can't they go somewhere else? **G** Well, there are rules about where you can put base stations, but the simple answer is no, they can't just go somewhere else. To get good mobile reception all over the country, we need to have base stations quite close together. In towns, they need to be between 200 and 500 metres apart – no more than that. In the countryside, they can be between two and five kilometres apart, depending on the landscape.

H Why do they need to be so much closer together in towns?

G Two reasons: firstly, there are buildings in towns, and these block the signals, and secondly, there are more people making calls. Each base station can only deal with a certain number of calls at one time.

H I see. And what about those health effects you mentioned earlier? Is there any evidence that living near a base station is bad for your health?

G No, there isn't. And there have been plenty of studies into this. But some members of the public are not always convinced by these studies. So the research continues ...

H But as far as we can tell, these base stations are safe.

G Yes, they are.

H Julian, thank you very much.

Exercise 4 2.07 page 86

1 c 2 b 3 a 4 d

Transcript

See exercise 3.

8D Grammar

Reported questions

Exercise 1 page 87

2 He asked them what they were doing. – 'What are you doing?' 3 I asked you if you were afraid. – 'Are you afraid?' 4 We asked her why her mum was angry. – 'Why is your mum angry?' 5 I asked him what was happening. – 'What is happening?' 6 He asked me where I would stay. – 'Where will you stay?' 7 They asked if I could help them. – 'Can you help us?' 8 They asked me if I had ever been skiing. – 'Have

you ever been skiing?' 9 We asked him how much money he'd spent. – 'How much money did you spend?'

Exercise 2 2.08 page 87

1 where she wanted to go 2 what time the Italian restaurant opened 3 if she had tried 4 if it was still raining 5 if her brother would give them a lift

Transcript

1 **Man** Where do you want to go for dinner?

Woman I fancy a pizza.

2 **Woman** What time does the Italian restaurant open on Sundays?

Man I'm not sure. Six o'clock, I think.

3 **Man** Have you tried the new Chinese restaurant?

Woman No, I haven't. I'm not a big fan of Chinese food.

4 **Woman** Is it still raining heavily?

Man No, it isn't. It's much lighter now.

5 **Man** Will your brother give us a lift into town?

Woman Yes, he might. He usually does.

Exercise 3 page 87

1 Jake asked his sister what she was doing. 2 Poppy asked her mum if she had washed her jeans. 3 My friend asked me when I had finished my homework. 4 Freddie asked Luke if it was still raining. 5 Nadia asked me if I could play the saxophone. 6 My dad asked my sister when she would give him back his laptop.

Exercise 4 page 87

1 She asked them why they **were** being so noisy. 2 I asked her how she had hurt **herself**. 3 We asked them **if / why** they wanted to travel with us. 4 He asked me what **I was** listening to. 5 They **asked who** had told him the secret. 6 She asked him why he had phoned her **the day before**. 7 I asked her **if** she knew what was happening. 8 I asked him how many brothers **he had**.

Exercise 5 page 87

1 she knew Lily's email 2 wanted to invite her 3 (that) it was in her 4 (that) she would look 5 what she was doing 6 she was looking something up 7 what she needed to find out 8 it was a secret 9 if she could give him 10 she didn't want to spoil

8E Word Skills

Verb patterns: reporting verbs

Exercise 1 page 88

1 b 2 c 3 b 4 c 5 c 6 a 7 b 8 a

Exercise 2 page 88

1 encouraged, to sing 2 apologise, missing 3 mentioned, coming 4 accusing, copying 5 refused, to answer 6 begged, to pay 7 denied, staying 8 encouraged, to play 9 insist, having 10 begged, to leave 11 admitted, telling 12 accused, making

Exercise 3 page 88

1 not 2 on 3 of 4 for 5 about 6 to 7 to 8 me

Exercise 4 page 88

give + apology, encouragement, warning
make + accusation, promise, suggestion

Exercise 5 page 88

- 1 gave us a warning 2 gives, encouragement
3 gave her an apology 4 made, accusation
5 make, suggestions

8F Reading

Storytelling

Exercise 1 page 89

- 1 time 2 phone 3 TV 4 book 5 high 6 contract
7 bestseller 8 name 9 social 10 culture 11 love

Exercise 2 page 89

- 1 pen name 2 leisure time 3 bestseller lists
4 TV series 5 love story 6 book contract

Exercise 3 page 89

- 1 F 2 F 3 T

Exercise 4 page 89

- 1 B 2 D 3 A 4 E

8G Speaking

Photo description

Exercise 2 page 90

- 1 but I'd say (that) 2 be (that) 3 say, but 4 as if
5 pretty certain that 6 that 7 I'd say (that)

Exercise 4 2.09 page 90

- 1 thought 2 Personally 3 see 4 believe 5 considered

Transcript

Examiner Do you think that people who call the emergency services without a good reason should be punished?

Student Let me see. I'd have to give that some thought. Personally, I think it depends. I believe that some people should be punished, but not everyone.

E Can you explain why?

S Well, as I see it, it depends on why they made the call. If they are deliberately wasting the emergency services' time, then I believe that they should be punished, maybe with a fine. But if it was a genuine mistake or the person was confused in some way, it would be wrong to punish them. So, all things considered, you'd have to look at each unnecessary call individually.

