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B2

Venture into First for Schools

Teacher's Book

- *Cambridge English: First for Schools* practice tests

Speaking DVD

How to access audio files for the *Cambridge English: First for Schools* photocopiable practice test in this Teacher's Book:

- Insert the DVD disc into a PC.
- Go to the **Start** menu and select Computer (or **My Computer**).
- Right-click the DVD drive icon and select **Open** (or **Open in new window**).
- Open the folder **PRACTICE_TEST_AUDIO.**
- Select the appropriate audio file you require from Listening Parts 1, 2, 3 and 4.

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B2

Venture into First for Schools

Teacher's Book

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Key to symbols
2.16 = Class Audio CD 2 track 16

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Introduction

Course components

Venture into First for Schools is at B2 level, and prepares students for the *Cambridge English: First for Schools* examination. *Venture into First for Schools* comprises:

For the student

- Student's Book with *Online Cambridge English: First for Schools* Practice Test
- Workbook with Audio CD
- Workbook with key with Audio CD
- Class Audio CDs

For the teacher

- Teacher's Book Pack with answer keys, audio transcripts and a photocopiable *Cambridge English: First for Schools* Practice Test
- DVD with Speaking interviews and Practice Test audio
- Online *Cambridge English: First for Schools* Practice Test (as with Student's Book)

Course methodology and structure

Venture into First for Schools employs a **communicative** methodological approach. Particular attention is paid to the acquisition of new **vocabulary** and to the development of **speaking skills**. Students are given constant opportunities to use vocabulary and grammar acquired in the context of real communication and collaboration in pairs or groups.

The content has been designed not only to be engaging for teenagers, but also with key educational targets in mind. Topics and activity types have been chosen to help students build the **competences** and the **21st-century skills** that they will need as they move into the **world of employment**. At the same time, the language content and activity types prepare students specifically for the ***Cambridge English: First for Schools*** exam.

For more information on Cambridge English Language Assessment and the *First* and *First for Schools* exam, visit: www.cambridgeenglish.org/exams/first-for-schools.

Student's Book & Workbook

The **Student's Book** consists of:

- 12 **Student's Book** units, each divided into: Reading (2 pages), Language Check (2 pages), Listening (1 page), Speaking (1 page), Use of English (2 pages) and Writing (2 pages), with a 2-page Revision section every 3 Units
- A **Resource Bank**, including a Grammar Reference and Active Vocabulary section for each unit, a Writing Bank and Speaking Bank
- A Wordlist with phonetic transcription

The **Workbook** consists of:

- 12 **Workbook** units, each containing 6 pages of Practice Exercises focusing on grammar, vocabulary and exam-type tasks

Reading: The reading sections begin with a **Getting started** exercise that is designed to be a brief warm-up to introduce the topic and relate it to the students' personal lives. The reading skills work then begins with a short task that requires students to make predictions or read the text quickly for gist or specific information. These tasks are designed to engage the students with the text by encouraging them to think about the purpose and content of what they are reading. They are not required to understand all of the vocabulary at this stage. This initial task is followed by a main reading task which requires students to read the text in more depth. There is a variety of exercises covering all *First for Schools* reading task types from the **Reading and Use of English** paper. **Exam guide** boxes give tips to help students understand the best approach to the different tasks and to avoid common mistakes. The **English in context** tasks ask students to deduce the meaning of difficult words and phrases within the reading text by using contextual clues. These pages end with a **Share your views > Key competences** task which asks the students to collaborate and communicate in pairs or groups. Students are encouraged to discuss their ideas and link the reading topics to broader themes relating to areas like social and civic competences, and cultural awareness and expression.

Language Check: The **Venture into Grammar** boxes use short extracts from the reading text to introduce the main grammar points of the unit. The students are prompted to infer the rules for themselves through an inductive method. The **Grammar tip** boxes highlight common points of confusion and frequent mistakes. There is plenty of room for both controlled practice that encourages accuracy and for freer practice that allows students to develop fluency.

This grammar section usually focuses on major grammar areas that are important for students at this level (such as tenses, relative pronouns, modals), and each section is linked to the **Grammar Reference** pages at the back of the book. There, the students are given more details about the grammatical points, and they can use the information to revise and extend their knowledge. In addition, other more minor grammatical points are covered in the Use of English pages (see below).

The **Vocabulary** section that follows is organised around the main topic of the unit. Tasks practise and expand on target language from the reading text. There are then further tasks that practise vocabulary related to the topic as well as phrasal verbs or useful expressions. The vocabulary sections are also designed to provide students with the vocabulary they will need when working through the Listening and Speaking pages.

The Language Check pages end with a **Dictation** section to improve students' listening skills and their ear for English pronunciation.

Listening: The listening page begins with a **Getting started** exercise that can be used as a brief warm-up to activate key concepts and vocabulary. Students then listen to a wide variety of texts covering the full range of *First for Schools* exam task types and topics from the **Listening** paper.

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Help and advice is given in the **Exam guide** boxes to support students in improving their oral comprehension skills and exam strategy. Finally, there is a **Share your views > Key competences** task which asks the students to discuss in pairs or groups. Students are encouraged to develop critical-thinking and problem-solving skills by offering opinions and ideas on issues raised by the listening texts.

Speaking: The speaking page begins with a **Getting started** exercise that gets the students thinking about the main ideas and purpose of the exam task. Students then listen to **recorded models** of candidates performing the exam tasks before doing the exam tasks themselves. These allow the students to become familiar with the format and to analyse the tasks and answers. Key **Useful language** has been extracted from the models. Students should be encouraged to pay close attention to the pronunciation of the expressions and to use them appropriately when they are relevant. The full range of tasks from the **Speaking** paper is covered using engaging and teen-friendly topics. **Exam guide** boxes give students advice in how to approach the speaking test.

Use of English: The **Word power** section gives students the opportunity to focus on vocabulary areas that often cause difficulties and are essential to exam success, such as collocations and word building. Phrasal verbs, prepositions, easily confused words, prefixes and suffixes all feature. This useful page of tasks can be done either in class or as homework.

The Use of English pages also give students the opportunity to develop their **exam skills**, and the material from the unit is presented and revised through exam-style tasks, covering Parts 1 to 4 of the **Reading and Use of English** paper. The aim here is to provide an opportunity for both revision and questions. Furthermore, the texts chosen often provide cultural insights (British identity, William Shakespeare, the Jurassic Coast) and/or cross-curricular links (the Industrial Revolution, nanotechnology).

As well as the exam work, the **grammar** section also offers the opportunity to cover additional grammatical points. These tend to be minor – but still very important – grammatical areas focusing on usage and function (such as different types of adverbs, time clauses, quantifiers).

Writing: The writing pages come at the end of each unit, and are linked with the theme, giving students the opportunity to actively use some of the vocabulary that they have studied.

These pages look at a range of writing tasks, covering all task types from the *First for Schools* exam, as well as the report task from the general *First* Exam. The report, letter and email tasks have an additional real-world appeal and help students develop their employability skills for the future.

Each section begins with a **model text** so that the students have a clear idea of what they are trying to achieve. Within the writing sections there is also language work that is relevant to the particular type of writing being dealt with. This **Language focus** helps students produce more accurate and natural sounding texts.

Most of the writing section is designed to be covered in class with the help of the teacher, and this will allow students to get interested in and motivated by the topic. The final section, however, is where the student is asked to produce a text that is similar to the model studied earlier. These tasks can be done by the student working alone, either in class or as homework. The step-by-step approach, with guidance notes, useful phrases and **Exam guide** tips, allows the student to make genuine progress on his or her path to becoming an autonomous learner.

The writing section ends with a **Self-assessment checklist > Key competences** task to get students into the habit of checking their work and knowing what types of errors to look out for. Finally, there is a **Find the links > Key competences** task, which can be done as group work, in pairs or individually. These projects ask students to expand on the unit theme by finding a topic of personal interest and connecting it to two school subjects, and then to make a presentation or film for the class. This also develops digital competence, by requiring Internet research and the creation of a multimedia presentation, as well as building communication skills.

Revision: These pages revise the main grammar and vocabulary studied in the preceding three units, as well as summative revision of the language covered in all units so far through exam-style tasks covering Parts 1 to 4 of the **Reading and Use of English** paper.

Grammar Reference and Active Vocabulary: The Grammar Reference provides comprehensive rules, explanations and examples relating to both grammar sections in each unit. The Active Vocabulary lists all the key lexis targeted in each unit, giving students the opportunity to come up with their own translations.

Workbook: The Workbook exercises provide opportunities to consolidate or check students' understanding of the vocabulary and grammar points, along with further *First for Schools* exam-style tasks. These may be set as homework, or done in class.

DVD: The Speaking videos, which are found on the DVD, are designed to: familiarise students and teachers with the format of the exam; explain the requirements and the assessment criteria used by the examiners; enable teachers to assess their students and to train them to give a good performance.

The tests in the videos are scripted according to the Cambridge guidelines, the 'candidates' are real students studying for the exam, and the 'examiners' are experienced oral examiners. The videos can be used at any point in the course for training, and also make a useful revision tool.

The Speaking videos include the following:

- An **overview** of the Speaking paper and explanation of the format of the four parts of the test, with tips on how candidates can give a good performance. Each part is followed by an example of different students carrying out the relevant task. Some examples show students making typical errors, while others show them giving a good performance, according to the advice summarised by the examiner.
- An explanation of the **Assessment Criteria** used by the examiners for the Speaking test.
- A **complete test** showing two students carrying out an uninterrupted test. This is followed by a general assessment of their performance according to the Assessment Criteria.

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Teacher's Book

The Teacher's Book contains audio transcripts and full answer keys. There is also a full explanatory answer key for the practice test, giving reasons for why answers are right or wrong, as well as sample answers for all the Writing tasks. Full forms are given in the answer keys (*had not been*, *does not want*) but contracted forms (*hadn't been*, *doesn't want*) are also acceptable.

Tests and assessment

Venture into First for Schools includes a testing and assessment package with print and online practice test material. To get the most out of the tests, the general approach should be to use them formatively, i.e. to support further learning.

Practice Test for *Cambridge English: First for Schools*

The *Venture into First for Schools* Teacher's Book includes a complete print practice test for *Cambridge English: First for Schools*. The Student's and Teacher's Books also include an Access Card which gives access to an online *Cambridge English: First for Schools* practice test. Instructions on how to access the test are printed on the Access Card.

Oxford practice tests for *Cambridge English: First* are a great way not only to prepare for the exam, but also to assess whether your students are ready to take the exam. The same approach can be taken in each case, with preparation scheduled partway through the year, to see where students need to focus their attention, while assessing readiness for the exam should take place a few weeks before the exam registration date.

First you should make sure your students are familiar with the format of the exam, for example, by setting the different papers for homework using the *Cambridge English: First for Schools Handbook for Teachers*, downloadable from www.cambridgeenglish.org. You should then schedule the papers for the test in lessons, and let your students know when they will be taking each paper. Administer the papers under exam conditions (e.g. no notebooks, no dictionaries).

The practice tests have been written to strict guidelines to help ensure that they approximate *Cambridge English: First for Schools* exams. However, when interpreting your students' practice test results, you will need to use your judgement. Everyone can have a bad (or good) day, so use the results of the practice test in conjunction with the student's recent performance in class.

Continuous assessment and self-assessment

Venture into First for Schools provides a wide range of ways for you to check your students' progress. The term 'assessment' covers a series of procedures and tests, including informal assessment, self-assessment and formal assessment.

Informal assessment: This is where the teacher checks how well the students are learning using informal methods such as observation, questioning and correction, generally during lesson time.

Self-assessment: This encourages the student to reflect upon and evaluate his or her own learning and learning strategies with a view to future improvement. It should be noted that using this system of assessment, the teacher will be evaluating not only the students' learning, but also the process of learning.

Venture into First for Schools deals with self-assessment in the following ways:

- Student's Book **Language Check** sections: students check their understanding of the main structures and vocabulary of the unit.
- **Active Vocabulary** sections: students test their vocabulary knowledge by writing their own translations of the wordlists after completing the Vocabulary and Word power sections of the Student's Book.
- Student's Book **Revision** sections: these go back over the language from the previous three units and the course so far. If students discover gaps in their knowledge, they can study the areas again (making use of the Grammar Reference and Active Vocabulary pages).

Continuous assessment: In addition to using the test material provided, you may also wish to assess your students' progress on a more regular basis. This may be done by giving marks for students' homework and for their performance in class.

Competences frameworks

Venture into First for Schools is aimed at students who have already reached level B1 and need to arrive at level B2 by the time they complete secondary school. The course has been developed taking account of the following:

- the criteria established by the Common European Framework of Reference (CEFR) for B2 level.
- the European key competences.

Competences in education

The European Qualifications Framework (EQF) is aimed at helping individuals and employers understand and compare the qualifications levels of different countries and different education and training systems. Here, competences are articulated in terms of the capability to use knowledge, skills and abilities at different levels.

Language competences

Linguistic-communicative competence in foreign languages requires the following knowledge and abilities:

- knowledge of vocabulary and functional grammar
- an awareness of the main types of verbal interaction and registers of language
- knowledge of societal conventions, and the cultural aspect and variability of languages
- the ability to understand oral messages
- the ability to read and understand texts appropriate to individual needs – both globally and in detail
- the ability to initiate, sustain and conclude conversations appropriate to the context
- the ability to produce cohesive oral and written texts appropriate to the individual's needs, including reporting, describing, and sustaining opinions.

In addition, learners should be able to reflect on the language and its use, be able to use and transfer study

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strategies and have an appreciation of cultural diversity, and an interest in intercultural communication.

European key competences for lifelong learning

In the rapidly changing and knowledge-based society of the 21st century, people must have the knowledge, skills, attitudes and values for personal development, social inclusion, active citizenship and successful employment.

With this aim, in 2006 the European Parliament and Council of Europe adopted *Key Competences for Lifelong Learning – A European Framework*. This identifies and defines at a European level eight key competences necessary for lifelong learning. These competences also nurture motivation, flexibility, self-confidence and respect for others.

8 EU key competences

1 **Communication in the mother tongue** This is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

2 **Communication in a foreign language** In addition to the main skill dimensions of communication in the mother tongue, this is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to wants or needs. Communication in a foreign language also requires skills such as mediation and intercultural understanding. The level of proficiency will vary between the four skills and depends on social and cultural background, environment, needs and/or interests.

3 **Mathematical competence and basic competences in science and technology** Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.

4 **Digital competence** This involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It requires basic skills in Information and Communication Technology (ICT), the use of computers: the use of computers to process and exchange information, and to participate in collaborative networks via the Internet.

5 **Learning to learn** This is the ability to pursue and persist in learning, organise one's own learning, including information and time management, both individually and in groups. It requires an awareness of one's own learning needs, and awareness of methods and opportunities, identifying opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills to build on existing knowledge and apply them in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial.

6 **Social and civic competences** Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life and resolve conflict in increasingly diverse societies. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation.

7 **Sense of initiative and entrepreneurship** This is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

8 **Cultural awareness and expression** This involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media such as music, performing arts, literature and the visual arts.

These eight key competences are all interdependent, and each one emphasises **critical thinking**, **creativity**, **initiative**, **problem solving**, **risk assessment**, **decision taking** and constructive **management of feelings**.

Competences in Venture into First for Schools

Venture into First for Schools encourages students to develop, practise and extend their competences whilst studying English, in particular focusing on Communication in a foreign language.

Activities which help develop the EU key competences are clearly marked in the Student's Book with a 'Key competences' label on the page.

From school to work

Venture into First for Schools helps students learn and develop the language and communicative skills they need both in school and beyond, when they go into the workplace.

In the 21st-century employment world, students entering the job market are expected to have flexible, transferable skills to help them adapt to a changing work environment.

Learning English opens up employment opportunities for young people within an international context, so developing employability skills alongside their language skills is an important way for students to prepare themselves for the changing work environment.

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Employability skills include the ability to work in a team, time management, speaking with impact, critical thinking, collaboration, creativity, innovation, initiative, flexibility and communication.

21st-century skills

In the digital age, the jobs that students will eventually do are different from a generation ago. Their education, therefore, needs to provide them with a different set of skills. With this in mind, the Partnership for 21st-century skills – a coalition of business and education leaders and policymakers – was founded in 2002. They produced a list of 21st-century skills covering learning skills, literacy skills, and life skills designed to fit the requirements of the workplace in the information age. These skills consist of:

- Communication
- Collaboration
- Social and cross-cultural interaction
- Creativity and innovation
- ICT Literacy
- Initiative and self-direction
- Critical thinking and problem solving
- Leadership and responsibility
- Media literacy
- Productivity and accountability
- Information literacy.

21st-century skills in Venture into First for Schools

Venture into First for Schools has been designed to help build students' employability and 21st-century skills through both the choice of content and the activity types it includes.

A qualification like the *Cambridge English: First (FCE) for Schools* or the *Cambridge English: First* shows that a student has the language skills to live and work independently in an English-speaking country or to study on courses taught in English.

Using digital technology in the classroom

Using technology as a tool to research, organise, evaluate and communicate information is an essential 21st-century skill and key competence that students must develop. It is an important part of a student's preparation for the working environment, where technology skills are imperative for job-searching and training. Students are already very familiar with technology – be it gaming devices, computers, laptops, mobile phones or tablets – and they use it in a variety of ways, from leisure activities to homework. Increasingly, technology is also being used in the classroom.

Research carried out by Oxford University Press with teachers already using digital technology in the classroom as well as with teachers who have yet to explore its potential, showed that 100% of respondents agreed that digital technology would be of future benefit to both themselves and their students. The advantages of using technology during lessons include clearer presentations, greater interactivity, added variety, and an increase in student motivation. It can also reduce the amount of time spent on administrative tasks, like taking the register and noting down marks.

Tips for avoiding problems

- **Technical problems:** If there isn't a technician nearby who can help you, students are also a great resource when it comes to troubleshooting, and often enjoy helping the teacher resolve technical issues. It is also advisable to have a couple of activities, exercises or games on hand, that don't require hardware, in case technology lets you down.
- **Internet connection:** Connectivity looks set to improve over the coming years as investment takes place in high speed Internet. Until adequate high speed connection provision is up and running across the whole country, it's always a good idea to check which activities and apps require an Internet connection and which don't, to ensure you are never caught out during a lesson.
- **Inappropriate websites and material:** It's important to make sure the school employs a web filter to ensure that unsuitable website categories like gambling, streaming music, pornography and, if necessary, social networking, are blocked and the school network is protected.
- **Screen-time:** If there is concern over this issue, it is a good idea to adopt an approach which blends digital and printed material so some activities are done off-screen.
- **Hand-writing skills:** Again, if there is concern over this issue, it is a good idea to adopt an approach which blends digital and printed material so students can practise handwriting and spelling skills.
- **Classroom management:** In classes where students have tablets, it can help to rearrange the desks so they are in a horseshoe shape which allows the teacher to view the screen more easily. Web filters that block social networking and other distracting sites should also be in place. Ultimately, it is only by encouraging students to take more control of their own learning that teachers can be confident they remain motivated and on task.

Teacher training and support

Oxford University Press organises conferences and regular teacher-training events on how to use technology successfully in class. For more details, please contact your local OUP Consultant.

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1 Unit 1 All about you

pages 12–21

Unit aims

Vocabulary
Talking about relationships
Talking about likes and dislikes
Word families
Negative prefixes

Grammar
Present simple vs Present continuous
Dynamic and stative verbs
Comparative and superlative forms
Modifiers
Present perfect with adverbs

Reading and Use of English
Part 7 Multiple matching: *Practise skimming for general ideas*
Part 3 Word formation
Part 1 Multiple-choice cloze

Listening
Part 2 Sentence completion: *Practise listening for specific information*

Speaking
Part 1 Interview: *Expressing likes and preferences*

Writing
Study a model article for Writing Part 2
Adjectives and word order
Practise planning and writing an article
Learn how to check work

pages 12–13 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Ex.2 KEY

1 B 2 D 3 A 4 C

Reading and Use of English Part 7

Ex.3 KEY

1 D 2 B 3 D 4 A 5 B 6 A 7 C 8 A 9 B 10 D

English in context

Ex.4 KEY

1 practical
2 cautious
3 laid-back
4 introvert
5 outgoing
6 clear-headed
7 open
8 spontaneous
9 emotional

Ex.5 KEY

Students' own answers

Share your views • Key competences

Ex.6 KEY

Students' own answers

pages 14–15 • Language Check

Venture into Grammar • Present simple vs Present continuous

Ex.1a, b KEY

Ex.1a

1 Present simple
2 Present continuous
3 Present continuous
4 Present simple

Ex.1b

a 1 b 4 c 3 d 2

SB p.140 • Grammar Reference

Ex.2 KEY

1 read
2 am writing
3 is going
4 am getting
5 knows
6 is
7 behave
8 do not treat
9 Do you think
10 do not want

Ex.3 KEY

1 think
2 am thinking
3 have
4 am not having
5 am seeing
6 Do you see

Venture into Grammar • Comparative and superlative forms

Ex.4a, b & c KEY

Ex.4a

1 closer than
2 as as
3 more quickly more carefully than
4 the most that
5 the cleverest in

Ex.4b

a 1 b 3 c 2 d 5 e 4

Ex.4c

A Ian: She's a lot more outgoing than I am.
B Ned: For me, Science is the subject I'm the least interested in.
C Flora: …and probably the most honest person I know.
D Paula: I was much more laid-back. … I'm much more spontaneous…

SB p.140 • Grammar Reference

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Ex.5 KEY

1 by far the least cautious
2 as sensitive as
3 much funnier than
4 a lot harder than

Ex.6 KEY

1 not as practical as
2 is by far the best
3 a lot less laid-back
4 is much tidier than
5 far the least interesting

Ex.7 KEY

Students' own answers

Vocabulary • Talking about relationships

Ex.8 KEY

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

Ex.9 KEY

1 get to know
2 have a lot in common
3 stick up for
4 fall out with
5 rely on
6 look up to
7 get on with
8 feel left out

Vocabulary • Talking about likes and dislikes

Ex.10 KEY

like a lot
adore be mad/crazy about
like
be keen on be into/interested in
dislike a lot
can't stand detest

Ex.11 KEY

Students' own answers

Dictation

Ex.12 & 13

Transcript and key 1.02 1.03

1 Who do you think is the nicest person in the class?
2 What things do you and your best friend have in common?
3 Are you getting better at speaking English?

