

WRITING LESSONS

ANSWER KEY

1 ORGANISING IDEAS

Student's Book pages 150–151

2

- | | |
|-------------|--------------|
| 1 tiring | 5 satisfying |
| 2 well-paid | 6 technical |
| 3 brilliant | 7 lonely |
| 4 boring | 8 part-time |

5

pressure = being expected to do more than is comfortable

relax = to rest and feel calm

experiment = a test to see how something works, or to try out something new

impatient = always wanting to have things done more quickly

stressful = causing anxiety and worry

Marta mentions being lonely because she works on her own a lot. It's tiring, she often has to work long hours and she feels under pressure from her bosses. She doesn't like being in the same place all the time, she would like a job where she could get more exercise.

6

- 1 Firstly, I have to
- 2 Secondly, there's
- 3 what's more, it's tiring
- 4 Thirdly, my bosses
- 5 finally,

8

Accept any logical suggestions, but the following are some ideas about what Luc might enjoy about a job as a car mechanic:

working on cars, repairing cars, mending things, solving problems, doing a practical job, working with his colleagues, dealing with customers, not working in an office

2 ANECDOTES

Student's Book pages 152–153

2

Good things: they had a great chat, Scott's dish was OK, they changed Kaori's meal quickly and the new one was nice

Bad things: the restaurant was crowded, Kaori's meal was awful, the musicians were next to them so they couldn't have a conversation, the bill included the dishes they sent back

3

- | | | |
|----------|---------|--------|
| 1 during | 2 while | 3 when |
|----------|---------|--------|

4

- | | |
|----------|---------|
| 1 during | 4 While |
| 2 When | 5 when |
| 3 During | 6 when |

5

- | | |
|----------------------|----------------|
| 1 the dinner | 5 Kaori's dish |
| 2 Scott | 6 dish |
| 3 The restaurant | 7 the waiters |
| 4 life in California | 8 dish |

6

- | | |
|--------|--------|
| 1 it | 6 them |
| 2 it | 7 her |
| 3 it | 8 it |
| 4 mine | 9 It |
| 5 hers | 10 one |

7

- | | |
|-----------------|-------------|
| 1 obviously | 4 amazingly |
| 2 unfortunately | 5 Sadly |
| 3 luckily | 6 Stupidly |

3 PERSONAL PROFILE

Student's Book pages 154–155

2

- 1 Glynn might be doing a course in Czech, and Maureen is probably doing a course to teach English, and a course to improve her French.

3

- 1 *As well as* is at the start of the sentence. *Also* is directly before the main verb.
- 2 *As well as* is often followed by an *-ing* form, or it can be followed by a noun. It can come after a clause (e.g. *I speak some Russian as well as speaking Welsh and English*). *Also* can be after the subject, or after the auxiliary verb if there is one (*I am also having ...* or *I also have French lessons*).
- 3 In the first sentence there is a comma before the main clause. If the two parts of the sentence were swapped, there would be no comma. There is no comma with *also*.

4

- | | |
|--------------|--------------|
| 1 also | 4 also |
| 2 As well as | 5 As well as |
| 3 also | 6 As well as |

5 possible answers

- 1 CV or job application
- 2 to introduce yourself
- 3 introduction to a blog
- 4 application for a course
- 5 to introduce yourself
- 6 to introduce yourself

8

- | | |
|---------|----------------|
| 1 go | 4 has |
| 2 doing | 5 have visited |
| 3 went | |

4 DESCRIBING PLACES

Student's Book pages 156–157

2

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

3

- | | |
|----------|------------|
| 1 modern | 4 polluted |
| 2 humid | 5 noisy |
| 3 lively | 6 green |

4

- 1 d 2 c 3 a 4 b

6

- | | |
|-----------------|-----------------|
| 1 really / very | 4 a bit |
| 2 really | 5 really |
| 3 a bit | 6 very / really |

8

- | | |
|-----------|-----------|
| 1 so | 4 because |
| 2 because | 5 because |
| 3 so | 6 because |

5 POSTCARDS

Student's Book pages 158–159

1

All the words are connected to cruises.

2

- 1 Sarah is enjoying the holiday, she likes seeing lots of sights and having lots of activities on the ship. Bruce is not enjoying it as much, he doesn't seem to be enjoying the sightseeing and would prefer to have more time on his own with Sarah. They both agree that the food is really good.

