

UNIT 1 READING PREPARATION**READING PART 1****PREPARING THE WAY – PAGE 4**

Suggested sentence structures for discussion:

English is easy to learn because ...

Some people find English difficult.

... makes English harder to learn.

The best way to ...

It's easier to ...

Some people find ...

ACTIVITY 1 – PAGE 4

1. Students' own answers. Suggested answers:
There are about ten bees in the picture.
The spaces / holes in the honeycomb have six sides.
The bees have two wings.
The bees have four / five yellow / black stripes.
2. Students' own answers. Suggested answers:
The bees are black and yellow.
The honeycomb is yellow.
The honeycomb is made of hexagons.
The bees have black legs / eyes.
The bees have round heads / eyes.

ACTIVITY 2 – PAGE 5

1. The leaflet is about a specialist bee centre called Honeycomb Hives. It is a popular attraction. Other details include what visitors think about the centre and brief comments from two members of staff.
2. People – Tour guide: Dave Chandler; Manager: Scott Sterling; Visitors so far: 10,000+
Dates – Opened: 1 June
Times – Opening time: 10 a.m.; Closing time: 5 p.m.

ACTIVITY 3 – PAGE 5

1. Skimming involves looking for the key points and overall message of a text. Scanning involves looking for specific information or details in a text.
2. Skimming: **a, c, e**
Scanning: **b, d, f**

ACTIVITY 4 – PAGE 6

adjective: a word that describes a person, place or thing

adverb: a word that describes an action

noun: person, place or thing

verb: an action

ACTIVITY 5 – PAGE 6

1. The, and, the, which, was, and, towards, the
2. The remaining words are adjectives, an adverb, nouns and verbs (lexical words). They give meaning to the sentence and the sentence does not make sense without them.

ACTIVITY 6 – PAGES 6–7

Sample questions and answers are provided in the Student Book for the activities and costs categories.

Other suggested categories and questions:

Accessibility: *Who can experience ... ? Is it wheelchair-friendly?*

Food and drink: *Is there a café / restaurant? Is the food expensive?*

Animals: *Are pets allowed? Is it suitable for dogs?*

PRACTICE TIME: READING PART 1 – PAGES 7–9

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

VOCABULARY ACTIVITY 1 – PAGES 9–10

1. hi-tech
2. authentic
3. protective
4. rare
5. fascinating
6. energetic
7. specially designed
8. cutting-edge
9. cosy

VOCABULARY ACTIVITY 2 – PAGE 10

1. authentic
2. protective
3. specially designed
4. hi-tech
5. cutting-edge
6. rare
7. fascinating
8. cosy
9. energetic

VOCABULARY ACTIVITY 3 – PAGE 10

1. cutting edge, high-tech
2. authentic, elaborate, cosy
3. specially designed, protective
4. fascinating, energetic

GRAMMAR ACTIVITY 4 – PAGE 11

Countable nouns	Uncountable nouns
give	furniture
hive	bread
tour	advice
shop	honey
museum	clothing

GRAMMAR ACTIVITY 5 – PAGE 11

See annotated letter below.

Dear Klaus,

Thank you for your letter asking me about my recent holiday to Penang. The best part was my visit to Penang National Park. The information online ~~aren't~~ isn't very reliable, so I will tell you all about it here.

Many ~~peoples~~ people come to visit the park and there are ~~tour~~ tours in many languages. Generally, in Malaysia there are many bilingual people compared to other countries. Everyone ~~are~~ is / Everyone's also very ~~friendlies~~ friendly!

There ~~are~~ is some good advice I can give you if you are planning to go and visit the nature park. I recommend going early in the morning because then there are ~~less~~ fewer crowds. You will see ~~much~~ many / a lot of fine views so remember to take your camera!

There is a tea room and café where you can buy delicious Malaysian ~~snack~~ snacks. There ~~are~~ is also an excellent gift shop, if you want to do some ~~shoppings~~ shopping. I bought a really cute poster of a monkey eating some ~~bread~~ bread.

I hope you found my ~~informations~~ information helpful. Come to visit soon!

Best wishes,

Hilda

GRAMMAR ACTIVITY 6 – PAGE 12

See sample answer below. Countable nouns are in bold and uncountable nouns are underlined.

Dear Klaus,

Thank you so much for your **letter**! I am so happy that you are thinking about visiting England. Of course I can give you some **tips**. In London we have lots of **art galleries** and **parks** and of course many **museums**!

You can drink coffee in a **café**, or walk along the River Thames. Just don't try to swim in the water! If you have time, you can also go shopping for clothes in the many **shops**. I hope you find this information helpful!

Best wishes,

Maria

GRAMMAR ACTIVITY 7 – PAGE 12

1. b
2. b
3. b
4. a
5. a
6. a
7. a
8. b
9. a
10. a
11. a
12. a
13. b
14. b
15. a

GRAMMAR ACTIVITY 8 – PAGE 13

1. 1 a / the; 2 an; 3 a; 4 the; 5 (-); 6 (-); 7 The
2. 1 (-); 2 (-); 3 a; 4 a / the; 5 the; 6 the; 7 the; 8 (-); 9 a; 10 the; 11 a / the; 12 the; 13 an; 14 the; 15 the

GRAMMAR ACTIVITY 9 – PAGE 13

1 some; 2 some; 3 any; 4 any; 5 any; 6 some; 7 some

READING PART 2

PREPARING THE WAY – PAGE 15

Suggested sentence structures for discussion:

The advantages / disadvantages of being famous / a celebrity are ...

I met / saw a celebrity at ...

I think / don't think celebrities deserve privacy because ...

I think the most well-known celebrity of all time might be ... He / She is / was famous for ...

ACTIVITY 1 – PAGE 15

(Answers underlined in audioscript below.)

1. yes
2. no
3. no
4. the present
5. he wants to talk about the players the team has now
6. one million euros

AUDIOSCRIPT: Student Book page 286

Announcer: Welcome to the Ridgefield United Press Conference. The manager can now take questions.

Reporter: José, congratulations on your team's victory.

José: Thank you. We are playing very well at the moment and we are getting the results that we deserve.

Reporter: There was some controversy about the penalty kick in the first half.

José: Yes, the referee, unfortunately, is not performing as well as we are. The important thing is the other team didn't score any goals and we have three points, so we are feeling pretty pleased with ourselves.

Reporter: Fred Sandilands doesn't seem to be playing for the team at the moment. Lucas Harger was in goal today.

José: That's right, Freddie isn't on the team at the moment. Maybe next week. Right now, Lucas is playing and he is doing a great job.

Reporter: Can you tell me why Freddie is not playing for the team?

José: I am sure you know there are lots of stories about him in the newspapers at the moment. He's a little distracted by all the media attention. So, he isn't playing for us right now.

Reporter: All right. Now, let's talk about the future. Especially the club's transfer policy.

José: Journalists always want to know which players are coming in the future. They never want to talk about the players we already have! We have some excellent players. We are working and we are improving...

Reporter: Yes, but people are talking about a transfer which ...

José: I do not want to talk about transfers. I know the player you are talking about. At the moment, he is playing for another club. I have nothing more to say.

Reporter: All right, but is it true that you are offering over 100 million euros...

José: I do not want to talk about transfers. Next question, please.

ACTIVITY 2 PAGES 16–17

2. a She requires a personal hair stylist and makeup artist, three large rooms (painted light blue) for her entourage, candles, fresh fruit, access to a swimming pool, and 25 security guards. The key words are highlighted in the annotated letter below.

b Suggested answer: *Rachel Ritz is particular. She likes attention and is concerned about her appearance.* Phrases or sentences about personality, ideas and feelings are underlined in the annotated letter below.

Dear Sir or Madam,

I am writing to you because I am Rachel Ritz's personal assistant. Ms Ritz is going to perform at your venue this evening. As you know, Ms Ritz is the most popular and beautiful singer of our generation. There are a number of items which Ms Ritz feels are essential to her comfort and security. I am sure your studio will do everything to make Ms Ritz's stay at the studio as pleasant as possible.

Ms Ritz requires the attention of a personal hair stylist and make-up artist before she appears on stage. They must arrive at least three hours before the performance. Ms Ritz also requires three large rooms for her entourage before and after the show. These must be entirely light blue. This is Ms Ritz's favourite colour and it helps her to relax before a show. Please paint the walls, the ceiling and the floor light blue. Please make sure the curtains and all the furniture is light blue too. Please also provide honey-scented candles and a fruit basket with a selection of healthy, fresh fruit in her room. Ms Ritz has radiant skin because of all the fresh fruit she eats. She also needs access to a light blue swimming pool (28°C).

We require at least 25 security guards on duty in the stage area and dressing rooms. This is very important, because Ms Ritz gets headaches when she feels unsafe.

We trust you will make the arrangements and we look forward to seeing you later.

Yours sincerely,

Joe Dimarco

3. See sample answer below.

Dear all,

Rachel Ritz's manager has written to me saying we have to provide a hair stylist, make-up artist, three large rooms, light blue everything, fresh fruit, candles (honey-scented), a swimming pool and 25 security guards. If she doesn't get these things, he says she will have a headache and won't sing.

Good luck, everyone!

Nicky

ACTIVITY 3 – PAGES 17–18

1. Suggested answers:
assistant: helper, employee
perform: sing, entertain
essential: necessary, vital, crucial
security: safety, well-being
2. **a** Joe Dimarco
b at the music studio's venue / on stage
c Rachel Ritz may not sing if her demands are not met.

ACTIVITY 4 – PAGE 18

Suggested answers: to rush / to hurry, middle / centre, small / little, worried / anxious, anger / rage, cheerful / jolly, enjoyed / liked, sad / depressed, grand / impressive, ill / unwell

PRACTICE TIME: READING PART 2 – PAGES 18–21

11. (constant) media attention (line 6)
12. media attention (line 11)
13. (celebrities looking) unglamorous (line 15)
14. (develop) unusual methods (line 27)
15. identical (line 30)
16. (the) paparazzi (line 32)
17. 2012 (line 35)
18. (free) publicity (line 38)
19. smartphones (line 45)
20. (the) positives (line 49)
21. B
22. C
23. A
24. B
25. C

VOCABULARY ACTIVITY 1 PAGE 21

AUDIOSCRIPT: Student Book page 286

Jeremy: Hello and welcome to Celeb Chat. I'm your host Jeremy Miles. Today we're chatting with overnight **reality TV** sensation and singer, Rachel Ritz. Rachel, please, tell us a little bit about the last six months and your experience with **stardom**.

Rachel: Hello, Jeremy. Well, it's amazing, really. All the fans are incredible and I'm really enjoying all the **publicity**. It's like a fairy tale.

Jeremy: So, everything's going well? You're not finding it difficult to deal with the lack of **privacy**?

Rachel: Oh, no. I'm an extrovert. And the **paparazzi** don't really disturb me; they go after the bigger celebrities.

Jeremy: Well, you're getting there, aren't you? I heard **a piece of gossip** about you, actually.

Rachel: Oh?

Jeremy: Yes, I heard this week on social media that you're signing for a major record deal, is that true?

Rachel: Oh, yes!

Jeremy: So, you're going to make the leap from reality TV star to singer? What amazing career opportunities you've had!

Rachel: I'm going to try! It's something I think I have a lot of **talent** for, so if people like it – that's brilliant.

Jeremy: Great, good luck with that and thanks for coming on the show. Can we have a huge **round of applause** for Rachel Ritz?

1. (See Audioscript with notes for answers underlined and highlighted above.)
 - a Jeremy Miles
 - b incredible
 - c an extrovert
 - d on social media
 - e singer
2.

<u>round of applause</u>	<u>social media</u>
<u>talent</u>	<u>privacy</u>
<u>paparazzi</u>	TV drama
<u>a piece of gossip</u>	<u>publicity</u>
introvert	incompetence
a fact	<u>extrovert</u>
<u>stardom</u>	<u>reality TV</u>

VOCABULARY ACTIVITY 2 – PAGE 22

1. a talent; b reality TV; c paparazzi; d privacy; e round of applause; f stardom; g extrovert; h social media; i a piece of gossip; j publicity

VOCABULARY ACTIVITY 3 – PAGE 22

1. a publicity; b piece of gossip; c privacy, social media, paparazzi; d talent; e reality TV, a round of applause; f stardom, extrovert

VOCABULARY ACTIVITY 4 – PAGE 23

Students' own answers.

GRAMMAR ACTIVITY 5 – PAGE 23

1 handle; 2 wears; 3 take; 4 are; 5 do not / don't want; 6 likes

GRAMMAR ACTIVITY 6 – PAGES 23–24

1. We accept
2. Do they know
3. She does
4. I am
5. Rachel does not / doesn't regret, she hopes
6. Don't you want
7. Isn't it
8. She carries
9. Ricardo's flying / Ricardo is flying

GRAMMAR ACTIVITY 7 – PAGE 24

See sample answer below.

Rachel Ritz wakes up at six o'clock every morning. She does yoga and then she has a hot shower. She normally has a light breakfast and chooses her outfit for the day. She then practises singing for two hours. After that, she has a late lunch with friends. She often goes to dinner parties in the evening. She doesn't like to stay up late and tries to go to bed by 11 p.m.

GRAMMAR ACTIVITY 8 – PAGE 24

1. We are getting the results that we deserve. / We deserve the results that we are getting.
2. People are talking about a transfer.
3. The referee is not performing as well as we are. / We are not performing as well as the referee.
4. Lucas is playing and he is doing a great job.
5. Is it true that you are bidding over a million euros?

GRAMMAR ACTIVITY 9 – PAGE 25

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

GRAMMAR ACTIVITY 10 – PAGES 25–26

1. Does Rachel look
2. Chris updates
3. I do not / don't know
4. are you thinking
5. Do you believe
6. I don't have
7. does everyone like
8. he is / he's relaxing
9. Are you working
10. Janet is not / isn't coming

READING PART 3

PREPARING THE WAY – PAGE 27

Suggested sentence structures for discussion:

History is usually recorded by ...

The personalities of those living long ago may be ...

It is useful to learn about history because ...

I think the most significant event of all time is ...

ACTIVITY 1 – PAGE 27

AUDIOSCRIPT: Student Book page 286

Gallery guide: This is an image of King Canute. King Canute was the ruler of Denmark, Norway and England more than 1000 years ago. He is a ruler with a very interesting story and people have given many different versions of it over the years. His date of birth is thought to be around the year 995 and he died in 1035, aged about 40. As you can see, the picture shows him standing at the edge of the sea surrounded by his servants and advisors. You will notice in the picture that he's wearing very rich and brightly coloured robes. This, of course, is because he was a king and therefore had high wealth and status. There have been many paintings of King Canute over the centuries. This picture dates from around 1850. It is a well-known representation of Canute, even though it was painted so long after his life.

A legend about King Canute says that he once tried to command the waves. Here the sea is rising around his feet and he is getting wet. The legend says he did this to show that, even though he was the king, he could not control the forces of nature. This is why some people remember him as a humble ruler.

Unfortunately, there are not many records about the event, so it is difficult to know whether or not this story about King Canute is actually true. We don't know if he really did try to stop the tide. However, people still use the legend to talk about trying to stop the unstoppable. The tale is still popular, even now, because it is a good illustration of a fact: there are some things that we cannot change.

(See audioscript with notes for answers underlined.)

1. more than 1000 years ago / from 995 to 1035
2. As king, he had high wealth and status.
3. Yes, there are many paintings of him.
4. He is trying to command the waves to show that Nature is more powerful than a king.
5. We don't know.
6. It is a good example of a fact and teaches us that there some things we cannot change.

ACTIVITY 2 – PAGE 28

Students' own answers. Suggested answers for Q1:

Tyrannosaurus rex

Tyrannosaurus rex had long sharp teeth as a special feature.

Tyrannosaurus rex ate meat / other dinosaurs.

Tyrannosaurus rex weighed about nine tonnes.

Tyrannosaurus rex was 4.6–6 metres tall.

Tyrannosaurus rex lived in North America and Asia.

Tyrannosaurus rex became extinct about 65 million years ago.

Brontosaurus

Brontosaurus had a very long thin neck / small head as a special feature.

Brontosaurus ate plants / vegetation.

Brontosaurus weighed about 30 tonnes.

Brontosaurus was 4–5 metres tall.

Brontosaurus lived in North America / Colorado.

Brontosaurus became extinct about 65 million years ago.

ACTIVITY 3 – PAGE 29

Fact: Dinosaurs laid eggs.

Idea: Let's go to the Natural History Museum.

Opinion: Dinosaurs are cute.

ACTIVITY 4 – PAGE 29

Students' own answers. Suggested sentences:

Facts

Tyrannosaurus rex would have been large compared to a human.

Tyrannosaurus rex had sharp teeth.

Tyrannosaurus rex could stand on its back legs.

Opinions

Tyrannosaurus rex looks terrifying!

Tyrannosaurus rex was the meanest dinosaur of all.

Tyrannosaurus rex was very clumsy.

PRACTICE TIME: READING PART 3 – PAGES 29–32

26. T
27. T
28. F
29. T
30. NG
31. 32 rhinos (line 9)
32. 77 tonnes (lines 5–6)
33. fascinating (line 15)
34. travelled to (line 18)
35. desert (in Patagonia) (line 26)
36. dinosaur anatomy (line 33)
37. species (line 36)
38. ancient wood (line 43)
39. weight (line 49)
40. (very) complex process (line 49)
41. existence
42. gigantic
43. specimens
44. accuracy
45. estimated

VOCABULARY ACTIVITY 1 – PAGES 32–33

draw on: use

look after: take care of

come from: originate in

come across: find unexpectedly or without intention

look for: search for

look up: research, consult other sources

turn out: happen in a particular way, usually unexpectedly

reflect on: think about for a long time

VOCABULARY ACTIVITY 2 – PAGE 33

1 reflect on; 2 look up; 3 come from; 4 reflect on; 5 draw on; 6 come across; 7 turn out; 8 look after

GRAMMAR ACTIVITY 3 PAGE 34

See annotated blog post below. Q1: adjectives underlined. Q2: Suggested synonyms highlighted.

MY DAY WITH DINOSAURS

Today, we need to **1** reflect on ideas about moving the newly discovered bones back to the museum. I'm sure (certain / positive) that if we talk about it we can agree on something. It may also be helpful (useful / valuable) to **2** look up how they've moved big (large) bones like this in the past. It's amazing (incredible) to think that this time last week we didn't know that such an interesting (a fascinating) dinosaur skeleton existed. What a great (amazing) day for palaeontologists everywhere when that farm worker made his incredible (extraordinary) discovery! This new (fresh) find deepens our research, which is really nice (rewarding) for me.

It is good (great) to think that someone just found these bones, yet they turned out to be so important (significant). Where does luck like this **3** come from? It makes you **4** reflect on the role that chance plays in scientific (technical) work. We really can **5** draw on a whole (complete / entire) new (current / recent) set of data for future research; already it has such important (vital) implications and as time goes on we may **6** come across even more reasons to recognise its significance. It is a real (true) honour to excavate these remains and I think that in the future they may **7** turn out to be even more important (crucial) than we now realise. We now just have to make sure we **8** look after these bones as carefully as we can!

GRAMMAR ACTIVITY 4 – PAGE 34

Students' own answers. Suggested answers:

The dinosaur looks fiercer than the puppy.

The puppy looks friendlier than the dinosaur.

The dinosaur is bigger than the puppy.

The puppy is cuter than the dinosaur.

The dinosaur is more dangerous than the puppy.

The puppy is more appealing than the dinosaur.

GRAMMAR ACTIVITY 5 – PAGE 34

Adjective	Comparative adjective	Superlative adjective
hard	harder	hardest
intelligent	more intelligent	most intelligent
stupid	stupider	stupidest
lazy	lazier	laziest
beautiful	more beautiful	most beautiful
near	nearer	nearest
far	further	furthest
simple	simpler	simplest
easy	easier	easiest
calm	calmer	calmest
delicate	more delicate	most delicate
good	better	best
bad	worse	worst
talented	more talented	most talented

GRAMMAR ACTIVITY 6 – PAGE 35

1. ug / ly
2. ar / tic / u / late
3. fas / ci / nat / ing
4. in / fur / i / a / ting
5. con / fu / sing
6. fast
7. ri / dic / u / lous
8. sim / ple
9. bored
10. help / ful

UNIT 2 WRITING PREPARATION

WRITING PART 4

PREPARING THE WAY – PAGE 38

Suggested key words and phrases: *nutritious, unhealthy, priority, delicious, family meal, family gathering, socialise, together*

Suggested sentence structures for discussion:

Food / eating should be ...

Eating with friends / family is important because ...

I like / prefer ... because ...

If I had to choose, I would choose ...

The reason I would choose ... is ...

ACTIVITY 1 – PAGES 38–39

1.

Adjectives	Nouns
<i>sliced</i>	<i>watermelon</i>
delicious	honey
tasty	coffee
home-baked	bread
fresh	fruit

2. Students' own answers.

3. Students' own answers.

ACTIVITY 2 – PAGE 40

1. **a** is informal, **b** is formal

Sentence **a** is shorter, contains contractions, simpler vocabulary, and has a friendlier tone.

The tone in sentence **b** is more distant and polite, suggesting that the writer and recipient know each other less well than in sentence **a**.

2. **Informal:** I don't like him much. / Why don't you try this? / I need help with this.

Formal: The man does not impress me. / I would suggest this action. / I require additional support.

ACTIVITY 3 – PAGE 40

1. **a** Hi 1; **d** Hello 2; **e** Dear 3; **b** Greetings 4; **c** To whom it may concern 5

2. **d** See you soon 1; **b** Take care 2; **e** Best wishes 3; **c** Yours truly 4; **a** Yours sincerely 5

3. Greetings: **a, b, d, e**; Closings: **b, d**

ACTIVITY 4 – PAGE 41

1. See postcard with unsuitably formal phrases underlined below.

Warmest greetings Ravi!

How are things? I hope you're exceptionally healthy. I am having an exquisite time here in Italy.

It's a beautiful country and the food is yummy. There are also numerous spectacular locations to

visit. Have you had any thoughts about what we could do upon my return? I regret that it may be

ages until we see each other again.

Lots of love,

Jason

2.

Hi Ravi!

How are things? I hope you're well. I am having a great time here in Italy. It's a lovely country and the food is yummy. There are also lots of amazing places to visit. Have you decided what we could do when I get back? It's a shame that it may be ages until we see each other again.

Lots of love,

Jason

ACTIVITY 5 – PAGES 41–42

1. Student A's response would score the highest mark. It covers most points (but only mentions one, not two hobbies as was required) in under 100 words. Student B's response is too long and covers only the first point within 100 words. Student B wrote 179 words. The examiner would stop marking after *problems* (line 9). Student B could start his email with *I am thinking of taking up a new hobby*. The details that come before this phrase aren't relevant.
2. Students' own answers.

