



DVD contains Speaking interviews
with comments and analysis

Cambridge English First Result

Teacher's Pack

David Baker



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Teacher's Pack

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at the start of every unit

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at the end of every unit

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Part 2

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Introduction

Course overview

Cambridge English First Result is a contemporary and attractively designed course with appealing, eye-catching artwork. It covers the major language skills, and provides students with comprehensive preparation for *Cambridge English: First* at the Council of Europe B2 level. Its lively, up-to-date texts are taken from contemporary sources, such as newspapers, magazines, brochures and books, and include interviews and radio programmes. Its engaging topics are designed to stimulate interest and provoke discussion.

Each unit of the course has a general topic heading, but each section within the unit is free-standing and has a different angle on the overall topic. This gives teachers flexibility in planning lessons and provides variety for students. There is an emphasis on grammar and vocabulary work throughout the course and a review section at the end of each unit which allows students to check what they have learned. Dictionary skills work is integrated throughout the Student's Book and Workbook.

As well as being encouraged to consolidate, improve and activate their knowledge of the English language, students are given extensive training in all the examination skills and task types. The *How to do it* boxes offer general help in tackling these task types, and in building on their language skills, while the *Tip* boxes give additional helpful hints on how to approach individual tasks.

The flexibility, organization and additional components of the course enable it to be used with students studying several hours a week throughout the academic year, or with students on shorter, more intensive courses.

The course consists of a Student's Book with Online Practice plus online practice test, two class audio CDs, a Teacher's Pack with Speaking DVD, and a Workbook Resource Pack (with or without key).

Course components

The Student's Book

The course consists of 12 units, each of which is divided into these sections:

- Lead in
- Reading
- Vocabulary
- Grammar
- Listening
- Speaking
- Use of English
- Vocabulary
- Writing
- Review

The Lead in sections are designed to introduce, through a variety of skills input and activities, the various sub-topics and key vocabulary of the unit.

The Reading sections deal comprehensively with all the Reading task types. There is a short lead-in question before students tackle the exam task and sometimes a short exercise based on the vocabulary in the text itself, although students are not encouraged to find out the precise meaning of all the words in the text. The last exercise often invites students to react to what they have just read.

The Vocabulary sections draw on and expand topic or lexico-grammatical vocabulary from the Lead in, Reading or Use of English pages, and encourage students to use the vocabulary in context. As well as topic-related vocabulary, there are functional phrases, useful expressions, easily confused words, word formation tasks and phrasal verbs. Many of these sections encourage students to refer to a dictionary, and a number of exercises are designed to show students how a dictionary can help specifically with exam tasks, as well as generally supporting their language learning, and helping them to become more independent learners.

The Grammar sections adopt a holistic approach to grammar, tackling general areas by checking what students already know, and then inviting them to

practise newly acquired knowledge. The sections are cross-referenced to the Grammar Reference at the back of the Student's Book.

The Listening sections introduce the topic in question and encourage students to react to what they have heard. The tasks cover all the Listening task types and students are encouraged to build on their listening skills in a variety of ways, e.g. by deciding why answers are wrong.

The Speaking sections focus on a particular part of the Speaking test. Many units have recorded models of the tasks for students to listen to, either to analyse them or to use as a model before doing the task themselves. As well as the *How to do it* boxes, help is also given in the form of groups of phrases which students can use when doing the tasks. Colourful artwork also appears in the form of illustrations or pictures used for the exam tasks. Wherever possible, the pictures have been given a prominent position on the page to facilitate their use for exam tasks.

As well as highlighting the individual task types, care has been taken to make the Use of English sections as interesting and stimulating as possible. Each section covers one or more of the four task types and most also focus on another aspect of language, e.g. spelling and punctuation, grammar or vocabulary. Dictionary skills work, similar to that in the vocabulary sections, also features here.

The Writing sections deal comprehensively with the compulsory Part 1 question and all the choices in the Part 2 examination task types. Models of good writing styles are given and students are invited to analyse these, practise their writing skills at sentence or paragraph level, then produce a complete piece of writing of their own.

The Review sections mainly test the key vocabulary and grammar studied in the unit. Several short exercises invite students to revise this material and identify any areas requiring further study. They provide a valuable progress check at regular intervals and can be done in class or set for homework, depending on the time available.

The Exam Overview outlines comprehensively what each part of the exam consists of, how long each paper lasts and the number of marks awarded, and explains the grading system or criteria for assessment, where applicable. Each paper is broken down into the following:

- the number of items, sections or task types in each part
- what you do in each part
- what each part tests

Cross-references to the *How to do it* boxes on the relevant pages of the Student's Book are given here.

The Appendix contains additional material for certain pages of the Student's Book.

The Writing Guide gives students additional support with further questions, model answers and guidance for writing letters and emails, magazine articles, reviews, essays, and reports.

The Grammar Reference provides comprehensive rules and explanations for the usage of individual grammar items, namely: articles, simple and continuous tenses, present tenses, talking about the future, talking about the past, verb patterns, reported speech, modals, passives, *so* and *such*, relative clauses, comparatives and superlatives, conditionals, and causatives.

Online Practice

The Student's Book provides access to the First (FCE) Online Practice and an online practice test.

Using the Online Practice

The Online Practice is accessed via a unique 'unlock' code. This can be found on the card at the back of the Student's Book. The exercises and tasks in the Online Practice allow students to continue to develop the language skills and sub-skills they need for the exam outside class time.

The Online Practice can be:

- **teacher-managed** via a free Learning Management System (follow the instructions for Option 1 or Option 2 on the card at the back of the Student's Book)

OR

- used by individual students for **self-study** (refer your students to the instructions for Option 3 on the card at the back of the Student's Book).

Teacher-managed Online Practice

If teaching the Student's Book in class, we recommend choosing this option in order to assign exercises and tasks from the Online Practice and the online practice

test via the free Learning Management System (LMS), where it's easy to:

- manage what exercises and tasks your students do and when they do them.
- see your students' results in an online markbook so that you can identify areas of class or individual weakness, allowing you to focus on what students really need to work on.
- read, comment on and mark your students' extended Writing tasks online, with an option to return work to students for them to improve and resubmit. A marking guide and sample answer are provided.
- listen to, comment on and mark your students' recorded responses to Speaking tasks online.

You can choose whether to assign the exercises and tasks in the Online Practice with 'no help' (for assessment) or 'with help' (for supported learning). For exercises and tasks you set 'with help', students are allowed to:

- mark their answers, try again if they got anything wrong, and see the correct answers with explanatory feedback.
- look up the meaning of words in questions and texts in the integrated online *Oxford Advanced Learner's Dictionary*, 8th Edition. This saves time and helps students improve their vocabulary.
- read tips and strategies to help them prepare for the exam.
- see sample answers for the Writing tasks and useful language for the Speaking tasks.

If you assign exercises with 'no help', these support features will be disabled.

You could choose the sections or exercises of the Online Practice you wish students to do, and assign them first with 'no help', i.e. with all support features disabled. This will allow you to assess how well prepared your students are at any stage of the course. You can then assign any problematic exercises again 'with help', i.e. all support features enabled, so that individual students can benefit from the learning support features. You can assign all the Online Practice, or one unit, or a selection of sections or exercises.

If you choose to use the LMS, we recommend following instructions for Option 1 on the card in the Student's Book. If you would prefer to register students yourself, you will need to collect their cards with unlock codes and follow the instructions for Option 2.

Self-study Online Practice

You may prefer your students to work through the material in the Online Practice and practice test at their own pace, using the 'self-study' option. Students will need an email address to register. They will need to follow the instructions for Option 3 on the card in their books. For this option, students will have access to all the learning support features (see below), but you will not be able to track their progress, see their results or do any marking online.

Note!

It is very important that you tell your students which access option you want to use. For more information about Online Practice, online practice tests and the LMS go to www.oxfordenglishtesting.com.

Students have one year to complete the Online Practice and online practice test from the time they register.

