

# Workbook answer key

## Starter unit

### People talking

- 1 1 from 2 of 3 about  
4 from / to 5 in
- 2 1 is making  
2 are  
3 was writing  
4 did not / didn't finish  
5 is becoming  
6 appears
- 3 1 Do ... know 4 live  
2 love 5 don't believe  
3 comes 6 owns / own
- 4 1 is / 's seeing  
2 Do ... see  
3 think  
4 're / are thinking  
5 tastes
- 5 1 did you see on holiday? O  
2 house did she buy? O  
3 did you come here? O  
4 did you go last year? O  
5 did Glen give you? O  
6 bike is this? S

### People: About you

- 1 1 've / have; set  
2 've / have done  
3 haven't / have not; done  
4 have gained  
5 have used
- 2 1 has been playing  
2 have allowed  
3 has shown  
4 has ... written  
5 has been helping  
6 have come  
7 has been getting
- 3 1 for 2 ever 3 since 4 never  
5 ever 6 since
- 4 2 haven't / have not yet made  
3 haven't / have not already visited  
4 have I already achieved  
5 still haven't / have not taken /  
haven't / have not yet taken  
6 've / have already taken  
7 haven't / have not received ... yet
- 5 Students' own answers.

### People together

- 1 1 all 2 None 3 all 4 both  
5 both 6 Neither 7 both
- 2 Students' own answers.
- 3 1 anybody 5 everything  
2 Nobody 6 Everywhere  
3 everybody 7 nobody;  
4 somebody anything
- 4 1 younger than 4 taller than  
2 the oldest 5 faster than  
3 the youngest
- 5 1 less 2 at least  
3 wasn't as much as 4 least  
5 as much as 6 (correct)

### Listening

- 1 the happiest day  
2 23 / twenty-three  
3 celebration  
4 None of  
5 since 1821  
6 has been  
7 nobody (ever)  
8 hopes

### Speaking

- 1, 2, 3 Students' own answers.

### Writing

Students' own answers.

## Unit 1

### Vocabulary

- 1 1 do homework 2 going on a date  
3 make a fantastic meal  
4 go trekking 5 get fit
- 2 1 do 2 do 3 make 4 go  
5 making 6 get
- 3 1 go without 2 was going on  
3 go back 4 go through
- 4 1 I went through  
2 go without sweets or chocolate  
3 didn't go / get back  
4 what's going on
- 5 1 embarrassed 4 frightening  
2 excited 5 disappointed  
3 depressing 6 surprising

- 6 1 sci-fi books really boring  
2 worried about Dad's health  
3 aren't usually interested in cookery  
4 was exhausting  
5 the most annoying  
6 disappointed by the last film
- 7 1 play 2 making 3 went  
4 gets / will get 5 do 6 making  
7 get 8 make
- 8 1 gone off 2 went through  
3 go on 4 go with 5 gone off  
6 is going through 7 went off
- 9 A visit to London can be **tempted** at any time of year, but spring is the best time to head for this popular city. Although seeing the bright lights of the Christmas decorations in winter is an **amazed** experience, walking through crowds of shoppers in the cold gets exhausting after a while. In spring, it becomes easier to get around, and after a day's sightseeing, you won't feel as if you've **got** trekking uphill. London's many parks are at their best at this time of year if you fancy a **relaxed** walk away from the noise of the traffic. Visitors are often **surprising** by the size of London's parks and how central they are, but they are never disappointed by them. If you're lucky, you may even see a play or a concert in the park, as there's usually some cultural event going **without**.

- 1 tempting 2 amazing 3 been  
4 relaxing 5 surprised 6 on

### Grammar

- 1 1 Was ... wearing; crashed  
2 were picking; started  
3 had made; was  
4 hadn't been; didn't know  
5 Had ... left; arrived
- 2 Students' own answers.
- 3 1 haven't arrested; broke into  
2 has ... disappointed; saw  
3 Have ... read; gave  
4 hasn't arrived; left  
5 've / have lied; promised

- 4 1 've / have known them since  
2 has become  
3 has already been  
4 went climbing was  
5 has gone out
- 5 1 hurt  
2 was playing  
3 haven't broken  
4 had warned / warned  
5 went  
6 hadn't done / didn't do
- 6 1 The teacher **didn't know** that I'd cheated.  
2 How long **did it take** you to do your homework last night?  
3 (correct)  
4 The burglar **had left** the house before we got back.  
5 Granddad says he **didn't have** enough to eat when he was young.  
6 None of us **had seen** such a beautiful sunset before that evening.
- 7 1 didn't use to like  
2 used to do ✓  
3 didn't use to exist  
4 used to have  
5 did ... use to go ✓  
6 used to come ✓
- 8 1 used to spend summers at our country house when I was young.  
2 didn't use to be so relaxed.  
3 Would you get a cold  
4 would / used to go everywhere by bus as they didn't drive.  
5 always use to be so helpful?  
6 would wear skirts and dresses.
- 9 1 began  
2 had taken / were taking  
3 have made  
4 asked  
5 used to call / called  
6 wanted  
7 had / did
- 10 1 had not / never been  
2 use to get  
3 have not / never had  
4 was ringing but  
5 had not got  
6 did not use

## Listening

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

- 3 1 experience 4 fascination  
2 career 5 curious  
3 favourite 6 common
- 4 1 popular 4 condition  
2 important 5 pale  
3 interested 6 situation
- 5 1 Have you just got back from the library?  
2 I had to ask them to keep the vampire book  
3 Didn't you get it then?  
4 they forgot and gave it  
5 they've done that to you  
6 I was thinking that maybe I should  
7 Hasn't a new one opened up  
8 went there afterwards  
9 it had already closed.

## Speaking

- 1 1 D 2 F 3 B 4 E 5 A 6 C
- 2 1 rock climbing 2 Really  
3 frightening 4 Oh dear 5 Would  
6 rather 7 relaxing

3, 4, 5, 6 Students' own answers.

## Reading

- 1 Possible answer:  
An intern is someone who works in a company without being paid in order to get experience working in a particular job or workplace.  
Students' own answers.
- 2 Possible answers:  
1 He has a degree in Public Relations.  
2 He doesn't earn anything as it's unpaid work.  
3 Why his bosses had trusted him to do so much.  
4 The caterers, because they didn't bring the correct order and they charged too much.  
5 Gerry was asked to sing at the party.
- 3 1 F He has been an intern for five months.  
2 F He's ambitious.  
3 T He had to make all the arrangements.  
4 T He was exhausted by the time the party started.  
5 F He thought it was pretty cool.
- 4 1 safety regulations  
2 nickname  
3 bad press  
4 internship  
5 double act

- 5 1 Relations 4 ambitious  
2 internship 5 regulations  
3 Sure 6 infection

## Writing

- 1 The writer's friend.  
Sasha's horse.  
The writer.
- 2 1 past simple  
2 past perfect  
3 It shows us why the day was important.
- 3 1 As soon as 2 At first 3 later  
4 After 5 While 6 By the time
- 4, 5, 6 Students' own answers.

## Progress Check

### Grammar

- 1 1 was looking; interrupted  
2 Did ... meet; were doing  
3 weren't / were not studying; saw; were watching  
4 hasn't been; 's / hadn't been; was  
5 's / has done
- 2 1 used to play ✓  
2 didn't use to do ✓  
3 Did ... use to get ✓  
4 used to love  
5 didn't use to have
- 3 1 decided 4 (correct)  
2 had come 5 made  
3 used to play 6 scored
- 4 Students' own answers.

### Vocabulary

- 1 1 got 4 had ... made  
2 Have ... been 5 Did ... get  
3 was doing 6 made
- 2 1 C; going through 2 B; going on  
3 D; going back 4 A; go without  
5 E; gone off
- 3 1 embarrassed → **embarrassing**  
2 if you make → **if you do**  
3 (correct)  
4 without → **through**  
5 (correct)  
6 frightening → **frightened**
- 4 1 make an effort  
2 (that) a bomb went off  
3 doesn't go with  
4 I've got a headache  
5 made a decision  
6 you get to

## Listening

1					
	Has got a tattoo	Used to play volleyball	Suggests a solution to a problem	Finds something funny	Was disappointed by something
Chaz				✓	
Iris					✓
an old couple		✓			
Bob	✓				
Ava			✓		

## 2 Possible answers:

- 1 annoying 4 surprised
- 2 embarrassed 5 frightened
- 3 amusing

## Speaking

Students' own answers.

# Unit 2

## Vocabulary

- 1 1 overpopulation 4 space station  
2 crime wave 5 Space travel  
3 pollution 6 epidemic
- 2 1 aliens 5 artificial  
2 robots intelligence  
3 catastrophe 6 war  
4 virtual world
- 3 1 herself 4 themselves  
2 ourselves 5 himself  
3 yourself 6 myself
- 4 1 This robot can teach **itself** to do new tasks  
2 Paul calls **himself** a scientist, but there's nothing scientific about his work.  
3 In the film, people defend **themselves** from cyborgs.  
4 (correct)  
5 Mum considers **herself** a big fan of sci-fi books.  
6 Don't forget to prepare **yourself** / **yourselves** for storms this week.

- 5 1 prepare themselves / are preparing themselves  
2 arm themselves  
3 defend yourself  
4 look after themselves
- 6 1 round 2 out; in 3 along  
4 up 5 over
- 7 1 drop me off  
2 have Alicia round  
3 bumped into Jason  
4 come (along)  
5 pick you up  
6 stay in
- 8 Students' own answers.
- 9 1 instructor 3 founder  
2 operator 4 professor
- 10 1 journalist 4 tourists  
2 survivors 5 cyclist  
3 winner 6 biologist

## Grammar

- 1 1 does ... arrive  
2 's / is going to fall  
3 're / are going  
5 'll / will travel  
6 Are ... going to live
- 2 1 I doubt that aliens **will take** over our planet.  
2 What **are you doing** this weekend?  
3 In 2050, robots **will fight wars** instead of humans.  
4 (correct)  
5 Look at those clouds. **There's / there is going to be** a storm later.
- 3 1 have seen 4 have found  
2 be driving 5 be travelling  
3 have landed
- 4 Students' own answers.
- 5 1 will ... be  
2 will have divided  
3 will be living  
4 will be living  
5 Will ... have moved  
6 will ... go
- 6 Students' own answers.
- 7 1 've arrived / have arrived / arrive  
2 show  
3 'm / am  
4 've read / have read / read  
5 has stopped / stops  
6 enter

- 8 1 Fran's away, I'll do some of her work  
2 they've shown us the film, we'll discuss it  
3 we've trained the robot, it'll do all our jobs  
4 a hurricane hits the town, there'll be a crime wave  
5 help comes, let's wait here  
6 We're going to visit the shop before we leave.
- 9 1 is going to hit  
2 will be moving  
3 ask  
4 will take  
5 leaves / will leave  
6 will be  
7 will have completed
- 10 1 's not going to win  
2 stops / has stopped  
3 will live / will be living  
4 Will ... be  
5 will have returned

## Listening

- 2 1 D 2 B 3 C 4 A 5 C 6 D  
7 D 8 D
- 3 1 A 2 B 3 A 4 B 5 B
- 4 1 enthusiastic 4 bored  
2 encouraging 5 disappointed  
3 interested
- 5 1 Will visitors be able to apply  
2 it's important to be prepared  
3 preparations should visitors make  
4 have a copy of their CV with them  
5 they can include their qualifications  
6 to include the exams they're taking this year

## Speaking

- 1 1 doing 2 of 3 bet 4 Maybe  
5 afraid 6 sure
- 2 1 a hundred  
2 schools in the future  
3 won't be classrooms and teachers  
4 It's not very likely  
5 people will only learn online
- 3, 4, 5, 6 Students' own answers.

## Reading

- 1 1 A couple will be sent into space to fly past Mars.  
2 Mars and Earth will be closer than usual.
- 2 1 C 2 B 3 B 4 A 5 B

- 3 Possible answers:
- 1 He's a businessman who is devoted to developing space travel and who has spent six days on the International Space Station.
  - 2 It will take 501 days.
  - 3 To show how risky the project is, as the astronauts won't be rescued if things don't go according to plan.
  - 4 Whether or not the astronauts will make it back to Earth.
  - 5 We will learn a lot and be able to use this experience to develop space travel further.
- 4
- 1 mind-boggling
  - 2 safe and sound
  - 3 taking advantage of
  - 4 estimated
  - 5 mission
  - 6 solar radiation
- 5
- 1 advantage
  - 2 knowledge

## Writing

- 1 Possible answer:  
It's a disappointing film as the plot is predictable and some scenes are violent.
- 2
- 1 The title of the film; its director; when it's set and briefly what happens
  - 2 Because it tells the story and we use this tense when relating the plot of books, films, etc.
  - 3 very original; exciting / spectacular
  - 4 to sum up the review and say whether or not he / she recommends the film
- 3
- 1 in order to destroy
  - 2 so as not to be defeated
  - 3 are needed to control
  - 4 therefore
- 4
- 1 so as not to
  - 2 Therefore,
- 5 Students' own answers.
- 6 Possible answers:
- 1 title
  - 2 setting
  - 3 plot
  - 4 Opinions
  - 5 recommendation
- 7 Students' own answers.

## Progress Check

### Grammar

- 1
- 1 arrive
  - 2 will be
  - 3 are / 're going to see
  - 4 help
  - 5 is / 's going to show
  - 6 won't get
- 2
- 1 Will ... have discovered
  - 2 'll / will be travelling
  - 3 will have finished
  - 4 won't have read
  - 5 'll / will be watching
  - 6 will be cleaning
- 3 Students' own answers.
- 4
- 1 will have completed
  - 2 will collect / will be collecting
  - 3 won't affect
  - 4 's / is studying
  - 5 will allow
  - 6 will pull / will be pulling

### Vocabulary

- 1
- 1 climate change
  - 2 overpopulation
  - 3 station
  - 4 virtual world
  - 5 catastrophe
  - 6 robots
- 2
- 1 C; stay in
  - 2 D; dropped us off
  - 3 A; go out / meet up
  - 4 B; bump into
- 3
- 1 teach yourself
  - 2 defend themselves
  - 3 come along
  - 4 pick ... up
  - 5 has ... round
- 4 Students' own answers.

### Listening

- 1 A
- 2
- 1 Saturday evening
  - 2 was thinking
  - 3 friends round
  - 4 the garden
  - 5 be great
  - 6 pick ... up
  - 7 drop ... off
  - 8 6 / six o'clock

## Unit 3

### Vocabulary

- 1
- 1 horror
  - 2 blockbuster
  - 3 audience
  - 4 genre
  - 5 tracks
  - 6 album
- 2
- 1 director
  - 2 viewer
  - 3 viral video
  - 4 talent show
  - 5 comedy
  - 6 bestseller

- 3
- 1 What's number one in the **music charts** this week?
  - 2 *Match of the Day* and *Sports Scene* are **sports programmes** on TV.
  - 3 It was such a popular book that it became a **bestseller** in its first week.
  - 4 (correct)
  - 5 The film was a huge success at the **box office**.
- 4
- 1 swallow
  - 2 face
  - 3 backs
  - 4 hair-raising
  - 5 neck
- 5
- 1 B
  - 2 A
  - 3 C
  - 4 D
- 6
- 1 turn your back on
  - 2 spine-chilling
  - 3 makes my blood boil
  - 4 face up to
- 7
- 1 unsuitable
  - 2 indecent; uncensored
  - 3 illegal
  - 4 immature
  - 5 irresponsible
- 8
- 1 immoral to hide legal problems
  - 2 Jon plays a disobedient young
  - 3 his new book distasteful
  - 4 illegal to download
  - 5 unsuitable / inappropriate costumes
  - 6 unsafe to walk in the city centre
- 9
- 1 western
  - 2 sci-fi
  - 3 musical
  - 4 costume drama
  - 5 adventure
- 10
- 1 illegible
  - 2 uncomfortable
  - 3 disorganized
  - 4 immature
  - 5 dissatisfied
  - 6 impatient
- 11 Students' own answers.