8H Writing

A narrative

Exercise 1 page 91

- 1 A 2 D 3 B 4 C

Exercise 2 page 91

- 1 about two months ago ✓ 2 one Saturday last month
3 about two weeks later ✓ 4 after a while 5 eventually
6 in the end ✓

Exercise 3 page 91

- 1 to my surprise, naturally
2a mentioned, asked, replied, took, checked, was, had,
told, suggested, accepted, arrived, told, said, phoned,
got on, explained, left, were, heard
3b was having, were talking, were chatting, was getting
4c had happened, hadn't spoken

Exercise 4 page 91

- 1 to my surprise 2 luckily 3 Suddenly 4 Sadly
5 Wisely

Review Unit 8

Exercise 1 page 92

- 1 make 2 put 3 enable 4 add 5 top up
6 leave 7 recharge 8 lose

Exercise 2 page 92

- 1 get through to 2 pick up 3 speak up 4 call back
5 hang up 6 break up 7 cut off 8 run out of

Exercise 3 page 92

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

Exercise 4 page 92

- 1 advised her to check her phone bill 2 promised to get
back to me later 3 apologised for being late 4 proposed
having a party 5 encouraged me to join the debating
society 6 accused her brother of reading her text messages

Exercise 5 page 92

- 1 It's hard 2 I'm pretty 3 Judging by 4 I can't
5 It's clear 6 It could 7 It looks

Exercise 6 page 92

- 1 (that) he thought (that) his battery had run out 2 (that)
we didn't want to go home then/at that moment 3 (that)
Beth had texted her an hour earlier 4 (that) he couldn't
hear what I was saying 5 (that) he wouldn't be going to
school the following day 6 (that) he hadn't had time to call
me 7 (that) she'd been angry because he had forgotten
her birthday. 8 (that) she would like to get a new phone.

Exercise 7 page 93

- 1 told 2 said 3 told 4 said 5 said 6 told

Exercise 8 page 93

- 1 (me) if I had a signal
2 how much credit she would like
3 if we had switched off our phones
4 (me) if I had had a good time the day before
5 where I had left her tablet
6 when he would have finished the book
7 what he was doing that night
8 (her) if he could call her back that evening

Exercise 9 page 93

- 1 D 2 C 3 A 4 A 5 C 6 D 7 C 8 B

Exam Skills Trainer 4

Exercise 1 page 94

- 1 F 2 NG 3 NG 4 F

Exercise 2 page 94

1 NG 2 F 3 F 4 T 5 T 6 NG 7 T 8 F

Exercise 3 page 94

1 B 2 A 3 C

Exercise 4 2.10 page 94

A 3 B 1 D 2 E 4

Transcript

- 1 Hi Kelly, it's Josh. I keep getting your voicemail, so maybe your phone's switched off. Anyway, I wanted to tell you about this course. It's about how to get noticed as a blogger, and it sounds like we'd both learn a lot. They're going to talk about different ways to communicate using online video, social networking and things like that. It's next month, so let me know soon if you're interested.
- 2 Now for some local events. The new show at the Science Museum, called 'Communicate!', sounds fascinating. It includes all sorts of communication devices. For example, there's a telephone timeline, from the earliest phones to the first mobiles – those heavy, brick-like things – to the gadgets we use today. There's also a section about the history of computing. I'm definitely going, and I hope you'll give it try.
- 3 Hi everybody! I'm Nate, and this is my video weblog, Tech Today. Today I'm talking about the latest version of the Saessou X-phone, the X 823A. You know I try out every new phone there is, so I know what's good – and this phone isn't. For one good thing, the battery takes ages to recharge, and it only lasts a few hours. I don't care for the screen layout either. So don't waste your money on this one.
- 4 OK, before I start, keep in mind that I'm going to assign a project related to this subject. So do take notes. Now, thinking of communication, the first thing that comes to mind nowadays is technology. But we often forget the most basic form of communication: the human face. Our expressions are like coded messages, and you'll be amazed what you can discover by studying expressions more closely. So, look at the face up on the screen and tell me what this person is communicating.

Exercise 5 page 95

1 a phone 2 on a beach 3 He rang it from his friend's phone. 4 a fisherman (Glen) 5 inside a fish
6 Yes, it smelled of fish.

Exercise 6 page 95

1 on 2 it 3 up 4 someone 5 was 6 her 7 that
8 been 2 through 3 had

Exercise 7 page 95

1 C 2 D 3 A 4 E 5 B

Exercise 10 page 95

1 *The Lion, the Witch and the Wardrobe* is set in Narnia. This is a fantasy world. 2 Some people say the film is funny and some say it's clever. Personally, I didn't think it was either. 3 *The Life of Pi* tells the story of a boy who is the only survivor of a shipwreck. 4 At 3 hours and 40 minutes, this film is rather long, but this didn't soil my overall enjoyment.