Online Practice content

The Online Practice material is divided into four sections, which correspond to the four papers in the exam. Within each section – Reading and Use of English, Writing, Listening and Speaking – each part of each paper is practised separately. Each section starts with some skills training exercises and concludes with an exam-type task. The skills training exercises focus on the sub-skills and strategies that will help students with specific exam tasks.

Learning support features

These learning support features are available to students for assignments set 'with help' or if students are using the self-study option.

Feedback	Students get answers and explanatory feedback on automatically marked questions. If they can understand why they answered a question incorrectly, it will help them to think more clearly about a similar question the next time.
Dictionary look-up: <i>Oxford Advanced Learner's Dictionary</i> , 8 th Edition	Allows students to look up the meaning of words in exercises and texts. They type the word in the search box and get a definition from the <i>OALD</i> .

Tips	Tips are provided for each exercise on how to answer exam questions and other general language learning skills. Students need to click 'Show Tip' on the left of their screen.
Audio scripts	Audio scripts are provided for all listening tasks. Students can view these by clicking the 'Audio script' link at the bottom of their screen.
Sample answers	Students can see sample answers in the Writing section. They can analyse the sample answers and read comments on them. This helps them to get an idea of what is expected in the exam. Students can then improve their own answers.
Useful language	Lists of useful language are provided in the Speaking sections. Students can view them by clicking the 'Useful language' link at the bottom of the screen.
Change your answers and try again	Students can click the 'Change' button to do an exercise or answer a question again. If students are using the self-study option or you have set them the assignment 'with help', they can change their answers as many times as they wish before submitting their assignment.

Online practice test

The unlock code for the Online Practice also includes access to a complete practice test on oxfordenglishtesting.com. If you are using the LMS option you can assign this test to your students as a whole test, or by paper or part using *Test mode* (= 'no help') so that you can assess how well prepared your students are, or in *Practice mode* (= 'with help') for practice and familiarisation with the exam task types.

The Teacher's Pack

The Teacher's Pack consists of a Teacher's Book with Speaking DVD.

The Teacher's Book contains procedural notes and a full answer key, including suggested answers, for the activities in the Student's Book. It also includes the audio scripts for the listening sections with highlighted answers, as well as optional activities for classroom use. There are 12 Unit Tests and four Progress Tests with answer keys, which can be photocopied for classroom use.

Speaking DVD

The *Cambridge English: First* Speaking DVD is designed to help teachers in a number of ways: to familiarize them with the format of the Speaking Paper; to explain the requirements of each Part and the assessment criteria used by the examiners; to enable them to assess their own students and be able to train them to give a good performance. Sections of the DVD can also be shown in class to students.

Although the DVD does not show any actual exam footage, the formats of the tests are scripted according to Cambridge guidelines, the 'candidates' are real students studying for the exam in Oxford, and the 'examiners' are experienced oral examiners. Different students and combinations of students are shown doing different parts of the test, except in the complete test, which features the same two students throughout. Teachers should make it clear to their students that they will do the whole test with just one other candidate, or occasionally, where there is an odd number of students at the end of an examining session, with two other candidates.

The DVD can be used at any point in the course for training, and will make a useful revision tool. It is recommended that teachers watch all of the DVD before showing all or part of it to their students.

The *Cambridge English: First* Speaking DVD contains the following:

- Overview of the Speaking Paper and explanation of the format of the four Parts of the test, with tips on how candidates can give a good performance. Each part is followed by an example of different students carrying out the relevant task. Some examples show students making typical errors, while others show them giving a good performance, according to the advice summarized by the examiner.
- Explanation of the Assessment Criteria used by the examiners. A summary of these can be found on page 128, along with the Assessment Criteria for the Writing test.
- A complete test showing two students carrying out an uninterrupted test. This is followed by a general assessment of their performance according to the Assessment Criteria.

The Workbook Resource Pack

The Workbook Resource Pack consists of a Workbook (with or without key) and a MultiROM. The MultiROM at the back of the Workbook contains audio material linked to the Listening Sections in the Workbook. Students can play the audio in a CD player or on a computer. There is also a link which launches students to www.oxfordenglishtesting.com where they get access to an interactive online practice test. The test offers authentic exam practice, automatic marking for instant results and an online dictionary look-up facility. For further information, visit the website itself.

The Workbook consists of the same number of units as the Student's Book and mirrors the examination task types. The umbrella topics are the same as those in the Student's Book but the section topics are different, although they have some connection to those in the Student's Book. Each unit consists of five sections: Reading, Vocabulary, Grammar, Listening and Use of English.

Vocabulary and Grammar are given a high profile. The Vocabulary sections pick up on and extend the vocabulary introduced in the Reading texts.

Grammar both consolidates what has been taught in the Student's Book, e.g. a review of verb patterns, and introduces further mini-grammar sections in the Grammar Extra sections.

The Listening and Use of English sections give students further practice in exam task types. Please note that in the Workbook, the listening tasks are not repeated on the MultiROM as they would be in the exam.

Dictionary skills work also features in the Vocabulary and Use of English sections.

Workbook Review sections

After every three units, i.e. 1-3, 4-6, 7-9, 10-12, there is a two-page review of the vocabulary and grammar in the three previous units. These enable students to check their own progress at regular intervals and identify any areas requiring further study.

Website materials

Additional materials are available on the Result Teacher's site www.oup.com/elt/teacher/result and on the Student's site at www.oup.com/elt/result.

The circle of life

1

Lead in p9

- 1 Ask students to do exercise 1 individually and to write down their answers.
- 2 Before students compare their answers in pairs, check they understand the physical features mentioned, especially the more difficult ones (*tanned, hazel, bushy, hooked*). Prepare examples or be ready to draw diagrams, if necessary.
- 3 Ask the different pairs to report back their answers (and the reasons for them) to the rest of the class before checking. You could do a similar activity using photos of famous people from the students' own country, if you think the ones in the book might be unfamiliar.

Key

Scarlett Johansson (photo 1) and Hunter Johansson (photo 6) are twin sister and brother.

Ben Affleck (photo 2) and Casey Affleck (photo 7) are brothers.

Goldie Hawn (photo 3) and Kate Hudson (photo 8) are mother and daughter.

Charlie Sheen (photo 4) and Martin Sheen (photo 5) are son and father.

Background information

Scarlett Johansson is an American actress and singer; her twin brother, Hunter, is younger than her by three minutes.

Ben Affleck is an American actor, film director, writer, and producer; his younger brother, Casey, is an actor and film director.

Goldie Hawn is an American actress, film director, producer, and singer; her daughter, Kate Hudson, is an actress.

Charlie Sheen is an American actor; his father, Martin Sheen, is an actor.

- 4 For the first two points, you might need to elicit and/or pre-teach some more vocabulary for physical descriptions: *dimples, freckles*, etc. Be careful with this activity if you suspect that any of your students might be sensitive about their physical appearance.

For the last point, personality adjectives will be covered in Vocabulary exercise 1 page 12. At this stage, just elicit and/or pre-teach a few examples, perhaps in terms of opposites, e.g. *calm/quick tempered, funny/serious, patient/impatient*, etc.

Reading p10

- 1 Students should discuss this in pairs or small groups. Give them a time limit of about three minutes for this warm-up discussion.
- 2 Give students a time limit of approximately five minutes to help them with speed reading, and encourage them not to get stuck on unknown vocabulary, as they may not need it to answer the questions.

Key

c

3 Key

- 1 A ✗ The writer refers to non-identical twins being *far more common among Africans than Asians* (l. 15-16) but makes no comment about the ethnic background of identical twins.
B ✗ Identical twins occur only in three out of every 1,000 births (l. 9-11) and there is no suggestion that they are becoming more common.
C ✗ The frequency of identical twins is *regardless of the age ... of the mother* (l. 12-13).
D ✓ The writer refers to the geographic background of *non-identical twins* (l. 14-16) but not of identical twins, which *occur at random*.
- 2 A ✓ *By studying ... twins who have not grown up together, researchers can see ...* (l. 30-31)
B ✗ There is no reference to this.
C ✗ There is no reference to this.
D ✗ Scientists are interested in *which similarities remain as well as which disappear*. (l. 31-32).

