

Unit 1

Vocabulary p6

1a

Students' own answers

1b

anthropology, archaeology, art, science (biology, chemistry, physics), economics, languages (English, French, Spanish, German, etc.), geography, history

2 and 3

undergraduate (noun) /ˌʌndə(r)grædʒuət/ – a student who is studying for a first degree at a college or university. A student who already has a first degree is a graduate.

graduate (verb) /ˈgrædʒueɪt/ – to complete your studies at a university or college, usually by getting a degree

degree (noun) /dɪɡri/ – a course of study at a university, or the qualification that you get after completing the course

master's (noun) /ˈmɑːstə(r)z/ – a university degree that students get if they study for one or two years after their first degree

lecture (noun) /ˈlektʃə(r)/ – a talk to a group of people about a particular subject, especially at a college or university

tutorial (noun) /tjuːtɔːriəl/ – a lesson in which a student or a small group of students discusses a subject with a tutor, especially at university or college

term (noun) /tɜːm/ – one of the periods of time into which the year is divided for students. In the UK, there are usually three terms: the autumn term, the spring term and the summer term.

continuous assessment (noun) /kən'tɪnjuəs ə'sesmənt/ – a way of judging a student by looking at the work that they do during the year instead of or in addition to looking at their examination results

coursework (noun) /ˈkɔː(r)sɜː(r)k/ – school work that a student must do as part of a course of study, with the mark that they achieve forming part of their exam result

assignment (noun) /ə'saɪnmənt/ – work that you must do as part of a course of study or as part of your job

tutor (noun) /tjuːtə(r)/ – a teacher in a college or university

grade (noun) /ɡreɪd/ – a letter or number that shows the quality of a student's work

mark (noun) /mɑː(r)k/ – a school score

notes (noun plural) /nəʊts/ – details from something such as a lecture or a book that you write down so that you can remember them

resit (verb) /riːsɪt/ – to take an examination again after failing it previously

4

- 1 veterinary medicine 2 lecture
3 mark 4 undergraduate 5 tutor
6 coursework/assignment 7 psychology
8 resit it

5

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

6a

- 1 activities 2 facilities 3 friends
4 independent 5 abroad 6 residence
7 loan

Reading p7

1

Students' own answers

2

- a 3 b 1 c 4 d 2 e 5

3

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

4

Example answer

I think these subjects aren't too specialised. It's a good idea to study something unusual because you are more likely to be interested and study more. Also they often give you very specific skills that are more useful in the workplace. Furthermore, an unusual degree could make your CV stand out in a competitive marketplace.

In my opinion, these subjects are too specialised and they are a bad thing because your employment options are very narrow when you finish your degree. You can't transfer your skills easily to another subject area. Also, they are often not very academically rigorous so they don't show what you are intellectually capable of.

5

uni = short form of 'university'
drives me mad = makes someone feel extremely angry or upset
in great depth = in a very detailed way and giving a lot of information
implications = possible results or effects
hands-on = hands-on experience or training involves you doing something rather than just reading about it or watching other people do it
specialise = to be an expert in a particular part of a subject or profession

6

Students' own answers

Grammar in context pp8–9

1a

- 1 present simple 2 present continuous
3 present simple 4 present continuous
5 present simple

1b

- a 1 b 3 c 5 d 2 e 4

2

- 1 understand 2 goes 3 is coming
4 are getting 5 usually walks, is going
6 Do you wear 7 don't agree
8 sounds

3a

- 1 constantly 2 always 3 forever
4 continually

3b

Students' own answers

4a

- 1 's forever playing 2 studies
3 're always leaving 4 's constantly saying
5 coach

4b

Students' own answers

5

Students' own answers

6a

- 1 a 2 b 3 d 4 c

6b

- 1 present perfect continuous
2 present perfect simple
Present perfect simple: subject + *has/have* + past participle
Present perfect continuous: subject + *has/have been* + verb + *-ing*

6c

- 1 present perfect simple 2 present perfect continuous 3 present perfect simple 4 present perfect continuous

7

1 *For* goes with periods of time, like *three hours, ten minutes, a long time*. It goes just before the time period.

2 *Since* goes with points in time, like *1990, Christmas, last week*. It goes just before the time period.

3 *Ever* means 'sometime before now'. It is used in questions, e.g. *Have you ever/Haven't you ever ...?*, and in negative statements, e.g. *Nobody has ever travelled there before*. It goes between *have* and the past participle.

4 *Never* means 'at no time before' and it is used in negative statements, e.g. *I've never been to New York before*. It goes between *have* and the past participle.

5 *Just* means 'not so long ago'. It comes between *have* and the past participle, e.g. *They have just gone out*.

6 *Already* shows an action has been completed. It comes between *have* and the past participle: *I have already heard that song*.

7 *Yet* means 'up to a specified time' and is used only in the negative and question forms of the present perfect tense. It is normally placed at the end of a sentence, e.g. *I haven't been to the supermarket yet*.

8

- 1 She's failed 2 since 2012
3 We went 4 I've been doing
5 has just had 6 has painted
7 for five hours 8 I've lost
9 I haven't done 10 I've been waiting

9a

Example answers

- 1 How long have you lived here?
2 How long have you been watching TV?
3 Have you ever done a bungee jump?
4 How many times have you eaten sushi?
5 What have you been doing all day?
6 Have you just had your lunch?

9b

Students' own answers

Developing vocabulary p9

1
do – a course, an assignment, an exam, chores, homework, the shopping, the washing, well
make – a cake, a decision, a noise, friends, the dinner

2
1 do 2 do 3 make 4 do
5 make 6 do

3
a made b made c do d is doing
e is making f do g do h are making
i do j do k make l make m do
n do

4a
Students' own answers

4b
Students' own answers

Gateway to life skills pp10–11

1a
Students' own answers

1b
Students' own answers

2
Students' own answers

3
1 D 2 A 3 B 4 F 5 G 6 E 7 C

4
1 Students are busy people.
2 The sooner you start, the earlier you finish.
3 It can encourage you to continue.
4 Your phone, social media networks, friend's posts, videos, your family.
5 No, you have to be prepared for potential problems.
6 Start at the date you need to finish and calculate how long you need to do each step, and you will find the date you need to start.

5
Suggested answers
Sam: He wants advice on managing free time and study time.
Vanessa: She wants to know more about study buddies and if they do help.
Bea: She wants to know how to schedule her time in a more balanced way.
Chris: He wants advice on any tools or resources to help with time management.

6
Suggested answers
Sam: prioritise tasks and make a timetable
Vanessa: study buddies help you focus, and help you to understand difficult concepts and your position
Bea: prioritise your work, set yourself a timer
Chris: talk to your teacher, use websites and books, use a timer and set yourself half-hour working time and five-minute breaks
7
Students' own answers

Listening p12

1
Suggested answers
Useful ideas are 1, 2 (as long as all the students are focused on revising), 3, 4, 6, 8 (breaks should be short and involve drinking water and taking some exercise), 9.

2
The boy mentions ideas 7, 5 and 10.
He hasn't prepared well for the exam.

3
1 b 2 a 3 b 4 c 5 a

4
Students' own answers

Grammar in context p12–13

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

2a
a to think b revising c to use
d keeping e doing f Leaving
g to check h to get i to have
j singing k singing l cycling
m to help n to keep o listening

2b
Students' own answers
3
1 to pass 2 studying 3 correct
4 to find 5 to pass 6 correct
7 failing 8 studying

4
1 to finish 2 Starting 3 taking
4 creating 5 leaving, to check
6 to complete 7 answering

5a
Example answers
1 Do you enjoy *going out* in the evening?
2 When you sleep, do you ever dream of *falling*?
3 Have you ever thought of *being famous*?
4 Do you find it difficult to *study*?
5 Have you ever considered *changing schools*?
6 Do you think that you are brave enough to *jump out of a plane*?
7 Would you like to be the first person to *live on Mars*?
8 Are you interested in *studying Surf science and technology*?
9 At the weekend, do you ever go *mountain biking*?
10 Next year do you want to *study another language*?

5b
Students' own answers

Developing speaking p14

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

2
Student A: question 2
Student B: question 4
Student C: question 5

Student D: question 3

Student E: question 6

Student F: question 1

3
All the students answer the questions well except Student C who does not give reasons or personal details to support their answer. It's a good idea to give reasons and personal details because it helps promote further conversation. A short response can indicate that you are annoyed, uninterested or very shy.

4
Students' own answers

5
Students' own answers

6
1 playing, doing 2 go, walk
3 not to stay 4 writing 5 write, do
6 to go, (to) fly

7a
Students' own answers

7b
Students' own answers

Developing writing p15

1
What have you been doing recently?
Which month do you think is better, July or August?
What do you think is the best way for me to do that?
Please let me know what type of things you'd like to do here.

2
informal words
Hi! as a greeting
simple sentences
contractions (*I've, I'd, etc.*)
Best wishes at the end

3
a 3 (Hello ..., Hey ...)
b 4 (Great to hear from you. Thanks for telling me all your news. I just wanted to get in touch about ...)
c 5 (What have you been up to? What have you been doing recently/lately? How have you been?)
d 1 (On another note ..., That reminds me ...)
e 2 (I'll be in touch soon. See you!)

4
Students' own answers

5
Paragraph 2: Describe the best time to visit my country/ the best way to learn my language

Paragraph 3: Describe things I'd like to do in England

Paragraph 4: Say goodbye

6
Students' own answers

Language checkpoint: Unit 1

Grammar revision p17

- 1**
1 don't 2 are 3 start 4 always/ constantly/forever 5 always/constantly/ continually/forever 6 asking
- 2**
1 switched 2 for 3 been standing 4 seen 5 been staying 6 been reading 7 finished
- 3**
1 risk failing 2 go cycling 3 can't stand getting up 4 consider joining 5 having a valid passport 6 the first to finish 7 'd love to see

Vocabulary revision p17

- 1**
1 resit 2 grades 3 notes 4 tutor 5 degree 6 undergraduate 7 lecture
- 2**
1 abroad 2 loan 3 facilities 4 independent 5 hall 6 Extracurricular
- 3**
1 do 2 make 3 do 4 make 5 make 6 make 7 do

Unit 2

Vocabulary p18

- 1**
Suggested answers
A – architect, B – builder, C – chef, D – doctor, E – engineer, F – farmer, G – grocer, H – historian, I – investigator, J – judge, K – karate instructor, L – lawyer, M – mechanic, N – novelist, O – ophthalmologist, P – photographer, Q – quantum physicist, R – receptionist, S – shop assistant, T – teacher, U – umpire, V – violinist, W – waiter, X – X-ray technician, Y – yachtsman, Z – zoo-keeper

- 2**
a taxi driver b police officer

- 3**
qualifications /kwɒlɪfɪ'keɪʃ(ə)nz/ – something such as a degree or a diploma that you get when you successfully finish a course of study
deal with /di:l wɪð/ – to take action to do something, especially to solve a problem
be responsible for /bi: rɪ'spɒnsəb(ə)l fə(r)/ – someone who is responsible for someone or something is in charge of them and must make sure that what they do or what happens to them is right or satisfactory
stressful /'stresf(ə)l/ – involving or causing a lot of pressure or worry
outdoors /aʊt'dɔː(r)z/ – not in a building
good conditions /gʊd kən'dɪʃ(ə)nz/ – favourable work situation or environment
self-employed /self ɪm'plɔɪd/ – working for yourself instead of for an employer and paid directly by the people who you provide a product or service to

- employee* /ɪm'plɔɪi/ – someone who is paid regularly to work for a person or an organisation
earn /ɜː(r)n/ – to receive money for work that you do
salary /'sæləri/ – a fixed amount of money that you earn each month or year
dangerous conditions /'deɪndʒərəs kən'dɪʃ(ə)nz/ – situation or environment that is likely to harm or kill someone, or to damage or destroy something
indoors /ɪn'dɔː(r)z/ – in a building
do paperwork /duː 'peɪpə(r)wɜː(r)k/ – do the part of a job that involves producing reports, keeping records and writing letters
manual work /'mænjuəl wɜː(r)k/ – a job which involves physical work using your hands
well paid /wel 'peɪd/ – a well-paid person receives a good amount of money for work
skilled /skɪld/ – having the ability and experience to do something well
training /'treɪnɪŋ/ – the process of training people or of being trained for a profession or activity
experience /ɪk'spiəriəns/ – knowledge and skill that is gained through time spent doing a job or activity

- 4**
1 school caretaker 2 software engineer 3 personal assistant (PA) 4 physiotherapist

- 5**
Students' own answers

- 6**
1 e 2 b 3 g 4 a 5 f

- 7**
Suggested answers
1 in a normal office job
2 people with a lot of responsibility and who are well paid often work long hours, e.g. managers, directors
3 in a stressful job when there is a lot of work to do; when you can earn extra money; when there is a chance of promotion

- 8a**
Students' own answers

- 8b**
2 apply for a job 3 be offered a job 4 sign a contract 5 get a promotion

- 9**
1 a 2 e 3 d 4 c 5 b

- 10**
Students' own answers

Reading p19

- 1**
Students' own answers

- 2**
Students' own answers

- 3**
1 T 2 F 3 NM 4 T 5 T 6 T 7 F 8 NM

- 4**
Students' own answers

- 5**
resort = a place where many people go for a holiday

- trials = the process of testing a product, plan or person over a period of time
all-inclusive = including everyone or everything, especially all the costs, charges and services that make up the total price of something
drawback = a feature of something that makes it worse than it could be
defying = to happen in a way that is different from what usually happens or what you expect
put up with = to accept someone or something unpleasant in a patient way
still = without movement
at a time = continuously for this period of time
spot = the particular place where someone or something is

- 6**
Students' own answers

Grammar in context pp20–21

- 1a**
1 past simple 2 past continuous 3 past simple 4 past continuous, past simple 5 past continuous, past simple

- 1b**
1 PS 2 PC 3 PC 4 PS 5 PC

- 1c**
past continuous

- 2a**
cried, developed, happened, hated, mentioned, occurred, planned, preferred, stepped, stopped, studied, travelled, tried, visited

- 2b**
/d/: cried, happened, mentioned, occurred, planned, preferred, studied, travelled, tried
/t/: developed, stepped, stopped
/ɪd/: hated, visited

- 3**
1 made 2 correct 3 correct, was raining 4 spent 5 correct, was doing, correct 6 was walking 7 was crying

- 4a**
1 What did you do when you got home after school yesterday?
2 Were you watching TV at 9 o'clock last night?
3 What were your parents doing yesterday at 10 am?
4 Where did you go last summer?
5 Were you listening to music while you were doing your homework yesterday?
6 What did you do last Saturday?
7 What were you doing at 6 o'clock this morning?