PRACTICE TIME: WRITING PART 4 – PAGE 43

Students' own answers. See Sample answer below and the Writing Guide.

Dear Adah,

I've had a great idea. I'm going to cook you a birthday meal! You did me such a huge favour by lending me your bike last week, so I want to make you something really special.

I think a vegetarian curry would be perfect. It's healthy, not too difficult to cook and we'd both enjoy it.

I just want to check, are you allergic to anything? Would it be better if I avoided using peanuts in the sauce, for example? Mmm, I can taste that Naan bread already!

See you soon,

Mona

(94 words)

VOCABULARY ACTIVITY 1 – PAGE 43**AUDIOSCRIPT: Student Book pages 286–287**

Jane: I'm glad we've already booked a table! It's pretty crowded for a weekday, isn't it?

Hassan: I agree. I've heard several times that it's the best place for fine dining in this area! No wonder it's popular.

Jane: You're right there. I've eaten here twice. The food was delicious both times – so mouth-watering!

Hassan: Even the cutlery is stylish. Look at this knife and fork! And the way they've decorated the dining room... They must have hired an interior designer!

Jane: Probably! And the service is excellent, don't you think?

Hassan: I certainly do. Right, let's see what's on the menu.

Jane: Ooh! I've just seen what I'd like to order...

Hassan: Well, you're right; this does look good, but it feels as if there's something a bit strange about the fish.

Jane: I was just going to say that!

Hassan: It's got a sort of metallic taste to it.

Jane: Yes. Almost as if it's past its expiry date...

Hassan: I'm not sure I want to keep eating it. I don't want to get food poisoning.

Jane: Me neither. Should we ask them to take it back, do you think?

Hassan: The head chef would be really upset if we did that. I've heard that he takes a lot of pride in his work.

Jane: But we can't make ourselves ill just to avoid upsetting him! And the fish is definitely odd. I think we should ask for a full refund. If that's not possible, they should at least bring us a different main course.

1. They are in a restaurant. The fish tastes strange and has a metallic taste as if it's past its expiry date. Both Jane and Hassan are worried about getting food poisoning. They discuss returning the food, asking for a refund and ordering a different main course.
2. dining room, full refund, mouth-watering, expiry date, food poisoning, main course, knife and fork, head chef, fine dining

VOCABULARY ACTIVITY 2 – PAGE 44

1. full refund
2. knife and fork
3. expiry date
4. food poisoning
5. main course
6. fine dining
7. dining room
8. mouth-watering
9. head chef

VOCABULARY ACTIVITY 3 – PAGE 44

1 fine dining; 2 mouth-watering; 3 dining room; 4 (a) head chef; 5 main course; 6 expiry date; 7 food poisoning; 8 knife and fork; 9 full refund; 10 fine dining

GRAMMAR ACTIVITY 4 – PAGE 45

Verb	Verb form in dialogue	Time phrase
book	<i>we've booked</i>	<i>already</i>
hear	<i>I've heard</i>	<i>several times</i>
eat	<i>I've eaten</i>	<i>twice</i>
decorate	<i>they've decorated</i>	<i>no time phrase</i>
see	<i>I've (just)</i>	<i>seen just</i>

GRAMMAR ACTIVITY 5 – PAGE 45

1. has gone
2. has ... ever been
3. have not / haven't completed
4. has broken
5. have not / haven't seen

GRAMMAR ACTIVITY 6 – PAGE 45

1. It has often caused problems. / Often it has caused problems. / It has caused problems often.
2. How much money have you spent?
3. They haven't had this meal before.
4. Thanks, but I've already eaten. / Thanks, but I've eaten already.
5. I've been ill for the last two weeks. / For the last two weeks, I've been ill.

GRAMMAR ACTIVITY 7 – PAGE 46

1. Why hasn't / haven't Barcelona lost yet this year? (*hasn't* is more likely to appear in American English)
2. She has flown before.
3. We have done the reports.
4. Abed hasn't found the answer yet.
5. Has she written the email to headquarters?
6. Why haven't they eaten breakfast?
7. I haven't tried that.
8. Has Britta finished lunch yet?
9. We've finished the exercise! We can use the present perfect!

WRITING PART 5

PREPARING THE WAY – PAGE 48

Suggested adjectives for talking about colour: *dynamic, relaxing, positive, negative, warm, cool, sunny, cheerful, powerful, creative, healing, gloomy*

Suggested sentence structures for discussion:

My favourite colour is ... because it makes me feel ... it reminds me of

The colour ... best represents my personality because ... In ... culture, the colour black is associated with ...

People normally wear ... when ...

The colours I would choose would be ... because ...

Some animals can't see ...

ACTIVITY 1 – PAGE 48

Students' own answers.

ACTIVITY 2 – PAGE 49

1.

Genre	What to include	What to avoid
letter	a formal opening e.g. <i>Dear Ms X</i> some kind of closure a focus on information (within the context of Part 5 ; this is not true of all letters)	your address the address of the person you are writing to (not required in the exam)
report	clear organisational features e.g. subheadings (bullet points may be useful but may not let you demonstrate a sufficient range of grammatical features) a neutral tone	a long introduction an emotional tone humour
article	clear organisational features e.g. paragraphs a headline/title a focus on information	columns/pictures <i>Dear Sir/Madam</i> anything that sounds as if you are making a speech

Letters:

Layout: must have opening and closing.

Normally includes the sender's address at least, but note that these are not needed in the exam.

Language: informal or semi formal.

Reports:

Layout: In paragraphs. May include sub-headings or bullet points.

Language: Semi formal / less personal tone. May include technical language.

Articles:

Layout: Headlines, subheading, captions if there are photos, normally follow style of publication. Note that photos, captions, and in most cases subheadings are not required in the exam.

Language: Formality varies, depending on publication. Not too informal. Likely to be about an issue/opinions - no real narrative content.

2. Suggested answers:

Letters

Audience: friends, the editor of a newspaper or school magazine, a teacher, a head teacher.

Context: a response to a job advert, for a classroom assignment, to tell a friend about a life event, to provide an opinion about an event in your home city.

Reports for teacher for homework, for head teacher, to be published in school magazine

Articles for school magazine, class magazine, or newsletter

ACTIVITY 3 – PAGES 49–50

more factual **A**

more imaginative **B**

from a personal account **B**

from a Science textbook **A**

ACTIVITY 4 – PAGE 50

- Text B suggested lexical words: forget (verb), rainbow (noun), truly (adverb), breathtaking (adjective), sight (noun), stopped (verb)
Text A suggested lexical words: tiny (adjective), droplets (noun), form (verb), minute (adjective), prisms (noun), refract (verb)
- creative writing: **B**; giving information: **A**; giving personal history: **B**; explaining facts: **A**
- A**

ACTIVITY 5 – PAGE 51

Students' own answers.

ACTIVITY 6 – PAGES 51–52

- article, semi-formal, informative
- The title means that the teams will play, whatever the weather.
The audience for the text is local people, especially those with an interest in football and/or the schools involved.
The semi-formal register is suitable because the text is for a wide audience rather than an individual who is known to the writer personally. At the same time, the context (likely a school newspaper), the topic (a school football match) and the purpose (to inform but also to entertain) are not extremely serious, so use of a formal register would not be appropriate.

PRACTICE TIME: WRITING PART 5 – PAGE 52

Students' own answers. See sample answer below and the Writing Guide.

Dear Ms Amari,

As you are aware, we had to cancel this year's Sports Day because a sudden heavy rain soaked the field and track, making it unfit for play. This rain had not been forecast, so it took everyone by surprise.

The students were extremely disappointed as many of them, especially the runners, had trained very hard.

Students of course accepted the circumstances, but were very upset, as they had looked forward to the event for many months.

In light of this, we would like to reschedule the Sports Day for Thursday 12 July. I have checked the school calendar and there no events or other school trips planned for that day. We will hold the Sports Day on the sports field, and the event will take place from 9.00 a.m. to 1.30 p.m.

I hope this sounds acceptable.

Best regards,

K. Funai

(School Sports Club Representative)

(148 words)

VOCABULARY ACTIVITY 1 – PAGE 53

AUDIOSCRIPT

1. When the Green Road School football team left school this morning, the students who had to stay indoors were green with envy because it was a beautiful day.
2. The temperature had fallen dramatically during the morning and some of the spectators complained that they were blue with cold!
3. Supporters from both schools were watching the ball intently as players chased it, everyone eager to create a golden opportunity to make the score 2–1.
4. Double rainbows happen once in a blue moon. Everyone cheered and then started playing again.
5. Later on, though, the losing team, St Mark's College, went home red-faced after Green Road scored two goals in the last five minutes.

1. **b**
2. **a**
3. **c**
4. **a**
5. **c**

VOCABULARY ACTIVITY 2 – PAGE 53

1. **see red:** feel extremely angry
roll out the red carpet: make extensive preparations for a visit from someone important
show (your) true colours: reveal your real personality and intentions
pass with flying colours: do exceptionally well in a test or exam
2. Students' own answers.

VOCABULARY ACTIVITY 3 – PAGE 54

1 blue with cold; 2 red-faced; 3 green with envy; 4 once in a blue moon; 5 showed her true colours; 6 golden opportunities; 7 see red; 8 roll out the red carpet; 9 passed with flying colours

GRAMMAR ACTIVITY 4 – PAGE 54

Verb -ed sound	Verb -t sound	Verb -d sound
wanted	washed	loved
shouted	danced	retired
visited	coughed	tried
started	relaxed	allowed
directed	liked	played
needed	watched	begged
mended	hoped	closed
irritated	worked	cleaned

GRAMMAR ACTIVITY 5 – PAGE 55

1. We met
2. I woke
3. We didn't have
4. The Miami Dolphins won, the Buffalo Bills lost
5. I lied
6. He lay
7. You kept up, I was
8. We held, it didn't change
9. I wrote
10. didn't you paint

GRAMMAR ACTIVITY 6 – PAGE 55

Students' own answers.

GRAMMAR ACTIVITY 7 – PAGE 55

Past simple	Present simple
<i>yesterday</i>	today
last month	this week
1996	ever
the 90s	this year

GRAMMAR ACTIVITY 8 – PAGE 56

1. She broke her foot last week.
2. He has never tried Korean food before.
3. Did you go to the party on Saturday?
4. She has never eaten at that restaurant.
5. Why did you leave France to live here?
6. I spent yesterday making the cake.
7. What time did you arrive?
8. I slept all afternoon last Tuesday.
9. I've started the project but I haven't finished.
10. I painted the room in 2015.

GRAMMAR ACTIVITY 9 – PAGE 56

1. She ate
2. I've twisted
3. Emi hasn't cooked
4. Did you read / Have you read (the current time of day makes a difference here)
5. Ramin has been
6. They ate
7. have you lived
8. Did you like / Tim went
9. They haven't watched
10. Paul has been / I arrived

WRITING PART 6

PREPARING THE WAY – PAGE 58

Students' own answers. Suggested answers:

Key words and phrases: *facial expression, emotion, direct contact, visual cues, distance*

Suggested sentence structures for discussion:

Virtual interaction is more ... but less ... than face-to-face interaction.

I prefer communicating by ... because ...

Sometimes I'm in the mood for communicating by ... but other times I'd rather ...

My friends and I socialise by ... in ...

Social media is ... We often / don't often speak / send / exchange ...

I think / don't think I could survive for more than ... without ... because ...

ACTIVITY 1 – PAGE 58

Students' own answers.

ACTIVITY 2 – PAGE 59

Students' own answers.

ACTIVITY 3 – PAGE 59

Students' own answers. Suggested answers:

1. There's a good chance that we'll be late.
2. I've never had a slower rail journey in my life!
3. Meet me at seven at my house.
4. It is completely dry in the desert.

ACTIVITY 4 – PAGES 60–61

1. The relevant section begins at *Some of these sounds* and finishes at *giving the dolphin important information*.
2. **a** makes: produces
 sound: noise
 bounces off: rebounds
 whatever: anything / everything / all the things that
 surroundings: environment
b The noun phrase *a clicking sound* could be shortened to *clicks*.
c *sound* and *whatever is*
3. **a** Suggested answer: The student has changed the subject from *sounds* to *dolphins* and substituted *environment* for *surroundings*.
b Suggested answer: Changing the subject in sentences is helpful for both (e.g. *were being used* can now be *use*).

ACTIVITY 5 – PAGE 61

Students' own answers. Suggested response:

Student B's response is better because it uses more word substitution than Student A's.

Student B's response moves further away from the text by introducing new language, e.g. *nature of their surroundings* in place of *their environment*, *The sounds strike any object* in place of *bounces off whatever*.

Student A's is more like a paraphrasing of the original because it substitutes words while relying on the sentence structure of the original.

Student B's is more like a summary of the original because it reorganises main ideas from the original.

PRACTICE TIME: WRITING PART 6 – PAGES 62–63

Students' own answers. See sample answer below.

Before the age of nine months all babies, no matter which countries they come from, sound the same. After nine months, the sounds babies make begin to change. At that time, they still cannot produce words, but the noises they make are clearly those of the languages around them.

Experts disagree about child language development. Skinner, for example, thought babies copied the speech of their parents or other people around them. Chomsky, on the other hand, thought babies were pre-programmed to speak. Given enough stimulation, he thought their language would develop naturally. Bruner believed that parents were vital because their feedback allowed the child to learn.

Where a child grows up in a bilingual or multilingual family, I predict they would learn all the languages they are exposed to successfully. I also think they would learn languages better the earlier they hear them.
(143 words)

VOCABULARY ACTIVITY 1 – PAGE 63

Students' own answers.

VOCABULARY ACTIVITY 2 – PAGE 63

1. tell
2. speak
3. talk
4. say

VOCABULARY ACTIVITY 3 – PAGE 64

1. emphasise
2. communicate
3. reject
4. copy
5. debate
6. praise

VOCABULARY ACTIVITY 4 – PAGE 64

1. emphasise
2. talking
3. communicate
4. say
5. debating
6. speak
7. rejects
8. praises
9. tell
10. copying

VOCABULARY ACTIVITY 5 – PAGE 65

1. praise
2. talk

3. copy
4. debated
5. say
6. rejected
7. told
8. communicate
9. emphasise
10. spoken

VOCABULARY ACTIVITY 6 – PAGE 65

say: something about

speak: to someone

tell: someone, a story, an anecdote, me

talk: to someone

GRAMMAR ACTIVITY 7 – PAGE 65

1. What were you doing when Paul called? / When Paul called, what were you doing?
2. I was sleeping while we were travelling. / While we were travelling, I was sleeping.
3. Sarah was running late for work when she dropped her phone. / When Sarah dropped her phone, she was running late for work.
4. The band was playing well, but nobody was dancing. / Nobody was dancing, but the band was playing well.

GRAMMAR ACTIVITY 8 – PAGE 66

1. past simple
2. past simple
3. past continuous
4. past simple
5. past continuous
6. past continuous

GRAMMAR ACTIVITY 9 – PAGE 66

1. She was eating / She ate
2. were you chatting
3. Rose wasn't doing
4. The coffee tasted
5. I didn't see, I went
6. Femi broke
7. did you have
8. The doctor forgot, I had.
9. You were being, I spoke.
10. I told / I was telling.

GRAMMAR ACTIVITY 10 – PAGE 67

1. correct
2. correct
3. I didn't use to eat so many vegetables.
4. I used to have a dog when I was a child.
5. correct
6. I never used to / I would never play video games before I moved here.
7. correct
8. He didn't always use to have showers.
9. My friend used to fly his kite when he was a boy.
10. correct

UNIT 3 LISTENING PREPARATION

LISTENING PART 1

PREPARING THE WAY – PAGE 70

Students' own answers.

Suggested sentence structures for discussion:

Ideally, I would like to be a ... work in the ... industry.

What makes a job fun is having the opportunity to ...

The purpose of work experience is to try ...

Work experience is for + -ing

Useful words and phrases: *to have the opportunity to (do something), to experience, skills, abilities, responsibilities, earn money (a salary)*

ACTIVITY 1 – PAGE 70

- Both groups look as if they are working collaboratively in some way, although the seating arrangement in the first picture looks more hierarchical, i.e. there seems to be one leader. Alternatively, he may be being interviewed.
Students' own answers. Suggested answers:
Some people are working together. / A group of colleagues is having an informal meeting.
- Students' own answers. Suggested answers:
The people are feeling relaxed. They are interested in the discussion. The seating in that picture is less formally arranged, so the situation may be less intimidating.
- Students' own answers. Suggested answer:
I had a job interview when I started my job at the café. I was very nervous because it was the first interview I'd ever had. I was sure I'd say something wrong. The manager was very friendly, though, and she made me feel at ease. She didn't ask many questions and it was all over with quite quickly.

ACTIVITY 2 – PAGE 71

- Suggested answer: Listening is more attentive than hearing, which can be accidental. A useful comparison might be made between this verb pair and *to see* and *to watch*.
- a** hear; **b** listened; **c** heard; **d** heard; **e** listening; **f** listened
- Listening for details: **b, e, f**
Listening for the overall message: **a, c, d**

ACTIVITY 3 – PAGE 72

Students' own answers.

ACTIVITY 4 – PAGE 72

AUDIOSCRIPT: Student Book page 287

- The training for this job is long, but I think it's worth it. I help people every day. The most rewarding thing for me is treating young children and helping them to get well again.
- My company has built bridges all across Portugal. We are well-known for using environmentally friendly materials. My personal responsibilities include technical planning and working on site.
- Sometimes I'm really busy, sometimes not so much. For example, last week I played in four concerts in three different cities, but next week I have none. I do practise for several hours a day, though, and I occasionally give lessons – on three different instruments!

4. I'm working on a case about gender discrimination. It's about an employee. She was unfairly treated because she is a woman. That's not right, is it? I help people fight for their rights and that's rewarding.
5. I get a lot of inspiration from my travels. I look carefully at the very different styles of dress, the variety of fabric, the different use of colour. I think people like my clothes because they're original.
6. My training is intensive. I work out in the gym for three hours every day. I also work with my trainer every day for at least three hours – normally on the tracks. I also have to be very careful with my diet.

(Clues underlined in audioscript.)

designer 5; musician 3; athlete 6; doctor 1; lawyer 4; engineer 2

PRACTICE TIME: LISTENING PART 1 – PAGES 72–73

AUDIOSCRIPT

1. This is a good place for a break when you're tired of carrying all your bags around. They serve great coffee and cakes, as well as several kinds of snacks in case you're feeling peckish and you can eat and drink in such attractive surroundings. There are flowers and ferns everywhere and the whole setting is really pretty and well-designed.
2. There's not always a great range, but if your priority is to get on with your journey as quickly as possible, it definitely helps with that. It's a convenient way of breaking up long trips – apart from anything else, it provides a change from driving.
3. We had a wonderful meal there and there was a really great selection of dishes on offer. Many places only offer meals that contain meat, so we often struggle to find good restaurants, but this place was a great exception and we'll definitely go back!
4. I always stop off here on my way to work. I get a special 'green' drink, made from apples, green pepper and cucumber, and I think it's delicious! The fruit and vegetables are all very fresh so it's a healthy start to the day. I also like it because you often see the same customers every morning and it's nice to say hello to them as well as to the vendor, of course. He's been at the same spot for fifteen years and is a real character.
5. This is very convenient if you want to grab something quickly when you don't have the time to get out of the car, let alone linger over a meal. It might not be the healthiest food in the world, but some of it does come in a slightly healthier form, like the range of sugar-free drinks. It does have the disadvantage of leaving the car a bit smelly, though.

(Clues underlined in audioscript.)

1 G; 2 A; 3 B; 4 F; 5 C

SECTION B – PAGE 73

AUDIOSCRIPT

Lena: This is probably your first time doing work experience and I'd like to welcome you all to my restaurant. My name is Lena and I've been running this restaurant for over twenty years.

I'm also the manager, so it matters a lot to me that we keep our customers happy. That means providing excellent food and excellent service, and that's only made possible by having a team of really dedicated staff.

Your work experience will last for one week and at the end of that time there may be a job available for anyone who has really impressed me, so you could have the chance to join our dedicated team!

You could also make an application for one of our chef apprenticeships if you're interested in learning to cook.

As this is a restaurant, our first priority is cleanliness, so trainees must wear the uniforms we provide and you need to attend a hygiene briefing provided by Bob, our assistant manager. Our uniforms are made of cotton so that they're practical as well as comfortable and we will provide you with a clean one every day – twice a day if you are doing two shifts! You must also be polite at all times, not just in your dealings with customers, but also in the way you communicate with other staff. A friendly workplace is a happy workplace, isn't it?

You'll need to learn about the different kinds of pizzas we make: thin crust, deep crust, vegetarian and so on. You'll also need to learn how to advise customers who have allergies. One of the great things about working here is that you get your meals provided. If you're not keen on eating pizza every day, don't worry, we also serve delicious salads. Whether you're preparing food in the kitchen, serving customers, or washing up, you'll all have a role to play in our success and providing you with delicious free food is our way of saying thank you for your efforts!

Finally, remember that we sometimes need to take on new full-time and part-time staff, so work hard and you may be offered a contract and become part of our team!

(Clues underlined in Audioscript.)

6. (for) over twenty years
7. a job
8. cleanliness
9. polite (at all times)
10. (delicious) salads

VOCABULARY ACTIVITY 1 – PAGE 74

1. work experience
2. full-time
3. application
4. contract
5. apprenticeship
6. staff
7. uniform
8. workplace
9. briefing
10. manager
11. trainee
12. customer
13. part-time

VOCABULARY ACTIVITY 2 – PAGE 75

1. trainee
2. briefing
3. customer
4. application
5. work experience
6. uniform
7. part-time
8. contract
9. full-time
10. apprenticeship
11. manager
12. staff
13. workplace

VOCABULARY ACTIVITY 3 – PAGE 75

Students' own answers.

GRAMMAR ACTIVITY 4 – PAGE 76

What are you doing later? Having dinner.

Where are you eating dinner? In town.

Why didn't you eat at home? I didn't have any food in the house.
 Who did you eat with? With my family.
 How are you finding the meal? Quite pleasant.
 When are you eating dinner? At seven.

GRAMMAR ACTIVITY 5 – PAGE 76

- Students' own answers. Suggested questions:
What are you doing at the moment? Where is she working at the moment?
How do you normally get to school? How do you get to school normally?
What did you eat yesterday? Where did the boss go yesterday?
Where are you living this year? Where will you go on holiday this year?
When will you go to school tomorrow? What are you studying tomorrow?