Unit 9 Journeys

9A Vocabulary

Travel and transport

Exercise 1 page 96

1 hot air balloon 2 yacht 3 tram 4 motorbike
5 cable car 6 cruise ship 7 hovercraft 8 underground
9 scooter 10 helicopter 11 coach 12 ferry 13 aircraft

Exercise 2 page 96

Air hot air balloon, helicopter, aircraft Sea yacht, cruise ship, hovercraft, ferry Rail tram, underground
Road motorbike, scooter, coach

Exercise 3 page 96

1 hall 2 buffet 3 park 4 check-in 5 bay
6 coach / filling / train 7 gate 8 coach / filling / train
9 office 10 level 11 station 12 taxi 13 room
14 ticket 15 barrier 16 coach / filling / train

Exercise 4 page 96

1 arrivals hall 2 level crossing 3 lost property office
4 buffet car 5 filling station 6 check-in desk
7 ticket barrier 8 service station

Exercise 5 2.11 page 96

1 airport 2 platform 3 port

Transcript

- 1 **Man** Do you want the top bunk or the bottom?
Woman Bottom, please.
M OK.
W I hope the crossing isn't too rough.
M The forecast wasn't too bad. I think it'll be OK. Anyway, the crossing only takes a few hours. We'll be in the port by about seven o'clock in the morning.
- 2 **Girl** Which carriage is this?
Boy A.
G We're in G, aren't we? That's at the other end. You said carriage A would stop here.
B Yeah. Sorry. Come on. It's not far.
G I think we'd better get on. We don't want it to leave without us.
- 3 **Girl** Look at the queues to get on the ferry, Dad.
Man Don't worry, that's normal. It's a big ferry. It can take lots of cars.
G How long will we have to wait?
M They allow all the cars and passengers off first. Then we'll drive on.
G Have we got a cabin?
M No, but I reserved seats.
G I hope I don't feel seasick.
M If you do, we'll go out on the deck.

9B Grammar

Third conditional

Exercise 1 page 97

- 1 had been, would have bought 2 would have booked, hadn't been 3 had stopped, wouldn't have run out
4 had looked, would have known 5 would, have done, had lost 6 wouldn't have gone, hadn't been
7 had found, would, have taken 8 wouldn't have used, could have parked 9 had needed, would have waited

Exercise 2 page 97

- 2 c; We wouldn't have got lost if you hadn't forgotten the satnav.
3 a; I could have got on the plane if I had had my passport with me.
4 f; The train wouldn't have been late if there hadn't been snow on the line.
5 d; The car wouldn't have crashed if the driver had seen the red light.
6 b; we wouldn't have taken the cable car if we hadn't wanted to walk up the mountain.

Exercise 3 page 97

- 1 on holiday last summer if you had had the choice?
2 What would you have done if you had felt ill this morning? 3 What would you have bought last weekend if you had had lots of money? 4 What would you have done if today had been a public holiday? 5 What film would you have seen if you had gone to the cinema last night? 6 What would you have eaten yesterday evening if you had had the choice?

9C Listening

Travel solutions

Exercise 1 page 98

- 1 check in 2 book 3 reach 4 check into 5 hail
6 board 7 hire 8 miss

Exercise 2 2.12 page 98

- 1 taxi 2 hotel 3 luggage / bag 4 car

Transcript

- 1 **Woman** There's one! On the other side of the road! Quick!
Man Sorry! I tried to hail it, but it didn't stop. And I can't see any others. Shall we walk back to the hotel?
W No, it's too far.
M Well, let's start walking in the right direction. I'm sure another one will come along soon.
W Good idea.
2 **Man** Our ship sails at seven in the morning. That's early!
Woman We'll have to get up at about four o'clock. It's quite a long drive.
M I know. Let's drive down the night before. We can check into the Aurora for the night. We've stayed there before – it's fine.
W And then we don't have to get up so early. Good idea!

- 3 **Woman** We should go to the departure gate now. What's the matter?

Man I think I've lost ... hang on. Where is it?

W What? What are you looking for? Your boarding pass is in your hand.

M No it's not that. Oh! Silly me. I checked it in, didn't I?

W Come on.

Exercise 3 2.12 page 98

- 1 hail 2 check into 3 check in

Transcript

See exercise 2.

Exercise 4 page 98

- 1 proceed to, adjacent to 2 refreshments, purchase
3 depart, due to 4 terminates, beverages

Exercise 5 2.13 page 98

Extract 2 (formal) refreshments, to purchase, beverages

Extract 3 (informal) due to, prior to

Transcript

- 1 OK. Can everybody hear me? Good. Now, we've got all morning to explore the old town – take some photos, buy some souvenirs. If you want a map, I've got some here, just come and ask. But please, don't go yet ... listen to this, it's really important. Our coach is leaving at midday precisely. We can't be late because we've got a lot of distance to cover this afternoon. So I want everybody to be here at ten to twelve at the latest, ready to board the coach. Is that clear? Please, please don't be late. If you are, we will leave you behind, I promise!
- 2 Good afternoon. I would like to welcome all new passengers on board and remind them that refreshments are available from the buffet car, which is situated between carriages 9 and 10. We also offer a trolley service for passengers who wish to purchase light snacks and beverages from their seats. Please be aware that we will be arriving at our destination a few minutes ahead of schedule. We'd like to thank you for choosing Main Line Railways and hope to see you again in the near future.
- 3 Good afternoon, ladies and gentlemen. This is Samantha and I'm your chief flight attendant. On behalf of Captain Rodgers and his crew, I'd like to welcome you aboard Western Airways flight 456, our non-stop service from London to Paris which will depart in a few minutes. Please make sure your seat belt is correctly fastened prior to take-off, and that your seat back and tray are in an upright position. Any electronic equipment must be turned off for take-off due to the possibility of interference with our onboard navigation systems. Thank you.