- 4b**
Students' own answers

- 5a**
1 a, b, c 2 d

- 5b**
1 used to, would 2 the past simple 3 would

6

- 1 used to 2 lived 3 didn't use to
4 both 5 met 6 both 7 used to
7
a lived b didn't have c used to work
d would do e would write f used to love
g jumped h died i saved

Developing vocabulary p21

1

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

2

- 1 Keep at 2 get ahead 3 fill in
4 turned, down 5 set up 6 keep up
with 7 work on 8 took, over

3a

- 1 on 2 up with 3 ahead 4 up

Gateway to life skills pp22-23

1

Students' own answers

2

Students' own answers

3

Suggested answers

- 2 salary, well paid
3 enjoy, salary isn't ... important
4 in-service training, chance to keep on learning, interesting, new opportunities
5 working with others, team, deal with people
6 long holidays, flexibility to work from home, fewer hours
7 outdoor, connected with the environment or nature
8 travel, different countries, see the world
9 prospects, getting ahead, more responsibility, getting a promotion, challenging

4a

Students' own answers

4b

The example shows most important = in-service training, least important = outdoors

4c

Students' own answers

5

Deana: Yes

James: No

Tope: Yes

6

- 1 D 2 T 3 D 4 J 5 D, J 6 D, T
7 J 8 J

Listening p24

1

Example answers

I think a gap year sounds good because you can have a break from studying before you go to university.

I think a gap year is a bad thing because many people don't do anything useful or interesting, and they get out of the habit of studying.

2

Speaker 1: C

Speaker 2: B

Speaker 3: F

Speaker 4: E

Speaker 5: A

3

Students' own answers

Grammar in context pp24-25

1a

a I finished school.

1b

before

1c

subject + *had/hadn't* + past participle

2

- 1 had written 2 had started 3 stepped
4 hadn't spoken 5 blew 6 had seen
7 had eaten

3

Suggested answers

- 1 someone had locked it.
2 she had answered the questions well.
3 I hadn't done my homework.
4 she had missed the bus.
5 he had dropped his ice cream.
6 someone had seen a shark.
7 he had eaten too much pizza.
8 they hadn't taken an umbrella with them.

4a

- 1 past perfect continuous 2 past perfect simple 3 past perfect continuous
4 past perfect simple

4b

Sentences 1 and 3 with the past perfect continuous give more importance to duration. Sentences 2 and 4 with the past perfect simple give more importance to the completion of the action.

4c

had + been + verb + -ing

5

- 1 been waiting 2 had 3 eaten
4 written 5 lost 6 been crying
7 been talking

6

- 2 He hadn't studied hard enough.
3 She'd been working all morning in the garden.
4 She'd been studying for hours.
5 He'd read it twice before.

6 He hadn't paid attention to his teacher all year.

7a

She kept working even though she was a millionaire; to set a good example to her children.

7b

- a been b had c for d up e didn't
f made g were h doing i earned
j have

7c

Students' own answers

Developing speaking p26

1

Students' own answers

2

- 1 how dangerous the different jobs are
2 decide which of these jobs you think is the most dangerous
3 firefighter

4 Students' own answers

3

- 1 yes 2 yes 3 no 4 yes 5 no

4

Suggested answers

- 1 Asking your partner's opinion
2 Agreeing
3 Disagreeing

5

Students' own answers

6

Students' own answers

Developing writing p27

1

Students' own answers

2

Students' own answers

3

Yes, it follows the paragraph plan in exercise 2.

4

- a As far as I'm concerned b To begin with
c Furthermore d On the other hand
e I agree with this f To sum up

5

Expressing opinions

As far as I'm concerned, I agree with this

Adding opinions

To begin with, Furthermore

Contrasting opinions

On the other hand

Concluding

To sum up

6a

Students' own answers

6b

Students' own answers

Language checkpoint: Unit 2

Grammar revision p29

1

- a got b looked c was shining
d was looking e saw f were playing

2

- 1 used to 2 studied 3 usually 4 had
5 use 6 both correct 7 didn't use to

3

- 1 had been waiting 2 had been painting
3 had written 4 correct 5 had eaten
6 correct 7 had finished

Vocabulary revision p29

- 1**
1 for **2** dealing **3** employee
4 earn **5** skilled **6** shift **7** overtime
8 qualifications
2
1 set up = start a new business, office, etc.
2 get ahead = progress faster than other people
3 turn down = not accept an offer, request or application
4 work on = spend time working or improving something
5 fill in = add information on a document
6 take over = take control of something
3
a look **b** applied **c** redundant
d unemployed **e** fired/sacked/dismissed
f offered

Gateway to exams: Units 1–2

Reading p30

1
Example answers
 On an Erasmus exchange, students spend at least three months studying in a university in one of the 30 countries involved in the programme.
 Some of the advantages of this exchange could include: it looks good on your CV, you learn life skills, you make an international network of friends and have fun, you discover a different culture, and you learn another language.

2
1 Students' own answers
2 Nelly Samuels – modern history, John Vaughan – business, Teresa Lopez – media studies, Keith Johnson – politics
3
1 B **2** C **3** A **4** C **5** D **6** A
7 D **8** C
4
 Students' own answers

Writing p31
5
 Students should answer these questions in their reply:
How are you?
What do you think (about the welcome home party)?
Could you come and give me a hand getting things ready on Thursday afternoon?
Apart from food, is there anything that you can think of that would make the party really special?
6

Suggested answer
 Paragraph 1: greeting, say how I am, mention pizza place
 Paragraph 2: the party is a good idea; yes, I can help

Paragraph 3: ideas for party
 Paragraph 4: suggest a time to meet on Thursday; say goodbye

7
 Students' own answers
8

Example answers

'Helicopter' parents and 'lawnmower' parents are good because they support their children.
 I think 'helicopter' and especially 'lawnmower' parents are a bad thing because children don't learn to become independent and take care of themselves.

Listening p31

9
Speaker 1: C
Speaker 2: F
Speaker 3: B
Speaker 4: A
Speaker 5: D
10

Students' own answers

Speaking p31

11
 Students' own answers
12
 Students' own answers

Unit 3

Vocabulary p32

1
 Students' own answers
2
1 crew **2** traffic jam **3** the Underground/subway/tube **4** spacecraft **5** take off
6 land **7** gate
3
1 stand away from the edge of the platform
2 shouldn't **3** shouldn't **4** a, West
5 need **6** bags
4
1 trip **2** voyage **3** Travel **4** journey
5 trips **6** voyages **7** travel **8** trip
5
 Students' own answers

Reading p33
1
 Students' own answers
2
1 Hyperloop
2 electric car, sports car, high-speed train, planes, supersonic air travel, self-driving car, flying cars, drones, elevator
3
1 c **2** b **3** f **4** a **5** e **6** d
4

Example answers
 I think the Hyperloop is very useful as it is much faster than ordinary transport and more ecological.

I think the self-driving car is useful because while you are on the move you can do anything you want.

I think drones are very useful because they can do dangerous work more cheaply and safely than humans can.

I think the lunar space elevator is a fascinating idea, but it's not very useful.

5
 boldest = riskiest
 capsule = the part of a space vehicle in which people travel
 currently = at the present time
 sharp increase = sudden rise
 self-driving = an autonomous or driverless vehicle
 norm = something that is normal or expected
 drawing up = to prepare or write something
6
 Students' own answers

Grammar in context pp34–35

1a
a *be going to* **b** present continuous
c *be going to* **d** *will* **e** present simple
1b
1 *be going to* **2** *be going to* **3** *will*
4 the present continuous **5** the present simple

1c
1 *will* **2** *will* **3** the present simple

2
1 future fact **2** sudden decision
3 prediction based on opinion
4 prediction based on expectations
5 future fact **6** sudden decision
3
1 starts **2** 'll **3** 's going to rain
4 correct **5** 's talking **6** are going
7 are, doing **8** 'm going to eat
9 correct **10** 's going to drop

4a
1 will land, am **2** will be/is
3 are meeting **4** are, going to do
5 will snow **6** 's going to have
7 'll open **8** get, 'll switch **9** 'm seeing
10 's going to rain

4b
 Students' own answers

5
a have **b** are going to become **c** are
d will be **e** off **f** will be **g** won't
h are talking

Developing vocabulary p35

1a
1 mis **2** post **3** under **4** over
5 inter **6** dis **7** re **8** co **9** sub-
10 super
2
1 disappeared **2** underpaid
3 misunderstood **4** sub-zero **5** rewrite
6 overbooked **7** superhuman

3a

Students' own answers

3b

disadvantage, disagree, unbelievable, incapable, incomplete, unexpected, unlikely, illogical, unnecessary, disobey, impatient, impossible, irregular, irresponsible, unsuccessful, invisible

3c

Students' own answers

4a

Students' own answers

4b

Students' own answers

Gateway to life skills pp36–37

1a

From Turkey to Thailand to the US – approximately 22,000km/14,000 miles

1b

The distance food travels from where it is produced to our table.

2

Students' own answers

3

Text A

1 They weren't in season then.

2 They produce 25% of CO₂ emissions.

3 They are responsible for 11% of carbon emissions.

4 They are an example of unnecessary food travel.

5 We need to produce more food locally and buy locally produced food

Text B

1 We need to keep them cool for a year or buy them from another country.

2 Buying them from another country as the energy used in keeping them fresh for ten months is worse for the environment.

3 Because they have conditions to grow tomatoes all year and if they are produced in the UK, you need energy to heat the greenhouses.

4 The workers and economy of these countries depend on selling fruit, etc. to other markets.

5 Food miles are not good, but sometimes they are better than the alternatives

4

Students' own answers

5

Students' own answers

6a

Students' own answers

6b

1 running 2 to fork 3 cold storage

4 seasonally 5 sustainable 6 market

6c

Students' own answers

Listening p38

1

Students' own answers

2

Students' own answers

3

1 Aerial 2 negative 3 stop 4 aerial images 5 offers us new reporting possibilities 6 quite possible 7 thinks

4

Positive points: patrolling parks/protecting wild animals; examining sites of natural disasters; taking medicine, water or food to victims; making movies; filming sports events

Negative points: privacy – spying on ordinary people; create laws on why/how/when/who can use them

5

Example answers

I think drones will change the world in a good way. They can save lives and do dangerous jobs. Moreover, drones will generate a lot of money and jobs.

I think drones will change the world in a bad way. It's possible for terrorists to take control of drones and use them against us.

Grammar in context p38–39

1a

1 future continuous 2 future continuous

3 future perfect simple 4 future perfect simple 5 future perfect continuous

Future continuous: *will/won't + be + verb-ing*

Future perfect simple: *will/won't + have + past participle*

Future perfect continuous: *will/won't + have + been + verb + -ing*

1b

1 future perfect simple 2 future continuous

3 future perfect continuous 4 future perfect simple, future perfect continuous

2

1a At 7 o'clock, the activity is in progress.

1b At 7 o'clock, the activity has finished.

2a In half an hour the activity will start.

2b In half an hour, the activity will be finished.

3a This action will happen sometime before 2050.

3b This action will happen in 2050.

4a I have a plan to have lunch at 1 pm tomorrow.

4b At 1 pm tomorrow, lunch will be in progress.

3a

1 will be having 2 will have eaten

3 will have arrived 4 will have been going

5 will be having 6 will have seen

7 will be watching 8 will have been watching

3b

Students' own answers

3c

Students' own answers

4

a will, be doing b will, be working

c will have finished d will have left

e won't be living f will have learnt

g will have bought h will be saving

5a

Students' own answers

5b

Students' own answers

5c

Students' own answers

Developing speaking p40

1

Students' own answers

2

1 Students' own answers 2 yes 3 yes

3

a Both photos show b In the first photo

c whereas d One big difference between

the photos is that e while f Compared with

g Another important difference

h One similarity

4

Students' own answers

5a

Students' own answers

5b

Students' own answers

5c

Students' own answers

Developing writing p41

1

Students' own answers

2

Students' own answers

3

Students' own answers

4

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

5

Variety of past tenses: past continuous:

... We were soon preparing for landing;

past simple ... I learnt that ..., past perfect

simple: ... I had flown ..., past perfect

continuous: ... I had been waiting ..., past

with 'would': ... we would observe ...,

future with 'will': I'll never forget

Participle clauses: Having collected my luggage, I immediately saw ...

Linkers of time and sequence: Four months ago, Luckily

Adjectives and adverbs: excited and nervous, brilliant, immediately, amazing

6a

Students' own answers

6b

Students' own answers

Language checkpoint: Unit 3

Grammar revision p43

1

1 comes 2 'll help 3 'm going to do

4 are getting 5 will take 6 leaves

2

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

3

1 I can't go out at 7 o'clock because I'll **be doing** my homework then.

2 ✓

3 ✓

4 I can write a summary of the book tomorrow because I'll **have read** it by then.

5 At 5 o'clock next Saturday I'll **be playing** basketball.

6 I can't give you my assignment tomorrow because I **won't have finished** it.

7 ✓

8 ✓

Vocabulary revision p43

1

1 platform 2 crew 3 landed
4 traffic jam 5 gate 6 high-speed
7 space station 8 launch

2

1 trip 2 travel 3 voyage 4 journey
5 trip

3

1 misunderstand 2 unexpected
3 incapable 4 overbooked
5 unnecessary 6 disobey 7 postgraduate

Unit 4

Vocabulary p44

1

friendly – unfriendly, kind/outgoing
hard-working – lazy, diligent
patient – impatient, considerate
polite – impolite/rude, courteous
quiet – noisy, reserved
reliable – unreliable, dependable
serious – fun-loving, solemn
tidy – untidy/messy, neat

2

Students' own answers

3

big-headed – modest, down-to-earth
good-natured/easygoing – bad-tempered
immature – mature
narrow-minded – broad-minded
outgoing – shy, reserved
self-confident – insecure
tactless – tactful, sensitive
gifted = with an impressive natural ability
talented = someone who is talented is very good at something

4

Students' own answers

5

Students' own answers

6

1 ambitious +/pushy –
2 self-confident +/arrogant –
3 bossy –/assertive +
4 frank +/brusque –
5 stubborn –/determined +

7

1 bossy/self-confident 2 tactless/
big-headed 3 stubborn/slow

8a

Example answers

1 A professional musician needs to be gifted and play at least one instrument extremely well. To be a professional musician, you have to be very ambitious as it is very difficult to succeed as a musician.