Ex.14 KEY

Students' own answers

page 16 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Ex.2 KEY

Students' own answers

Listening Part 2

Ex.3

Transcript 1.04

Thank you for coming to this talk today. As you know, I'm a psychologist and I'm going to talk to you about birth order – that is, how being the eldest, in the middle, the youngest or an only child – affects personality and success in life.

People aren't keen on the idea that the order we're born in has a big effect on who we are, and it's important to mention that other factors, such as genetics, play a bigger role. However, the evidence clearly indicates that birth order has some influence, and this is largely because of children's competition for their parents' attention.

So, let's start with the eldest child. If you are the first born in your family, you get much more attention from your parents – surprisingly, approximately 3,000 hours more than other siblings, because mothers and fathers are learning to be parents for the first time. Eldest children tend to be very responsible and are usually quite ambitious. Did you know that almost all astronauts have been first-born children? They frequently feel responsible for their younger siblings, but they can find it difficult to share things with them – particularly parents' attention. They can get emotional if they don't feel in control of a situation.

The middle child is typically the peacemaker of the family. They make sure that everybody gets on with each other. They rarely get as much attention as the youngest and oldest siblings, so sometimes feel left out. This, however, gives them a major advantage in life, because they have to look for friendship outside the family, which means they develop excellent social skills. The result is that they tend to be much more outgoing and sociable. Middle children are often very successful in business and politics.

And what about the baby of the family? Well, by the time the youngest comes along, mothers and fathers are experienced parents, so they worry much less about them. This means a lot more freedom; the youngest child is likely to be quite independent. However, they often want a lot of attention, which leads to arguments with the eldest child. They often have the most creative minds, and many of them find careers in entertainment as artists, writers or actors.

But what if you are an only child? They tend to share some characteristics with the eldest child, as they're both first born. But because they grow up around adults they tend to be more mature. They're more likely to be introverts. But it can often be difficult for only children to make friends and they can feel quite lonely sometimes.

KEY

1 personality
2 genetics
3 parents' attention
4 3,000 hours
5 astronauts
6 social skills
7 freedom
8 creative minds
9 mature
10 only children

Ex.4

Transcript and key 1.04 See transcript for Ex.3

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Share your views • Key competences

Ex.5 KEY
Students' own answers

page 17 • Speaking

Getting started KEY
Students' own answers

Ex.1

Transcript 1.05
Examiner Good morning. My name is Sally Harper and this is my colleague David Thompson. And your names are?
Emma Emma.
Matteo And Matteo.
Examiner Can I have your mark sheets, please? Thank you. Where are you from, Emma?
Emma I come from Rome.
Examiner And you, Matteo?
Matteo I'm from Rome, too.
Examiner First we'd like to know something about you. Emma, what do you like most about where you live?
Emma Oh, it's really nice. That's why I like it.
Examiner And Matteo, do you enjoy spending time alone?
Matteo Sometimes, yes, but I prefer to be with my friends. I'm a very sociable person so I enjoy other people's company very much.
Examiner Emma, what's your favourite subject at school?
Emma Maybe Maths. Yes, Maths.
Examiner And how about you, Matteo?
Matteo Well, I'm really into learning languages. What I like about it is that I can do things that I couldn't do otherwise. For example, I can watch English films on TV and talk to tourists who visit my city.
Examiner And a question for both of you: where would you like to go for your next holiday?
Emma I'd like to go to England. I'd enjoy that.
Matteo I think I'd rather go to India, because I find the history and the culture very interesting.

KEY
1 He prefers to be with friends because he's very sociable.
2 Maths
3 Emma: England Matteo: India
4 Matteo because he gives full answers with examples and reasons.

Ex.2

Transcript and key 1.06
1 Sometimes, yes, but **I prefer** to be with my friends.
2 I'm a very sociable person so **I enjoy** other people's company **very much**.
3 Well, **I'm really into** learning languages.
4 **What I like about** it is that I can do things that I couldn't do otherwise.
5 **I'd like to** go to England. I'd enjoy that.
6 I think **I'd rather** go to India, because **I find** the history and the culture very interesting.

Ex.3 KEY
Students' own answers

Ex.4 KEY
Students' own answers

Speaking Part 1

Ex.5 KEY
Students' own answers

SB p.172 • Speaking Bank

pages 18–19 • Use of English

Word power • Word Families

Ex.1 KEY
1 adverb
2 verb
3 noun
4 adjective

Ex.2 KEY
1 appear
2 appearance
3 choice
4 suit
5 suitable
6 suitably
7 explanation
8 notice
9 noticeable
10 noticeably
11 attraction
12 attractive
13 attractively
14 admission

Word power • Negative prefixes

Ex.3 KEY
1 irregular
2 unpleasant
3 impatient
4 unpopular
5 unsociable
6 dishonest
7 insecure
8 disorganised
9 illegal
10 incorrect
11 impossible
12 unsympathetic
13 irresponsible
14 illogical

Ex.4 KEY
1 Mellie is a really unpleasant person to be around. That's why she's so unpopular.
2 Sean is both irresponsible and dishonest.
3 If you are disorganised with your work, it's more likely that it'll be incorrect.
4 I thought the Maths teacher was extremely unsympathetic and quite impatient.
5 The explanations were very illogical and made all the exam questions impossible to do.
6 The company's finances look very irregular, so I think all their activities are illegal.

Reading and Use of English Part 3

Ex.5 KEY
1 impatient
2 silence
3 unsociable
4 spicy
5 choice
6 memorable
7 Apparently
8 unlikely

ENGLAND, BRITAIN AND THE UNITED KINGDOM

Great Britain (often referred to as 'Britain') is a political term for the combination of England, Scotland and Wales. The United Kingdom (or 'UK') refers to the union of England, Scotland, Wales and Northern Ireland.

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Venture into Grammar • Present perfect with adverbs

Ex.6a, b KEY

Ex.6a
1 a 2 b

Ex.6b
a just
b yet
c already
d still
e ever

SB p.141 • Grammar Reference

Ex.7 KEY
1 just
2 yet
3 never
4 already
5 still yet
6 already
7 ever

Ex.8 KEY
1 I still have not seen that movie.
2 Have you asked that question yet?
3 Yes, we have already met. / Yes, we have met already.
4 He has never eaten Indonesian food.
5 I have just painted it.
6 Have you ever written a poem?
7 They have not left yet.

Reading and Use of English Part 1

Ex.9 KEY
1 B 2 C 3 B 4 D 5 B 6 C 7 A 8 D

pages 20–21 • Writing

Getting started KEY
Students' own answers

Ex.1

Transcript 1.07
My BFF: a ray of sunshine!
I've got one; you've got one – in fact almost everybody has got one. I'm talking about a best friend – someone who you know you will be friends with for ever.
For me, that special person is Marie Claire. She's 18, and she's a student at Montpellier University, where she is studying English. We met years ago, when we were both five.
She is very attractive, with lovely big brown eyes and beautiful long black hair, but the most wonderful thing about her is her sparkling personality. She is funny, smart and outgoing, and she has such a positive outlook on life. She's interested in everybody, and lights up the lives of everyone she meets.
More importantly, she's always been a true friend. She's very trustworthy and reliable and I know I can depend on her for anything. We get on really well together. In fact, we've never had an argument.
Whatever happens, I'm sure we will always be close. Even if her life takes a different path from mine, I know we'll always stay in touch. I feel amazingly lucky to know her.

KEY
1 She is very attractive, with lovely big brown eyes and beautiful long black hair.
2 She has a sparkling personality. She is funny, smart and outgoing, and she has such a positive outlook on life. She's interested in everybody, and lights up the lives of everyone she meets.
3 She's always been a true friend. She's very trustworthy and reliable and the writer says she can depend on her for anything.

Ex.2 KEY
Students' own answers

Text structure

Ex.3 KEY
a 4 b 6 c 2 d 3 e 1 f 5

Language focus: adjectives and word order

Ex.4 KEY
lovely = opinion
big = size
brown = colour
beautiful = opinion
long = size
black = colour

Ex.5 KEY
1 an angry old man
2 my cute skinny Siamese cat
3 a miserable grey day
4 an ordinary small black plastic watch
5 an ugly modern concrete building

Writing plan: an article

Ex.6 KEY
Students' own answers

Ex.7 KEY
Students' own answers

Writing Part 2

Ex.8 KEY
Students' own answers

SB p.166 • Writing Bank

Self-assessment checklist • Key competences

Ex.9 KEY
Students' own answers

Find the links • Key competences

Ex.10 KEY
Students' own answers

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2 Unit 2 Entertainment

pages 22–31

Unit aims

Vocabulary
Celebrity and the media
Entertainment
Collocations with *make* and *do*
Phrasal verbs with *make* and *do*

Grammar
used to vs *would*
used to vs Past simple
be/get used to
so and *such*

Reading and Use of English
Part 6 Gapped text: *Practise skimming for general ideas*
Part 2 Open cloze
Part 4 Key word transformation

Listening
Part 1 Multiple choice: *Practise identifying key ideas in questions*

Speaking
Part 3 Collaborative task: *Asking for and giving opinions*
Part 4 Follow-up discussion

Writing
Study a model review for Writing Part 2
Descriptive vs evaluative language
Practise planning and writing a review
Learn how to check work

pages 22–23 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

1 East Hollywood, Los Angeles
2 Robert De Niro
3 intriguing and complex characters
4 in 2016

Reading and Use of English Part 6

Ex.2 KEY

1 C 2 E 3 D 4 G 5 A 6 F

English in context

Ex.3 KEY

1 proud
2 make ends meet
3 dropped out
4 stream
5 role model
6 gained a reputation
7 rebellious
8 intriguing

Ex.4 KEY

1 gained a reputation
2 make ends meet
3 stream
4 dropped out
5 intriguing
6 rebellious
7 proud
8 role model

Share your views • Key competences

Ex.5 KEY

Students' own answers

pages 24–25 • Language Check

Venture into Grammar • *used to* vs *would*

Ex.1a, b KEY

Ex.1a

a used to
b would

Ex.1b

– did not use to
? did use to

SB p.142 • Grammar Reference

Ex.2 KEY

1 used to
2 used to/would
3 used to/would
4 didn't use to
5 used to

Ex.3 KEY

Students' own answers

Venture into Grammar • *used to* vs Past simple

Ex.4 KEY

a past habits past states
b single past actions

SB p.142 • Grammar Reference

Ex.5 KEY

1 past habit
2 past state
3 past habit
4 single past action
5 past state

Ex.6 KEY

Students' own answers

SB p.142 • Grammar Reference

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Ex.7 KEY

1 didn't use to used to
2 didn't use to got used to
3 didn't use to got used to
4 didn't use to aren't used to

Ex.8 KEY

Students' own answers

Vocabulary • Celebrity and the media

Ex.9 KEY

1 B 2 D 3 A 4 C

Ex.10 KEY

1 celebrity
2 the press
3 media attention
4 in the headlines
5 reporting

Vocabulary • Entertainment

Ex.11

Transcript and key 1.08

1 While Hutch is an **intriguing** character and central to the story, the screenwriter and the **director** do a poor job, and Doyle's **performance** doesn't convince the viewer either.
2 Although nearly all the **critics** gave this film very bad reviews, audiences have loved it and it has been a **runaway** success.
3 Despite all the advertising **hype**, this isn't your average blockbuster. Streep was fabulous in the **starring** role and is probably in line for an Oscar.
4 Former teen **idol** Zac Efron will make this **big-budget** movie pay for itself in no time as it's already a huge hit at the box office.

Dictation

Ex.12 & 13

Transcript and key 1.09 1.10

1 Do you think it's easy for celebrities to get used to all the media attention they have?
2 What was the last big-budget movie you saw?
3 Do you think governments should stop tabloid newspapers invading people's privacy?

Ex.14 KEY

Students' own answers

page 26 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

1 film, just seen, feel
2 TV programme, what sort
3 message, voice mail, where, caller
4 two people, shop, what, customer decide, have
5 video blogs, what, worried about
6 two friends, nightclub, what, agree about
7 concert, parents, remember, music
8 announcement, theatre, what information

Listening Part 1

Ex.2

Transcript 1.11

1 You hear someone talking about a film she has just seen.

Normally I find sci-fi films quite dull and not very entertaining. But the other night my friend invited me over to watch The Martian with Matt Damon. I've seen the actor in lots of different films – my favourite ones are his action films, although he's had all kinds of roles. But this one was different. It was really clever with lots of references to science and technology – and the dialogue and plot were incredibly exciting.

2 You hear part of a TV programme.

Presenter Now, Max, if you're keen on travelling, this is the star prize for you – an all-expense paid trip to a Florida theme park for two. You've already got the flat-screen TV so for the big one, just answer one easy question. You can choose from either history or geography.
Max Well, history was a real turn-off at school, but geography was my favourite subject – so I'll go for that.
Presenter OK – here's the question. What is … the capital of Australia?
Max Oh … er ... let me think … Is it Canberra?
Presenter You're absolutely right. Canberra it is – fantastic!

3 You hear a message on voicemail.

Hi. It's me – Ted. Just thought I'd catch up with you. I thought we might get together tonight but you're obviously out. I got fed up with watching TV so I decided to go and see a film. There are loads of good things on, but there's a huge queue, so I'm having a drink in the upstairs café before I go down and buy a ticket. So if you get this message, give me a ring. It's not too late to come and join me if you're free. I'll be here for another 20 minutes or so. Bye!

4 You hear two people talking in a shop.

Assistant Can I help you?
Customer Yes. I bought this video game here yesterday but I think there's something wrong with it. It won't work on my player.
Assistant Well, we can change it for you if you've got the receipt.
Customer Yes, here it is.
Assistant OK… let me see now. Unfortunately we don't have any more in stock at the moment. Would you like to choose something else instead? What about this new adventure game? It's very popular.
Customer No. I'm not really a fan of those. Could you order another copy of the one I bought?
Assistant Yes, but it won't be in for a few days.

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5 You hear someone talking on a news programme about video blogs.

Well, you may think that video blogging, or vlogging as it's called, is a great way for young people to spend their leisure time, but there's one aspect of it which you might find rather disturbing. It seems that some vloggers are actually being paid to advertise products online. Unfortunately, people don't realise that what they're watching is promotional. As vlogging can attract thousands of subscribers, for companies it's effectively a cheap way of selling to a huge audience so be careful!

6 You hear two friends talking about a new nightclub.

Male teenage I hear you went to that new nightclub on Saturday.
Female teenage Oh, 'Aston' you mean?
Male teenage Yeah – what did you think of it?
Female teenage It was good – great atmosphere!
Male teenage Do you think? I didn't find it too thrilling.
Female teenage Well, apart from not being able to find it at first, and the fact that I spent all my pocket money for the week there, we had a great time.
Male teenage It's certainly not the easiest place to get to – but I thought it wasn't too bad pricewise, compared to some other places.

7 You hear a young man talking about a concert he went to with his parents.

It's funny, looking back, how it sticks in my mind. It was one of those outdoor evening concerts in a park. My parents asked me if I wanted to go to a rock concert and I jumped at the chance. As I recall, it was a nice summer's evening and I seem to remember having a picnic on the lawn but when the music started, I realised there was something wrong. I asked my parents when the rock music would start. 'No', they said. 'It's not a rock concert, it's a baroque concert – you know, classical'.

8 You hear an announcement in a theatre.

Good evening ladies and gentlemen – your attention, please. Could you make your way to the auditorium as tonight's performance will begin in five minutes' time. As you are probably aware, there is no interval and the performance is expected to finish at approximately 9.30. May we take this opportunity to remind you that only plastic cups are allowed inside the theatre so please leave any glasses in the cafeteria. We hope you enjoy tonight's performance and we wish you a pleasant evening.

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

Ex.3

Transcript and key 1.11 See transcript for Ex.2

Share your views • Key competences

Ex.4 KEY

Students' own answers

page 27 • Speaking

Getting started KEY

Students' own answers

Ex.1

Transcript and key 1.12

Female teenage So what about watching a TV series?
Male teenage I don't watch TV very often, and I don't think it's very popular. How about you? Do you agree?
Female teenage Well actually, I sometimes watch a TV series. To my mind, some shows are really well made these days – better than films, sometimes – so, actually, I'd say that it is still popular.
Male teenage Oh OK. Well, what do you think about playing computer games?
Female teenage They're a lot of fun, don't you think?
Male teenage Yeah, but I really think you can waste a lot of time playing them. Do you know what I mean?
Female teenage Yes, sure.
Examiner Thank you. Now you have about one minute to decide which two would be the most fun for teenagers to do.
Female teenage Right. Well. In my opinion, going to parties is the most fun, because you can see your friends, make new friends, and, you know, just have a good time. What about you? How do you feel about it?
Male teenage Yes. I mean, I'm quite shy, but for most people that's true. And what do you think about going to the cinema?
Female teenage I don't know about that. It's OK sometimes, but I don't think it's the most fun. Do you?
Male teenage No, maybe not.
Female teenage Personally, I'd choose playing computer games. Yes, you can waste a lot of time on them, but some of them are really exciting.
Male teenage OK, then. So let's say playing computer games and going to parties are the most fun. Do you agree?
Female teenage That sounds good to me.

KEY
1 watching a TV series, playing computer games, going to parties, going to the cinema
2 to decide which two would be the most fun for teenagers to do
3 playing computer games and going to parties are the most fun

Ex.2

Transcript and key 1.13

1 How about you? **Do you agree**?
2 Well, **what do you think about** playing computer games?
3 They're a lot of fun, **don't you think**?
4 What about you? How **do you feel** about it?
5 I don't watch TV very often, and **I don't think** it's very popular.
6 **To my mind**, some shows are really well made these days.
7 Actually, **I'd say** that it is still popular.
8 **In my opinion**, going to parties is the most fun.
9 **Personally**, I'd choose playing computer games.

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Speaking Part 3

Ex.3 KEY
Students' own answers

SB p.172 • Speaking Bank

Speaking Part 4

Ex.4 KEY
Students' own answers

SB p.172 • Speaking Bank

pages 28–29 • Use of English

Word power • Collocation with *make* and *do*

Ex.1 KEY
make: sure a decision a difference an appearance progress an effort
do: research your best (someone) a favour

Ex.2 KEY
1 make 2 do 3 do 4 do 5 making

Ex.3 KEY
Students' own answers

Word power • Phrasal verbs with *make* and *do*

Ex.4 KEY
1 make up
2 do without
3 make off with
4 do away with
5 make up for
6 (be/have) to do with
7 make up with

Ex.5 KEY
1 to do with
2 made off with
3 do away with
4 made up
5 made up for
6 made up with
7 do without

Reading and Use of English Part 2

Ex.6

ROBIN HOOD

Robin Hood was an outlaw and hero in English folklore. He lived in the forest with his 'band of Merry Men', and was skilled at archery and with the sword. According to legend, they would rob the rich to give money to the poor.

KEY
1 have 2 the 3 However/Nevertheless 4 make 5 to 6 done 7 In/During 8 off

Venture into Grammar • *so* and *such*

Ex.7 KEY
a so b so c such d that

SB p.143 • Grammar Reference

Ex.8 KEY
1 so expensive
2 so much
3 such a terrible
4 so many
5 so close
6 such a fantastic
7 so many
8 such friendly

Ex.9 KEY
Students' own answers

Ex.10 KEY
Students' own answers

Reading and Use of English Part 4

Ex.11 KEY
1 such an important test that
2 got used to skating
3 so tired that
4 make a decision (about)/make up their minds (about)
5 do away with (showing)
6 used to bite

pages 30–31 • Writing

Getting started KEY
Students' own answers

Ex.1

Transcript 1.14
The fantasy series *Game of Thrones* is set in the fictional Seven Kingdoms of Westeros. It is a big-budget show filmed in stunning locations, and includes a cast of talented actors. It tells several stories at once, all about the struggle for power.
What I really like about the show is that the creators have made up a rich fantasy world of various lands, people and stories. For instance, to the east there is Daenerys Stormborn and her dragons; in the north, Jon Snow protects the land from the dangerous 'White Walkers'. And while most fantasy stories focus on the battle between good and evil, the characters in *Game of Thrones* usually have a mix of both, which is what makes the storylines so intriguing.
My main complaint is that the main characters frequently die unexpectedly. I was so disappointed when my favourite character was killed that I almost stopped watching. It's also incredibly violent, but the show's creators argue that this reflects the reality of war and life in the medieval world.
Overall, I'd recommend *Game of Thrones*. It is a very entertaining series with some original ideas. It is sometimes very shocking, but it is definitely worth watching.

KEY
the storyline the characters the genre

Ex.2 KEY
The writer's opinion is generally positive. He thinks it is a very entertaining series with some original ideas, and that it is definitely worth watching.

Text structure

Ex.3 KEY
a 4 b 1 c 2 d 3

Language focus: descriptive vs evaluative language

Ex.4 KEY
Positive
stunning talented rich entertaining original
Negative
disappointed shocking

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Ex.5 KEY

Suggested answers

1 awful, far-fetched, tragic, depressing, dull, awesome
2 pricey, empty, breath-taking, awesome, bustling
3 pricey, awful, superb, disgusting

Ex.6 KEY

Students' own answers

Writing plan: a review

Ex.7 KEY

Students' own answers

Ex.8 KEY

Students' own answers

Writing Part 2

Ex.9 KEY

Students' own answers

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Self-assessment checklist • Key competences

Ex.10 KEY

Students' own answers

Find the links • Key competences

Ex.11 KEY

Students' own answers

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3 Unit 3 Storytelling

pages 32–41

Unit aims

Vocabulary
Writers and writing
Adjectives with *-ing* and *-ed*
Phrasal verbs with *up*
Collocations with *say*, *speak*, *talk*, *tell*

Grammar
Narrative tenses
Expressions of time
Modals of deduction: present
Modals of deduction: past

Reading and Use of English
Part 5 Multiple choice: *Practise skimming for general ideas*
Part 2 Open cloze
Part 4 Key word transformation

Listening
Part 3 Multiple matching: *Practise matching opinion to speaker*

Speaking
Part 2 Individual long turn: *Describing the pictures*

Writing
Study a model story for Writing Part 2
Verbs of perception
Practise planning and writing a story
Learn how to check work

pages 32–33 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

1 Her sister
2 The Dashwood family
3 To tell Mrs Dashwood about Marianne
4 Her mother/Mrs Dashwwod
5 Students' own answers

Reading and Use of English Part 5

Ex.2 KEY

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

English in context

Ex.3 KEY

1 miserably
2 absence
3 confess
4 cautiously
5 infection
6 cruel

Ex.4 KEY

1 infection
2 cruel
3 absence
4 confess
5 cautiously
6 miserably

Ex.5

Transcript 1.15

In the next few days, Willoughby neither came nor wrote. Marianne was losing hope, becoming depressed and careless of her appearance. She took no pleasure in dressing for a party she and Elinor were to attend with Lady Middleton. When they arrived in the hot, crowded room, she sank into a chair, not even looking at the other guests. Elinor, however, saw Willoughby standing nearby, in conversation with a very elegant young lady. She turned to Marianne, who noticed him at that moment. Her whole face shone with sudden delight, and she would have run to him at once, if her sister had not caught hold of her.