### Grammar

- 1
- 1 who
  - 2 which
  - 3 when / that
  - 4 who / that
  - 5 who / that
  - 6 which
- 2 Students' own answers.
- 3
- 1 Rob is a musician who plays in the school band.
  - 2 Let me introduce you to Kris, who's the band's singer.
  - 3 There's the presenter whose show is on at the weekends.
  - 4 I've got a friend whose dad's a famous director.
  - 5 What's the name of that actor who's on stage now?
  - 6 This is the designer who will make the costumes.

**4 Kelly** What's the name of that actor **whose** talking to Jo?

**Ruth** That's Mara, actually, the exchange student **who** spending this year in England. But I know what you mean. She kind of looks like that actress **whose** in *Dr Who*. Jenna Coleman's her name, isn't it?

**Kelly** Yeah, that's who I'm getting her mixed up with. She's the one **who's** autograph my brother got the other week.

**Ruth** How do you know it wasn't Mara **who's** gave him her autograph?

**Kelly** Don't let my brother hear you saying that!

- 1 who's 2 who's 3 who's  
4 whose 5 who

- 5** 1 that ✓ 5 that ✓  
2 that ✓ 6 where  
3 that 7 that ✓  
4 where

- 6** 1 ✓ is the day when I go to the gym  
2 ✓ to the hotel where the band is staying  
3 is the person who plays drums on our latest album  
4 ✓ is the cinema where we're going tonight  
5 ✓ was the year when she made her first video

- 7** 1 *Iron Man 3*, which I saw last week, is a sci-fi film. N  
2 (no commas needed) D  
3 Filming, which should have finished last week, is behind schedule. N  
4 (no commas needed) D  
5 Bondi Beach, where we first met, is in Sydney. N  
6 (no commas needed) D  
OR We bought tickets, which were very expensive. N

- 8** 1 The film premiere, which all the actors will attend, will be held tomorrow.  
2 His agent, who works in Hollywood, got him the part.  
OR His agent, who got him the part, works in Hollywood.  
3 My favourite track, which is number 3 on the CD, is called 'Moonshine'.  
OR My favourite track, which is called 'Moonshine', is number three on the CD.  
4 The studio, where many people work, was closed down.

**5** Coldplay, who played at the Paralympics in 2012, are one of the best bands in the UK.

OR Coldplay, who are one of the best bands in the UK, played at the Paralympics in 2012.

- 9** 1 that 2 who 3 whose  
4 when 5 where 6 –

- 10** 1 Do you know **who's** responsible for casting?  
2 (correct)  
3 The Cannes Festival, which takes place each year, is an important event.  
4 Ryan Gosling, **who** is an actor, is very successful.  
5 Here's a picture of the house **where** you will be staying. / Here's a picture of the house that you'll be staying **in**.  
6 (correct)

### Listening

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

- 3** 1 B 2 A

**4** 3, tough: The letters *gh* are pronounced /f/, whereas in the others the letters are silent.

- 5** 1 dancers who didn't go back to Cuba while they were on tour in 2013?  
2 which is based in Havana I think, trains its dancers for free  
3 who are among the best in the world, owe a lot to the dance company  
4 month, which is what a top ballet dancer receives in Cuba,  
5 why dancers leave in the hope of a better career abroad

### Speaking

- 1** 1 B 2 D 3 C

**2** **Lena** OK. What **about** question two? Who directed the film *World War Z*?

**Raul** I can't **be** certain. Can you give me a clue?

**Lena** OK. **Was it** A Ruben Fleischer, B Marc Forster, or C Allen Hughes?

**Raul** My guess is **it / that it** was Marc Forster.

**Lena** **Are** you sure about that?

**Raul** I'm pretty sure it was him.

- 3, 4, 5, 6** Students' own answers.

### Reading

- 1** car racing; football

- 2** Possible answers:

- 1 She taught herself using an online tutorial.
- 2 She can play her own music and sing live and she doesn't need a fancy show to entertain her fans.
- 3 Her grandmother had Alzheimer's.
- 4 She prefers uncomplicated songs that can easily be sung and that have a message.

- 3** 1 F – She was fifteen, not twelve, as it says that she first went on stage three years after she started to learn to play guitar at the age of twelve.  
2 T – Life in a Beautiful Light came out in 2012.  
3 F – Across the Nile is the only song out of three mentioned that is about politics.  
4 T – It says that she has won countless awards.

- 4** 1 A 3 A 3 B 4 B

- 5** 1 B 2 B

### Writing

- 1** An Honorary Doctor of Arts degree from Harvard University.

- 2** 1a which  
1b yes (that could be used instead)  
1c no (the pronoun could not be omitted)  
2 By the time  
3a who directed his first feature film in 1980; non-defining  
3b which have made him a respected director, screenwriter and producer worldwide; defining

- 3** 1 No sooner 3 As soon as  
2 By the time 4 just

- 4, 5, 6** Students' own answers.

### Progress Check

#### Grammar

- 1** 1 where 3 which 5 who  
2 whose 4 when

- 2** 1 ✓ The person that I spoke to was unhelpful.  
2 The hotel that the group stayed in was in the centre of town.  
3 ✓ Is that the book that you gave Grant?



- 4 ✓ Let's watch the viral video that everyone's talking about.

5 (no changes possible)

- 3 1 where most American films are made  
2 who wrote the Harry Potter books  
3 where I saw my first film  
4 when Pacific Rim came out

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

### Vocabulary

- 1 1 audience 4 hit  
2 director 5 horror  
3 blockbuster 6 romance
- 2 1 makes my blood boil  
2 face up to  
3 pain in the neck  
4 spine-chilling
- 3 1 turned 3 albums 5 audience  
2 hits 4 charts 6 swallow
- 4 1 illogical 4 dissatisfied  
2 inadequate 5 unbearable  
3 illiterate 6 irrelevant

### Listening

1		Indiana Jones and the Temple of Doom	Only Fools and Horses	The Jackal
	David Jason		✓	
	Bruce Willis			✓
	Richard Gere			✓
	Harrison Ford	✓		

- 2 1 2.15 (p.m.)  
2 costume drama  
3 comedy  
4 7.00 (p.m.)  
5 adventure  
6 romance  
7 thriller

### Speaking

Students' own answers.

## Unit 4

### Vocabulary

- 1 1 disrespectful 4 kindly  
2 honestly, equally 5 dishonest  
3 disloyal 6 racist
- 2 1 kind  
2 respect  
3 equality  
4 discrimination / disgraceful  
5 prejudice
- 3 1 was 3 kept 5 met  
2 had 4 are 6 'm / am
- 4 1 'm / am sick of  
2 find out  
3 didn't lose his head  
4 through thick and thin  
5 under the weather  
6 are over the moon
- 5 1 ask 3 getting 5 being  
2 flirt 4 get 6 breaking
- 6 1 Getting married is a way of **making a commitment** to someone you love.  
2 Didn't you used to **go out** with Jamie?  
3 (correct)  
4 She was really upset when he **broke up** with her.  
5 You may be broken-hearted now, but you'll soon **get over** your ex-girlfriend.  
6 I wish Kyle would stop flirting with me!
- 7 1 a have b have c having  
2 a get b got c get  
3 a Was b 's / is c 'm / am
- 8 1 inequality 4 unkindly  
2 grateful 5 loyalty  
3 inhumane

### Grammar

- 1 1 ... (that) he hadn't seen Lisa the night before / previous night.  
2 ... (that) her brother was getting married the following week / week after.  
3 ... (that) Ann and Ryan had nothing in common.  
4 ... (that) she would help me / him / her / them carry the box.  
5 ... (that) we could all go / come for dinner that night.  
6 ... (that) he had never made new friends while on holiday.

- 2 (that) she had said 'Yes'.

that was good news and that he had been beginning to think Ian would never ask her.

they were going out for pizza that evening.

he and Manjit were also going out for pizza that evening and that they could all go together.

he wasn't sure, as it was their first date so it would be a bit embarrassing with other people there.

he was probably right and that they could go on a double date the next time.

- 3 1 told 3 said 5 said  
2 said 4 told 6 told
- 4 1 Pete said to Jo that his parents had nothing in common.  
2 Gran said to me that their neighbours had just gone on holiday.  
3 Sue told Lucy that Leo had been speaking to Gemma when she had seen him that morning.  
4 Ricardo told the class that his great-grandparents had had nine children.  
5 I told Geri that I was coming home the following week / week after.
- 5 1 Mairi suggested to Sean that they watch a DVD after dinner.  
2 Misha warned Vanessa not to go out with Jim as / because he was nasty.  
3 David reminded Ali to call him the following / next day.  
4 Cassie ordered Don not to touch her iPad again.  
5 Mum recommended that I try the new Chinese restaurant.
- 6 Students' own answers.
- 7 1 Rob asked me when he would see me again.  
2 Steve asked Mia if / whether she was going to the cinema that night.  
3 Sophie asked her brother if / whether Kyle had called her while she was out.  
4 Ama asked me why I had broken up with Rosie.  
5 The waiter asked us if / whether we had booked a table.

- 8 1 'When does the lesson end?'  
 2 'Can I borrow your phone?'  
 3 'Why didn't you trust me?'  
 4 'Do you know Craig?'  
 5 'How did you do in the test?'
- 9 1 Izzie asked me where I had got that book.  
 2 Mum suggested to Dad that they go out for a meal that night.  
 3 Ewan reminded Eric to bring his revision notes.  
 4 I told my sister that a boy called Dean was at the door for her.  
 5 Lara said to Kevin that she would see him the next / following day.
- 10 1 recommended → **suggested**  
 2 told → **asked**  
 3 did he know → **if/whether he knew**  
 4 said → **told**  
 5 can → **could**  
 6 had used → **used**

### Listening

- 2 1 C 2 D 3 C 4 A 5 B 6 A  
 7 B 8 D
- 3 1 a 2 a
- 4 Possible answers:  
 1 **a** spreading rumours (normal stress)  
 no special emphasis intended / normal use  
**b** *spreading* rumours  
 to emphasize that rumours are being spread, as opposed to being condemned / proven wrong / etc.  
**c** *spreading rumours*  
 to emphasize that it is rumours that are being spread and not, for example, lies / gossip / etc.
- 2 **a** *racial* comments  
 to emphasize that comments are racial in nature and not, for example, sexist / positive / etc.  
**b** *racial comments*  
 to emphasize that racism was expressed by means of comments and not, for example, by attacks etc.  
**c** racial comments (normal stress)  
 no special emphasis intended / normal use
- 5 1 told me some of the girls have been bullying you this term  
 2 I asked her not to tell anyone  
 3 Jaydee said she's very worried about you

- 4 it started with nasty messages on my Facebook page  
 5 What did the messages say  
 6 They said that I had stolen some money from some  
 7 Did you steal any money  
 8 They're just spreading rumours

### Speaking

- 1 1 E 2 B 3 F 4 A 5 D 6 C
- 2 1 less than half of the  
 2 I don't think it's important  
 3 companionship  
 4 Nearly everyone is  
 5 Hardly anyone
- 3, 4, 5, 6 Students' own answers.

### Reading

- 1 1 the writer's dad  
 2 the writer
- 2 1 B 2 C 3 B 4 A
- 3 1 False. 'We're concerned about ... our future ...'  
 2 False. '... you won't catch me ... risking having to chat to her folks!'  
 3 False. 'It's just as easy to lie in person as it is to create a false Facebook profile.'  
 4 True. 'Recognizing who you can connect with and who you can't is an art form, online and offline.'
- 4 1 freaks ... out 3 folks  
 2 hanging out 4 blurted out
- 5 1 blurted; b 3 express; a  
 2 fifties; a 4 folks; b

### Writing

- 1 Possible answer:  
 She's going bowling on her first date with a boy called Toby.
- 2 1 It has; have not  
 2 'My friend Carol says I'm obsessed.' 'Toby said it's great.' The present tense is used as the information is still true.  
 3 To convey that the previous idea (doing homework) is boring.
- 3 1 Got any advice? / Any idea what I should wear? / OK then, better get on with ...  
 2 It's / haven't / We're / I'm / name's / he's / can't / we're / it's  
 3 Hey / Well / stuff like that / I almost forgot to mention / OK then
- 4 Students' own answers.

- 5 1 Greeting  
 2 apology  
 3 your own news  
 4 advice about what to wear  
 5 sign off
- 6 Students' own answers.

### Progress Check

#### Grammar

- 1 1 we / they were getting married  
 2 he went to the theatre  
 3 (that) Ken was always  
 4 Dad (that) Ray had lost their  
 5 we / they could have ... that year
- 2 1 advised 4 warned  
 2 said 5 ordered / told  
 3 suggested 6 recommended
- 3 1 Julia asked Izzy where her parents had met.  
 2 Mark asked me if that was my house.  
 3 Ang asked me how many times Taylor had asked me out.  
 4 'Did you have a good time?'  
 5 'Why are you crying?'  
 6 'When did you last go on a date?'
- 4 Possible answers:  
 1 that he couldn't find a decent photo of himself to post in his advert on the new online dating site.  
 2 Jaime / him how she could help (him).  
 3 Marise / her if she could take a new photo of him.  
 4 to take his photo  
 5 she didn't have a camera  
 6 to let her use his

#### Vocabulary

- 1 1 unkindness 4 indignity  
 2 humanity 5 Dishonesty  
 3 racism
- 2 1 It's not a good idea to lie to the police, just be **honest**.  
 2 I love going walking at this time of year, the trees are such **beautiful** colours.  
 3 Women still experience **inequality** in their work environment.  
 4 I may have lost the game, but I left with **dignity**.  
 5 I **gratefully** thanked my grandmother for my birthday present.

- 3 1 on 2 know 3 common  
4 blue 5 over 6 through

4 Students' own answers.

### Listening

1 Tick: 2, 3, 5

Possible answers:

1 isn't mentioned – the speakers simply mention a specific case of someone they know who posted someone else's photo on Facebook.

4 isn't mentioned – the survey asks about how people ask someone else out on a date, not where they would go.

- 2 1 broke up  
2 about half the people  
3 The majority of people  
4 1 in 4 / One in four  
5 only 60%

### Speaking

Students' own answers.

## Unit 5

### Vocabulary

- 1 1 nervous 4 Aggression  
2 impatient 5 shy  
3 confidence 6 innocence
- 2 1 You should be more **assertive** with your friends.  
2 For **safety** reasons, all babies must sit in a child seat when travelling in cars.  
3 (correct)  
4 I feel too **self-conscious** to wear these shorts.  
5 Danny was always very **confident** in his abilities.  
6 Openness means being **honest** with others about how you feel.
- 3 1 understand each other / one another  
2 smiled at each other / one another  
3 are ... copying each other / one another  
4 looked at each other / one another  
5 trust each other / one another
- 4 1 copying each other / one another  
2 understand each other / one another  
3 laugh with each  
4 trust one  
5 looked at each other / one another
- 5 1 greet 3 bow 5 hold  
2 shake 4 wave

- 6 1 hug 4 interrupt  
2 apologize 5 kiss  
3 queue 6 greet

- 7 1 ability 4 generosity  
2 importance 5 modesty  
3 laziness 6 reliability

8 Possible answers:

**-ness:** assertiveness, boldness, nervousness, self-consciousness, defensiveness, happiness

**-ce:** importance, independence, impatience, confidence, intelligence, innocence

**-ity:** insanity, stability, ability, sensitivity, reliability

**-y:** guilty, modesty

- 9 1 nervousness 4 confident  
2 intelligent 5 important  
3 intelligence 6 ability

### Grammar

- 1 1 weren't able 4 could  
2 Could you 5 can't  
3 managed to 6 Can I

2 Students' own answers.

- 3 1 should / ought to dress  
2 mustn't bully  
3 shouldn't / ought not to bring  
4 must / have to help  
5 should / ought to speak

4 Students' own answers.

- 5 1 can't be; must be  
2 may / might not want  
3 may / might / could / must be  
4 may / might not understand  
5 must belong

- 6 1 may be honest with us this time.  
3 can't be the one who's stealing things.  
4 must be Anne's house because that's her car parked over there.  
5 could / may / might be asleep.