2 The director of an international bank needs to be clever, because you need to understand complex numerical operations. You need to be self-confident, serious, reliable and assertive because you are the leader.

3 To be the President, you need to be very self-confident and determined because you receive a lot of criticism. You need to be hard-working and serious because there are many difficult situations that you have to face.

4 A Formula 1 driver has to be hard-working and talented. You also need to be self-confident as drivers deal with the media a lot. They work in teams so it helps to be outgoing and friendly.

5 A TV presenter needs to be outgoing and friendly. It usually involves many hours in the studio so you need to be hard-working, patient and ambitious to succeed in this job. Because you are in the public eye, you need to be self-confident

8b

Students' own answers

Reading p45

1

Suggested answer

In one photo, I can see Dynamo walking on water. In the other photo, he is holding a pack of cards.

2

No he didn't have an easy childhood. He had a serious stomach illness and was bullied for being weak and shy.

3

1 b 2 a 3 c 4 c 5 c

4

Example answer

I think Dynamo is successful because he works hard. He spent thousands of hours practising tricks when he was younger.

5

pack of cards = a box containing cards for playing games

talked his way = to persuade someone to let you do something

surface = the top layer or outside part of something

begging = asking for something in a way that shows you want it very much

distraction = something that gets your attention and prevents you from concentrating on anything else

6

Students' own answers

Grammar in context pp46–47

1a

comparative: 1, 3, 4, 7

superlative: 2, 5, 6

1b

adjectives: 2, 4, 7

adverbs: 1, 3, 5, 6

2

Adjective	Comparative	Superlative
long	longer	the longest
slow	slower	the slowest
big	bigger	the biggest
thin	thinner	the thinnest
friendly	friendlier	the friendliest
tidy	tidier	the tidiest
ambitious	more ambitious	the most ambitious
hard-working	more hard-working	the most hard-working
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
little (determiner)	less	the least

Rules

For one-syllable adjectives, add *-er* to make the comparative and *-est* to make the superlative. (If an adjective ends in *-e*, this is removed before adding *-er/-est*, e.g. *wide, wider, widest*.)

If a one-syllable adjective ends in a single vowel letter followed by a single consonant letter, the consonant letter is doubled before adding *-er/-est*, e.g. *big, bigger, biggest*.

If an adjective ends in a consonant followed by *-y*, *-y* is replaced by *-i* when adding *-er/-est*, e.g. *friendly, friendlier, friendliest*.

For many two-syllable and all three-syllable adjectives, form the comparative with *more* and the superlative with *most*. (For some two syllable adjectives, both *-er* and *more* forms are possible.)

3a

1 b 2 c 3 a

3b

a better, worse, less

b more carefully, more quietly, more easily, more beautifully, more often

c faster, harder, earlier, later, longer, sooner, nearer

4

1 In my opinion, Caleb is the friendliest person in this class.

2 I think Emma is slightly taller than Claire.

3 That is definitely the silliest thing I've heard today!

4 You can write much quicker on a computer than by hand.

5 Sorry I couldn't come sooner.

6 Is it much further to your house?

7 You need to try harder if you want to be a professional illusionist.

8 Houdini was one of the most famous illusionists in the world.

9 That film was terrible! It's the least interesting film I've ever seen.

10 She did better than me in the test.

5a

Students' own answers

5b

Students' own answers

6

a We use *as ... as* to say two things are the same.

b We use *not as ... as* or *not so ... as* or *less ... than* to say that the second person or thing is more ... than the first one.

c Students' own answers

7

1 is as enjoyable as playing 2 is less

healthy than 3 faster you walk, the

4 is not as good as 5 as quickly as

6 much less difficult to write 7 taller

you are, the easier 8 better and better

8

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

Developing vocabulary p47

1

actor, artist, politician, writer

2

actor, action

appearance

confidence

creator, creation

difference

education, educator

electricity, electrician

employment, employer

happiness

improvement, improver

invention, inventor

investigation, investigator

madness

musician, musicality

relevance

scientist

3

a scientists b importance c electricity

d creation e inventor f improvements

g disappearance h ability i difference

Gateway to life skills pp48–49

1

Suggested answers

Garry Kasparov, Marie Curie,

William Shakespeare, Galileo Galilei,

Nicolaus Copernicus, Leonardo da Vinci,

Albert Einstein

2a

Students' own answers

2b

Students' own answers

3

1 doesn't mean 2 isn't 3 can't

4 doesn't stay 5 affect

4

1 That some people believe this is what shows you are clever, but this is only one type of intelligence.

2 Because people are good at different things.

3 It is difficult to measure intelligence because it depends on what type of intelligence you are talking about.

4 Children who have access to musical instruments can become great musicians if they start early; bilingual or multilingual children.

5

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

6

Students' own answers

7

Intelligence 1: use flashcards for difficult concepts, extensive notes

Intelligence 2: organise notes in alphabetical/numerical order

Intelligence 3: use graphs or mind maps

Intelligence 4: use music to remember concepts and words

Intelligence 5: use real-life examples to relate to concepts

Intelligence 6: set up a study group, talk to a classmate

Intelligence 7: keep a journal, study in a quiet area

8

Students' own answers

Listening p50

1

Example answers

1 I would like to try rock climbing, but I think it looks very risky.

2 People who like doing extreme sports.

3 I think you have to train a lot to do this and be very fit.

2

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

7 NM 8 T

3

1 900

2 nine

3 She's a grandmother and very busy.

4 60 metres

5 it is surrounded by water; bad weather

6 one in 400

7 how to watch body language and to notice typical things we say when we're nervous

8 It's a pity to spend our lives not realising we have a special talent.

4

Example answers

1 I think I would like to watch this TV series because it is different from ordinary talent shows. I love watching other people be good at things.

2 I would love to do tests to see if I have a hidden talent because it could change my life.

Grammar in context pp50–51

1

Students' own answers

2

1 a, a programme 2 b, the programme, the series 3 d, the world 4 e, the best diver, the first 5 c, nurses, patients, emergencies

3

1 –, –

2 a, a, a

3 the, –

4 –

5 The, the

6 a, –, –

7 an, the, a

8 –, the

4

a a b an c an d – e a f the

g the h a i the j the

5

One of the most interesting episodes of *Hidden Talent* was about a boy called James Whinnery. He was only 19. They discovered that the boy had a special talent for (1) ~~the~~ languages. He learnt (2) ~~the~~ Arabic in just 19 weeks. He did a test working in (3) ~~a~~ Turkish restaurant for a day talking to the waiters in Arabic. Then, for his training, they say he learnt (4) ~~the~~ new words – one hundred words each day! At the end of the episode, he travelled to Jordan and they interviewed him in Arabic on a special programme. Of course, nobody can really learn (5) ~~a~~ new language in just 19 weeks. But James learnt a lot of things in that time. It seems that sometimes (6) ~~the~~ TV programmes can have (7) ~~a~~ positive effect on people and their lives.

6

1 too 2 enough 3 such 4 so

5 too, enough 6 so, such

7

1 too 2 a 3 enough 4 to 5 –

6 so 7 enough 8 such 9 so

8

1 are so good that everyone 2 too cold to

3 are good enough to 4 such a cold

day that 5 isn't self-confident enough to

6 sing well enough

9a

Suggested answers

1 they could go all day without seeing each other!

2 she built herself a golden palace.

3 he ended up without any friends.

4 get up in the morning and spent every day in bed.

5 climb that mountain.

6 I'll pass all my exams first time.

7 he can do university level maths.

9b

Students' own answers

Developing speaking p52

- 1**
A Martin Luther King – US civil rights campaigner
B Marie Curie – scientist famous for work on radioactivity
C Cristiano Ronaldo – international football player
D Emma Watson – actress (in Harry Potter movies); UN Ambassador

2
 Students' own answers

3
 Students' own answers

4
 The student disagrees with the statement and believes there are celebrities who can be called heroes.

5
 I'd like to begin by saying, First of all, Furthermore, What's more, It's also true that, To sum up, In short

6
 Students' own answers

7
 Students' own answers

8a
 Students' own answers

8b
 Students' own answers

Developing writing p53

1
 Students' own answers

2
 He writes great songs and performs concerts on his own. He's modest, funny and friendly. He plays and sings in lots of different styles. He can write lyrics. He makes brilliant videos. He's a talented dancer.

3
 D, A, C, B

4
Suggested answers

doesn't look very special, he tends to wear ..., incredibly special, what I love most about him ..., most important talents, great talents, he shows that, great singer, most exciting thing

5
 Students' own answers

6a
 Students' own answers

6b
 Students' own answers

Language checkpoint: Unit 4

Grammar revision p55

- 1**
1 hard **2** than **3** the hotter it gets
4 faster **5** as **6** most **7** earlier
8 carefully

- 2**
1 I met **a** friend yesterday in **the** city centre.
2 **The** most important thing in life are good friends.
3 Experts say **the** government is having problems.
4 When I'm bored I pick up **a** book and read.
5 I like listening to actors and **the** things they say about life in Hollywood.
6 **The** programmes I watch are all on late at night.
3
1 h (too) **2** f (so) **3** e (enough)
4 a (too) **5** b (such) **6** d (enough)
7 g (so) **8** c (such)

Vocabulary revision p55

- 1**
1 tactless **2** down-to-earth
3 broad-minded **4** insecure **5** pushy
6 stubborn **7** immature **8** gifted
9 frank/honest
2
1 musician **2** improvement
3 confidence **4** education **5** darkness
6 creator **7** electrician **8** appearance

Reading p56

1
 Students' own answers

2
Suggested answer
 To become a genius you have to work hard and have opportunities.

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

4
 Students' own answers

Use of English p57

- 5**
 Students' own answers
- 6**
a importance **b** scientific **c** unusually
d scientist **e** underestimate **f** ability
g physicist **h** mathematician
i connection **j** unsuccessfully

Speaking p57

7
 Students' own answers

8
 Students' own answers

9
 Students' own answers

Writing p57

10
 Students' own answers

11
 Students' own answers

Unit 5

Vocabulary p58

1
Example answers
 baker's, bank, bookshop, butcher's, charity shop, clothes shop, DIY/hardware shop, department store, electrical goods store, greengrocer's, jeweller's, music shop, newsagent's, post office, shoe shop, sports shop, stationery shop, supermarket, travel agent's

2
a afford /ə'fɔ:(r)d/ **b** sale /seɪl/
c discount /dɪs'kaʊnt/ **d** bargain /'bɑ:(r)gɪn/
e value for money /vælju: fə(r) 'mʌni/
f cash /kæʃ/ **g** change /tʃeɪndʒ/
h receipt /rɪ'si:t/ **i** waste /weɪst/
j refund /rɪ'fʌnd/

3
Example answers

- 1** Yes, I have a few coins and a couple of notes. It's useful for simple, everyday transactions.
2 They usually pay by credit card.
3 We often go to the sales to buy coats and shoes.
4 I always keep the receipt in case I need to exchange my purchase or get a refund.
5 My dad asked for a refund on a fridge that didn't work.
6 Students get special discounts on public transport and at many leisure centres.
7 I wasted my money on some fake designer trainers. They were really bad quality.
8 I bought some boots in a second-hand shop last year and they were a real bargain and great value for money.

- 4**
1 overdraft **2** savings account
3 lend money/give somebody a loan
4 bank charges/fees **5** current account
6 withdraw money **7** interest **8** bill
9 ATM/cashpoint **10** get into debt

- 5**
1 £45 **2** £7 **3** no **4** yes **5** yes
6 £4 **7** yes **8** no

6a
 All the words have a silent letter.

6b
 answer /'ɑ:nʌ(r)/ business /'bɪznəs/
 climb /klaɪm/ debt /det/ doubt /daʊt/ eight /eɪt/
 half /hɑ:f/ honest /'ɒnɪst/
 knowledge /'nɒlɪdʒ/ listen /lɪs(ə)n/
 litre /'li:tə(r)/ psychological /saɪkə'lɒdʒɪk(ə)/
 receipt /rɪ'si:t/ talk /tɔ:k/ through /θru:/
 written /'rɪt(ə)n/

Reading p59

- 1**
 Students' own answers
- 2**
1 The objects were all used as money over the years.
2 Not now, because their value changes.

3

- 1 We exchange items for services.
- 2 You have to find the right person to barter with.
- 3 You don't have to find 'the right person'.
- 4 Their uses gave them a basic value.
- 5 They last for such a short time.
- 6 They maintained their value over time, can be easily translated into prices and were widely accepted.
- 7 They were heavy to carry around.
- 8 The first paper money was a type of receipt or note.
- 9 The cash we carry around with us.
- 10 It leads to higher prices and money loses its value.

4

Example answer

I think society will become more collaborative and we will share our things. The more you share, the more points you will get.

5

barter = exchange goods or services for other goods or services instead of using money

medium = a way of communicating information and ideas, especially to a lot of people

standardising = keeping something the same

widely = by a lot of people, in a lot of places

worthless = having no value, or not useful

6

Example answers

I think many people are thinking about giving up money. Money is the cause of unemployment, wars, crime, terrorism, pollution, etc. A lot of people are beginning to share resources and build a better world for everyone.

I think people in general are motivated by money and profits. We have been doing this for so long that it seems like a very important part of our lives.