`Good heavens!' Marianne cried. `He is there! Oh, why does he not look at me? Why cannot I speak to him?'

`I beg you, be calm,' said Elinor. `Try to hide your feelings.'

But this was impossible for Marianne. She sat there, her anxiety and impatience written clearly on her face.

At last Willoughby turned round and looked at them both. Marianne jumped up and held out her hand affectionately to him. He came closer, and spoke to Elinor rather than her sister, asking in a hurried manner after Mrs Dashwood. Marianne blushed deeply and cried, `What is the meaning of this Willoughby? Will you not shake hands with me?'

KEY

Students' own answers

Ex.6 KEY

Students' own answers

Ex.7

Transcript 1.16

'But listen, I must explain. When I first met your family, I had no other intention than to pass the time pleasantly while in Devonshire. My income was never large, and my debts are always very great, so I was planning to attach myself to a woman of fortune. But I soon found myself sincerely fond of your sister, and the happiest hours of my life were spent with her. I allowed myself, most wrongly, to put off asking her to marry me. At last I determined to speak of marriage, but unfortunately my relation, Mrs Smith, had just discovered a connection – he reddened, and looked away – but you have probably heard the whole story from Colonel Brandon.'

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`I have,' replied Elinor, also blushing, `and I cannot see how you will explain away your part in that terrible business.' `No, I know I was at fault,' cried Willoughby, `but I must ask you to believe that I suffered too, because Mrs Smith was extremely angry at my behaviour, and refused to allow me any more money, or see me again. I knew that if I married Marianne, I would be poor, and I couldn't bear the thought of that. So I came to Barton Cottage, to say goodbye to her. How happy I had been, the day before, ready to become engaged to her! And how miserable I was when I saw her sorrow and deep disappointment! Oh God! What a hard-hearted scoundrel I was!'

KEY
Students' own answers

Ex.8

Share your views • Key competences

KEY
Students' own answers

pages 34–35 • Language Check

Venture into Grammar • Narrative tenses

Ex.1a, b KEY

Ex.1a

1 married (Past simple)
2 had been working (Past perfect continuous)
3 had been (Past perfect)
4 were talking (Past continuous)

Ex.1b

a Past continuous b Past simple c Past perfect
d Past perfect continuous

SB p.144 • Grammar Reference

Ex.2 KEY

1 had not been feeling
2 had been trying
3 had been living
4 had been raining

Ex.3 KEY

1 was cleaning found had lost
2 were watching recognised had not seen
3 came was checking had done
4 had not phoned was waiting called
5 liked Had you read

Ex.4 KEY

1 didn't always think
2 showed
3 had taken
4 had been playing
5 had met
6 agreed
7 hadn't changed
8 believed
9 were
10 spent

Ex.5 KEY

1 revealed
2 had altered
3 had been looking
4 had copied
5 had not expected

SB p.144 • Grammar Reference

Ex.6 KEY

1 When we arrived at the cinema, the film had already started.
2 As soon as we had finished dinner, we went out for ice cream.
3 I had studied / had been studying Italian for two years before I went to work in Italy.
4 Did you drive straight home after you had done the shopping?
5 While I was doing my homework, I received a call on my mobile.
6 Not long after I had eaten the fish, I began to feel ill.
7 As I was getting ready to go out, there was a knock at the door.
8 I did not leave the flat until I had made sure the burglar alarm was set.
9 Dexter had been engaged to someone else before he eventually decided to marry Eve.
10 By the time I left my job in Paris, I had lived / had been living in the city for seven years.

Vocabulary • Writers and writing

Ex.7

Transcript and key 1.17

1 Someone who writes novels is a **novelist**.
2 Someone who writes poetry is a **poet**.
3 Someone who writes articles for a newspaper is a **journalist**.
4 Someone who writes plays is a **playwright**.
5 Someone who writes screenplays for films or TV is a **screenwriter**.
6 Someone who writes history books is a **historian**.
7 Someone who writes jokes and funny stories is a **comedian**.
8 Someone who writes the life story of another person is a **biographer**.

Ex.8 KEY

1 passages 2 series 3 setting 4 critics 5 plot
6 bookshop 7 ending

Ex.9 KEY

a -ed b -ing

Ex.10 KEY

1 interested amusing
2 entertaining
3 frustrated
4 loving
5 astonished disappointing
6 charming

Dictation

Ex.11 & 12

Transcript and key 1.18 1.19

1 When we got back home, we were horrified to find that…
2 By the time she had finished talking, I was so embarrassed because…
3 It was absolutely astonishing! We were just leaving the zoo when…
4 I hadn't been that excited since…
5 My best friend had been telling us a ghost story when suddenly…

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Ex.13 KEY
Students' own answers

page 36 • Listening

Getting started KEY
Students' own answers

Ex.1 KEY
1 e 2 a 3 c 4 d 5 b

Ex.2 KEY
A Good writers, able, write about anything
B difficult, write stories, funny
C best stories, based, fact
D Writing, different purposes, different skills
E Good stories, difficult situation, resolved
F Writers, always finish, dramatic ending
G reader, not get lost
H Romantic, best fiction

Listening Part 3

Ex.3

Transcript 1.20
Speaker 1

I'm often disappointed when I read a fantastic book then go to see the film based on it. You can't blame the original author – but the writer of the screenplay is very often a novelist. However, there's a huge difference between writing a book and writing a screenplay for a film. And just because you're good at one thing it doesn't mean you'll be good at another. A story that's written for the cinema can leave out all sorts of details that novels can't because you've got the visual images to help you understand what's going on.

Speaker 2

Have you ever tried to write something amusing? I did once and it was a disaster. Mind you, I'm hopeless at telling jokes too, but I thought it would be easier to write something entertaining than tell a joke. The point is that it's actually really challenging to write something that makes people laugh. The jokes we told at school are so silly and embarrassing to me now. They were based on a rather stupid story and went on for ages and there was one punchline at the end that was supposed to be hilarious, but that actually wasn't, and made everybody groan. I honestly think that being good at comedy is a very special kind of talent.

Speaker 3

I always try to teach my students to think of writing a short story in this way – put a man up a tree, throw stones at him, then get him down again. And believe me, it's a good strategy. You start with a situation, like the man in the tree. Then you present problems he has to deal with, for example misunderstandings, mistaken identity, lost opportunities. Then the final step is to show how you can solve the problem, and get the man down from the tree – safely.

Speaker 4

What I can't stand are writers who produce those idiotic novels based on romantic fantasies. They all follow the same boring pattern – boy meets girl – they decide they hate each other – they end up marrying each other. No, what I think makes writers stand out from the rest are those who write novels with some historical background, where the writers have obviously done a bit of research. And you can believe that what you're reading could or did actually happen. It seems worth spending a few hours reading a book like this – rather than filling your head with nonsense.

Speaker 5

Don't get me wrong – I'm not criticising great writers like Dickens – but my theory about writing is that it should be digestible. Sentences, paragraphs and chapters should be short enough for the reader to navigate easily through the writing. And it should be clear where the writing is going. Too often readers are confused about people, locations and times. Some novels almost need a family tree to help the reader work out who is who. I don't think there has to be a surprising ending either. The story just needs to have arrived somewhere when it ends.

KEY
1 D 2 B 3 E 4 C 5 G

Ex.4

Transcript and key 1.20 See transcript for Ex.3

Share your views • Key competences

Ex.5 KEY
Students' own answers

page 37 • Speaking

Getting started KEY
Students' own answers

Ex.1

Transcript 1.21
Examiner Here are your photographs. They show people communicating in different situations. I'd like you to compare the photographs and say how these ways of communicating are different.
Female student Well, the first picture shows a girl and an old man. He's probably her grandfather, I think. They're talking together. Perhaps he's telling her a story. What we've got in the second picture is quite different, as there's a group of people looking at their phones, actually just communicating through their phones, and not talking to each other at all. In the first picture, they look very happy and engaged, whereas in the second picture everyone seems to be very disconnected. To be honest, it's normal for us to use our phones to communicate these days, and I believe we'll do it more and more in the future. But that said, I think it's very useful, actually very important, to talk face-to-face like these two do, especially between older and younger people.

KEY
face-to-face and using a phone

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Ex.2

Transcript and key 1.22

1 Well, **the first picture shows** a girl and an old man.
2 He's **probably** her grandfather.
3 **Perhaps** he's telling her a story.
4 **What we've got** in the second picture is quite different, as **there's** a group of people looking at their phones.
5 In the first picture, **they look** very happy and engaged, whereas in the second picture, everyone **seems to be** very disconnected.

Speaking Part 2

Ex.3a, b KEY

Ex.3a
Students' own answers

Ex.3b
Students' own answers

SB p.172 • Speaking Bank

pages 38–39 • Use of English

Word power • Phrasal verbs with *up*

Ex.1 KEY
1 b 2 a 3 f 4 c 5 e 6 d

Ex.2 KEY
Students' own answers

Word power • Collocations with *say*, *speak*, *talk*, *tell*

Ex.3 KEY
say
hi yes/no something nice
speak
highly of your mind for yourself
talk
nonsense back (to someone) someone into
tell
the time a lie/the truth the difference

Ex.4 KEY
1 talking 2 speaks 3 tell 4 tell 5 talk 6 say
7 talked

Reading and Use of English Part 2

Ex.5 KEY
1 has 2 up 3 speak 4 Although 5 for 6 put
7 difference 8 majority

Venture into Grammar • Modals of deduction: present

Ex.6 KEY
a can't b must c might

SB p.144 • Grammar Reference

Ex.7 KEY
1 can't 2 must 3 may / might 4 can't 5 must
6 may not / might not 7 must

Venture into Grammar • Modals of deduction: past

Ex.8 KEY
a can't have b must have c might (not) have

SB p.145 • Grammar Reference

Ex.9 KEY
1 might not have heard
2 may have left
3 must have been
4 can't have

Ex.10 KEY
Students' own answers

Reading and Use of English Part 4

Ex.11 KEY
1 up after he had / he'd eaten
2 must have been
3 had (already) started by the
4 might be difficult / might not be easy
5 to put up with
6 was fascinated by

pages 40–41 • Writing

Getting started KEY
Students' own answers

Ex.1

Transcript 1.23
Monkey madness
A few years ago, I went to a tropical island with my friends. When we arrived, everything seemed perfect. We could feel a gentle breeze blowing through the palm trees, and the crystal-clear sea was sparkling in the sunshine. There was a jungle at the end of the beach, so while my friends were unpacking, I went to explore the island.
I was walking along a path when I heard a strange sound coming from a tree ahead of me. I looked up and saw an angry-looking monkey. It was staring directly at me and I could hear it making an awful noise. All of a sudden, the monkey jumped out of the tree and ran towards me.
I turned and ran back to the beach as fast as I could. My friends saw me racing out of the jungle with the monkey behind me. I managed to run into the sea, leaving the monkey on the beach.
I was white with fear, but my friends, who had seen everything, found it hilarious. I can laugh about it now, but at the time, it was the most frightening thing that had ever happened to me.
KEY
1 D 2 A 3 B 4 C

Text structure

Ex.2 KEY
a 1 b 4 c 2 d 3

Language focus: verbs of perception

Ex.3 KEY
1 hear 2 see 3 smell 4 feel 5 taste

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Ex.4 KEY

1 could hear strange noises coming from outside
2 could see the sun setting and the street lights coming on
3 could feel the whole building shaking
4 could smell eggs frying

Writing plan: a story

Ex.5 KEY

1 the judges of a short story competition
2 at the beginning
3 a difficult problem and a surprising ending

Ex.6 KEY

Students' own answers

Writing Part 2

Ex.7 KEY

Students' own answers

SB p.170 • Writing Bank

Self-assessment checklist • Key competences

Ex.8 KEY

Students' own answers

Find the links • Key competences

Ex.9 KEY

Students' own answers

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Revision 1

pages 42–43

Unit 1

Ex.1 KEY

1 get on
2 has already got
3 is doing
4 has always wanted
5 says
6 more exciting
7 higher
8 has not sold
9 is working
10 most clear-headed

Unit 2

Ex.2 KEY

1 was
2 would go
3 would buy
4 would break down
5 would return
6 did not (use to) mind
7 saw / would see
8 gave
9 got used to

Unit 3

Ex.3 KEY

1 took
2 broke
3 made
4 had done
5 knew
6 took
7 had been ringing
8 had been watching
9 had paid
10 must have spent

Units 1–3

Reading and Use of English Part 1

Ex.4 KEY

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

Reading and Use of English Part 2

Ex.5 KEY

1 have
2 are
3 from
4 as
5 In
6 than
7 used
8 such

Reading and Use of English Part 3

Ex.6 KEY

1 choose
2 scientist
3 disorganised
4 Apparently
5 creative
6 irresponsible
7 unpleasant
8 suitable

Reading and Use of English Part 4

Ex.7 KEY

1 have a lot in common
2 were not / weren't as fast as
3 are the least interesting
4 did not/didn't turn up
5 put up with
6 cannot/can't have been

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4 Unit 4 The natural world

pages 44–53

Unit aims

Vocabulary
Environmental issues
Phrasal verbs: the environment
Talking about the natural world
Compound words
Suffixes to form adjectives (1)

Grammar
Present perfect vs Present perfect continuous
for and *since*
Articles

Reading and Use of English
Part 6 Gapped text: *Practise scanning for specific information*
Part 3 Word formation
Part 1 Multiple-choice cloze

Listening
Part 4 Multiple choice: *Practise predicting the type of information required*

Speaking
Part 3 Collaborative task: *Agreeing and disagreeing*
Part 4 Follow-up discussion

Writing
Study a model formal email for Writing Part 2
Formal vs informal language
Practise planning and writing a formal email
Learn how to check work

pages 44–45 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

1 environmental issues
2 actress, writer, director and producer
3 a remote ranch, solar-powered and built from recycled stone and wood
4 becoming totally self-sufficient

DARYL HANNAH

Daryl Hannah is an American film actress who has appeared in films since the 1970s. She is famous for her roles in *Blade Runner*, *Splash* and *Kill Bill*. She is a passionate campaigner for the environment and lives in a 'green' home powered by the sun.

Reading and Use of English Part 6

Ex.2 KEY

1 F 2 A 3 B 4 E 5 G 6 C

Ex.3 KEY

1 take part in
2 campaigning
3 accomplished
4 In the meantime
5 demand
6 self-sufficient
7 solar-powered
8 environmentally friendly

English in context

Ex.4 KEY

1 demand
2 environmentally friendly
3 campaigning
4 accomplished
5 self-sufficient
6 solar-powered
7 take part in
8 in the meantime

Share your views • Key competences

Ex.5 KEY

Students' own answers

pages 46–47 • Language Check

Venture into Grammar • Present perfect vs Present perfect continuous

Ex.1a, b KEY

Ex.1a

1 e 2 d 3 a 4 b 5 c

Ex.1b

1 Present perfect simple
2 Present perfect continuous

SB p.146 • Grammar Reference

Ex.2

- In pairs. Ask students to match their answers with rules a–e in exercise 1.

KEY

1 've known
2 've broken
3 's become
4 've had
5 've planted
6 has lived
7 have we been waiting
8 has been studying
9 've been hanging out

SB p.146 • Grammar Reference

Ex.3 KEY

1 has decided
2 Have you been crying
3 have not seen
4 have you visited
5 has been planning
6 has been picking
7 have spoken
8 Have you ever seen
9 have not heard
10 has chosen
11 have been talking

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Venture into Grammar • *for* and *since*

Ex.4 KEY

a for b since

SB p.146 • Grammar Reference

Ex.5 KEY

for

ages years a few minutes a while as long as I can remember

since

I was five years old last month 2009 the class began September

Ex.6 KEY

Students' own answers

Venture into Grammar • Environmental issues

Ex.7 KEY

1 Deforestation
2 Recycled
3 overfishing
4 Biodiesel
5 climate change
6 Organic

Vocabulary • Phrasal verbs: the environment

Ex.8 KEY

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

Ex.9 KEY

1 led to wipe out
2 used up
3 cut back
4 run on
5 carry out
6 died out

Vocabulary • Talking about the natural world

Ex.10

Transcript 1.24

Features of the Earth

The Earth is made up of seven continents and five oceans. It can be divided into different climate zones: tropical near the equator, arctic near the poles, and temperate areas in between. Most of the land is in the northern hemisphere, with a variety of features including mountain ranges such as the Himalayas, which stretch across central Asia, arid deserts like the Sahara, and rainforests full of lush green vegetation, such as the Amazon. Although oceans make up more than 70% of the planet's surface, they are largely unexplored, and the deep sea is still considered one of the final frontiers for study and research.

KEY

1 zones
2 equator
3 temperate
4 hemisphere
5 ranges
6 stretch
7 arid
8 lush
9 unexplored
10 frontiers

Dictation

Ex.11 & 12

Transcript and key 1.25 1.26

1 Have you thought about ways to cut back on our use of fossil fuels?
2 How long have you known about the problems of overfishing?
3 Are you concerned about how people have been using up natural resources?
4 Have you ever been to a country in the southern hemisphere?
5 What have you been doing recently to help the environment?

Ex.13 KEY

Students' own answers

page 48 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

1 pollen
2 bee-keeper
3 beehive
4 pylon/mobile phone mast
5 crops

Ex.2 KEY

1 Anna, worried
2 According, some scientists, bees, many countries
3 Scientists, beginning, realise
4 Anna, surprised
5 Anna, effect, electrical pollution, wildlife
6 Anna, think, done, electrical pollution
7 Anna, think, happen, future

Listening Part 4

Ex.3

Transcript 1.27

Interviewer Now Anna, you've come along today to talk about something that I think will surprise anyone interested in wildlife. Would you like to explain to listeners exactly what it is?

Anna Well, it's all very worrying and it has something to do with why a very common insect is disappearing. It started in the USA, when farmers and gardeners noticed that the bees that appear at this time of the year to pollinate the crops just weren't there. It wasn't long before the same thing was happening in continental Europe. And now it's happening in Britain.

Interviewer This is quite a serious problem, isn't it? Do you know what is causing it?

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Anna We think it's something that has been blamed for a lot of things so far – the mobile phone. Some scientists suggest that our love of the mobile phone could cause anything from food shortages to brain damage – but this is a bit different. The theory is that radiation from mobiles is having an effect on the bees' navigation systems. In other words, because of the interference, the bees can't navigate properly to return to their hives and the remaining bees in the hives can't manage on their own.
Interviewer So when did this all start happening? And why isn't anything being done about it?
Anna Actually, scientists first began to notice something unusual last autumn. But at the moment, it's affecting half of all the states in the USA. The West Coast is thought to have lost 60 % of its commercial bee population, and the figure on the East Coast is 70%. It's now noticeable in countries like Germany, Spain, Portugal, Italy and Greece.
Interviewer So, it's actually very serious?
Anna Yes, indeed. In fact one bee-keeper in London reported last week that 23 out of his 40 hives were now empty, and there are many more stories like that. But the astonishing thing is that government officials in the UK still insist that there is absolutely no evidence of this spreading here.
Interviewer But to get back to the mobile phones for a moment – if they're having this effect on bees, is there any other wildlife that they could be having an effect on?
Anna What we're beginning to think now is that the whole thing might be much more serious than we ever imagined. We've called the effect of radiation from things like mobile phone masts 'electrosmog' – a kind of electrical pollution. Now, if it affects bees, then it should be affecting other kinds of insects – and more worryingly – birds. We're getting reports that some are being thrown off-course when they come across mobile phone masts and electricity pylons.
Interviewer So what's the answer?
Anna The obvious one is to take down all the mobile phone masts but we all know that this isn't a realistic choice. It would be like asking people to get rid of their TVs or cars. The best thing would be to do more research into the problem and see if there is some way of preventing the radiation.
Interviewer Well, that certainly seems like a more feasible answer to the problem.
Anna Well, yes, on the other hand, it could be that in a few years' time, there might be other ways of providing reception for mobile phones. Electricity can always be carried underground but it's difficult to do that everywhere because it's so expensive. But one way or another, we've got to come up with a solution.

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

Ex.4

Transcript and key 1.27 See transcript for Ex.3

Share your views • Key competences

Ex.5 KEY

Students' own answers

page 49 • Speaking

Getting started KEY

Students' own answers

Ex.1

Transcript 1.28

Examiner …now you have about a minute to decide which two things would make the biggest difference to the environment.
Male student OK, so what do you think? I mean, I believe banning cars in cities isn't a very good idea.
Female student Really? I'm not sure I agree with you.
Male student Well, OK, but it won't make the biggest difference of the five options, will it?
Female student Perhaps, but that could really help cut back on the carbon emissions in the air.
Male student Yes, of course.
Female student Anyway, I think I'd choose laws to stop companies polluting, because otherwise they just think – money, money, money.
Male student I completely agree! And I think if there were more natural areas, people would care more about nature.
Female student I see your point, but I think recycling or having solar panels would have a greater impact.
Male student Yeah, I suppose so. So, what shall we decide? Laws to stop companies —
Female student Yes, but I think banning cars in cities would make a big difference too.
Male student I'm sorry, but I disagree. I think I'd go with recycling facilities.
Female student OK, fine. But we can agree on laws to stop companies polluting, right?
Male student Yes, absolutely.

KEY
1
Disagree: ban cars in city centres
Agree: create laws to stop companies polluting
2
have recycling facilities everywhere
create laws to stop companies polluting

Ex. 2a, b

Ex.2a

Transcript and key 1.29

1 Really? I'm **not sure I agree with you**.
2 Well, **OK, but** it won't make the biggest difference.
3 **Perhaps, but** that could really help cut back on carbon emissions.
4 **I completely** agree!
5 **I see your point**, but I think recycling would have a greater impact.
6 Yeah, **I suppose so**.
7 **Yes, but** I think banning cars would make a big difference.
8 **I'm sorry, but** I disagree.
9 OK, **fine**.
10 Yes, **absolutely**.