- 7 1 have caused 4 have been  
2 have bought 5 have attended  
3 have done 6 have seen

- 8 1 You can't have shaken hands with Lionel Messi!  
2 Penny should have listened to her boss.  
3 You could have told me last night the class had been cancelled.  
4 (correct)

- 5 I shouldn't have played indoors earlier because I smashed a light.  
6 She may have already left.

- 9 1 should try 2 must not do  
3 should not catch  
4 must have agreed  
5 must have been  
6 could not control

- 10 1 Grant could play the violin when he was five.  
2 You don't have to read this article.  
3 Mark may / might / could have stolen the money.  
4 You should speak to a teacher about your problems.  
5 You can't have seen Jane. She's on holiday.  
6 Can Rhys buy a new tablet?

### Listening

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

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

- 4 1 Falling intonation  
2 Falling intonation  
3 Rising intonation  
4 Rising intonation

- 5 1 do we mean by 'instinctive behaviour'  
2 behaviour that takes place without any previous knowledge  
3 behaviour that doesn't have to be learned  
4 automatic and the same behaviour can be seen in all members of a species  
5 Can you give us any other examples  
6 What must they do when they're born to survive  
7 they have to get to the sea  
8 Do they have to be shown the way to the sea by other members of the species

### Speaking

- 1 1 D 2 A 3 E 4 C 5 F 6 B

- 2 1 Would you like  
2 would be  
3 I'll just  
4 Shall I  
5 thanks anyway  
6 Do you mind  
7 of course not

3, 4, 5, 6 Students' own answers.



## Reading

- 1** 1 An astronaut  
2 a mountaineer  
3 Professor of psychology at Vanderbilt University
- 2** Possible answers:  
1 That they are extreme forms of risk.  
2 It's an example of non-extreme risk which a young person might take.  
3 Asking people questions about their behaviour concerning risks and examining their brains using PET scans while doing an exciting activity.  
4 Teenagers and people who enjoy taking risks produce more dopamine than people who don't like taking risks.  
5 Because they produce more dopamine than adults and because they are more influenced by how other people the same age as them see them.
- 3** 1 F Aldrin defines risk as being prepared to lose everything, he doesn't say that he lost everything.  
2 F The writer mentions not doing homework as an example of a risk that some young people take and that can make them feel good.  
3 F 34 people were involved and they were men and women in equal numbers (i.e. 17 men and 17 women).  
4 T Doing things spontaneously and breaking rules are among characteristics linked with risk-taking.  
5 F It is a chemical that is released naturally in the brain when we experience pleasure.
- 4** 1 in jeopardy 4 thrill  
2 curfew 5 peers  
3 spontaneously
- 5** 1 astronaut  
2 your

## Writing

- 1** To apply for a job in a bakery.
- 2** 1 1F 2B 3D 4C 5A 6E  
2 A provide  
B position; post  
C ideal candidate  
3 Organize the main ideas into separate paragraphs.

## 3 Dear Sir or Madam,

I am writing to you regarding the position of a Saturday sales assistant at your bakery. I would like to apply for the position, which I saw advertised recently in a local newspaper. [P] I believe that I am an ideal candidate for the post as I am very hard-working and confident with other people. I am also patient and enjoy helping others. [P] Furthermore, I have experience of working in a shop situation. Last summer I worked part-time as a sales assistant in a local newsagent's. My previous employer was very pleased with my work and she can provide a reference if you need one. [P] I would be grateful if you would consider me for the post. I am available at any time you wish to come for an interview.

Yours faithfully,

Sam Lewis

## 4 I am writing to you regarding the position ...

I would like to apply for the position, which I saw advertised recently ...

I believe that I am an ideal candidate for the post ...

My previous employer ...

... provide a reference ...

I would be grateful if you could consider me for the post.

I am available any time you wish ...

- 5** 1 A formal email applying for a summer job in the office of a teenage magazine.  
2 Possible answers: ability to read for detail, confidence, independence, reliability  
3 Dear Mrs Woods; Yours sincerely

- 6** A 3 B 4 C 1 D 2 E 1  
F 4 G 3

## 7 Students' own answers.

## Progress Check

### Grammar

- 1** 1 prohibition 5 certainty  
2 advice 6 obligation  
3 ability 7 possibility  
4 request

- 2** 1 Could your granddad read  
2 don't have to steal  
3 Should we ask  
4 mustn't forget  
5 might not be
- 3** 1 should ... have done  
2 must have paid  
3 can't have been  
4 could have taken  
5 should have been
- 4** 1 can't have seen  
2 must have been  
3 must not enter  
4 say you are / that you're  
5 might / may have felt

## Vocabulary

- 1** 1 nervousness 4 aggression  
2 innocence 5 importance  
3 happiness
- 2** 1 with one another / each other  
2 with one another / each other  
3 at one another / each other  
4 one another / each other
- 3** 1 shyness always stopped  
2 hold hands  
3 catch the waiter's eye  
4 answer the phone / answer this phone call  
5 shook hands (with one another / with each other)
- 4** 1 cooperated with 4 laziness  
2 talk to 5 generous  
3 guilty of 6 frustration

## Listening

- 1** 1, 3, 4 are mentioned
- 2** 1 Shake hands 4 queues  
2 How do you do? 5 apologize  
3 on time 6 behaviour

## Speaking

Students' own answers.

## Unit 6

### Vocabulary

- 1** 1 inventor 4 discovery  
2 development 5 revolutionized  
3 researchers 6 cloning
- 2** 1 During the experiment, there were three observers in the lab.  
2 Where does the designer get her inspiration from?

- 3 Washing machines, vacuum cleaners and dishwashers brought about a revolution in housework.
- 4 The discovery of / Discovering fossil fuels like coal and oil has been very important to modern life.
- 5 The company is working on adaptations to its software program.
- 3 1 microwave  
2 international  
3 rewrite  
4 underestimate  
5 pro-GM
- 4 1 (correct)  
2 People were wearing **multi-coloured** costumes at the carnival.  
3 Vegetables lose valuable vitamins when they're **over-cooked**.  
4 The organizers **underestimated** the number of participants and not everyone could fit into the hall.  
5 If you are **anti-technology**, you believe that people shouldn't use electronic items.
- 5 1 tough 4 useful 2 eye-catching  
5 stylish 3 low-cost
- 6 1 Wayne's umbrella is pocket-sized.  
2 We need to find a low-cost solution.  
3 Do you think in the future all cars will be solar-powered?  
4 This resort isn't really child-friendly.  
5 New inventions must be eco-friendly.
- 7 1 a resend  
b renew  
c redesign  
2 a multi-purpose  
b multi-national  
c multi-storey  
3 a overeat  
b overproduce  
c overspend
- 8 1 idea 4 discoveries  
2 tests 5 inspiration  
3 observations 6 adaptations

## Grammar

- 1 1 hadn't been published  
2 will be replaced  
3 Has ... been developed  
4 was ... invented  
5 is being re-written  
6 are recycled

- 2 1 Someone **has** left their iPod on this desk.  
2 (correct)  
3 Sonia **was** given a heart-shaped cake for her birthday last year.  
4 **Do they sell GM foods** in this supermarket? / **Are GM foods sold** in this supermarket?  
5 (correct)  
6 The test will **be done** again in a week's time.
- 3 Students' own answers.
- 4 1 will be done; by researchers  
2 was made; (second space left blank)  
3 was discovered by the police  
4 is being designed; by Lia  
5 have been put; by the company
- 5 1 The lab was being cleaned when I arrived.  
2 This old TV set is going to be replaced soon.  
3 Electronic goods are developed by our company.  
4 The scientist won't be paid a lot of money.  
5 The new solar-powered car is being tested by Shona.
- 6 1 having my hair cut this afternoon.  
2 had its roof blown off in the storm.  
3 got new solar panels put in.  
4 has had her motorbike fixed twice this month.  
5 getting a new computer delivered later.  
6 had his eyes tested yesterday.
- 7 1 had our photo taken  
2 had more tests done  
3 having our lights fixed  
4 has had a new perfume developed  
5 had a new tattoo drawn  
6 will have had the bedroom painted
- 8 1 will have / have the bionic eye put in  
2 will be put / is put  
3 will be worn / are worn  
4 will be sent / are sent  
5 has been created

- 9 **Stu** Did you go to the Design of the Year exhibition this year?

**Kyle** Yeah. It **is** really interesting. I saw that an award was given to the website gov.uk.

**Stu** A website? That's an unusual choice.

**Kyle** Well the judges were impressed **for** it because it saves users lots of time and money.

**Stu** In what way?

**Kyle** People's lives **have made** easier by the website as it helps them to do things like get their passport **renew** or pay their taxes.

**Stu** **Did** any other designs awarded prizes?

**Kyle** Oh yes, there were prizes for things like architecture, fashion, design and transport. The one that got the transport prize was the one I liked best. It was a wheel **that been** designed so that it can be folded and used for bikes and wheelchairs.

**Stu** Sounds cool.

**Ex.** was

- 1 with / by  
2 have been made  
3 renewed  
4 Were  
5 that has / that's been

## Listening

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

- 3 1 They\_haven't had\_the\_designs\_approved yet.  
2 Next\_week, I'll\_be\_in Geneva.  
3 A\_luminarium\_is\_made\_of coloured plastic.  
4 It's\_a\_great place for\_concerts.  
5 This\_is\_used for catching fish.  
6 It's\_not\_as heavy\_as it seems.
- 4 1 was given an invitation to visit a luminarium  
2 the Mayor had had one installed in the Olympic Park  
3 It was an experience I'll never forget  
4 I'm worried that I'll feel like I've been locked in  
5 I'm sure you'll be able to relax when you see all those beautiful colours  
6 It's good to be given the chance to do something a bit different  
7 my friend's band has been asked to play a concert there next week  
8 But let's stay near the entrance

## Speaking

- 1 1 practical  
2 far more practical than  
3 pocket-sized  
4 is less practical than  
5 isn't as cheap as  
6 cost less than

- 2 1 is used for
- 2 It's a useful thing
- 3 much less useful
- 4 changed more people's lives
- 5 it helps
- 6 You can use it

3, 4, 5, 6 Students' own answers.

## Reading

- 1 Possible answer:  
In the FunanDigitalife Mall, you can buy gadgets and IT equipment. In the Akihabara area, you can buy new and used electronic equipment, computer games and parts and personal robots.
- 2 Possible answers:
  - 1 Someone who likes to travel and is interested in IT and electronic gadgets.
  - 2 WiFi internet access is free in the FunanDigitalife Mall.
  - 3 To look on the mall's website to see if any gaming championships will be held there while they are visiting.
  - 4 In the Akihabara district of Tokyo.
  - 5 Your passport, if you are a foreign tourist.
- 3 1 F 'It is certainly very popular' in this part of Asia, but it doesn't say it's the 'best-known'.
- 2 F All the stores are 'under one roof'.
- 3 F Goods aren't discounted, but shoppers can get a tax refund with a foreign passport.
- 4 T Akihabara is 'less than five minutes by train from Tokyo station'.
- 5 T The duty free shops 'specialize in appliances for the international market'.

- 4 1 gadgets                      4 buy
  - 2 unlimited                    5 enthusiasts
  - 3 instant                        6 deals in
- 5 1 /dʒ/   2 /dʒ/   3 /dʒ/   4 /g/   5 /g/

## Writing

- 1 The writer agrees with the statement, as in the conclusion he / she says that we should use technology only when necessary.
- 2 1 Yes
- 2 2: The arguments against the statement
- 3: the arguments for the statement
- 3 In conclusion; I believe

- 3 1 however
- 2 On the one hand
- 3 On the other hand
- 4 What's more
- 5 although
- 4 Students' own answers.
- 5 Possible answer:  
By introducing both sides of the argument.

6, 7 Students' own answers.

## Progress Check

### Grammar

- 1 1 invented; A
- 2 was printed; P
- 3 will be repaired / is going to be repaired; P
- 4 are asking; A
- 5 was designed; P
- 6 are tested; P
- 2 1 is being replaced
- 2 was this email written
- 3 has been left
- 4 will be tested
- 5 was being driven by
- 3 1 had their article published
- 2 had my iPhone stolen
- 3 will have had the tests done
- 4 is having their website redesigned
- 5 Have; had the computer checked
- 6 had her dress designed
- 4 1 has been promoted
- 2 has; had the app converted
- 3 will be taught
- 4 were organized
- 5 are improved
- 6 have had it made

### Vocabulary

- 1 1 B   2 C   3 A   4 C   5 B
- 2 1 eco-friendly              4 long-lasting
- 2 waterproof                5 tough
- 3 solar-powered
- 3 1 researchers
- 2 tests
- 3 rethink
- 4 designed/developed
- 5 discovered
- 6 observation
- 4 1 ... do you always overspend
- 2 ... are multi-purpose
- 3 ... resend me the email
- 4 ... is multi-ethnic
- 5 ... always overproduces cars

## Listening

	Senz® Umbrella	London Underground Mighty Wallet	Crinkle Glass
waterproof	✓	✓	
disposable			
recycled			✓
low-cost		✓	✓
eco-friendly			✓
pocket-sized		✓	
tough		✓	

- 2 1 was designed              6 waterproof
- 2 high quality                7 disposable
- 3 £49.99                        8 recycled
- 4 black                         9 £6.50
- 5 £14.99

## Speaking

Students' own answers.

## Unit 7

### Vocabulary

- 1 1 raise                        4 taking
- 2 volunteering               5 raise
- 3 is appealing
- 2 1 campaign                4 donation
- 2 charity                      5 sponsor
- 3 activity                      6 volunteer
- 3 1 Inner-city schools
- 2 cancer research
- 3 terrorist attack
- 4 volunteer project
- 5 sports stars; animal charities
- 4 1 ice-cream flavour B
- 2 animal charities D
- 3 computer game A
- 4 volunteer projects C
- 5 1 equality
- 2 cuts
- 3 gender
- 4 protesters; slogans
- 5 right

- 6 1 The protesters organized a **march** through the centre of the city.  
 2 Did you sign the **petition** against changes to the education system?  
 3 Two hospitals have been closed recently due to health **cuts**.  
 4 (correct)  
 5 During the protest march, we all shouted **slogans**.
- 7 1 rally 2 Banners 3 petition  
 4 slogan 5 Activists / Protesters
- 8 1 change 4 worthy  
 2 members 5 issue  
 3 penalty 6 rally
- 9 1 sponsored 4 clean-up  
 2 march 5 endangered  
 3 people 6 English

## Grammar

- 1 1 help 4 had  
 2 will be 5 don't try  
 3 would end 6 complained
- 2 1 would you complete  
 2 think  
 3 will learn  
 4 wouldn't / would not need  
 5 were
- 3 1 'd / had known; wouldn't / would not have gone  
 2 raise; will / 'll build  
 3 Would ... go; started  
 4 would have / 've told; had / 'd wanted  
 5 supported; would hire  
 6 Will ... sponsor; take
- 4 1 If we **don't** oppose health cuts, the government will close more hospitals.  
 2 If you had told me you were raising money for charity, I would **have made** a donation.  
 3 If I were you **I would / 'd** complain.  
 4 If they reduce our pay, **we will / we'll go** on strike.  
 5 If the terrorist attack hadn't **happened**, the building would still be standing.  
 6 (correct)
- 5 1 The animals will die unless we rescue them.  
 2 We won't cut your wages as long as you work harder.  
 3 We will all make a difference if we try.  
 4 They will hire a woman provided that she has relevant experience.

- 5 Researchers won't find a cure for cancer unless we support them.  
 6 We will launch an appeal provided that you help us.
- 6 1 will hear us unless you / we shout louder  
 2 go on the sponsored walk provided that you make a donation  
 3 will disappear if we don't help it  
 4 give you a / my donation as long as you complete the race  
 5 will change if we don't become active  
 6 clean up the beach provided that the weather is good
- 7 1 would; had 3 would; had  
 2 had; would 4 had; had
- 8 1 asks for a donation, what will you do  
 2 hard, the campaign won't be a success  
 3 were Abril, I wouldn't go to the rally  
 4 pay us less, what will we do  
 5 had / 'd realized how serious it was, we would have helped
- 9 Students' own answers.