GRAMMAR ACTIVITY 6 – PAGE 76

Students' own answers. Suggested answers:

- You live near here, don't you?
- You don't know the answer, do you?
- You're older than me, aren't you?
- They're confused, aren't they?
- She's smart, isn't she?
- He isn't serious, is he?
- You've been to the shops, haven't you?
- He has been to England already, hasn't he?
- You haven't finished the exercise yet, have you?
- He hasn't slept enough, has he?

GRAMMAR ACTIVITY 7 – PAGES 76–77

- See bold words below.
- See underlined phrases below. Suggested answers:
Under no circumstances had I suspected needs *how* or *that*.
Little did I know needs *that*.
No sooner had I arrived needs *than*.
Not until ... did they show me does not need extra phrases.
Nowhere ... was there anything does not need extra phrases.
Hardly had I started needs *than*.
Never had the time passed needs an adverb.

Under no circumstances **had I suspected** how intense my first work experience would be. After I sent the application, I was invited for an interview and they accepted me. I was so happy! Little did I know that it would be one of the most challenging weeks of my life.

No sooner **had I arrived** than they put me in the kitchen and told me to start arranging the toppings on the pizzas! I don't have any qualifications at all, so I thought they would teach me how to do things on my first day without any pressure, but they just threw me straight in. Not until much later that week **did they show** me a video about all the correct cooking methods. Nowhere, at any point, **was there anything written down** to help me.

Anyway, hardly **had I started working** when they told me that my shift was over! I couldn't believe it. Apparently, I had been working for five hours – it felt like five minutes. Never **had the time passed** so quickly. So even though it was very challenging, in the end I really enjoyed everything.

GRAMMAR ACTIVITY 8 – PAGE 77

1. No sooner had I seen Venice than I fell in love with the city. (*did I see* also acceptable)
2. Under no circumstances will I talk to him again.
3. Little did I know what would happen.
4. Not until later did I realise my mistake.

LISTENING PART 2

PREPARING THE WAY – PAGE 78

Students' own answers.

Suggested sentence structures for discussion:

I think ... make the best pets because they are / have / can / don't ...

In my opinion, animals do / don't have personalities because ...

Humans can't / don't ... whilst animals can ...

I think / don't think / don't know if animals dream because ...

Laws should exist to protect animals against ...

If I could be an animal, I would be a ...

Useful words and phrases: *personality, the ability to ..., instinct, cruelty, neglect, to communicate by / with ... wings, tails, claws, sense of hearing, sight, smell*

ACTIVITY 1 – PAGE 78

Students' answers may vary. Suggested answers:

- a. cutest
- b. slowest / oldest
- c. most intelligent / cleverest
- d. prettiest
- e. best at talking / loudest
- f. fluffiest / cutest
- g. best at swimming
- h. cutest / most intelligent / cleverest

ACTIVITY 2 – PAGE 79

AUDIOSCRIPT: Student Book page 287

1. First up in the arena, we have one fine creature! He can fly high above the jungle treetops and there's no way you could miss his amazing bright colours ...
2. And next! Please welcome one of nature's most elegant animals. Ancient Egyptians worshipped them as a god and a black one might bring you bad luck if you're superstitious! This beauty is only three months old, but she's already outshining all others in her category ...
3. OK, now here's one fluffy friend that will have you 'jumping' with excitement! Those long ears and strong legs are just perfect for this little guy to hear you from a mile away and run off at any sign of danger! And who says that this one only eats carrots? This fine specimen eats a whole lot more ...
4. If you're a water fan, you'll love this next contender! This golden female just loves to shake her tail and show off her colour. Some people say that these creatures don't have much memory, but this lady is an exception, I can tell you ...

(Clues for Q1 underlined in audioscript.)

1. parrot, cat, rabbit, goldfish
2. 1 c; 2 a; 3 b; 4 b

ACTIVITY 3 – PAGE 80

1. Stated information is said directly. Implied information is hinted at.
2. stated information: b, d
implied information: a, c

ACTIVITY 4 – PAGE 80

AUDIOSCRIPT: Student Book page 287

Dog Trainer: Dogs enjoy activity and most dogs need several walks a day. That's good news for dog owners like me who love hiking. Older dogs may need shorter walks but they will still enjoy a change of scene. It is important that you exercise your dog in a safe place and that you always know where it is. Even if your dog behaves well off-lead, other dogs might not!

Walking your dog at night will bring its own challenges. Some dogs may not be seen very easily so it is important to make them visible to others in some way.

(Clues underlined in audioscript.)

1. 1 T ✗; 2 T ✓; 3 T ✗; 4 F ✓; 5 T ✗
2. Students' own answers. Suggested words and phrases underlined above.

PRACTICE TIME: LISTENING PART 2 – PAGES 80–81**AUDIOSCRIPT**

Sean: Hi, I'm Sean Daly. I'm a professional dog trainer and I'm going to give you some tips for training your dog successfully.

Let's start with some ground rules. It's really important that you show your dog who's in charge right from the start. For example, once he or she develops bad habits, it can be very difficult to break them. It may be tempting to let your dog sit on the sofa next to you, especially when they're a puppy, but once the dog sees the sofa as their territory, it can be very difficult to shift them. You don't want to end up with your clothes and furniture covered in dog hair!

You need to be firm with your dog, but you also need to be consistent. If you start feeding the dog every time you eat, they'll come to expect it. Some dogs make a real nuisance of themselves at meal times – again, it's much better not to let them get into bad habits.

You can train your dog to do many things, but you must be prepared to put in the hours. You'll be working together a lot and that will definitely improve the bond between you. You should also remember that you'll need to be patient. If you can manage that, then you should certainly see positive results.

Remember that dogs learn through positive reinforcement – if you praise them for obeying a command like 'sit', for example, they will associate praise with obedience and are more likely to sit on command. As well as 'sit', there are lots of other commands you can teach your dog.

Some dogs can be trained to fetch items and many can also be taught to 'stay' and to come to heel when the owner tells them to. It's a pleasure to watch a well-trained dog and, of course, some dogs even go on to do agility training, which is the area most of my work is focused on.

Agility training involves the dog having to run around obstacles, jump over small hurdles and travel through specially made tunnels. Agility training is often associated with certain breeds, such as collies and Alsatians and it's true it's ideal for these dogs. Other breeds can do agility training too and benefit from it, but collies and Alsatians are perfect candidates because they tend to be very clever and to have high energy levels. The most important thing is that the activities are appropriate for the dogs' health, age and general fitness level. It's always wise to check with your dog's vet before starting your dog on any kind of training programme.

One thing that's crucial with agility work – and indeed with any kind of training – is the relationship between a dog and its owner. I feel that this cannot be neglected. There has to be mutual trust and this is something that is built up gradually over time. I would say, don't expect to get instant results! Remember that any kind of training needs to be tailored to the individual dog, and older dogs and younger ones will tire out quite easily.

The best dog I've ever trained for agility is my current dog, Wolfgang, who is a Carpathian Shepherd dog. He was a rescue dog and wasn't in the best state of health. The rescue centre had looked after him really well, but his life on the streets before had left him severely underweight.

As time went on, though, he built his strength up and I started realising what an amazing mind he had. Wolfgang is definitely the cleverest dog I've known. Before long he was winning prizes and trophies all over the country. It just shows you: anything is possible!

(Clues underlined in audioscript.)

11. start
12. sofa / furniture
13. meal times
14. time (and) patience
15. commands
16. heel
17. high energy levels
18. vet
19. C
20. B

VOCABULARY ACTIVITY 1 – PAGE 82

1. a iv; b ii; c i; d vi; e viii; f vii; g ix; h x; i iii; j v
2. i c refuge for animals
ii b Praising
iii i extremely thin
iv a negative behavioural patterns
v j (very) well-suited
vi d physical power and enthusiasm
vii f immediately
viii e have confidence in each other
ix g teaching of new skills
x h physical condition

VOCABULARY ACTIVITY 2 – PAGE 83

1. instant results
2. severely underweight
3. ideal candidate
4. bad habit
5. mutual trust
6. energy levels
7. positive reinforcement
8. training programme
9. rescue centre

GRAMMAR ACTIVITY 3 – PAGE 83

1. in
2. at
3. on
4. in
5. at
6. at
7. in
8. in

GRAMMAR ACTIVITY 4 – PAGE 84

- 1 to; 2 in; 3 to; 4 into; 5 around / round; 6 over; 7 through; 8 to; 9 by / near / next to / behind; 10 next to / behind / in front of / near; 11 in / behind / next to / in front of / near / by

GRAMMAR ACTIVITY 5 – PAGE 84

Students' own answers. Suggested answers:

- The trainer is running beside his dog. The dog is nearly a metre above the ground.
- There's a dog behind the hamster. The dog is between the kitten and the rabbit.
- There are two carrots in front of the rabbit. The rabbit is crawling through a piece of wood.
- There's a fish in a shell. The fish is swimming out of a shell.
- The dog is running through the water. The dog is running towards a yellow ball.

GRAMMAR ACTIVITY 6 – PAGE 85

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

LISTENING PART 3**PREPARING THE WAY – PAGE 87**

Students' own answers.

Suggested sentence structures for discussion:

A game can be ... whereas a sport ...

I like / don't like gaming because I find it ...

I enjoy / don't enjoy ...

The most popular games in my country are probably ...

Useful words and phrases: *indoors / outdoors, physical activity, board game, card game, computer game, players, competitive, fantasy, for fun, the winner, winning, take turns*

ACTIVITY 1 – PAGE 87

- (early version of chess) around AD 500
- (golf) 1400s
- (computer games) 1950s
- (ice hockey) 1700s
- (computer games on phones) 1990s
- (card game) 868

ACTIVITY 2 – PAGE 88

AUDIOSCRIPT: Student Book page 286

1. There's a slight problem with the antique vase I took to the auction house.
2. I managed to beat my personal best for push-ups at the gym today.
3. These cookies are really great. Your cooking is definitely improving.
4. You might want to reconsider that hairstyle.
5. I'm not sure an elephant is really the best pet for you at the moment.
6. I've tidied up the whole house because you didn't get round to it.

(Clues underlined in audioscript.)

1. 1 a slight problem; 2 my personal best; 3 is definitely; 4 might want; 5 is really the; 6 tidied up
2. 1 c; 2 d; 3 e; 4 b; 5 f; 6 a

ACTIVITY 3 – PAGE 89

Students' own answers.

ACTIVITY 4 – PAGES 89–90

1. Students' own answers. Underlined words in the text below give clues about the writer's opinion.

THE MIGHTY MISTLEY HAVE BEEN ROBBED!**Weeley Wanderers 3 – Mistley United 0**

Weeley Wanderers edge cup final in complete sham.

The glorious Mistley United's series of victories came to an end today after a calamitous string of events led to an undeserved victory for Weeley Wanderers.

The heroic Mistley players battled fiercely for the whole 90 minutes, but ultimately were unable to take the win they so thoroughly deserved.

The first key moment of the game came in the tenth minute, when our boy Tom Mathews was unfairly sent off after the referee wrongly called for a handball when the ball clearly came into contact with his chest. What a joke!

And because of that, Weeley got a penalty and scored their first goal, putting our lads up against the wall.

Our luck didn't get any better when the next goal for Weeley came soon after: I blame the bad weather, several questionable decisions from the referee and an oddly weighted ball. In the second half, things got worse. Manager James Humphries tried to save the day with some tactical and timely substitutions, but unfortunately luck, rather than skill, played a bigger part in the result. The referee must have been blindfolded when he sent off Max Green, Mistley's inspirational captain. The filthy Weeley striker deliberately fell to the ground, he hadn't even been touched! In the final 15 minutes, we had our heads in our hands when Weeley scored again. I'd say the game was an utter sham!

A tragic day indeed, but heads up! Next year that cup will be ours!

2. Students' own answers. See sample answer below.

The writer supports Mistley United. We know this because of the language they use, even though they do not directly say I am a Mistley United fan. The blogger praises the Mistley United team and uses positive words to describe them (like mighty). The team lost the match, and the writer's language shows that they think this result was unfair. They also talk about our lads. Most of the opinions words in this text are adjectives and adverbs.

PRACTICE TIME: LISTENING PART 3 – PAGES 90–91

AUDIOSCRIPT

Monica: Today I'm very happy to welcome writer Lance Worthington here to the studio.

Lance: Thank you very much, Monica.

Monica: Now, Lance, you've just written a book about the impact of video games on young people. What got you interested in the topic?

Lance: I wanted to find out the truth. Video games were getting really bad press and I wondered what that was based on – something that was real, or just people’s perceptions.

Monica: I see. Interesting. And what did you discover?

Lance: Well, I think people are right to be cautious. Any activity pursued to excess can be dangerous and video games are no exception.

Monica: Any activity?

Lance: Sure. Even something like fitness training would cause problems if you did too much of it.

Monica: True. So, what did you find out?

Lance: Well, interestingly, it was the notion of ‘use’ and ‘overuse’ that was most significant. There’s nothing really bad about gaming itself – it’s the fact that it can be so addictive that causes problems.

Monica: You say there’s nothing really wrong with gaming, but some people would challenge that. Doesn’t it sometimes cause a lot of anger, when players get frustrated about not winning? How can that be good for people?

Lance: Well, it may surprise you to know: studies have been done which suggest that one of the benefits of gaming is that players learn to tolerate anger and frustration. In fact, statistically, players’ frustration levels can rise by as much as 80%. But I don’t think that’s a bad thing. We all have to deal with frustration sometimes. It’s an important life lesson.

Monica: That’s very interesting.

Lance: And again, I come back to my point about sensible usage. People need to be careful with how much time they spend on gaming. It’s certainly the case that some people do get sucked into the gaming world and it has a negative impact on other areas of their life. Studies, work, relationships – all of these things can suffer.

Monica: Yes, I’m sure a lot of people would agree with you on that.

Lance: One thing I believe, however, is that even if gaming may have a negative impact on relationships, I don’t think it necessarily has a negative impact on learning – at least if games aren’t played to excess.

Monica: Oh? Can you say a bit more about that?

Lance: Well, it seems to me that ‘learning’ is a much wider concept than just what we learn in school and how to pass exams. Learning for me means firstly gaining a wider knowledge of the world we’re living in.

Monica: Yes, I see what you mean, but how does that link with gaming?

Lance: Often games open you up to other cultures, other worlds. They show you different perspectives and even different landscapes you wouldn’t normally see. This is great, especially for widening young people’s knowledge of the world!

Monica: I’m with you now. So, you’re saying that gaming can enrich young people’s experiences?

Lance: Exactly. I’d say secondly, that as well as developing your mind, gaming helps us to develop other, more physical skills, such as motor skills, hand-eye coordination ...

Monica: Interesting. Can you say a bit more about that?

Lance: Well, when you’re playing a game, spatial awareness is key and how fast you can move your fingers and thumbs is also critical, of course! The speed of your brain sending impulses to your body is greatly improved through gaming.

Monica: I suppose all of that makes sense. So, players have a lot going on at once and have to react quickly, don’t they?

Lance: Yes, playing games can help to speed up reaction time, for example when multi-tasking. This is probably because video games operate on several levels simultaneously. You might be trying to solve a puzzle by moving three-dimensional objects while listening to spoken instructions, or while watching out for random enemies. It’s all good training. Which is why a lot of research is being done into using games as a way of keeping the brain active as people get older.

Monica: So, there may be possible benefits we haven’t really grasped yet?

Lance: That’s correct, yes. But on the other hand, there may be problems we haven’t uncovered yet too. We need to keep an open mind regarding negative impacts as well as positive. One issue is that young people nowadays tend to exercise less than was the case a few years ago. Video games can be unhelpful there, because...

Monica: Because teenagers are all busy sitting in their rooms glued to their games consoles rather than going out and kicking a ball around a park?

Lance: Exactly. There was a trend for games that encouraged you to exercise in your own home and even had ways of tracking your progress, which could help you to gradually build up fitness levels. But these are sadly not as popular any more. Now, at least there are games that get people outside, looking for clues and objects, so that’s something!

Monica: Yes, that's a great way to get people outside in the fresh air, isn't it?

Lance: Exactly! So, I'm quite excited about the way gaming is going. It can definitely offer all sorts of benefits. There are so many new ideas coming through all the time. Personally, I think the gaming industry will make positive contributions to society in general.

Monica: Well you've convinced me at least! I'd like to thank you for your time and wish you all the best with the upcoming book launch!

Lance: Thanks Monica. It's been a real pleasure.

(Clues underlined in audioscript. Note students' answers may vary.)

21. to find out the truth about video games
22. even fitness training can be harmful if you do too much
23. gamers might get frustrated when they lose
24. coping with frustration is a valuable life lesson
25. too much gaming can make studies, work and relationships suffer
26. C
27. D
28. B
29. C
30. C

VOCABULARY ACTIVITY 1 – PAGE 91

especially – special	greatly – great
firstly – first	well – good
probably – probable	simultaneously –
secondly – second	simultaneous
happily – happy	normally – normal
quickly – quick	constantly – constant
certainly – certain	rarely – rare
definitely – definite	early – early

VOCABULARY ACTIVITY 2 – PAGE 92

AUDIOSCRIPT

1. It can definitely offer all sorts of benefits.
2. It's certainly the case that some people do get sucked into the gaming world and it has a negative impact on other areas of their life.
3. This is great, especially for widening young people's knowledge of the world!
4. Learning for me means firstly gaining a wider knowledge of the world we're living in.
5. They show you different perspectives and even different landscapes you wouldn't normally see.
6. The speed of your brain sending impulses to your body is greatly improved through gaming.
7. This is probably because video games operate on several levels simultaneously.
8. I don't think it necessarily has a negative impact on learning.

(Clues underlined in audioscript.)

1. definitely
2. certainly
3. especially
4. firstly
5. normally
6. greatly
7. probably, simultaneously
8. necessarily

VOCABULARY ACTIVITY 3 – PAGE 92

1. simultaneously
2. probably
3. firstly
4. normally
5. especially
6. firstly (and) secondly
7. necessarily / definitely
8. greatly

VOCABULARY ACTIVITY 4 – PAGE 93

1. greatly
2. simultaneously
3. probably
4. normally
5. especially
6. firstly
7. certainly
8. necessarily

VOCABULARY ACTIVITY 5 PAGE 93

1. certain
2. greatly
3. simultaneously
4. especially
5. probably
6. special
7. first, second
8. normally
9. probable
10. normal

GRAMMAR ACTIVITY 6 – PAGE 94

1 always; 2 often; 3 regularly; 4 sometimes; 5 rarely; 6 hardly ever; 7 never

GRAMMAR ACTIVITY 7 – PAGE 94

Students' own answers.

GRAMMAR ACTIVITY 8 – PAGES 94–95

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

GRAMMAR ACTIVITY 9 – PAGE 95

1. 1 really; 2 quite; 3 much too; 4 a lot of; 5 enough; 6 some; 7 very; 8 so many; 9 far too; 10 Hardly any; 11 extremely

LISTENING PART 4

PREPARING THE WAY – PAGE 97

Students' own answers.

Suggested sentence structures for discussion:

I love / enjoy / hate / can't stand shopping because ...

I think / don't think shopping is a skill because ...

I think / don't think shopping is a skill because ...

People can become addicted to shopping when / if (they associate shopping with ...)

My favourite shopping place / shop is ...

I love / enjoy / hate / can't stand buying gifts for people because ...

ACTIVITY 1 – PAGE 98

1. a parking; b sale; c barcode; d CCTV
2. a near a free car park or a parking area; b on a label on an item for sale in a shop at a reduced price; c on an item for sale, e.g. in a supermarket; d in an area where there are CCTV cameras operating

ACTIVITY 2 – PAGE 99

Suggested answers:

Essential information: Size: 10, £10.00, women's jumper

Very important information: Condition is nearly new, colour is pale grey, Dry clean only, Genuine wool

Less important information: Made in Wales, can be worn with skirts or trousers

ACTIVITY 3 – PAGE 99

AUDIOSCRIPT

Mark: Hello, everyone. My name is Mark and I'll be giving you some information about today's flight to Madrid, in sunny Spain. The first thing I need to tell you is that today's my birthday – isn't that cool? – and I should also mention that the journey will take three hours longer than expected, unfortunately, because we need to make a detour to avoid some storms, but that's not so bad as it will give you lots of extra time for in-flight shopping! We will be arriving at 16.00 hours local time, rather than 13.00 as planned, but I'm sure you won't mind once you hear all about the fantastic bargains we've got in store for you today! For example, we have over ten different kinds of perfume for sale – isn't that great?

There is some safety information that you'll be given soon, but before that, I want to let you know that the goods we have on board have all been reduced by 2% – we want to make sure you enjoy these massive reductions.

You need to put your seat belts on now, as the plane is about to be cleared for take-off, but don't forget to get your credit cards out ready – it won't be long until you can start shopping. I bet you can't wait!

(Clues underlined in Audioscript.)

Subject matter? Details?	Essential?	Less important?
1 destination – Madrid	✓	
2 birthday		✓
3 journey lengthened / delayed	✓	
4 landing later than expected	✓	
5 perfume for sale		✓
6 safety information	✓	
7 2% off sale		✓
8 put seat belts on now	✓	

PRACTICE TIME: LISTENING PART 4 – PAGE 100

AUDIOSCRIPT

Mike: Hello, my name is Mike Malone, host of the weekly radio show *Out and About*. Today I'm here with Sarah Hubbard, an expert on consumer culture, who'll be telling us all about what has changed in the world of shopping. Welcome to the show, Sarah.

Sarah: Hello, Mike.

Mike: So, Sarah, what is it that you do?

Sarah: Well, I study shopping patterns. Customers nowadays are very different to customers fifty years ago and shops that don't adapt to the changing shopping culture don't succeed.

Mike: I see. What is it about modern shopping that's different for consumers, then?

Sarah: First and foremost, there's the shopper. Fifty years ago, shoppers weren't very informed. They would just come into the shop and browse, not always knowing much about the product they were looking for. Nowadays shoppers know everything about the product they're looking for. Usually, they've already compared the price online from a dozen different stores and often they know the exact specifications of whatever they are buying. And they shop around to get the best bargains. All the information they might need is on their phone, so really they're just as knowledgeable as the assistants in the shop.

Mike: So how have shops adapted to this change?

Sarah: Well, shop assistants now need to receive special training, to make sure that the shopper doesn't contradict them. It would be very embarrassing if the shopper knew more than the assistant!

Mike: I suppose so. Yes, I can imagine that assistants would be placed in a very difficult position if that happened.

Sarah: Exactly. And if customers are paying a lot of money for an item, as can often be the case, they will want to do their research.

Mike: Fair enough. In what other ways has shopping changed?

Sarah: Well, the second thing is there are more options nowadays in terms of how we shop.