Ex.2b KEY

agreement: 4, 6, 9, 10
partial agreement: 2, 3, 5, 7
disagreement: 1, 8

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Speaking Part 3

Ex.3 KEY

Students' own answers

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Speaking Part 4

Ex.4 KEY

Students' own answers

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pages 50–51 • Use of English

Word power • Compound words

Ex.1 KEY

1 e genetically modified
2 f footprint
3 b wildlife
4 c zero-impact
5 a nature reserve
6 d sea levels

Ex.2 KEY

1 sea levels
2 wildlife
3 genetically modified
4 nature reserve

Word power • Suffixes to form adjectives (1)

Ex.3

KEY

-al: regional environmental coastal seasonal global
-able: drinkable changeable questionable believable knowledgeable
-ic: acidic metallic photographic volcanic historic
-y: hilly stony muddy sandy rainy
-ous: mountainous poisonous adventurous dangerous mysterious

Ex.4 KEY

1 Volcanic
2 changeable
3 environmental
4 mountainous
5 muddy
6 coastal
7 drinkable

Reading and Use of English Part 3

Ex.5

THE JURASSIC COAST

The Jurassic Coast is a World Heritage Site in southern England. The layers of rock and its fossils reveal the history of the Earth across 185 million years.

KEY

1 nature
2 geologist
3 sandy
4 constantly
5 admire
6 knowledgeable
7 obviously
8 coastal

Venture into Grammar • Articles

Ex.6 KEY

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

SB p.146–147 • Grammar Reference

Ex.7 KEY

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

Ex.8 KEY

1 8,850 m 2 the Volga 3 Spain 4 Australia
5 15–18 minutes 6 the Sahara Desert

Reading and Use of English Part 1

Ex.9 KEY

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

pages 52–53 • Writing

Getting started KEY

Students' own answers

Ex.1

Transcript 1.30

Dear Principal Winters,
I am writing in response to your notice on the school website inviting students to volunteer for the project to create a school vegetable garden. I believe I have the necessary skills for this role.
For the last two months, I have been volunteering at the weekends in a local conservation centre that does work in education and sustainability. Although I had no previous experience, as a student of science subjects I feel I have been able to do the job well.
As a volunteer, I have been involved in a wide range of activities. My tasks have included showing visitors around, as well as answering questions about the project. Even though speaking other languages was not a requirement, my language skills have proved very useful because many of the visitors come from other countries.
On the whole, I have found working with a team of volunteers not only enjoyable but also interesting and informative. For this reason, I believe I would be an excellent candidate for this role.
I look forward to hearing from you.
Yours sincerely,
Jack Smith

KEY

1 Principal Winters
2 For the last two months, he has been volunteering at weekends in a local conservation centre.
3 He has found working with a team of volunteers enjoyable, interesting and informative.

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Text structure

Ex.2 KEY

a 4 b 3 c 1 d 5 e 2

Language focus: formal vs informal language

Ex.3 KEY

1 Yours sincerely
2 a wide range of
3 no previous experience
4 response
5 as well as
6 look forward to
7 not a requirement

Ex.4 KEY

1 As you will see from
2 I have experience of working
3 as well as
4 In addition
5 Currently
6 I am employed by
7 look forward to
8 receiving your reply

Writing plan: a formal email

Ex.5 KEY

Students' own answers

Ex.6 KEY

Students' own answers

Writing Part 2

Ex.7

KEY

Students' own answers

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Self-assessment checklist • Key competences

Ex.8 KEY

Students' own answers

Find the links • Key competences

Ex.9 KEY

Students' own answers

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5 Unit 5 Travelling

pages 54–63

Unit aims

Vocabulary
Easily confused words: travel
Travel and transport
Uses of *get*
Phrasal verbs: travel

Grammar
Future forms: Present simple, Present continuous, *will*, *be going to*
shall
Future continuous and Future perfect
Future time clauses

Reading and Use of English
Part 7 Multiple matching: *Practise predicting content from title and introduction; practise skimming for general ideas*
Part 2 Open cloze
Part 4 Key word transformation

Listening
Part 3 Multiple matching: *Practise underlining key words; practise matching opinions to speaker*

Speaking
Part 3 Collaborative task: *Expressing degrees of certainty*
Part 4 Follow-up discussion

Writing
Study a model informal letter for Writing Part 2
Practise planning and writing an informal letter
Learn how to check work

pages 54–55 • Reading

Getting started KEY

Students' own answers

Ex.1

KEY

Students' own answers

Ex.2 KEY

1 C 2 D 3 A 4 B

Reading and Use of English Part 7

Ex.3 KEY

1 D 2 C 3 B 4 A 5 B 6 C/D 7 D/C 8 A
9 D 10 B

English in context

Ex.4 KEY

1 look to
2 look after
3 look through
4 look round
5 look for
6 look into

Ex.5 KEY

1 after 2 through 3 for 4 round 5 to 6 into

Share your views • Key competences

Ex.6 KEY

Students' own answers

pages 56–57 • Language Check

Venture into Grammar • Present simple, Present continuous, *will*, *be going to*

Ex.1 KEY

a Present simple
b Present continuous
c be going to
d will
e be going to
f will

SB p.148 • Grammar Reference

Ex.2 KEY

1 will be
2 'm seeing
3 'm going to spend
4 are you going to do
5 is going to take
6 Does your flight leave
7 'll buy
8 Shall we give

Ex.3 KEY

1 are going
2 does it start
3 begins
4 are meeting
5 will invite
6 will want
7 Are you walking / Will you walk
8 Are you taking / Will you take
9 will probably drive
10 Shall we give
11 will be / is going to be
12 will come

Ex.4 KEY

1 What job do you hope you will have in ten years?
2 What time does the class finish?
3 What are you going to do / will you do when you leave school?
4 Do you think you will get married?
5 What are you doing / are you going to do this evening?

Venture into Grammar • Future continuous and Future perfect

Ex.5a, b, c KEY

Ex.5a

1 'll be recording
2 'll have travelled

Ex.5b

be -ing
have past participle

Ex.5c

a Future continuous
b Future perfect

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Ex.6 KEY

1 will be lying
2 will have cleaned
3 will be working
4 will you be doing
5 will not have finished
6 will have worked
7 will be flying
8 will they have read

Ex.7 KEY

Students' own answers

Vocabulary • Easily confused words: travel

Ex.8 KEY

1 travel 2 journey 3 trip 4 tour 5 voyage

Ex.9 KEY

1 travel 2 trip 3 voyage 4 journey 5 tour

Vocabulary • Travel and transport

Ex.10

Transcript 1.31

A disastrous trip!

We had booked our tickets for our flights in advance and planned on taking a taxi to the airport. We heard that there was a traffic jam on the motorway, so we decided to take the underground instead. Unfortunately, the trains were delayed because some staff were on strike and we spent 20 minutes waiting on the platform. When we finally got to the airport, the escalators were broken and we had to carry our heavy suitcases up the stairs. We managed to make it to our gate and board on time for the scheduled take-off, but then we spent over an hour waiting on the runway! Of course we missed our connection in Paris, and when we finally arrived, the airline had lost our checked luggage. The trip was a disaster!

KEY

1 booked
2 flights
3 traffic jam
4 underground
5 on strike
6 platform
7 escalators
8 board
9 take-off
10 runway
11 connection
12 checked luggage

Dictation

Ex.11 & 12

Transcript and key 1.32 1.33

1 In a few years we will all be using self-driving cars. There won't be any delays or a speed limit.
2 By 2025 all vehicles will be solar powered.
3 We will have successfully completed a voyage to Mars by 2030.
4 In 50 years, we will have stopped using cars, and everyone will own a flying machine.
5 I'm sure that in the future we will make regular trips into space.

Ex.13 KEY

Students' own answers

page 58 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

Positive

I can't wait I'm really excited

Negative

I get really nervous I'm dreading I'm not really looking forward to It's not worth the extra money

Ex.2 KEY

A transport, always, me, unwell
B Tube travel, always, problems, me
C I'm concerned, accident
D My passport, out of date, cannot travel
E I, have to, two flights
F I'm afraid, luggage, lost, journey
G I find, hard, organised, before, trip
H I'm worried, passengers, angry, me

Listening Part 3

Ex.3

Transcript 1.34

Speaker 1

I'm really excited about going on holiday next Friday. Unfortunately, there's going to be a bus and Tube strike that day, so I just hope I don't have to wait too long for a taxi. If I don't get to Milan until just before take-off, they probably won't let me on the plane and then I'll miss my connection in Rome, so I'm really nervous about the whole thing. Even if the flight's delayed, I still have to check in about an hour beforehand, so I'm going to book a taxi now – just to be on the safe side – and hope the traffic jams aren't too bad.

Speaker 2

I'm dreading the journey on the motorway – the forecast isn't very good for tomorrow. Getting there a bit late doesn't worry me, but if it's raining, the roads can be very dangerous. If you have to stop suddenly, you can be in trouble. We could go by train, but we've got so much luggage and the trains are always so crowded this time of year. Sally says we should fly, but it's too expensive, and it takes so long to get to the airport that it's just not worth the extra money.

Speaker 3

I'm not really looking forward to crossing the Channel. We were going to take the fast ferry but if the weather's too bad, they just cancel the crossing. I hate it when they do that. So we're booked on the slower ferry, but I have to say, it's not my favourite means of transport. It's not that I'm afraid of accidents – it's actually a very safe way to travel. The trouble is I'm not a very good sailor. I get really sick if the crossing's rough. I've tried taking pills but they don't seem to have any effect.

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Speaker 4

I can't wait to go on holiday tomorrow. I'm thinking of taking the underground to the terminal. I wanted to take a taxi but the traffic's so bad at that time of day that I know it would take ages – and it's very expensive because it's quite a long journey. I don't actually mind travelling by underground, but for some reason, something always seems to go wrong for me. I don't like the long escalators and I always seem to lose my ticket – but luckily not my passport! – before I reach my destination. Maybe I'd be better off going by bus.

Speaker 5

I'm flying to the USA next week. I do a lot of flying, so it's not something I panic about. I know some people really aren't keen on the thought of being in a plane, but not me. No – what really gets me is making sure that I've got all the right things in the right places. However hard I try, I always seem to end up with something in my hand luggage I'm not allowed to take on board with me – then there's all that stress of emptying everything out and feeling bad because you've got it all wrong yet again.

KEY

1 E 2 C 3 A 4 B 5 G

Ex.4

Transcript and key 1.34 See transcript for Ex.3

Share your views • Key competences

Ex.5 KEY

Students' own answers

page 59 • Speaking

Getting started KEY

Students' own answers

Ex.1

Transcript 1.35

Male student How about we start with hiking boots? What do you think about them?
Female student Well, it seems likely you'd need them on a round-the-world trip, don't you think?
Male student I'm not sure that they're that useful. I mean, they might be if you go somewhere where you can do a lot of walking.
Female student Like in the mountains, you mean?
Male student Yes, but on the other hand, if you aren't going to need them, they would be really heavy to carry round and they'd take up a lot of room in your luggage. They certainly wouldn't be of much use if you spend your time visiting cities.
Female student Well, I can't say for certain because I've never travelled with hiking boots, but you're probably right.
Male student I can't really imagine going on a long trip without a medical kit. It would be essential in my opinion.
Female student Yes, but I'm not convinced that it's safe to treat yourself if you're really ill.
Male student True, I suppose. But it would possibly be a great help if you were in the middle of nowhere and a long way from a doctor or a chemist.
Female student Absolutely. And I would definitely take that with me because it could really help with minor illness.
Male student Yeah, and I guess you could get sick quite easily if you're travelling to lots of different places, right?
Female student Yes.

KEY

1 hiking boots medical kit
2 hiking boots: useful for walking in the mountains but heavy to carry and take up room in luggage, not much use in cities
medical kit: essential for a long trip, great help if a long way from a doctor or chemist, good for minor illnesses but not safe to treat yourself if really ill

Ex. 2a, b

Ex.2a

Transcript and key 1.36

1 I'm **not sure** that they're that useful.
2 They **might** be if you go somewhere where you can do a lot of walking.
3 They **certainly wouldn't** be of much use.
4 I **can't say for certain** because I've never travelled with hiking boots.
5 I **can't really imagine** going on a long trip without a medical kit.
6 **I'm not convinced** that it's safe.
7 It **would possibly** be a great help.
8 I would **definitely** take that.

Ex. 2b KEY

certainty: 3 and 8
uncertainty: 1, 2, 4, 5, 6, 7

Speaking Part 3

Ex.3 KEY

Students' own answers

SB p.172 • Speaking Bank

Speaking Part 4

Ex.4 KEY

Students' own answers

SB p.172 • Speaking Bank

pages 60–61 • Use of English

Word power • Use of *get*

Ex.1 KEY

get = become
better sick lost
get = arrive
to work there home
get = receive
a job a new car a call
phrasal verbs with get
away by over on/off

Ex.2 KEY

1 got a job 2 get a new car 3 got home 4 get away
5 get better 6 get by 7 got a call 8 got sick 9 got over

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Word power • Phrasal verbs: travel

Ex.3 KEY

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

Ex.4 KEY

Suggested answers

1 Don't set off too late.
2 So that it doesn't break down.
3 You have to check in.
4 They will be turned back.
5 When it takes off.

Ex.5

CASTAWAY

A castaway is a person left in a place with few or no people, often an island, and usually after they have escaped from a shipwreck (a ship which has sunk). Robinson Crusoe, the title character in Daniel Defoe's novel, spends 30 years on a remote tropical island (and may be based on the real-life castaway Alexander Selkirk). Lemuel Gulliver in Jonathan Swift's *Gulliver's Travels* is a castaway on more than one occasion. In the film *Cast Away*, Tom Hanks survives for several years on a desert island in the South Pacific, following a plane crash.

KEY

another three weeks

Reading and Use of English Part 2

Ex.6 KEY

1 of 2 have 3 get 4 better 5 get 6 going
7 pick 8 will

Venture into Grammar • Future time clauses

Ex.7 KEY

a Present simple Present perfect
b will

SB p.149 • Grammar Reference

Ex.8 KEY

1 won't set off gets / has got
2 I'll head get / have got
3 won't get closes / has closed
4 it'll start get / have got
5 I'll leave are
6 won't be able to has earned / earns

Ex.9

KEY

Students' own answers

Reading and Use of English Part 4

Ex.10 KEY

1 never breaks down
2 to set off
3 will drop us off
4 many people showed up
5 have to / need to check in
6 until the tour finishes / has finished / until the end of the tour

pages 62–63 • Writing

Getting started KEY

Students' own answers

Ex.1

Transcript 1.37

Hi Lottie,
Great to hear from you! How's it going? Hope all's well.
I'm really pleased to hear that you're coming to my hometown, Rome. It's a wonderful place. There is so much to see and do. Anyway, it sounds like you know how you're spending the days, so I'll give you a few ideas for things to do in the evenings.
Well, Rome can – like anywhere – cost a lot of money, but you don't need to spend a fortune. It's best to avoid the main streets. Try eating in small places in side streets, where you can eat well and quite cheaply. It's a lovely place to walk around in the evenings. If you're staying in the centre, it's quite easy to get around on foot and you'll see a lot more than on public transport. I'm sure you'll want to see ancient Roman ruins like the Colosseum; it's better to visit them after dark, when they're even more special and there are fewer people around.
Hope this helps. Have a great time and let me know how it goes!
All the best,
Lucia

KEY

1 Rome
2 to give her some ideas for things to do in Rome in the evenings
3 She suggests: eating in small places in the side streets; walking around in the evenings; getting around on foot; visiting ancient ruins after dark
4 No, they aren't.
5 No, they will not.

Ex.2 KEY

Great to hear from you! = *Che piacere sentirti!*
How's it going? = *Come va?*
Hope all's well. = *Spero tutto bene.*
Hope this helps. = *Spero questo ti aiuti./Spero di esserti stata di aiuto.*
Let me know how it goes. = *Fammi sapere come va.*
All the best = *Cari saluti*

Text structure

Ex.3 KEY

1 Hi Lottie,
2 paragraph 2
3 paragraph 3
4 paragraph 4
5 yes

Language focus: checking your work

Ex.4 KEY

1 hoped = wrong tense
2 in regards to = too formal
3 of = wrong preposition

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Ex.5 KEY

Hi Lucia,
We've *(verb tense)* just come back from Rome. **Thanks** *(punctuation)* so much for your email and advice! It was really useful. You asked me to let you know how **everything went** *(word order)*, so I thought I'd write and tell you.
We had such a **wonderful** *(spelling)* time that I can't wait to go back again. Everything you said about Rome **was** *(subject/verb agreement)* true. We did so much walking that we could hardly stand up **by** *(prepositions)* the end of the day. As for the sightseeing, you need a month, I think. But we certainly **had** *(wrong word)* a great trip and saw all the major sights.
Anyway, thanks again for all your help. I **hope to hear from you soon** *(tone/register)*.
Bye for now,
Lottie

Writing plan: an informal letter

Ex.6 KEY

Students' own answers

Ex.7 KEY

Students' own answers

Writing Part 2

Ex.8 KEY

Students' own answers

SB p.168 • Writing Bank

Self-assessment checklist • Key competences

Ex.9 KEY

Students' own answers

Find the links • Key competences

Ex.10 KEY

Students' own answers

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6 Unit 6 Society and migration

pages 64–73

Unit aims

Vocabulary
Migration
Extreme adjectives
Easily confused words: migration
Expressions with *home*
Prefixes for adjectives

Grammar
Passive forms
have/get something done

Reading and Use of English
Part 5 Multiple choice: *Practise predicting content from pictures; practise scanning for specific information*
Part 1 Multiple-choice cloze
Part 4 Key word transformation

Listening
Part 4 Multiple choice: *Practise predicting the type of information required; practise listening for specific information*

Speaking
Part 3 Collaborative task: *Giving examples and reasons*
Part 4 Follow-up discussion: *Giving full answers*

Writing
Study a model essay for Writing Part 1
Linkers of addition and contrast
Practise planning and writing an essay
Learn how to check work

pages 64–65 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Ex.2 KEY

1 the Skywalk
2 a Native American tribe

THE GRAND CANYON

The Grand Canyon is a natural formation in Arizona in the south-western part of the USA. It was carved by the Colorado River and has rocks at the bottom dating back 1.8 billion years. It is approximately 1.6 km deep, up to about 30 km wide and nearly 450 km long. It is visited by around five million people every year.

Reading and Use of English Part 5

Ex.3 KEY

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

English in context

Ex.4 KEY

1 displaying
2 cope
3 scratching
4 floating
5 steel
6 overdeveloped
7 majestically
8 set

Ex.5 KEY

1 set
2 majestically
3 cope
4 floating
5 steel
6 scratching
7 overdeveloped
8 displaying

Share your views • Key competences

Ex.6 KEY

Students' own answers

pages 66–67 • Language Check

Venture into Grammar • Passive forms

Ex.1a, b KEY

Ex.1a

a be b by c by

Ex.1b

a object
b subject

SB p.150 • Grammar Reference

Ex.2 KEY

Present simple
It*'s said*… The Grand Canyon *is visited by*...
Present continuous
tourists …*are being encouraged*
not enough *is being done*…
other attractions *are being planned*
Present perfect
We *have been told* the runway …*has been extended*
Past simple
The ...Skywalk *was designed* the Skywalk …*was* only *moved*
It *was* actually *raised by*… It *was* then *given*…
Past continuous
While it *was being constructed*…
Past perfect
after it *had been built*
Future perfect
the Hualapai reservation *will have been visited*
will and **might**
…the site *will be overdeveloped* It *might be thought*…

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Ex.3 KEY
1 d 2 a 3 e 4 c 5 b

Ex.4 KEY
1 be increased
2 Is the Navajo language spoken
3 has been made
4 had not been visited
5 is being constructed
6 were being shown
7 will be opened
8 American bison were killed

Ex.5

THE NORTHERN CHEYENNE INDIAN RESERVATION

The Northern Cheyenne Indian Reservation is home to the Northern Cheyenne Tribe. It is located in southeastern Montana in the northwestern part of the USA. It is home to approximately 5,000 people.

KEY
1 will be given
2 has been performed
3 will be entertained
4 was opened
5 was built
6 are taught
7 are / will be shown
8 are not included

Ex.6 KEY
1 were painted by Native Americans
2 have already been shown around the reservation today
3 being designed by a British architect
4 aren't going to be introduced
5 is said to be the most interesting part of the tour

Vocabulary • Migration

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

Ex.8 KEY
1 accustomed to struggle
2 welcoming
3 prospects economic
4 native
5 migrated
6 Immigrants prejudice integrate
7 retain

Vocabulary • Extreme adjectives

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

Ex.10 KEY
1 remarkable
2 packed
3 furious
4 brilliant gorgeous
5 vital

Vocabulary • Easily confused words: migration

Ex.11 KEY
1 effort
2 stranger
3 miss
4 long-term
5 reminds
6 skilled

Ex.12 KEY
Suggested answers
1 *remember* means not forget; *remind* means help someone remember something
2 *lose* means not be able to find something; *miss* means feel sad because you no longer see someone or do something that you like
3 *long-term* means that something will have an effect over a long period of time; *short-term* means lasting a short time
4 *foreigner* means a person who comes from a different country; *stranger* means a person that you do not know
5 *unskilled* means not having or needing special skills or training; *skilled* means having the ability, experience or knowledge to be able to do something well
6 *effort* means the physical or mental energy you need to do something; *struggle* means a hard fight to achieve something

Dictation

Ex.13 & 14

Transcript and key 2.02 2.03
1 New York City has been called the Big Easy since the early 20th century.
2 New York City was originally named New Hamburg by German immigrants.
3 The city is divided into four parts: Manhattan, Brooklyn, Queens and the Bronx.