## Listening

- 2 1 A 2 B 3 A 4 C 5 B 6 C  
 7 A 8 B 9 A 10 B
- 3 1 First on our agenda, we'll be looking at forms of protest ...  
 2 It's a pleasure to be here.  
 3 What's it like being on the other side of a protest?  
 4 Maybe boring isn't the right word.
- 4 Students' own answers.
- 5 1 If I were you, I wouldn't go to the protest.  
 2 We've got to stand up for our rights.  
 3 But what if things get violent?  
 4 If we all thought like that, nothing would ever change.  
 5 OK, but will you leave immediately if any trouble starts?  
 6 Don't worry. I'm sure it will be very peaceful.

## Speaking

- 1 1 580  
 2 20  
 3 raises awareness; raises  
 4 ten / 10  
 5 thirty-five / 35  
 6 a hot meal  
 7 online / on Twitter

- 2 *Students should tick:*  
 today I'd like to talk to you about ...  
 First of all, I'd like to explain ...  
 the next thing I'd like to explain ...  
 That's all I have to say for now.  
 Thanks very much for listening.

3, 4, 5, 6 Students' own answers.

## Reading

- 1 Waste less to need less  
 Possible answer:  
 It is best because it can refer to both sections of the argument. The other two only refer to one of these two sections.
- 2 1 C 2 C 3 A 4 C
- 3 1 T '... people ... have begun questioning their values in life.'  
 2 F It's an example of a renewable source.  
 3 T '... we've become increasingly reliant on energy-consuming electronic devices.'  
 4 T The article lists five different ways in which we would benefit.  
 5 T '... we'll be healthier, happier and more certain for the future as the power will be back in our own hands.'
- 4 1 boom 4 recession  
 2 cargo ships 5 appliances  
 3 renewable
- 5 1 anxiety 3 diet  
 2 reliant 4 appliances

## Writing

- 1 The writer disagrees with the statement.  
 Students' own answers.
- 2 1 The writer opposes the statement.  
 2 To meet up with people with the same views  
 To make their voices heard.  
 3 *Students should tick:*  
 refer to the main idea in the statement  
 sum up the main ideas
- 3 **Firstly** In the first place / To begin with  
**Moreover** In addition / Also / Furthermore / What's more / Secondly  
**To sum up** In conclusion / All in all / To conclude
- 4, 5, 6 Students' own answers.

## Progress Check

### Grammar

- 1** 1 were; would tell  
2 will hurt; don't stop  
3 joined; would help  
4 would make; organized  
5 becomes; will act  
6 were; would be
- 2** 1 wanted; 2nd  
2 help; 1st  
3 hadn't read; 3rd  
4 won't be; 1st  
5 would go; 2nd
- 3** 1 think  
2 would you sign  
3 did  
4 are  
5 hadn't taken
- 4** Students' own answers.

### Vocabulary

- 1** 1 banner; slogans  
2 animal rights  
3 activists; rally  
4 protest; health cuts  
5 community service
- 2** 1 Gender 4 inner-city  
2 terrorist 5 research  
3 cuts 6 birthday
- 3** 1 ... raise enough funds for a homeless shelter  
2 ... make a list of everything we need to do before the charity event  
3 ... a high-school senior  
4 ... racial equality  
5 ... take part in the charity event
- 4** 1 part 4 species  
2 attend 5 worthy  
3 petition 6 on

### Listening

- 1** A3, B1, C-, D2
- 2** 1 volunteer  
2 homeless  
3 17-30 / seventeen to thirty  
4 drug  
5 3 / three  
6 make a donation  
7 teaching

### Speaking

Students' own answers.

## Unit 8

### Vocabulary

- 1** 1 checked in 4 went  
2 stop off 5 heading to  
3 delayed 6 looking
- 2** 1 book 3 cancel 5 go  
2 pack 4 get 6 miss
- 3** 1 travel blog 4 budget hotel  
2 return ticket 5 weekend trip  
3 beach holiday
- 4** 1 summer holiday  
2 travel; shoestring  
3 five-star hotel  
4 travel sickness  
5 day trip
- 5** 1 affordable 3 atmospheric  
2 compact 4 busy
- 6** 1 busy 5 impressive  
2 lively 6 elegant  
3 trendy 7 peaceful  
4 affordable
- 7** 1 Have ... packed 4 get  
2 go 5 got  
3 book 6 went
- 8** 1 cabin crew 5 boarding pass  
2 social media post 6 run-down  
3 seaside resort 7 chic  
4 duty free 8 campsite

### Grammar

- 1** 1 ✓ Hitchhiking 4 coming  
2 going 5 ✓ walking  
3 ✓ Booking 6 ✓ teaching
- 2** 1 Sitting on the train, Gayle admired the countryside.  
2 Staying in a hotel outside the city is usually cheaper.  
3 Stopping off at the roadside café was a bad idea.  
4 Swimming in the cool sea was wonderful.  
5 Living in Oxford can be very expensive.
- 3** Students' own answers.
- 4** 1 too hot to sit  
2 to fly  
3 getting  
4 going  
5 enough to swim  
6 walking  
7 're not / are not / aren't driving fast enough

- 5** 1 going into the  
2 after showing / he showed me  
3 enough money to come  
4 too dirty to lie  
5 from being a scenic
- 6** 1 going 4 ✓ to get  
2 to get 5 sleeping  
3 taking 6 ✓ to arrange
- 7** 1 to get 5 to let  
2 to see 6 doing  
3 going 7 arguing  
4 visiting
- 8** 1 going 4 to do 7 riding  
2 taking 5 to relax 8 going  
3 travelling 6 being
- 9** Students' own answers.

### Listening

- 2** 1 B 2 C 3 D 4 B 5 C 6 A  
7 B 8 C
- 3** 1 How, involved ✗  
2 exactly, work ✗  
3 Just, friend ✗  
4 sure, was ✗  
5 experience, never ✗  
6 mainly ✓
- 4** 1 Are you still planning to go  
2 Yes, but I'm considering stopping off in Ecuador  
3 I'd like to do something like that, but I can't stand flying.  
4 Why don't you consider doing a project somewhere in Europe?  
5 That way I could travel by rail.  
6 You're certain to find interesting projects in scenic areas.

### Speaking

- 1** A 5 B 1 C 3 D 6 E 2  
F 4 G 7
- 2** 1 So do 2 Neither can I 3 Really?  
4 How far 5 Me too
- 3, 4, 5, 6** Students' own answers.

### Reading

- 1** At the Gróttá lighthouse in Seltjarnanes. / In Seltjarnanes.
- 2** Possible answers:  
1 So that readers can check the Aurora forecast for themselves from a reliable source.  
2 The Imagine Peace Tower will be lit up.  
3 Carved into the white stone well on the Imagine peace tower.



- 4 Going for a boat trip at night to see the Northern Lights.
- 5 To get out of the city to see the Northern Lights, as they are more visible the further you go from the lights of the city.
- 3 1 F Experts have predicted high activity for the next 48 hours.  
2 T The date of his death is given in the text as 8 December 1980.  
3 F You can see the lights from the port and from Seltjarnanes – the boat trip is mentioned as an alternative way to see the lights.  
4 F You leave the city centre in order to get there.  
5 T You should wrap up well so that your fun isn't spoiled by the cold as it's an exposed area.
- 4 1 source  
2 treated to  
3 simultaneously  
4 once-in-a-lifetime  
5 exposed

5

/æ/ as in <i>map</i>	/ei/ as in <i>make</i>
spectacular	area
imagine	arranging
added	brave
fascinating	waves
wrap	take

## Writing

- 1 1 Turkish baths  
2 minibus
- 2 Possible answers:  
1 To introduce the place to be described and give some general information about it.  
2 easy to get (around)  
3 Taking (a trip)
- 3 Possible answers:  
**the place:** busy, compact, characterful, historic  
**the people:** warm, friendly, welcoming  
**the atmosphere:** lively, crowded, quieter  
**the facilities:** convenient, affordable, little, relaxing, elegant, reasonably priced
- 4, 5, 6 Students' own answers.

## Progress Check

### Grammar

- 1 1 travelling  
2 to miss  
3 to go  
4 to buy  
5 to pack  
6 Queuing
- 2 1 Going  
2 complaining  
3 to set off  
4 to bring  
5 Surfing  
6 to have
- 3 Students' own answers.
- 4 1 going  
2 to read  
3 providing  
4 to swim  
5 to try  
6 to dive  
7 enjoying  
8 staying

### Vocabulary

- 1 1 was delayed  
2 go sightseeing  
3 miss  
4 booking  
5 trip  
6 get on
- 2 1 sickness  
2 five-star  
3 budget  
4 shoestring  
5 holiday  
6 trip  
7 day
- 3 1 looking forward to going  
2 gone off  
3 your return ticket  
4 in the city centre  
5 old part
- 4 1 Travellers are given a **boarding pass** when they check in.  
2 The **cabin crew** serve drinks and snacks on planes.  
3 I always write on my **travel blog** when I'm on holiday.  
4 (correct)  
5 **Let's go** to the restaurant on foot.

## Listening

1

	A form of travelling	Eating out	A guided tour
1		✓	
2	✓		✓
3	✓		

- 2 1 too elegant  
2 characterful  
3 affordable  
4 surrounding area  
5 historic  
6 9.30 am  
7 on foot  
8 ticket  
9 take a taxi

## Speaking

Students' own answers.

### Exam practice 1

- 1 1 1 B 2 1 C 3 1 B  
2 5 Students' own answers.  
3 1 1 perspective 2 1 compassion  
3 1 specific  
4 1 1 to have 2 1 spending  
3 1 been saving 4 1 read  
5 10 Students' own answers.

### Exam practice 2

- 1 1 1 True. 'Whether the predictions are by scientists ... or artists and writers ...'  
2 1 False. 'Many of these focus on population growth and the environment.'  
3 1 False. '... we'll need to farm the oceans to meet demands.'  
2 1 1 C 2 1 C 3 1 B  
3 1 1 debate 2 1 vast  
3 1 particles  
4 1 2 What is to come needs to be mapped out.  
2 2 Interesting predictions are being made (by people) at the moment.  
3 2 Guesses have been made by scientists about what the global population will be.  
5 10 Students' own answers.

### Exam practice 3

- 1 1 1 False. '... interest in 3D films decreased ... In recent years 3D cinema has returned to our screens.'  
2 1 True. '... has shown that 3D cinema could have physical and psychological effects ...'  
3 1 False. 'This is different to a normal reaction to a 2D film because what people see there is less realistic ...'  
2 1 1 B 2 1 C 3 1 A  
3 1 1 display 2 1 monitored  
3 1 occurred  
4 1 2 3D is a type of cinema which dates back to 1915.  
2 2 There are many critics who say 3D cinema is too expensive. / There are many critics of 3D cinema who say it's too expensive.  
3 2 That's the cinema where we watch 3D films.  
5 10 Students' own answers.

### Exam practice 4

- 1 1 1 C 2 1 C 3 1 B  
2 5 Students' own answers.  
3 1 1 consequence 2 1 access  
3 1 collaborate  
4 1 1 asked 2 1 suggested  
3 1 apologized 4 1 told  
5 10 Students' own answers.

### Exam practice 5

- 1 1 1 False. '... quality of a performance isn't the main factor behind the amount of applause ... clapping is contagious ...'  
2 1 False. 'Researchers observed that the reaction was caused by the volume of sound ... rather than ... the person next to them.'  
3 1 True. 'For social networking sites, and the businesses that use them ... will have important consequences.'  
2 Possible answers:  
1 3 The louder the volume of clapping in a room, the more people are likely to take part in the applause.  
2 3 People see behaviour in a few people in a group, and then copy it. As more people copy it, the behaviour spreads and becomes stronger.  
3 3 Nowadays people tend to clap at the end of a piece of music, but in the past audiences clapped when they wanted to.  
3 1 1 die out 2 1 emerge  
3 1 displayed  
4 1 2 may / might have started  
2 2 must have liked  
3 2 mustn't eat  
5 10 Students' own answers.

### Exam practice 6

- 1 Possible answers:  
1 3 We need new design solutions for urban living because we are running out of space, have a lack of affordable housing in cities, and traditional building materials are too expensive.  
2 3 Shipping containers are very strong, don't require much energy

to turn them into housing, and are easy to fit together.

- 3 3 Cargotecture was first used in Amsterdam to help provide affordable housing for students.  
2 1 1 C 2 1 B 3 1 C  
3 1 1 sprawling 2 1 portable  
3 1 standard  
4 1 3 Why do we need to think again about the way we traditionally build houses?  
2 3 How many shipping containers are currently being used?  
3 3 Why are more building companies looking at cargotecture as an alternative to traditional building?  
5 10 Students' own answers.

### Exam practice 7

- 1 1 1 False. '... the Arnolds offer an unsentimental approach to giving – initial donations are given to test the chances of success before further, larger sums are donated.'  
2 1 True. '... the Arnolds are interested in funding research into obesity. The hope is that these results can be used to tackle the obesity crisis that is facing the US, and affecting healthcare.'  
3 1 False. 'Now the food bank is considering offering not only food, but job-training, advice on financial skills, and testing for type-2 diabetes.'  
2 1 1 C 2 1 B 3 1 A  
3 1 1 obesity 2 1 tackle  
3 1 broader  
4 1 1 would solve 2 1 will donate  
3 1 wouldn't have donated  
5 10 Students' own answers.

### Exam practice 8

- 1 Possible answers.  
1 3 All-inclusive holidays are becoming more popular because in times of economic downturn customers like to know everything is paid in advance with no extra costs.  
2 3 All-inclusive holidays negatively affect destinations because local restaurants and guides lose money and natural or cultural sites often lose profits.

- 3 3 Companies that run all-inclusive holidays take the pressure off local governments, and reduce the spread of tourism and its impact.

2 1 1 C 2 1 A 3 1 B

3 1 1 attractive 2 1 infrastructure  
3 1 working conditions

4 1 1 B 2 1 A 3 1 B

5 10 Students' own answers.

### Exam practice: Listening 1

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

### Exam practice: Listening 2

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

### Exam practice: Speaking 1&2

Students' own answers.

### B2 Exam practice: Reading

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

Unused: Sentence C

- 2 1 3 37 storeys  
2 3 They reflect the surrounding buildings and the sun.  
3 3 He fried an egg in the beams.  
4 3 To reduce costs.  
5 3 They could be used to generate more solar power.

### B2 Exam practice: Listening

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

- 2 1 2 social media (sites)  
2 2 afford one  
3 2 (health) charity  
4 2 donators  
5 2 (the) guests  
6 2 (interested in) supporting  
7 2 63,000  
8 2 poverty and waste  
9 2 society better  
10 2 extra hot drink

### B2 Exam practice: Speaking

Students' own answers.

### B2 Exam practice: Use of English

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

- 2 1 2 been  
2 2 being  
3 2 which / that  
4 2 However  
5 2 would

- 3 1 2 we used to go  
2 2 are going to meet  
3 2 had been on time  
4 2 whose leg was broken  
5 2 when they had arrived

### B2 Exam practice: Writing

- 1 10 Student's own answers  
2 10 Student's own answers

Note:

The highlighted numbers indicate the maximum number of marks that should be awarded for each question.

# Workbook audio scripts

## Starter

### Listening WB page 7 3-02

And first up in local news tonight, Zoah Hedges-Stocks has proved that you don't have to be from a wealthy family to go to Cambridge University. The day that she graduated from the university with a first class degree in history must have been the happiest day in her life. Zoah, who was 23 at the time, made her family very proud of her achievements and the day was a huge celebration for them all. Zoah's success was extremely important for her family, as only a few generations ago, some of her relatives didn't even know how to read or write, and none of them had ever been to university. In fact, Zoah comes from a family of travelling showmen who have been travelling to fairgrounds in East Anglia since 1821. As a child, Zoah remembers how every summer she would have to miss school in order to go travelling with her family round the fairgrounds in Britain. She said she used to help her mother sell hamburgers and other food to people who came to fairgrounds. Speaking before her graduation, she said: 'It has been the most amazing four years, hard work, but great fun.' She added, 'I still can't quite believe I have got a First; it has been a lot of hours and a lot of essays.' Although Zoah's family life is much different from most Cambridge University graduates', Zoah says that in the four years that she studied at the university's Murray Edwards College nobody ever made fun of her background or treated her any differently. So what will Zoah do now that she has her degree? Will she go back to the family tradition of working at fairgrounds? It seems that Zoah now hopes to go on to have a career in journalism. We wish her all the best of luck. And next, ...