Grammar in context pp60–61

1a

- 1 have to/must/need to
- 2 don't have to/doesn't need to/needn't
- 3 mustn't/aren't allowed to/can't
- 4 ought to/should/'d better

1b

1 **to + infinitive:** *ought, have/don't have to, allowed, need/don't need*

the infinitive without to: *should, must/mustn't, 'd better, needn't, can't*

2 Do we all **have to** use money?

3 It **shouldn't** be something that maintains its value. You **'d better not** keep your money in your pocket.

4 You **need to** carry it all with you.

5 had

2

- 1 You mustn't
- 2 Do you have to
- 3 You needn't open
- 4 She'd/had better
- 5 We ought to
- 6 don't need to have

3

- 1 had
- 2 has
- 3 ought
- 4 aren't
- 5 needn't
- 6 mustn't

4

Suggested answers

You can't use your mobile phone at school.

You don't have to wear a school uniform.

You had better not talk in Mrs Williams' class – she's very strict.

You must start learning our language because most of our lessons aren't in English.

You mustn't chew gum in the class.

You needn't buy textbooks – the school will lend them to you.

You ought to buy a big rucksack to carry your books.

5a

- 1 had to/ needed to
- 2 needn't have
- 3 didn't have to, didn't need to
- 4 weren't allowed to/couldn't
- 5 should/ought to have/shouldn't have

5b

have + past participle

6

- 1 You should have asked them for advice.
- 2 She had to arrive on time every morning.
- 3 Did you have to go to the meeting?
- 4 We weren't allowed to wear jeans and T-shirts.
- 5 I needn't have got up early (but I did).
- 6 She didn't need to wear a uniform (so she didn't).
- 7 We ought to have worked as a team.

7

- 1 I had to do the exercises last night.
- 2 We needn't have taken food to the party, but we did.
- 3 She ought to have revised for the exam.
- 4 They weren't allowed to go into the office.
- 5 The plane needed to land.
- 6 I didn't have to show my receipt to the shop assistant.
- 7 I shouldn't have got angry with you yesterday.

8a

Example answers

I didn't have to wear a tie, but I had to wear short trousers.

I couldn't run in the corridors.

I had to arrive on time.

I needed to go to the school doctor a couple of times.

I needn't have worried about secondary school, but I did.

I ought to have studied more.

I shouldn't have talked so much in class.

I wasn't allowed to leave before 3 o'clock.

8b

Students' own answers

Developing vocabulary p61

1

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

2

1 Can you **pick up** some milk on the way home?

2 That coat is expensive, but I'm going to **splash out** on it.

3 We need to **cut back** on luxury items.

4 We haven't got much money, but we **get by**.

5 I can't go to the concert because I need to **set money aside** for the summer holidays.

6 You should buy the game now because they're **selling out** fast.

7 I'll **pay back** the money you lent me tomorrow.

8 The book was £10 and the magazine was £2.50 so the total **came to** £12.50.

3

- 1 aside
- 2 back
- 3 out
- 4 out
- 5 by
- 6 up

4

Students' own answers

Gateway to life skills pp62–63

1

- 1 b
- 2 a
- 3 d
- 4 c

2

Students' own answers

3

- 1 £750 a month for accommodation
- 2 Credit card debt £3,657
- 3 38% splash out more often than they should
- 4 Average overdraft £1,509

4

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

5

1 Both – students are often influenced to spend more than they have; banks throw credit at students

2 payday loans, store cards, not enough financial education at school or at home

3 Students' own answers

4 withdraw cash and only spend that; resist temptation to use debit card; avoid accounts with overdraft facilities; check bank account regularly; discuss money with friends; use discount card

6

1 developing budgeting skills as a teenager will help you in the future

2 before you buy anything, ask if it is an essential purchase; only take out the cash you need from the cashpoint

3 look at your income; look at how much you're spending; look how much money you have left

4 to trace where your money is going in order to better plan your money

5 contactless payment means that sometimes we spend more money than we want to

7

Students' own answers

Listening p64

1

Suggested answer

Someone is touching a screen. There is a logo or financial symbol above the words 'touch to begin'.

2

Students' own answers

3

Students' own answers

4

a digital b files c real d mining
e difficult f governments g dramatically
h criminals i California j 64
k identity l billion

5

Example answers

I wouldn't like to buy or use Bitcoins because I think it is a sort of pyramid operation run by cybercriminals.
I would like to buy or use Bitcoins because it is going to be very popular. Just like gold, the more people want it, the higher the price goes.

Grammar in context pp64–65

1

1 We use *might*, *may* and *could* when there is a 50% possibility that something is or will be true. The negative forms are *may not* and *might not*. We cannot use the negative form of *could* when there is a 50% possibility that something isn't true.

2 We use *must* when we are 90% certain that something is true.

3 We use *can't* when we are 90% certain that something isn't true.

4 When we are speculating and making deductions, the opposite of *must* is *can't*.

2

A a dollar bill/bank note B a calculator
C a wallet D a credit or debit card
E a receipt

3

1 can't 2 must 3 might not/may not
4 may/might 5 must 6 can't 7 must
8 may/might, may not/might not

4

1 We use *may have*, *might have* and *could have* when there is a 50% possibility that something was true, but we cannot use *could have* + past participle in the negative form with this meaning.

2 We use *must have* when we are 90% certain that something was true.

3 We use *can't have* when we are 90% certain that something wasn't true.

5

1 It's only lunchtime and you look terrible. You **must have had** a bad morning.

2 Somebody's unlocked the door. It **can't have been** Mike because he hasn't got a key.

3 I think Josh **might have sent** me an email last night.

4 Emma hasn't replied to my email. She **might not have received** it.

5 William isn't here. He **must have gone** already.

6 Let's not buy her that DVD. I'm not sure, but I think she **might have bought** it already.

7 You **can't have read** that book already! It's 600 pages long and you only started yesterday!

8 It **can't have rained** last night because all the streets are dry.

6

a must have been b can't have left
c must have had d may/might not have been
e may/might have worked f must have moved g may/might have had

7a

Suggested answers

1 He must have won the lottery. He might have been successful in his business.

2 She might have been tired. She can't have studied enough.

3 He must have done something wrong. He might have missed school.

4 He can't have been concentrating on driving. He must have been tired.

5 She must have been playing a better player. She might have been ill that day.

6 They must have lost the game. The team might have played really badly.

7 She must have gone on a fitness programme. She might have started a new sport.

8 She might have gone to an English-speaking country. She must have practised a lot.

7b

Students' own answers

Developing speaking p66

1

In both photos, ...

In the first photo ..., but in the second photo ...

One similarity/big difference is ...

Another important difference is ...

Compared with ...

2

Students' own answers

3

1 Students' own answers

2 No, just briefly and then she moves on to compare them.

3 Which kind of shopping is more successful? or What kind of shopping do you enjoy more?

4

Speculating (when you are not exactly sure what is happening in the photo)

Comparing (to compare and contrast two photographs)

Using fillers (when you are trying to find a word or need time to think)

Describing (to give a general and then more specific description of the photo(s) at the beginning of the speaking exam)

Giving opinions (to respond to a task which asks you to state your opinion or preference)

5

Students' own answers

6a

Students' own answers

6b

Students' own answers

Developing writing p67

1

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

2

Students' own answers

3

1 He is writing to complain to the bank about bad customer service after the cash machine took his card.

2 He wants a new card urgently, without paying bank fees for the issue of this card.

3 If there is no solution, he will consider moving his current account to another bank.

4

2 caused me a great deal of inconvenience

3 selected 4 wished 5 sufficient

6 informed 7 I shall be forced to

5

Dear Sir or Madam; Yours faithfully, Jonathan Squire

I am writing; I am disappointed; I have received; The incident has left; I would also like

has caused me a great deal of inconvenience; through no fault of my own; I shall be forced to

insert (put in); withdraw (take out); contact (call up)

The incident has left me without my debit card and has caused me a great deal of inconvenience.

Anderson Street; Sunday 21st December

I am writing to complain about; I look forward to hearing from you very soon.

6a

Students' own answers

6b

Students' own answers

Language checkpoint: Unit 5

Grammar revision p69

Grammar

1

1 needn't

2 both correct

3 don't have to

4 both correct

5 Should

6 mustn't

2

1 had to talk

2 needn't have worried

3 mustn't write

4 ought to have read

5 shouldn't have lied

6 didn't need to get

7 don't have to write

3

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

Vocabulary revision p69

1

1 refund 2 receipt 3 change 4 value for money 5 sale 6 bargain 7 afford

2

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

3

- 1 Last week we spent a lot of money on lunch in a restaurant.
- 2 They only spend £500 a month.
- 3 People are spending less money on holidays abroad this year.
- 4 The bill reaches a total of £24.
- 5 I couldn't get that new game because there weren't any left.
- 6 I need to buy something for dinner tonight.

Unit 6

Vocabulary p70

1

ankle /'æŋk(ə)l/ – the part at the bottom of your leg where your foot joins your leg
bone /bəʊn/ – one of the hard parts that form a frame inside the body of a human or animal

brain /breɪn/ – the organ inside your head that allows you to think and feel, and controls your body

chest /tʃest/ – the upper front part of your body between your neck and your stomach
chin /tʃɪn/ – the centre of the bottom part of your face, below your mouth and above your neck

forehead /'fɒrɪd/ – the upper part of your face between your eyes and your hair
heart /hɑː(r)t/ – the organ in your chest that makes blood flow around your body
heel /hiːl/ – the back part of your foot, below your ankle

hip /hɪp/ – one of the two parts at either side of your body between your waist and the top of your legs

kidney /'kɪdni/ – one of the two organs in your body that clean your blood and remove waste

liver /'lɪvə(r)/ – the organ in your body that cleans your blood and produces bile (= a liquid that helps your body process fat)

lungs /lʌŋz/ – one of the two organs in your chest that fill with air when you breathe

skin /skɪn/ – the outer layer of a person's or animal's body

thigh /θaɪ/ – the top part of your leg, above your knee

throat /θrəʊt/ – the area at the back of your mouth and inside your neck

toe /təʊ/ – one of the five individual parts at the end of your foot. Your big toe is the largest and your little toe is the smallest

tongue /tʌŋ/ – the long soft piece of flesh fixed to the bottom of your mouth that you use for tasting, speaking, etc.

veins and arteries /'veɪnz n 'ɑː(r)təɪz/ – A tube that returns blood to your heart is called a vein. A tube that carries blood away from your heart is called an artery.

wrist /rɪst/ – the part of your body between your hand and your arm

2

Suggested answers

- 1 Someone with a bandaged hand and wrist in a sling
- 2 A healthy meal/salad
- 3 An unhealthy meal/junk food
- 4 A woman with a headache/temperature

3

1 D 2 A 3 B 4 C

4a

a balanced b allergic c putting on
 d addicted e infection f prescription
 g dislocated h painful

4b

work out – to do physical exercise as a way of keeping fit

check-up – a medical examination, especially one taken at regular intervals to verify a normal state of health or discover a disease in its early stages

blood pressure – the pressure at which blood flows from your heart around your body. Blood pressure that is either very high or very low can be dangerous to your health.

injection – a drug or another substance that is injected into your body
relieves – makes pain or another bad physical feeling less unpleasant

symptoms – the unpleasant effects of an illness
fatty food – food that contains fat
processed food – food that has had chemicals or other substances added to it to keep it fresh for a long time

high in – have a large amount of
in danger of – at risk of
obese – too fat, in a way that is dangerous for your health

increasing the risk of heart disease – multiplying the possibilities of developing a serious medical condition in your heart
a temperature – the feeling of being hot because you are ill

dizzy – feeling as if you or the things around you are spinning, especially when you think you are going to fall

shivering – shaking slightly, for example, because you are cold or frightened

treated – cured
got over – recovered from

injured myself – did damage to myself/hurt myself
twisted – injured a part of your body by bending it in the wrong direction

sprained – injured a joint such as your wrist by suddenly stretching or turning it too much
fracture – to crack a bone (but not completely break it)

break – to crack or separate a bone into two pieces
operation – surgical intervention

5a

addicted /ə'dɪktɪd/
allergic /ə'lɜː(r)dʒɪk/
balanced /'bælənst/
dislocated /dɪslə'keɪtɪd/
infection /ɪn'fekʃ(ə)n/
painful /'peɪnf(ə)l/
prescription /prɪ'skrɪpʃ(ə)n/
putting on /'pʊtɪŋ ɒn/

5b

Students' own answers

6

Example answers

1 I go to a local gym three times a week. It makes me feel good and I enjoy seeing the changes in my body.

2 I am allergic to peaches. I have to have an injection at the hospital if I eat one accidentally.

3 I injured myself when I was playing hockey. I broke my arm.

4 I'm not afraid of injections, but I don't like them very much!

5 I don't feel dizzy when I see blood, but I know a lot of people who do.

Reading p71

1

Students' own answers

2

A says that 'drinking eight glasses of water is good' is a myth. Our bodies adjust, and drinks don't have to be water.

B says action films make you eat more (junk food).

C says feeling pain is better than not feeling pain.

D says brain freeze is painful but disappears fast.

3

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

4

Example answers

I don't believe everything I read because a lot of what people say is marketing not science.

I always check the website to find out what kind of domain it is (.edu, .gov, .org, .net, .com), as well as finding out who the author is and when the article was published.

I check who the organisation is, who is paying for the article and what they want to sell. I try to crosscheck information using at least three independent resources if I have a doubt. I ask myself about authority, objectivity and reliability.

5

adjusts = to change something slightly in order to make it better

sponsored = paid for as a way to advertise products or services

marketing = the ways in which a company encourages people to buy its products

lack = a situation in which you do not have any, or enough, of something that you need or want

disorder = an illness or medical condition
prevents us from = to stop us from doing something
roof (of mouth) = the hard top part of the inside of your mouth

6
Students' own answers

Grammar in context pp72–73

1a

- 1 zero conditional
- 2 second conditional
- 3 first conditional

1b

zero conditional: 3, 5
first conditional: 2, 4
second conditional: 1, 6

2

Suggested answers

- 1 If you drink too much coffee, your heart beats really fast.
- 2 If you never do any exercise, you are unfit.
- 3 If you only sleep a few hours a night, you get sick.
- 4 If you eat a lot of junk food, you risk your health.
- 5 If you sit in front of a computer all day, you get bad eyesight.