Ex.15 KEY
Students' own answers

Ex.16

Transcript and key 2.04
1 New York City has been called the Big Apple since the early 20th century. The Big Easy is New Orleans.
2 New York City was originally named New Amsterdam by Dutch immigrants in 1625.
3 The city is divided into five parts: Manhattan, Brooklyn, Queens, the Bronx and Staten Island.

page 68 • Listening

Getting started KEY
Students' own answers

Ex.1 KEY
Students' own answers

Ex.2 KEY
Students' own answers

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Listening Part 4

Ex.3

Transcript 2.05

Interviewer I'd like to welcome in the studio today Pietro Mazzoni, an Italian chef who, together with his wife, decided to go to live and work in the USA. Pietro, could you begin by telling us what made you decide to leave Italy and come to New York?

Pietro To be honest, we were tired of the jobs we were doing, and we'd had an idea for a new kind of Italian restaurant – one that would give people the ultimate Italian dining experience. We didn't know if our idea would work, but we thought we'd try our luck in the United States. We knew it would be hard to become accustomed to a completely new culture. We didn't speak any English and we'd never been outside our own country. It was quite a frightening prospect at the time, actually. Little did we think we'd end up actually winning awards and achieve the recognition we eventually did.

Interviewer I can imagine that! But it must have been a huge change for you?

Pietro It was. We left Italy with a suitcase and not much else. But we were determined to give America a try. I was sure I'd never see Italy again and I was feeling a bit down, so I grabbed a handful of soil, put it in my pocket, and we set off for America.

Interviewer So, Pietro, what happened when you got here? Did things go as you expected?

Pietro Well, soon after we arrived in the USA, like many other immigrants, I think, we discovered that the only jobs open to people like us were low-paid unskilled jobs like dishwashing or cleaning. So that's what we started off doing. We had no choice. We took any work we could find and we managed to earn enough money to live from day to day.

Interviewer And how difficult was it to put your plan for a restaurant into practice?

Pietro We quickly found out that we had no idea about business. It was much more difficult than we had thought it would be. For example, we had expected to get help from other immigrants who'd managed it, but because there was a lot of competition in the restaurant business, naturally most people weren't willing to help us. So then we decided that we had to find out how the system worked ourselves – and in order to do that, we quickly realised, it was vital for us to learn English first. We started going to night school classes to improve our English, but the thing that really helped us to become business people was reading about how to set up a business. Before that, we really had no idea about the reality of it.

Interviewer Well, things have certainly improved for you since then. You've had remarkable success. You own popular delis and restaurants across the city which are constantly packed with customers. How do you feel now about the way things have turned out?

Pietro We can't say we regard ourselves as immigrants any more – and there's no way we'd return to Italy. I mean, there are many things we miss about it, of course, like family and the land – it's such a gorgeous country. But I guess we both feel we belong here.

Interviewer And do you feel that you've been exceptionally lucky?

Pietro Not particularly – we've had a long, hard struggle to get where we are today. But we're not the only ones who've achieved that kind of success. The food industry in the USA has always had a large number of restaurant chefs and owners from other countries. And this year, for example, three out of five of the top restaurant nominees for awards were for restaurants run by people who aren't American. And as the industry becomes even more international and competitive, I sincerely hope that more people like us will have the same success in the future.

KEY

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

Ex.4

Transcript and key 2.05 See transcript for Ex.3

Share your views • Key competences

Ex.5 KEY

Students' own answers

page 69 • Speaking

Getting started KEY

Students' own answers

Ex.1

Transcript 2.06

Male student Let's talk about living with a host family, shall we?

Female student OK. Well, I think it might be quite hard because you need to get used to lots of different things all at the same time, like the language and the food.

Male student Yeah, it wouldn't be easy. If they have very different habits from you, for instance, it could be quite a struggle.

Female student On the other hand, you could get a really nice family and have a lovely time.

Male student And actually, one reason why it's a good idea is that you could speak the language every day, since the family might not know your language.

Female student So what about attending language classes then?

Male student That's a good idea too as you have more need of the language every day – in shops, public transport, or with a host family, for example.

Female student But you can do that in your own country before you go. If I was going to a country such as the UK, I'd want to be confident I could communicate with people before I went.

Male student I agree, but, you know, maybe you'd improve more because of all of those new opportunities to speak it.

KEY

1 live with a host family attend language classes
2 both

Ex.2 KEY

Giving examples

such as like for example for instance

Giving reasons

since because one reason because of as

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Ex.3

Transcript and key 2.07

1 I think it might be quite hard **because** you need to get used to lots of different things all at the same time, **like** the language and the food.
2 If they have very different habits from you, **for instance**, it could be quite a struggle.
3 **One reason** why it's a good idea is that you could speak the language every day, **since** the family might not know your language.
4 That's a good idea too **as** you have more need of the language every day – in shops, public transport, or with a host family, **for example**.
5 If I was going to a country **such as** the UK, I'd want to be confident I could communicate with people.
6 Maybe you'd improve more **because of** all of those new opportunities to speak it.

Speaking Part 3

Ex.4 KEY

Students' own answers

SB p.172 • Speaking Bank

Speaking Part 4

Ex.5 KEY

Students' own answers

SB p.172 • Speaking Bank

pages 70–71 • Use of English

Word power • Expressions with *home*

Ex.1 KEY

1 home-grown
2 homeless
3 feel homesick
4 leave home
5 home to
6 hometown
7 homemade
8 felt at home
9 make yourself at home

Ex.2 KEY

Students' own answers

Word power • Prefixes for adjectives

Ex.3 KEY

1 d 2 a 3 b 4 c

Ex.4 KEY

1 underpaid
2 extraordinary
3 international
4 overcrowded
5 underrated
6 oversized
7 interactive
8 extra-terrestrial

Reading and Use of English Part 1

Ex.5

THE BOSTON TEA PARTY

The Boston Tea Party took place in Boston, Massachusetts, in the northeastern USA in 1773. Americans, disguised as Mohawk Indians, threw 342 chests of tea belonging to the British East India Company into Boston Harbor. They were protesting about a tax on tea and their treatment by the British.

KEY

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

Venture into Grammar • *have/get something done*

Ex.6a, b KEY

Ex. 6a

a get b past participle

Ex. 6b

a 1 b 2 3

SB p.151 • Grammar Reference

Ex.7 KEY

1 had my fingerprints scanned
2 had his head shaved
3 had it broken into
4 had my visa cancelled
5 had their tent blown away
6 had my heart broken

Ex.8 KEY

1 did you get your ears pierced
2 got my hair cut
3 getting it dyed
4 get it fixed
5 have not got anything else stolen
6 get my nails painted

Reading and Use of English Part 4

Ex.9 KEY

1 got his nose broken
2 got / had my computer software installed
3 has not / hasn't been decided
4 yourself at home during
5 had her car fixed
6 was believed to be

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pages 72–73 • Writing

Getting started KEY

Students' own answers

Ex.1

Transcript 2.08

What's the right age to leave home?
These days, many people continue to live with their parents into their twenties, or even thirties. In my opinion, we should leave home early, but it is not an option for everyone.
Probably the main reason why people stay with their parents is because they cannot afford to leave. You need to have a job and be able to pay your rent and bills. In addition, you have to pay for your own food and clothes.
On the other hand, leaving home gives you greater freedom. For instance, you can watch whatever you like on TV or have parties whenever you want. You can also find flatmates who share your interests, so life can be fun.
Another consideration is that instead of having the housework, such as cooking and laundry, done by our parents, we suddenly have to do everything ourselves. This might not be fun, but we can learn a lot from it. As a result, we become more able to take care of ourselves.
All in all, I think it is good to move away from home when we are young because it teaches us to be independent. However, it is not always financially possible.

KEY

1 C **2** D **3** E **4** A **5** B

Text structure

Ex.2 KEY

a 4 **b** 5 **c** 3 **d** 2 **e** 1

Language focus: linkers of addition and contrast

Ex.3 KEY

Addition
In addition also Another consideration
Contrast
but On the other hand However

Ex.4 KEY

1 although
2 What's more
3 That said
4 In addition

Writing plan: an essay

Ex.5. KEY

Students' own answers

Ex.6 KEY

Students' own answers

Writing Part 1

Ex.7 KEY

Students' own answers

SB p.165 • Writing Bank

Self-assessment checklist • Key competences

Ex.8 KEY

Students' own answers

Find the links • Key competences

Ex.9 KEY

Students' own answers

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Revision 2

pages 74–75

Unit 4

Ex.1 KEY

1 been working
2 been
3 a
4 been growing
5 been enjoying
6 the
7 been looking
8 a
9 sent
10 the
11 –
12 an

Unit 5

Ex.2 KEY

1 am having
2 leaves
3 is going to take
4 will get
5 will have chosen
6 'll pick you up
7 will be flying
8 Will you wait
9 takes off
10 will have travelled

Unit 6

Ex.3 KEY

1 is being made by the President at the United Nations General Assembly
2 is spoken all over the world
3 had / got my visa renewed yesterday
4 is being repaired
5 had / got his scooter stolen last night
6 will be invited to the traditional dance festival

Units 4–6

Reading and Use of English Part 1

Ex.4 KEY

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

Reading and Use of English Part 2

Ex.5 KEY

1 than 2 been 3 the 4 used 5 have 6 a 7 for 8 a

Reading and Use of English Part 3

Ex.6 KEY

1 natural
2 adventurous
3 making
4 underrated
5 interested
6 going
7 unexplored
8 attraction

Reading and Use of English Part 4

Ex.7 KEY

1 I will have taken / I'll have taken
2 to get my tablet fixed
3 have been helped to study
4 as the match is / has finished
5 have not / haven't seen you since
6 had finished / had ended by

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7 Unit 7 Health and fitness

pages 76–85

Unit aims

Vocabulary
Sport
Easily confused words: sport
Phrasal verbs with *take*
Dependent prepositions (1)

Grammar
Verbs of advice and obligation
Verbs of permission and ability
could vs *was/were able to*
Countable and uncountable nouns
Quantifiers
a little/a few vs *little/few*

Reading and Use of English
Part 7 Multiple matching: *Practise scanning for specific information*
Part 2 Open cloze
Part 4 Key word transformation

Listening
Part 1 Multiple choice: *Practise underlining key words*

Speaking
Part 2 Individual long turn: *Comparing the pictures*

Writing
Study a model essay for Writing Part 1
Capitals and punctuation
Practise planning and writing an essay
Learn how to check work

pages 76–77 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Reading and Use of English Part 7

Ex.2 KEY

1 C 2 D 3 B 4 B 5 A 6 D 7 C 8 D 9 B 10 A

English in context

Ex.3 KEY

1 bounce
2 devotees
3 embraces
4 inflatable
5 leap
6 shuttlecock
7 sinks

Ex.4 KEY

1 bounce
2 embraces
3 inflatable
4 sinks
5 devotees
6 leap
7 shuttlecock

Share your views • Key competences

Ex.5 KEY

Students' own answers

pages 78–79 • Language Check

Venture into Grammar • Verbs of advice and obligation

Ex.1 KEY

a ought to should
b have to must need to
c don't have to
d mustn't

SB p.152 • Grammar Reference

Ex.2 KEY

1 have to
2 mustn't
3 don't have to should
4 shouldn't
5 don't need to must
6 don't have to
7 don't need to
8 ought to

Ex.3 KEY

Students' own answers

Venture into Grammar • Verbs of permission and ability

Ex.4

a can
b could
c be allowed to
d be able to

SB p.152 • Grammar Reference

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Ex.5 KEY

1 can / are allowed to hold
can't / aren't allowed to run
2 can / are able to play
3 was able to fix
4 Could you play
5 won't / will not be able to take
6 have you been able to drive
7 couldn't / wasn't allowed to go

Ex.6 KEY

1 He was able to pass his exam yesterday.
2 She was able to swim well in the competition.
3 If you work hard, you will be able to do it.
4 We weren't allowed to go to bed late.
5 I can't run faster than you.

Vocabulary • Sport

Ex.7

Transcript 2.09

Tennis

Tennis is played on a court. The players use a racket to hit the ball over the net. The umpire checks that the players follow the rules. The spectators can see who's winning by looking at the scoreboard.

Baseball

Baseball is played on a field with a diamond. The pitcher throws (or pitches) the ball and the batter hits it with a bat. The backstop, or catcher, stands behind the batter. He has to wear a special glove to help him catch the ball and a helmet for protection.

Football

A football match is played on a pitch. The goalkeeper (or goalie) protects the goal and tries to stop the other team scoring. The referee blows a whistle if a player does something wrong. The players wear football boots to stop them slipping.

Athletics

Most sports in athletics involve running, jumping or throwing. Running races, except for the marathon, are held inside the stadium, and each runner has a numbered lane marked out on the track. To go completely around, each athlete has to run 400 metres. Sports like throwing the javelin take place on a field in the central area.

KEY

1 court
2 racket
3 net
4 umpire
5 spectators
6 scoreboard
7 field
8 pitcher
9 bat
10 catcher
11 glove
12 helmet
13 pitch
14 goalkeeper
15 goal
16 referee
17 whistle
18 boots
19 stadium
20 lane
21 track
22 athlete
23 javelin
24 field

Ex.8 KEY

Students' own answers

Vocabulary • Easily confused words: sport

Ex.9 KEY

1 *losing* a match = not winning a match; *missing* a match = not being at/going to a match.
2 a *referee* = the official who controls the game; a *coach* = the person who trains the team or athlete
3 a *racket* = an oval frame with strings used to hit a ball in tennis and squash, and a shuttlecock in badminton; a *bat* = a piece of wood used to hit a ball in baseball and cricket
4 being *in top form* = being in excellent or the best condition; being *in shape* = being physically fit
5 *equipment* = the things that are needed to play a sport or do an activity; a *team* = the group of people who play a sport or game against another group of people
6 scoring a *goal* = kicking or hitting a ball into a goal (this is only used for sports like football, rugby and hockey, which have a goal); scoring a *point* = increasing the number of units that add to the overall score in a competition (this is a generic term used for most sports and games)
7 a *pitch* = an area of ground or field used for football, cricket and rugby; a *court* = the place where tennis, badminton and basketball are played
8 *winning* a match = being the most successful in a match, not losing (transitive or intransitive); *beating* someone in a match = defeating the other team/player (always transitive)

Dictation

Ex.10 & 11

Transcript and key 2.10 2.11

1 The last time I went to a stadium was…
2 If you want to stay in shape, you ought to…
3 To be good at athletics you must be able to…
4 Tennis players aren't allowed to…
5 When the referee blows the whistle at the end of a football match, players have to…

Ex.12 KEY

Students' own answers

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page 80 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

1 friends, sport, decide
2 tennis player, what, worried about
3 man, football, what is he
4 mother, friend, what, object to
5 advert, canoeing holiday, what, about holiday
6 woman, new sports stadium, how, feel
7 man, motorbikes, what, say
8 teacher, sport, what, describing

Listening Part 1

Ex.2

Transcript 2.12

1 You hear two friends talking about sport.

Female Do you fancy doing something after school? We're having a game of basketball in the park.
Male OK, but I have to warn you that I'm a hopeless player.
Female You can't be that bad! I heard you were quite good, actually.
Male Well, I might have been once. I did play for my local team a couple of years ago, but I haven't played for ages.
Female Well, don't worry. It's not a proper match. It's just a bit of fun with a few friends. Anyway, who knows? You might get back to your old form.
Male OK, why not?

2 You hear a professional tennis player talking on the radio.

All people ever ask me is whether I'll be ready to play at Wimbledon this year. It's the one championship event I don't want to miss. Any player would feel the same. I also feel that I'm ready for the challenge of Wimbledon – and I'm confident that I can match the level of the top players. But I might not have the chance. Whether I'll even get onto the courts or not really depends on my injured wrist. If I have to miss the event to get back to 100% form, then that's what I'll have to do. But it's such a tough decision to make.

3 You hear a man talking about football.

What I really enjoy is the incredible atmosphere during a match. You can feel it in the crowd as they watch the players on the pitch. It's hard not to get excited along with the fans when someone scores, but I have to be professional and just describe what's happening. I must say that I like to think I can be quite impressive on the pitch myself, if I have the chance of a game with my mates. But it's great to see someone with such professional skill that they can use it to entertain others.

4 You hear a mother talking to a friend.

Mother If you ask me, the whole thing's designed to get young people to spend their money – or even worse, their parents' money.
Male friend Well, every time my son disappears into a shop selling sports clothes with designer labels my heart sinks. Everything's so expensive and I can't see that the clothes and trainers are that much different from what you can buy without the label.
Mother You're right. Everything falls to pieces sooner or later anyway. Must be the way it's designed, I'm sure.
Male friend I blame advertising. If it wasn't for those advertisements, you wouldn't even know what you're supposed to be wearing.

5 You hear an advert for a canoeing holiday.

If you don't like lying on a beach doing nothing, then Swedish Canoeing holidays might be for you. You don't need to be an expert canoeist, although it might be easier if you've done a bit of canoeing before. With young people of a similar age, you can canoe round the numerous islands which surround Sweden. You can spend as long as you like exploring and camping. And they have such stunning scenery and wildlife. So if you're the outdoor type and fancy something out of the ordinary, ring for a brochure now.

6 You hear a woman talking about a new sports stadium.

This was quite a nice area until they built this huge stadium. We never had to worry about parking. Now every weekend, and even during the week too, there's nowhere to park and it can get very noisy – especially if there's a late-night event. I know these places are necessary, and they do have all kinds of different events there – not just sport. But the benefits for the local people aren't great. It's so difficult to get tickets for anything – and they're expensive. They ought to give local people priority, but no. So we have all the inconvenience and no advantages.

7 You hear a man talking about motorbikes.

I'd always wanted a motorbike, so when my parents bought a large farm, we bought one. I thought it might be great for travelling round and fun to ride. But I didn't realise the ground was quite so hilly in places. And I didn't feel very confident about using it on steep slopes. They say the bikes are safe, but they shouldn't make statements like that. Motorbikes are different from cars – they respond quickly. Anyway, one day I was riding up a difficult hill when it suddenly tipped over. Luckily, I wasn't badly hurt, but I might easily have been killed. I sold the bike quite soon after that and I've never been on one since!

8 You hear a teacher talking about sport.

I'm a great believer that all young people should do sports. It's great physical exercise but that's not the only point, in my opinion. A lot of people object to sport because they think it's too competitive. But that's not necessarily a bad thing. It just has to be managed properly. I think it's one of the few things that helps young people to work together and rely on each other rather than just on themselves. This can be such a useful thing in adult life, and often the people who aren't successful in life are those who didn't enjoy sports when they were younger.

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

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Ex.3

Transcript and key 2.12 See transcript for Ex.2

Share your views • Key competences

Ex.4 KEY
Students' own answers

page 81 • Speaking

Getting started KEY
Students' own answers

Ex.1 KEY
photo 1: junk food fun unhealthy hanging out
photo 2: outdoors home-made fun traditional nutritious

Ex.2

Transcript 2.13
Both photos show people together eating food. In this one, we have a group of friends and they're looking happy because they're all hanging out together, maybe after school or something. However, in the other picture, there's a family sitting around a table, and they are about to have a big meal. They also look like they're happy too.
One difference is that in the first picture, they're eating junk food, like burgers and chips, whereas in the other one they're having traditional, home-cooked food. It must be a lot healthier than fast food. They're probably feeling happy about spending time with other family members, and of course they get to enjoy a home-made meal.
In contrast, the group of friends are away from family so they can relax and have fun with other people their age, you know, people that they have something in common with. Maybe they can talk about their day at school or problems they're having, for instance. I bet they enjoy the fast food too even though it's unhealthy. It's nice to eat that kind of thing sometimes.

KEY
hanging out (photo 1)
junk food (photo 1)
traditional (photo 2)
home-made (photo 2)
fun (photo 1)
unhealthy (photo 1)

Ex.3

Transcript and key 2.14
1 **Both photos show** people together eating food.
2 **In the other picture**, there's a family sitting around a table.
3 **One difference is** that in the first picture, they're eating junk food, **whereas** in the other one they're having traditional, home-cooked food.
4 **In contrast**, the group of friends are away from family.

Speaking Part 2

Ex.4a, b KEY

Ex.4a
Students' own answers

Ex.4b
Students' own answers

SB p.172 • Speaking Bank

pages 82–83 • Use of English

Word power • Phrasal verbs with *take*

Ex.1 KEY
1 e 2 a 3 b 4 d 5 g 6 c 7 f

Ex.2 KEY
1 to
2 on
3 out
4 after
5 up

Word power • Dependent prepositions (1)

Ex.3 KEY
1 at
2 on
3 with
4 in
5 at
6 for
7 to
8 about

Ex.4 KEY
1 At with to for
2 on for
3 at to
4 to in

Reading and Use of English Part 2

Ex.5 KEY
1 of
2 on
3 for
4 had
5 to
6 were
7 about
8 end

THE INDUSTRIAL REVOLUTION
The Industrial Revolution began in Great Britain around 1760 and lasted until the 19th century. Many countries moved away from agriculture to industry and there were great advances in technology, transport, communication and banking. While this brought a better standard of living for some people, others had to leave the country to look for work in cities which could not support them, and suffered from extreme poverty.

Venture into Grammar • Countable and uncountable nouns

Ex.6a, b KEY

Ex.6a
1 uncountable
2 countable
3 uncountable countable

Ex.6b
1 have
2 can
3 don't have
4 can't

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SB p.152–153 • Grammar Reference

Ex.7 KEY

1 Could you give me **some** advice?
2 The furniture in the rooms **is** really old.
3 We had to wait a long time for our **baggage**.
4 Their science labs have up-to-date **equipment**.
5 People **are** often angry about vandalism.
6 I didn't get the job in the restaurant because I didn't have any **experience**.

Venture into Grammar • Quantifiers

Ex.8a, b KEY

Ex.8a

a a lot of
b much a little
c a few many

Ex.8b

1 negative
2 affirmative

SB p.153 • Grammar Reference

Ex.9 KEY

1 many
2 a few
3 a little
4 a lot of
5 much many

SB p.153 • Grammar Reference

Ex.10 KEY

1 a job little
2 homework little
3 many doesn't grow
4 a few a piece of

Reading and Use of English Part 4

Ex.11 KEY

1 take to him at
2 are not / aren't allowed to
3 did not / didn't have to
4 am able / 'm able to relax
5 a little vanilla to
6 could not / couldn't find much

pages 84–85 • Writing

Getting started KEY

Students' own answers

Ex.1

Transcript 2.15

Should sport be an everyday activity at school?
Sport is compulsory in schools nowadays, but it is not usually something students have to take part in every day. In my opinion, students should be able to exercise daily. In this essay, I will outline my reasons for this point of view.
To begin with, sport at school can encourage even the laziest student to keep fit and healthy. Other things, like a good diet and sleeping well, are important too, but regular exercise is essential.
Perhaps the best argument for students doing sport every day is that it can encourage them to work as a team. Students who learn teamwork gain valuable skills for life after school, which is very important.
In addition to this, students who are good at sport are often popular with their fellow students and make friends easily. This makes their time at school much more enjoyable.
In conclusion, although it might not be necessary to have organised sports classes every day, we need opportunities to play sports at break or after school. Physical education is important, not only for staying fit and healthy, but also for our general happiness.