Exercise 6 2.13 page 98

- 1 b 2 a 3 a 4 c

Transcript

See exercise 5.

9D Grammar

Participle clauses

Exercise 1 page 99

- 1 belonging 2 powered 3 travelling 4 decorating
5 known 6 taking 7 written 8 given

Exercise 2 page 99

- 2 not wearing helmets, **who are not wearing helmets**
- 3 wanting to employ her, **who want to employ her**
- 4 stolen from the National Gallery, **which were stolen from the National Gallery**
- 5 studying nineteenth-century literature, **who are studying nineteenth-century literature**
- 6 published in 1931, **which was published in 1931**
- 7 standing outside the hotel, **who were standing outside the hotel**
- 8 left on the platform, **which has been left on the platform**
- 9 not living at home, **who are not living at home**
- 10 decorated to look like a space capsule, **which was decorated to look like a space capsule**

Exercise 3 page 99

- 1 built 2 working 3 trained 4 chosen 5 taken
- 6 including 7 written 8 watched

Exercise 4 page 99

- 2 Astronauts, spending weeks in space, get homesick.
- 3 I lost a watch belonging to my cousin.
- 4 A man, smelling of coffee, sat down next to me.
- 5 The debates, shown live on TV, will help voters to decide.
- 6 He gave me a small box containing a key.

9E Word Skills

Verb patterns

Exercise 1 page 100

- 1 to go 2 to stay 3 travelling 4 doing 5 think
- 6 discussing 7 making 8 to give up 9 working
- 10 to save 11 to begin 12 to travel / travelling
- 13 to earn 14 to be / being

Exercise 2 page 100

- 1 to open 2 talking 3 going 4 visiting
- 5 buying 6 to turn 7 to lock 8 to do

9F Reading

Miscalculations

Exercise 1 page 101

- 1 6ft 2 9in 3 5ft 10in 4 2m 16cm
- 5 74km 6 56mm

Exercise 2 page 101

- 1 B 2 A 4 C

Exercise 3 page 101

- 1 A 2 B 3 B 4 C

9G Speaking

Guided conversation

Exercise 1 page 102

- 1 horse riding 2 skiing 3 kayaking 4 scuba-diving
- 5 mountain biking 6 fishing

Exercise 2 page 102

- 1 Haven't you 2 Do I 3 Had I 4 Don't I 5 Are you

Exercise 3 2.14 page 102

- 1 the lakes 2 train 3 swimming.
- They forget to cover point 4.

Transcript

Examiner So where are we going for our day trip? It shouldn't be too far, should it?

Student No, I suppose not. We don't want to spend too much time travelling.

E So what do you think? Where's the best place?

S We could go to the lakes.

E Why do you want to go there?

S I think it's really beautiful there. The scenery is amazing – and it's really clean. There's no pollution – unlike this city!

E Yes, you're right. How should we get there?

S The train is quite fast, isn't it? I think it takes about an hour and a half.

E Yes, that's a good idea. Although I've got a car – I could drive.

S I don't think that's a good idea. It takes much longer by car. The train is definitely the best way to get there.

E OK, that's fine. Let's go by train. It isn't too expensive, is it?

S No, I don't think so.

E So what are we going to do while we're there?

S I really like fishing.

E Really? I'm not keen on fishing. And I don't think many of our other classmates like it.

S Oh, OK. Well, that doesn't matter. There are lots of other things we could do, aren't there? We could go kayaking.

E Yes, I suppose so. Although that can be quite expensive.

S Or we could just go swimming. Everybody likes swimming, don't they?

E Yes, they do. And the water shouldn't be too cold at this time of year.

S Well, I think we've got a good plan. Let's tell the others, shall we?

T Good idea!

Exercise 4 page 102

- 1 should it 2 isn't it 3 is it 4 aren't there
- 5 don't they 6 shall we

Exercise 5 2.14 page 102

Students check answers

Transcript

See exercise 3.

Exercise 6 page 102

- 1 have you 2 should we 3 wouldn't you
- 4 aren't I 5 do you 6 will you

9H Writing

A formal letter

Exercise 1 page 103

- 1 madam 2 faithfully

Exercise 2 page 103

- 1 to enquire 2 parents 3 do not wish to 4 I would be grateful if
- 5 inform me 6 clarify 7 receiving your reply 8 in due course

Exercise 3 page 103

1 5

2 1 and 2

Review Unit 9

Exercise 1 page 1041 ferry 2 tram 3 helicopter 4 cable car
5 hovercraft 6 coach 7 yacht**Exercise 2** page 1041 check-in desk 2 arrivals hall 3 filling station 4 taxi
rank 5 departure gate 6 buffet car**Exercise 3** page 104

1 check into 2 reach 3 hire 4 board 5 book

Exercise 4 page 104

1 b 2 c 3 a 4 c 5 b 6 a 7 b 8 c

Exercise 5 page 1041 using 2 to start 3 to come 4 visiting
5 to become 6 to admire 7 asking**Exercise 6** page 1051 wouldn't have been, hadn't missed 2 'd worn,
wouldn't have twisted 3 'd stayed, wouldn't have got
4 'd have driven, hadn't been 5 'd have passed, 'd
remembered 6 hadn't taken, wouldn't have known
7 'd gone, 'd have arrived 8 'd have had, hadn't used**Exercise 7** page 1051 arriving at platform 4
2 made in the 1960s
3 designed by the flight attendants
4 containing all of her travel documents
5 travelling to Manchester
6 booked a month in advance
7 injured in the car accident
8 wishing to purchase a season ticket**Exercise 8** page 1051 flight 2 booking 3 unusual 4 confusing
5 location 6 unemployment 7 disappointment
8 unhappy