3

- 1 If I **were/was** the prime minister, I would ban junk food.
- 2 We'll go to the concert if the tickets **aren't** too expensive./ We'd go to the concert if tickets **weren't** too expensive
- 3 correct
- 4 What **will** you do if it rains all day tomorrow?
- 5 If I had a million pounds, I'd **travel** around the world.
- 6 If you mix blue and yellow, you **get** green.
- 7 correct
- 8 What will you do if you **lose** the match?/ What **would** you do if you lost the match?

4

- 1 would, live 2 had 3 go
- 4 would, meet

5a

Students' own answers

5b

Students' own answers

6

- a unless b Provided/Providing that, As long as c in case

7

- 1 in case 2 as long as 3 unless
- 4 as long as 5 providing 6 in case
- 7 as long as

8

- 1 unless you want to lose 2 provided (that) you bring 3 if I were/was tall
- 4 if you don't switch it 5 as long as you promise 6 unless I meant 7 would go if I were/was 8 in case it

9

Suggested answers

- 1 your computer breaks down.
- 2 she finishes all her homework.
- 3 he hears you.
- 4 you are over 18.
- 5 I am sensible.
- 6 the TV is switched off.

Developing vocabulary p73

1a

- a 2 b 4

1b

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

2

- 1 back on your feet 2 keeps in shape
- 3 pull through 4 black out 5 under the weather

3

- 1 keep 2 out 3 down 4 under

4

Students' own answers

Gateway to life skills pp74–75

1

Students' own answers

2

Short-term benefits of healthy eating:

appearance (skin, hair), energy

Long-term benefits of healthy eating:

prevent chronic diseases

British teenagers eat too much/many...:

saturated fats, added sugars

British teenagers eat too little/few...:

dietary fibre, iron, vitamin A, riboflavin, calcium, magnesium, etc.

3

- 1 slightly better
- 2 teenage girls
- 3 children from families with higher incomes
- 4 none
- 5 No, it is highest in socially deprived children.

6 School needs to highlight the importance of good nutrition and provide healthy food and drink in schools

7 Quite positive – there have been improvements, but there is still room for improvement

6

Sam: (healthy options at uni) fruit and vegetables at cafés, no posters or campaigns; (UK government) campaigns for younger children; (encourage healthy eating) change school menu, water more available

Vanessa: (healthy options at uni) salad bar in Students' Union but next to fast-food place; (UK government) schools and canteens more healthy options, students – limited budget, unhealthy foods; (encourage healthy eating) try something new, exotic fruits

Bea: (healthy options at uni) fresh produce, salads; (UK government) sugar tax, dentists, supermarkets, conflicted agenda; (encourage healthy eating) change general attitude, good relationship with food

Chris: (healthy options at uni) fast-food chains; (UK government) individual's own choice; (encourage healthy eating) knowledge about what's in food

Listening p76

1

- a scuba diving b surfing c pilates/gym

2

Speaker 1: swimming

Speaker 2: basketball

Speaker 3: water sports

Speaker 4: pilates

Speaker 5: diving

3

Speaker 1: D

Speaker 2: F

Speaker 3: C

Speaker 4: E

Speaker 5: A

4

Students' own answers

Grammar in context pp76–77

1

- 1 past perfect 2 *would (not) have + present perfect* 3 the past

2

- 1 'd practised 2 would have become

- 3 'd been 4 would have got

- 5 hadn't explained 6 wouldn't have learnt

- 7 'd injured

3

1 She wouldn't have caught a cold if she hadn't gone running in the rain.

2 If I had known how to play tennis properly, I wouldn't have injured myself last week.

3 The stadium would have been full if the match had been important.

4 She would have won the race if she hadn't twisted her ankle.

5 If we had drunk water before the race, we wouldn't have been so thirsty.

6 If the sun had shone, we would have swum in the sea.

7 If he had needed extra vitamins, he would have taken them.

4

2 If he'd had enough time yesterday, he would have done sport./He would have done sport yesterday if he'd had enough time.

3 If she hadn't got up late, she wouldn't have missed the bus./She wouldn't have missed the bus if she hadn't got up late.

4 If the water hadn't been cold, I would have swum./I would have swum if the water hadn't been cold.

5 If we'd had rackets, we would have played./We would have played if we'd had rackets.

6 If I'd had some sun cream, I would have sunbathed./I would have sunbathed if I'd had some sun cream.

7 If he hadn't been afraid of water, he would have learnt to surf./He would have learnt to surf if he hadn't been afraid of water.

8 If her knee hadn't hurt, she would have gone for a run. / She would have gone for a run if her knee hadn't hurt.

5

1 the past perfect 2 about a past situation
3 the past simple 4 a present situation
5 would + infinitive 6 habitual behaviour that we want to change

6

1 had gone 2 would listen 3 knew
4 would make 5 had seen 6 had

7

a only b hadn't c wouldn't d Unless
e didn't f long g wouldn't h take

8

1 I wish I **was/were** on a beach right now.
2 I wish you **wouldn't** interrupt me when I'm talking.
3 If only I **had** studied more last night.
4 correct
5 correct
6 If only I **could** pass my exams without studying.

9a

Students' own answers

9b

Students' own answers

Developing speaking p78

1

See Exam success (Speaking: Negotiating and collaborating) on page 144.

2

Students' own answers

3

Students' own answers

4a

a choice b choose c best d better
e Let's

4b

See Speaking bank on page 26.

5

Students' own answers

Developing writing p79

1

Example answers

The photo shows a stressed-out woman eating fast food, speaking on the phone, and driving, all at the same time. It shows the stress of modern life and how people need to do too many things.

2

Students' own answers

3

Students' own answers

4a

1 **Paragraph 1:** Introduce the topic

Paragraph 2: Arguments for

Paragraph 3: Arguments against

Paragraph 4: Conclusion

2 In for-and-against essays, the arguments are objective and equally balanced. An opinion essay is subjective as you only give your side of the argument.

5

Introducing and sequencing arguments

Firstly,

Adding arguments

What is more,

Furthermore,

In addition,

Making contrasts

On the other hand,

despite ...

However,

Expressing consequences

As a result,

Expressing opinions

I think that

Concluding

All in all,

6

Students' own answers

7

Students' own answers

Language checkpoint: Unit 6

Grammar revision p81

1

1 wouldn't eat (second conditional)
2 had known (third conditional)
3 would have called (third conditional)
4 is (zero conditional)
5 Will, give (first conditional)
6 had gone (third conditional)
7 will, tell (first conditional)
8 would get (second conditional)

2

1 They'll let you in providing that you have your ID card.
2 Take your mobile phone in case you need to call me.
3 We will win the match provided we do our best.
4 They won't need Danny in the team unless someone is ill.
5 We'll be able to make sandwiches as long as Kate remembers to bring the bread.
6 You won't finish in time unless you hurry.

3

1 I wish I was/were fit.
2 I wish my sister would take less time in the bathroom.
3 If only I'd bought the concert tickets yesterday.
4 If only my parents would let me have parties at home.
5 I wish I hadn't eaten such a big lunch.
6 I wish I wasn't/weren't allergic to cats.

Vocabulary revision p81

1

1 hip 2 lungs 3 thigh 4 kidney
5 brain 6 forehead 7 tongue

2

1 dizzy 2 allergic to 3 prescription
4 pressure 5 fractured 6 over
7 relieve

3

1 pulled 2 weather 3 shape 4 top
5 down 6 feet

Speaking p82

1

To describe: at the top, in the background

To compare and contrast: in both photos, whereas

To speculate: can't be, might have

To give personal opinion: personally

2

Students' own answers

3

Students' own answers

4

Students' own answers

5

Example answers

Personally, I like the second photo more than the first. I prefer going away for the weekend for long walks or climbs more than just being lazy on a beach.

I love water sports and the sea and I'd love to learn how to windsurf. I think yoga makes you feel calm and peaceful, but I would prefer to do windsurfing.

Listening p82

6

Students' own answers

7

a minerals b might c ten/10
d dehydrates e basketball f drivers
g teaspoons h Taurine i waste j diet

8

a minerals b might c ten d dehydrates
e basketball f drivers g teaspoons
h Taurine i waste j diet

Writing p83

9a

1 for 2 against 3 for 4 against

9b

Students' own answers

10

Paragraph 1: State the topic of the essay using general statements

Paragraph 2: Make points for (or against)

Paragraph 3: Make points against (or for)

Paragraph 4: Conclusion – restate the most important arguments and give your own opinion

11

Students' own answers

Use of English p83

12

1 unless I really needed
2 wish I'd drunk
3 provided (that) you eat
4 'd better not go
5 were allowed to drink
6 picked up some orange juice
7 look under the weather
8 as long as you come

Unit 7

Vocabulary p84

1

Example answers

Music: alternative, blues, classical, country, dance, folk, funk, heavy metal, hip hop, house, indie, jazz, pop, punk, rap, rock, ska, soul, techno, world

Films: action, adventure, animated, biographical, comedy, crime, documentary, drama, fantasy, historical, horror, martial arts, musical, mystery, romance, science fiction, sports, spy, thriller, war, western.

2

a gig b live c stage d crowd
e recorded f tracks g lighting h lyrics
i starred j role k performance l acting
m plot n scene o soundtrack

3

1 gig 2 lyrics 3 live 4 crowd
5 tracks 6 scene 7 record
8 soundtrack

4

1 download 2 stream 3 live streams
4 mobile device 5 purchase
6 file-sharing sites 7 peer-to-peer
8 transfer

5

Students' own answers

Reading p85

1

Students' own answers

2

legal streaming of songs because
songwriters aren't paid fairly for their songs
which are streamed

3

1 Power to capture people's emotions
and imaginations, to transcend traditional
barriers of age, language and culture, and
to generate positive social change.
2 She wants to be fairly paid for her work.
3 They have more control over their work.
4 It was the most streamed song on Spotify
and 13th most played song on Pandora.
5 Streaming services make big profits, but
songwriters don't.
6 Buy albums and encourage streaming
services to respect the value of song writing.

4

Example answers

I don't agree with Aloe Blacc's arguments.
Artists and musicians make enough money
as it is, and downloading a few songs won't
hurt them much. True fans will still buy their
albums or support them in other ways.
People already download music for free, so
let's just leave it as it is.

I agree with Aloe Blacc. Music isn't going
to be around much longer. I wouldn't
like to work and not get paid. When we
download music for free we are essentially
doing this to the musician. We are, in
effect, stealing their music.

5

master his craft = become good at the skill
needed for his profession
high-end = more expensive and more
advanced

devalued = reduce the value

spins = in radio broadcasting, a spin is a
single play of a song

royalties = a payment that someone such
as a writer or musician gets each time their
work is sold or performed

is it any wonder that = an expression that
means that something isn't surprising or
that the following conclusion is obvious.
You can replace it with 'I think it's obvious
why ...'

given way to = to be replaced by something,
especially something newer or better
imbalanced = unevenly or unfairly arranged

6

Students' own answers

Grammar in context pp86-87

1

1 The tense of the verbs usually goes one
tense 'back' in reported speech. Some
tenses cannot go any further back and stay
the same.

2 If the reporting verb is in the present
simple or present perfect (i.e. *He says/He
has said*), the tense does not change.

3 I changes to *he* in the reported speech.

4 When we use *say*, we do not need a
personal object to say who you are saying
something to. With *tell*, we must use a
personal object to say who we are saying
something to.

5 No, we do not always need to use *that*
after *say* and *tell*.

2

Most tenses move one tense back, but
some tenses (i.e. *past perfect/would*) can't
go any further back and stay the same.

1 past continuous 2 past perfect
3 past perfect continuous 4 past perfect
5 past perfect 6 *would* 7 *would*
8 *could* 9 *might* 10 *had to*

3

1 there 2 that day 3 the day before
4 the next/following day 5 that night
6 the following (week/month/year)
7 the previous (week/month/year)
8 a (week/month/year) before

4

1 said 2 said 3 told 4 told 5 said
6 said

5

1 Steve says (that) he never buys DVDs.
2 Sam told us (that) we had to leave if we
wanted to get to the cinema on time.
3 Emma said (that) those books were hers.
4 Alicia said (that) she was going to record
a new album.
5 Juliet said (that) the crowd had been
screaming throughout the concert.
6 Dave told Simon (that) he would see him
the next day.

6

1 Yes, they do.

2 No, we don't.

3 Yes, the subject goes before the verb in
reported questions (i.e. normal word order).

4 No, reported questions are not real
questions and therefore do not need
question marks.

5 Questions that do not begin with a
question word are reported by using *ask +
if/whether*.

7

Olivia wanted to know if Tom had ever
been to a music festival.

Tom said he had and that he had been to
one the previous year.

Olivia asked who had been the best band.
Tom told her that he had really enjoyed the
Foo Fighters and that he was going to see
them again later that year.

Olivia said she might go if it wasn't too
expensive. She asked him when they were
playing.

Tom said he thought the concert would
be in July and asked her if she was going
to be able to go. Olivia said she thought so.
She told him that she had been saving up
money to go to the US, but she still hadn't
got enough.

Tom wanted to know when Olivia thought
she would be able to go. Olivia said she
was probably going to go the following
year and that she would love to go to a
festival there.

8a

Students' own answers

8b

Students' own answers

8c

Students' own answers

Developing vocabulary p87

1

Nouns: download, file-sharing,
marketplace, songwriter, soundtrack
Adjectives: brand-new, fast-moving,
thought-provoking

2

In compound nouns, the stress usually
falls on the first word. For compound
adjectives, we usually pronounce both
parts with equal stress.

download, file-sharing, marketplace,
songwriter, soundtrack

brand-new, fast-moving, thought-provoking

3

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

8 a

4

1 blockbuster 2 outcome 3 page-
turner 4 drawback 5 feedback 6 box
office 7 turnout 8 screenplay

Gateway to 21st century skills

pp88 and 89

1
Students' own answers

2
Students' own answers

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

4
b Some examples of successful projects include a video game and a digital music player.

c Crowdfunding can work well for albums, books, films, video games, new technology, or even charities.

d The artist or creator can make the item as they want to make it without commercial pressures, for example.

e You have to decide what you want to achieve and offer in return, and then you can make a video explaining the project and the rewards.

f A way to raise money for a project from a large number of people, usually via the Internet.

g They usually get rewards, and they feel part of the project.

h It's very successful – in 2013 it was worth over \$5.1 billion.