KEY

1 whether sport should be an everyday activity at school
2 There should be opportunities to play sports at school every day.
3 Students' own answers

Text structure

Ex.2 KEY

1 5
2 2 3 4
3 1

Ex.3 KEY

1 everyday
2 students should be able to exercise daily
3 fit healthy
4 team
5 popular

Language focus: capitals and punctuation

Ex.4 KEY

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

Ex.5 KEY

Sport is good for people in three ways: health, happiness and being successful in life. Firstly, doing sports keeps you physically fit. Secondly, it provides important social interaction and this keeps us happy. Finally, sport teaches us how to be successful. As football coach Vince Lombardi once said, 'Winners never quit and quitters never win.'

Writing plan: an essay

Ex.6 KEY

Students' own answers

Ex.7 KEY

Students' own answers

Writing Part 1

Ex.8 KEY

Students' own answers

SB p.165 • Writing Bank

Self-assessment checklist • Key competences

Ex.9 KEY

Students' own answers

Find the links • Key competences

Ex.10 KEY

Students' own answers

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8 Unit 8 Risk and danger

pages 86–95

Unit aims

Vocabulary
The weather
Talking about natural disasters
Talking about risk and danger
Phrasal verbs with *out*
Dependent prepositions (2)

Grammar
Reported statements
Reported questions
Reported speech: other changes
Reporting verbs

Reading and Use of English
Part 6 Gapped text: *Practise predicting content from title; practise skimming for general ideas*
Part 1 Multiple-choice cloze
Part 4 Key word transformation

Listening
Part 2 Sentence completion: *Practise predicting the type of information required*

Speaking
Part 3 Collaborative task: *Managing the discussion*
Part 4 Follow-up discussion

Writing
Study a model story for Writing Part 2
Using adverbs
Practise planning and writing a story
Learn how to check work

pages 86–87 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Ex.2 KEY

c

Reading and Use of English Part 6

Ex.3 KEY

1 D 2 A 3 F 4 B 5 G 6 E

English in context

Ex.4 KEY

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

Ex.5 KEY

1 seek out
2 ringside
3 concealed
4 swallowed up
5 spinning
6 rushes
7 gather
8 ripped

Share your views • Key competences

Ex.6 KEY

Students' own answers

pages 88–89 • Language Check

Venture into Grammar • Reported statements

Ex.1a, b, c KEY

Ex.1a

1 Emma said they'd begun to chase storms as university students.
2 She told me ... they had been travelling vast distances around the USA.
3 He said that others might just love the excitement of being in a dangerous situation.
4 He said that he loved the thrill of the chase.
5 I told them to be careful and to stay alive.

Ex.1b

a Past simple
b Past perfect
c Past perfect continuous
d might
e Imperative

Ex.1c

1 tell
2 can

SB p.154 • Grammar Reference

Ex.2 KEY

1 They said (that) a tornado had been spotted in Kansas.
2 She told me (that) it looked amazing.
3 He said (that) he had been walking through a forest.
4 He told her (that) he might see her at the festival.
5 She said (that) she was really enjoying the film.
6 They told me (that) they had been working on a science project.
7 Mum said (that) Steve would drop us / me off at school.

Venture into Grammar • Reported questions

Ex.3 KEY

a wh- b Yes-No c affirmative

SB p.154 • Grammar Reference

Ex.4 KEY

1 how much would cost
2 what had been doing
3 if / whether was coming
4 if / whether had erupted
5 if / whether knew

SB p.154 • Grammar Reference

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Ex.5 KEY

1 My parents asked if / whether I wanted to go to the USA the following year.
2 James told me (that) they had been building an earthquake research centre there that year.
3 The forecaster said (that) it would rain the next day.
4 Harry asked if / whether I had seen the hurricane warning on the news the night before.
5 Sadie said (that) she had been telling me about that van earlier that day.
6 Becca said (that) that morning she was working on her essay.
7 My boss asked if / whether Sue had talked to Josh about that problem the day before.

Vocabulary • The weather

Ex.6 KEY

Light	Medium	Extreme
breeze	wind	gale
moist	wet	drenched
warm	hot	boiling
cool	cold	freezing
drizzle	rain	pour

Ex.7 KEY

1 drenched
2 gale
3 warm
4 cool
5 boiling
6 drizzling
7 breeze

Vocabulary • Talking about natural disasters

Ex.8 KEY

Tornadoes Hurricanes Earthquakes

Ex.9 KEY

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

Vocabulary • Talking about risk and danger

Ex.10 KEY

1 life and limb
2 safe hands
3 at risk of
4 worth the risk
5 a close shave
6 out of harm's way
7 calculated risk

Dictation

Ex.11 & 12

Transcript and key 2.16 2.17

1 I was totally drenched on the way home last night.
2 Is there anything you'd risk life and limb over?
3 There's a pleasant breeze, but the wind speed is likely to increase later.
4 I won't cycle to school in this gale. It's not worth the risk.

Ex.13 KEY

1 She said (that) she had been totally drenched on the way home the night before.
2 She asked (me) if there was anything (that) I'd risk life and limb over.
3 She said (that) there was a pleasant breeze, but (that) the wind speed was likely to increase later.
4 She said (that) she wouldn't cycle to school in that gale and (that) it wasn't worth the risk.

page 90 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Ex.2 KEY

Students' own answers

Listening Part 2

Ex.3

Transcript 2.18

The Scott brothers – Walter, John-Clay and Ben – are part of a highly successful stunt family. And they owe their success, so they say, to the oldest brother in the family, Walter. Walter was the one who did it all first, after moving to California to become an actor around 1960.

In those days, they were making a lot of Westerns and Walter knew that he could act in these films because he was a real cowboy and had a lot of experience working with horses – he had been raised on a ranch. He started out working as an extra. His size was a big help – he's six foot three – because a lot of actors, like Clint Eastwood, were very tall, so he was often asked to be their 'double'. After three years, he had made some industry contacts, and it was because of them that his career really began to take off. He started being offered lots of work.

He went on to do a lot of TV work – not just westerns but all kinds of shows, including a police series that was popular at the time. You name it and he probably worked on it.

Walter's brothers, John-Clay and Ben, idolised him. They were sixteen and eighteen years younger than Walter and all they wanted was to be like him. One year, when he came home for Christmas, Walter gave Ben some of the stunt equipment from a recent action movie Walter had worked on. After that, John-Clay and Ben decided that they wanted to follow in their big brother's footsteps, and they both became pretty enthusiastic about being stuntmen.

They both wanted to go to Hollywood, but Walter knew that life was very difficult there. He told them not to go anywhere near the place, but they wouldn't take 'no' for an answer. Eventually, in 1978, he decided to let them come and try their luck. But he made them do all kinds of jobs that required hard labour, like roofing houses and building work, before he agreed to help them become stuntmen. He wanted them to have a little bit of a tough time like he'd had. The younger brothers worked as extras for five years before breaking into stunts. But it helped them learn what the business was all about.

Nowadays, Walter prefers western work, while Ben does a bit of everything. John-Clay jokes that he is known as 'the car guy' because he does so many car stunts. They do compete with each other for jobs, but if one gets a job and the other doesn't, that's fine by them. They're just happy to think that the job is still in the family.

Not all the brothers' challenges have been physical, however. In the eighties, when the younger men were hired to work on a TV programme together, their parts turned out to be French-Canadian brother assassins. When they showed up, they were told, 'You've got a

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little dialogue,' and they were handed a tape of French-Canadian language. They had to study the tape that night to do the dialogue. Then John-Clay had to jump from roof to roof on ten-storey buildings.'
Although Walter didn't want any of his own children going into the stunt business, he ended up helping two of his daughters and his son Wes to get started. But Walter always reminds his children it's a tough business. He always tells them to get behind the camera – become a director or an assistant director or something – because there's no future in being a stuntman. He keeps telling them to find another way to make a living.

KEY

1 the oldest
2 horses
3 double
4 contacts
5 police series
6 enthusiastic
7 1978
8 'the car guy'
9 physical
10 the camera

Ex.4

Transcript and key 2.18 See transcript for Ex.3

Share your views • Key competences

Ex.5 KEY

Students' own answers

page 91 • Speaking

Getting started KEY

Students' own answers

Ex.1 KEY

germs = washing hands
hackers = passwords
car accident = seat belts
burning = suncream
street crime/robbery = CCTV cameras

Ex.2

Transcript 2.19

Female student So, what would you like to talk about first?
Male student Let's start with suncream, shall we?
Female student Well, I think it protects people from burning their skin if they're spending time outside somewhere, you know, like the beach.
Male student Yeah, and that's especially important for children, or if you have delicate skin, right?
Female student True. OK so why don't we talk about seat belts next?
Male student OK.
Female student …because they're quite important.
Male student Yes, very important if you're in a car accident, because they might stop you getting badly injured.
Female student Or even save your life.
Male student Yeah.
Female student And what about washing hands? I guess this keeps you safe if you're about to eat something and you need clean hands to protect you from germs.
Male student Yes, they can make you very sick if you're not careful. Anyway, maybe we should move on and talk about passwords. What do you think?
Female student Well, I guess that helps keep your privacy safe from hackers. I think that's really important because so much personal information is online and they can steal everything, like, your money and identity.
Male student Yes, it's really important to keep that information safe, but now a password isn't enough, is it?
Female student No, it isn't. Well, we're running out of time so do you want to talk about CCTV cameras next?
Male student OK. They're quite important, but also they…

KEY

1 suncream seat belts washing hands passwords CCTV cameras (at the very end)

Ex.3

Transcript and key 2.20

1 **What would you like** to talk about first?
2 **Let's start with** suncream, shall we?
3 OK so **why don't we** talk about seat belts next?
4 And **what about** washing hands?
5 Anyway, maybe **we should move on and** talk about passwords.
6 Well, we're running out of time so **do you want** to talk about CCTV cameras next?

Speaking Part 3

Ex.4 KEY

Students' own answers

SB p.172 • Speaking Bank

Speaking Part 4

Ex.5 KEY

Students' own answers

SB p.172 • Speaking Bank

pages 92–93 • Use of English

Word power • Phrasal verbs with *out*

Ex.1 KEY

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

Ex.2 KEY

1 put out
2 turned out
3 found out
4 ran out of
5 set out
6 watch out

Word power • Dependent prepositions (2)

Ex.3 KEY

1 for 2 of 3 to 4 from 5 for 6 of 7 on 8 from 9 to

Reading and Use of English Part 1

Ex.4 KEY

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

MOBY-DICK AND HERMAN MELVILLE

Moby-Dick or *The Whale* is a novel by American writer Herman Melville, published in 1851. It tells the story of Captain Ahab, captain of the whaling ship the *Pequod*. Ahab is obsessed with taking revenge on Moby Dick, the white whale which destroyed his previous ship and bit off his leg at the knee. Although the novel was a failure during Melville's lifetime, it is now regarded as one of the greatest novels in the English language.

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Venture into Grammar • Reporting verbs

Ex.5 KEY

a predict
b advise / beg
c threaten / promise
d insist on

SB p.155 • Grammar Reference

Ex.6 KEY

1 She warned me not to swim there.
2 He offered to carry my bag for me.
3 She announced that she was leaving him.
4 She invited me to go rock climbing.
5 He refused to eat it.
6 He advised me to leave it alone.
7 They boasted about getting a new car.
8 She promised to do it.
9 He predicted that it was going to rain.
10 He denied being late.

Ex.7 KEY

1 convinced her to go
2 apologised for breaking
3 admitted stealing
4 threatened to take away
5 complaining about getting up

Reading and Use of English Part 4

Ex.8 KEY

1 looking forward to
2 invited me to watch
3 warned me not to forget
4 turned out to
5 announced that she had been / she'd been
6 asked me if I liked

pages 94–95 • Writing

Getting started KEY

Students' own answers

Ex.1

Transcript 2.21

Up to my neck in it!
The situation was critical. I was lying in a small cave at the foot of some high cliffs, and from the pain in my legs I knew that they were both badly hurt. In the darkness, the waves were crashing noisily against the rocks, and I suddenly realised the tide was coming in fast. The water was rising rapidly, and I had nowhere to go, no way to escape.
I didn't blame my sailing partner Andrew. Earlier that evening, our boat had been smashed violently against the rocks in the storm. Despite my injuries, Andrew had pulled me to the shelter of the cave. After that he had climbed across the rocks to try to get help.
The water was now up to my neck and still rising. I shut my eyes and waited silently for the end.
'David!' cried a voice. 'Are you there?'
'Down here,' I called out weakly.
Luckily, Andrew had found help and I was rushed to hospital.
Six months later, the phone rang and it was Andrew.
'Hi, David,' he said excitedly. 'Do you feel like a bit of sailing?'

KEY

1 His sailing boat had hit some rocks in a storm.
2 He put David in a cave then went to find help.

Text structure

Ex.2 KEY

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

Ex.3 KEY

a 1 b 4 c 3 d 2

Language focus: using adverbs

Ex.4 KEY

1 noisily
2 suddenly
3 fast
4 rapidly
5 violently
6 silently
7 weakly
8 excitedly

Ex.5 KEY

1 desperately
2 Unfortunately
3 angrily
4 peacefully
5 gradually
6 Tragically
7 Luckily
8 Suddenly
9 loudly

Writing plan: a story

Ex.6 KEY

Students' own answers

Ex.7 KEY

Students' own answers

Writing Part 2

Ex.8 KEY

Students' own answers

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Self-assessment checklist • Key competences

Ex.9 KEY

Students' own answers

Find the links • Key competences

Ex.10 KEY

Students' own answers

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9 Unit 9 Music

pages 96–105

Unit aims

Vocabulary
Talking about music
Easily confused words: music
Prefixes for verbs
Suffixes to form adjectives (2)

Grammar
Defining relative clauses
Defining relative clauses vs non-defining relative clauses
Non-defining relative clauses
let, make, have, get

Reading and Use of English
Part 5 Multiple choice: *Practise skimming for general ideas*
Part 3 Word formation
Part 4 Key word transformation

Listening
Part 2 Sentence completion: *Practise identifying and predicting the type of information required*

Speaking
Part 2 Individual long turn: *Speculating*

Writing
Study a model essay for Writing Part 1
Linkers of reason and purpose
Practise planning and writing an essay
Learn how to check work

pages 96–97 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

1 Glastonbury: both famous and lesser-known bands, and individuals, perform.
2 Fuji Festival: it takes place on a beautiful mountainside in Japan and features music, comedy, contests and sumo wrestling.
3 Ice Music Festival: it's held in a beautiful mountain setting and all the instruments are made out of ice. There's a magical midnight outdoor concert.

Reading and Use of English Part 5

Ex.2 KEY

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

English in context

Ex.3 KEY

1 occurred 2 idyllic 3 bring in 4 reputed 5 pack

Ex.4 KEY

Students' own answers

Share your views • Key competences

Ex.5 KEY

Students' own answers

pages 98–99 • Language Check

Venture into Grammar • Defining relative clauses

Ex.1a, b KEY

Ex.1a

1 who 2 where 3 that 4 whose
b whose c where d who that

Ex.1b

object

SB p.156 • Grammar Reference

Ex.2 KEY

1 whose 2 who 3 where 4 which

Ex.3 KEY

1 I can't remember the name of the pop star whose uncle lives on my street.
2 I recognise the hotel where we stayed last year.
3 I bought the album my best friend had recommended.
4 Her guitar teacher used to be in a band which / that was really popular in the 1980s.
5 Did you meet the girl last night who / that is mad about reggae music?
6 He went to a concert on Sunday that / which was great.
7 Rob is a guy I play the guitar with in a band.
8 Glastonbury is the music festival Gloria went to.

Venture into Grammar • Defining relative clauses vs non-defining relative clauses

Ex.4 KEY

a Defining b Non-defining c non-defining

SB p.156 • Grammar Reference

Ex.5 KEY

1 , which I only bought last week,
2 , whose latest album is number 1 in the charts,
3 , who wrote *La Traviata*,
4 , where the Beatles are from,

Ex.6 KEY

1 whose music combines
2 who is known
3 who / that played
4 which they released
5 which topped
6 which / that lasted
7 which was viewed
8 who has / have won / which has won

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Vocabulary • Talking about music

Ex.7

Transcript 2.22

1 Everyone thought that the concert venue would be too small so the organisers decided to change it.
2 Tickets went on sale that morning, but they were already sold out by lunchtime.
3 Although a lot of the performers at the festival were pretty well known, I actually thought some of the lesser-known acts were better.
4 Pete Fox's new album is his first since he left the band to start his career as a solo artist.
5 The crowd applauded the support group rather weakly, but when The Deckers came on stage the cheering was phenomenal.
6 The conductor was brilliant and you could tell that the orchestra knew exactly how she wanted them to interpret the music.
7 It was a poor live performance and made me wonder how much of their music is edited in the recording studio.

KEY

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

Ex.8 KEY

Students' own answers

Vocabulary • Easily confused words: music

Ex.9 KEY

1 a scene b setting
2 a copyrighted b pirated
3 a style of b taste in
4 a collection b files
5 a downloaded b uploaded
6 a music b songs
7 a venue b local
8 a lyrics b vocals

Dictation

Ex.10 & 11

Transcript and key 2.23 2.24

1 Is there a particular style of music that you hate?
2 Do you have any friends whose taste in music is very different from yours?
3 Do you prefer songs that have good lyrics or a catchy melody?
4 Have you ever been to a live performance which was sold out?
5 Are there any festivals near you where you can see lesser-known bands?

Ex.12 KEY

Students' own answers

page 100 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Listening Part 2

Ex.2

Transcript 2.25

Have you ever had a song get stuck in your head? Maybe you hear part of a song in the morning on the radio and your mind is still playing it in the evening? It might not even be a song you particularly like, but it's very hard to get rid of it. These songs, commonly known as 'ear worms' appear in our heads without our trying to learn them. Wouldn't it be amazing if everything was that easy to learn? Well, it isn't, but there's a growing body of evidence showing that music has a tremendous positive effect on our brains. Music stimulates most parts of the brain, improving intelligence and memory and slowing the effects of brain disease.

Take languages, for instance. Studies have shown that music turns on the language-related networks in our brains. In a country like Finland, the average person ends up speaking between three and five different languages fluently. Some claim that the secret to their language learning success is in their music education. They traditionally teach basic music skills to children long before they go to school, and even when they're still babies. Formal language lessons don't begin until kids are nine years old, but you would have a hard time finding a Finnish adult who isn't multilingual.

For students, the effect of music on learning can dramatically affect how well we remember new facts and information, and enhance our learning. Certain kinds of music, for instance, can help us improve our concentration when tackling problems. It also encourages the mind to evoke emotions and produce visual images, both of which reinforce memory and learning. It's been found that students of all ages generally find that music helps them to focus more clearly on learning tasks.

But different types of music have different effects, so what you should listen to depends very much on what you want to do. For instance, listening to lively pop music with lyrics encourages positive thinking and helps your motivation, and raises your energy levels towards the end of the day when you're feeling more tired.

But if you're tackling technical problems that need a very deep level of concentration, such as writing an essay, then instrumental music is far more effective, particularly classical music. This helps to calm you down and put you in a more reflective mood. Mozart, I find, works particularly well.

If you need to learn something more physical, perhaps a skill in an art class, or for playing a sport, then listening to the same music every time you have to do that task is very effective. The rhythm or beat of a tune, particularly something loud and upbeat, makes you want to move. These movements quickly become associated with the music, and complicated physical tasks become automatic.

While the research isn't conclusive, listening to music during the day appears to help maintain a positive attitude. This is what we call 'mood management'. We've all experienced how music can change or enhance certain emotions, and research is being done into how music helps in getting over negative feelings such as depression or anxiety. Surprisingly, even sad music can make us feel happier. We seem to identify with the sad feeling, but if

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we're feeling sad ourselves, it helps us process and resolve this and puts us in a better mood.
Music can be used in different ways – not only for pleasure, but also to improve your mind. So turn it up!

KEY

1 ear worms
2 brain disease
3 language-related
4 music skills
5 learning
6 pop music
7 technical
8 physical
9 mood management
10 happier

Ex.3

Transcript and key 2.25 See transcript for Ex.2

Share your views • Key competences

Ex.4 KEY

Students' own answers

page 101 • Speaking

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Ex.2

Transcript 2.26

In the first picture, there's a DJ in the foreground and a huge crowd who are dancing. It looks to me like they're having a great time. The other picture shows a small, indoor venue, and the audience is sitting down, while in the first picture everyone's standing and dancing.
I'd imagine that the people are enjoying the whole atmosphere at the festival in the first photo. Maybe they enjoy the music, but it seems that lots of things make it fun, you know, the dancing, the crowd, the lights – all these things. Personally, I'd love it, but I suppose it's not everyone's taste in music.
The people in the second picture appear to be more interested in the music, and they probably feel more relaxed, because the place is small and comfortable. Also, it might be nicer because you have live musicians performing in front of you. So, actually, I think there's a lot that people can enjoy in both situations.

KEY

1 photo 1 2 photo 1 3 photo 2 4 photo 2

Ex.3

Transcript and key 2.27

1 **It looks to me like** they're having a great time.
2 **I'd imagine that** the people are enjoying the whole atmosphere.
3 **Maybe** they enjoy the music.
4 **It seems that** lots of things make it fun.
5 The people in the second picture **appear to be** more interested in the music.
6 They **probably** feel more relaxed.
7 **It might be** nicer because you have live musicians.