Mike: What do you mean, exactly?

Sarah: Well, a lot of shops nowadays let their customers shop online. There's no need for the shopper to leave their house and to queue up for hours on end in a busy store. They can find the product, ask any questions they might have and even order it online. The product will then be delivered a couple of days later. It's a completely different process. In the old days, going to the shops took time and effort, and shoppers were unlikely to go home without buying anything.

Mike: I suppose that one thing that's not so good about internet shopping, especially with clothes or shoes, is that you can't try on anything you might buy.

Sarah: Yes, that's true. But if the clothes are very cheap, some people are happy to try to find a good deal online, knowing that if they don't like what they buy, or it doesn't fit, it can be donated to charity and won't have cost them very much. They haven't really made an investment in these items, or not a big one, at least, so they're happy to give them away.

Mike: And what about paying for items online? How safe is that?

Sarah: Well it's pretty safe, although no system is ever going to be completely free of risk. It's getting better all the time, though and banks and credit card companies are definitely making it harder for thieves to target online shoppers.

Mike: I suppose another feature of online shopping is the review system.

Sarah: Yes, that's actually very important. Reviews from others that have bought products online can be seen and scrutinised, so any seller whose goods are substandard is going to struggle.

Mike: You've talked mainly about advantages for the customer in the change towards shopping online. Are there any other disadvantages?

Sarah: Well, I think that depends a lot on the individual. Not everyone enjoys online shopping. There's less human contact and it's nice to be able to see what you're getting, for example, if a supermarket decides to sell off food cheaply at the end of the day.

Mike: Do you think that buying from home affects what people buy?

Sarah: I think so. If you're handing over cash, that might be a reminder of what your purchases are really costing you. You might be less tempted to splash out on luxuries and spend money you haven't really got!

Mike: Yes. I remember I used to go to my local market to bargain over the prices of things I wanted to buy. That's something I miss with online shopping! Sending an email isn't really the same ...

Sarah: True. Although at least you have fewer wasted journeys, as you can see immediately if an online shop has sold out of the item you want to buy from them.

Mike: Good point. Right, if you were asked to sum up what has changed most in people's shopping habits, what would you say, then?

Sarah: Hmm ... Well I think I'd have to say it's to do with customer information levels, shopping around for bargains, no queuing, expectations about convenience and easy access to reviews from other shoppers.

Mike: That's great. Thank you very much, Sarah, for coming on the show. You've given all of us lots to think about.

Sarah: Thank you for asking me, Mike.

(Clues underlined in audioscript.)

31. online
32. as much as
33. queue (up)
34. try on
35. donated to charity
36. reviews
37. contact
38. luxuries
39. bargain
40. waste journeys

VOCABULARY ACTIVITY 1 – PAGE 101

1. 1 browse; 2 order; 3 find a good deal; 4 made an investment; 5 bargain

VOCABULARY ACTIVITY 2 – PAGES 101–102

1. find a good deal
2. bargain
3. make an investment
4. browse
5. order

GRAMMAR ACTIVITY 3 – PAGE 102

1. shop around
2. queue up
3. try on
4. sell off
5. splash out
6. sold out

GRAMMAR ACTIVITY 4 – PAGE 103

try on: wear clothes or shoes briefly to see if they fit

sell off: reduce stock by lowering prices

queue up: wait in line

splash out (on): spend lots of money on something; to be extravagant

sell out (of): no longer have goods for sale

shop around: try to find goods at a range of shops, perhaps to find the cheapest

GRAMMAR ACTIVITY 5 – PAGE 103

1 sell out; 2 sell off; 3 try on; 4 queueing up; 5 shop around; 6 splash out

GRAMMAR ACTIVITY 6 – PAGE 103

Students' own answers.

GRAMMAR ACTIVITY 7 – PAGE 104

	Simple	Continuous	Perfect
Past	was/were	was being	had been
Present	am/are/is	is being	has been
Future	will be	will be being	will have been

GRAMMAR ACTIVITY 8 – PAGE 104

1. In New Guinea, more languages are spoken than in any other country.
2. In India, more books are read per year than in any other country.
3. In China, more tea is drunk than in any other country.
4. In Switzerland, more chocolate is eaten than in any other country.
5. In the USA, more television is watched than in any other country.

GRAMMAR ACTIVITY 9 – PAGE 105

1. The meeting is being held in Room C.
2. The presentation has been given already by Paul.
3. Nothing was known at that time.
4. The chemicals were being mixed.
5. The new album will be heard on the radio tomorrow.
6. The shipment will have been delivered by the end of the month.
7. These reports have already been checked by Alia and Gill.
8. Several languages are spoken in that country.
9. The results of the election will be known next week.

UNIT 4 SPEAKING PREPARATION

SPEAKING

PREPARING THE WAY – PAGE 108

Students' own answers.

Suggested sentences for discussion:

I think fashion is important because ...

Judging people by what they wear is ...

I prefer wearing ...

Some celebrities are more fashionable than others, for example ...

At the moment ... are fashionable / it's fashionable to wear ...

Ten years ago, people wore more / less ...

Useful words and phrases: *fashionable / unfashionable, to look ..., style / stylish, comfortable, smart, casual clothes, designer clothes, accessories*

ACTIVITY 1 – PAGE 108

Students' own answers.

ACTIVITY 2 – PAGE 109

AUDIOSCRIPT: Student Book page 287

1. Well, first down the runway we can see this rather stunning outfit that would be very suitable for office wear. The checked pattern looks really smart and if you pair it with the right shirt, this is a look that could be a real winner.
 2. Checks are popular this year but so are spots, as you can see from these amazing shoes. Wear these to stand out in any crowd! They're guaranteed to turn heads on any occasion.
 3. Next, turn your attention to the necklace this model is wearing. It's a heart-shaped delight – a perfect example of bling – and will go well with any look.
 4. This trendy denim jacket is a real favourite of mine. Stylish and comfortable – it's a real winner and is the ultimate in looking cool.
 5. This collection has a real emphasis on elegance – look at this fantastic hat – it doesn't get much more chic than that!
 6. Everyone needs to carry their belongings round with them – this handbag gives us an example of a perfect and stylish way to do it!
1. a 5; b 6; c 4; d 1; e 3; f 2
 2. checks d; handbag b; denim c; bling e; chic a; spotty f

ACTIVITY 3 – PAGE 110

Suggested questions:

food: *What is your favourite / least favourite food? What do you usually eat for breakfast / lunch / dinner? What kind of foods are healthy/unhealthy?*

pets: *Do you have a pet? What kind of pets do you like? What is your pet's name?*

opinion words: *What is your view on ...? Can you give your opinion about ...? What do you think of...?*

sports: *Do you play any sports? Do you like sports? What is your favourite sport?*

travel and holiday: *Have you ever been on holiday in a foreign country? What is your ideal type of holiday? Would you like to do a lot of travelling?*

ACTIVITY 4 – PAGE 110

Students' own answers.

ACTIVITY 5 – PAGE 111

1. 1 b; 2 c; 3 b; 4 c
2. 1 a – iii; b – ii; c – i
2 a – iii; b – i; c – ii
3 a – i; b – iii; c – ii
4 a – iii; b – i; c – ii

PRACTICE TIME: SPEAKING PART 1 – PAGE 112

Students' own answers.

PRACTICE TIME: SPEAKING PART 2 – PAGE 112

Students' own answers.

PRACTICE TIME: SPEAKING PART 3 – PAGES 112–113

Students' own answers.

PRONUNCIATION ACTIVITY 1 – PAGE 113

short a: act, map, ran, gas

long a: bake, pain, weight, day

short e: friend, said, tread, bed

long e: peach, gene, sweet, feel

short i: pig, fit, ship, kick

long i: file, crime, hide, knight

short o: not, pot, slot, knot

long o: toe, know, slow, no

short u: but, shut, nut, rut

long u: cube, huge, tomb, cute

PRONUNCIATION ACTIVITY 2 – PAGE 114

1. ˈaʊər
2. daʊt
3. rɪˈsɪpt
4. naɪt
5. kɑːm
6. Wednesdæɪ
7. kɑːsl
8. ˈpsɪkələdʒi
9. ˈsiːns
10. knaɪf

VOCABULARY ACTIVITY 1 – PAGE 114**AUDIOSCRIPT**

Samira: The topic I've chosen to talk about is fashion, as I think it's a very important subject for teenagers like me. Looking stylish does matter to me – not because I'm very interested in clothes, but because it makes me feel like I fit in with my friends. It's funny how it always seems to be teenagers and young people

who lead the way with fashion. Maybe that's because they are trying to find an identity, a sense of who they are.

I tend to dress differently around different people, because I try to adapt to the situation I'm in. If I'm going to a good restaurant with my parents, I try to look **smart** and wear nice shoes and a dress. My mum hates it if I wear old clothes. She says I look untidy and **scruffy**! But with my friends, I prefer to wear **casual** clothes like jeans, trainers and a T-shirt.

Casual clothes are really **comfortable**, but it's important to me and my friends that they're also stylish. I want to look like my friends but not too much like them, if you know what I mean. I want to be a little bit **original** in the things I wear. It would be really **embarrassing** if I showed up in exactly the same outfit as my friend! I think it's important know what the latest trends are. No one wants to look **old-fashioned**. I also like wearing bright colours because I don't want to be **drab** and boring.

I end up spending about four hours shopping for clothes every month. That's probably less than some people my age, but I try not to let it take over my life. I think contemporary fashion is interesting but a lot of it is overrated and not even that nice! Some people seem to buy it just because they feel they have to. There's huge pressure on people, especially people my age, to be **stylish**. Sometimes it feels as if there's a new trend every week and it's no accident. I think the fashion industry makes a lot of money out of the teen market. I guess that's the world we're living in, though.

Suggested answers:

(Clues underlined in audioscript.)

1. Looking stylish makes Samira feel she fits in with her friends.
2. They are trying to develop an identity / a sense of who they are.
3. Samira varies her way of dressing around different people because she wants to adapt to different situations.
4. When she is with her friends Samira likes to dress in a way that is comfortable and stylish. She wants to look similar to them but not too similar.
5. Samira spends about four hours clothes shopping every month.
6. Samira thinks contemporary fashion is interesting, but also overrated, and not that nice.
7. Samira thinks the fashion industry makes a lot of money out of young people.

VOCABULARY ACTIVITY 2 – PAGE 115

1. drab
2. comfortable
3. smart
4. overrated
5. scruffy
6. old-fashioned
7. casual
8. embarrassing
9. original
10. stylish

VOCABULARY ACTIVITY 3 – PAGE 115

(See highlighted words in the audioscript.)

1. original
2. Casual
3. Scruffy
4. embarrassing
5. comfortable
6. Drab
7. stylish
8. old-fashioned
9. overrated
10. smart

VOCABULARY ACTIVITY 4 – PAGE 116

1. 1 smart; 2 embarrassed
2. 3 overrated; 4 old-fashioned; 5 original
3. 6 stylish
4. 7 drab; 8 comfortable
5. 9 scruffy; 10 casual

GRAMMAR ACTIVITY 5 – PAGE 116

c

GRAMMAR ACTIVITY 6 – PAGE 117

f; j

GRAMMAR ACTIVITY 7 – PAGE 117

1. Hadn't he met
2. She had ... woken up
3. They had not ... served
4. I had ... left
5. Had you tried

GRAMMAR ACTIVITY 8 – PAGE 118

1 was; 2 was wearing; 3 did you wear; 4 wanted; 5 was; 6 have been able to; 7 had watched

GRAMMAR ACTIVITY 9 – PAGES 118–119

1. She was sleeping, the alarm went o.
2. He went
3. were they doing, the show was taking place
4. The road was, it rained / had rained
5. She was travelling, she got engaged to her husband
6. Kate had, won
7. were you doing / did you do, you heard
8. He didn't have / He hadn't had, he was
9. I got, I hadn't remembered
10. We felt, we hadn't had / didn't have

UNIT 5 READING PRACTICE

READING PART 1

PREPARING THE WAY – PAGE 122

Students' own answers.

Suggested sentence structures for discussion:

I have been abroad once, when I visited ...

I have not been abroad yet, but in future I hope to go to ...

The idea of living abroad really appeals/doesn't appeal to me because ...

In my country, the most interesting city is probably ...

It is hard to choose which of my country's cities is most interesting because ...

I prefer quiet holidays to active ones because ...

Active holidays definitely appeal to me more than quiet ones because ...

For me the best thing about travelling is ..., the worst is ...

ACTIVITY 1 – PAGE 122

AUDIOSCRIPT: Student Book pages 287–288

Oscar: So, Zelda, what's it like being a tour guide?

Zelda: Well, I must say it's a fantastic job. I've travelled all around the world, for a start.

Oscar: Really? Which countries have you visited?

Zelda: I was in Japan last week and China just before that. I've also been to Egypt and to India, as well as lots of countries in Europe.

Oscar: I would guess that you've seen lots of well-known tourist spots then?

Zelda: Yes, I have, although my favourite places are often the places that aren't quite so well-known.

Oscar: Oh?

Zelda: Mm. Some of the most awe-inspiring sights are the natural ones, like waterfalls, rather than buildings, although of course there are some 'must-see' buildings too!

Oscar: Yes. I guess you've seen all the world-famous ones?

Zelda: Most, yes. Although I haven't seen the Taj Mahal, yet and I'd really like to. Apparently, it's absolutely amazing. And I'd love to go up the Oriental Pearl Tower and enjoy the all-round, 360-degree view.

Oscar: So, what's it like actually working as a tour guide? Don't you get fed up, feeling that you're on call for twenty-four hours a day if something goes wrong for the travellers you're looking after?

Zelda: I can see how you might think that and I suppose it could be a problem. But usually things are fine. It's quite rare for there to be any big problems and if anything does go wrong, I can usually sort it out quite quickly.

Oscar: What sort of things go wrong?

Zelda: Well, sometimes people don't like the view they have from their hotel, for example. They may expect to be looking out at forest-covered mountains and instead their room overlooks a car park. That doesn't make them happy.

Oscar: No, I can understand that. So, what can you do about it? You can't build a mountain for them!

Zelda: Well, no. But if the hotel has any available rooms with a better view, they can arrange for the guests to be moved. Mainly, I think it's about people having full and accurate information when they book, so that their expectations are realistic.

Oscar: Definitely.

Zelda: After all, if they've paid for a three-star hotel, they can't expect a five-star experience!

Oscar: That's very true ...

(Clues underlined in audioscript.)

1. travelling the world
2. Japan, China, Egypt, India, lots of countries in Europe
3. natural places rather than buildings
4. waterfalls

5. the (all-round/360 degree) view
6. People might not like the view from their hotel.
7. The hotel could move them into a different room.
8. get full/accurate information when booking

ACTIVITY 2 – PAGE 123

✱ The first time you read the paragraphs, make sure you understand all the details.

Hint: The first time students read they should concentrate on just understanding the main ideas. They will not have enough time to consider every single detail until they have a clearer sense of the information they are looking for.

✓ Use scanning skills: look for synonyms in the questions and text(s) to help you.

Hint: This should help students locate the relevant information.

✱ If you can't decide between two answers, you should put crosses for both of them.

Hint: This will get a mark of zero even if one answer is correct.

✱ Don't answer any questions you're not sure about.

Hint: Unanswered questions will definitely gain zero. Guessing is not ideal, but it does give students a chance of being right.

PRACTICE TIME 1 – PAGES 123–125

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

PRACTICE TIME 2 – PAGES 125–127

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

VOCABULARY ACTIVITY 1 – PAGES 127–128

1. forest-covered (paragraph I line 38)
2. awe-inspiring (paragraph F line 26)
3. 24-hour (paragraph C line 13)
4. five-star (paragraph D line 16)

5. on board (paragraph I line 41)
6. world-famous (paragraph D line 19)
7. week-long (paragraph A lines 1–2)

VOCABULARY ACTIVITY 2 – PAGE 128

Suggested answers (LT = Lonsdale tours, HH = Halliday's Holidays):

1. must-see (LT line 4, HH line 33): should not be missed; important, impressive
2. open-air (LT line 6): outside, not indoors
3. 360-degree (LT line 10): from every direction, all-round
4. well-known (LT line 12): famous, or at least familiar to lots of people

VOCABULARY ACTIVITY 3 – PAGES 128–129

1. part-time; man-eating; full-length; twentieth-century; middle-aged; three-minute; heart-breaking; cold-hearted; warm-blooded
- 2.

Compound adjectives – time	Compound adjectives – characteristics (physical or emotional)
part-time	man-eating
full-length (e.g. film)	full-length (e.g. coat)
twentieth-century	heart-breaking
middle-aged	cold-hearted
three-minute	warm-blooded

VOCABULARY ACTIVITY 4 – PAGE 129

1. non-stop
2. five-star
3. well-known
4. awe-inspiring
5. mouth-watering
6. freshly-baked
7. 360-degree
8. week-long

GRAMMAR ACTIVITY 5 – PAGE 130

1. c, a, b
2. a might, b may, c must

GRAMMAR ACTIVITY 6 – PAGE 130

1. May
2. Should
3. Would / Could / Can
4. May / Could / Can
5. Would / Could / Can

GRAMMAR ACTIVITY 7 – PAGE 130

Obligation	Permission
<i>should</i>	can
must	could
have to	may
ought to	

GRAMMAR ACTIVITY 8 – PAGE 131

1. should
2. Could
3. Would
4. mustn't
5. must / ought to
6. Should / Do
7. must
8. can
9. must
10. Can 11
11. Could
12. don't have to
13. Do
14. may
15. Could

READING PART 2

PREPARING THE WAY – PAGE 133

Students' own answers.

Suggested sentence structures for discussion:

Of all the gadgets I own, my favourite is ...

I would love there to be a gadget for ...

I used to have a ... but ...

My ... broke some years ago, and ...

I think that current technology will ...

Some technology may ...

Useful words and phrases: *change, transform, useful, to own, to save up for, to become outdated, obsolete, invention*

ACTIVITY 1 – PAGES 133–134

AUDIOSCRIPT: Student Book page 288

Farah: Morning, everyone. I'm delighted to be joined today by one of my favourite science-fiction writers, Abdu Karim. Great to have you here, Abdu.

Abdu: Great to be here!

Farah: Thank you so much for coming to talk to our group. First question: What got you interested in science fiction in the first place?

Abdu: Well, as a child I loved reading and I also loved science, so ...

Farah: Sounds like science fiction was perfect for you!

Abdu: It was. As a child, I just loved escaping to another world through reading. Reading science fiction was a perfect escape, with so many stories about what could happen in the future.

Farah: And what is it about science that interested you most strongly? What particular area were you most drawn to?

Abdu: I'm really interested in the theory of relativity and in nuclear physics and atom-splitting, but what interests me most is the concept of time and time travel.

Farah: So, I'm assuming that, like me, you're a huge fan of *Doctor Who*, then?

Abdu: Definitely!

Farah: So, what is it about time travel that appeals to you?

Abdu: I think we can learn from the past. If we went back to see earlier times, we could get inspiration from ideas that we may have abandoned before and maybe rethink if they could actually be useful in the

present! And there are definitely some historical figures I'd like to track down and talk to! Science fiction lets us imagine a world where all of that is possible.

Farah: It's certainly an interesting idea ... If we met them, we might find that certain people would go up in our estimation!

Abdu: Or down!

Farah: Yes, indeed! And is this the basis of your new book, the one that's coming out this week?

Abdu: That's right. I'm going to upload the first chapter to my website on Monday at midnight and then people will have to buy the book if they want to find out what happens next.

Farah: Great. And can they post feedback on your website too?

Abdu: Of course.

Farah: Sounds good. And just before you leave us, Abdu, what, for you, is the main reason we should keep reading and writing science fiction? What makes it important?

Abdu: Ah, that's a good question. For me, it gives us an insight into where technology may be heading. Once the ideas are in place, it's only a matter of time before the science catches up.

Farah: Fascinating. Thank you so much for your time, Abdu. Good luck with the new book!

(Clues underlined in audioscript.)

1. 1 A; 2 C; 3 B; 4 D; 5 A
2. Students' own answers.

ACTIVITY 2 – PAGE 134

* For short-answer questions, you can use your own words, but you must not write more than the specified number of words.

Hint: Students must use words taken directly from the text.

* Try to write a sentence for the three-word answers.

Hint: This is not necessary/possible.

✓ If you aren't sure of the answers to multiple-choice questions, you should choose one anyway.

Hint: This will give students a chance of getting a mark.

PRACTICE TIME 1 – PAGES 135–137

11. (a) game changer
12. sci-fi films
13. power steering
14. congestion
15. road capacity
16. less pollution
17. road rage
18. (using) social media
19. convenience and ease
20. a joy
21. C
22. A
23. D
24. B
25. C

PRACTICE TIME 2 – PAGE 138–140

11. computer science
12. 10 000
13. low retention rates
14. 2014

15. (a) computer code
16. (relevant) reading material
17. (a) hidden forum
18. 26 April
19. Tyson Bailey
20. next term
21. D
22. A
23. C
24. D
25. D

VOCABULARY ACTIVITY 1 – PAGE 141

1. get stuck on (line 38): find it impossible to progress beyond a certain point
come out (line 37): appear, emerge
go over (line 40): revise or revisit
go up (line 32): increase or improve
track down (line 29): search for and find
2. Suggested answers:
get stuck on has the literal meaning to be physically stuck to (*The tape got stuck on his top.*)
come out also means to disappear when it refers to dirt or a stain
go up also means to build a building (*There's a new building going up on the corner.*)
3. Students' answers will vary.
Alternative phrasal verbs with *come* include: *come across* (find), *come along* (join an outing), *come back* (return somewhere, or become popular again), *come by* (visit someone for a short time), *come down with* (become ill with a disease), *come into* (inherit), *come out with* (launch a new product or say something unexpected), *come over* (visit somebody, usually at home), *come round* (visit somebody, or regain consciousness), *come through* (succeed when people might not expect you to), *come up with* (invent a new idea or produce something new).

VOCABULARY ACTIVITY 2 – PAGE 141

1. been over
2. come out
3. track down
4. went up
5. get stuck on

VOCABULARY ACTIVITY 3 – PAGE 142

1. get stuck on
2. going over
3. came out
4. track down
5. go up

GRAMMAR ACTIVITY 4 – PAGE 142

1. a
2. a
3. b
4. a

GRAMMAR ACTIVITY 5 – PAGES 142–143

1. Raul won't disappoint
2. will you be doing
3. They will make
4. Will you sleep / Will you be sleeping
5. will you be wearing
6. I will be waiting

GRAMMAR ACTIVITY 6 – PAGE 143

See sample answer below.