Exam Skills Trainer 5

Exercise 1 page 106

A 2 B 4 C 3 D 1

Exercise 2 page 106

1 B 2 C 3 F 4 E

Exercise 3 page 1061 incorrect (I don't at all regret that I took it on)
2 T
3 T
4 incorrect (Next time, someone else can do the organising)**Exercise 4** 2.15 page 106

1 NG 2 F 3 T 4 T 5 NG 6 F

Transcript

David In the studio today we have fifteen-year-old Lindsay Adams. Lindsay has just completed a solo bike ride from Aberdeen, Scotland to Brighton, England, in order to help the families of blind children. Lindsay. Why did you decide to undertake this trip?

Lindsay Well, it started because my friend Stella had an accident last year and lost her sight. She was only fourteen then, and I saw all of the stress that it put on her family. Stella needed a lot of help, and it also takes a lot of money to provide everything a blind person needs. I just thought families like Stella's needed help.

D And why a bike ride? Did that have some special meaning?

L It did. Stella and I often used to go cycling together, so I thought she'd appreciate it.

D You got people to promise to give money before you started out. How did you do that?

L I did it partly through social media, and a website I'd set up. But I also went door to door in my town, just explaining what I was doing – and how people could help.

D So how long did the trip take?

L It took me two weeks to complete the whole trip, but I did stop quite a lot. I visited hospitals and places along the way that work with blind people.

D So how much money did you raise in the end?

L We raised nearly a quarter of a million pounds. And donations are still coming in. People's generosity is just amazing!

Exercise 5 page 1071 iness 2 un 3 y 4 im 5 al 6 dom
7 ing / ed 8 ing / ed**Exercise 6** page 1071 sandy 2 itself 3 traditional 4 freedom 5 friendly
6 impossible 7 interesting 8 sightseeing**Exercise 7** page 107

1 Both 2 whereas 3 rather 4 Unlike

Exercise 9 page 107

1 D 2 B 3 F 4 C 5 A 6 E

Exercise 10 page 1071 if / whether there is a swimming pool nearby
2 does a double room cost
3 Does the hotel have
4 if / whether we can check in before midday

B2 Exam Skills Trainer 1

Exercise 1 page 108

1 C

Exercise 2 page 108

1 C 2 C 3 C 4 A 5 D 6 B 7 B 8 C

Exercise 3 2.16 page 109

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

Transcript

1 Boy Hi, Jess! I've been looking up some facts for our school presentation on the London Underground.

Girl Did you find anything we can use?

B Yes, I did. Did you know that London has the oldest underground train system in the world?

G I did know that, actually. I've been doing some reading too, and I found this article that's full of information. For example, did you know that even though it's called 'the underground', less than half of the tracks are actually in tunnels?

B Really? I had no idea. What else did you learn?

G Wait, let me pull up the article. Here it is. I was surprised to read which the busiest station is too. Go on, have a guess.

B Well, Victoria certainly feels like the busiest at rush hour.

G Actually, it's Waterloo. Nearly 60,000 people enter the station every morning.

- 2** Welcome to the Newton School of Classical Dance. I hope you're all ready for a new term of hard work and constant improvement. As someone who is neither a dancer nor a choreographer, I can't tell you how thrilled I am to be chosen as your new principal. My deep appreciation of the art of dance has brought me here, and I will support your efforts with all my heart. Now ... I want to announce that we are adding a new component to the programme this year. Each of you will have the chance to work with one of our visiting choreographers on a new dance piece, from the very beginning of the process right through to a performance. We hope ...
- 3** Do you have something great to contribute, but don't have the confidence to express it? Are you tired of others not giving you a chance? Well, the Worth Academy is here to change that. If you know that you have talent and creativity, but it's just not coming out for others to see, our 'Better You' programme is just what you need. Every Saturday for six weeks you will meet with groups of people your age to take part in activities that motivate, inspire and build confidence. The programme is open to everyone between the ages of fourteen and eighteen. For more information, or to enrol, call us today or visit our website at www. ...

Exercise 4 page 109

1 on 2 is 3 plenty 4 how 5 made 6 and
7 which 8 of 9 take 10 between

Exercise 6 page 109

B is the best introduction for the article. **A** isn't as good because it doesn't address the task. **C** isn't as good because it isn't written in an appropriate style for an article. It is more appropriate for a for and against essay.

B2 Exam Skills Trainer 2

Exercise 1 page 110

1 a number 2 an opinion 3 advice 4 direct speech

Exercise 2 page 110

1 C 2 A 3 B 4 A 5 C 6 B

Exercise 3 page 110

- the achievement of a long-term goal = dream come true
- fond of travelling by rail = adore train travel
- dissatisfied by the length of train journeys = in the UK even the longest trips seem to end too soon for my taste
- Other people on the train were more sociable than the speaker was used to = I found the Canadian passengers more willing to chat than the British

Exercise 4 2.17 page 110

1 B 2 A 3 D 4 C 5 D

Transcript

Girl Hi, and welcome to *School Talk*, your local school-produced online podcast. Today I'm interviewing Kevin Biggs, a good friend and fellow student here at Homewood School, who has just returned from a 10-month exchange programme to the United States. Kevin is fifteen, and he spent a whole school year in Seattle. So, Kevin, how did you feel when you first went there?