5
Students' own answers

6
Students' own answers

7
He used crowdfunding to fund a short film that he had written.
Eighty people (backers) were involved in funding his project

8
1 He chose the host for his campaign because it was the biggest and most well-known host, and it offered international backers.

2 The money was mainly used for hiring equipment and locations, and actors.

3 James's crowdfunding video was a simple and personal video of James talking directly to the camera.

4 It was a very effective video because James reached his target of £3,500.

5 If he did it again, he would have allowed more time for getting all the information ready before beginning the crowdfunding campaign.

6 Yes, he does. Because you get to keep creative control of the project and there aren't many other ways to get the funding.

Listening p90

1
Suggested answers

The photo shows a group of fans holding out paper and pens for a celebrity to sign their autograph.

Students' own answers

2
1 Superfans are people who devote most of their time to their passion.

2 Very important – they would be nothing without the passion of their fans.

3 Sarah M is the world's most famous superfan.

3
1 F 2 T 3 F 4 T 5 NM 6 T
7 NM 8 F 9 T 10 NM

4
Students' own answers

Grammar in context pp90–91

1a

Reporting verbs that have a person: warn, remind

Reporting verbs that don't have a person: explain, claim

1b

explain – to tell someone something in a way that helps them understand it better
warn – to make someone conscious of a possible problem or danger so that they will not be hurt

remind – to help someone to remember something that they have forgotten or not considered

claim – to say that something is true, even though there is no definite proof

2a

a announced b claimed c agreed
d admitted e added f complained
g warned h promised

2b

b 'Critics have destroyed my career.'
c 'I deserve criticism for my last film.'
d 'I didn't put much effort into the role.'
e 'And it was made too quickly.'
f 'Critics have been making personal insults about me in their reviews.'
g 'I will do something if they continue.'
h 'I will take legal action against them.'

3

1 Tom complained that the film was too short.

2 Andy admitted that he wasn't very good at remembering film titles.

3 Danny promised that he would remember to give me my DVD back.

4 The Prime Minister announced that the government was going to spend more money on the arts.

5 Jack claimed that he hadn't known it was illegal to download the film.

6 Kate warned Josh that it was dangerous to sit too close to the screen.

7 Jamie reminded Dave that the match started at 7 pm.

4a

1 refuse 2 ask 3 suggest
4 apologise for 5 criticise somebody for

4b

Students' own answers

5

1 seeing 2 arriving 3 for watching
4 to go 5 not to tell 6 liking 7 to buy
8 knowing

6

1 Connor apologised to Emma for not waiting for her.

2 She warned Ashley not to come that way because it was dangerous.

3 She accused Ella of taking the book from the library.

4 Elizabeth promised to tell her mum exactly what had happened.

5 Taylor denied taking the CD.

6 William's dad told him not to go out with his friends that weekend.

7 Cathy and Lucas agreed to help Lara with her homework the next day.

8 The actor refused to let them take his photo.

7

Example answers

1 Once somebody accused me of taking something in a shop.

2 I once refused to go to school.

3 When I was small, my parents insisted on visiting my relatives every week.

4 Once I promised to cook dinner for my mum.

5 If you want to take up a new hobby, I suggest you join the sports club.

6 Somebody once congratulated me on scoring a goal in a football match.

7 My parents have always warned me not to walk home alone at night.

8 At school, they always tell you to work harder.

8

Students' own answers

Developing speaking p92

1

Students' own answers

2

Students' own answers

3

Girl: films don't give enough importance to women; the movie business needs more female writers and directors; female stars can be just as successful as male stars; examples are Sandra Bullock in *Gravity* and Anne Hathaway in *Interstellar*.

Boy: agrees that there are not enough female heroes in films, but he thinks the situation is changing e.g. *The Hunger Games*. They should use the test to evaluate a new film when writing the screenplay.

4

Giving emphasis

Don't forget that ...

There's no doubt in my mind that ...

I really do think that ...

I'm totally convinced that ...

You can't deny that ...

Giving examples

For instance,
Take ..., for example
What about the case of ...?
Look at ...
You only have to

5
Students' own answers

6a
Students' own answers

6b
Students' own answers

6c
Students' own answers

Developing writing p93

1
Students' own answers

2
Students' own answers

3
Paragraph 1: introduction; facts about the book and overview
Paragraph 2: plot
Paragraph 3: opinion
Paragraph 4: summary and recommendation
4
The use of adjectives *good* is limited and repeated.

5a
Students' own answers

5b
Most are positive. The negative adjectives are: *awful, clichéd, predictable, scary* (could be positive), *stupid, terrible, unconvincing, uninspiring*

6
Suggested answer

Legend is a really amazing book for teenagers written by an American writer called Marie Lu.
The plot of the story is very gripping because you're never really sure what is going to happen next.
One clever thing about the book is both June and Day are narrators, so you know exactly what each of them think. There are some convincing scenes where June and Day's feelings for each other change and the plot takes lots of spectacular turns that you don't expect.
In my opinion, this book is really appealing for teenagers because there is action and romance, but it also makes perceptive points about loyalty to family, friends and your country. I also like the brilliant descriptions of how our world might be in the future.
If you're a fan of stories that combine action, realistic characters and vivid descriptions, you'll love *Legend*.

7a
Students' own answers

7b
Students' own answers

7c
Students' own answers

Language checkpoint: Unit 7

Grammar revision p95

- 1**
1 he wasn't able to **2** me I had to
3 was on TV that night **4** that he had not passed **5** was sure those were their
6 maybe they had made
2
1 Charlie asked Holly where she had just been.
2 He asked Jo if she wanted to go out that night.
3 Lucy asked the boy if he could speak English.
4 Dave wondered if it would rain the following week.
5 Sophie wanted to know how they had done that stunt.
6 Grace asked Jack if he was going to buy a car.
7 Mum asked us what we had been doing that morning.
3
a promised to do **b** accused one man of making **c** refused to answer **d** admitted doing **e** confessed to copying **f** apologised for causing **g** told him not to do it

Vocabulary revision p95

- 1**
1 live **2** scene **3** lyrics **4** starred
5 stage **6** role
2
1 c, noun **2** f, noun **3** a, adjective
4 g, noun **5** b, adjective **6** e, noun
7 d, noun
3
1 live stream **2** mobile device
3 transfer **4** stream, download
5 purchase **6** file-sharing sites

Unit 8

Vocabulary p96

- 1a**
a earthquake **b** landslide **c** flood
d volcanic eruption **e** drought
1b
1 epidemic /epɪˈdemɪk/
2 tsunami /tsuːˈnɑːmi/
3 avalanche /æˈvælɑːntf/
4 forest fire /ˈfɒrɪst ˈfaɪə(r)/
5 hurricane /ˈhʌrɪkən/
2
avalanche, drought, earthquake, epidemic, flood, forest fire, hurricane, landslide, tsunami, volcanic eruption

Suggested answers

avalanches: snowy mountainous regions, e.g. the Alps
droughts: usually happen between 15 and 20 degrees latitude

tsunamis, volcanic eruptions, earthquakes: 80–90% of these happen in the Pacific Ocean's 'Ring of Fire'
epidemics: can occur anywhere, but most likely to occur in countries with poor health and hygiene standards
floods: most common in countries with monsoons (periods of very heavy rainfall) such as India, Bangladesh and Sri Lanka
forest fires: common in the western USA and Australia, sometimes in Mediterranean countries
hurricanes: the Atlantic Ocean (these same tropical storms are known as *cyclones* in the northern Indian Ocean and Bay of Bengal, and as *typhoons* in the western Pacific Ocean)
landslides: can occur anywhere in the world, but they are most likely to happen in places at the bases of steep slopes, at the bases of drainage channels and on developed hillsides

- 4**
casualties – people who are injured or killed in an accident or military action
aftershock – a small earthquake (= occasion when the Earth shakes) that happens after a bigger one
victims – people who have been affected by a bad situation, such as an accident or an illness
survivors – people who are still alive after an event that could have killed or destroyed them
injuries – physical damage done to a person or a part of their body
collapsing – suddenly falling down
put out – to make something stop burning
tremors – movements in the Earth caused by an earthquake
ash – the grey powder that remains after something has burnt
molten lava – rock in the form of hot liquid
heading towards – moving in the direction of
panic – a sudden strong feeling of fear or worry that makes you unable to think clearly or calmly
spreading – affecting more people as it is passed from one person or place to another
refugees – people who leave their country or their homes, especially during a war or other threatening event
torrential (rain) – rain that falls fast and in large amounts
swept across – moved or spread quickly through an area
burst their banks – if a river bursts its banks, water rises above its sides and spreads over the surrounding area
evacuated – made to leave a building or area because it is not safe
mud – very soft wet earth
destruction – damage that is so severe that something stops existing or can never return to its normal state
5
1 evacuate **2** sweeping **3** heading
4 spreading **5** ash **6** survivors

6

	1	2	3
Type of disaster	landslide	forest fires	tsunami caused by earthquake
Where	north-east Peru	Spain	Samoa
Casualties	28 people dead 25 people missing 50 people injured	four firefighters dead	none
Damage	120 houses	serious damage to many houses	no material damage

7

Students' own answers

Reading p97

2

1 a Survival Capsule

2 to increase the chance of survivors being able to survive a tsunami; to protect people from both fire and flood

3

1 b (... had evacuation towers ... The tsunami was much higher than expected ...)

2 c (... many coastal areas with beaches have a similar landscape, with long, gradual slopes ... it's impossible to get to sufficiently high ground fast enough.)

3 b (... (PSS) is designed to protect survivors not only in tsunamis, but also in hurricanes, earthquakes and tornadoes. ... There are currently five versions of the capsule. They range in size from a basic two-person model ... to one capable of holding ten adults ...)

4 b (If the sea rises, the line tying the capsule to the ground gets longer.)

5 c (This is a small price to pay if, as Sharpe hopes, the Survival Capsules increase people's chances of surviving the next tsunami.)

4

Example answers

I think a Survival Capsule is a good idea because it can save lives in many types of disastrous situations.

I think it's a bad idea, because you can get trapped in the capsule. I also think they are very expensive and many people will not be able to afford to buy one.

5

in anticipation of = if you do something in anticipation of an event, you expect it to happen and you prepare yourself for it
slopes = a straight surface that has one end higher than the other

range in size = vary in size

debris = the broken pieces that are left when something large has been destroyed, especially by an explosion, fire or accident
storage = space where things can be stored
recedes = moves back from a high point or level

6

Students' own answers

Grammar in context pp98–99

1a

1 Yes, they are all passive.

2 a past simple passive (was/were + past participle)

b present simple modal passive (modal + be + past participle)

c present simple passive (am/is/are + past participle)

d present perfect passive (have + been + past participle)

3 subject + (modal) + be + past participle (+ by + agent)

4 by introduces the agent of an action, i.e. the person or the thing that does the action.

1b

1 T 2 T 3 T

2

1 was hit 2 have been destroyed

3 will be controlled 4 be seen

5 is measured 6 be built 7 were not warned

3

1 Some areas of Africa have **been** affected by a terrible drought./Some areas of Africa **are being affected** by a terrible drought.

2 Twenty people were **saved** in the mountains by a rescue team yesterday.

3 A huge landslide **hit** a small town in Peru last week.

4 Some people think that one day the Earth will be destroyed **by** a big meteorite.

5 Our house **was** damaged by torrential rain last year.

6 More hurricanes have **been** predicted for this summer.

7 Have **any people been** injured in the fire?

8 In rescue situations I think children must **be** helped first.

4a

Students' own answers

4b

It is more common to use the person (the indirect object) as the subject of passive sentences – 2b.

5

1 a 2 b 3 a 4 b 5 b

6

2 The president of the company was paid \$40,000 for two Survival Capsules.

3 The survivors are being offered financial aid.

4 I have been given information about surviving earthquakes by my teacher.

5 Perhaps the casualties will be offered medical help.

6 She was told the news when she arrived.

7 The refugees are not going to be refused entrance into the country.

8 The scientists have been promised money for research by the government.

7

Students' own answers

8

Students' own answers

Developing vocabulary p99

1

1 on 2 from

2

1 to 2 with 3 in 4 on 5 for

6 about 7 of 8 for 9 to 10 on

3

Example answers

1 I occasionally spend money on designer clothes.

2 I hate waiting for the bus.

3 For the future, I dream of travelling around Peru.

4 I know I can rely on my family and friends.

5 I never listen to heavy metal.

6 Once I had to apologise for being late for school.

7 I nearly always agree with what that TV presenter says.

8 I don't usually complain about having a headache.

4

Students' own answers

Gateway to life skills pp100–101

1

Students' own answers

2

1 Ebola is a haemorrhagic fever. It is highly infectious and deadly, so patients need to be treated in isolation by staff wearing special protective clothing.

2 MSF has set up three specialised treatment centres in the worst-hit areas.

3 In the rest of the poster, there will be detailed information about how the treatment centres are set up.

3

1 (see text on poster)

2 **Purple route = high-risk zone for confirmed cases:**

On the purple route, staff change into protective clothing, enter the wards in the high-risk zone to monitor suspected cases and treat confirmed cases in the treatment wards. They then leave the high-risk zone and go to the laundry, to wash and recycle their clothes.

3 They want people to know that the special equipment is a significant cost and they want people to know what they are going to buy with their donations.

4 The poster helps people understand how complex treating Ebola is, what the process involves and to visualise how donations will be used.

4

1 Staff are not allowed to touch each other to prevent infection.

2 They plan exactly what they are going to do and what equipment they need.

3 They remove their suits and disinfect themselves.

4 To prevent the spread of Ebola to people who have other diseases with similar symptoms.

5 They have to have had two negative lab tests in a row, they shower in chlorinated water and receive clean clothes and a food/vitamin pack.