- 3 A ✗ *The twins were finally reunited at age 39* (l. 47) – long after they had grown up.
 B ✓ *At age five, Lewis learned that he had a twin* (l. 42–43), *Springer learned of his twin at age eight* (l. 45), but they had no contact with each other.
 C ✗ See B above.
 D ✗ *Springer's adoptive parents believed the brother had died.* (l. 46) There is no suggestion that either brother was prevented from seeing the other.
- 4 A ✗ The opposite is true: they were *amazed* by the similarities. (l. 48).
 B ✗ There is no reference to this.
 C ✗ There is no reference to this.
 D ✓ *The similarities the twins shared ... amazed each other ...* (l. 48–49). This means: 'They were both amazed by the similarities between each other.'
- 5 A ✗ We don't know whether this is true or not.
 B ✗ *Each Jim had been married twice.* (l. 53) They did not have two wives.
 C ✓ *As youngsters, each Jim had a dog named 'Toy'.* (l. 52).
 D ✗ There is no reference to this.
- 6 A ✗ Other cases are referred to as *not as eerily similar as the Jim twins.* (l. 64).
 B ✓ *While not as eerily similar as the Jim twins* (l. 64) means 'Although they are less surprising ...'. The remainder of the paragraph contains examples of other interesting coincidences.
 C ✗ Other cases are referred to as *not as eerily similar as the Jim twins.* (l. 64).
 D ✗ The text does not say this.

Vocabulary p12

- 1 Ask students if any of the personality adjectives they used in the last part of exercise 4 page 9 are the same as those here. In some cases, students may not necessarily agree about which adjectives are positive or negative. Encourage them to give reasons why, with examples.

Suggested answers

- a easy-going, honest, loyal, open-minded, sensible
 b argumentative, arrogant, bossy, narrow-minded
 c eccentric, sensitive

- 2 Ask students to note down the key phrases in each description. These are marked in **bold** in the audio script below. Compare answers (and key phrases) as a class.

Key

Speaker 1: narrow-minded

Speaker 2: arrogant

Speaker 3: eccentric

Speaker 4: bossy

Speaker 5: honest

Audio script 1

Speaker 1

I don't really get on with my uncle – we disagree about almost everything! We rarely argue, though, because there's no point. **He never changes his mind!** What really annoys me is that **he won't even listen to other points of view. He doesn't realize that other people see things from other perspectives** – and might actually be able to teach him something new!

Speaker 2

I love my brother, of course, but sometimes he really annoys me. **He's always talking about how popular he is, and how good he is at sport.** I'm not saying that he isn't – I'm just saying he shouldn't talk about it! **People don't want to hear him boasting. He should learn some modesty!**

Speaker 3

It's always fun being with my friend Lulu – she's different from anyone else I know. And it's impossible to be bored when you're with her. I suppose **it's because she doesn't really care what anybody else does – she does her own thing.** For example, she wears old dresses that she buys in second-hand shops – whereas we all wear jeans and T-shirts. And the music she listens to is really unusual. **She's a bit unusual in lots of ways,** but she's good fun to be with.

Speaker 4

We go to visit our aunt and uncle in Brighton about once a month. They've got one daughter – Vanessa. She's a year younger than I am, but for some reason, **she imagines that she can tell me what to do all the time!** 'Put your coat on, we're going for a walk,' she'll say. Or if her mum asks her to wash the dishes, she tells me that I have to help! I don't argue much, because I'm such an easy-going person, but I don't really like it.

Speaker 5

My dad has got loads of friends, but he's lost a few friends over the years too, because **he's got this habit of speaking his mind.** Whatever he thinks, he says – and sometimes, people get offended. So, for example, he'll ask one of our neighbours why she's put on so much weight. He isn't exactly rude – well, he doesn't mean to be, anyway. **He's just says things as he sees them, really.**

- 3 Go through the **tip** box with the students and ensure that they use the modifying adverbs correctly in their descriptions.

Grammar p12

1 Key

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

2 Key

- a present continuous (sentence 5)
- b going to future (sentence 7)
- c will future (sentence 3)
- d future continuous (sentence 6)
- e future perfect simple (sentence 1)
- f present simple (sentence 2)
- g future perfect continuous (sentence 4)

3 Encourage students to use complete sentences so you can check they use tenses correctly and consistently.

4 Check that students understand the sense of *get hold of the story* (= find out a story that is being kept hidden). Sometimes there is more than one possible answer, but students only need to give one answer for each item.

Key

Martin Hi, is Jacqui there?

Lucy Yes, she is. Wait a moment, I'm just getting her. I'll just get her.

Martin Thanks!

Jacqui Hi, it's Jacqui here.

Martin This is Martin. Listen carefully, I haven't got much time. Can you meet me at the port in one hour? The next boat to Tripoli will leave *leaves (or is leaving)* at 7.35.

Jacqui I can't! I'll have I'm having dinner with some people from work this evening. I've just arranged it.

Martin But we must leave tonight! By tomorrow morning, the newspapers are going to get hold *will have got hold* of the story. We won't have been able *won't be able* to move without attracting attention.

Jacqui What story? Are you telling going to tell me what's going on? (or *Will you tell me ... ?*)

Martin I explain I'll explain everything as soon as we'll get we get to Tripoli. Trust me.

Jacqui Can't you explain now?

Martin There's no time. But if you don't do as I say, then by this time tomorrow, every journalist in town will knock *will be knocking* at your door.

5 Encourage students to use complete sentences when giving their reasons, so you can check they use tenses correctly and consistently.

6 Allow 10–15 minutes for the discussion. Then get the pairs to report their ideas back to the whole class.

Listening p14

1 Limit this warm-up activity to five minutes.

2 The phrases in bold in the audio script show where the answers can be located.

Key

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

Audio script 2

P=Presenter A=Adam

P: Welcome to the programme. Today, I'm joined by journalist Adam Clark, who has been researching current theories of immortality. Is it true that scientists are currently working on technology that will allow people to live for ever?

A: Yes, that's right. **Some scientists believe that this technology is not very far in the future – perhaps less than 30 years away – although there is still a lot of disagreement about that.** But basically, the first person to live for hundreds, possibly thousands, of years could already be alive today.

P: How is that possible? It's never been possible in the past, has it?

A: No, but new medical and scientific techniques mean that it's becoming possible to repair the human body. **Gradually, scientists are coming to understand why our bodies deteriorate with age** – what happens to the cells in our bodies – and they're starting to find ways of stopping this.

P: But some people think it's a very worrying idea. Why is that?

A: **Well, they argue that there are already too many people in the world.** Our planet is very crowded, and we're finding it difficult to feed all of them already. So imagine a situation in which people start living for hundreds of years. You'll have nine, ten or more generations of the same family all alive at the same time. **Population will spiral out of control!**

P: And buying birthday presents will be a nightmare!

A: Absolutely. People have thought about this problem, of course. They have two main suggestions for dealing with it. Firstly, they say that we'll have to go into space and colonize other planets. And secondly, they say that **people who want to live for ever will have to agree to have only one or two children.**

P: Are there any other disadvantages to the idea of being able to live for ever?

A: There might be a problem with **motivation**. **Why get up in the morning, if we know that there will be thousands of other mornings just the same?** In fact, why do anything today, if we've got a thousand years in which to do it? Other people argue that it would be pointless to live for ever because **you wouldn't be able to remember more than, say, 100 years of your past**. So in a way, you wouldn't really know that you'd lived longer than that.

P: Your past would be like another life.

A: Yes, that's right. And there are other possible disadvantages. Some people argue that **our time is only important to us** – that everything, in fact, is only important – **because we know it won't last for ever**. So if we knew we were going to live for ever, we might never be able to experience the most powerful human emotions, like falling in love.

P: So, in a way, if we became immortal, we'd stop being completely human.

A: That's right.

P: Adam, thank you.

- 3** Elicit/pre-teach vocabulary for talking about different age groups before starting the discussion, e.g. (*I'd like to be ...*) *a teenager/in my twenties/middle-aged*, etc.