3

Bruce might prefer a quiet, relaxing beach holiday.

4

- 1 Wish you were here
- 2 Hope you're all well.
- 3 Can't wait to tell you about it.
- 4 Here we are in Panama.
- 5 Looking forward to seeing you soon.
- 6 Greetings from Greece.
- 7 Writing this in a café.
- 8 Having a great time here in London.

5

- 1 Despite
- 2 although
- 3 although
- 4 Despite

6

- 1 despite the rain
- 2 Although it was crowded
- 3 Although we were really tired
- 4 despite being really sunny
- 5 despite having a headache

6 PLANS AND SCHEDULES

Student's Book pages 160–161

1

Work with any ideas the students come up with, depending on their background and work / study experience. The suggested answers below give some ideas, and the schedule in the email in Exercise 2 also matches the activities in the pictures.

- a It's the start of the meeting, the man on the right is greeting people, he might be the manager / director.
- b A woman is giving a presentation to the group. She may well be describing trends in sales of a product. She might be from the sales department.
- c A brainstorming session, maybe as a follow-up to the presentation. The people have split up into groups. They might be discussing strategy in light of the presentation, *what we really need to do next is ...*
- d Lunch or dinner after a hard morning's / day's work. They may well now be making small talk, catching up with news, or continuing with the brainstorming they started earlier.

2

- | | |
|----------|-------------|
| 1 is | 6 continue |
| 2 meet | 7 begin |
| 3 starts | 8 present |
| 4 move | 9 feed back |
| 5 gives | 10 break |

3

c

5

- | | |
|----------------|---------------|
| 1 is | 5 break |
| 2 leaves | 6 lasts |
| 3 don't land | 7 don't start |
| 4 does, arrive | 8 does, end |

6

- | | |
|---------------------|---------------------|
| 1 until | 5 until |
| 2 Then | 6 then |
| 3 until | 7 until |
| 4 until, after that | 8 after that / then |

7 COMPLAINTS

Student's Book pages 162–163

2

- | | |
|--------------|------------------|
| 1 headphones | 3 button |
| 2 screen | 4 volume control |

3

- | | |
|------------|---------------------|
| 1 crack | 5 received |
| 2 slow | 6 battery, recharge |
| 3 damaged | 7 faulty |
| 4 properly | |

4

- | | |
|--------------------|-----------------|
| 1 very serious | 5 quite serious |
| 2 quite serious | 6 quite serious |
| 3 not very serious | 7 very serious |
| 4 very serious | |

5

- | | |
|--------------|------------------------|
| 1 Further to | 5 numerous |
| 2 enquire | 6 received |
| 3 purchased | 7 not at all satisfied |
| 4 requested | 8 Yours faithfully |

6

The address of the person writing goes at top right, or across the top if it is headed writing paper. The address of the person receiving the letter is at top left, and the date is below that on the right. A letter starts *Dear Sir / Madam* and ends with *Yours faithfully* when you don't know the name of the person you are writing to. Paragraph 1 states reason for writing. Paragraphs 2 and 3 outline the history of the problem and makes a complaint. Paragraph 4 says what action is expected from the company, and what action the author will take.

7

- 1 formal complaint about
- 2 from your store
- 3 the following day
- 4 I was having
- 5 brand new player
- 6 after-sales service

9

- 1 but
- 2 However
- 3 however
- 4 but

8 INVITATIONS

Student's Book pages 164–165

4

1, 3, 4 show informality; 2 and 5 are used in more formal writing.

6

- | | | | |
|------|-------|-------|-------|
| 1 MF | 6 LF | 11 LF | 16 LF |
| 2 MF | 7 LF | 12 MF | 17 LF |
| 3 LF | 8 LF | 13 MF | 18 MF |
| 4 LF | 9 MF | 14 LF | 19 MF |
| 5 LF | 10 MF | 15 MF | 20 MF |

7

Phrases 2, 3, 6, 14, 19 are likely to be at the start of an invitation.

8

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

9

- | | |
|--------|----------|
| 1 when | 4 unless |
| 2 If | 5 when |
| 3 if | 6 unless |