6 They continue to get support from psychologists and health promoters.

5

Example answer

I think it is a successful poster because it is very informative on a general and specific level about what Ebola is and how it can be cured,

6

Sam: - Bea: a, c, d Vanessa: a, b Chris: a, d

7

Sam: spent a day raising money for an environmental charity at his school, sold cakes, held events, a fun day

Bea: has done a lot of fundraising for different charities, cancer and disaster charities, organised fun runs and cake schools with her school, a few summers of door-to-door fundraising, fantastic

Vanessa: a fundraising event for a health charity, children from local village did a bake sale and put on a performance

Chris: dressed in fancy dress with a few friends and sung Christmas carols in a local shop, a lot of fun, raised quite a lot of money for a care home for the elderly

Listening p102

1

Students' own answers

2

Students' own answers

3

1 T (Her friend's body was only found three months later.)

2 T (The idea of this organisation is to rebuild schools in areas around the world ...)

3 T (It's thought that Tilly saved around a hundred lives ...)

4 NM (The text says that Petra's known to have been very impressed by Tilly, but it doesn't say that she has met her.)

5 F (She uses her status as a supermodel to get support from big companies that work in the world of beauty and fashion.)

6 NM (There is no reference to this in the listening text.)

7 T (... her organisation has become a specialist in helping out two or three months after a disaster strikes.)

8 NM (There is no reference to this in the listening text.)

4

1 (She was ... with a friend of hers ...)

5 F (Petra uses her contacts in beauty and fashion to raise money.)

Grammar in context pp102-103

1a

1 It is the subject in the first part of these sentences.

2 We use the passive in the first part of the sentence because we want to make a general statement about people's views, beliefs or opinions.

3 The different tense shows if we are talking about a present or past belief, thought, claim, expectation or knowledge.

1b

believe – to think that a fact is true

claim – to say that something is true, even though there is no definite proof

expect – to think that something will happen

know – to have learnt or found out about something

report – to provide information about something that exists or has happened

say – to think something, or to have a particular opinion

think – to believe something based on facts or ideas

2

2 It was thought that the Earth was flat.

3 It is claimed that natural disasters are becoming more frequent.

4 It has been said that an asteroid will destroy the world one day.

5 It is expected that a big volcano will erupt in Iceland soon.

6 It is known that volcanic ash can have a terrible effect on planes.

7 It was reported that people heard the eruption of Krakatoa over 3,000km away.

8 It is said that one day an enormous earthquake with strike Los Angeles.

3

1 T 2 T 3 T 4 T 5 T

4

1 Toads are said to sense earthquakes.

2 Bees are known to be very important for the environment.

3 Global warming is claimed to be responsible for many natural disasters.

4 Many people were reported to have gone missing after the eruption.

5 The Titanic was believed to have been unsinkable.

6 Everest wasn't known to be the highest mountain until 1852.

7 Pompeii is said to be the one of the most popular tourist attractions in Italy.

8 A meteorite is believed to have caused the extinction of dinosaurs.

5

a have died b it was c reported

d thought e Some animals are known

f that animals are g is h claimed

6

Example answers

1 People from my country are said to have a good sense of humour.

2 It's well known that eating too much salt is bad for your health.

3 In the past, it was believed that the sun revolved around the Earth.

4 Last week in the news it was reported that the number of robberies had gone up.

5 Students are expected to do their homework.

6 Sometimes I'm known to be a bit forgetful.

7

Students' own answers

Developing speaking p104

1

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

2a

Students' own answers

2b

1 25% 2 1/5 3 1/10 4 2/3 5 50%

6 4/5

3

rose gradually – went up slowly

a sharp increase – a very quick rise

tripled – multiplied by three

fell sharply – went down quickly and by a large amount

a slight increase – a small rise

fluctuated – changed frequently

stayed the same – did not change

a dramatic rise – a large increase

a significant decrease – an important fall

4

1 rise, increase

2 rise significant(ly)/sharp(ly)/dramatic(ally)

3 fall significant(ly)/sharp(ly)/dramatic(ally)

4 a third

5 steadily

6 significant

7 significant(ly), sharp(ly), dramatic(ally)

8 the majority

5a

Suggested answer

The pie chart shows different types of natural disasters. If we relate the effects of these disasters to the population of a place, we can say that over one third of people were affected by storms. Over one quarter of people were affected by droughts and a similar number of people were affected by floods. Over one in twenty people were affected by earthquakes. Only about three in every hundred people were affected by extreme temperatures and just over one per cent by epidemics

5b

Suggested answer

This graph shows how the number of floods around the world rose gradually between 1980 and 1999. Then there was a sharp increase in the number of floods between 2000 and 2003. Between 2000 and 2004, the number of floods increased by over 50%. In 2004 there was a significant decrease, but in 2005, the number of floods rose sharply. The highest point was in 2006 when there were over 200 floods around the world. The number of floods then dropped and fluctuated between 2006 and 2008.

5c

Students' own answers

Developing writing p105

1

Students' own answers

2

Students' own answers

3

Paragraph 1: Introduction. General statement on the topic and opinion

Paragraph 2: First and most important reason for opinion

Paragraphs 3 and 4: One or two other reasons for opinion

Paragraph 5: Summary and conclusion. Restate opinion

4

Expressing opinions: In my opinion, I believe that

Adding ideas: What is more, Another thing to bear in mind is that, Furthermore

Putting ideas in order: The first point to make is that

Contrasting ideas: However, Although

Concluding: In conclusion

5

Students' own answers

6a

Students' own answers

6b

Students' own answers

Language checkpoint: Unit 8

Grammar revision p107

1

1 The boy and girl were rescued by a boat.

2 The damaged towers are going to be rebuilt by a Japanese company.

3 A famous architect had designed the airport.

4 The port won't have been destroyed by the waves.

5 The awards are being presented by Petra Němcová tonight.

6 A report should have been written about the catastrophe.

7 A local politician might open the school.

2

2 I was given a camera for my birthday.

They gave me a camera for my birthday.

3 They are being shown a film about natural disasters. They are showing them a film about natural disasters.

4 Young children are often told stories by their parents. Parents often tell their young children stories.

5 The actor has been paid a million dollars. They have paid the actor a million dollars.

6 I was lent some money by my sister. My sister lent me some money.

7 We were taught mathematics by a new teacher. A new teacher taught us mathematics.

8 He has been offered a job by the government. The government has offered him a job.

3

1 It is often claimed **that Paris is** one of the most beautiful cities in the world./**Paris is often claimed** to be one of the most beautiful cities in the world.

2 Galileo Galilei is said to **have invented** the telescope.

3 **An accident** was reported to have started the fire./The fire was reported to **have been started** by an accident.

4 Avalanches are said **to be** caused by loud noises.

5 A long time ago the Moon **was** believed to be made of cheese

6 The eruption of Krakatoa is thought to **have turned** the skies orange in 1883.

Vocabulary revision p107

1

1 If water floods a place, it covers it.

2 a situation in which a disease spreads very quickly and infects many people

3 a heavy fall of earth and rocks down the side of a mountain or steep slope

4 a long period of time when there is little or no rain and crops die

5 when a large area of land and trees is burnt

2

1 torrential 2 casualty 3 put out

4 spread 5 head towards 6 evacuate

7 collapse 8 ash

3

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

7 d/g

Gateway to exams: Units 7-8

Reading p108

1

Students' own answers

2

1 b (By 9 o'clock on Sunday morning our team was in the office, making sure everyone travelling with us in Iceland and those who were about to travel were fully briefed on the situation.)

2 a (On the Monday we contacted all those on our Volcano Hotline and started making travel plans for those wanting to see the eruption.)

3 a (Ten days later I found myself on a plane bound for Keflavik with two of my children Ben (16) and Gemma (13) – we had also been bitten by the volcano bug.)

4 b (Just after lunch the next day we took one of the helicopters based at the hotel for the most amazing flight I have ever experienced in my life.)

5 b (All too soon it was time to go and the helicopter returned to collect us.)

6 b (Driving Superjeeps is an Icelandic art and our driver, Ragnar, was both skilled and great company.)

Listening p109

3

1 F (It's basically a private jet company. ... you hire a plane...)

2 NM

3 T

4 NM

5 T

6 T

7 F (They promise to supply you with generator-produced electricity ... So that if you have a business, you can keep it running despite the storm.)

4

Students' own answers

5

Students' own answers

6

Students' own answers

7

Giving emphasis: You have to remember that ...; I really do think that ...; You can't deny that ...

Giving examples: Take ..., for instance; You only have to think of ...

8

Students' own answers

9

Students' own answers

Unit 9

Vocabulary p110

1

1 f *dishwasher* – a machine that washes dishes

2 j *washing machine* – a machine that washes clothes

3 l *webcam* – a camera connected to a computer that produces images that can be seen on a website

4 a *remote control* – a piece of equipment that you use for controlling a machine, such as a television or stereo system, from a short distance away

5 e *headphones* – a piece of equipment that you wear over your ears to listen to something without other people hearing it

6 k *flash drive* – a small plastic disk drive that stores information and that you can carry around with you. You connect the flash drive to a computer when you want to use the information

7 c *microwave* – an oven that cooks food very quickly by passing electricity through it, instead of using heat

8 g *vacuum cleaner* – a piece of electrical equipment that cleans floors by sucking up dirt

9 b *food processor* – a piece of electrical equipment used for cutting food into very small pieces or mixing different foods together

10 i *digital camera* – a camera that takes and stores pictures in the form of electronic signals

11 h *satnav* – satellite navigation: a system for finding the best way to a place using information from satellites. It is often found in cars

12 d *keyboard* – a piece of computer equipment with keys on it, used for putting information into a computer

2

1 device **2** network **3** touch screen

4 charger **5** broadband **6** wireless

7 coverage **8** drop-down menu

9 glitch **10** plug

3

1 both correct

2 gone dead (*recharge* – to put more power into a battery)

3 insert (*plug in* – connect a piece of equipment to an electricity supply)

4 both correct

5 upgrade (*install* – to put a new program or piece of software into a computer so that you can use it)

6 set (*delete* – to remove information stored in a computer)

7 select (*adjust* – to change something slightly in order to make it better, more accurate or more effective)

8 pinching (*swipe* – to move your finger across the screen of a smartphone or tablet)

9 disconnect (*connect* – to join two things together)

10 hold (*tap* – to touch something gently)

4

The instructions are for setting the day, date and time on a computer.

5

Example answer

Turn the mobile on. Type in your pin code and wait for the phone to get a signal. Select your friend's name from your contacts list and press the 'call' button. Put the phone to your ear and wait for your friend to answer.

6

Students' own answers

7

Students' own answers

Reading p111

1a

Example answers

I can see a group of young people relaxing while using different technology. I think a screenager is a teenager who spends a lot of time online.

1b

Students' own answers

2

1 E **2** C **3** B **4** F **5** A **6** G **7** D

3

Example answers

I agree with the description of Gen Z. We can quickly sort through and assess enormous amounts of information. If we are interested in something, we are very committed and focused.

I don't agree with everything in the text. It implies that we are very different from previous generations, but I think we still have to be able to communicate clearly in person, and this is the number-one skill for our future success. This is the same for every generation.

4

at the heart of = the most important or basic part of something

the norm = something that is usual or expected

ingenious = uses new and clever ideas

recession = period of time when trade and industry are not successful and there is a lot of unemployment

burying their heads in = to give all your attention to something

5

Students' own answers

Grammar in context pp112–113

1

1 a, c, d. They do not have commas.

2 b, e, f. They have commas.

3 We use *which* with things. We use *who* with people.

4 We use *whose* for possessions, *when* for times, *where* for places and *why* for reasons.

5 Yes, we can replace *which* with *that* in defining relative clauses.

6 No, we can't replace *which* with *that* in non-defining relative clauses.

7 No, we can't omit the relative pronoun in non-defining relative clauses.

8 No, we can't omit the relative pronoun in sentences a or d because *which* and *who* are followed by verbs.

9 Yes, we can omit the relative pronoun in sentence c because it is followed by a noun/pronoun.

2

1 My tablet, **which** I bought last week, is already broken!

2 I think that's the phone that I saw it.

3 correct

4 correct

5 They're the two people **whose** invention became really popular.

6 correct

7 correct

8 This is the friend **who/that** – I told you about.

3

The relative pronouns can be omitted in: a, d, h and i, because these are all defining relative clauses where the relative pronoun is followed by a noun or pronoun.

(b, c, e, i, j, k are also defining relative clauses but the relative pronouns are followed by a verb. f and g are non-defining relative clauses.)

4

1 The inventor of the remote control, whose name was Robert Adler, didn't like watching TV.

2 Remote controls, which first appeared in 1956, were originally called 'space commands'.

3 Robert Adler went to university there in Vienna, where he was born./Robert Adler, who was born in Vienna, went to university there.

4 Adler, who invented more than 180 different things, was a brilliant physicist./Adler, who was a brilliant physicist, invented more than 180 different things.

5 Adler, whose most successful invention was the remote control, was especially proud of his work on touch screens.

6 His remote control, which was replaced by infrared systems in the 1980s, used ultrasonic frequencies.

7 In 2007, when he was ninety-three, Robert Adler died./Robert Adler died in 2007, when he was ninety-three./Robert Adler, who was ninety-three, died in 2007.

8 Adler wasn't very interested in his own invention, which changed the way we live./Adler, whose invention changed the way we live, wasn't very interested in it himself.

5

The boy in the photo is Adam Cudworth. He sent a camera up into space. The photos that Adam took look like they could be images from NASA.