Speaking p15

1 Key

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

Optional activity

Ask students to suggest more words that can be added to each of the pairs of words in 1–6. For example, extra words for 1 could include: *playing games, socializing, shopping online*.

2 Key

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

Audio script 3

- Two years ago, I went on holiday in the Italian Alps. We stayed at a resort called Cortina. The scenery was amazing. There were snow-capped mountains, pine forests, rivers and streams. I love the Alps. They're as spectacular as any mountain range in the world – in my view, anyway. Having said that, I've never actually been to the Himalayas.
- She's called Emma. She's got short, dark hair and green eyes. She's about the same height as me. We get on well because we're both really easy-going. She's a little bit eccentric, but as a friend, she's very loyal. That's my opinion, anyway.
- I wouldn't say that I like being by myself all the time. I mean, it's often more fun doing things when you're with a friend, because you can share the experience and talk about it. But on the other hand, I think I need some time for solitary activities –

reading or listening to music, for example. It helps me to relax. So in short, yes, I enjoy being alone, but not all the time!

- Let me see. It's probably a series called *House*. I like it because the plot is always really interesting and the characters and relationships are complex. In general, I like dramas more than any other kind of programme. But at the same time, I enjoy watching comedies like *The Simpsons* occasionally.
- I mainly go online when I need to do research for schoolwork – a project, for example. I find it much quicker and easier than using reference books. Although I must admit, information on the Internet is not always reliable! I also use the Internet for downloading music. And that's about it, really.
- I learnt to ski last winter. I'd always wanted to do it, but didn't realize how difficult it would be! I spent the first two days just falling over. It was very satisfying when I managed to get all the way to the bottom of the slope for the first time. By the end of the week, I was quite good. So all in all, it gave me a real sense of achievement.

- 3** Suggest to students that they learn a selection of these 'signalling' expressions by heart, but also point out that they should try to use them appropriately and avoid over-using them.

Key

- in (*end of answer*)
- that (*contrast*)
- opinion (*end of answer*)
- the other (*contrast*)
- in (*end of answer*)
- same (*contrast*)
- admit (*contrast*)
- it (*end of answer*)
- in (*end of answer*)

- 4** Ask individual students to volunteer examples of questions they have written, and review them with the whole class. You may need to do some extra work on question forms, as well as on the specific vocabulary needed for each topic.

Use of English p16

- 1** Suggest that students start by matching the phrases they know, then use their dictionary for the others.

Key

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

- 2** This question is designed to prepare students for exercise 3, by giving them practice in turning expressions into single-verb equivalents. (They

will do the reverse in exercise 3.) Other answers may be possible here, but students only need to find a single answer for each item.

Suggested answers

- 1 help (out)
- 2 forgets
- 3 told her
- 4 contacted
- 5 apologize
- 6 promised

- 3 All the vocabulary practised here has already been covered in exercises 1 and 2. To make this activity more challenging for stronger students, ask them to cover up the left-hand column and then uncover it to check their answers.

Key

- a take part in
- b to say sorry for
- c take into account how
- d get in touch
- e make fun of
- f gave (her) our word

Vocabulary p17

1 Key

- a tear (meaning 'move very fast'): *The car belted down the road* = *The car tore down the road.*
shut up (synonym of *belt up*, meaning 'stop talking')
- b dark/deep
- c below the belt/belt and braces/have sth under your belt/pale beside (or next to) sth/pale in (or by) comparison/pale into insignificance/beyond the pale
- d belt up, meaning 'to fasten your seatbelt'/belt up, meaning 'to be quiet'
- e buckle up (= belt up)
- f belt = the act of hitting sth/belt and braces/
have sth under your belt/belt = to hit/belt = to move very fast/belt sth out/belt up
- g belt sth out/belt up
- h belt up = shut up

2 Key

- a (belt) noun 3
- b (pale) adjective 1
- c (pale) adjective 3
- d (belt) verb 2

- e (belt) noun 4
- f (pale) adjective 2

3 Key

- a Drivers and passengers should *belt up* even for short journeys.
- b Just *belt up*! I can't hear myself think!
- c His salary *pales* in comparison with the amount of money his wife earns.
- d Some of the comedian's jokes were *beyond the pale*.
- e The van was *belting along* the motorway at 140 kph.
- f As the last song of the concert, the band *belted out* America the Beautiful.

Writing p18

Writing an email is one of the optional tasks in Part 2. Students reply to an email from an English-speaking friend which includes some questions that they should answer in their own email. Students will need to remember that even though this is an informal email, they should still use properly formed grammatical sentences and accurate spelling as they will lose marks for inaccuracies. They should not use abbreviations or emoticons.

- 1 Remind students that a good learner's dictionary will normally say whether a word is formal, and will also give an informal equivalent.

Suggested answers

Formal	Informal
examinations	exams
therefore	so
resides	lives
sufficient	enough
purchase	buy/get
employment	work/a job
commence	start/begin
encountered	met

2 Key

- b, d, g

3 Key

Paragraph 1 ends with '... absolutely nothing!'
Paragraph 2 ends with '... to myself!'
Paragraph 3 ends with '... replace him!'
Paragraph 4 ends with 'Email again soon'.

4 Key

Formal	Informal
assist	help
informed	told
resembles	looks like
funds	money/cash

5 Key

sentence a	paragraph 2
sentence b	paragraph 1
sentence c	paragraph 4
sentence d	paragraph 3

Optional activity

Once students have matched the sentences to the paragraphs, you could discuss exactly where the extra sentences should go. (The most obvious place is at the end of each paragraph, except for sentence d, which could also go after ... *I'm going to look for employment/a job.*)

- 6 Students work individually to add the phrases to the language boxes, then check answers in pairs before class feedback.

Reacting to the input: b, d

Finishing an email: a, f

Signing off: c, e

- 7 Students might need some help with ideas. You should encourage them to adapt the categories to fit their personal experience, and/or add new categories of their own.

- 8 Give students an example of a paragraph plan, pointing out what information needs to be included. For example, Megan's paragraph plan for her letter might look like this:

Immediate future

- 15-21 June: A week doing nothing. (I've told friends I don't want to go out.)

A trip abroad

- Visiting my uncle in Italy (2 weeks?)
- He bought my ticket (I don't have enough money.)
- He will be working so I'll have house to myself. (House has swimming pool!)
- Just have to help with housework

Getting a job

- Need to earn money before next school year.
- Take over my brother's job at the leisure centre? (He's going to university.)

Questions for Chloe

- What are her plans for summer?
- Is she visiting the Spanish girl she met at Easter? (She looks like Penelope Cruz.)

- 9 When checking students' answers, pay particular attention to correct use of linking expressions and informal vocabulary.

There is an additional informal email-writing task on page 158 of the Student's Book which could be used for extra practice.

Review p20

1 Key

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

2 Key

a starts	d won't be playing
b correct	e I'm going to stand
c I'm having/I'll be having/I'm going to have	f Will you have left

3 Key

a arrive	d know
b will lose	e will have
c will be	f will help

4 Key

1 play	4 have
2 make	5 say
3 make	

5 Key

a took everybody's opinion into account
b give me your word
c got in touch with
d to take part in

Lead in p21

- 1 Once they have done the task, explain to students that there were two different kinds of key expressions:

(1) ones that showed whether the speakers live in the city or the countryside (mainly nouns); and (2) ones that showed whether or not they are happy with where they live (mainly verbs and adjectives). In Audio script 4 below, type (1) key expressions are in bold, and type (2) are underlined.

Also, check that students understand the two different meanings of *used to/be used to* as used by Speakers 3 and 4.

Key

Speaker 1 lives in a city and is happy with it.

Speaker 2 lives in the countryside and is happy with it.

Speaker 3 lives in the countryside and is not happy with it.

Speaker 4 lives in the city and is not happy with it.

Speaker 5 lives in the countryside and is happy with it.

Audio script 4

1

I just love the feeling of space. The view from my bedroom window is fantastic – I can see for miles **over the rooftops**, all the way to the river in the distance. But when I go down to **street level**, I'm right in the middle of everything, so it's convenient too.