Kevin I was terrified. For one thing, I'd never flown before and it's a really long flight. It took about fourteen hours altogether, on three different planes. I kept worrying I'd get on the wrong plane or something – but of course I arrived safe and sound. I was also worried that I might not fit in with the family I was staying with, or I wouldn't make any friends. I'm a bit shy, so it was all pretty scary at first.

G So, were you right to be worried?

K Not at all. The family I stayed with were great – they're just really cheerful, enthusiastic people, and they did everything they could to make me feel at home. Plus they spent most of the school holidays taking me to different places in the US and Canada, so I got to see a lot of interesting things.

G What surprised you most about the experience?

K Gosh, a lot of things were unexpected. Of course the people are very open and friendly, but I knew that anyway. I was surprised at how interested they are in people from other countries. They wanted to know everything about life here in Britain. But I think the thing that really amazed me was how big the US is. I mean, the first trip we took was to Yellowstone Park, and we drove over a thousand kilometres – but that was like nothing at all to my host family. I mean, a thousand kilometres and we were still in the western part of the US! It makes everything here seem really small and close together.

G I've heard that train journeys across the US are pretty amazing too. Did you get to do one?

K No, I didn't. Maybe next time. But the cool thing about Seattle is that there's water everywhere, so there are lots of boats, ferries, and ships of all kinds. We actually went on a cruise to Alaska during the spring vacation, and that was amazing.

G So, do you have any advice for young people who are thinking about studying in the US?

K Here's one funny thing. If you're from the UK, everyone will think you're really intelligent – and they just can't resist British accents! More seriously, don't expect to be challenged by the school work. It all seems a bit more basic than what we study here. But I have to say it was easy to get used to the system there, and I learned a lot more maths and science, which I'm not great at, because of the way they teach it there.

G Well, thanks Kevin. You've made me want to go there now!

Exercise 5 page 111

1 and 2 though 3 While 4 Whereas 5 whatsoever
6 Instead 7 Seeing 8 In fact

Exercise 7 page 111

- A** adding another argument
- B** introducing the topic of a letter
- C** expressing a strong reaction
- D** ending a letter
- E** expressing an initial opinion

Cumulative Review 1 (Units 1–1)

Exercise 1 2.18 page 112
1 c 2 d 3 a 4 b

Transcript

- I used to love going on holiday when I was a child, although we always used to go to the same place: a cottage near a farm in South Devon. We used to go for a fortnight in August each year, but I had always packed my bag by the middle of June. As soon as we arrived, I would run around the cottage to see if anything had changed since the previous year. When we had unpacked, we used to walk to the beach. It was a lovely walk, down narrow country lanes lined with beautiful wild flowers. I wish I could go back there, but the cottage has been sold.
- Oh yes, I have great memories of our family holidays – not! My dad seemed to think it would be good for us to go camping each year. By camping, I don't mean on a campsite – oh, no – I'm talking about putting up a tent in the middle of nowhere. We used to wash every morning in a freezing cold river, and then go looking for wood to make a fire to cook our lunch. We took all of our food with us: tinned sausages and noodles in a pot – delicious! It's true that those camping holidays made the family grow closer, but you could hardly say they were enjoyable!
- Family holidays? Ugh! I used to hate every minute of them. I've got two little brothers, so we always used to go away with my aunt and uncle and my six-year-old cousins – also boys. So while the adults were off having fun, I was put in charge of the little ones. Every day was the same: they would run around on the beach like hooligans until one of them got hurt. Then, they would all rush off and tell my parents. You can guess who got the blame! Honestly, I don't know if I'll ever be able to forgive my parents for putting me through so much misery each year.
- I guess I was really lucky as a child because my parents took me to all sorts of wonderful places. One year, we'd fly to Paris to see the sights, and the next we'd be island hopping in Greece. I'm an only child, but I never got bored when we were away; my parents always made sure that we were doing something I liked. My best holiday was the time we visited a tiger sanctuary in Thailand. You could go right up to the animals and touch them – it was amazing! I can't thank my parents enough for those holidays – it's because of them that I love travelling so much.

Exercise 2 2.18 page 112
1 D 2 B 3 A 4 E

Transcript

See exercise 1.

Exercise 4 page 112
1 E 2 G 3 C 4 A 5 D

Exercise 5 page 113

- with tears in their eyes, cries = so much emotion
- start looking for = the search began
- she thought it would be impossible = without success
- at the invitation of = She asked ... to take part in her research
- Malta = There

Exercise 6 page 113

1 a 2 b 3 c 4 c 5 a 6 b 7 c 8 a 9 b 10 b

Cumulative Review 2 (Units 1–3)

Exercise 1 2.19 page 114
1 F 2 T 3 F 4 T 5 F

Transcript

Host Endurance sports seem to be more popular than ever these days, especially in the case of cycling. Endurance cyclist Mike Croxford is with us today to tell us more about his sport. Mike, what's the difference between endurance cycling and ordinary cycling?