## Unit 1

### Listening exercise 2 WB page 12 3-03

**P = Presenter T = Trish Holden**

**P:** Welcome to Unusual People. Tonight, we'll be discussing vampires with Trish Holden, who has just written a book about them. Trish, welcome to the show.

**T:** It's a pleasure to be here.

**P:** So why all the interest in vampires?

**T:** Well, since the late nineties, vampire series seem to have become extremely popular. As a result, some actors such as Robert Pattinson, who played Edward Cullen in *True Blood* ...

**P:** Um, wasn't he in *Twilight*?

**T:** Oops, sorry, yes, you're absolutely right; he was in *Twilight*, not *True Blood*. Anyway, as I was saying, actors like Pattinson have found the experience of playing a vampire a very important point in their career. I first became interested in vampires while at college. I was amazed by how many fellow students wouldn't miss an episode of their favourite vampire series ... *Twilight*, *True Blood*, um, *The Vampire Diaries* ...

**P:** ... to name but a few ...

**T:** Precisely. I couldn't really understand the fascination myself, but I was curious about why everyone seemed to be watching these series and reading vampire books. So I decided to do some research and ended up writing my own book about vampires and popular culture.

**P:** I suppose it all started with *Dracula*.

**T:** Not really. Bram Stoker wrote the novel in 1897; and the film version starring Bela Lugosi wasn't made until 1931. But way before that in 1819 a book called *Vampyre* was published by John Polidori. It is possible, though, that the idea of blood-drinking humans goes as far back as ancient times.

**P:** In your book you link vampires to real-life conditions.

**T:** That's right. There are conditions like Renfield's syndrome whose sufferers feel a strong urge to drink blood and feel much stronger afterwards.

**P:** Do they really, though? Or are they maybe just copying the vampire myth?

**T:** It is a bit of a chicken and egg situation. It's not really known if this kind of condition created the myth or the other way round.

**P:** Now, most people have seen Edward Cullen, the vampire played by Robert Pattinson in *Twilight*, but in your book you also mention brothers Simon and George Cullen. Can you tell us a bit about them?

**T:** Sure. The brothers, who come from Sudbury in Suffolk, suffer from a rare skin condition called hypohidrotic ectodermal dysplasia (HED, for short). The symptoms make the boys look very much like what we consider vampires to look like.

**P:** What, with fangs and everything?

**T:** Mmm, sort of. They have very few teeth and the ones they have are very pointed like fangs.

**P:** What other symptoms do they have?

**T:** Well, They're also very pale so they have to avoid direct sunlight, and because they can't sweat, they aren't allowed to do sports as they will get too hot.

**P:** But they don't need to drink blood, do they?

**T:** No, nothing like that. The boys, who used to be laughed at by other children, have become quite popular due to the various vampire series.

**P:** I imagine being called Cullen also helps!

**T:** That's what the brothers seem to think.

**P:** Is this condition, sorry what did you say it's called?

**T:** HED.

**P:** Right ... is HED very common?

**T:** Not really; it affects around one in every 7,000, sorry 17,000 people worldwide. Actor Michael Berryman is one of the most famous people with HED.

### Pronunciation exercise 3 WB page 12 3•04

- 1 experience
- 2 career
- 3 favourite
- 4 fascination
- 5 curious
- 6 common

### Pronunciation exercise 4 WB page 12 3•05

- 1 popular
- 2 important
- 3 interested
- 4 condition
- 5 pale
- 6 situation

### Dictation exercise 5 WB page 12 3•06

- A:** Have you just got back from the library? Did you get anything good out?
- B:** Not really. I'd asked them to keep the vampire book *Only Human* by Mary Bradley for me.
- A:** Yeah, I remember you telling me. Didn't you get it then?
- B:** No, they forgot and gave it to someone else.
- A:** That's the second time they've done that to you, isn't it?
- B:** I know. On the way home, I was thinking that maybe I should go to another library.
- A:** That's a good idea. Hasn't a new one opened up in town?
- B:** Yes, I went there afterwards but it had already closed.

### Speaking exercise 1 WB page 13 3•07

- A:** I had a really bad day yesterday.
- B:** Why, what happened?
- A:** Well, I went on a date with this girl I really like.
- B:** Really? What was that like?
- A:** Well, it started off great, and we'd arranged to go to the cinema, but when we got there I realized I'd left all my money at home.
- B:** Oh dear! I bet that was embarrassing!

### Progress check exercises 1 & 2 WB page 17 3•08

**A = Ava B = Bob C = Chaz I = Iris**

- 1**
- C:** How was your trip to the beach on Sunday, Iris? You certainly had a good day for it.
- I:** Mm. The weather was all right I suppose, but it wasn't exactly a relaxing day out.
- C:** Why? Was the beach too crowded?
- I:** Not particularly, but we wanted to play beach volleyball and this annoying old couple was lying right next to the net. They must have been in their seventies.
- C:** So you couldn't play ...
- I:** Well, we didn't really notice them to start with. We were just excited about playing.
- C:** Then what happened? Did they start complaining about you playing next to them?
- I:** If only it had been that simple. It turned out they used to be volleyball players when they were younger.
- C:** Don't tell me they wanted to play with you!

**I:** No, they kept interrupting our game and making comments. One time, I missed a volley and the old man shouted 'Unbelievable! How could you have missed that!'

**C:** Weren't you totally embarrassed?

**I:** Of course I was! But it got even worse. Later on, he got hold of the ball and turned to his wife and said: 'Right May, let's show these youngsters how it's done.' Then the two of them started hitting the ball back and forwards over the net.

**C:** I'm sorry, but that's so funny!

**I:** It might be amusing to you, but I was really disappointed. I'd been looking forward to that game!

**2**

**A:** Wow! I didn't know you had a tattoo on your arm, Bob! It's huge!

**B:** Don't remind me, Ava. I wish I'd never had it done now. Big mistake really.

**A:** Why? Don't you like it?

**B:** Not really. I've always been kind of disappointed with it. It's not quite how I'd imagined it, to be honest.

**A:** I have to say, I'm really surprised you've got a tattoo at all! Didn't you discuss it with the artist before getting it done though?

**B:** That's the depressing thing about it; I gave her really detailed instructions and even a drawing of what I wanted it to look like.

**A:** So what don't you like about it? It looks all right to me and I don't usually like tattoos.

**B:** It's the colours. They look so, I don't know, cheap and nasty, don't you think?

**A:** Like I said, I don't go in for tattoos much so I'm not the best person to ask. But at least you haven't got an ex-girlfriend's name or anything like that written on your body!

**B:** I still wish I hadn't got it done.

**A:** You can get it removed, you know. It's a bit expensive, but it can be done.

**B:** Yeah, I've heard. But they say it's more painful to have tattoos removed than to have them done in the first place. I could hardly stand the pain when I got this done.

**A:** Mmm, a friend of mine who had one removed said it's like having elastic bands snapped on your skin.

**B:** I'm just too frightened to try it, so I'm stuck with it really.

**A:** Keep it covered if you don't want people to notice it then, I guess.



## Unit 2

### Listening exercise 2 WB page 22 3•09

**P = Presenter J = Jan Saunders**

**P:** Good evening and welcome to this week's edition of *Tomorrow's World Today*. This week I'm reporting live from this year's Engineering, Science and Technology Fair in Manchester. The fair is a must for students interested in a career in engineering, science and technology. A little later, I'll be talking to visitors to the fair and some employers, but first here's Jan Saunders, director of this year's fair. Jan, can you tell us who can benefit from this year's fair?

**J:** Hi, well, it's a careers fair that's usually aimed at university students or people who have recently graduated from university and who are looking for a job.

**P:** You say usually, does that mean students and graduates won't be interested in this year's fair?

**J:** Of course they will. It's just that this year, we're also trying to cater for school students who are in their final year and who haven't yet decided what they want to do when they leave school.

**P:** How will the fair appeal to them?

**J:** Well, every year over 80 employers attend the fair. Most employers have well-structured training schemes in place and are now looking to employ people straight from school through these training schemes.

**P:** I suppose that's a sign of how times are changing ...

**J:** Exactly. With the increases in fees at universities, going to university is an expensive luxury these days. As a result, more and more talented young people are looking for other roads to education and future employment.

**P:** So, what can young visitors do at the fair?

**J:** They can talk to representatives of some of the leading companies in the country. Reps will give them information on what their company does, what training programmes they run and what qualifications and skills are required.

**P:** Will visitors be able to apply for positions?

**J:** Absolutely! So it's important to be prepared.

**P:** What kind of preparations should visitors make, then?

**J:** They should definitely have a copy of their CV with them.

**P:** But hold on, what can a school student include on a CV?

**J:** Well, if they've taken any exams, they can include their qualifications ...

**P:** And if they haven't?

**J:** If they haven't, it's best to include the exams they're taking this year.

**P:** Anything else?

**J:** Mm, they should outline their key skills – what they're good at doing and what they're interested in doing. Also, if they happen to have done any part-time jobs, they should include details.

**P:** What other preparations can they make on the day itself?

**J:** My advice would be to dress smartly. It's important to make a good impression on future employers.

**P:** Can you tell us a little bit about the companies?

**J:** Sure. They're mainly large companies who are involved in IT, research and development, and construction.

**P:** Will they just be speaking to visitors about jobs?

**J:** No, they'll also be giving talks about the work they do, their products and working conditions in their company.

**P:** Finally, when and where is the fair?

**J:** The fair is being held at the Manchester Central – it used to be called the G-Max Centre – just behind the Midland Hotel in Manchester. The fair is open from Monday 31 May to Thursday 3 June. Today is the first day, so it's open for another three days. Opening hours are 10.30 a.m. to 4 p.m.

### Pronunciation exercises 3 & 4 WB page 22 3•10

1 I was thinking of going to this year's science fair.

2 Oh, that sounds interesting!

3 How was the science fair you went to?

4 It was pretty dull.

5 I can't wait to go now!

### Dictation exercise 5 WB page 22 3•11

**P = Presenter J = Jan Saunders**

**P:** Will visitors be able to apply for positions?

**J:** Absolutely! So it's important to be prepared.

**P:** What kind of preparations should visitors make, then?

**J:** They should definitely have a copy of their CV with them.

**P:** But hold on, what can a school student include on a CV?

**J:** Well, if they've taken any exams, they can include their qualifications.

**P:** And if they haven't?

**J:** If they haven't, it's best to include the exams they're taking this year.

### Speaking exercise 1 WB page 23 3•12

**A:** Are you doing anything this weekend?

**B:** I was thinking of going to an exhibition on augmented reality.

**A:** I bet that'll be interesting.

**B:** Maybe we could go together?

**A:** Oh no, I'm afraid I can't. I've got loads of homework for IT.

**B:** That's a shame. I'm sure it'll be worth going to.

### Progress check exercises 1 & 2 WB page 27 3•13

**K = Kelly S = Stevie**

**K:** Oh hi Stevie, I was going to call you later. Are you doing anything this Saturday evening?

**S:** Um, I don't think so. Why?

**K:** Well, I was thinking of having a few friends round as it's my birthday. If the weather's nice, we can hang out in the garden. Dad said he'd set things up so that we could have a barbecue.

**S:** Cool! Do you want me to bring my music system with me? I've got a great playlist that I can play from my laptop.

**K:** That'd be great. It'll give me one less thing to organize! If it's too difficult for you to cycle here I can ask Dad if he can come and pick you up, if you like.

**S:** That's all right, I'll get my brother to drop me off – he's just got a new car, so he's always looking for an excuse to drive around in it.

**K:** Great! OK, so I'll see you on Saturday around six o'clock then.

**S:** Not if I see you first!

## Unit 3

### Listening exercise 2 WB page 32 3•14

**C = Carla R = Ron**

**C:** Have you seen this programme for this year's Retro Film Festival? They're doing the eighties and nineties this year. It starts on Thursday.

**R:** Mmm, I saw a poster for it in town yesterday. But eighties and nineties? Not exactly the most creative decades if the music scene is anything to go by. Dad's always putting on his old albums for us to listen to. Is there anything good showing?

**C:** Not sure, but this one looks like something you'd like to see. It combines your two favourite subjects: dance and politics.

**R:** Oh yeah? Now you've got me interested! Just hope it's not Flashdance.

**C:** No. It's called *White Nights*. Russian ballet dancer Nikolai Rodchenko has escaped from Russia to find a better life in the USA. During a tour, his flight from London to Tokyo is forced to land in Russia. No sooner does the KGB learn that an injured Rodchenko is on board the plane, than they pick him up.

**R:** The KGB were like the secret police, weren't they?

**C:** That's right. Anyway, it says here... KGB officials are determined to keep the ballet dancer within Russian borders and claim that he can't travel due to his injuries. Nikolai, or Kolya as he's sometimes called, is allowed to live in his old apartment. The KGB send American jazz dancer Raymond Greenwood to watch over Kolya and to try to persuade him that things are better in Russia. However, Greenwood starts to become disappointed with life in Russia himself and helps Kolya to prepare his second escape to the West.

**R:** Sounds exciting! Who's in it?

**C:** ... in this 1985 film, Mikhail Baryshnikov stars as Kolya, Gregory Hines plays Greenwood and Isabella Rossellini plays his wife Darya Greenwood. Kolya's former girlfriend, Galina Ivanova, is played by Helen Mirren.

**R:** Cool. It's pretty similar to Baryshnikov's own story, really.

**C:** In what way?

**R:** I'm sure he himself left Russia and refused to go back. He's a really famous dancer and actor, you know. Let me check online. It says here that on June 29 1974, Baryshnikov didn't return to Russia following a dancing tour of Canada. He stayed in Toronto and went on to have a brilliant career as a dancer and actor in the US.

**C:** It must have been tough back then.

**R:** It still happens in our time you know! It says here that in March 2013 seven ballet dancers from Cuba didn't return home following a tour of Mexico. Six went to the US and the other one stayed in Mexico.

**C:** Fascinating! Anyway, the film's showing on Friday and Saturday evenings and Sunday afternoon. Are you interested in going?

**R:** Definitely! But I can't do Sunday. I've got band practice. How about Friday?

**C:** OK. I'll get us some tickets on my way home. Oh, hang on a minute, maybe we should make it Saturday – Friday's the nineteenth, right?

**R:** Yeah.

**C:** My aunt and uncle are moving house then, and I kind of agreed to do something with my cousin, Gerry.

**R:** Oh ... Well, we could go on Friday with Gerry, or just the two of us on Saturday evening?

**C:** Let's say Saturday; I'm not sure what Gerry's tastes in films are.

**R:** Fine with me.

### Pronunciation exercise 3 WB page 32 3•15

weight

enough

### Pronunciation exercise 4 WB page 32 3•16

eighties

nights

tough

flight

### Dictation exercise 5 WB page 32 3•17

**C = Carla R = Ron**

**C:** What were you saying earlier about the ballet dancers who didn't go back to Cuba while they were on tour in 2013?

**R:** Well, I read that the Cuban National Ballet, which is based in Havana I think, trains its dancers for free.

**C:** Really? So I suppose the dancers, who are among the best in the world, owe a lot to the dance company.

**R:** Exactly. But on the other hand, \$50 a month, which is what a top ballet dancer receives in Cuba, isn't a great deal of money.

**C:** Agreed. I think I can see why dancers leave in the hope of a better career abroad.

### Speaking exercise 1 WB page 33 3•18

**A = Ali B = Bette**

**A:** What's your opinion of open-air cinemas?

**B:** Well, I really think that they're a great idea in hot countries. Why? What do you think?

**A:** I agree. But I'm pretty sure that they wouldn't be popular here in Britain – it's too cold!

**B:** In my opinion, you can't get better than being indoors for the full effect of cinema.

**A:** I'm not too sure about that, but I suppose a lot of the sound effects would be lost outdoors.

**B:** Definitely, I'm certain that much of the film would be ruined by background noise.

## Progress check exercises 1 & 2 WB page 37 3-19

**A:** Did you see anything good on TV yesterday? I had to put on a brave face and watch that awful talent show with the celebrity dancers ...