2

For the kinds of hobbies we enjoy doing, this is the perfect place to live. The **scenery** around here is amazing. And **there's no need to** put the bikes on the back of the car and **drive for ages just to find an open road** – **we just go out of the front door** and set off. I'd feel trapped if I couldn't do that.

3

I've been here for nearly a year now. I **used to live in London** and I moved here because property prices are so much lower – but it's not for me. I feel so isolated here! I mean, my next-door neighbour is five kilometres away. **There are no facilities nearby** – **you have to get in the car** and drive somewhere else even if you just want a loaf of bread.

4

I grew up in a village, so I'm used to knowing my neighbours. It's weird living here. **There are two hundred people living in this building**, and I don't know any of them! Most of them don't even say hello when you get into the lift with them. There's no sense of community. That's why I don't like it. When I was a boy, we didn't even lock our front door. Now I'm nervous every time I open it.

5

I love the peace and quiet. Before I moved here, I was so stressed the whole time – I never stopped to listen to the birds, or look at the horizon. But now I do. **It's a slower pace of life**, and that suits me really well. **The air is cleaner, too** – fewer busy roads means less pollution.

- 2 Ask students to compare answers in pairs, using a dictionary if necessary.

Key

a view	e facilities
b right	f community
c scenery	g quiet
d isolated	

- 3 Encourage students to compare the photos as in Speaking Part 2. The first two points in the **how to do it** box on page 123 may be useful. Check that they understand all the adjectives provided, and which are normally used for the city and which for the countryside, and ask them to add others of their own.

- 4 Remind students to use a range of the liking and disliking expressions in the listening activity, and not just to say *I like* and *I don't like*.

Reading p22

- 1 Check that students understand *herd*, *roots*, *herbivore*, *palms*, *shepherd* before answering.

Key

a all of them	d antelope (and possibly monkey, though some may eat meat)
b antelope	e monkey
c monkey	f dog

- 2 Tell students that they need to scan the text to find this information. The exercise is harder than it looks, especially because the children's ages at the time they were found are not always given directly, but sometimes need to be inferred (see Key). This highlights the importance of reading each question carefully in the exam.

Key

a

- A in a forest in Uganda
- B the Spanish Sahara
- C the North Cachar Hills in India
- D in a cardboard box in a forest in Romania

b

- A five or six: he was found in 1991 and was three years older than when he was *last seen in 1988 at the age of two or three*. (l. 9–10)
- B about 10 (l. 21)
- C five: *At that time* means in 1912 when he was found, when he was a *five-year-old* (l. 38)
- D about seven: he was *lost three years earlier at the age of four*. (l. 57–58). (Also check that they've understood that *actual age* (l. 53) means 'real age'.)

- 3 Adding headings may help students to remember in which paragraph they have read key information. The most obvious way to label the four sections is probably by the relevant animal, i.e.

- A monkey boy
- B gazelle boy
- C leopard boy
- D dog boy

Key

- 1 B *he reached a speed of 50 kph* (l. 27–28)
- 2 D *he was reunited with his mother, who lived in a remote village* (l. 59–61)
- 3 B *the boy ... walked on all fours, only standing occasionally*. (l. 21–22)
- 4 C *his toes were bent upright almost at right angles to his feet*. (l. 40–41)
- 5 D *He ... didn't recognize fruit*. (l. 53–54)
- 6 B *the gazelle boy was never taken away from his wild companions*. (l. 30–32)
- 7 C *he bit and fought with everyone* (l. 41–42)
- 8 A *monkeys ... taught him ... to search for roots and nuts* (l. 11–13)
- 9 C *the boy was stolen from his parents by a leopardess* (l. 35–36)

- 10 A *When left with a group of monkeys he avoids eye contact and approaches them from the side with open palms, just as monkeys do*. (l. 14–16)

- 4 See if students are able to match any of the phrasal verbs before they refer back to the text. They can then use the context provided in the text to confirm their answers.

Key

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

- 5 Get students to prepare in pairs, making notes under each of the headings. Then have a whole-class discussion.

Encourage students to use appropriate verb structures as part of the discussion, e.g.

They would/might find it hard to eat normal food.

They will have missed a lot of education.

They won't be able to make friends easily.

Vocabulary p24

- 1 Students can discuss the photos in pairs or as a class. If they do this in pairs, get them to make a note of any vocabulary they have problems with, and review it with the rest of the class.

- 2 Students may know the difference between the words but find it difficult to explain in English. If you have a monolingual class, you could allow them to try to explain the difference in their own language before they refer to their dictionary.

Key

- a *valley* (the only one which is a lower area of ground, not a raised area)
A *mountain* is taller and often rockier than a *hill*. A *dune* is a hill of sand.
- b *desert* (the only one which is not a body of water – a desert is a large, inhospitable area without much vegetation)
A *lake* is larger than a *pond*. *Ponds* are often man-made and found in gardens and parks, whereas lakes are usually natural. A *lagoon* is an area of the sea which is separated by a long, thin piece of land or a coral reef, forming a kind of lake.
- c *field* (the only one which is not an area of trees – a field is a cultivated area of grass or crops)
A *forest* covers a larger area than a *wood*. A *jungle* contains very dense vegetation and is

usually found near the equator in regions with a very wet climate.

- d *plain* (the only one not related to the sea or water – a plain is a large, flat area of land)
A *beach* is a thin strip of sandy or stony land bordering the sea. *Shore* is another word for beach, but can also refer to the land around the edge of a lake or other large body of water. *Coast* is a more general term for the area of land near the sea.
- e *waterfall* (the only one not related to vegetation – a waterfall is a steep drop in the level of a river or stream)
A *bush* is a plant with woody branches and leaves, but unlike a *tree*, it has no trunk. A *hedge* is a border or fence created by planting bushes close together in a line.

3 Suggested answers

- 1 mountain, beach, shore, coast, bush
- 2 plain, tree
- 3 dune, desert
- 4 valley, hill, field, wood, hedge

- 4 Give students a few moments to discuss in pairs before whole class feedback.

Grammar p25

1 Key

Imagine finding
hope to be rescued
risk getting
spend time searching
postpone worrying
managed to find or build a shelter
keep reading

- 2 Show students how they can use their dictionary to find out whether a verb is followed by an infinitive, an *-ing* form or both and explain that they should note which whenever they learn a new verb.

Key

Group A imagine, risk, spend time, postpone, keep
Group B hope, manage

3 Key

- 1 making
- 2 enlarging
- 3 to be
- 4 to build (Explain that the verb *stop* can be followed by both forms, but that each has a

different meaning. *Stop to build* means 'stop moving and build your shelter'. *Stop building* would mean 'don't build your shelter any more'.)

- 5 to find
- 6 walking (Explain that *try walking* is used for suggestions, and means 'One thing you could do is ...'. *Try to walk* would mean that the writer thought that walking would be difficult for some reason.)
- 7 drinking
- 8 eating (Make sure that they understand *If you can't face ...* meaning 'to be unable or unwilling to deal with something unpleasant'.)
- 9 to approach
- 10 looking (Check that they know that *give up* means 'abandon' here.)
- 11 eating
- 12 doing

- 4 Point out that both a and b forms are possible, but that the meaning is different. You can demonstrate this by showing an alternative context for the option they don't select. e.g. question 3: *He tried to open the window. But it was completely stuck.*

Key

1 b 2 a 3 b 4 a

5 Possible answers

- a ... **to study** at university./... **seeing** my old friends.
- b ... **to let** other people pass./... **ignoring** me.
- c ... **to give up** smoking./**cycling** to college instead of driving.
- d ... **to send** my mother a card on her birthday./... **going** on a plane for the first time.

Listening p26

- 1 Tell students to speed read the text and explain the meaning in a single sentence.

Suggested answer

Wilderness therapy is a way of helping young people who have problems, by sending them on a survival course in a remote area.