Speaking Part 2

Ex.4a, b KEY

Ex.4a

Students' own answers

Ex.4b

Students' own answers

SB p.172 • Speaking Bank

pages 102–103 • Use of English

Word power • Prefixes for verbs

Ex.1 KEY

1 c 2 a 3 d 4 b

Ex.2 KEY

1 re-record
2 devalue
3 pre-book
4 misbehave
5 defrost
6 pre-order
7 misinformed
8 renamed

Word power • Suffixes to form adjectives (2)

Ex.3 KEY

-ent/-ant
dependent different triumphant pleasant
-ish
reddish sixish stylish
-ive
creative addictive disruptive productive
-ful/-less
powerful / powerless helpful / helpless painful / painless

Ex.4 KEY

1 painful
2 sixish
3 disruptive
4 helpless
5 addictive
6 reddish / stylish
7 creative
8 triumphant

Reading and Use of English Part 3

Ex.5 KEY

1 attractive
2 unattended
3 different
4 traditional
5 performance
6 incredible
7 distinction
8 equally

Venture into Grammar • *let, make, have, get*

Ex.6a, b KEY

Ex.6a

a let b make c have d get

Ex.6b

a make let
b get

SB p.157 • Grammar Reference

Ex.7 KEY

1 had 2 got 3 let me 4 let 5 made 6 have
7 get people to 8 made me

Ex.8 KEY

Students' own answers

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Reading and Use of English Part 4

Ex.9 KEY

1 which usually take place
2 do not / don't let me use / will not / won't let me use
3 make me do anything
4 who was the lead
5 got me to help
6 has been (very) successful

pages 104–105 • Writing

Getting started KEY

Students' own answers

Ex.1

Transcript 2.28

Should teenagers be allowed to listen to any type of music they want?
These days, music can contain negative themes, and some people believe that this has a bad influence on teenagers. In my opinion, we should be allowed to listen to the music we want to, for the reasons below.
Some music, like rap and heavy metal, appeals to teenagers since it is associated with a cool and dangerous lifestyle. However, very few people actually misbehave because of this.
In addition, a lot of music deals with difficult social issues that teens may experience. Often we listen to a type of music in order to cope with and understand better how to deal with these problems.
Finally, music is a way for us to express our individuality. Adults need to let us make our own decisions. Making mistakes is a normal part of life. If we have opportunities to learn from our mistakes, then we can make better decisions in the future.
In conclusion, it is possible that music occasionally causes people to act inappropriately. However, I believe that teenagers should be able to choose what they listen to, so that they grow into responsible adults.

KEY

Very few people misbehave as a result of listening to music like rap and heavy metal; a lot of music deals with difficult social issues that teens experience; music is a way to express individuality; and making mistakes helps us to learn, and so make better decisions.

Text structure

Ex.2 KEY

1 bad influence
2 misbehave
3 cope understand
4 from our mistakes
5 responsible adults

Language focus: linkers of reason and purpose

Ex.3 KEY

Reason
1 since
2 because of
Purpose
3 in order
4 so that
5 for

Ex.4 KEY

Students' own answers

Writing plan: an essay

Ex.5 KEY

Students' own answers

Ex.6 KEY

Students' own answers

Writing Part 1

Ex.7 KEY

Students' own answers

SB p.165 • Writing Bank

Self-assessment checklist • Key competences

Ex.8 KEY

Students' own answers

Find the links • Key competences

Ex.9 KEY

Students' own answers

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Revision 3

pages 106–107

Unit 7

Ex.1 KEY

1 don't have to can
2 should
3 mustn't have to
4 don't have to
5 won't be able to
6 ought to have to

Unit 8

Ex.2 KEY

1 to wear my helmet when I was cycling
2 not to walk along the cliff path if it was windy
3 had not / hadn't had time yet
4 how many tornadoes they had followed
5 if / whether he could hand in his homework the following week
6 would be back on Friday
7 might take a jacket because it had been freezing that morning
8 how hurricanes formed

Unit 9

Ex.3 KEY

1 where music and singing are
2 which began
3 which usually take
4 whose musical careers began
5 which / that serve
6 who / that enjoys

Units 7–9

Reading and Use of English Part 1

Ex.4 KEY

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

Reading and Use of English Part 2

Ex.5 KEY

1 with
2 on
3 where
4 have
5 which
6 Since
7 than
8 a

Reading and Use of English Part 3

Ex.6 KEY

1 national
2 attractive
3 disruptive
4 addition
5 relatively
6 rebuild
7 helpful
8 irrelevant

Reading and Use of English Part 4

Ex.7 KEY

1 for making him miss
2 who used to live
3 told us not to walk
4 have a doctor check
5 were not / weren't many students who
6 advised me not to phone

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10 Unit 10 Give and take

pages 108–117

Unit aims

Vocabulary
Money and economics
Talking about behaviour
would rather and *had better*
Phrasal verbs with *give*

Grammar
Zero and 1st conditional
when, as soon as, unless
1st and 2nd conditional
too and *enough*

Reading and Use of English
Part 6 Gapped text: *Practise predicting content from title; practise skimming for general ideas*
Part 2 Open cloze
Part 4 Key word transformation

Listening
Part 3 Multiple matching: *Practise matching opinions with speaker*

Speaking
Part 3 Collaborative task: *Making sure you've understood*
Part 4 Follow-up discussion

Writing
Study a model report for Writing Part 2
suggest/recommend
Practise planning and writing a report
Learn how to check work

pages 108–109 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Ex.2 KEY

b

Reading and Use of English Part 6

Ex.3 KEY

1 D 2 A 3 E 4 F 5 C 6 G

English in context

Ex.4 KEY

1 catching on
2 on the spot
3 tackle
4 get across
5 underlying
6 outcomes

Ex.5 KEY

1 catching on
2 outcomes
3 tackle
4 on the spot
5 underlying
6 get / across

Share your views • Key competences

Ex.6 KEY

Students' own answers

pages 110–111 • Language Check

Venture into Grammar • Zero and 1st conditional

Ex.1a, b KEY

Ex.1a

1 b
2 a

Ex.1b

Present simple Present simple
Present simple will

p SB p.158 • Grammar Reference

Ex.2 KEY

1 dream
2 will become
3 will give
4 will not / won't speak
5 Let
6 want

Ex.3 KEY

1 will lend have
2 goes will make
3 have do not /don't pay
4 Will you call ends
5 start will you borrow
6 becomes freeze

Venture into Grammar • 1st and 2nd conditional

Ex.4a, b KEY

Ex.4a

1 b
2 a

Ex.4b

Past simple would

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Ex.5 KEY
1 wouldn't do were
2 don't save won't be
3 were would end
4 have will go
5 would you live won

Ex.6 KEY
1 were would ask
2 do not take will not be
3 would you spend became
4 does not do will be
5 would help could
6 found would you keep
7 Will you get miss

Ex.7 KEY
Students' own answers

Vocabulary • Money and economics

Ex.8 KEY
1 a aid
b tax
2 a donation
b donor
3 a poverty
b income
4 a wealth
b generosity
5 a volunteer
b employee
6 a debt
b gift

Ex.9

Transcript 2.29
Ben Mum, can I borrow some money from you?
Mum Again? What for?
Ben I want to buy a present for Emma, but I can't afford it.
Mum What about the money you earned from your holiday job?
Ben I lent some to Mick and I spent the rest of it.
Mum Well, you should have saved some.
Ben I know.
Mum You waste so much money on games and going out.
Ben Aw, come on, Mum. Lend me a bit, please.
Mum OK, just as long as you pay it back this time.

KEY
1 borrow
2 afford
3 earned
4 lent
5 saved
6 waste
7 pay

Vocabulary • Talking about behaviour

Ex.10 KEY
Positive
appreciate be tolerant of praise
show (someone) respect
Negative
take for granted drive (someone) mad ignore
just plain rude treat (someone) badly

Ex.11 KEY
1 ignore
2 appreciate
3 praise
4 just plain rude
5 be tolerant of
6 show respect
7 treated her badly
8 take for granted
9 drives me mad

Dictation

Ex.12 & 13

Transcript and key 2.30 2.31
1 What would you do if you lent money to your best friend and he or she didn't pay you back?
2 If you get some extra cash from your parents, do you tend to save it or waste it?
3 If you won the lottery, how would you spend the money?
4 If you were the prime minister, what would you do to end poverty?
5 If you could make a large donation to one charity, which would it be?

Ex.14 KEY
Students' own answers

page 112 • Listening

Getting started KEY
Students' own answers

Ex.1 KEY
1 e 2 a 3 b 4 c 5 f 6 d

Ex.2 KEY
A working, project, team
B Approach everything, enthusiasm
C Don't waste money, things, don't need
D effort, value most
E Choose, career, enjoy
F Tell people, good, what, do
G Show people, have, respect
H Free up, time, helpful, other people

Listening Part 3

Ex.3

Transcript 2.32
Speaker 1

I think that one of the reasons why the world isn't a very happy place is that people don't give each other enough praise these days. So my suggestion is that what everybody should try to do is give praise where praise

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is due – particularly if you are working as a member of a team. First of all, it makes everyone feel appreciated, especially the person who receives the praise. But perhaps more important still, it motivates people to do their best so they end up producing better work. And this makes the workplace a much more pleasant place to be. So you can't really do better than that, can you?

Speaker 2

My suggestion comes from a pet hate of mine. What I can't stand is people who ignore others, or are just plain rude to them. You know, the kind of person who treats people who work in a restaurant really badly, ordering them around and never saying a kind word to them. In other words, the kind who makes people feel like robots rather than human beings. I think that if we all tried to treat the people we meet in our lives in the same way that we would like them to treat us – no matter where we meet them or who they are – then the world would be a much better place to live in.

Speaker 3

We live in a society which throws everything away. We throw away our rubbish and never give a second thought about what happens to it afterwards. But we throw away other important things, too. Things like our childhood memories, our friendships, even our close relationships with our friends or classmates and families. So my answer to how we can make the world a better place is quite simple. Don't give up too easily. Nothing's perfect and nobody's perfect. So we shouldn't just walk away when things go wrong. If we try to be more tolerant, we could get even more out of our relationships and not find ourselves so lonely and miserable.

Speaker 4

My solution is to do something different but not necessarily on your own. There are so many things that you can do with other people that can benefit both the world and you as a person. For example, a few friends and I volunteered to plant some flowers on an untidy piece of land outside the town we live in. We got together one weekend and tidied up the place – it was a real mess, I can tell you! We bought some packets of flower seeds and some cheap flowers from the market, planted them all and waited. The place looks lovely now. But it was the joint effort that made us all feel even better.

Speaker 5

In my opinion, people should help each other more. First of all, it makes you feel better, and secondly, it makes the person who's received the help happy as well. I don't think it really matters what you do – it might just be helping an elderly neighbour with some shopping, or even cooking them a meal. It might be doing some unpaid work for a local charity. The good thing about it is that it doesn't have to cost you a lot of money. It's more about giving your time. A little bit of your free time is worth more than anything money could buy if you really use it to help others.

KEY

1 F 2 G 3 D 4 A 5 H

Ex.4

Transcript and key 2.32 See transcript for Ex.3

Share your views • Key competences

Ex.5a, b KEY

Ex.5a

Students' own answers

Ex.5b

Students' own answers

page 113 • Speaking

Getting started KEY

Students' own answers

Ex.1

Transcript 2.33

Examiner Now, talk to each other about why it might be difficult for people to live without these things.
Female student OK, so what do you think?
Male student I think we could talk about the car first, don't you?
Female student I'm sorry, I didn't quite catch that.
Male student The car – don't you think that would be a good one to start with?
Female student Oh, yes, absolutely. I think it would be almost impossible for some people to live without a car – especially in a country like ours.
Male student I think it depends where you live. I mean, it's fine if you live in a big town or city where maybe you don't need one so much.
Female student Do you mean because there's good public transport?
Male student Well, yes. If you live in a remote place where there's no public transport, then a car would be an absolute necessity.
Female student I think that's true. OK, so what about money?
Male student That's kind of essential, I guess.
Female student Yeah, it's difficult to imagine how we could manage without it. Perhaps it's become more important than it used to be, you know, because people want more things than in the past, and advertising is everywhere, trying to sell us things.
Male student So what you're saying is that we don't need as much money as we think we do.
Female student Yes, that's what I meant. We could live happily if we had enough money to pay for basics like food and a place to live.
Male student Right. But life is very hard if you can't afford those basics.
Female student Yes.
Male student Hmm... so let's talk about...
Female student Um, could you say that again, please?
Male student The mobile phone. I can't imagine life without my mobile, can you? I don't know how people managed to make any arrangements before.
Female student Yes, especially if things went wrong and you needed to change your arrangements, how would you get in touch with people to tell them you'd be late, for example? …But I suppose you could live without holidays, don't you think?

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Male student Sorry, would you mind repeating that, please?
Female student I said I don't think holidays are that important.
Male student Oh, I'm not so sure. You need some time off occasionally. Like, if I had to work all the time without a break, I'd go crazy.
Female student Absolutely. You'd need some time to unwind at least. And how do you feel about the Internet?
Male student I think most people nowadays couldn't live without it. They have the Internet everywhere now. It's just part of modern life.
Female student Yes, it would be very difficult to live without it.

KEY
1 all of them
2 car – difficult to live without for people in a remote place with no public transport
money – difficult to live without for people who can't afford basics like food and a place to live
mobile phone – difficult to make or change arrangements
holidays – difficult to live without time off from work and to unwind
the Internet – difficult to live without because it's everywhere and part of modern life

Ex.2

Transcript and key 2.34
1 I'm sorry, I **didn't quite catch** that.
2 **Do you mean** because there's good public transport?
3 So **what you're saying is** that we don't need as much money as we think we do.
4 **Could you say** that again, please?
5 Sorry, **would you mind** repeating that, please?

Speaking Part 3

Ex.3 KEY
Students' own answers

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Speaking Part 4

Ex.4 KEY
Students' own answers

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pages 114–115 • Use of English

Word power • *would rather* and *had better*

Ex.1a KEY
1 b would
2 a had

Ex.2 KEY
1 would rather
2 had better
3 had better not
4 Would you rather
5 had better not
6 would rather not

Word power • Phrasal verbs with *give*

Ex.3 KEY
1 f 2 d 3 b 4 e 5 a 6 c

Ex.4 KEY
1 give back
2 give in
3 given up on
4 give out
5 giving away
6 gives off

Reading and Use of English Part 2

Ex.5 KEY
1 a
2 is
3 to
4 would
5 had
6 will
7 away
8 for

A CHRISTMAS CAROL AND CHARLES DICKENS

Charles Dickens (1812–1870) is regarded as the greatest novelist of his time. He published 15 novels and created some of the best-known characters in fiction. He came from a very poor background and his father went to prison for debt. Dickens first worked as a journalist and many of his novels are critical of society. *A Christmas Carol* (1843) was one of the most successful books of the time and is still popular today.

Venture into Grammar • *too* and *enough*

Ex.6a, b KEY

Ex.6a
a enough
b not enough
c too

Ex.6b
a too
b enough
c too
d enough

SB p.159 • Grammar Reference

Ex.7 KEY
1 too much
2 enough
3 too
4 enough
5 too many
6 too
7 enough
8 enough

Ex.8 KEY
Suggested answers
1 It's too noisy.
2 It isn't old enough.
3 There's too much traffic.
4 I didn't have / there wasn't enough time.
5 There aren't enough things to do at night.

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Ex.9 KEY
Students' own answers

Reading and Use of English Part 4

Ex.10 KEY
1 had more money we could
2 if I were / was able to
3 it was too small
4 not have / didn't have enough time
5 had better / 'd better not go
6 would rather / 'd rather stay home than

pages 116–117 • Writing

Getting started KEY
Students' own answers

Ex.1 KEY
1 Introduction
2 Bring-and-buy sale
3 School concert
4 Recommendation

Ex.2

Transcript and key 2.35
Fundraising events
Introduction
The aim of this report is to consider possible fundraising events at our school to help local charities. The report focuses on the pros and cons of two options and makes a final recommendation.
Bring-and-buy sale
One idea is that we could hold a bring-and-buy sale.
I suggest asking students to bring in any unwanted items for us to sell in the school hall. It might raise a reasonable sum, but there is no guarantee that everything would be sold.
School concert
Another possibility is putting on a school concert. There is a band and a choir at the school who have said they would be happy to volunteer their time to perform. We would sell the tickets and organise the publicity. The only disadvantage is that apart from the parents, other people might not want to come. However, this idea was by far the most popular idea among the students I spoke to.
Recommendation
After considering the options above, I would recommend that we organise a concert and make sure it is properly advertised. It would be fairly simple to arrange, and we would stand a good chance of raising the money we need.

Ex.3

KEY
1 a charity sale where people bring items to sell and buy items brought by other people.
2 benefit: It might raise a reasonable sum.
drawback: There is no guarantee that everything would be sold.
3 benefits: There is a band and a choir at the school who have said they would be happy to perform.
drawbacks: Apart from the parents, other people might not want to come.
4 Students' own answers

Text structure

Ex.4 KEY
a 1
b 4
c 2 3

Ex.5 KEY
1 The aim of this report is The report focuses on
2 One idea is that Another possibility is
3 After considering the options

Language focus: *suggest/recommend*

Ex.6 KEY
I suggest asking students to bring in any unwanted items for us to sell in the school hall.
I would recommend that we organise a concert and make sure it is properly advertised.

Ex.7 KEY
1 I suggest hiring the theatre for an evening.
2 He recommends that we choose the cheaper option.
3 We would suggest trying to find an alternative.
4 I would recommend that they use the cinema.
5 I suggest that we find out how much the school hall would cost.
6 They recommend organising a party.

Writing plan: a report

Ex.8 KEY
Students' own answers

Ex.9 KEY
Students' own answers

Writing Part 2

Ex.10 KEY
Students' own answers

SB p.171 • Writing Bank

Self-assessment checklist • Key competences

Ex.11 KEY
Students' own answers

Find the links • Key competences

Ex.12 KEY
Students' own answers

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11 Unit 11 Art and fashion

pages 118–127

Unit aims

Vocabulary
Fine art
Talking about art
Suffixes to form nouns (1)
Easily confused words: art and fashion

Grammar
3rd conditional
3rd conditional with *could* or *might*
Mixed conditionals
wish/if only

Reading and Use of English
Part 5 Multiple choice: *Practise skimming for general ideas; practise scanning for specific information*
Part 3 Word formation
Part 4 Key word transformation

Listening
Part 4 Multiple choice: *Practise listening for specific information*

Speaking
Part 3 Collaborative task: *Asking for and responding to opinions*
Part 4 Follow-up discussion

Writing
Study a model essay for Writing Part 1
Topic and supporting sentences
Practise planning and writing an essay
Learn how to check work

pages 118–119 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

d

ABORIGINES

Aborigines, or 'Aboriginal Australians' are the people whose ancestors were native to the Australian continent before the British began colonising it in the late 18th century. More than 400 different peoples have been identified, with their own distinct languages and cultures.

Reading and Use of English Part 5

Ex.2 KEY

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

English in context

Ex.3 KEY

1 junk
2 hit the headlines
3 fade away
4 canvas
5 social norms
6 stick figures

Ex.4 KEY

Students' own answers

Share your views • Key competences

Ex.5 KEY

Students' own answers

pages 120–121 • Language Check

Venture into Grammar • 3rd conditional

Ex.1 KEY

a past
b Past past participle

SB p.160 • Grammar Reference

Ex.2 KEY

1 had not gone would not have seen
2 had bought would have spent
3 had tried could have painted
4 would have got had arrived
5 had known would have invited
6 would you have done had not been

Ex.3 KEY

1 If my brother had liked the picture I bought him, I would not have taken it back to the shop.
2 If the designer sunglasses had not been (so/too) expensive, I would have bought them.
3 If Victoria had not felt ill at the party, she would not have left early.
4 If I had enjoyed the art exhibition, I would have recommended it to my friends.
5 If my tutor had not liked my designs, he would not have told me to enter a competition.

Venture into Grammar • Mixed conditionals

Ex.4a, b KEY

Ex.4a

1 had gone would know
2 knew would have arrested

Ex.4b

a 2nd
b would have (+ past participle)
c Past perfect

SB p.160 • Grammar Reference

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Ex.5 KEY
1 hadn't put would look
2 wanted would have studied
3 had taken would know
4 wouldn't be had gone
5 hadn't met wouldn't be

Ex.6 KEY
1 would have bought
2 would not be
3 would not need
4 had

Ex.7 KEY
Students' own answers

Vocabulary • Fine art

Ex.8 KEY
1 masterpiece
2 abstract
3 realism
4 landscape
5 exhibition
6 collector
7 sketch
8 movement
9 technique
10 portrait
11 still life

Ex.9 KEY
1 movement
2 technique
3 realism
4 sketch
5 exhibitions
6 masterpieces
7 collectors

Vocabulary • Talking about art

Ex.10 KEY
verbs
illustrate look like reflect show remind me of
nouns
background detail foreground
lightness scene warmth darkness
adjectives
figurative abstract vibrant
realistic stylised surreal

Ex.11

PICTURES

Still Life with Apples and Oranges by Paul Cezanne and *Luncheon of the Boating Party* by Pierre Auguste Renoir

KEY
Students' own answers

Dictation

Ex.12 & 13

Transcript and key 3.02 3.03
1 If the Impressionists hadn't become famous…
2 The best exhibition I've been to was…
3 My favourite art movement is…
4 Abstract paintings make me…
5 If I had to choose between portrait and landscape painting, I…

Ex.14 KEY
Students' own answers

page 122 • Listening

Getting started KEY
Students' own answers

Ex.1 KEY
1 craze
2 behind the scenes
3 outrageous
4 catwalk
5 outfit
6 cut-throat
7 up-and-coming
8 thick-skinned

Listening Part 4

Ex.2

Transcript 3.04
Interviewer Joining us this morning is Giles Watson – an up-and-coming figure in the world of fashion. Giles, thank you for coming into the studio today.
Giles My pleasure.
Interviewer What initially attracted you to the fashion world?
Giles I'll have to go a long way back to answer that one. In fact, back to my final year at school. I'd always been interested in graphic design and I'd done quite a bit of research into courses at different universities. We were all about to fill in our application forms and I'd chosen the courses I liked best. Anyway, a friend asked me to go with her to a fundraising fashion show that some of the final year students were putting on. I was so impressed, I decided at that moment that this was something I might enjoy doing myself.
Interviewer So presumably, you ended up not doing a degree in graphic design?
Giles That's about it.
Interviewer And was the course as good as you expected it to be?
Giles Oh, absolutely. Better, in fact. It was a BA Honours Degree at Middlesex University – the campus was just outside London. They taught us all the traditional technical skills – pattern cutting, garment making, creative design. Our first project was designing a shirt. Sounds easy but it was a real challenge.
Interviewer Yes, I can imagine – shirts aren't the easiest things to make. But those traditional technical skills you mentioned must have changed dramatically over the years.
Giles Absolutely. In fact, these days you need a lot of computer skills as well as traditional design skills. We worked on a very high-tech menswear project using a computer-aided design program, where we had to recreate an outfit based on a top fashion house designer's latest style. We had to create a range of our own designs based on that.
Interviewer And do you feel the fashion design course prepared you for the work in the fashion industry?
Giles It certainly gave us the grounding we needed. But nothing can really prepare you for what it's like to work every day in what is a real cut-throat business. There's so much competition out there – you've got to be really talented and a bit pushy if you're going to succeed.