Guest Basically, it's a question of distance. An ordinary cyclist will ride for about 50 to 100 kilometres and then stop, whereas the minimum for an endurance cyclist is at least 200 kilometres. Endurance cyclists ride just as fast as normal cyclists; it's just that they go on for much longer.

H Mike, are there any special sports events for endurance cyclists to take part in?

G Yes. Yes, there are. One of the most well-known events is the Paris–Brest–Paris ride, which is held in France every four years. Participants have to complete the 1,200 kilometres from Paris to Brest and back in a time limit of 90 hours. This doesn't give cyclists much time to rest; when they feel the need to sleep, they just get off their bikes and lie down by the side of the road for a ten-minute nap. When they wake up, they get back onto their bikes and carry on.

H That sounds like a real challenge, Mike. How long do the winners usually take to finish?

G Paris–Brest–Paris isn't actually a race, so we need to talk about first place finishers rather than winners. The first time the event was held, back in 1891, the fastest cyclist finished in a time of just over 71 hours, but these days the first cyclists complete the course in less than 45 hours.

H That's quite an achievement! Are there any other important endurance cycling events?

G Yes, there are. Probably the most difficult event for endurance cyclists is the Race Across America, a ride from the east coast of America to the west, which covers over 4,800 kilometres. In contrast to Paris–Brest–Paris, this event is, in fact, a race with a winner. Riders can compete either individually or in teams, and the race has a twelve-day time limit. To complete the course, racers can't afford to sleep for more than four hours a day at the most, and the riders at the front sleep for as little as 90 minutes.

H And how long do the winners take to finish this event, Mike?

G The winner finishes in just over eight days, which means cycling between 300 and 450 kilometres per day with very little sleep. As you can imagine, those that manage to complete the course are absolutely exhausted when they finish. A lot of competitors drop out because of an injury to a muscle in the neck, which is specific to long-distance cycling.

H I'm not surprised! I'm afraid that's all we've got time for, Mike. Thank you so much for joining us.

Exercise 3 page 114

1 d 2 b 3 c 4 a 5 b

Exercise 4 page 115

1 a 2 b 3 a 4 b 5 c 6 c 7 a 8 c 9 b 10 c

Cumulative Review 3 (Units 1–5)

Exercise 1 2.20 page 116

1 c 2 b 3 a 4 b 5 a

Transcript

1 ... Listening to music on the go is a wonderful thing – as long as you have the right headphones. The ones that go over your ears are too big, and they are quite difficult to carry around. In-ear headphones are better, but no matter how carefully you put them in your bag, the cables always get tied up with something. Enter the world's first wireless smart in-ear headphones! You can store music on them, take phone calls with them, wear them swimming and even track your fitness with them. Awesome!

2 **Grandad** Jo, I want to call Dorothy. Can you show me how to use this phone?

Jo Sure. Have you turned it on yet?

G Um ...

J Press that button on the side ... That's right ... Now you have to unlock the phone ... Swipe that key to the right ... Good, now it's unlocked ... Who did you say you wanted to call?

G Dorothy. My sister.

J OK, then press 'contacts' ... right ... and scroll down the list until you find her name ... There it is! Now touch her name ... good ... and there's her number. All you have to do now is touch the number, and you'll be calling her ... Easy!

3 ... Hello, this is Jake from the repair shop. I'm calling to tell you your device is ready for collection. Um, I'm afraid the screen we've fitted was more expensive than we thought, so the repair is a little bit more than we told you the other day. It'll be €85 instead of €60. Also to let you know that we've got some new covers in the shop – we really do recommend that you get one for extra protection. Anyway, you can have a look at them when you come into the shop. Thanks a lot.

4 **Lucy** What's that you're wearing, Ben? Is it a smartwatch?

Ben Yes, it is. I got it for my birthday.

L Wow! Let me have a look at it! Gosh! It's really small.

B Well, that's the whole point, isn't it? You wouldn't want to be wearing a massive great phone on your wrist, would you?

L No, I suppose you're right.

B Actually, I was hoping for one with a colour display, but they were a bit expensive.

L Hmm. Black and white is a bit dull, isn't it? How long does the battery last?

B I can go for a whole week before it runs out.

L That's amazing! Most smartwatches only last for a couple of days.

B I know.

5 And now for some environmental news. A French company has come up with a new design for a wind turbine. The device looks a lot like a tree, complete with trunk, branches and leaves. The frame of the 'tree' is made of white steel and the trunk separates into three branches capable of holding 72 small green turbines. The turbines are able to spin with wind blowing as low as 7 km/h to generate electricity. The trees are currently only being installed around France, but there are plans to export them to neighbouring countries in the near future.

Exercise 3 page 116

1 **D** a set time when all devices must be put away

2 **B** people drop their smartphones into a box the moment they arrive home

3 (no match)

4 **E** ban electronic devices altogether from the bedroom

5 (no match)

6 **A** the game of 'phone stacking'

7 **C** ban electronic devices at certain times of day when the whole family is likely to be together

Exercise 4 page 117

1 b 2 b 3 a 4 c 5 a 6 b 7 c 8 c 9 b 10 c

Cumulative Review 4 (Units 1–7)

Exercise 1 2.21 page 118

1 C 2 E 3 D 4 A

Transcript

1 I have great memories of an exhibition I saw once at Bristol Museum featuring works by the street artist Banksy. In this exhibition, the artist was allowed to use the permanent exhibits of the museum as well as showing his own work. As a result, some of the pieces made me laugh. I remember a huge stone statue of a lion in the entrance hall sitting above the hat and jacket of what you were supposed to think was its owner. The lion looked so pleased with itself you could just imagine how much it would have enjoyed that meal!