- 2 Tell students to justify their answers by referring to specific phrases. For example, Rachael's experience: *Rachael feels like a completely different person now and Helen, Rachael's mum, is even more positive.* Ed's experience was less positive; this comes at the end: *For Ed, the RedCliff has not been such a success story ... its benefits were short-lived.*

Key

Rachael

Audio script 5

Presenter Some people call it 'Brat Camp' – because many of the young people who go there have, at some time or other, **been in trouble with the law**. All of them have personal or social problems which RedCliff Ascent in Utah, USA, aims to resolve through what is known as 'Wilderness therapy'. Many of the teenagers who attend the programmes at RedCliff **were out of control – and their parents were out of ideas**. One teenage boy who recently completed the programme was described as 'abusive, arrogant, foul-mouthed and ill-disciplined' – and that was by his mother. So, how successful has the camp been for the teenagers who attend? Rachael was happy at school with lots of friends and **was very good at long-distance running**. She was even enjoying being in the police cadets. But everything seemed to change when she became a Goth. She was told to leave the cadets for failing to remove the 18 earrings, nose rings and other piercings she wore, and she began staying out all night, never letting her mum know where she was. Immediately after her time at RedCliff Ascent, Rachael returned to England and decided she wanted to rejoin the police cadets and **plan a career working with animals** in the Royal Military Police. One year after the camp, Rachael is studying for a course in animal management in a top North London college. **Things are still good between Rachael and her mum**. Rachael feels like a completely different person now and Helen, Rachael's mum, is even more positive. She says that there's a glow to her face and that **she looks really beautiful**.

Another teenager who was sent to RedCliff is Ed. The situation for Ed and his family was terrible. Ed has an older brother and sister. He has always argued with them and has stolen from them both, as well as stealing a laptop computer from his mother, Jane. On two occasions he had to be found and brought home by the police. To stop his family falling apart **he had to move out and find a new home**. Ed's mother, Jane, did not know what she could do to help him. He could be really lovely to his brother and sister and then walk out with their CDs and mobile phones. **However much money his mum makes available to him, however much his clothes allowance is, it's never going to be enough**. For Ed, the RedCliff experience has not been such a success story. He attended the programme there, but its benefits were short-lived. He went back to his old ways more or less as soon as he got back to England. The camp made some difference at first, but **Ed started stealing again after just two weeks at home**. He has low self-esteem and he has made a poor choice of friends. But despite these setbacks, Ed has not given up hope. Recently, he went back to the camp in Utah for a further course of therapy. **His mother hopes that this time it will prove more successful**. In many ways, she regards it as Ed's last chance.

- 3 The phrases in bold in the audio script show where the answers can be located.

Key

- | | |
|-----------|---------------|
| 1 law | 6 beautiful |
| 2 control | 7 home |
| 3 running | 8 money |
| 4 animals | 9 stealing |
| 5 mother | 10 successful |

- 4 Encourage students to use vocabulary and structures from this section in their discussion. Focus on key expressions such as *it helps them to...* ; *they learn how to...* ; *it stops them from...* -ing, which you can also use to revise the topic of infinitive and -ing structures after verbs that is covered in the Grammar section of this unit.

Speaking p27

- 1 Ask students to look ahead to the **how to do it** box for describing photos on page 123.

Check that they understand the more difficult expressions used in the sentences, e.g. *a remote landscape, dense vegetation, snow-capped mountains*.

Key

- a photo 2 (and probably 1)
- b photo 2
- c photo 1
- d photo 2
- e photo 2
- f photo 2

Optional activity

Find out if students have visited places with similar landscapes or can suggest countries where such landscapes might be found.

- 2 Check that students understand *in single file* and *side by side*.

Suggested answers

- a The people in photo 1 are walking through the jungle.
- b The people in photo 2 are in the middle of a mountain range.
- c The people in photo 2 are (travelling) on/riding mountain bikes.
- d The people in photo 1 are exploring on foot.
- e The people in photo 1 are walking in single file.

- f The people in photo 2 are cycling side by side.
- g None of the people are wearing long-sleeved jackets.
- h The people in photo 1 are wearing short-sleeved T-shirts.
- i The people in photo 2 are surrounded by spectacular scenery.
- j The people in photo 1 are surrounded by dense vegetation.

3 Suggested answers

Speaker 1 is talking about photo 2. Key words could include: *steep, drop, heights*.

Speaker 2 is talking about photo 2. Key words could include: *top, climbing, high*.

Speaker 3 is talking about photo 1. Key words could include: *gloomy, branches, leaves*.

Speaker 4 is talking about photo 2. Key words could include: *excited, mountain range, Himalayas, top, spectacular, views*.

Speaker 5 is talking about photo 1. Key words could include: *humid, jungle, insect*.

Audio script 6

Speaker 1

I think the people could be feeling quite nervous, because it looks as though they're really near the edge. It's probably a very steep drop. Personally, I would be terrified in their situation, because I've got a phobia about heights.

Speaker 2

I imagine that they might be feeling quite tired. It looks as if they've reached the top, more or less, so we can assume that they've already covered a lot of distance. At the same time, they must be feeling really pleased with themselves for having reached the top. I love that sense of achievement you get from climbing up really high.

Speaker 3

It looks as if they're quite bored. They aren't looking around, just at the person in front. That's because they can't see very much. It's very gloomy, and there are too many branches and leaves in the way. I don't think I'd enjoy this kind of trek. I hate the idea of not being able to see very far ahead!

Speaker 4

They must be feeling excited. It looks like a huge mountain range – possibly the Himalayas – so they must feel as though they're on top of the world! I'd imagine the air to be really fresh and clean. I'd feel really excited in that situation. I've always loved mountains and spectacular views.

Speaker 5

They're probably feeling a bit hot and sweaty, because it's usually very humid in the jungle. I expect they're itching from all the insect bites too! I would hate being in that kind of climate. I'd feel as though I couldn't breathe.

- 4 When they have finished, focus on examples of hypothesizing language, e.g. *I think the people could be ...; ... it looks as though ...; It's probably ...*, etc. (This is something students need to be able to do in Speaking Part 2, where they will get credit for speculating about the photos.)

Also, point out the use of *would* by the speaker: *Personally, I would be ...; I don't think I'd enjoy ...*. Finally, when checking the answer for g, you could mention that when *must* is used in hypothesizing, it's normally stressed in speech: (They **must** be feeling exhilarated.)

Key

- | | |
|-------------|------------|
| a nervous | e if |
| b terrified | f idea |
| c imagine | g must |
| d sense | h probably |

- 5 Students can discuss the exam task in pairs or small groups. Ask them to take turns in asking and answering the question. You could write the following questions on the board to help them:

Which holiday do you think is more challenging?

Why?

Which holiday would you enjoy more? Why?

Use of English p28

- 1 Draw students' attention to the **tip** box before beginning the activity. Encourage them to try to answer all the questions before they look at their dictionaries.

Key

- | | |
|---------|---------|
| 1 a to | b on |
| 2 a in | b at |
| 3 a of | b with |
| 4 a for | b of |
| 5 a in | b of |
| 6 a of | b about |

2 Key

- | | |
|------|-------|
| a at | f for |
| b on | g on |
| c in | h at |
| d on | i of |
| e to | |

- 3 Tell students to answer the question using no more than two sentences.

Suggested answer

Wild animals have natural instincts that will develop as they get older, and they may be carrying infectious diseases. This makes them dangerous to keep as pets.

- 4 Tell students there may be more than one possible answer in Part 2 tasks. Also remind them that not all the missing words will be prepositions.

Key

- | | |
|--------|--------|
| 1 on | 5 in |
| 2 with | 6 of |
| 3 for | 7 as |
| 4 at | 8 have |

- 5 The discussion can be done either in pairs or as a class, depending on how much time is available.

Vocabulary p29

- 1 Get students to work in pairs and encourage them to do as much as they can before consulting their dictionaries.

Key

- a birds, sheep
- b cows, elephants
- c cards, dogs
- d bananas, flowers

Optional activity

Tell students to add one or two other nouns to each list, e.g. b *goats, cattle* d *grapes*. Elicit other collective nouns. You could also tell them to use *a set of* for groups of items that need a fixed number to be complete, e.g. *dishes, cutlery, tyres, etc.*

- 2 Point out that, in writing or speaking activities, students can use the expressions in 1–8 (*people who ...* ; *a group of people who ...*) when they don't know – or can't remember – the correct collective noun.