In 50 years' time, I will be living in the Bahamas in a big villa. I will be relaxing by the pool on a deck chair, reading a book. I will be wearing a T-shirt and shorts. My friends will be swimming in the pool near me.

GRAMMAR ACTIVITY 7 – PAGE 143

Students' own answers.

GRAMMAR ACTIVITY 8 – PAGES 143–144

1. a ii; b iv; c i; d iii
 2. the infinitive or base form
- Students' own answers.

GRAMMAR ACTIVITY 9 – PAGE 144

1. should be arriving
2. is about to do
3. due to hand in
4. likely to
5. should be landing
6. likely to finish

GRAMMAR ACTIVITY 10 – PAGE 144

See annotated email below. Note some small variations may be possible.

To whom it may concern,

I am *about to being* be in a lot of trouble at school. I need to finish an essay which *will* should be completed by tomorrow. However, my computer isn't working, so tomorrow my teacher is *due likely* to be furious with me. Each time I press spellcheck, my essay turns into a series of random letters. I am about to *crying*. It *will* might be OK, if you could write me an email explaining that my computer is not working and so I won't be *being* able to complete my essay. I go to school at 7 o'clock, so please *can you will* write the email before then.

Best wishes,

Daphne

READING PART 3

PREPARING THE WAY – PAGE 146

Students' own answers.

Suggested sentence structures for discussion:

The most famous building in ... is ...

I think the most attractive building I've seen in real life is ...

I prefer modern houses to old-fashioned ones because ...

The buildings I like best are inside / outside cities; this is because ...

Useful words and phrases: *well-known, popular, tourists, pleasant to look at, ancient, modern*

ACTIVITY 1 – PAGES 146–147

1.
 - a Taj Mahal, India
 - b Burj Khalifa, United Arab Emirates
 - c Himeji Castle, Japan
 - d Great Sphinx of Giza, Egypt
 - e Angkor Thom, Cambodia
 - f Leaning Tower of Pisa: Italy
2. Students' own answers.

ACTIVITY 2 – PAGE 147

AUDIOSCRIPT: Student Book page 288

Piers: Hello Gabriela, it's good to have you in the studio. You've worked as an architect for over twenty years and have had a fascinating career. I'd love to start by asking you: If a young person came to you asking for advice about how to get into the business, what would you say to them?

Gabriela: Hello. I think it's important that they get in the habit of observing the buildings around them carefully. Try to notice the detail. People see the buildings in their area but they often take them for granted – try to look at how they work as buildings and whether they're successful.

Piers: You mean, when people see a building every day, they might not pay so much attention to it?

Gabriela: Yes, exactly. If you go abroad and look at a building like the Taj Mahal or the Leaning Tower of Pisa, you will tend to study it, because it's new; it's different. Try to look at the buildings in your own area with that same sense of freshness.

Piers: I see. And what about originality? Should architects all be trying to design the next Angkor Thom?

Gabriela: Well, originality is certainly important. But a building needs to be functional too. And it also needs to blend in with the landscape. If it can't do those two things, then it's not a success.

Piers: You mean they should match what is already there?

Gabriela: Well, not necessarily. But you wouldn't want to build a steel and concrete tower in a village that's made of brick and wood. You need to have a sense of place and not to impose something that doesn't fit.

Piers: I see. And finally, as an architect, what's the most important item to carry with you at all times?

Gabriela: That's easy – my drawing pad – I'd never be without it! I don't know what I'd do if I lost it!

Piers: Brilliant! Thank you, Gabriela, for joining us in the studio today.

Gabriela: Thank you for inviting me.

(Clues underlined in audioscript.)

1. the detail of the buildings around (in areas well known to them)
2. They take them for granted, i.e. they don't really notice or appreciate them because they are so familiar.
3. when they go abroad (because the buildings are new to them)
4. They should be functional and blend in with the landscape.
5. her drawing pad

ACTIVITY 3 – PAGE 147

✘ If some information suggested in the question is not given in the text, the information is probably false.

Hint: If information is not supplied, it counts as *not given*. *False* should be used only where wrong information is provided.

✓ Make sure you do not use more than the number of words specified in the question.

Hint: Students will not get a mark for any question where they use more than the number of words specified.

✓ In gap-fill activities, it is important to check that your answers fit grammatically.

Hint: This answer is correct. It is also important not to alter the words chosen to make them fit grammatically, e.g. by adding -s.

✘ When you have to choose a word from a word box, there may be more than one possible answer.

Hint: The word box tasks Q41–45 are designed to ensure there is only one correct response, although for Q31–40 there is occasionally more than one valid answer. For example, Q37 could be *several deep pits* or just *deep pits*. Both would gain marks.

PRACTICE TIME 1 – PAGES 148–150

26. F
27. NG
28. T
29. T
30. NG
31. ancient Egypt
32. theories
33. house of eternity
34. farmers
35. the flood season
36. 20 years
37. (several) deep pits
38. special temple
39. legends
40. young prince
41. ancient
42. origin
43. tombs
44. levels
45. statue

PRACTICE TIME 2 – PAGES 151–154

26. T
27. F
28. T
29. NG
30. F
31. tourist attraction
32. Italian Renaissance
33. bell tower
34. foundation
35. more stable
36. about the identity
37. signature
38. (some) neighbouring regions
39. notorious curve

40. (major) restoration
41. Delayed
42. unevenly
43. uncertainty
44. shrouded
45. attraction

VOCABULARY ACTIVITY 1 – PAGE 155

Verbs	Nouns
(to) found	foundation (line 25)
(to) restore	restoration (line 64)
(to) construct	construction (line 52)
(to) locate	location (line 3)
(to) <i>speculate</i> (line 34)	speculation
(to) complete (line 48)	completion
(to) destroy (line 40)	destruction
(to) contribute (line 47)	contribution
(to) continue (line 63)	continuation

VOCABULARY ACTIVITY 2 – PAGE 155

1. destroy
2. foundation
3. completion
4. locate
5. found
6. construct
7. contribution
8. restoration
9. location
10. speculation
11. continuation

VOCABULARY ACTIVITY 3 – PAGE 156

1 destroyed; 2 foundations; 3 restoration; 4 completion; 5 speculation; 6 continues; 7 construction

VOCABULARY ACTIVITY 4 – PAGE 156

1. location
2. destruction
3. founded
4. constructed
5. speculate
6. complete
7. contribute
8. restore
9. continuation

VOCABULARY ACTIVITY 5 – PAGE 157

Suggested answers:

correction: to correct

imagination: to imagine

medication: to medicate

meditation: to meditate
 organisation: to organise
 pollution: to pollute
 relation: to relate (to)
 situation: to situate
 translation: to translate

GRAMMAR ACTIVITY 6 – PAGE 157

Students' own answers.

Suggested answers:

When the sun shines, we are happy.

If a dog sees a cat, it barks.

GRAMMAR ACTIVITY 7 – PAGE 157

Students' own answers.

Suggested answers:

1. *If I do not know the answer, I will ask the teacher.*
2. *If I argue with my friend, I will be unhappy.*
3. *If my computer breaks, I will try to fix it.*
4. *If my school finishes early today, I will go to the park.*
5. *If I get too cold, I get sick.*
6. *If it rains tomorrow, I will take an umbrella to school.*

GRAMMAR ACTIVITY 8 – PAGE 158

Students' own answers.

Suggested answers:

If I had my own home, I would have a pool.

If I could choose where to live, it would be in the countryside.

GRAMMAR ACTIVITY 9 – PAGE 158

1.

Possible	Unlikely or impossible
the weather is rainy this week	<i>you win the lottery</i>
you wake up early tomorrow	the dog eats your homework
you improve your English	you are able to turn invisible
you make a mistake while speaking English	aliens invade Earth
someone steals your pen today	nobody steals your pen today

2. Students' own answers.

Suggested answers:

If the weather is rainy this week, I will stay home.

If the dog ate my homework, I would be very sad.

GRAMMAR ACTIVITY 10 – PAGE 159

Suggested answers:

1. *If there hadn't been a traffic jam, we would have taken our usual route.
If we had taken our usual route, we would have been in a traffic jam.*
2. *If my friend hadn't missed his bus, he wouldn't have missed the film.
If my friend had caught his bus, he would have seen the film.*
3. *If Yoko had eaten less at lunch, she could have finished her dinner.
If Yoko hadn't eaten so much at lunch, she would have been hungry at dinner.*
4. *If we had known it was your birthday, we would have bought a present.
If we hadn't forgotten it was your birthday, we wouldn't have forgotten a present.*
5. *If it had been cold this morning, I wouldn't have left my jacket at home.
If it hadn't been warm this morning, I would have worn warmer clothes.*
6. *If my watch hadn't broken, I wouldn't have had to fix it.
If my watch had kept working, I would have been happier.*

UNIT 6 WRITING PRACTICE

WRITING PART 4

PREPARING THE WAY – PAGE 162

Suggested sentence structures for discussion:

People work because ...

I believe that the main reason people work is ...

Some people are motivated by ...

I think that work involving ... should be paid best.

Ideally, ... should be paid the most because ...

My ideal job would be ...

... would be my ideal job because ...

Key words and phrases: *motivation, ambition, security, income, family responsibilities, lifestyle, leisure pursuits, holidays*

ACTIVITY 1 – PAGE 163

AUDIOSCRIPT: Student Book page 289

Steven: Breaking into the job market isn't easy for anyone, whatever their age. Getting your first job, though, can be particularly difficult. Unlike older applicants, you have no previous work experience and you may have a smaller range of skills to offer. As a younger person, you are likely to have less life experience. For example, you may have travelled less than someone who is ten years older.

So far, the picture doesn't look too positive for the would-be employee. However, it's not all bad news! Younger workers are often a very appealing option for employers. For one thing, they are often keen to learn and to get a job. This can mean they are very well-motivated. It may also cost less to employ them.

If you are a young person looking for a part-time job, there are several things you can do.

First of all, watch out for job adverts in the local papers and on the internet. Many shops and restaurants put cards up in their windows and recruit staff that way. Friends and family members may also know of job openings. If you are very lucky, they might even own a business where you can work! It is also important to look out for training schemes and work experience opportunities. Who knows, they may be the pathway to your ideal job!

(Clues underlined in audioscript.)

- a** A younger person may have no previous work experience, a smaller range of skills, less life experience, e.g. being less well-travelled than an older person.

b Younger workers are often keen to learn, keen to get a job, well-motivated, and it may cost less to employ them.

c Younger people can: look for job adverts in local papers and on the internet; look for cards in the windows of shops and restaurants; ask friends and family members; work in family business; look out for training schemes and work experience opportunities.
- Students' own answers.

ACTIVITY 2 – PAGE 163

✓ Cover all three points fairly evenly.

Hint: Note the word *fairly*. Coverage should be as even as possible, but occasionally one bullet point is designed to elicit a response that is more or less detailed than the others.

* Use as many complex words as possible to show off your vocabulary.

Hint: The register should be informal. Too many complex words are likely to make the text sound too formal and/or unnatural.

* Make your writing very formal.

Hint: Not appropriate for this task. Over-reliance on the wording of the task or bullet points can lead to a register that is too formal.

✓ Begin and end your writing in a way that is appropriate to the text type.

Hint: Remember to close your text. Students often forget to do this.

ACTIVITY 3 – PAGES 164–165

Student A uses an appropriate register but takes too long to address the first bullet point. Too many words are spent on irrelevant material.

Student B addresses the task quickly but uses a register that is far too formal. Expressions such as *secured this position* are too formal for an email to a friend.

Student C has written the best answer. His/her response meets the criteria of the task in terms of content and register.

PRACTICE TIME 1 – PAGE 165

See the sample answer below. Note it is a sample only. Students can also refer to the Writing Guide in the Student Book for further hints about assessment criteria. Draw students' attention to the consistent (informal) register and the relevance of the information provided in all parts of the response.

Dear Kim,
 Hope you're well.
 I've just had a really good idea. I'm going to apply for a part-time job! It would give me more spending money, plus I can put it on my CV when I'm older. There aren't many jobs near here, as you know, but a leisure centre just opened a few streets away from my house, so I thought I'd try there and see what happens.
 As you've got a part-time job already, have you got any tips for me on how to make a good impression, especially in the interview?
 See you soon!
 Fai
 (99 words)

PRACTICE TIME 2 – PAGE 166

See the sample answer below. Note it is a sample only. Students can also refer to the Writing Guide in the Student Book for further hints about assessment criteria.

Dear Darcy,
 I hope all is well at your end.
 I need your advice because I've got a really tricky problem. Do you remember I started that new job a few weeks ago? I hate it! Even though they hired me as a waiter, and that aspect of the work is fine, I have to wash up non-stop for six hours at a time after the restaurant closes. Do you think I should ask them to make me do less washing up? Or should I just leave?
 Please write back and tell me what you think!
 All the best,
 Wolfgang
 (100 words)

VOCABULARY ACTIVITY 1 – PAGE 166

AUDIOSCRIPT

Baljit: Right, well, thank you for coming, everyone. I didn't have time to **draw up** a proper agenda, but I think most of you are aware that I called this meeting to discuss how heavy our workload is at the moment and to try to decide what we can do about it. I thought it might be really useful if we could all **meet up**.

Ralph, can you take notes? I've told David that we'll **report back** to him after our discussion, so it would be good to have something in writing.

Ralph: Sure. No problem. Do you want me to make a summary of the notes as well, though? I'm a bit snowed under at the moment.

Baljit: Yes please, Ralph. A summary would be great. We'll all appreciate that. Now the first thing I wanted to touch base about was these extra evaluations we've been asked to complete. You know, the ones on yellow paper, where we have to record how we think the phone calls with our clients have gone.

Ralph: Um.

Baljit: Yes, Ralph?

Ralph: I was just going to say, I've come up with a system that lets me **get ahead** with filling in those evaluations. Perhaps I could **run it by** everyone?

Baljit: I see. And what system is that, then?

Ralph: Well, I normally write the same thing on every report. Spoke to client, it went well, client happy, the usual stuff.

Baljit: Yes. And?

Ralph: Well, so what I do now is, I **fill one in** and then photocopy it. That way I just have to put in the date and the client's name, rather than writing it all out in full every time. It's much faster.

Baljit: Hmm ... Yes, I can see that would be faster. I'm not sure how David would feel about it, though.

Ralph: Oh, he likes the idea. I told him all about it when the lift broke last week and we got stuck in between floors. I talked to him about that and about my idea for reorganising the filing system and about the scheme that I **figured out** to let us use the car-park spaces more effectively. I could tell he was impressed with my ideas. He'll probably ask me to **fill in** for one of the managers next time they go on holiday. I made lots of suggestions to David. After twenty minutes, he just said 'do whatever you like'. It was a bit annoying, though, because the lift was mended before I could tell him about my idea for redesigning the staff canteen.

Baljit: Right.

Ralph: Yes. I talked to you about my idea for the canteen on Friday, if you remember?

Baljit: Friday. Oh. Yes. It was at going-home time, if I recall correctly.

Ralph: Five o'clock, yes.

Baljit: Well, it was five o'clock when you started. I seem to remember it was after six by the time you'd finished.

Ralph: Yes, well, that's me! I'm not afraid of hard work. I'll probably **burn out** by the time I'm thirty!

Baljit: Yes, Ralph. That would be a shame, wouldn't it?

(Clues are underlined in the audioscript.)

1. to discuss (heavy) workload
2. because he is already snowed under / overworked
3. filling in the new evaluation forms after each phone call with a client
4. He fills in parts of one copy of the form and photocopies it.
5. when they got stuck in the lift the previous week
6. redesigning the (staff) canteen

VOCABULARY ACTIVITY 2 – PAGE 167

(Phrasal verbs highlighted in the audioscript.)

Verb	Expression in text / phrasal verb	Definition
run	<i>run it by everyone</i> <i>run (something) by</i>	explain or suggest an idea or proposal to someone
meet	<i>if we could all meet up</i>	get together
figure	<i>the scheme that I figured out</i>	resolve, discover
get	<i>that lets me get ahead</i>	progress to a higher/better position
burn	<i>I'll probably burn out by the time I'm 30.</i>	be exhausted by work, usually over a longer period of time
draw	<i>draw up a proper agenda</i>	give new information in a slightly formal way, in speech or in writing
fill	<i>fill one in and then photocopy it</i>	complete a form with missing information
fill	<i>fill in for one of the managers</i>	act as a substitute for someone
report	<i>We'll report back to him</i>	plan and produce

VOCABULARY ACTIVITY 3 – PAGE 168

1. report back
2. fill in
3. burned out
4. meet up
5. run something by you

VOCABULARY ACTIVITY 4 – PAGE 168

1 get ahead; 2 fill in; 3 report back; 4 figured out; 5 meet up; 6 draw up; 7 run by; 8 burnt out

GRAMMAR ACTIVITY 5 – PAGE 169

1. a I've had a job for ten years.
2. a How long have you known him?
3. a Tim's eaten three burgers today.
4. b We've been decorating, so the walls still have wet paint on them.
5. b What have you been doing all day?
6. b Sorry I'm so late. Have you been waiting long?
7. a I was working all of yesterday; I'm very tired.
8. a Has Anusha arrived yet?
9. b Abasi has been cooking for five hours and he's still not finished.
10. a I've been in Georgia for five years now.
11. a I've written four pages already and I'm still writing.
12. a What did you do last summer?

GRAMMAR ACTIVITY 6 – PAGE 170

Students' own answers.

GRAMMAR ACTIVITY 7 – PAGE 170

1. I have been living
2. have you been working
3. they will have been building
4. I hadn't been planning
5. He has been acting

WRITING PART 5

PREPARING THE WAY – PAGE 172

Suggested sentence structures for discussion:

My favourite form of transport is ...

I like travelling by ... because ...

My least favourite form of transport is ...

I dislike travelling by ... because ...

I think we need a form of ...

It would use ... for fuel.

Suggested vocabulary:

Land: *car, bus, coach, train, truck, van, taxi, lorry, juggernaut, caravan, trailer, camel, horse, donkey, pony, cart, racing car, jeep, tram*

Air: *helicopter, plane, sea-plane, parachute, hot-air balloon, glider, rocket*

Sea: *ship, boat, submarine, ocean liner, canoe, yacht, inflatable dinghy, cruise ship*

ACTIVITY 1 – PAGE 173

AUDIOSCRIPT: Student Book page 289

Frank: Hi Nina, have you seen my new car? It's parked just here.

Nina: Oh, is that car yours, Frank? It's very big.

Frank: Yes. It's not just big, though. It's also very advanced in terms of technology.

Nina: Really?

Frank: Absolutely. Look at this! Power steering!

Nina: Hmm. Don't most cars have that nowadays? Mine does.

Frank: Ah, but that's not all it's got. I really love the seat warmers too.

Nina: Yes, but lots of people's cars have those. Mine does. So does Raul's. So does Michael's.

Frank: Michael's doesn't! I travelled to Manchester with him last week and the seats were freezing. I'd have been warmer as a pedestrian! I was seriously thinking it would be better to get out and hitchhike my way to Manchester. Or to use public transport. I nearly froze.

Nina: Well he doesn't always use the seat warmers, but his car definitely has them. He mentioned it to me the other day.

Frank: If you say so.

Nina: And Michael's car has a really great navigation system too.

Frank: Well, we got stuck in lots of really bad traffic on the way to Manchester. Some of the time we were travelling at walking pace. And the sun was in our eyes for most of the journey too. Luckily, my own car's windows are tinted, so I don't have that problem.

Nina: Hmm. OK.

(Clues underlined in audioscript.)

2.
 - a big, has advanced technology
 - b Frank's and Nina's
 - c cold seats, slow, sun in his eyes
 - d tinted
 - e protects the eyes from direct sunlight

ACTIVITY 2 – PAGE 173

✓ Cover all three points fairly evenly.

Hint: Note the word *fairly*. Coverage should be as even as possible, but occasionally one bullet point will elicit a response that is more or less detailed than the others.

✗ Make your writing informal.

Hint: Not appropriate for this task.

✗ Write a long introduction and conclusion.

Hint: Not appropriate. The focus needs to be on the bullet points – do not provide a conclusion unless explicitly requested to.

✓ Begin and end your writing in a way that is appropriate to the text type.

Hint: Make sure the beginning and end are right for the genre. For example, an article should not start *Dear* –.

✓ Make your writing semi-formal.

Hint: Appropriate. Try to keep the register as even as possible throughout the task.

ACTIVITY 3 – PAGE 174

2. **Student A's** answer is too informal and reads more like a personal account. There are also two punctuation errors (*load's* and *let's*) and there is some informal vocabulary, e.g. *awesome*, *cool*. **Student B** provides a lengthy and unnecessary introduction which relies very heavily on the wording of the bullet points. This would reduce the marks for grammar and lexis because the student is not using their own words. It is also repetitive. **Student C** has written the best answer. His/Her response meets the criteria of the task in terms of content and register. **Student D** is too much of a personal account and is also persuasive – not appropriate for a neutral report. This would reduce the mark for content and communication.

PRACTICE TIME 1 – PAGE 175

See the sample answer below. Note it is a sample only. Students can also refer to the Writing Guide in the Student Book for further hints about assessment criteria.

Report on Local Transport

Currently people in this area use a range of different transport methods, although the most popular form of travel is definitely by road. This is not always by car, though, as buses are very popular, especially in the city centre where they are most frequent.

A few people walk or cycle, but the busy roads put cyclists off as some of the traffic goes very fast and they might feel they are in danger. Walkers and cyclists may also be put off by the traffic fumes as the air is quite polluted and the problem is getting worse.

If more people changed to walking or cycling, there would be fewer cars on the road, so there would be a reduction in fumes and the air would be cleaner. Also, walking and cycling would keep people much fitter and healthier.

(143 words)

PRACTICE TIME 2 – PAGE 175

See the sample answer below. Note it is a sample only. Students can also refer to the Writing Guide in the Student Book for further hints about assessment criteria.

Journey of a lifetime!

My favourite journey ever was also my worst. Allow me to explain.

I was travelling with my parents from England to Lefkas, a small Greek island in the Ionian Sea. We were flying from Gatwick Airport, but on the car journey there, a lorry overturned three miles ahead of us, completely blocking the motorway. No one was injured, luckily, but we missed our flight.

Disaster! Or so we thought ... However, by racing around the airport, we managed to find a flight to Corfu with just three seats available. We booked them and landed in Corfu late at night. We then caught a ferry – just! – to Lefkas, and the feeling of happiness and relief when we reached our hotel and woke up there the next morning was amazing. Managing to finish our journey even after missing our original flight was the best thing ever – definitely a trip to remember!

(153 words)

VOCABULARY ACTIVITY 1 – PAGE 176

AUDIOSCRIPT

Sophia: So, with me here in the studio today is Jack Green, a well-known travel writer who is famous not just for travelling, but for **travelling on a shoestring**. Welcome to the studio, Jack.