2 I was at an exhibition of Giacometti sculptures once – you know, the Swiss artist, whose figures are all very tall and thin. I can't remember where it was, but I was made to feel like a criminal. There was one particular exhibit that fascinated me – it was a sculpture of his sister, Isabel, and I was trying to take a closer look at her face. Suddenly I heard a shout, and saw a guard marching towards me from the other side of the room. He told me, in a very loud voice, that I was not to go near the exhibits. All the other visitors turned around to see what was going on, which made me want to disappear. He went on to follow me all the way around the gallery, so I ended up walking out.

3 I think one of the artworks that has impressed me most was something I saw in the Egyptian Museum of Berlin. A friend of mine told me I should go there to see the bust of an Ancient Egyptian queen called Nefertiti. I am so glad I took her advice. The work is well over 3,000 years old, but it is in nearly perfect condition. You can really appreciate Queen Nefertiti's beauty, although only one of her eyes is finished. Actually, I spent all my time in the museum walking around the piece, admiring it from different angles. I didn't bother with the other works because I only had eyes for the queen.

- 4 I remember an exhibition I went to with my family once – it was in the Prado Museum in Madrid. Actually, it would be more accurate to say I remember the lead-up to it. My mum had booked tickets months in advance, which was probably a good idea as the gallery was packed. In fact, there were so many people that I started feeling dizzy while we were waiting in the queue. Who knows what we were going to see? I certainly don't because I never made it through the door. Before I could faint, my dad took me off to find a doctor. That was the end of the exhibition for us, and I could tell that my mum wasn't pleased!

Exercise 2 2.21 page 118

- 1 made me laugh
- 2 made me want to disappear
- 3 I only had eyes for the queen
- 4 Who knows what we were going to see?

Transcript

See exercise 1.

Exercise 4 page 119

- 1 a 2 b 3 c

Exercise 5 page 119

- 1 b 2 c 3 b 4 a 5 a 6 c 7 c 8 b 9 c 10 a

Cumulative Review 5 (Units 1–9)

Exercise 1 2.22 page 120

- 1 c 2 a 3 c 4 a 5 b

Transcript

- 1 ... Can I have your attention, please, ladies and gentlemen? Thank you. Just a few things before we set off for Plymouth. This coach is fitted with seat belts, which must be worn for the duration of the journey. Passengers caught not wearing one may be fined up to £500. The exits are the doors at the front and back of the vehicle, and the emergency exits are through the windows. These are clearly marked and there is a small hammer for breaking the glass. So now sit back, put your seat belts on, and please try to enjoy the journey. Thank you for your attention.
- 2 **Passenger** Um, excuse me. I wonder if you can help me.
Guard I'll certainly try.
P Can you tell me which platform the train to Birmingham goes from?
G Well, the Birmingham trains usually go from platform 3, but the next one is direct – that's the 11.15 – so it leaves from platform 8. But you'll have to hurry because it's 11.14 already.
P Thanks, but my train is the 11.45. Will that leave from platform 8 too?
G No, the 11.45 isn't direct, so it goes from platform 3.
P Thanks a lot.
- 3 This is an announcement for passengers waiting at gate B28 for flight EZY6035 to Bristol. We regret to inform you that this flight is delayed due to the late arrival of the incoming plane. This delay will be approximately 90 minutes. Please be advised that because of the delay, the gate number and boarding time of your flight has been changed. The flight will now be boarding from gate A8 at approximately 14.25. That's twenty-five past two at gate A8. We apologise for the inconvenience.

- 4 **Dan** You're new here, aren't you?

Ruby Yes, I am.

D So, what do you think of our school?

R I like it. But it takes me ages to get here. I walked this morning, and it took me nearly half an hour!

D Where do you live?

R Near the shopping mall on the other side of town.

D Me too! Why don't you get the bus? The number 23 stops right outside school.

R That might be better. Does it go from the mall? I've seen some bus stops outside the front entrance.

D No, the 23 goes past the car park and stops outside the cinema. Why don't we get the bus home together after school? Then I can show you the bus stop.

R Thanks. That would be great!

- 5 Why spend hours waiting at the airport when you could spend a day or more relaxing at sea on the way to your holiday destination? Our ferry service operates a luxury cruise to Spain with a choice of routes from Plymouth and Portsmouth to Santander and Bilbao. Departures from Plymouth are on Sunday afternoons, and by Monday lunchtime, you will be arriving at Santander. The return journey is on a Wednesday evening. From Portsmouth, there are two sailings each week to both Santander and Bilbao. Choose the best crossing for you, or mix and match routes as you please. Our on-board experience allows you to get into the holiday spirit from the moment you leave the country.

Exercise 3 page 121

- A 2 B 1 and 3 C 4 D 3 E 1 and 4 F 1

Exercise 4 page 121

- 1 a 2 c 3 c 4 b 5 a 6 c 7 a 8 b 9 c 10 b

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