**B:** Well, I always tune in for the costume drama series *Land Girls* which was on at 2.15. I know it's a bit old-fashioned, but I quite like that sort of thing. Oh and after that at three o'clock I also watched the comedy programme *Only Fools and Horses*. That's the one where David Jason plays Del Boy, who's always trying to become rich. It's such a funny show.

**A:** I'm not too sure about that. It's the kind of thing my gran likes to watch, to be honest. They often play some good films during the week though, didn't you see any of those?

**B:** No, I really wanted to see *The Jackal*. It's a thriller starring Bruce Willis. But it was on really late – at quarter past midnight! I mean, who stays up to that time to watch TV?

**A:** Quite a lot of people actually. But wasn't *Con Air* on earlier, around half past ten, I think?

**B:** Do you mean the thriller with Nicholas Cage about the prisoner plane which is taken over by its criminal passengers?

**A:** Yeah, that's the one.

**B:** They didn't show it in the end, I don't know why – maybe because they've shown it over and over again? Instead we got *Perfect Sense* with Ewan McGregor and Eva Green. I'm not really a fan of romance films, so I turned it off after about five minutes.

**A:** I know what you mean about films that have been shown over and over again. Earlier in the evening, it must have been about seven o'clock as I remember it was just starting when Dad got in from work ... anyway, they showed the adventure film *Indiana Jones and the Temple of Doom*! I've lost count of the number of times that's been on. It's ancient!

**B:** Well, it was directed by Steven Spielberg – he is one of the most important directors in the world.

**A:** And it stars Richard Gere, so ...

**B:** Harrison Ford, you mean! But Richard Gere was on last night though, you're right. He's in *The Jackal* with Bruce Willis.

## Unit 4

### Listening exercise 2 WB page 42 3-20

**A = Andi C = Clara J = Jeanne M = Michael**

**J:** So I'd like to start with a question. What exactly is bullying, and what does it mean for your students?

**M:** Usually it's being violent to someone who isn't your equal in some way. Here it's usually the bigger kids that pick on the smaller ones.

**J:** That's an example of physical bullying. There are in fact, three main kinds of bullying: physical, verbal and social. Now, like you said, physical bullying involves violence such as punching, kicking, etc. while verbal bullying takes the form of threats, insults, name calling and sexual or racial comments. But people who get involved in social bullying tend to hurt others by gossiping, spreading rumours, ignoring people or excluding people from groups. So in your school, who's most likely to be involved in these types of bullying?

**C:** Generally it's the boys that become violent. Girls are usually gossipers – they spread rumours and leave others out.

**J:** Spot on. Research carried out in Europe, Canada and the US has shown that boys are twice as likely as girls to be physically bullied. In fact, 10–15% of 11–15-year-olds are bullied once a week, and another 25–30% on top of that are bullied once a month. Now, it's easy to get the impression that boys are bigger bullies than girls because the effects are obvious: it's hard to hide a black eye or a bleeding lip. Girls, though, are more likely to go for social bullying. Its results are much less obvious and often go unnoticed. Verbal bullying affects both boys and girls to the same extent.

**A:** Gossiping also seems to be happening online these days though. A girl told me yesterday that her classmate had written something horrible – and untrue – about her on her Facebook page.

**J:** Yes, that's what we call cyber bullying, and it shouldn't be ignored. A school bully can only hurt your students during school hours, but if someone has their mobile number or can contact them online, they're capable of making nasty comments publicly or spreading rumours 24 hours a day.

**A:** So how can we deal with bullying in the school?

**J:** A good place to start would be to show the Lee Hirsch documentary *Bully*. It's set in the US, but I think even students here will find they have a lot in common with the five young people it features. The school could also start a campaign. Raising awareness of the problem and encouraging victims to speak out are extremely important. So is adopting clear rules about bullying. All cases should be dealt with quickly and openly to prevent copying. Lastly, places where bullying usually takes place, for example around student lockers, need to be well supervised by staff ...

**C:** That sounds like even more work for us!

**J:** Initially, yes, but in the long run it'll mean less time spent on dealing with troublemakers.

**A:** And what about cyber bullying? If it isn't happening on school premises, do we have the power to stop it?

**J:** If it involves your students then yes, you can still get involved. Encourage them to keep records of everything, so save the text messages and keep copies of abusive social media messages. The worst thing they can do is reply to these messages, because sadly it often encourages more comments. The main thing is to make sure your students are aware that this is a form of bullying too, and they shouldn't keep quiet about it.

**A:** Thanks Jeanne ...

### Pronunciation exercise 3 WB page 42 3•21

**J = Jeanne**

**J:** But people who get involved in social bullying tend to hurt others by gossiping, spreading rumours, ignoring people or excluding people from groups.

### Pronunciation exercise 4 WB page 42 3•22

**1**

Spreading rumours

*Spreading rumours*

*Spreading rumours*

**2**

Racial comments

*Racial comments*

*Racial comments*

### Dictation exercise 5 WB page 42 3•23

**M = Mr White R = Rita**

**M:** Hi Rita, why don't you sit down. Jaydee told me some of the girls have been bullying you this term.

**R:** She shouldn't have said anything. I asked her not to tell anyone!

**M:** Jaydee said she's very worried about you. She came to me so that we can help you.

**R:** Well, it started with nasty messages on my Facebook page.

**M:** What did the messages say?

**R:** They said that I had stolen money from some of the girls' lockers.

**M:** Did you steal any money?

**R:** Of course not, I don't do things like that! They're just spreading rumours!

### Speaking exercise 1 WB page 43 3•24

**M = Mario T = Tessa**

**M:** My grandparents have just moved back to the village where they were born, and I really miss them.

**T:** Would it help if you kept in touch online?

**M:** I suppose so, but the thing is they don't have a computer.

**T:** Have you thought about giving them your old laptop?

**M:** No, I hadn't actually.

**T:** You could take it to them the next time you visit them and show them how Skype works.

### Reading exercise 5 WB page 44 3•25

**1a** blurred

**1b** blurred

**2a** fifties

**2b** fifties

**3a** express

**3b** express

**4a** folks

**4b** folks

### Progress check exercises 1 & 2 WB page 47 3•26

**D = Damian M = Michelle**

**D:** What's that you're reading, Michelle?

**M:** It's a survey about modern relationships and social media sites.

**D:** Oh yeah, that sounds interesting. A friend of mine was telling me the other day how his girlfriend broke up with him because he had posted a photo of her that she didn't like on Facebook.

**M:** That's what most people do though Damian, isn't it? They put pictures of other people up on their page and they don't really think that they should ask permission first.

**D:** I guess my friend thought she'd be pleased to see that he thinks she's important enough to him to post a photo of her on his page.

**M:** Has he changed his relationship status on Facebook yet? You know, in his profile where it tells you if he's in a relationship or not?

**D:** No, he hasn't actually. Strange, eh?

**M:** Not really. In this survey, it says only about half the people interviewed would update their status immediately after they broke up with someone.

**D:** I bet it depends on which person broke up with the other. I mean, my friend's ex has already changed her status. I guess because she was angry with him, it's a way of showing her anger in public.

**M:** Interesting you should say that because the survey shows that more and more people are managing their relationships on social media sites. For example, the majority of people said that they would post romantic messages on Facebook.

**D:** I'd never do that! I hate seeing those kinds of messages. It feels like they do it deliberately so that everyone thinks they're so in love. I mean, if they love each other, they shouldn't need to let the rest of the world know about it. They should just tell each other in private.

**M:** I know what you mean. Something I found surprising was that one in four people said that they would use Facebook to contact someone to ask them out on a first date! I'd be much too embarrassed to do that!

**D:** Me too! That's something you'd do in person, isn't it?

**M:** Well, not according to the survey. In fact, it says less than half the people interviewed said they'd ask someone out on a first date in person. But even more surprising is that only 60% of people said that they would break up with someone in person. The other 40% said they'd do it by text message, email or Facebook.

**D:** Nasty! I couldn't imagine doing that to someone, and I certainly wouldn't like it to happen to me!

## Unit 5

### Listening exercise 2 WB page 52 3•27

**P = Presenter A = Aida Rutherford**

**P:** At birth, a baby kangaroo doesn't resemble a kangaroo at all. It's tiny, has no fur and looks more like a pink worm than a kangaroo. This primitive creature, however, very cleverly knows that in order to survive it must climb up its mother's body to reach her pouch. There it's safe from the outside world and it can nurse happily on its mother's milk. Over a period of around 190 days, the baby – or joey as it's called – stays inside the pouch. After approximately 235 days, it's ready to leave the pouch for the last time. But what is it that makes the tiny newborn joey, make that initial five-minute journey up into the pouch? Here's psychologist Aida Rutherford to tell us. Aida ...

**A:** Thanks. Well, the kind of behaviour you've just described is very complex indeed. It's an example of instinctive behaviour. Nature has provided this tiny creature with the knowledge it needs to survive.

**P:** What exactly do we mean by 'instinctive behaviour'?

**A:** Instinctive behaviour simply means behaviour that takes place without any previous knowledge.

**P:** So, in other words, behaviour that doesn't have to be learned?

**A:** Precisely. It's automatic and the same behaviour can be seen in all members of a species.

**P:** Can you give us any other examples?

**A:** Sure. Think about sea turtles. What must they do when they're born to survive?

**P:** Well, as they hatch on land, they have to get to the sea.

**A:** And do they learn to do this? Do they have to be shown the way to the sea by other members of the species?

**P:** No, they do it automatically ...

**A:** Or instinctively. Some force within them – a force which they cannot ignore – makes them head for the water. If they don't, they won't survive.

**P:** But not all behaviours are instinctive, are they?

**A:** No, there are also learned behaviours.

**P:** Such as ...

**A:** Well, the classic example is found in behaviourism with Pavlov's dog. Ivan Pavlov was a Russian physiologist who carried out experiments on learned behaviour. In his dog experiments, he would ring a bell and then present a dog with food. He did this repeatedly until the dog would always expect food every time it heard a bell. He presented his findings in 1901, sorry, 1903 at the 14th International Medical Conference in Madrid. The conclusions were very important for psychologists as they showed how we can train animals and people to do things.

**P:** In what kind of situation can it be applied to people?

**A:** OK, let's take behaviour in a primary classroom as an example. In an ideal world, all students would listen to teachers all of the time, there wouldn't be any interruptions or aggressive outbursts. In the real world, however, teachers must deal with difficult students on a daily basis. One way to deal with this with really young children is by establishing a reward system. At the beginning of the year, the class can agree a set of rules that they will all follow throughout the year. These rules should be made visible in the classroom. Students can have their own

charts which show how well they are following the rules each day, for example by sticking stickers on them. If they have a certain number of stickers at the end of the week, the teacher will reward them in some way. Similarly, if a student has behaved badly, this should also be recorded.

**P:** So over time, they learn to follow the rules.

**A:** That's the general idea ...

### Pronunciation exercise 3 WB page 52 3•28

1 Would you like to make a reward chart?

2 That's a great idea.

3 Let's stick to five main rules.

4 We could stick the chart on the door.

5 That's a lot of stickers on your chart!

6 I've only got two this week.

### Dictation exercise 5 WB page 52 3•29

**P = Presenter A = Aida Rutherford**

**P:** What exactly do we mean by 'instinctive behaviour'?

**A:** Instinctive behaviour simply means behaviour that takes place without any previous knowledge.

**P:** So, in other words, behaviour that doesn't have to be learned? **A:** Precisely. It's automatic and the same behaviour can be seen in all members of a species.

**P:** Can you give us any other examples?

**A:** Umm, sure. Think about sea turtles. What must they do when they're born to survive?

**P:** Well, as they hatch on land, they have to get to the sea.

**A:** And do they learn to do this? Do they have to be shown the way to the sea by other members of the species?

### Speaking exercise 1 WB page 53 3•30

**A:** Do you mind if I sit here?

**B:** No, of course not.

**A:** I think the soup needs a bit more salt.

**B:** Shall I pass it over?

**A:** Thanks, that would be great.

**B:** There you go. Be careful though because it comes out really fast.

### Speaking exercise 2 WB page 53 3•31

**I = Isla R = Rowan**

**R:** Would you like to go for a walk in the hills?

**I:** Sure, that would be great!

**R:** Could you check the weather forecast?

**I:** OK, this site says it'll be dry. Shall I make us a picnic to take with us?

**R:** I'm fine actually. I've just eaten, but thanks anyway.

**I:** Do you mind if I bring the dog?

**R:** No, of course not.



## Progress check exercises 1 & 2

WB page 57

3•32

E = Ellie H = Heather

**E:** Is it true that in England people don't kiss each other when they meet each other?

**H:** Not if they're meeting for the first time, no. People only kiss friends and family really. The same goes for hugging too. You only do that with people you know really well – and usually only when you haven't seen them for a while.

**E:** So how do they greet each other then?

**H:** Well, normally they just shake hands and say something like 'How do you do?' or 'Pleased to meet you.' They also shake hands when they say goodbye to people they're not that familiar with.

**E:** I've heard that English people have got a thing about being on time.

**H:** Oh yes! It's very important to be on time for events. I'm always amazed when I go abroad to see people turning up in the middle of films, weddings, meetings and stuff. In England, people usually make sure they get there just before an event is due to start.

**E:** I've also heard a lot of English tourists here complaining that locals don't wait in queues.

**H:** I'm not surprised. I mean, it's only polite to wait until it's your turn to get on the bus or be served somewhere. Visitors to England sometimes find it a bit strange that you can't just push past someone to get what you want first.

**E:** Here it's normal to push! But a funny thing happened to me a few years ago with an English tourist. I was in a hurry to get on the metro and pushed past a woman. The funny thing is that she said 'sorry' to me! I felt really embarrassed at the time.

**H:** It's quite common for both people to apologize when one person bumps into the other one. I guess there are many situations where people in England behave in ways that may seem odd.

**E:** That's right. I always find it funny that men are expected to hold doors open for women still.

**H:** That's changing, I think. But you've reminded me of a story my granddad used to tell. He was going into a shop one day and held a door open for a lady who was just behind him. She looked at him angrily and very rudely said: 'I hope you're not opening the door for me because I'm a woman!' My granddad – the typical Englishman – replied calmly: 'No, I'm holding it open because I'm a gentleman.'

**E:** Good for him!

**H:** I know. So you see, even in England I suppose people's behaviour in social situations is changing. Granddad's always going on about how people have no manners these days.

## Unit 6

### Listening exercise 2

WB page 62

3•33

Hi everyone. My presentation is on the design of a kind of inflatable which is made by a company called Architects of Air. The idea of inflatables is nothing new. The Romans made beds of air by sewing together animal skins. The Architects of Air, however, have taken the idea of inflatables further by creating huge inflatable constructions called luminaria.

The Architects of Air was created in 1993 and since then it has created several luminaria. Since 2012, the company has been touring six different luminaria called Pentalum, Exxopolis, Miracoco, Mirazozo, Amococo and Levity II. These walk-in inflatable structures are around 1,000 square metres in area. Once the structure has been laid out and securely tied down, which takes around four hours, it only takes 20 minutes to blow up a luminarium. Each luminarium is unique, but they are all made using a special plastic that is made especially for Architects of Air. This special plastic is made in four colours, but once you are inside it seems like there are numerous colours as a result of light shining in from outside.

In terms of the design of the luminaria, the team has been inspired by nature and geometric shapes. There are also architectural influences – in particular from Gothic and Islamic architecture and the more modern styles of Gaudi and Frei Otto. Now these inflatables aren't designed for jumping up and down on like bouncy castles or lying on while floating in the sea like you do on an airbed. Instead, luminaria are inflatable structures that people can walk into. Their creator, Alan Parkinson, designs the luminaria so that visitors can experience a sense of delight at the beauty created by the light and colours inside. The sunlight, which shines into the luminaria, plays an important role in the colours the visitors see as they explore the luminaria. This means that how visitors experience their surroundings inside the luminaria constantly changes as the light from outside alters throughout the day. Changes in the weather also affect the atmosphere inside.