Jack: Thank you very much, Sophia.

Sophia: I'd like to start by asking you why travel appeals to you so much.

Jack: I think it's the variety of countries I see and the range of people I meet. International food too! And also, I'm a **culture vulture!**

Sophia: You've travelled to a huge range of destinations, often in a short space of time. Aren't you constantly **jet-lagged**?

Jack: You might expect that, but no.

Sophia: How do you avoid it?

Jack: It's simple. I rarely fly.

Sophia: Ah, I see. And that must cut down costs.

Jack: Definitely. Also, I like to travel light. That means I can hitchhike. I couldn't really do that if I was carrying three huge suitcases!

Sophia: Good point. So, what motivated you to start travelling in the first place?

Jack: I guess I just got itchy feet. I was so sick of staying in one place.

Sophia: **Mm**, I know the feeling ...

Jack: I wanted to visit other places, to experience the way that other people live at first hand. Of course, I got a real **culture shock** at first.

Sophia: I can imagine. How did you get past that?

Jack: One word: cafés! I just used to sit in the local café, wherever I was, and watch the world go by.

Sophia: Really? And how did that help you?

Jack: I'm not sure, to be honest. I think it just gave me a sense of being connected. It let me **feel at home**, somehow ... like less of a tourist. Often I'd get chatting to people at other tables, so it allowed me to spend time with local people.

Sophia: Sounds great!

Jack: Yes; it's a fantastic lifestyle. I just go where I like; **see how the mood takes** me and I get to write about it afterwards. That gives me the income that I need to pay for my next trip.

Sophia: What a brilliant way to make a living! Thanks for stopping by and telling us about it, Jack, and good luck with your next adventure!

Jack: Thank you Sophia. It's been fun.

(Clues underlined in audioscript.)

1. He enjoys travel because he: gets to see a variety of countries, meet a range of people, gets to eat international food, is a culture vulture, i.e. enjoys different cultures.
2. He rarely flies.
3. He travels light.
4. He was sick of staying in one place. / He got itchy feet.
5. by spending time in cafés and watching the world go by
6. by writing about his travels

VOCABULARY ACTIVITY 2 – PAGES 176–177

get itchy feet: become restless and want to visit lots of different places

be a culture vulture: enjoy visiting attractions such as museums, galleries and theatres. (You can explain that a vulture is a bird which eats a lot so the term indicates someone who is interested in any and all types of culture).

travel on a shoestring: spend very little money on a trip or holiday

have/get culture shock: feel confused and challenged by being in a very different country or place

feel at home: be comfortable in a place

travel light: take very few possessions with you when you go abroad

have jet lag: feel tired and confused after flying a very long distance because of the difference between time zones

see how the mood takes you: decide to do something because you suddenly feel like it

watch the world go by: relax by just looking at the people around you

VOCABULARY ACTIVITY 3 – PAGES 177–178

1. is jet-lagged / has jet-lag
2. watching the world go by
3. culture shock
4. gets itchy feet
5. travel light
6. culture vulture
7. travel on a shoestring
8. see how the mood takes
9. feel at home

VOCABULARY ACTIVITY 4 – PAGE 178

Students' own answers.

GRAMMAR ACTIVITY 5 – PAGE 178

Pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

GRAMMAR ACTIVITY 6 – PAGE 179

1. **b** Is that pen yours? No, it's hers.
2. **a** My sister's house is in Spain.
3. **b** He's a friend of ours.
4. **a** This is the boys' room. They're not home right now, though.
5. **a** Is that his book or her book?
6. **a** That's the entrance of the hospital.
7. **a** Have you seen the dog? I have its food.
8. **a** Well, this is our house.
9. **b** This part of the store is the men's section.
10. **a** Can you see the leg of the table?
11. **b** This is a traditional delicacy of Portugal.
12. **a** That's Paul's mum's friend's car.

GRAMMAR ACTIVITY 7 – PAGE 180

See annotations below:

Welcome to Lonsdale Tours

Hello, and congratulation's (*congratulations*) on choosing Lonsdale buses! Our bus' (*bus*) company operates in the heart of the centre of London's (*London*). Enjoy you're (*your*) tour through the capital cities (*city's*) beautiful streets and waterways in a traditional bright red London's (*London*) bus, from which you'll be able to see world-renowned landmarks, famous people's (*people's*) houses and spectacular views of the River Thames. Our knowledgeable tour guides can point out tourist's (*tourist*) attractions in 11 different languages.

Thanks for booking, and don't forget to bring your's (*your*) ticket to the meeting point at 11a.m. on the 17th.

WRITING PART 6

PREPARING THE WAY – PAGE 181

Suggested sentence structures for discussion:

It is important to stay healthy because (if we don't) ...

You can stay physically / mentally healthy by ...

You can only be physically / mentally healthy if ...

I think / don't think that your thoughts can affect your body because ...

Key words and phrases: *fitness, keep fit, active, exercise, diet, fruit, vegetables, fat, sugar, manage, stress, relax, relaxation, sense of humour, connect, stress, anxiety, happiness*

ACTIVITY 1 – PAGE 182

AUDIOSCRIPT: Student Book page 289

Michael: Today we have a very special guest on the show. Dr Janaki Gupta has just written a book on a fascinating area of science: how it can play a role in keeping us healthy in the future. Interestingly, Janaki has been looking into people's emotional health, as well as their physical health. Welcome to the show, Janaki.

Dr Gupta: Thank you.

Michael: So, I've tried to give our viewers a brief outline, but can you tell us a bit more about your book and the research that you did for it?

Dr Gupta: Certainly. As you say, the book isn't just about science and the body – I was also very interested in looking at issues such as emotional development, particularly in teenagers, and also at health conditions where emotional problems might lead to physical problems, such as a weakened immune system, for example. We all know that we are more likely to catch colds and other illnesses when we're feeling stressed. Some scientists are trying to develop technology that enables us to identify those times, so that we can do something about it.

Michael: Interesting. Although I suppose people already know when they're feeling stressed ...

Dr Gupta: Well, yes. But this would be a more scientific way of measuring it.

Michael: Right. And are scientists also suggesting changes in the way we approach diet in the future?

Dr Gupta: Definitely. Experts are looking at ways of identifying really nutritious food and they are designing devices that analyse meals accordingly. So you sit down to dinner, type in what you're having and a score will appear on your screen based on how nutritious the meal is.

Michael: Hmm. That sounds ... well ... It might make people a bit less sociable at mealtimes.

Dr Gupta: Ah, funny you should say that. Social interaction was another big topic that we looked at. A lot of young people nowadays have difficulties with their sense of self. They don't really have a very clear idea of who they are and that is another area that scientists are looking into.

Michael: And what causes people to have these problems?

Dr Gupta: Well, it's a mix of things. A lot of it is to do with peer pressure – social pressure created by people in the same age group.

Michael: I suppose that whereas peer pressure used to come from people in your immediate environment, nowadays it comes from people you meet online too.

Dr Gupta: Absolutely. Scientists are trying to develop the technology to deal with that and to give people a more positive outlook.

Michael: Although you could argue that it's technology that's caused the problem in the first place.

Dr Gupta: Well, yes ...

(Clues underlined in audioscript.)

1. emotional health and physical health
2. teenagers' emotional development
3. It becomes weakened.
4. peer pressure / social pressure
5. technology

ACTIVITY 2 – PAGE 182

✓ Cover all three points fairly evenly.

Hint: Note the word *fairly*. Coverage should be as even as possible, but occasionally one bullet point may elicit a response that is more or less detailed than the others. Some ask explicitly for two or three reasons, for example.

✗ Copy words and phrases from the text.

Hint: Although 5 marks are allocated for reading, this is primarily a test of students' writing skills. Copying the wording of the task and/or bullet points still counts as copying.

✗ Write a long introduction and conclusion.

Hint: Not appropriate. The focus needs to be on the bullet points, so students should not provide a conclusion unless explicitly requested to.

✗ Include any extra information that you know about the topic.

Hint: Not appropriate for this task, which is a test of students' ability to summarise material from an existing passage, not to create it. They need to reword the information but not to introduce new information. This is an important distinction, especially if the topic is interesting or familiar to students.

✓ Organise your ideas effectively.

Hint: The bullet points should help students organise their writing, ideally into paragraphs. Clear and accurate punctuation is an important aspect of organisation, as is cohesion, e.g. the effective use of well-chosen discourse markers and linking words. These are examined in detail in the vocabulary and grammar sections of this chapter.

PRACTICE TIME 1 – PAGES 183–184

See the sample answer below. Note it is a sample only. Students can also refer to the Writing Guide in the Student Book for further hints about assessment criteria.

Teenagers' moods might seem to alter suddenly, without warning for several reasons. To begin with, hormone levels are rising and falling, and this can affect moods. Secondly, this is the time of life when people may begin to form romantic attachments. Again, this can cause unstable moods. Finally, there may be arguments with friends, and pressures from school – all these factors can cause teenagers' moods to be changeable.

Identity during these years is also changing. Sometimes the teenager acts differently at home and at school. On top of this, relationships can cause problems, especially because of all the other changes going on.

Given all these changes and confusion, it isn't surprising that some teenagers can be difficult to live with.

They often want to challenge parents and other rule-makers, but at the same time they need guidance, as they are not fully ready for an independent adult life.

(148 words)

ACTIVITY 3 – PAGES 184–185

These responses show some of the common types of weakness that appear with this task type:

A = copying, **B** = good practice, **C** = irrelevance.

Student A's response shows the most common weakness, copying. The response is too reliant on the text and contains too much of the original phrasing. Although this answer would score well for content in terms of identifying the correct information, for which an answer can score up to 5 marks, it does not make use of candidates' own vocabulary and grammatical structures, so cannot score good or even mid-range marks for lexical and grammatical range and accuracy. The task requires candidates to put the relevant information from the text into their own words. The response is also slightly long – the student may struggle to cover the other bullet points fully in the words they have remaining.

Student B has produced the best response to the first bullet point. The answer summarises the information in the passage using different vocabulary and different grammatical structures. For example, instead of *hormone levels are likely to affect mood*, the student has changed it to *Hormones have an impact on mood*, and instead of *the pressures of school life may also cause uncertainty during this period*, there is *not forgetting all of the pressure sometimes caused by school*. Sometimes the candidate has only changed tense/pluralisation, but he/she has often substituted vocabulary and used different grammatical structures.

Student C demonstrates another common weakness, irrelevance. They have written an answer based not just on the passage but partly on the candidate's own knowledge. New information is introduced. The new information is not necessarily incorrect but the task does not require it. This mistake is common when the topic of the text is familiar to candidates. Even though candidates may know about a topic, they need to remember that the task is to summarise only the given information.

PRACTICE TIME 2 – PAGES 185–186

See the sample answer below. Note it is a sample only. Students can also refer to the Writing Guide in the Student Book for further hints about assessment criteria. Note that other sample answers in this Teacher's Book have tended to be at the top end of the word limit. However, students can get full marks for a short answer at the lower end of the word limit too.

Because the mind and body are so closely linked, negative feelings can have a negative impact on a person's health. For example, the immune system suffers, so people are more likely to catch infections. Secondly, people might stop exercising, or eat unhealthy food, or they might even develop an ulcer or some other illness.

To avoid these problems, people need to look after themselves emotionally. One way of doing this is by understanding the feelings that are causing problems. Doing so can help significantly. Another strategy is to talk things through. Many people find that therapists and other professionals can help when friends and family cannot.

In future, I think young people will be taught to be more open about their emotional health problems. They might be encouraged to use online resources to find information or support.

(137 words)

VOCABULARY ACTIVITY 1 – PAGE 187

- emotional health, healthy relationship, immune system, nutritious food, physical problems, negative feelings, positive outlook, quality of life, regular routine, social support
-

Mental health	Physical health
emotional health	immune system
healthy relationship	nutritious food
negative feelings	physical problems
positive outlook	regular routine
quality of life	
social support	
regular routine	

- Students' own answers.

VOCABULARY ACTIVITY 2 – PAGE 188

- nutritious food
- healthy relationship
- positive outlook
- physical problems
- emotional health
- quality of life
- immune system

8. negative feelings
9. regular routine
10. social support

VOCABULARY ACTIVITY 3 – PAGE 188

Students' own answers.

GRAMMAR ACTIVITY 4 – PAGE 189

1.

Addition	Contrast
	<i>although</i> (+ vp)
consequently (+ vp)	whereas (+ vp)
furthermore (+ vp)	in spite of (+ np)
in conclusion (+ vp)	as long as

2. Students' own answers.
3. Answers are in brackets in table above.
4. **a** although
b whereas
c in spite of

GRAMMAR ACTIVITY 5 – PAGE 189

1 although; 2 Consequently; 3 As long as; 4 in spite of; 5 Furthermore; 6 In conclusion

GRAMMAR ACTIVITY 6 – PAGE 190

1. correct
2. Despite of the weather, we had a great time.
3. correct
4. correct
5. I will finish my English homework, as long as if nobody distracts me.

GRAMMAR ACTIVITY 7 – PAGE 190

Suggested answers:

1. 1 the results were surprising
2. I forgot the cake and nobody came
3. she held her breath
4. We scored a couple of goals
5. Albert Einstein
6. I feel tired
7. I love it
8. it can be quite helpful
9. the computer crashed and we lost half our work
10. The heating is being repaired,

GRAMMAR ACTIVITY 8 – PAGE 191

1. for instance: to introduce an example
so / therefore: to introduce a consequence
firstly, secondly, thirdly: to organise an argument into points
because: to introduce a reason
likewise: to introduce a similar point
significantly: to introduce an important point
but / however: to introduce a contrasting idea
finally: to introduce the last point
2. One: *significantly* (*so* can function as a discourse marker, but in Activity 5 it is introducing a result).

UNIT 7 LISTENING PRACTICE

LISTENING PART 1

PREPARING THE WAY – PAGE 194

Students' own answers.

Suggested sentence structures for discussion:

My favourite sport to play is ...

My favourite sport to watch ...

This is because ...

The reason I like watching / playing ... is ...

For me, 'a sport' is ...

I believe that ... is a sport whereas ... is not.

I do not believe that ... is a sport, because ...

The most famous sportsperson in our country's history is ...

Useful words and phrases: *sporty, competitions, rules, equipment, referee, fitness levels, entertainment, participation, involvement, excitement, result, score, luck, skill, practice (noun), to practise (verb)*

ACTIVITY 1 – PAGES 194–195

1. **a** skateboarding; **b** cycling; **c** windsurfing; **d** climbing; **e** skiing; **f** gymnastics
2. Students' own answers.

Suggested answers: **skateboarding**: helmet, kneepads, elbow pads, skateboard park; **cycling**: bicycle, clothing as for skateboarding, cycle paths, anywhere; **windsurfing**: windsurf board, wetsuit, lakes, the sea; **climbing**: ropes, harness, helmet, crampons, mountains, rock faces; **skiing**: skis, ski poles, boots, goggles, snow (real or artificial); **gymnastics**: ropes, mats, bars, vault beam, gym or sports centre

3. Students' own answers.

ACTIVITY 2 – PAGE 195

✘ If you can't decide between two answers, mark crosses for both of them.

Hint: This will automatically get a mark of zero.

✘ Miss out any questions you find difficult.

Hint: Questions missed out will definitely get zero. An attempt may earn a mark.

✓ Keep to the specified word limit.

Hint: The exam rubric cannot be ignored without losing marks. It is there to ensure the exam is fair to everyone.

✘ Don't worry about grammar. Concentrate only on vocabulary.

Hint: Grammar is important and needs to be correct.

PRACTICE TIME 1: Section A – PAGES 195–196

Audioscript

1. I love watching my team play here. It's a great place to be. The moment the first player kicks off is really exciting, as the match could go either way. The result could be brilliant, or it could be disastrous – what if the best player gets sent off? Either way it'll be worth watching.
2. I like the fact that there's such a range of things to do here. Once you've warmed up you can really do anything you like. Some days I just work out for half an hour or so, but even that helps to keep me fit.

3. This is a great place to visit with friends and family. No one takes it too seriously and there's a really good atmosphere, although it can be noisy. You can get some snacks and have a drink while you play. My best friend Sasha is great at getting strikes! She always knows where to direct the ball.
4. What's nice is that people of all ages can come here. Even small children are safe, as long as they're accompanied by a responsible adult. And it can help with getting fit as well as relaxing – depending how hard you want to push yourself. Sometimes I just do a couple of lengths and then give up, but it all helps! At least the water is warm!
5. I wasn't at all sure about coming here at first, but I'm really pleased I did. I've started trying to beat my own record and I prefer that to competing against others. I love being outside too. I just put my trainers on and whiz round for fun – it all helps me to stay fit.

(Clues underlined in audioscript.)

1 E; 2 G; 3 F; 4 B; 5 H

PRACTICE TIME 1: Section B – PAGE 196

Audioscript: Student Book page 286

Kim: Hello, everyone! My name is Kim and I'm going to be your ski instructor for today's lesson. First of all, I'd like to welcome you to this lovely resort. This is probably your first time skiing and hopefully you'll love it so much that you'll soon come back for more! As this is your first lesson, we won't be attempting anything too difficult. I won't expect you to perform jumps or tricks straightaway, that wouldn't be at all fair!

Goal number one for today is for you to have an enjoyable lesson. But for that to happen, you need to be safe. We can build up your skills later in the week.

First of all, then, I want to teach you about slowing down. That's very important, as you may find that your skis start moving faster than you want and once you're moving down the slope at speed, anything can happen. So, the first technique I need to teach you is called 'the snow plough'. Let me explain it to you.

The aim of the snow plough is to slow ourselves down when skiing – at least, it is if you're a beginner. As you become more skilled, you will learn alternative techniques, but I'm going to teach you to snow plough today so that you'll be able to keep yourselves safe on the slopes.

Now, if you think about the way you skied over here to the beginners' slope, you'll remember that some of you travelled faster than others. If you managed to slow yourself down, it's likely you snow ploughed without even realising it. Yes, that's right! You probably stood like this and turned the tips of your skis in towards each other.

You might have noticed that this caused a decrease in your speed. The further apart the backs of your skis were, the slower you'll have moved. Some of you didn't use the snow plough and kept your skis parallel to each other. Those were the people who fell over ...

(Clues underlined in audioscript.)

6. jumps or tricks
7. an enjoyable lesson
8. slowing down
9. alternative techniques
10. they fell over

PRACTICE TIME 2: Section A – PAGES 197–198

Audioscript

1. This is a great sport as long as you don't mind getting too wet and cold. Actually, if you fall out, it can be a bit miserable. But the speed and excitement make up for it, although sometimes the water's a bit rougher than you expect, especially if you hit a branch or two by mistake. For me, though, that's all part of the fun.
2. It takes a lot of skill to get there, but what I enjoy most is the feeling of satisfaction when you reach the top – it's like nothing on Earth. Often the views on the way up are just spectacular, especially if you're next to the sea. I also enjoy the challenge of working out the route.

3. You actually travel much faster than people realise and that's why it's important to wear the right protection and to avoid this sport if it's snowy or icy. If you fall, you can really hurt yourself. On the other hand, there's nothing like working hard to perfect a certain technique. Just don't let the ground take you by surprise on those tricky jumps!
4. Some people find the idea terrifying, but I find it really peaceful. I think it's the feeling of looking down over the landscape below that I enjoy most. The pace is quite gentle too. Having said that, you need to know what you're doing. Personally, I love it, but it's definitely not everybody's thing, especially if you can't stand heights ...
5. I still feel nervous when I put the suit on and check that my breathing apparatus works. That soon goes, though, once I'm underwater. It's amazing how much you can see and it's a world that most people never even glimpse. I've been to some amazing locations. I don't think anything else in life ever makes me feel so happy.

(Clues underlined in audioscript.)

1 F; 2 C; 3 G; 4 A; 5 D

PRACTICE TIME 2: Section B – PAGE 198

Audioscript

Chad: Hey there. I'm Chad, your trainer for today.

So, let me get started by saying that Musclemaxi isn't your average gym. We don't leave you to **work out** by yourself. We will design a specific exercise routine for you, with your body goals in mind. You have to use your Musclemaxi Electronic Card to log into the machines, which will keep track of how many calories you burn and print out a report at the end of the day so you can track your progress.

And the most important thing: we're here to make sure you never **give up**. Your healthy future starts here.

So, we'll start with a warm-up, which is really important. Football players wouldn't just **kick off** for a big match without getting their muscles **warmed up** first. There's no way they would perform well – they'd probably lose and get **knocked out** of the competition or, worse still, injure themselves ...

Now it's time to get started with some light exercises. Today we're going to do a full body workout, starting off with some work on your biceps and triceps, your arm muscles. First, we'll lift some weights. We'll do ten repetitions with each arm and then gradually increase the weight. Is that too heavy for you? No? Great.

Just curl your arm up and down. Try not to lift above the shoulder. The rest of you, **join in** when you're ready. Now, you may have felt a sort of pleasant burning sensation in your arm, but it shouldn't have caused you any pain – is that what's happened? Ok, good. You must have done this before.

Anyone who has fallen behind and needs to move at a slower pace, you can **catch up** when you're ready. I think most of you are ready to move up to lift more weight and then we'll move onto the next exercise.

Let's just take a minute's rest and catch our breath. You'll soon find you'll be able to **live up to** your expectations, once you start coming here regularly. OK ...

(Clues underlined in audioscript.)

6. the machines
7. a report
8. light exercises
9. burning sensation
10. more weight

VOCABULARY ACTIVITY 1 – PAGE 199

(Clues highlighted in Audioscript.)

catch up: do enough or move fast enough to keep up with others

give up: stop trying, accept defeat

join in: participate

kick off: start a football match

knock out: eliminate from a contest

live up (to): do as well as expected

warm up: do exercises to loosen the muscles

work out: exercise

VOCABULARY ACTIVITY 2 – PAGE 199

1. warm up
2. kicked off
3. knocked out
4. give up
5. live up to
6. working out
7. caught up
8. join in

VOCABULARY ACTIVITY 3 – PAGE 200

1 work out; 2 warm up; 3 join in; 4 giving up; 5 caught up; 6 live up

GRAMMAR ACTIVITY 4 – PAGES 200–201

1. She should have played football more.
2. Xavier had to study for eight hours every day.
3. Juana couldn't swim very well.
4. Malek didn't have to work very hard.
5. Pauline couldn't stay out after ten o'clock.
6. Hans might have been sick.
7. Danielle could sing well.
8. Samira worked / was working until seven, so she must have been at the office.