6

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

Developing vocabulary p113

1

1 g **2** b **3** e **4** h **5** d **6** c **7** j

8 a **9** f **10** i

2

1 to scroll up/down

2 to print something out

3 It zooms in.

4 It isn't picking up a signal.

5 The battery's running out.

6 The alarm is going off.

Gateway to academic skills

pp114 and 115

1

Students' own answers

2

Students' own answers

3

Students' own answers

4

Students' own answers

5

Students' own answers

6

Students' own answers

7

Sam: 1 university has online system of resources, types up essays and communicates with lecturer on computer; 2 variety of resources online; 4 doubt face-to-face teaching will disappear – people learn more from human teachers; 5 a reliable digital word- or essay-checker to improve writing and take work away from teachers

Vanessa: 1 phone, but mostly laptop; 2 saving copies, editing documents, sending information; 3 too reliant on the internet; 4 face-to-face interaction is how we thrive; 5 a gadget to allow data to be downloaded straight into your brain

Bea: 1 internet, university's database; 2 all the information at your fingertips; 3 spelling and grammar suffer; 4 face-to-face teaching will continue; 5 a virtual helmet for an immersive learning experience

Chris: 1 coding course – software and hardware he needs; 2 access presentation slides after lectures; 3 no disadvantages; 4 face-to-face teaching won't disappear – certain things need experts for; 5 free wi-fi for everybody

8

Students' own answers

Listening p116

1

Students' own answers

2

Speaker 1: b

Speaker 2: c

Speaker 3: d

Speaker 4: a

3

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

8 a 9 a 10 d

4

Students' own answers

5

Students' own answers

Grammar in context pp116–117

1a

sentences 2a and 2b

1b

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

8 a

2

1 playing 2 to do 3 to go 4 to eat
5 to bring 6 to give 7 eating 8 to get

3

1 forgot to send that email 2 likes to wear a tie 3 stop interrupting me

4 I remembered to send 5 like making

6 work to have 7 remember losing

8 remember to meet me 9 stopped

talking 10 never forget spilling orange juice

4

1 I have to go back home because I forgot to switch the oven off.

2 Can you remember to bring me my book tomorrow because I need it?

3 correct

4 Stop playing that song because it's awful.

5 I like to get up early when I have an exam

6 correct

7 I'll always remember meeting you for the first time last summer.

8 correct

5

Students' own answers

6

Students' own answers

Developing speaking p118

1

Students' own answers

2a

Students' own answers

2b

Example answers

For:

■ Times have changed and schools should be making the most of modern technology.

■ It is more important for pupils to use the latest technology than learn dates in history: use smartphones to create apps or record videos.

■ In class we should use the good things that smartphones can offer – applications and access to the Internet.

■ It's fun: smartphones motivate students.

■ Students look after smartphones.

■ Not every classroom offers students access to a computer, so devices like smartphones, even if you have to pair up, are very useful.

Against:

■ Smartphones are easily lost or stolen.

■ They distract students' attention.

■ There can be a misuse of technology: cyberbullying, texting friends in class, etc.

3

The man is for the idea of students taking mobile phones into class and the woman is against it.

Man: They're a part of daily life now ... use your phone as a dictionary in English lessons ... Or ... connect to a map if you're studying geography ... smartphone ... like a pen.

Woman: They can do that at the weekend ... take a photo instead of copying the

information down ... lazy ... students will forget how to write ... take photos or video teachers, or other students ... cheat in exams.

4

1 checking whether your partner has understood you

2 asking your partner to clarify something

5a

The circles mark where the stress falls in the sentence.

5b

Students' own answers

5c

Do you get what I'm saying?

Are you following me?

Are you with me?

What I mean is ...

Yes, that's exactly what I mean.

No, that's not quite what I mean.

Are you saying that ...?

If I understand you correctly, ...

In other words ...

What do you mean when you say ...?

I'm not sure what you mean by ...

Could you go over that again?

Sorry, I'm not with you.

I don't understand what you're getting at.

5d

Students' own answers

6

Students' own answers

7

Students' own answers

Developing writing p119

1

Students' own answers

2

The style is formal because it is a report for the head of the school.

3

The report is in a formal style.

4

1 Each **student thinks** that it is important.

2 correct

3 None **of the** students wanted to visit the website.

4 correct

5 A good website needs **a lot of/lots of** time and effort.

6 correct

7 correct

8 Most of the people in our class **find** the website boring.

5

Students' own answers

Language checkpoint: Unit 9

Grammar revision p121

1

1 who 2 when 3 which 4 which

5 that/– 6 whose

2

Example answers

- 1 Argentina is a country where you can find lots of natural wonders.
- 2 2014 was the year when Germany won the World Cup.
- 3 Caviar is a type of food which/that comes from a fish called a sturgeon.
- 4 Ice hockey is a sport that/which is played in Canada.
- 5 Marie Curie was a scientist who created the theory of radioactivity.
- 6 Tea is a drink which can be drunk hot or cold.
- 7 Glass is a material which/that breaks easily if it's dropped.

3

- 1 to switch 2 painting 3 writing
- 4 to go 5 seeing 6 to do 7 playing

Vocabulary revision p121

1

- 1 network 2 drop-down menu
- 3 webcam 4 headphones
- 5 broadband 6 wireless

2

- 1 press 2 pinch 3 insert 4 freeze
- 5 adjust 6 delete 7 recharge

3

- 1 up 2 pick 3 out 4 popped 5 on
- 6 in 7 off

Unit 10

Vocabulary p122

1

Students' own answers

2

Students' own answers

3

Students' own answers

4

- 1 a 2 c 3 d 4 b

5

- a A (new) government plan has been supported by universities.
- b A football star has resigned after a disagreement with his manager.
- c People are worried about a new virus.
- d Police are holding an investigation into possible/suspected corruption.
- e There is a connection between a spy mystery and an explosion in the city centre.
- f The government is taking a step towards making fast-food advertising illegal.
- g An important politician has been involved in a tense situation in a plane.

6

- 1 c 2 b 3 d

7

Students' own answers

Reading p123

1

Students' own answers

2

Students' own answers

3

- 1 NM

2 F (PETA argue that although students may get rid of their stress with a petting zoo, these zoos actually cause stress for the animals in them.)

3 T (They believe that if students knew the facts, these zoos wouldn't have become so popular on campuses.)

4 T (Travel, confinement to small cages and rough handling cause animals intense stress.)

5 F (The students got excited. Reese already had plans – he was going to buy a car for his mum, and a boat!)

6 T (The students knew that they hadn't earned the money ...)

7 NM

4

Example answer

The texts outline the events as they happened and appear not to judge people's actions. In the first text, it is clear that PETA disapproves of petting zoos and there are no arguments in favour so we are encouraged to criticise wrong behaviour. However, in the second text, we are encouraged to value the college students' right behaviour.

5

a bad bet = a bad idea

confinement = forced to stay in a place, especially in a prison or a cage, and not allowed to leave

bouncy castles = large plastic structures filled with air, and often in the shape of a castle. Children play on them by jumping up and down, for example at a party or a funfair.

smelly = with an unpleasant smell

pick = select

empty-handed = without getting anything for your effort

6

Text 1: It's really cruel. I think we should start a campaign to boycott petting zoos.

Text 2: They did the right thing. Your actions, whether good or bad, will often have consequences that you can't predict.

Grammar in context pp124–125

1

- 1 were about to 2 was going to 3 was to turn to 4 would have 5 was opening

2

- a playing b about c going to d would e to f would survive g were

3

- 1 They sky went black and it looked like it was about to rain very soon.

2 correct

3 They were to **get** an incredible surprise the day after.

4 They thought it **would snow/was going to snow** the next day, but it didn't.

5 correct

6 They went to bed early because the next day was **going** to be very busy.

4a

Suggested answers

1 I knew it was going to be a great day because the sun was shining.

2 I was going to do my homework when the phone rang.

3 I never thought it would happen, but one day it did.

4 I was meeting my friends the next day, but I came down with a cold.

5 I was going to call my parents when suddenly they called me.

6 The car was about to hit the dog when it swerved at the last moment.

4b

Students' own answers

5

1 Mixed conditionals are a mixture of second and third conditionals.

2 a

3 b

6

1 b, c (In b, the speaker would currently take photos; in c, they would have taken photos in the past, but not now.)

2 b, c (In b, the speaker doesn't like science fiction movies now; in c, they didn't like science fiction movies at that time in the past.)

3 b, c (In b, she currently/regularly takes the medicine that helps her; in c, she took the medicine in the past.)

4 b, c (In b, it focuses on the present situation – people would still be dying; in c, it refers to people in the past.)

5 b, c (In b, the speaker is talking about a hypothetical future; in c, it refers to a possible lie in the past.)

7

1 If Jenna didn't love taking photos, she wouldn't have joined a camera club.

2 If Sam hadn't spent lots of time studying, he wouldn't be a journalist now.

3 If they hadn't spent years making their new film, it wouldn't be great.

4 If they knew where the key was, they would have opened the door.

5 If they could speak English, they would have interviewed the actor.

6 If I had known you were coming, I would have something for you to eat.

7 He wouldn't have a new phone if he hadn't lost his old one.

8 If I had remembered to do my homework yesterday, I wouldn't have to do it now.

Developing vocabulary p125

1

Students' own answers

2

- a news item b hold a press conference
- c make the headlines d news updates
- e breaking news f front-page-news

g newsflash **h** turn of events
i keep you informed

3a

1 informed 2 newsflash 3 press
4 front 5 headlines 6 items
7 breaking

3b

Students' own answers

Gateway to life skills pp126–127

1a

Example answer

I agree with this statement. Some newspapers run stories without checking if they are true or not. There are people who make a living by inventing stories and selling them to newspapers. Many newspapers print them and then other newspapers print the same story. That's how stories spread around the world very quickly, whether they are true or not.

1b

Students' own answers

2

Students' own answers

3a

Students' own answers

3b

Students' own answers

4

Students' own answers

5

Students' own answers

6

Students' own answers

7

1 live feeds 2 reliable 3 many sources
4 shot 5 personal gain 6 jump to conclusions 7 speculation

Listening p128

1

Students' own answers

2

Students' own answers

3

1 b (His clothes certainly weren't very smart. I specially remember that his jacket was small and didn't go over his arms.)

2 b (... it was a print ... He signed it ... And he added colours at the top.)

3 a (He actually said to me 'This will be worth about £20,000.' I didn't really believe that at first, which is why I looked him up on the Internet when I got home.)

4 a (But what we've decided to do now is ... my mum is going to take the picture and get some experts to examine it, and see what they say.)

5 b (It's great to see somebody getting an immediate reward for a simple act of kindness.)

4

Students' own answers

Grammar in context pp128–129

1a

a What did the man look like?
b What did he do then?
c What was your reaction when you found out?
d Why did he give you the picture?
e Would you sell it?
f What will you do with the money?

1b

1 The subject comes before the verb (like in a statement).
2 We use question marks when the first part of the sentence is a question.
3 Indirect questions are usually more formal and polite.

2

1 long it took you 2 know whether he was talking 3 any idea why he doesn't
4 wonder what other artists think
5 if this is the 6 why you decided to give
7 he does each year

3

1 I'd like to know how long you have lived in this area.
2 Can you tell me what you think of graffiti?
3 Have you any idea what you're going to do this summer?
4 Can I ask how often you watch the news on TV?
5 I wonder if you could tell me if you're interested in sport.
6 Do you know how many people read showbiz news?
7 I'd like to ask if you've ever met somebody famous.

4

Students' own answers

5a

Students' own answers

5b

Students' own answers

6

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

7

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

8

Students' own answers

9

1 don't they 2 aren't I 3 shouldn't we
4 won't it 5 aren't we 6 didn't you
7 does she 8 haven't we

10a

1 falling intonation on question tag
2 rising intonation on question tag
The speaker sounds more certain in sentence 1 (falling intonation).

10b

1 Everybody likes the summer, don't they?
2 I'm right, aren't I?
3 We should use question tags, shouldn't we?
4 The news will be on soon, won't it?

5 We're going to be on TV one day, aren't we?

6 You read the news yesterday, didn't you?

7 She never comes late, does she?

8 We've got homework tonight, haven't we?

10c

Students' own answers

11a

Students' own answers

11b

Students' own answers

11c

Students' own answers

Developing speaking p130

1

Students' own answers

2

Students' own answers

3

Students' own answers

4

There's no **denying** that ...
You can't **argue** with the fact that ...
Let's not **forget** that ...
Having **said** that,

5

Students' own answers

6

Students' own answers

7

Suggested answers

Introducing and sequencing arguments:

I'd like to begin by saying; Firstly;
Secondly; Finally

Stating your opinion/making main points:

I think (that); I don't think (that);
Personally, I think ...; As far as I'm concerned;
In my opinion; From my point of view

Adding arguments:

Furthermore; What's more; In addition
Making contrasts/presenting and responding to opposing points: On the one hand; On the other hand; In contrast; However

Concluding:

In conclusion; To sum up
Students' own answers

Developing writing p131

1a

Students' own answers

1b

Students' own answers

2

... who or what, in your opinion, people are talking about right now.

... why you think people are talking about them ...

.... give us your own opinion ...

3

Yes, it includes the necessary information.

4

a Despite the fact that b At first
c since d However e as f As far as
I'm concerned g as

5

2 f 3 a 4 b 5 e 6 c

6

2 b 3 a 4 d 5 c 6 f

7

Students' own answers

Language checkpoint: Unit 10

Grammar revision p133

1

1 would 2 going 3 to 4 was 5 to

2

1 would be 2 had passed 3 would
have called 4 had won 5 would have
finished

3

1 Can you tell me what you want?
2 I would like to know how you are.
3 Do you know what time it is?
4 Have you any idea whether he drinks
coffee?

5 I want to know how you did that.

4

1 do they 2 do 3 hasn't 4 am
5 there

Vocabulary revision p133

1

1 obituaries 2 gossip
3 weather forecast 4 entertainment
5 have your say 6 features

2

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

3

1 press conference 2 events
3 news item 4 updates 5 informed
6 front page

Gateway to exams: Units 9-10

Reading p134

1

Students' own answers

2

Students' own answers

3

1 NM
2 F (After looking at Cent's records they
found out ...)
3 T (... because we are of Polish origin, his
story really stuck with us.)
4 NM
5 NM
6 T (A website set up in his honour has so
far received donations of over \$14,580 to
reward him.)

7 T (Thanks to another offer, the taxi driver
could have recorded an album if he was
interested in starting a music career.)

8 F (Immediately after finding the money,
Gori began to look for the couple. ... He
always knew he wouldn't take the money
for himself.)

4

Students' own answers

Listening p135

5

Students' own answers

6

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

Use of English p135

7

Example answer

Criminals Beware! GPS tracking app
catches gang of robbers

8

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

Writing p135

9

Suggested answer

Introduction
Findings
My opinion
Conclusion