So what do they look like? Well, the constructions are like labyrinths with connecting rooms and domes for people to walk through and explore the differences in light and colour. On entering, visitors, who must be barefoot, are met with a feeling of calmness. As they walk through the different parts of the structure, visitors seem to be painted with vibrant colours which are constantly changing. Some visitors compare the experience to being on a futuristic space station, while others say it's like being inside the human body with all its twists and turns and smooth tubes.

As a space, the luminarium can be used as a place for just observing your surroundings, relaxing and thinking. There are even special areas where visitors can simply sit and enjoy the light and colours around them. However, they can also be used as unique venues for theatrical, dance or musical performances. For example, from 10th to 14th June 2013, the United Nations had the Pentalum luminarium installed in the grounds of the Palais des Nations in Geneva at an event to promote human rights through art. During the event, a former child soldier, Emmanuel Jal, gave a hip-hop performance, and local school children attended workshops about their human rights inside Pentalum.

### Pronunciation exercise 3 WB page 62 3•34

**Ex.** The blue bike is more attractive than the red.

- 1 They haven't had the designs approved yet.
- 2 Next week, I'll be in Geneva.
- 3 A luminarium is made of coloured plastic.
- 4 It's a great place for concerts.
- 5 This is used for catching fish.
- 6 It's not as heavy as it seems.

### Dictation exercise 4 WB page 62 3•35

**D = Dana S = Skye**

**S:** Our class was given an invitation to visit a luminarium. We went yesterday.

**D:** I heard that the Mayor had had one installed in the Olympic Park in London. What was it like?

**S:** Amazing! It was an experience I'll never forget. You should go.

**D:** I think I'll give it a miss. I'm worried that I'll feel like I've been locked in.

**S:** I know what you mean, but I'm sure you'll be able to relax when you see all those beautiful colours.

**D:** It's good to be given the chance to do something a bit different, but I don't think it's for me.

**S:** But my friend's band has been asked to play a concert there next week! Come on, let's go and see them together.

**D:** Oh, all right then. But let's stay near the entrance!

### Speaking exercise 1 WB page 63 3•36

**G = Glenn T = Tania**

**G:** What can we get Granddad? It needs to be something practical. What about this water timer?

**T:** Not bad, but a tablet is far more practical than a water timer. He can use it for surfing the net and reading books. It's pocket-sized, and it's waterproof too.

**G:** You're right, a water timer is less practical than a tablet, but a tablet isn't as cheap as a water timer.

**T:** Good point. Oh look at this – slippers you can heat up in the microwave, and they cost less than a tablet. Let's order them instead.

### Progress check exercises 1 & 2 WB page 67 3•37

**P = Presenter A = Ana**

**P:** Last minute Christmas shopping can be a bit of a headache. So here's our shopping expert Ana Dyson to give us some ideas for stylish, but practical, gifts this Christmas. Ana ...

**A:** Thanks Chris. Now for some people, design is ultra-important. So, if you're looking for an unusual gift, why not visit the Design Museum shop? You're guaranteed to find the perfect gift even for people who are very difficult to please. Here's a selection of some of the latest products on offer.

First up, a practical item for someone who has to go out in all weathers: the Senz° Umbrella. You can use this when the weather is very stormy. The umbrella, which was designed by Gerwin Hoogendoorn in 2006, is not only waterproof, but also windproof! In addition, it protects against the sun's harmful rays and is made of very high quality material. When not in use, it folds to 76 cm, so it has the added advantage of being handy-sized. The umbrella, isn't exactly low-cost, however, as it's on

sale for £49.99. It comes in three attractive colours: red, black and silver.

**P:** I could have done with one of those this morning on my way to the studio!

**A:** You never know: you might find one in your Christmas stocking this year! Now, if you're looking for a gift for someone who's planning to go to London, why not go for the London Underground Mighty Wallet? The wallet was designed by Dynomighty and it only costs £14.99. It's a useful thing to have when travelling in London as it holds your money as well as providing you with the official map of the London Underground. It's made of a special strong material called Tyvek® which uses thousands of plastic threads. This means that it won't tear and it's waterproof. It fits in your pocket and it can also be recycled when you don't want it anymore.

**P:** And looks more like a map than a wallet, so it'll deter thieves from stealing your wallet as they'll think you've just got a map of the London Underground in your back pocket!

**A:** An added bonus indeed! Now, lastly, for someone with a sense of humour, you should consider the Crinkle Glass by Rob Brandt – a design from 2012. From a distance it looks like a transparent disposable cup that someone has squashed to throw away, but it's actually made of glass. The Crinkle Glass is eco-friendly as it's made of recycled materials and can be used again and again. It's one of the most economical gifts available at £6.50. If you're feeling generous, you could buy several!

## Unit 7

### Listening exercise 2 WB page 72 3•38

**P = Presenter D = Derek Riley F = Francis Peterson**

**P:** Good evening and welcome to *Comment's Free*. First on our agenda, we'll be looking at forms of protest and creative ways activists communicate their messages. My studio guests are student Derek Riley and ex-police officer Francis Peterson. Welcome to the show.

**D:** It's a pleasure to be here.

**F:** Good evening.

**P:** Now, if I can start with you Francis, you've been at many demonstrations and protest marches as a police officer. What's it like being on the other side of a protest?

**F:** Well, let's just say that not all protests are the same. The media tend to show the most newsworthy parts of any demonstration – any hints of violence or aggression make the front page. But most protests are actually quite boring.

**P:** Boring? You mean people who believe in a cause go to all that effort to make the rest of the world sit up and pay attention, and the police find it ... boring?

**F:** Maybe boring isn't the right word. What I'm trying to say is that usually protests are fairly peaceful and uneventful. Most sit-ins, for example, are relatively quiet events. The main thing police officers have to do is stand around.

**P:** Derek, You're a member of a group of political activists. Isn't there anything you and fellow protesters can do to make things more ... lively?

**F:** Don't get me wrong, I'd much prefer things to remain peaceful than to get out of hand ...

**D:** Activists prefer things to remain peaceful too. Things usually only get out of hand when protesters are provoked in some way. For example, one of the most violent protests to date took place in Genoa during the 27th G8 summit from 20th to 22nd July 2001. If a police officer hadn't shot protestor Carlo Giuliani dead, the protests wouldn't have got out of hand.

**F:** Hang on a minute! The protests had already become very violent before Giuliani was shot.

**D:** Everyone has a right to stand up for what they believe in. If protests become violent, it's the police's job to stop them becoming even more violent! Giuliani was a young man protesting because eight of the most powerful leaders in the world were in his city.

**P:** Um, if I could cut in at this point. Derek, you've been involved in a lot of campaigns which have been peaceful. How can campaigners successfully get their message across without becoming violent?

**D:** Well, using drama is one way. Humour is a far better medium than throwing petrol bombs.

**P:** You mean like the huge heads that were worn by volunteers from Oxfam, making them look like the heads of government who attended the 2013 G8 summit?

**D:** Exactly, they were brilliant. The volunteers used the masks in several situations to show, in a humorous way, that these leaders have too much power and that their politics are just a recipe for disaster.

**F:** Yes, but not all these kinds of protests are necessarily funny – and some people might find them more offensive than funny. Besides, drama's also used to scare people in protests.

**P:** Can you give us an example?

**F:** Um, well, there've been loads of protests with people wearing masks like the ones from the *Scream* horror movies, or the Guy Fawkes mask – that's become really popular in recent years because of the film *V for Vendetta*, which was all about protesting against the government. These masks are worn so that people who see the protest will feel scared. But if you ask me, it's the wearers who are really scared. If they were braver, they'd show their faces.

**D:** But that's the whole point. The protesters are trying to get people to wake up, to tell them that they should be scared of certain things happening in our world ...

### Pronunciation exercise 3 WB page 72 3•39

1 First on our agenda, we'll be looking at forms of protest ...

2 It's a pleasure to be here.

3 What's it like being on the other side of a protest?

4 Maybe boring isn't the right word.

### Pronunciation exercise 4 WB page 72 3•40

1 It's time we all acted to save our planet.

2 We could just write a letter to the Council.

3 Now is the time for action, not words.

### Dictation exercise 5 WB page 72 3•41

**J = Jen T = Tim**

**T:** Are you going out, Jen? If I were you, I wouldn't go to the protest.

**J:** Why not? We've got to stand up for our rights.

**T:** But what if things get violent? You might get hurt.

**J:** Oh come on, Tim. If we all thought like that, nothing would ever change.

**T:** OK, but will you leave if any trouble starts?

**J:** Don't worry. I'm sure it will be very peaceful.

## Speaking exercises 1 & 2 WB page 73 3•42

Hi everyone, today I'd like to talk to you about Oxford Homeless Pathways, which is an organization based here in Oxford which helps homeless people. First of all, I'd like to explain what the organization's main objectives are. Our first aim is to provide safe accommodation for homeless people and help them to move on with their lives by becoming independent one day. There are currently 580 emergency beds in Oxford for vulnerable people on the streets. I'd like to point out that 1 in 20 young people in the UK are homeless at some point in their lives. Now, the next thing I'd like to explain is how we raise awareness of homelessness as well as raise money to cover the needs of homeless people in our city. One way is through our voucher system. Basically, the system works by encouraging people to buy a book of ten vouchers which they can give to a homeless person instead of giving them money. A book costs £35 and each voucher allows a homeless person to stay for a night at the organization's O'Hanlon House, where he or she can have a hot meal, a shower and use our facilities. That's all I have to say for now. If you would like to keep up to date with the organization, we put details of all our events online, just follow us @Ox\_Hop on twitter. Thanks very much for listening.

## Progress check exercises 1 & 2 WB page 77 3•43

Hi everyone and welcome to tonight's presentation. It's good to see so many of you in spite of the rain. Let me just start by introducing myself. My name's Liam Hanlon and I'm a volunteer with the Amber Foundation, which is a charity that works with young homeless and unemployed people in order to help them completely transform their lives. I first heard about the charity when I was eighteen. At the time I was unemployed and was sofa surfing as my parents had thrown me out of the house because I was addicted to drugs. At Amber, I found people who really cared about me and the other young people they helped. In fact, they became like a family to me.

Now, I'm going to look mainly at three things: who the Amber Foundation can help, what kind of work it does and how you can become involved and make a difference to young people's lives.

First of all, I'd like to say a few words about the young people who come to the foundation for help. At Amber, we help vulnerable people between the ages of 17 and 30. Now, when I say vulnerable I'm referring to young people who have no permanent home and who are unemployed. They may also have other personal problems such as drug and alcohol addictions or may have a history of criminal activity. Here at Amber, we try to help them get over these problems and make a fresh start so that they can look forward to a normal future.

The next thing I'd like to explain, is how we help them. The foundation currently runs three centres in the south of England. They are Ashley Court in Devon, By the Sea Lodge in Wiltshire and Farm Place, which is in Surrey Weald near the Sussex border. Now young people in need can come to these centres in order to find accommodation and help to transform their lives. The accommodation is temporary, but they can stay here for as long as they need to turn their lives around. Our centres are run by caring staff who will provide them with the support they need

in a safe environment. It's their job to give these young people's lives a sense of structure and to show them their boundaries – something which is missing from all their lives. They can also pick up valuable skills that will help them get a job and one day be able to live independently.

Finally, we're always looking for volunteers, so let me tell you how you can help. There are a number of ways, from making a donation to taking part in our Transforming Lives Appeal. You can either make a regular donation to cover specific costs, or make a one-off donation. You can also help us raise money by buying our Flaming Good Candles, in fact you can buy them tonight from the stall at the back. If you have time and would like to share a practical skill, you could volunteer at Amber. That's all I have to say for now, but if there are any questions, I'll be glad to answer them. Thanks very much for listening.

## Unit 8

### Listening exercise 2 WB page 82 3•44

**P = Presenter S = Stephanie Bovis**

**P:** Globally, tourism has become one of the most important industries. People are more mobile than ever before in our history, and this has created increasing demand for foreign travel. This helps the local culture by providing income. However, sometimes it can be so easy to travel to foreign countries that people forget that there are some great places to visit in their own country, and this can lead to some places of interest becoming neglected and run-down. That's where organizations such as Tourism Cares come in, as they attempt to make sure that popular tourist and cultural sites across the US remain for future generations to see. Former volunteer Stephanie Bovis is here to tell us a little bit more. Stephanie, how did you first get involved with Tourism Cares?

**S:** A friend had just completed a college course in hospitality, which she had received funding for from Tourism Cares. At the time, I was unemployed and she suggested I volunteer on a project in Plymouth, Massachusetts, which is near my hometown of Boston. She explained that Tourism Cares is a non-profit organization supported by the tourist industry.

**P:** How exactly does the organization work?

**S:** Well, its main aim, as you said before, is to make sure future generations can enjoy visiting popular places. Now, TC does this in three basic ways. First, it gives scholarships to students from the US and Canada who want to study courses in travel, tourism and hospitality.

**P:** Just like your friend did.

**S:** Precisely. Secondly, TC takes part in many fundraising activities to give grants to natural, cultural and historic sites in north America to preserve them for future generations. Finally, it organizes volunteer programmes at sites which need to be preserved.

**P:** Was the project you were involved in part of one of these programmes?

**S:** It sure was. I took part in a programme to do repair work to the Plymouth Plantation on the 26th and 27th of September 2013. Now, as you know, Plymouth was the place where the pilgrims arrived and settled in the US in December 1620. Today, around 350,000 tourists every year visit the area, which is of great importance to the history of the US. Modern-day tourists can visit the living museum, which boasts a seventeenth-century English village, a craft centre, a visitor centre and the Mayflower II, which is a copy of the Mayflower, the boat that the pilgrims travelled from England to the US in.

**P:** Fascinating. So what exactly did you do during this project?

**S:** Well, I mainly did repair work to the Mayflower II. That was a great privilege for me as only a small group of us were allowed on board. It's an experience I'll never forget.

**P:** I'll bet. So, does Tourism Cares only operate in the US?

**S:** They mainly work in the US, for example on projects like Tourism Cares for New York in 2013 and Tourism Cares for New Orleans in 2008. However, they have helped to finance projects in other countries like Peru.

**P:** Would you recommend others to take part in a future volunteer project?

**S:** If you've got free time and want to make a difference and do a bit of travelling at the same time, it's a perfect choice. Not only will you get to see some of the most scenic and interesting places in the country, but you'll also gain valuable experience working as part of a team and pick up new skills.

### Pronunciation exercise 3 WB page 82 3•45

**P = Presenter S = Stephanie Bovis**

**Ex.** This helps the local culture by providing income.

- 1 Stephanie, how did you first get involved with Tourism Cares?
- 2 How exactly does the organization work?
- 3 Just like your friend did.
- 4 It sure was.
- 5 It's an experience I'll never forget.
- 6 They mainly work in the US.

### Dictation exercise 4 WB page 82 3•46

**A = Amy C = Colin**

**A:** Are you still planning to go to Mexico this year?

**C:** Yes, but I'm considering stopping off in Ecuador on the way back to take part in a preservation project I saw advertised online.

**A:** That sounds interesting. I'd like to do something like that, but I can't stand flying.

**C:** Why don't you consider doing a project somewhere in Europe?

**A:** That's not a bad idea. That way I could travel by rail.

**C:** You're certain to find interesting projects in scenic areas.

### Speaking exercise 1 WB page 83 3•47

**A:** Excuse me, we were just wondering if there's a hotel near here.

**B:** There are a few nearby. What kind of price range are you looking for?

**A:** We'd prefer a budget hotel. We'll only be staying for one night.

**B:** You could try the Alba. It's reasonably priced and right next to the train station.

**A:** Is it far from here?

**B:** It's only a five-minute walk.

**A:** Great, we'll go and take a look. Thanks!

### Speaking exercise 2 WB page 83 3•48

**A:** What a journey! I wish I'd booked a cabin in the end.

**B:** So do I.

**A:** I can't wait to get to the hotel to have a shower.

**B:** Neither can I. I'm staying at the Eden Mare resort.

**A:** Really? So am I!

**B:** How far is it from here?

**A:** It's about ten kilometres. I'm going to get a taxi.

**B:** Me too. Why don't we get one together and make it cheaper?

**A:** Good idea. I think the taxi rank is this way ...



## Progress check exercises 1 & 2

WB page 87

3•49

1

**A:** Excuse me, we were just wondering if there are any good restaurants near here.

**B:** There are quite a few actually. What kind of restaurant are you looking for?

**A:** Nothing too elegant, as we've got young children with us.

**B:** There's a fast food restaurant right across the road.

**A:** Mmm, we'd prefer somewhere a bit more characterful. We've never been here before so we'd like to try some local food.