GRAMMAR ACTIVITY 5 – PAGE 201

1. **d, c, a, b**
2. Yes, all of these sentences are making a deduction / statement about the past.

GRAMMAR ACTIVITY 6 – PAGE 201

1. can / should
2. mustn't / can't / shouldn't
3. shouldn't
4. might / could
5. should / might
6. mightn't
7. could / might
8. can't / mustn't / shouldn't

GRAMMAR ACTIVITY 7 – PAGE 202

1 Paul; 2 Reyna; 3 Kurt; 4 Daniel; 5 Erica

GRAMMAR ACTIVITY 8 – PAGES 202–203

1. will
2. can't
3. may
4. might
5. must
6. can't

7. may
8. won't

GRAMMAR ACTIVITY 9 – PAGE 203

1. must / might
2. must / should
3. can't
4. must
5. shouldn't / can't
6. should / must

LISTENING PART 2**PREPARING THE WAY – PAGE 204**

Students' own answers.

Suggested sentence structures for discussion:

Science is the study of ...

There are different branches / types of science ...

Science has helped people by ...

I think that science will change the world in the next 50 years by / through ...

My favourite science subject is ...

I think Biology / Geology / Astronomy is important because ...

Useful words and phrases: *experiment, cure, measure, explore, theory, replace, be replaced by, discover, developments, test, hypothesis, apparatus*

ACTIVITY 1 – PAGES 204–205

1. The images show different creatures or substances that are found underground.
2. **a** mole: living, soft, dry to touch, moves
b diamonds: non-living, valuable, dry to touch
c coal: non-living, valuable (up to a point), dry to touch, hot to touch (only if lit)
d lava: non-living, hot to touch, dangerous, moves
e worm: living, moves
f amethyst: non-living, valuable, dry to touch
3. Students' own answers.

ACTIVITY 2 – PAGE 205**Audioscript: Student Book page 290**

1. **Jemma:** My branch of science is Geology. Geology is known as an earth science. It looks at the way that rocks are formed and the history of the Earth itself, so it's very exciting. We look at how gems like diamonds form and at the chemicals that make up the Earth itself. We're used to looking at natural landscapes. Geology is the study of how these are formed and much more. It's fascinating!
2. **Karl:** Like my Geologist colleague, my interest is also in the materials that make up the Earth, but I approach them from a slightly different perspective.
Chemistry is the science I have chosen to specialise in and it is interesting – in my opinion, at least – because it looks in detail at the chemical formation of, potentially, every single substance on the planet. It also examines the reactions between different chemicals and explores what happens to them at different temperatures. Why the lava inside volcanoes, for example, is liquid and how and why it hardens as its temperature cools. To me, Chemistry is vital, as it looks at the building blocks of the world we live in. Where would we be without it?

3. **Ricky:** Rather than studying the Earth, I study Natural History, so that means looking at the creatures and plants that live on our planet. There is an amazing range of creatures and vegetation on this planet. Even a single species can vary tremendously. Natural History also looks at the way that animals have evolved over centuries to live in specific environments. Take moles as an example. They spend almost all of their lives underground, in almost total darkness and their bodies are really well adapted to this.

(Clues underlined in Audioscript.)

Speaker 1 and Speaker 2: b, c, d, f; Speaker 3 a, e

ACTIVITY 3 – PAGE 205

✘ Don't answer difficult questions.

Hint: It is always worth attempting every question.

✘ Don't worry about grammar. Concentrate only on vocabulary.

Hint: The correct answer will always be grammatically correct within the sentence.

✓ You should listen for implicit information, such as the writer's opinion.

Hint: This is one aspect of what is being tested.

✘ If you can't decide between two answers in a multiple-choice question, you should mark crosses for both of them.

Hint: Avoid this – you will get no marks.

PRACTICE TIME 1 – PAGES 206–207

Audioscript

Mrs Hill: OK everyone, settle down now please. So in today's class I want to continue our work on animals and their environments. There's an animal called the mole. You've heard of it, haven't you? So to start, we're going to look at some facts about these amazing underground creatures. Please can you listen and make some notes about them.

Did you know that worldwide, there are approximately 20 species of mole and that they live in parts of the globe ranging from Asia to Europe to North America? These small mammals (the European mole, for example, is about 12–15 cm long, with the females being slightly smaller than the males) are pretty tough creatures! If they run out of space or food they simply dig more tunnels. They can move huge quantities of earth in a very short space of time.

So, moles are pretty small, but they come in different shapes and sizes, the smallest one being the American shrew mole, about five centimetres and the largest being the Russian desman. Whatever their size, though, they have a lot in common! As you know, they generally travel underground, spending their relatively short lifespan (on average three to four years in the wild, longer in captivity where they are protected from predators) in a network of tunnels that they dig with their powerful front claws. They have worked out a way to survive, even though most of the time they live in complete darkness.

One feature of a mole's behaviour is that it is constantly active. Most of the time they will be busy digging away under the surface. They don't dig for nothing, though! They are almost always hunting for their favourite food – worms – although they do also live on different kinds of insects. If they stop eating, they soon run into problems. Scientists have found out something quite unusual: a mole will store worms that it has bitten but not killed, keeping them fresh until they need them! They've come up with an explanation for how they do this.

Apparently, moles' saliva contains a toxic substance that paralyses the worms so they cannot move.

Evidence can back up these findings quite easily. For example, one mole was found to be storing about a thousand worms!

This may sound like a lot, but moles need to eat more or less continuously in order to survive.

Unfortunately, we don't have time (or moles!) to carry out an experiment in class to test this, but scientists have found out that a mole can starve to death within only 24 hours of eating as much as it is able to. In other words, they cannot store their food like most other species – including humans – can. Getting

enough food may be a problem, but moles do have a huge advantage when it comes to breathing underground. They are able to tolerate higher levels of carbon dioxide than most other mammals. They can actually re-use the air they have just breathed out – by breathing it in again. This means that they are perfectly adapted to underground living!

Of course, all of those tunnels they make and the large piles of soil they dig up do alter the nature of the soil and a lot of people see them as a nuisance. They often leave piles of earth on the surface, so you can imagine why many gardeners dislike them. Farmers too are concerned about damage to growing plants. Although we're just going to study moles and their environment in this class, it's nice to remember some of the mole characters from children's literature. There's Kenneth Graham's classic story, *The Wind in the Willows*, with a mole as one of the main characters, which has such a wonderful description of Mole's underground home! *Duncton Wood* is another story featuring moles, as is *The Animals of Farthing Wood*. I'd say it's not hard to understand the appeal of these unusual creatures. They're small, they're cute and there's something very lovable about them, don't you think?

(Clues underlined in audioscript.)

11. 20 / twenty
11. Earth
12. longer
13. insects
14. toxic
15. starve (to death)
16. breathe
17. gardeners
18. C
19. C

PRACTICE TIME 2 – PAGES 207–208

Audioscript

Ian: Hello, my name is Ian Thomas and I'm going to talk to you today about gemstones and how they form. I always wanted to study geology as a child, because I loved the idea of finding things out about the Earth's secrets. I wanted to search for precious stones and dig them up.

I wanted to carry experiments out, to work out how different substances interact and form new substances.

I was lucky enough to go to university in Edinburgh and now I work as a geologist.

My specialisation is in the different processes that make it possible for gemstones to form many thousands of metres below the Earth's surface. And that's what I'm going to talk to you about today!

First of all, let's think about how amazing these gemstones actually are. You've all seen pictures of diamonds, rubies, emeralds and so on – those incredible stones that are often used for jewellery. Humans have always been drawn to them, and as they are so rare, they are worth a lot.

Over the years, people have even committed serious crimes to acquire them! Even the tiniest gem can be worth millions and some of them have even become famous.

The Hope Diamond, for instance, is well known for its deep and rich blue colour. It is also known for the legend that says it is cursed and that anyone who owns it will run into serious problems.

Scientists are unlikely to come up with any basis for that particular belief, though! There really aren't any facts to back it up.

Of course, some of the most highly prized gemstones are also the largest. A huge pearl which was unearthed in Mongolia weighed six tons and measured 1.6 metres across, for example. Imagine being the person to dig up that!

Another well-known gem is the biggest one ever discovered. It's a huge topaz that was discovered in Brazil and it weighs over 270 kg. That's pretty impressive! It's now kept in the American Museum of Natural History. Unfortunately, although it's large, it isn't a gem of particularly good quality. The largest high-quality gem (that is, good enough to be made into jewellery) was an aquamarine, also found in Brazil. It was found in 1910 and weighs 103 kg, so that's still pretty big.

I've mentioned some of the most impressive gems we know about, but what do we know about how they've formed? There are two important factors to consider here: time and pressure.

I've already mentioned that precious stones tend to occur in rocks buried deep in the ground and also that it takes millions of years for them to form. But can we be more specific than that? Actually, we can. Gems are mined in what we call the Earth's 'crust'. This is made up of different kinds of rock, and different kinds of gemstones are formed depending on the kind of rock, the location and the pressure exerted on the rock. For example, diamonds form in the kind of rock we associate with volcanoes. Perhaps that makes it less surprising that diamond is the hardest known natural substance. If you consider that it's been compressed under tonnes of rock for millions of years, you can see why it's so strong. In fact, this strength makes it very useful. Diamonds may look very attractive and it's true that they are highly prized as jewellery, but they're also extremely useful. You may be surprised to hear that we use diamonds as cutting tools and we also use them in computer processors and in microchips. We probably won't ever run out of uses for them!

Of course, as incredible as the gems I've been speaking about are, the majority of them will never be found. They'll just remain buried under masses of rock, forever. There may even be some many kilometres below the place you're standing now. It's quite strange to think about it! The Earth holds so many secrets like this and that's what makes geology so challenging and fascinating.

(Clues underlined in audioscript.)

11. deep
12. (so) rare
13. highly prized
14. 1.6 metres (across)
15. Brazil
16. 1910
17. time and pressure
18. volcanoes
19. B
20. B

VOCABULARY ACTIVITY 1 – PAGE 209

1. finding ... out
2. dig ... up 3
3. carry ... out, to work out
4. run into
5. come up with
6. back ... up
7. dig up
8. run out

VOCABULARY ACTIVITY 2 – PAGE 209

to discover facts or information: find out
 to support something with evidence: back up
 to make a hole in the ground: dig up
 to find the answer or solution: work out
 to do something that you have planned to do: carry out
 to no longer have something: run out
 to encounter, perhaps unexpectedly: run into
 to think of (an idea or solution): come up with

VOCABULARY ACTIVITY 3 – PAGE 210

1. carry out
2. work out
3. dig up
4. back up
5. run out

6. came up with
7. found out
8. ran into

VOCABULARY ACTIVITY 4 – PAGE 210

1. worked out
2. run out
3. dug up
4. carry out
5. ran into
6. back ... up
7. work out
8. find out

GRAMMAR ACTIVITY 5 – PAGE 211

verb + infinitive	verb + gerund
<i>plan</i>	<i>enjoy</i>
promise	avoid
hope	recommend
forget	suggest
help	forget
remember	remember
stop	stop

GRAMMAR ACTIVITY 6 – PAGE 211

1. to break down
2. finding out
3. to run out
4. to conduct
5. seeing
6. to buy
7. to rest
8. resting
9. making
10. to publish

GRAMMAR ACTIVITY 7 – PAGE 212

1. writing, to complete, to carry out
2. to discover
3. getting, to adapt
4. taking
5. performing, to be

LISTENING PART 3

PREPARING THE WAY – PAGE 214

Students' own answers.

Suggested sentence structures for discussion:

I think it is important to be able to speak more than one language because ...

I believe language is / is not unique to humans because ...

I think communication between people from different cultures is / is not easy because ...

I do / don't believe humans can communicate with other species. The reason for this is ...

Useful words and phrases: *monolingual, bilingual, multilingual, special ability, common ground, communication barriers, communication patterns, non-verbal communication, adaptable*

ACTIVITY 1 – PAGES 214–215

Audioscript: Student Book page 290

1. This is a language which is used by the Navy. It's a way of sending messages using flags. Normally, a signalman holds two flags in different positions to show different letters.
2. This system was invented in 1824 by a 15-year-old boy. It is a tactile alphabet which helps the visually impaired to read and write and is now commonly used internationally.
3. This is the fourth most widely spoken language in the world. It is one of the six official languages of the United Nations. Its many varieties are spoken by over 420 million people, mainly in the Middle East and North Africa.
4. This is a system of movements and gestures that people use in everyday life to show their feelings. Sometimes these movements are conscious (we are aware of them), for example, gestures like bowing or waving, and some are sub-conscious (we are not aware of them), like when someone is shy and folds their arms.

(Clues underlined in audioscript.)

1. **a** Braille; **b** body language; **c** semaphore; **d** computer code; **e** Chinese script; **f** sign language
2. 1 c; 2 a; 3 Not given (Arabic); 4 b
3. Students' own answers.

ACTIVITY 2 – PAGE 215

✓ Try to scan the questions before the recording starts so you know what sort of information to listen for.

Hint: This will help you focus on the most useful information.

* You should always answer in full sentences.

Hint: The instructions make it clear this is not expected.

✓ If your spelling is inaccurate, you may lose marks because the examiner may not understand your answer.

Hint: Try to spell as accurately as possible so the examiner can understand you, otherwise they cannot give you a mark.

✓ Never give more than one answer for a multiple-choice question.

Hint: If you cross more than one box, you will get no marks.

PRACTICE TIME 1 – PAGES 216–217

Audioscript

Nita: Hello, Jon! Thank you for coming to talk to me today.

Jon: Thank you, Nita. It's very nice to be here.

Nita: Now you're going to tell me about the subject of your area of research, neologisms. Can you begin by explaining exactly what 'neologisms' are?

Jon: Of course. Neologisms are simply new words that have entered a language. The term neologism comes from the Greek word 'neo', meaning 'new'.

Nita: Like the character, Neo, from the film *The Matrix*? Any film fans listening should be familiar with that!

Jon: Yes, and also from the Greek 'logos', meaning 'word'.

Nita: Aha, you've been doing this research for over ten years, right? You must really love your subject! So, if I understand correctly, you're saying that new words just arrive, sometimes? That's incredible! Where do these new words come from?

Jon: Well, that depends. There are many different reasons for new words appearing in our language. For example, if we think about the recent example of technology, there are lots of new developments and new gadgets appearing and a lot of new words have emerged as a result of that.

Nita: Oh, like the iPad, you mean? Or Wi-Fi?

Jon: Exactly. And sometimes words that were already present in a language are combined or used in a new way, like 'waterbed', for example.

Nita: I see.

Jon: But we've also started using old words in new ways in English.

Nita: Oh? Could you give me an example?

Jon: Take the word 'text', for example. A few decades ago, we used the word 'text' as a noun, often meaning a book or an article. Now, though, we often also use it as a verb to talk about sending a message on our mobiles, saying 'I'll text you later.' or 'I'll message you!'

Nita: Aha, that's true. And are all of these new words – or neologisms, I should say – linked to new technology?

Jon: Not at all. There are words such as 'Sellotape' or 'Kleenex' that were originally brand names but over time have come to be used more generally. Now these examples are widely used with a wider meaning: when we use the word 'Sellotape' to talk about any kind of sticky tape; when we talk about 'Kleenex', we often mean any kind of disposable tissue, not just the ones with that brand name.

Nita: Right. And how else do new words come into our language?

Jon: Well, words can get blended together.

Nita: Blended?

Jon: Yes, for example the word 'motel' is a blend (or a combination) of the words 'motorway' and 'hotel' and has a new meaning. I find these words quite fascinating!

Nita: Oh, I can think of another example: brunch! A blend of 'breakfast' and 'lunch'! One of my favourite meals.

Jon: Yes, I think you get the idea!

Nita: So, your job is to study all of this and write about it? I'm really envious!

Jon: I know. I'm really lucky to have work that I enjoy so much. It feels like there's always so much to learn.

Nita: I can see why! And do you think it's advantageous to have these new words appearing in our vocabulary all the time?

Jon: Yes, of course! I'm a linguist! Words represent meanings, objects or ideas. If something new appears, we need to have the language to talk about it.

Nita: I see. And are there any other ways that new words enter a language, apart from the ones you've mentioned so far?

Jon: Well, words travel. A lot of words that are now in the English language had their origin in other countries and vice versa. Words like 'café', for example, which comes from French. And 'algebra' was originally an Arabic word.

Nita: Fascinating. Is this a recent phenomenon?

Jon: Not at all. Even in very early times and throughout history, movements in population meant that language evolved. In recent years, though, the influence of media and especially social media, has made a tremendous impact. Young people often create words to use between themselves, or use old words in new ways. Do you realise that fifty years ago, 'cool' only referred to temperature, or to tone of voice? Then young people started using it to also mean something really great. This word is used everywhere now! With

language, everything is shifting all the time, which is one of the reasons why studying it is so fascinating. It's full of uncertainty and creativity.

Nita: So, some words are new and some words are changing their meaning. How about words that disappear? Do some words also die out?

Jon: Indeed they do. There are words that have almost entirely died out, called obsolete words. One example in English is 'brabble', which means to argue loudly about something that isn't important. I don't think anyone uses this word any more! In old literature, it's possible to find examples of words that aren't used in conversation nowadays, for example words like 'thou' and 'thee' meaning 'you'. These are known as archaic words.

Nita: I suppose this concept of words changing is a bit like what happens with wildlife and nature. Some species are flourishing, some we have preserved in zoos and conservation areas, some are very vulnerable and others, like the dodo, have become extinct.

Jon: That's a very good analogy, Nita.

Nita: An interesting note to end on! Thank you for talking to me today, Jon. I've found it really fascinating.

Jon: Thank you, I've enjoyed it too.

(Clues underlined in audioscript.)

21. new words
22. over ten years
23. new developments in technology
24. He finds them fascinating.
25. the influence of the media (especially social media)
26. A
27. A
28. C
29. D
30. B

PRACTICE TIME 2 – PAGES 217–218

Audioscript

Camila: Well, that was a really interesting talk, wasn't it?

Gareth: Definitely! I'd wanted to learn more about common difficulties for English language learners, so I was pleased to see this talk advertised. And now I've got so many ideas for my lessons.

Camila: Me too, it's really helped me to think about my classes in a different way. And the speaker seemed very experienced. For example, when she talked about students in Asia generally being very polite. Where I teach now in Japan, the students are so well-behaved.

Gareth: You're so lucky! Getting to discover such different cultures and having polite students. I wouldn't say they're rude, but some of my current students in Spain can be quite cheeky!

Camila: Really? Well it doesn't depend on the country, I do get some naughty students from time to time too.

Gareth: You can never generalise, can you?

Camila: But you enjoy teaching most of the time, don't you?

Gareth: Yes, of course. Moving away from Wales, where I'm from, was a big commitment, but well worth it.

Camila: I know what you mean, it isn't easy to move, but the big attraction for me was the possibility of travelling, seeing the world and meeting people from different countries. There's nothing like it!

Gareth: You're right about that. For me, I really want to study education and seeing other countries' systems is a great experience. I think it'll be really interesting to study this at university.

Camila: Oh really? My brother is doing that now. He really likes it. Teaching may be a challenge, but it's never boring, is it?

Gareth: You can say that again! Sometimes I feel like I have so much work to do, but it's never dull. Helping students work through their different difficulties with English is really fascinating. You have to be quite adaptable, but when you help them find a solution, it's just brilliant!

Camila: It is amazing, isn't it? So what kind of difficulties do your students in Spain usually have?

Gareth: Pronunciation is often a tricky thing for them to master. They find vowel sounds in English particularly difficult because their vowel system in Spanish is very different. They find it hard to make a difference between words such as 'fit' and 'feet', for example.

Camila: Oh, I see. Yes, pronunciation is one of those things that doesn't always come naturally when you're learning a new language. My students in Japan often struggle with English word order, because this is very different in Japanese. It's not easy for them to think about the words in a different way.

Gareth: Yes, that's true. Often students find it hard to use a concept that doesn't exist in their native language. For example, in my previous job in Germany, I noticed that students had some problems with the two present tenses in English, because there is only one in German. But that's what I find so interesting about languages – the sheer variety. It would be so boring if they were all the same!

Camila: That's exactly what I think too! Language learning, for me, is such an interesting process. You really get inside a culture by learning its language. It's brilliant to be able to communicate with people in their first language and it just opens the culture up to you so much more than if you didn't speak the language.

Gareth: I totally agree with you there. So are you learning Japanese?

Camila: I'm trying ...! It's always been my ambition to learn the language to a good conversational level. I've been learning it for two years now and I think I'm starting to feel more confident with using it in everyday life. But I still make a lot of mistakes!

Gareth: Well that's part of it, isn't it? Immersing yourself in the language is key to enjoying the process, I think. I had one student, Marco, who went for a week's holiday in Ireland and he told me that he could really see the improvement in his English after speaking to the local people. He really got into it! He tried the local food, went to a football match and made lots of new friends there. He was so happy because he gained confidence. Previously, he'd always been overly cautious whenever he used English.

Camila: That's brilliant that he could really see the benefit of travelling and spending time in an English-speaking country. It's not always possible for everyone to travel, but if they have the chance, I always encourage my students to have some time abroad if they can. It's such a valuable experience.

Gareth: It really is. Do you also find that students have lots of different learning styles?

Camila: Absolutely! Some students feel they really need to understand the grammar inside out, while others are happy to just have a go at speaking. Some people prefer using translation as a technique – to think of the word in their own language and then substitute it with English and others prefer to think in English. I think you just need to play to your strengths.

Gareth: No doubt about it. So, when's the next talk?

(Clues underlined in audioscript.)

21. Japan
22. Spain
23. well-behaved
24. (quite) cheeky
25. travelling / seeing the world
26. to study education
27. (English) word order
28. pronunciation / vowel sounds
29. D
30. C

VOCABULARY ACTIVITY 1 – PAGE 218

Audioscript

1. **Nita:** Aha, OK! You've been doing this research for over ten years, right? You must really love your subject! So, if understand correctly, you're saying that new words just arrive sometimes? That's incredible! Where do these new words come from?

Jon: Well, that depends. There are many different reasons for new words appearing in our language. For example, if we think about the recent example of technology, there are lots of new developments and new gadgets appearing and a lot of new words have emerged as a result of that.

2. **Nita:** So, your job is to study all of this and write about it? I'm really envious!

Jon: I know. I'm really lucky to have work that I enjoy so much. It feels like there's always so much to learn.

Nita: I can see why! And do you think it's advantageous to have these new words appearing in our vocabulary all the time?

Jon: Yes, of course! I'm a linguist!