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Interviewer I can see that. But it must be very satisfying to see your own designs being paraded up and down the catwalk.
Giles Of course it is. But there's a lot goes on behind the scenes that most people aren't aware of. It's a tough life for the models as well. In fact, they've now brought out a law in some countries stating that fashion houses can only use models who aren't too slim and unhealthy looking. There were a lot of complaints about companies parading their designs using models like this. It was giving the wrong message – by suggesting unhealthily thin figures were the ideal. Companies can actually be fined quite a considerable sum of money for doing this now.
Interviewer And what kinds of clothes do you personally like wearing?
Giles Well, I usually wear a simple suit and neutral colours – greys or black. I think a few carefully selected accessories transform the outfit into something elegant and versatile.
Interviewer So what's the motivation behind your designs?
Giles My aim is to make stylish clothes which people want to buy. They should be elegant but also distinctly wearable. I'm not interested in creating outrageous designs based on the latest craze. It's no use making something that looks magnificent on the catwalk but makes you feel uneasy when you move.
Interviewer I'm all for that! But would you recommend fashion design as a career for undergraduates?
Giles Well, from my point of view, there's nothing like it. There are some excellent courses out there which are both stimulating and challenging. As for the fashion scene itself, it's a vibrant world –and it's always changing. There's never a dull moment, but you have to be thick-skinned and able to stand the pace. Not everybody makes a success of it financially so you need to keep ahead of the competition. It's certainly not for softies!
Interviewer Giles, many thanks for talking to us today. You may well have encouraged some new talent to consider working in the industry!

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

Ex.3

Transcript and key 3.04 See transcript for Ex.2

Share your views • Key competences

Ex.4 KEY

Students' own answers

page 123 • Speaking

Getting started KEY

Students' own answers

Ex.1

Transcript 3.05
Examiner Now you have about a minute to decide which two things would be the most difficult to learn.
Male student So, what do you suggest?
Female student I'd say that designing new software was the most difficult skill to learn. Wouldn't you?
Male student Well, yes I agree to some extent. Like, you'd have to learn the programming language, and that takes time. But I don't think it's a very difficult skill. It's just that …it takes time to learn.
Female student That's true, but it must be hard to design new software that works well, without problems.
Male student OK, I guess you're right. So what do you think is the next most difficult skill to learn?
Female student Hmm. I'm not sure.
Male student Maybe taking photographs?
Female student Yeah, maybe. Although these days cameras take care of the technical challenges.
Male student Hmm. Well, what are your views on creative writing? I find it really hard to write anything original.
Female student Yes. Good point! So what would you say if we went with designing software and creative writing?
Male student Yeah, OK. I agree with that.

KEY
1 designing software
2 taking photographs
3 creative writing

Ex.2

Transcript and key 3.06
1 I'd say that designing new software was the most difficult skill to learn. **Wouldn't you**?
2 Hmm. Well, **what are your views** on creative writing?
3 So **what would you say if** we went with designing software and creative writing?
4 OK, I **guess you're right**. So what do you think is the next most difficult?
5 Yes. **Good point**!
6 Yeah, OK. I **agree with** that.
7 Well, yes I agree **to some extent**.
8 That's **true, but it must be** hard to design new software that works well.

Speaking Part 3

Ex.3 KEY

Students' own answers

SB p.172 • Speaking Bank

Speaking Part 4

Ex.4 KEY

Students' own answers

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pages 124–125 • Use of English

Word power • Suffixes to form nouns (1)

Ex.1 KEY

er/-or
collector painter racer sculptor curator survivor

-ist
activist moralist racist stylist violinist realist

-ism
activism vandalism racism realism

-ity
activity complexity generosity morality productivity creativity reality

Ex.2 KEY

1 vandalism
2 collector
3 racism
4 violinist
5 creativity
6 generosity
7 sculptor
8 complexity

Word power • Easily confused words: art and fashion

Ex.3 KEY

1 successful
2 fashionable
3 professional
4 misunderstanding
5 unnatural
6 underdressed
7 ridiculous
8 unforgettable
9 tasteless

Reading and Use of English Part 3

Ex.4 KEY

1 medical
2 fashionable
3 creativity
4 unusual
5 unconventional
6 especially
7 tasteful
8 misspelled

Venture into Grammar • *wish/if only*

Ex.5 KEY

1 b 2 a 3 c

SB p.161 • Grammar Reference

Ex.6 KEY

1 would stop
2 had not come
3 was not
4 would get
5 could remember
6 was
7 had studied
8 had not moved

Ex.7 KEY

Suggested answers

1 Alexandra were taller / were not so short
2 you had told me that Bill was at the party
3 you would not interrupt me
4 I had not woken up late this morning
5 he spoke English well
6 I did not live so far away from Cassandra
7 you had not lied to me
8 you were not driving so slowly / you would drive faster

Reading and Use of English Part 4

Ex.8 KEY

1 they would stop / they'd stop talking
2 my hair was not / wasn't so
3 would have gone to
4 wishes she had / she'd gone
5 they had / they'd forgotten they would be
6 only I had / I'd bought

pages 126–127 • Writing

Getting started KEY

Students' own answers

THE NATURAL HISTORY MUSEUM AND THE NATIONAL GALLERY

The Natural History Museum (top pictures) in London is famous for its huge range of specimens from natural history, including some collected by Charles Darwin. It is particularly famous for its exhibition of dinosaur skeletons and for the building's architecture. It is also a world-famous centre for research.

The National Gallery (bottom pictures) in Trafalgar Square in London is home to the national collection of over 2,000 paintings in the Western European tradition from the 13th to the 19th centuries. It is one of the most visited art museums in the world.

Ex.1

Transcript 3.07

How important are art galleries and museums?
I believe art galleries and museums are of great value to society. In this essay, I will outline my reasons for this opinion.
Firstly, they are an important educational tool. They help students find out more about the subjects they are studying. Science museums, for example, are a wonderful way to make science come alive, especially if visitors can participate in demonstrations. Natural history museums, with life-size models of extinct creatures and interactive displays, can make subjects like Biology and Geology more interesting.
Secondly, they can help people to understand other countries and cultures. Objects and paintings from different parts of the world and other historical periods show us how varied and fascinating humans are. We can also understand better why our own country is what it is today.
Finally, museums and art galleries are big tourist attractions. Visitors to capital cities want to enjoy local works of art and artefacts. Museums and galleries can bring in a lot of money and provide jobs.
So all in all, museums are very important. They have a significant role in our education, history and enjoyment of life.

KEY

1 B 2 D 3 C 4 A

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Text structure

Ex.2 KEY
paragraph 2: education
paragraph 3: history
paragraph 4: tourism

Language focus: topic and supporting sentences

Ex.3 KEY
Main idea: Museums are places where people can learn to respect other cultures.
Sentence that does not support the main idea: In addition, tourists spend a lot of money.

Ex.4 KEY
Students' own answers

Writing plan: an essay

Ex.5 KEY
Students' own answers

Ex.6 KEY
Students' own answers

Writing Part 1

Ex.7 KEY
Students' own answers

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Self-assessment checklist • Key competences

Ex.8 KEY
Students' own answers

Find the links • Key competences

Ex.9 KEY
Students' own answers

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12 Unit 12 Technology and innovation

pages 128–137

Unit aims

Vocabulary
Compound nouns: technology
Talking about technology
Suffixes to form nouns (2)
Prefixes and suffixes review

Grammar
-ing form vs infinitive
verb + *-ing* form and infinitive
Question tags

Reading and Use of English
Part 7 Multiple matching: *Practise skimming for general ideas; practise scanning for specific information*
Part 3 Word formation
Part 1 Multiple-choice cloze

Listening
Part 1 Multiple choice: *Practise identifying key ideas in questions; practise underlining key words/ideas; practise identifying the kind of information required*

Speaking
Part 2 Individual long turn: *Giving opinions*

Writing
Study a model article for Writing Part 2
Reduced clauses
Practise planning and writing an article
Learn how to check work

pages 128–129 • Reading

Getting started KEY

Students' own answers

Ex.1 KEY

1 B 2 A 3 D 4 C

Reading and Use of English Part 7

Ex.2 KEY

1 B 2 D 3 A 4 C 5 C / D 6 D / C 7 B 8 A / C
9 C / A 10 B

English in context

Ex.3 KEY

1 point out
2 absorbed
3 crash
4 downside
5 track
6 energy-efficient
7 disconnected

Ex.4 KEY

1 disconnected
2 crash
3 absorbed
4 energy-efficient
5 point out
6 downside
7 track

Share your views • Key competences

Ex.5 KEY

Students' own answers

pages 130–131 • Language Check

Venture into Grammar • *-ing* form vs infinitive

Ex.1 KEY

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

SB p.162 • Grammar Reference

Ex.2 KEY

1 to buy
2 doing
3 to text to surf
4 receiving Getting
5 washing
6 to spend hurting
7 to do
8 sitting
9 to tell
10 playing
11 to do
12 to give

Ex.3 KEY

1 to avoid
2 seeing
3 to inform
4 to witness
5 to go
6 not to stop
7 being
8 to make
9 having
10 driving

SB p.162 • Grammar Reference

Ex.4 KEY

1 to have
2 smoking
3 selling
4 to say
5 to lock
6 telling
7 to become
8 looking

Vocabulary • Compund nouns: technology

Ex.5 KEY

1 social media
2 information technology mobile technology
3 cyber-attack
4 hardware software spyware
5 virtual reality virtual gaming
6 email snail mail voice mail

Ex.6 KEY

1 Spyware
2 social media
3 Information Technology
4 cyber-attack
5 voice mail
6 Virtual reality

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Vocabulary • Talking about technology

Ex.7

Transcript and key 3.08

1 Most websites need you to **log** in when you're doing online shopping.
2 My computer is so old that every time I open my web browser it **crashes**. The screen goes black and I have to restart it.
3 You need to **scroll** down to the bottom of the page to find the 'contact us' link.
4 If you want to be environmentally friendly, don't forget to **switch** off your computer when you're done.
5 It took a long time to **set** up the new system software.
6 Liam **prints** out nearly all his emails; it's such a waste of paper.
7 You need to **drag** your choice and drop it into the correct box.
8 I can't hear the audio. Can you **plug** in the speakers?
9 This popular website allows users to **stream** films on the Internet.

Dictation

Ex.8 & 9

Transcript and key 3.09 3.10

1 In a few years' time, we will stop printing things out and the world will be paperless.
2 It's important to avoid spending too much time on social media.
3 Virtual gaming is a good way to make new friends.
4 Genetically modified plants are not popular with the consumer.
5 Streaming videos from the Internet is bound to replace watching TV eventually.

Ex.10 KEY

Students' own answers

page 132 • Listening

Getting started KEY

Students' own answers

Ex.1 KEY

Students' own answers

Listening Part 1

Ex.2

Transcript 3.11

1 You hear a man talking about airline tickets.

Now don't get me wrong. It's not that I'm against technology or anything like that. In fact, I totally understand why airlines would think that these electronic tickets are quick and easy. It's just that I remember when you used to get a proper ticket when you travelled anywhere by plane. Now all you get is an email consisting of a piece of paper that you have to print out yourself using your own computer and ink cartridge. It just doesn't seem like a proper ticket at all. I don't trust them because you never think anybody's going to let you on a plane with one.

2 You hear a woman talking to a friend about an exhibition.

Female What comes to mind when people start talking about the ancient Greeks?
Male Oh, let me see – philosophers, poets, historians, Greek temples – those kinds of things.
Female Well, that's just it. That's exactly what I would have said. Not many people think about the contributions they made to sciences – things like medicine and mathematics. And even fewer know about their technological achievements.
Male So what brought all this on, then?
Female An exhibition, actually. There's an excellent exhibition on in Athens at the moment. You can see actual models of the technological achievements of the ancient Greeks. Shall we go and see it before it closes?

3 You hear a man talking about a holiday which involves a different kind of technology.

If you're looking for a different kind of holiday this year, you might consider taking a trip in a luxury, purpose- built submarine. It might turn out to be quite a bit more expensive than your average package holiday in the sun, but you're guaranteed to be far away from the crowds on the beaches, and in no danger of meeting your friends and neighbours underwater. Not only that, the panoramic views from the large windows are stunning – and nobody will have any idea at all where you are!

4 You hear a minicab driver talking about her job.

When I first started working as a minicab driver, I was really pleased when they told me that all their cabs were equipped with satellite navigation systems. It seemed the perfect way to avoid the worst traffic, and make sure that you didn't drop your passenger off at the wrong place. It wasn't until I'd been using the system for a couple of weeks that I realised that it isn't actually as efficient as you think. You have to have a connection with a satellite, which isn't easy, and as a result, you can find yourself – and often a very angry passenger – in completely the wrong place.

5 You hear a man talking about modern technology.

Well, I've got nothing against progress. Far from it. In fact, some of what modern technology has to offer is fantastic. Everything you buy nowadays sounds pretty revolutionary and always seems to come with a ticket which says 'can do just about everything' and 'if you buy one of these, you've got the world of technology at your fingertips' no matter what price you pay. The trouble is it's just too good to be true because you know very well that whatever you buy will be outdated after a few months, and, guess what? You'll have to go through the same process all over again and struggle with the changes.

6 You hear part of a programme on the radio about astronauts.

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Imagine you're going camping for a week with some close friends. You would make sure you had plenty of food, the gear to cook it with, and something to dump the rubbish in. Astronauts basically do the same thing when they go into space. There are plenty of added difficulties in space, however. For example, there are no refrigerators to keep food fresh. And condiments like salt and pepper would simply float away. There's a danger that they would clog the air vents, contaminate equipment, or get stuck in the astronauts' eyes, nose or mouth – so they have to be in liquid form. And where do you dump your rubbish?

7 You hear a man talking to a shop assistant.

Shop assistant Can I help you?
Man Well, yes. I bought this mobile phone here the other day – now where's the receipt? I had it just … ah, here it is … . Now, making and receiving calls doesn't present a problem, so I've no complaints about that. The thing is that when I receive an attachment in an email, I can't open it, which is no good to me at all. The odd thing is that I can send other people attachments and they can open them, which doesn't make sense. So, if you don't mind, I'd like a replacement as it's still under guarantee.

8 You hear a woman talking about an online music site.

What I love about the service is that I can stream as much music as I want. It costs about 10 pounds a month, which isn't too expensive, and it's great that I don't have to keep lots of MP3 files on my phone or computer anymore. I love my music, so I've spent hours making lists of my favourite songs. I really appreciate the convenience of the service. But recently I've had some problems because you can't actually download songs – which is really annoying – because if you're somewhere where there's no Wi-Fi, you can't access it. I wish they'd let you download your favourite tracks at least, so you can listen to them offline.

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

Ex.3

Transcript and key 3.11 See transcript for Ex.2

Share your views • Key competences

Ex.4 KEY
Students' own answers

page 133 • Speaking

Getting started KEY
Students' own answers

Ex.1 KEY
Students' own answers

Ex.2

Transcript 3.12
In this picture, we have a class watching the teacher while she demonstrates some kind of experiment. Perhaps they will have to do it themselves afterwards. And in this one, there's another class and they're using tablets. So, if you ask me, it looks like the people in both are enjoying their lessons, and they are quite engaged in the experience.

To answer the question, what I think is that the science lesson could be really exciting because it's not like you're just listening to the teacher, or doing an exercise in a book. You're actually, you know, doing science, and that's really satisfying and worthwhile. Still, to be honest, I'd prefer the other class because it's more relaxing, not so challenging. You can learn at your own pace when you're using tablets, which is much more convenient. Also, it's more interactive for the students. As I see it, learning that way is more modern.

KEY
engaged exciting satisfying worthwhile relaxing interactive modern

Ex.3

Transcript and key 3.13
1 **If you ask me**, it looks like the people in both are enjoying their lessons.
2 To answer the question, **what I think is that** the science lesson could be really exciting.
3 **To be honest**, I'd prefer the other class.
4 **As I see it**, learning that way is more modern.

Speaking Part 2

Ex.4a, b KEY

Ex.4a
Students' own answers

Ex.4b
Students' own answers

SB p.172 • Speaking Bank

pages 134–135 • Use of English

Word power • Suffixes to form nouns (2)

Ex.1 KEY
-ment
improvement embarrassment disappointment excitement
-ness
happiness weakness illness forgiveness
-ence/-ance
reliance distance elegance preference independence attendance
-tion/-sion
extension hesitation education translation revolution

Ex.2 KEY
1 education
2 embarrassment
3 Preference
4 distance
5 weakness
6 improvement
7 translation
8 illness

Word power • Prefixes and suffixes review

Ex.3 KEY
impatience unhelpful unemployment dissatisfaction uncomfortable inconvenience unsuitable disagreement / disagreeable inactivity

1 unsuitable
2 unhelpful
3 inactivity
4 Unemployment
5 uncomfortable
6 inconvenience
7 impatience
8 dissatisfaction
9 disagreement

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Reading and Use of English Part 3

Ex.4 KEY

1 innovation
2 disappointment
3 improvements
4 limitless
5 inconvenience
6 disadvantage
7 unpredictable
8 definitely

Venture into Grammar • Question tags

Ex.5 KEY

1 shall we
2 doesn't it
3 would they
4 won't you

a informal
b negative
c pronoun
d shall

SB p.163 • Grammar Reference

Ex.6 KEY

1 isn't it
2 haven't you
3 shall we
4 will they
5 doesn't it
6 didn't they
7 did they
8 will / won't you
9 shouldn't we

Ex.7 KEY

1 The first email was sent in 1971, wasn't it?
2 Guglielmo Marconi invented the radio, didn't he?
3 The first human heart transplant was performed by Christiaan Barnard, wasn't it?
4 The Russians put the first human into space, didn't they?
5 The Hubble Telescope will not return to Earth in the future, will it?
6 So far, the Large Hadron Collider has cost five billion euros, hasn't it?

Reading and Use of English Part 1

Ex.8 KEY

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

pages 136–137 • Writing

Getting started KEY

Students' own answers

Ex.1

Transcript 3.14

Welcome to the vertical city
Isn't it curious how we can live somewhere and never go to see the technological wonders on our doorstep? For example, most Parisians never visit the Eiffel Tower, do they? I didn't want to make the same mistake in London, so I took a taxi to visit one of the city's newest landmarks. Standing at almost 310 metres, The Shard is one of the tallest buildings in Western Europe. Innovative engineering methods were used in its construction. Built over a period of three years, it includes an exclusive selection of restaurants, a hotel and viewing gallery, as well as luxury private accommodation. It is situated among London's more historic structures, such as St Paul's and Tower Bridge, and is close to the main financial district.
The skyscraper appeared on the city skyline long before we reached it, looking exactly like a vertical city. It was gorgeous, with its glass windows sparkling in the sun. The visit was amazing. The views from the top were spectacular and my meal was delicious.
If you ever find yourself in London, go to The Shard to experience its magic. You won't regret it.

KEY

1 T 2 F 3 F 4 T

Text structure

Ex.2 KEY

a 4 b 1 c 3 d 2 e 2 f 2

Language focus: reduced clauses

Ex.3 KEY

1 Standing at almost 310 metres, The Shard is one of the tallest buildings in Western Europe.
2 The skyscraper appeared on the city skyline long before we reached it, looking exactly like a vertical city.
3 Built over a period of three years, it includes an exclusive selection of restaurants, a hotel and a viewing gallery.
4 It was gorgeous, with its glass windows sparkling in the sun.

The sentences use the present participle or past participle form of the verb.

Ex.4 KEY

1 It is unusual to see a structure built so high.
2 Completed in 2012, it has thousands of visitors every day.
3 Admission costs £20, including a tour of the building.
4 Feeling tired, we stopped to enjoy the views.
5 The deck was packed with tourists taking photographs.
6 We've bought tickets for the show taking place tonight.

Writing plan: an article

Ex.5

Students' own answers

Ex.6 KEY

Students' own answers

Writing Part 2

Ex.7 KEY

Students' own answers

SB p.166 • Writing Bank

Self-assessment checklist • Key competences

Ex.8 KEY

Students' own answers

Find the links • Key competences

Ex.9 KEY

Students' own answers

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Revision 4

pages 138–139

Unit 10

Ex.1 KEY

1 would you do
2 had
3 would keep
4 return
5 did not get
6 will feel
7 do not
8 do

Unit 11

Ex.2 KEY

1 have seen the Picasso painting if I had gone to the art exhibition
2 had studied architecture, I would be able to tell the difference between Baroque and Gothic
3 had not forgotten to enrol in the watercolours course, I would be able to do it
4 is said to have died young because he opened Tutankhamun's tomb
5 had known Bobby was in town, we would have met up for lunch
6 had had more / enough money, I would / could have bought the painting I wanted
7 had done more / enough revision for his exams, he would not be in summer school now
8 was an adventurous person, she would have gone skydiving with us
9 had taught me something about fashion, I would be (more) stylish

Unit 12

Ex.3 KEY

1 Planning
2 driving
3 to live
4 to keep
5 to go staying
6 to get
7 skateboarding
8 to ask

Units 10–12

Reading and Use of English Part 1

Ex.4 KEY

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

Reading and Use of English Part 2

Ex.5 KEY

1 been
2 in
3 their
4 in
5 up
6 which / that
7 the
8 too

Reading and Use of English Part 3

Ex.6 KEY

1 predictions
2 unfortunately
3 discussion
4 creation
5 unemployment
6 disadvantageous
7 knowledgeable
8 realistic

Reading and Use of English Part 4

Ex.7 KEY

1 wish I had not / hadn't bought
2 only I had / I'd read the
3 was too expensive (for me)
4 will / 'll stay here if it
5 chose not to see
6 do not / don't mind studying hard

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