**B:** Oh, there's a lovely little pizzeria on the other side of the square. It's called Dino's. They do the best pizza in Umbria and it's very affordable.

2

**A:** Hello. Can I help you?

**B:** Yes, do you have any information about day trips to the surrounding area? I'll be here for a few days so I want to see as much of the area as possible.

**A:** Well, you could go to Montserrat. It's about an hour away by train.

**B:** Montserrat? Is it by the sea?

**A:** No, no, it's a monastery. It's an historic site that's high up in the mountains. There are amazing views from up there and there are also some peaceful walks that you can go on if you like walking.

**B:** I don't mind walking, but not really up a mountain.

**A:** Don't worry, there's a cable car that can take you up the mountain.

**B:** Ah, are there any guided tours?

**A:** Yes, there's one that leaves every morning at 9.30 a.m.

**B:** Great. I'd like to book to go on tomorrow's tour.

**A:** No problem. Can I take your name please?

3

**A:** Excuse me, how far is the port from here?

**B:** The port? Oh, it's not that far actually, but it's quite difficult to get there on foot as you need to go onto the motorway.

**A:** What's the best way to get there?

**B:** Well, there are buses that go there regularly.

**A:** Don't you need to buy a ticket before you get on a bus here?

**B:** Yes, you can get them at the yellow kiosks. They're quite cheap.

**A:** Do you know where I can find a kiosk near here.

**B:** Yes, there's one right over th ... hang on, that one's closed. The nearest one after that is at the port!

**A:** Well, is there any other way I can get there?

**B:** You could take a taxi. It shouldn't be too expensive though. Like I said before, the port's quite close.

**A:** Oh, here's one now. Thanks for your help.

**B:** You're welcome.

## Exam practice

### Exam practice: Listening 1 WB page 96 3:50

**P = Presenter**   **D = Dr Jenny Colgan**

**P:** The human brain is incredible, capable of making a great many calculations and decisions while at the same time controlling our bodies and ordering memories and thoughts ... even while dreaming about where to go on holiday next year! It represents 3% of the body's weight, yet uses a fifth, or 20%, of its energy. Today on Science Matters we talk to Dr Jenny Colgan about recent research into ways in which we can get the brain to do even more for us, through a process known as neuroplasticity. So, Dr Colgan, tell us more.

**D:** Well, you're right, our brains are incredible. And neurons, the 10% of the brain that biologists truly understand, are extremely complex. In many ways this is because our ancestors worked so hard on making neurons, and the brain, that way.

**P:** Can you explain what you mean by that?

**D:** Of course. If you think about what our ancestors had to do, you see where higher-level thinking came from. Thousands of years ago, early man had to become highly skilled at things like tool making and hunting. Once these skills were in place, and no longer needed to be thought about, there was an opportunity to move on to more complex thought.

**P:** So the brain started to change?

**D:** That's right. The human brain is very flexible. We sometimes think of it like a computer in our heads. And in many ways it is, but we should also remember that our 'computer' is constantly being updated. The brain reorganizes itself and transfers abilities from one area to another.

**P:** What evidence is there for this?

**D:** Well, we know from brain scans, that as people get older, brain activity moves across different parts of the brain, and studies on people who have suffered brain injuries show that the brain retrains itself to use undamaged areas. We can learn to make better use of our brains if we want to.

**P:** What kind of things can we teach it to do?

**D:** There are a surprising number of things. Scientists have been looking at two very different groups of people to see what exercising the brain can do. The first is the Moken people who live on the islands and west coast of Thailand. These people spend long periods of their life at sea. To gather shellfish, they dive underwater without using any kind of equipment. What's fascinating to scientists is that the Moken have such good underwater vision – they don't see things in an unclear way like many people do when they swim below the surface. The Moken can see underwater by making the pupil – the round black part of the eye – smaller by over 20%, which gives them clearer vision. Their brains order their bodies to adapt to suit its needs – to overcome a natural reaction. The Moken have underwater vision that is twice as good as Europeans, but this difference doesn't depend on where you come from. In fact, recent studies have shown that children all over the world could teach themselves to see clearly underwater if they wanted to.

**P:** Fantastic! And the other group?

**D:** Well, perhaps closer to home, neuroscientists have been looking at London taxi drivers. They found that the drivers, who

have to pass a special test showing their knowledge of London streets, have a larger hippocampus – that's a part of the brain – than other people who work in transport. Bus drivers who use the same route every day are a good example of this.

**P:** And what does that show us? How have they trained their brains?

**D:** Well the part of the brain, the hippocampus, is the part that holds information about where things are and how far they are from other objects. What the London drivers have done is 'grow' their brains in areas that help them work more efficiently. That is, to help them remember all the streets and where they are in relation to each other.

**P:** Right. So I suppose that anyone, with enough time, would be able to do the same thing – grow parts of their brain to hold more information. When you think about it, we know that physical exercise is good because it helps create new neurons, so I suppose we ought to exercise our brains more too.

**D:** Absolutely. And one of the best...

## Exam practice: Listening 2

WB page 96

4.02

**P = Presenter D = Dr Peter Wood**

**P:** Nowadays, many TV programmes and films are about the future, and many times the future shown on our screens does not look very good. We seem to have a bit of an obsession with disaster. Perhaps this is because we can't help thinking about where the world is going, and how we can do anything about it in a world that has a global population of around 7 billion people. While some of the subjects of our entertainment come from outer space, some are based a bit more on fact. Take the subject of bees for example. Bees carry something called pollen from plant to plant, and this process, known as pollination, is essential to food production. This means the decline in the bee population could have a huge impact on how we live. And that decline is already happening. To find out more, I'm talking with Dr Peter Wood. Good evening, Dr Wood.

**D:** Good evening, and thanks for having me here.

**P:** So, tell us more about what's happening to bees. Is it something we really have to worry about?

**D:** Well, as you said, the decline in the bee population, and those of other pollinating insects, is highly likely to negatively affect the global economy. It is estimated that wild honey bees are responsible for pollinating over one third of the world's crops. That means that without bees, we'd have at least 33% less fruit and vegetables, and that would lead to growing food costs and food shortages. Here in the UK, £200 million worth of honey is sold every year and we sell close to £1 billion worth of fruit. That's a lot of money that would be lost without the country's estimated bee population of around 50 billion, don't you think?

**P:** Definitely. So you're saying that pollination is critical for keeping food prices down and preventing food shortages. What's the reason for the decline in bee numbers?

**D:** Well, globally the bee population is actually growing. Since 1961, there has been an increase of 45%. But the problem is that this growth can't actually keep up with the demand we have for bees to pollinate our food crops. We have more bees, but we're asking them to do more. There just aren't enough bees to pollinate all the plants – and phenomena like colony collapse disorder aren't helping.

**P:** Colony collapse disorder. That's when groups of healthy bees suddenly leave their hives, right?

**D:** Yes, that's right. We first started noticing this in 2006 when bee keepers reported the loss of between 30 and 90% of their bees. A lot of work has been done to understand the phenomenon, but a single cause still hasn't been found.

**P:** There are some suggestions that it might be related to farming methods.

**D:** Well, yes. There are a number of modern pesticides – chemicals that kill certain insects – that have been introduced over the last couple of decades that are toxic to bees. In fact, the European Union has decided to stop using some of these chemicals for the next two years to see if that makes a difference. Another factor that is less easy to control is the environment.

**P:** How is the environment affecting bees?

**D:** Well, global warming, and higher temperatures, seem to add to the decline in bee populations. We've seen lots of unusual weather patterns, and this has meant that the times when plants

produce flowers each year vary. This makes it necessary for the bees to travel longer distances to find food, which can lead to exhaustion or starvation. There is also evidence that being near mobile phone signals can affect bee populations as well.

## B2 Exam practice: Listening exercise 1

WB page 100  4.03

1

Well, it's probably the hardest thing I've ever done. The race itself starts on the west coast of Scotland, near the Isle of Skye. You run for twenty miles before cycling another thirty to the east coast. The track that you run on is very irregular, so it's quite easy to fall and get injured. Luckily, nothing like that happened to me. I found the cycling absolutely exhausting, especially after such a long, wet race through the mountains. I expected it to be really competitive, but everybody in the race was very friendly, and helped each other out ... I think I'll keep in touch with some of the people that I met at the event, but I'm not sure that I'll ever do anything like that again. I felt fantastic when I finished, but it took my feet a long time to feel normal...

2

**A:** So have you heard anything from Katy recently? She's moved house, hasn't she?

**B:** Yes, that's right. She's gone to live in a small village just outside of Oxford. I got an email from her last week. There were some pictures of the house and the places nearby. She reckons it's really quiet and peaceful, but I think it looks a bit too quiet. I'd be really bored if I lived there. A place needs to be a bit noisy for me to feel relaxed.

**A:** But she's happy, right?

**B:** Happy, yeah, I think she's happy. She seems to be having a good time going horse-riding, meeting loads of new people, getting used to her new school. If anything, it's me that needs to sort myself out. Now that she's gone, I'm a bit lonely. I miss having her around.

**A:** Ah well, I'm here, and you'll see her soon.

**B:** Yeah... I suppose...

3

And now our weekly round-up of new mobile apps that promise to make life easier for everyone, or that give us something to do on the train journey home. My first choice is an app which has been designed for all the forgetful people out there; in particular, forgetful boyfriends and girlfriends. This inexpensive app stores details like shoe sizes, favourite flowers and important anniversaries, so people won't forget anything important. I can imagine quite a few of my friends needing an app like this – as it could be quite useful for getting them to pay a bit more attention to their partners. But it does seem a little bit silly too. Surely most people know these kinds of things already? And most people put down any important dates on a calendar, so I don't think that we need an app to do the same job. Still, I'm sure there are plenty of people who are going to make it very popular. So, what do you think? Get in touch and let us know. The email address is ...

4

**A:** My wife and I are thinking about going on a holiday to Egypt. You've been before, haven't you? What did you think?

**B:** Well, Egypt's a great place to visit. There's lots of natural history, and we went to loads of cultural sites – the pyramids, temples, markets, that sort of thing.

**A:** Mmm. I think we're more likely to stay around the hotel swimming pool and enjoy the food and drink.

**B:** I'm sure there are some good places for doing that, but it seems a long way to go and a lot of money to spend to sit around a pool. If you're going to go to a place like Egypt, you really ought to make the effort to enjoy a bit of the culture, too. There's nothing else like it anywhere on the planet. If you want to spend your holiday sunbathing and eating, you could take a break closer to home.

5

**A:** It's a bit hot in here, isn't it?

**B:** Yes, it's ridiculous. I know it's the middle of August and the weather is very warm right now, but there's obviously a problem on the train. It would be good if they could tell us what's happening.

**A:** I know.

**B:** Someone said that the air-conditioning isn't working properly, and another person said that the heating system is actually on.

**A:** Well, I asked the ticket inspector – apparently there's a problem with the train, and we'll need to change trains at the next stop.

**B:** Oh, this is crazy! Why can't they just make an announcement and then we'd all know what's happening? And it would be nice if they could hand out some cold drinks. That would certainly help everyone.

6

Oh, hi. It's me... Sara. Sorry I've missed you – you must have already left for the match. Anyway, it's OK. I was wondering what you're doing next weekend? We're thinking about doing something for Emily's birthday. There'll be about 10 of us – mostly from school, but a couple of her friends from the gym, too. It'll start around 8, I think. Anna's going to make some food and we might watch a DVD or something like that. I'll send you a text later with the details. It would be great if you could make it. OK, talk soon. Bye.

7

**A:** So, what did you think of it then? Was it as good as his others?

**B:** To be honest, I find it a bit depressing when authors keep writing the same book over and over again. Can't they come up with any new ideas? It's been ages since I read anything new or different.

**A:** I know what you mean. I think these fantasy books are the worst; they all seem to be the same: lots of strange creatures and unhappy school children who want to be wizards.

**B:** Well, I certainly wouldn't recommend this one. The story's OK, but the dialogue doesn't sound very natural. And it's got far too many pages as well.

8

Well, there are lots of reasons for doing it, I suppose. For a lot of people it's about adventure and excitement. But for me, it's discovering new things and new places. That's something that gives me an incredible amount of pleasure. I love being able to get out into the world and meet people – no matter how difficult that might be. I've been in some really unusual places, and sometimes I haven't even had a bed to sleep in, but there's nothing better than finding out something new, or getting to do something for the first time. It makes you feel alive.

## B2 Exam practice: Listening exercise 2

WB page 101  4.04

Good afternoon, and welcome to today's programme. I'm Lucy Arnold. Today we're going to look at charities, and how people are contributing to them to make a difference. In recent years, the way that we support charities has changed quite a bit. Social media sites like Facebook and Just Giving have transformed the way that we raise money, and more and more people are getting involved in things like marathons and triathlons to draw attention to their particular charity.

And now one way of raising money that's been around for many years is becoming very popular again. And it is associated with food! From cake sales, to dinner parties, to kitchens for people who haven't got enough to eat – food-based charity work appears to be doing very well. Take, for example, Free Cakes for Kids UK – a service that matches keen bakers with families struggling to provide a birthday cake for their child. The charity recently delivered its 1,000th cake to a family who couldn't afford one. The organizers of the charity have seen a huge rise in the amount of interest – in fact, there are now more volunteer bakers than there are people requesting the cakes.

Various other charities have benefitted from this rise in the number of charitable bakers. The first 'Bake for Bumps' campaign, where people baked and sold food to raise money for the children's health charity Sparks, raised £27,000. Baking also provided the charity with the opportunity to expand its group of donors – 98% of people who signed up to the fundraising were new supporters and mostly female. Traditionally, supporters of the charity have been male.

Other charities have enjoyed similar success. For example, Great Ormond Street Hospital's 'Bake it Better' campaign has raised more than £45,000 since 2009.

But it's not all about baking cakes. The charity Dinner4Good uses people's interest in food and cooking to raise money for a number of organizations. The idea is that you invite several friends to a dinner party, paying for the cost of the meal yourself, and guests make an online donation to the charity you've chosen. The average dinner party raises £120, although one party recently raised £1,000. One benefit of the dinner party idea is that it gives people the opportunity to talk about the charity they're supporting. This means that others may decide to support it too, by holding a dinner party themselves or doing other fundraising events.

There has also been an increase in the number of people wanting to get involved in charities like Foodcycle, which brings together volunteers, available kitchens and unwanted supermarket food to create meals for poor people. Since 2009, around 2,500 volunteers have made over 63,000 meals for the charity. The organizers believe that interest has been driven by greater publicity about food poverty and food waste. Some volunteers are motivated by altruism, while others are keen to develop cooking skills or just love food! But, whatever their motive, the charity needs more of them, because there has recently been a rise in demand for food aid in the UK.

According to the Institute of Fundraising, the trend to cook instead of send money reflects a growing desire to be more involved in a good cause rather than simply handing over cash.

In fact, current research shows that while the amounts of money donated haven't changed much in recent years, people are looking for different ways to give. What has changed is the need to feel that you are actively trying to make society better.

The move towards providing food and drink for charitable purposes has been criticized, though. Some initiatives, like 'suspended coffee' – where a customer buys an extra hot drink to leave behind for someone in need – have been criticized as an attempt by the big groups of coffee shops to improve their poor public image. In addition, some people have argued that baking cakes for charity seems incompatible with a nation trying to tackle an obesity crisis. It is certainly true that, while baking might not solve all society's problems, it is a good way of bringing different types of people together, and building a more charitable state of mind.