Key

- a 4
- b 1
- c 7 (A *film crew* or *TV crew* are the people working on the productions who are not actors, e.g. lighting and sound engineers, camera operators, etc.)

- d 6
- e 8
- f 5
- g 3
- h 2

3 Key

- | | |
|---------|------------|
| a gangs | e cast |
| b flock | f bunch |
| c herd | g crowd |
| d staff | h audience |

Writing p30

Writing Part 1 is a compulsory essay task. The essay is written for a teacher and should include opinions or ideas on a given subject. The topic will vary but the format is always the same: an essay question, two notes to help students structure their essay and a third note which should be their own idea. They should use a neutral or formal register and a range of functions such as giving examples and expressing opinions.

- 1 Remind students that the essay in Part 1 of the Writing test is a compulsory task. Refer to the two photographs on pages 30 and 31 and ask students in pairs to describe them to each other. Elicit that one shows a busy city scene and the other the countryside.

Key

- a T
- b F Candidates must include all three notes in their essay.
- c F Spelling, punctuation and grammar are all taken into account in Part 1.

- 2 Point out that the model essay answers the essay task in exercise 1. Once they have answered the questions, find out their own opinions on the third note (students' own ideas).

Key

- a freedom to travel (*we should be free to travel anywhere we like in our cars*)
- b The writer believes that cars should not be banned from city centres unless there is a good reason such as air pollution.

3 Key

Expressing opinions: in my *opinion*; to my *mind*; as I *see* it; I *firmly* believe

Making additional points: *furthermore*; not *only* that; it's also *clear* that

4 Depending on the class you could brainstorm their ideas onto the board, or ask students to discuss their ideas in pairs and then feed back to the class.

5 Refer students to the **how to do it** box for guidance on completing the essay task. When they have completed the table, take class feedback.

6 You may wish to set this as a homework task. Make sure students know the word limit, and point out that in the exam they must try to keep their essays within this limit, though a few words shorter or longer will not be penalized. When going through students' essays, check that they have included all three points in the exam task. There is an additional essay-writing task on page 156 of the Student's Book, which could be used for extra practice.

Review p32

1 Key

- a waterfall, valley
- b lagoon, jungle
- c coast, beaches
- d dunes, desert
- e pond, bushes

2 Key

- | | |
|------------|-------------|
| a smoking | e going |
| b relaxing | f eating |
| c to study | g to arrive |
| d seeing | h walking |

3 Key

- | | |
|-----------|-----------|
| a to do | d to move |
| b playing | e to tie |
| c tapping | f talking |

4 Key

- | | |
|---------|------|
| 1 on | 4 at |
| 2 of | 5 on |
| 3 about | |

What's so funny?

3

Lead in p33

1 Key

- a amusing comical funny hilarious humorous hysterical
- b bizarre mysterious funny unusual peculiar odd strange weird

Funny belongs in both groups.

2 Students work in pairs to discuss the questions. Take whole class feedback.

3 Discuss the photos and point out that they are examples of optical illusions (deliberately misleading photos that at first appear to show something different).

Reading p34

1 Encourage students to describe the photos and to speculate about the abilities the two men have. Compare answers as a class before students check their ideas in exercise 2.

2 Mr Magnet (Liew Thow Lin), shown on page 34, can 'stick' metal objects to his skin. Monsieur Mangetout (Michel Lotito), shown on page 35, can eat objects made from metal, glass, rubber, and plastic. Hai Ngoc hasn't slept since 1973. Ben Underwood was blind but could find his way around using a form of sonar.

3 Key

- 1 G The sentence explains what Mr Lin does as an entertainer. The words *now* and *recently* also show a connection. The sentence after the gap gives more information about what he did.
- 2 D The word *curious* relates back to the magazine article which he read, and which made him try sticking the metal objects to himself.
- 3 E The phrase *on the contrary* shows a contrast with the evil plans of Gustav Graves; Hai Ngoc uses his time positively and an example of this is given after the gap.

- 4 B The phrase *In fact* shows a contrast between the idea that his health may be damaged and the fact that he is physically strong. This also contrasts with *however* after the gap.
- 5 A *The answer* refers to the question before the gap. The sentence after the gap explains how Ben used sound to navigate.
- 6 F *However* and *sixteen* show a contrast with *when he was a child*.

4 Key

See the references in the key to exercise 3.

5 In pairs, students discuss the special abilities mentioned in the text and categorize them. Take class feedback.

6 Give students a few minutes to think about their chosen superpower before sharing their ideas with the rest of the class.

Vocabulary p36

1 Ask students to answer as many as they can, then check their answers in pairs.

Key

- | | |
|------------|-------------|
| a gorgeous | g astounded |
| b hideous | h hilarious |
| c filthy | i furious |
| d spotless | j exhausted |
| e boiling | k ancient |
| f freezing | l starving |

2 You could show students how to use a thesaurus to find lists of words with similar meanings. Explain that some of these synonyms are less commonly used than others and that they should try to learn them in context.

Suggested answers

- a huge, enormous, massive, giant, vast, gigantic, mammoth
- b tiny, minute, miniature, microscopic
- c great, fantastic, fabulous, amazing, excellent, incredible, wonderful, superb, super, brilliant
- d awful, terrible, dreadful, appalling

- 3 Explain that this activity depends on recognizing two kinds of adverbs or adjectives. One group (*totally, completely, absolutely, utterly*) is used when you want to say that something is **totally** the way you're describing it. The other group (*extremely, rather, quite, a bit*) is used when you want to describe **how much** something is the way you're describing it.

Spotless means 'as clean as you can get'. So a cooker can't be *a bit spotless* or *very spotless*. On the other hand, a train can't be *completely, utterly, or totally late*; instead, you need to say **how** late it was.

Key

- | | |
|--------------|---------|
| a totally | d quite |
| b extremely | e very |
| c absolutely | |

Grammar p36

1 Key

- I've been doing* (incomplete action)
- hadn't arrived* (an event which took place before another event in the past)
- I've had* (an experience at a non-specific time in the past)
- found* (a short action which interrupts a longer action)
- had been running* (explaining a situation in the past)
- ridden* (used after 'Have you ever ...?' to refer to an experience at a non-specific time in the past)
- had closed* (used after 'When...', 'By the time ...', etc. to refer to an event which took place before another event in the past)
- wasn't wearing* (to describe a scene in the past)

- 2 Explain to students that some verbs are not used with continuous tenses and then refer them to the list of non-continuous verbs in the Grammar Reference (see p.164).

Key

- I've never *believed* in Santa Claus.
- I've *asked* him three times ...
- Rita and Ahmed *arrived* two minutes ago.
- ... the fire *had been burning* for over an hour.
- How long *have you been studying* Chinese?
- ... the thieves *left* the country ...
- How often *have you travelled* by plane?
- ... my uncle *arrived* last night.

- 3 Check answers with the whole class. Write the students' different answers to the same question on the board, pointing out how more than one tense can sometimes be appropriate.

Possible answers

- ... I'd like to try.
- ... she had been swimming.
- ... it started raining.
- ... it had closed.
- ... have been working ...
- ... has been on holiday ...
- ... got into the car.
- ... was still wide awake.

4 Key

- had gone
- was sitting
- had been crying
- 've been waiting
- 've phoned
- hasn't come
- offered
- accepted
- were walking (*walked* is equally acceptable)
- touched
- 've been thinking
- 've met

- 5 Tell students you will be giving credit for good use of vocabulary, spelling, punctuation, etc. as well as for correct use of tenses. When you have marked the stories, go through some of them in class as a way of revising this topic. You could also offer a prize for the most original/entertaining story.

Listening p38

- 1 This exercise is intended to encourage students to read the exam task carefully, and to think about the situations they are going to hear. Trying to predict the type of vocabulary they might hear for each one is good preparation for the task, especially as the situations are unconnected. Do not go through answers at this point, as students will check their answers in exercise 2.