3. **Jon:** Even in very early times and throughout history, movements in population meant that language evolved. In recent years, though, the influence of media and especially social media, has made a tremendous impact. Young people often create words to use between themselves, or use old words in new ways. Do you realise that fifty years ago, 'cool' only referred to temperature, or to tone of voice. Then young people started using it to also mean something really great. This word is used everywhere now! With language, everything is shifting all the time, which is one of the reasons why studying it is so fascinating. It's full of uncertainty – and creativity.
 4. **Nita:** I suppose this concept of words changing is a bit like what happens with wildlife and nature. Some species are flourishing, some we have preserved in zoos and conservation areas, some are very vulnerable and others, like the dodo, have become extinct.
- Jon:** That's a very good analogy, Nita.

Extract 1: incredible, development(s)

Extract 2: envious, advantageous

Extract 3: population, tremendous, creativity

Extract 4: conservation, vulnerable

VOCABULARY ACTIVITY 2 – PAGE 219

Nouns	Adjectives
development(s)	<i>envious</i>
population	advantageous
creativity	tremendous
conservation	possible
	vulnerable

VOCABULARY ACTIVITY 3 – PAGES 219

1 admirable; 2 courageous; 3 ability; 4 communication; 5 development; 6 nervous

VOCABULARY ACTIVITY 4 – PAGES 219

1. eatable or edible (adjective)
2. disappointment (noun)
3. suspicious (adjective)
4. curious (adjective)
5. courteous (adjective)

GRAMMAR ACTIVITY 5 – PAGE 220

That's the boy *who* helped me with my homework.

There's the beach *where* I lost my keys.

She's the doctor *who* wrote my prescription.

Those are the dogs *which* chased my cat.

That's the teacher *whose* daughter goes to this school.

These are the chairs *which* I made by hand.

They're the customers *who* left without paying.

That's the day *when* I met your mother.

He's the teacher *who* marks my work.

GRAMMAR ACTIVITY 6 – PAGE 220

(Answers may vary slightly.)

1. English is a language which many people learn for work.
2. This is the café where we meet once a month.
3. I need to find someone whose car is a red Porsche.
4. That's the computer which is broken.
5. This is the book which I lost last week.
6. The expert on languages who is giving a talk today has arrived.
7. I just got a new job which is much closer to where I live.
8. Olaf is a Swedish man whose flat I rent.

GRAMMAR ACTIVITY 7 – PAGE 221

1. **a** This is the chocolate I told you about.
b Saffron is the teacher who threw me out of class.
c This is the school where I learn French.
d The book they gave me was very helpful.
e Mateo is the boy who helped me with my schoolwork.
f Guillerme is the translator I met yesterday.
g Gabe lives in the same house I live in.
h That's Stephanie, whose husband works with me.
2. Students' own answers.

GRAMMAR ACTIVITY 8 – PAGE 221

1. *I like*
2. had written
3. was speaking
4. had thought
5. had listened
6. had been reading
7. she would explain
8. said, could translate
9. said, had to understand

GRAMMAR ACTIVITY 9 – PAGES 221–222

1. Julie said she was learning to speak English.
2. Gabi said that they lived in Portugal.
3. Sandra said she would see me later.
4. Stefan said that Chen had forgotten her pen.
5. Tanja said that she had eaten at the restaurant already.
6. Mark said that he could fix the computer.
7. Silke said that she had to do her homework the next day or it would be late.
8. Yaz said that she had been going to the beach.

LISTENING PART 4**PREPARING THE WAY – PAGE 223**

Students' own answers.

Suggested sentence structures for discussion:

I would define the environment as ...

A habitat is ...

Habitats are places where ...

... and ... and ... are different types of habitat.

Human beings take care of the environment by ...

*I believe the most serious environmental problems are ... and humans could address these by ...
I think the environment is important because ...*

Useful words and phrases: *global warming, wildlife, protection, to protect, endangered, species, disaster, ecosystem, mass destruction, rainforests, future generations, damage, responsibility, crisis, conservation area, sanctuary, renewable, recycle*

ACTIVITY 1 – PAGE 224

1. bird
2. lives in (country and habitat) South America, jungle
eats insects
is a predator and prey
protects itself by being nocturnal and using camouflage
is a potoo
3. Students' own answers.

ACTIVITY 2 – PAGE 225

✓ The headings of the table (if included) are important.

Hint: These supply important information.

✓ Don't miss out any questions, even if they are difficult.

Hint: Questions missed out will definitely get zero. An attempt may earn a mark.

✓ You should not exceed the word limit if specified.

Hint: The exam rubric cannot be ignored without losing marks. It is there to ensure the exam is fair to everyone.

✗ Grammar is the most important part of your answer when completing a table.

Hint: It is not necessarily the most important, but it is very important.

✓ You should listen carefully to every word in the recording.

Hint: This will improve your chance

PRACTICE TIME 1 – PAGES 225–226

Audioscript

Dr Budiarto: Hello, my name is Dr Lini Budiarto and I'm here at the *Nature Today* conference to talk about a very special bird species, the wandering albatross, and why it is so urgent that action is taken to save these amazing creatures.

To begin with, allow me to paint you a picture of this magnificent bird. The wandering albatross has a wingspan of up to three and a half metres. Incredible! Just to give you a rough idea, if you are finding it impossible to visualise, three and a half metres is about the length of a large car. Albatrosses are so well adapted to the life they lead that they can go for hours without needing to flap their wings. They simply glide. Albatrosses weigh approximately 12 kilograms and on average they live for about 50 years. The word 'Wandering' in their name is based on the fact that they cover so much distance in search of food, sometimes travelling up to 10 000 kilometres in the course of their lifetime. The origin of the word 'albatross' is likely to have been derived from the Latin word 'albus', which means 'white', as these birds are largely white in colour and the small amount of darker plumage that younger birds have is not really visible from a distance.

I mentioned the albatross' capacity to travel long distances and this is one of the features that makes these birds so remarkable. They have to travel in order to feed, as mainly they eat schooling fish, squid and small crustaceans and will need to move to wherever these are most readily available. Overeating can, however, make it hard for them to take off.

Sometimes they float on the waves rather than gliding above them, but that does of course make them vulnerable to predators, so it can be problematic. Albatrosses also drink a great deal of salt water. To us, that sounds very unpleasant, but of course for them it's a way of life.

Albatrosses don't always have an easy life, though. Due to human activity, they are becoming endangered. Longline fishing poses a huge danger, for instance. This is a fishing method that uses long and short lines to catch fish.

Attracted by the bait, the albatross swoops down. Its strength means it can easily push other birds out of the way. Albatrosses can become entangled in the underwater lines and eventually drown. Because no single country has control of all the waters in which this fishing takes place, it's hard to find an antidote, or to put effective international measures in place to protect the albatrosses.

When there aren't these dangers posed by commercial fishing, when albatrosses do manage to catch fish, they have no problem digesting it easily and quickly. This is due to the high acidity in the digestive juices found in their stomachs.

In terms of where they live, these are birds that tend to be found in what's known as the sub-Antarctic region – in other words, the part of the southern hemisphere that is situated directly to the north of the Antarctic. Of course, within this geographical context, the albatross's preferred location and activities will be based partly on its age.

Younger birds, known as juveniles and non-breeding birds, will tend to stay in the slightly more southerly areas, but the breeding adult population will be extremely wide-ranging. We've managed to find out a lot of information about the species by tracking specific birds. To give you a specific example, one of these tracked birds travelled 6 000 kilometres in just 12 days. Really extraordinary, if you think about it, especially as the area is so inhospitable!

I mentioned before about the flight and breeding patterns of these birds and now I'd like to say a bit more about that. Breeding is the only time these birds gather in colonies. They mate for life and build their nests out of vegetation held together by mud – very enterprising of them to use the materials at hand so efficiently – on remote islands. Only one egg is laid in each breeding cycle and it takes 11 whole weeks before it hatches.

Once the young albatross emerges from the egg, the parents take it in turn to feed it and it will leave the nest at any time after the age of about three months. Breeding occurs every two years.

Of course, the fact that the breeding cycle is relatively extended does suggest that albatross numbers may be vulnerable and this is indeed the case. Of the 22 species of Wandering Albatross, 15 are now threatened with extinction and the threat shows no sign of decelerating. Tragically, for three of these species, the threat is so severe that they have been categorised as 'critically endangered'. A further seven species are in the 'near threatened' category, so the future's really looking very bleak for this magnificent bird and time is running out. Almost inevitably, the biggest threat of all comes from human beings and this is primarily connected with various fishing industries, legal and illegal, that operate in the areas the albatrosses frequent.

It's almost certain that they face extinction without this protection, though and that would be a real tragedy. That's why it's so important that we look after them.

(Clues underlined in the audioscript.)

31. Wingspan
32. (about) 50 / fifty years
33. glide
34. overeating
35. salt water / seawater
36. underwater lines
37. digest
38. Age
39. life
40. extinction

PRACTICE TIME 2 – PAGES 226–227

Audioscript

Mr Boyal: OK everyone, so to help you think about different careers you could do in the future, we've invited some guests to come and talk to you all about their professions. The first guest I'd like you to meet is a respected scientist, Professor Sanjana Sharma. She's a marine biologist. Sanjana, thank you so much for coming to talk to us today.

Prof. Sharma: You're very welcome, Mr Boyal.

Mr Boyal: Please, Sanjana, in case some of the students are unsure about what the job involves, could you start by explaining what a marine biologist does?

Prof. Sharma: Well, marine biologists study the creatures and conditions under the sea, sometimes using specially equipped submarines and cameras to explore. It's a fascinating career and one that allows you to travel all over the world. My specialisation is in the 'deep sea'. This is the very inhospitable environment far beneath the surface. I find it amazing that there are creatures that can survive such conditions. This environment is untouched by light and warmth and it has pressure levels of more than 1000 times the standard atmospheric pressure at sea level. To put that in perspective, it's the equivalent of one person trying to support 50 jumbo jets!

Mr Boyal: Wow! I'm amazed anything could survive there!

Prof. Sharma: Yes, it's easy to think that it would be impossible for anything to survive in such conditions, but this is far from the case. In fact, a number of ocean species are known to live in the deep-sea environment and they have developed interesting survival techniques as a result. They have adapted over time to have a chance of survival. The hatchetfish, for example, has an amazing skill. It has special organs that give off light. To use a technical term, we would say it has the capacity to manipulate bio-luminescent photophores in its body in order to avoid predators. Here's a photo of one of them, can you all see that? The hatchetfish's skin can imitate the light from above. That, in turn, means that the fish beneath them don't notice that there are fish above blocking out the sunlight and so the prey is not as aware of the predator.

Mr Boyal: I see. So the hatchetfish has adapted really well to life at such a depth. What other types of adaptation do we see in these deep-sea creatures, Sanjana?

Prof. Sharma: Well, living at such depths can have other consequences. For example, the Colossal Squid is much larger than any squid in shallow water. Many deep-sea creatures have this tendency and we call it 'abyssal gigantism'. This particular squid can grow up to 14 metres long. That's the length of one and a half double decker buses. Even deeper, creatures called amphipods, which are a bit like crabs, can grow to lengths of up to 30 centimetres – whereas most of the commonly found surface amphipods are only about three cm. Again, that's quite a difference, nearly ten times bigger! But, of course, if you're expecting all deep-sea creatures to be enormous, then 30 centimetres might be a bit of an anti-climax. These amphipods are actually found in a place called the Mariana Trench. This is an amazing area. It's the deepest point of all the world's oceans and it's located in the western Pacific Ocean. It's remarkable for a number of reasons. For one thing, the trench has a maximum known depth of almost 11 kilometres. Mount Everest is only 8 848 metres high!

Mr Boyal: That's incredible. So you've said that the inhabitants of this underwater trench are quite different to those which are found on the ocean's surface. What other kinds of creatures live in the Mariana Trench?

Prof. Sharma: It's also home to sea cucumbers – creatures which feed on the ocean floor.

Mr Boyal: And do they look like the cucumbers we eat in salads, by any chance?

Prof. Sharma: Exactly! That's where they get their name from. There are also creatures with soft shells, known as forams. They hunt for food in the sand, but we know very little about them because they have a tendency to disintegrate whenever brought to the surface. To survive, they have to remain submerged at the depths their bodies have adapted to.

Mr Boyal: Oh dear. That must be frustrating for marine biologists like yourselves.

Prof. Sharma: Yes and that's one of the biggest problems with researching creatures of the Mariana Trench. This deep underwater world is so different to our own environment and so extreme. We simply can't replicate it to study these creatures, so we have to try to develop techniques that let us study them in their own environment. We're trying to develop new technology all the time to do that more effectively. But this is one of the things I love about my profession – there are always new developments needed. It's never boring!

Mr Boyal: I can see that! So you're saying that there's still a lot we don't know about the deep sea?

Prof. Sharma: Absolutely. The vast majority of the deep sea (and the Mariana Trench) remains unexplored, even compared to the moon and the surface of Mars! It's really mind-blowing for me to think that there are whole areas of our planet that no-one has ever seen or studied. This is what keeps me fascinated in my career. It's very difficult to predict what other species may be lurking in the depths. We're always curious to see what we will find next.

Mr Boyal: I expect you are! Thank you so much for coming in to speak with us today. Thank you very much, Sanjana, for sparing the time to be here.

Prof. Sharma: It's been a pleasure.

(Clues underlined in audioscript.)

31. light and warmth
32. adapted
33. C
34. A
35. B
36. A
37. C
38. replicate
39. unexplored
40. species

VOCABULARY ACTIVITY 1 – PAGES 228–229

Audioscript

1. ... in case some of the students are unsure about what the job involves, could you start by explaining what a marine biologist does?
2. Well, marine biologists study the creatures and conditions under the sea, sometimes using specially equipped submarines and cameras to explore.
3. This is the very inhospitable environment far beneath the surface.
4. it's easy to think that it would be impossible for anything to survive in such conditions, but this is far from the case.
5. But, of course, if you're expecting all deep-sea creatures to be enormous, then 30 centimetres might be a bit of an anti-climax.
6. ... you've said that the inhabitants of this underwater trench are quite different to those which are found on the ocean's surface.
7. ... they have a tendency to disintegrate whenever brought to the surface.
8. The vast majority of the deep sea (and the Mariana Trench) remains unexplored ...

(Prefixes underlined in audioscript.)

1. un-
2. sub-
3. in-
4. im-
5. anti-
6. under-
7. dis-
8. un-

VOCABULARY ACTIVITY 2 – PAGE 229

anti-: against
 dis-: opposite of
 im-: not
 in-: not
 sub-: under
 un-: not
 under-: beneath

VOCABULARY ACTIVITY 3 – PAGE 229

1. under-
2. sub-
3. un-
4. anti-
5. dis-
6. in-
7. de-
8. im-

VOCABULARY ACTIVITY 4 – PAGE 230

Students' own answers. Suggested answers:

under- *undergraduate, underpriced*

sub- *sublet, subway*

un- *unappreciated, unnecessary*

anti- *antisocial, antihero*

dis- *disapprove, dislike*

in- *inaccurate, inefficient*

im- *immaterial, immoral*

GRAMMAR ACTIVITY 5 – PAGE 230

do	make
homework	a suggestion
a crossword	a choice
your hair	a noise
a favour	lunch
an exam	a change
a course	a cup of coffee
a job	a demand
laundry	a mistake
an assignment	a comment

GRAMMAR ACTIVITY 6 – PAGES 230–231

1. Do
2. make
3. do
4. Do
5. make
6. do
7. do
8. Make
9. make
10. make
11. do

GRAMMAR ACTIVITY 7 – PAGE 231

1 do; **2** did; **3** made; **4** did; **5** made; **6** make; **7** do; **8** making; **9** do; **10** make

GRAMMAR ACTIVITY 8 – PAGE 232

1. **a** make
b do
c make
d make
e do
2. Students' own answers.
3. Students' own answers.

UNIT 8 SPEAKING PRACTICE

SPEAKING

PREPARING THE WAY – PAGE 236

Students' own answers.

Suggested sentence structures for discussion:

One thing I like / dislike about my home is ...

One thing about my home that really appeals / does not appeal to me is ... because ...

I think the home where you grew up is important because ...

Once you have lived somewhere for ... it starts to ...

For me, it matters that my home reflects my personality because ...

Some homes reflect personality more than others.

My view is that ...

Useful words and phrases: *cosy, comfortable, safe, stylish, modern, minimalist, tidy / messy, to feel at home*

ACTIVITY 1 – PAGES 236–237

Audioscript: Student Book page 290

1. The first house I'd like to show you is a peaceful retreat on a mountainside. The roof is obviously organic, so this is definitely the perfect choice for a nature lover.
 2. Next is another house that's pleasantly secluded, but this one is set deep in the heart of the forest. Lovers of fairy tales will be enchanted by it!
 3. If you prefer a more tropical setting, how about this intriguing home built out of bamboo? The views of the palm-covered island are spectacular.
 4. If you want to get really close to the water, how about this house? It's actually standing in the sea – property doesn't get much more picturesque than that!
 5. Of course, if you're looking for picturesque, this flower-covered gem might be for you. It's a real feast for the eyes and smells delectable too.
 6. Finally, for those of you who enjoy something quirky, how about this upside-down cottage, whose foundations point to the skies?
1. Students' own answers.
 2. (Clues underlined in Audioscript.)
 - a forest retreat
 - b house on stilts
 - c upside-down house
 - d island home
 - e remote cottage
 - f floral mansion
 (Order mentioned in Audioscript: 1 e; 2 a; 3 d; 4 b; 5 f; 6 c)
 3. Students' own answers.

ACTIVITY 2 – PAGE 237

✓ Listen for and pay attention to the key words.

Hint: It is important for students to understand what information the examiner is looking for.

✓ Listen to everything the examiner says.

Hint: Sometimes there will be extra details or reasons requested. Or the information could be framed positively or negatively, e.g. *Tell me what you do not like about ...*

✘ You should try to speak for longer than the set times to get a higher mark.

Hint: The interviewer will not allow students to speak for longer than the set times. The exam rubric has to be followed here as in other parts of the exam. The maximum timings allowed for each part are as follows: Part 1 – three minutes; Part 2 – one minute of preparation and one to two minutes of speaking; Part 3 – five minutes.

✘ Prepare and take notes into the exam with you to remind you what to say.

Hint: Taking notes in with you is not allowed.

✘ Take notes on the examiner's questions.

Hint: This is not a possibility suggested within the rubric. The interviewer may repeat questions if necessary.

✓ You should plan your talk in Part 2 by using brief notes.

Hint: Students are encouraged to do this. They can note down key vocabulary, for example. However, they should not over-plan, as this is a test of speaking, not of reading aloud, and overreliance on notes will make them sound stilted and unnatural.

PRACTICE TIME – PAGE 238

Students' own answers.

PRACTICE TIME – PAGE 238

Students' own answers.

PRACTICE TIME – PAGES 238–239

Students' own answers.

VOCABULARY ACTIVITY 1 – PAGE 239

Audioscript: Student Book page 290

Jane: Well, for me the perfect kitchen is all about convenience. The design doesn't have to be completely empty and minimalist, but it shouldn't be over-full or cluttered. It should be clear where everything is and only gadgets and appliances that have real value deserve a place in it. For example, if your kitchen is nice and spacious, you'll have lots of room for items such as a dishwasher. If the room is a bit on the small side, though, adding a dishwasher may make it feel cramped, so you need to think carefully about whether it's really necessary.

Of course, the problem with some appliances is that they have very specific uses so they're highly functional but not designed to be decorative. Washing machines are a great example of this.

They're essentially just large metal cubes, so they don't really look that attractive – although they can transform our dirty washing back into gleaming clean clothes again, all in less than an hour, so we definitely wouldn't want to be without them!

Given that a lot of the appliances you want in your kitchen, like washing machines and fridges, are often white, black and silver, they do lend themselves to a look that's quite striking, especially if you add a feature wall in a bright, bold colour like red, rather than a colour scheme that's more understated. Of course, the problem with kitchens is that they tend to look rather characterless. They're not really the place to hang pictures, or have candles, or photos, or vases, or anything else that may make a room look interesting and atmospheric.

The emphasis has to be on hygiene and shining, empty surfaces are best for that. It's quite a challenge to balance that with making the kitchen warm and welcoming, though!

(Clues underlined in audioscript.)

1. convenience
2. They have very specific uses so they are functional but not decorative.
3. hygiene

VOCABULARY ACTIVITY 2 – PAGE 240

(Adjectives highlighted in audioscript.)

1. cramped
2. functional
3. spacious
4. characterless
5. cluttered
6. decorative
7. understated
8. bold
9. atmospheric
10. minimalist

VOCABULARY ACTIVITY 3 – PAGE 240

1 bold; 2 minimalist; 3 cramped; 4 cluttered; 5 spacious; 6 characterless; 7 decorative; 8 functional; 9 atmospheric; 10 subdued

VOCABULARY ACTIVITY 4 – PAGE 241

Students' own answers.

GRAMMAR ACTIVITY 5 – PAGE 214**Positive sentences**

Present: *I walk, I am walking / I'm walking, I have walked / I've walked, I have been walking / I've been walking*

Past: *I walked, I was walking, I had walked / I'd walked, I had been walking / I'd been walking*

Future: *I will walk / I'll walk, I will be walking / I'll be walking, I will have walked / I'll have walked, I will have been walking / I'll have been walking*

Negative sentences

Present: *I do not walk / I don't walk, I am not walking / I'm not walking, I have not walked / I haven't walked, I have not been walking / I haven't been walking*

Past: *I did not walk / I didn't walk, I was not walking / I wasn't walking, I had not walked / I hadn't walked, I had not been walking / I hadn't been walking*

Future: *I will not walk / I won't walk, I will not be walking / I won't be walking, I will not have walked / I won't have walked, I will not have been walking / I won't have been walking*

Questions

Present: *Do you walk?, Are you walking?, Have you walked?, Have you been walking?*

Past: *Did you walk?, Were you walking?, Had you walked?, Had you been walking?*

Future: *Will you walk?, Will you be walking?, Will you have walked?, Will you have been walking?*

GRAMMAR ACTIVITY 6 – PAGE 242

1. continuous tenses
2. perfect tenses
3. simple tenses (except in future)
4. the verb form

GRAMMAR ACTIVITY 7 – PAGE 242

1. 1 are you; 2 are you doing; 3 Will you be; 4 wanted; 5 Weren't you going; 6 I've been waiting; 7 must have been showering; 8 you've been; 9 we'll be eating; 10 had hoped; 11 will have cleaned; 12 I'll have been eating

GRAMMAR ACTIVITY 8 – PAGES 242–243

1. are you doing
2. I didn't go, I had
3. has Fred had
4. we will be eating
5. I was walking, I bumped into
6. Lucia hadn't tried
7. Aisha has known
8. It has been raining
9. Sam doesn't read
10. do you do