2 Key

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

Audio script 7

1 It started on 30th January 1962 when three girls in a boarding school in Tanzania began laughing – and couldn't stop. The symptom spread to other students, although apparently the teachers were not affected. Eventually, the school had to close and the students went home. But that wasn't the end of it. **The epidemic spread to one of the villages that the girls went home to – and from there, to other schools and villages in the region.** People affected by the epidemic suffered from frequent attacks of laughter which made them unable to work or study.

2 For a start, I asked for a room with a sea view. This one overlooks the street. But I could live with that if the room itself wasn't such a disaster. The TV doesn't work. The alarm clock is broken too. Not that I could sleep, of course – not in that **hard, lumpy old bed**. I even tried the armchair instead, but that was no better. You know, **I wouldn't have cared about the TV or the clock – if only I'd been able to sleep!**

3 **Interviewer** Steve. How's it going in there?
Steve Fine. I've been training for months, but nothing can prepare you for the real thing.

Interviewer How do you train for something like this?
Steve Well, a lot of it's mental. Spending hours in such a small space can do strange things to your mind!

Interviewer So how do you prevent that?

Steve I've been learning to meditate – and trying to relax.

Interviewer It must be hard to relax with 200 snakes in the box.

Steve It doesn't help! But **I'm not giving up now.**

Interviewer You've got 24 hours to go. Can you make it?

Steve I'm sure I can.

4

Yes, I heard you lost your job, Martin. I was sorry to hear that. Really sorry. But you're still young. What, thirty-one? You've got good qualifications and excellent people skills. **I'm sure you won't have any problem finding something else.** And anyway, you didn't like your job, did you? Hang on – look, sorry, Martin. I've got a call waiting – I think it's important. Can I call you back later? Actually, why don't I call you this evening? OK – must go. But look, **don't let this get you down, will you?** OK. Bye.

5

Really exciting, it was. Best holiday ever. We travelled most of the way by coach – it took us over 24 hours. We didn't stop for the night, just slept in our seats. That wasn't very comfortable! Then it was an exhausting three-day walk through the heat of the jungle. We all had backpacks with tents in them – spent two nights sleeping in the jungle! **It was terrifying** – all those weird noises at night. **But fascinating too.** And **waking up in the jungle is amazing ...**

6

The most important thing is to work out what people really want – because they often don't know. They *think* they know. But they haven't really considered all the angles. For example, **one couple asked me to come up with a new house** for them in the country. We talked about what kind of property they wanted and **I suggested a few ideas for what it could look like.** But as we talked about it, it became clear that they *hated* the countryside! What they should have done is just buy an apartment in central London, not build a house in the middle of nowhere!

7

Jo-Anne Bachorowski of Vanderbilt University asked 97 volunteers to watch various film extracts, and secretly recorded their laughter. She then analyzed the laughter. 'One of the biggest surprises was the variety of sounds,' she says. Laughter can be 'voiced' or song-like, such as giggles and chuckles, or unvoiced, like grunts and snorts. Most of the subjects produced a wide range of laughter types. But **women produce voiced, song-like bursts of laughter more often than men,** Bachorowski found, while **men are more likely to grunt and snort.**

8

Newsreader In other news today, **a man has been arrested after climbing over the wall into the garden of 10 Downing Street.** Although the Prime Minister was not at the residence at the time, the incident is still being regarded as a serious breach of security. The arrested man has been named as Robert Winchester, an unemployed construction worker from Hackney, in London. Mr Winchester was slightly injured during the arrest and is being treated in hospital, said a police spokesman.

- 3 The phrases in bold in the audio script show where the answers can be located.

Key

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

Speaking p39

1 Key

Photo A is an entertainer/performer who eats lightbulbs, and probably other objects, and may do other tricks. Photo B is a model walking on the catwalk at a fashion show. Photo C is a photography exhibition.

2 Key

The photos are mentioned in this order: photo C photography exhibition 'Photo Dreams'; photo B fashion show; photo A novelty act. They also mention a contemporary dance performance called 'The Impossibility of Being' and an art exhibition showing sculpture made from rubbish. They decide to go to the talent show featuring novelty acts.

Audio script 8

Man Do you fancy going to see something in town?

Woman Sure! Great idea! What's on?

Man I've got the paper here. I'll have a look. There's a contemporary dance performance called 'The Impossibility of Being'. I love dance, don't you? Especially modern dance.

Woman I don't find modern dance very interesting. I never have.

Man Oh, OK. Well, let's forget that then. I know. What about this – 'Photo Dreams'. It's an exhibition of weird and unusual photos. I read a review of it in a magazine. It's supposed to be brilliant. Shall we go and see that?

Woman I'm not really into photography. Is there anything else on?

Man Sure. There's an art exhibition.

Woman What kind of art?

Man It's modern sculpture – really clever. It's all made out of rubbish.

Woman Oh, right. Modern sculpture isn't my favourite kind of art. In fact, I really don't like sculpture at all.

Man No problem. There are lots of other things on. For example, there are a few tickets available for the final day of fashion week. Do you like fashion shows?

Woman To be honest, most modern fashion just makes me laugh!

Man Fine. Let's forget that, then. How about a talent show?

Woman I'm not sure. Pop music isn't really my thing.

Man It isn't just pop music. There are comedians, dancers – and novelty acts. Like this guy in the photo who eats light bulbs and keys and things like that.

Woman I'm not a big fan of novelty acts. But I suppose I could give it a go ...

Man Great! Well, why don't we go to that? I'll phone up and see if they've got any tickets left.

Woman All right.

3 Key

Phrases h, f, d, e and b are heard, in that order.

4 Key

- a find
- b supposed
- c into
- d fact
- e honest
- f thing
- g big

5 Refer students to the **how to do it** box which gives advice on Speaking Parts 3 and 4. Then direct them to the diagram and point out that the words around the central question are prompts to help them answer the question. In pairs, students should discuss the question before class feedback. Encourage them to use some of the expressions from exercises 3 and 4.

6 Still in their pairs, students discuss the questions which are an extension of those in exercise 5. Take whole class feedback.

Use of English p40

1 Students can discuss this in pairs or as a whole class. Allow about five minutes.

2 Check that students understand the term *sibling* (= a brother or sister). The answer to the question can be found in the first sentence of the report, but students should read the whole text to check their answer.

Key

c

3 Remind students that clues to the answers might be before or after the gap.

Key

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

6 D *findings* = 'the things you find out' (from a scientific study).

7 A

8 B *tends to* = 'is likely to'

Optional activity

You could follow this up with a brief discussion (based on students' personal experience) of what it's like being an only/youngest/oldest/middle child, and how this has affected them.

Vocabulary p41

- 1 If students are having difficulty, refer them to exercise 2 as the meanings may help.

Key

- a up with
- b down
- c up
- d down to
- e down
- f up
- g up
- h up to

- 2 Explain that the alternative words are correct, but normally sound more formal than the phrasal verbs. (An exception is c, where *accommodate* sounds unnaturally formal in this context and the normal choice would be *put me up* (as here) or *give me a room*, *let me stay*, etc.)

Key

- a I must find a new apartment. I can't *tolerate* my noisy neighbours any longer!
- b It's not surprising she lacks confidence. Her older siblings are always *humiliating* her.
- c I couldn't find a hotel room, so my friend agreed to *accommodate* me for the night.
- d He was finding it difficult to sleep at night. At first, he *explained* this as being the result of stress.
- e Armed rebels tried to overthrow the government, but the army soon *suppressed* the revolt.
- f I need several thousand euros to pay for a year abroad before university. Fortunately, my parents have agreed to *provide* half the amount.
- g Because of a shortage of oil and gas, energy companies have *increased* their prices.
- h He admitted vandalizing the bus stop, but claimed his friends had *persuaded* him to do it.

- 3 You could use this activity to anticipate some of the phrasal verbs covered in exercise 4.

4 Key

- | | |
|----------|-------------|
| a in | e through |
| b across | f forward |
| c out | g away/back |
| d on | h off |

Writing p42

Writing an article is one of the optional tasks in Part 2. Students are given some information in the form of a short advertisement in an English-language publication, asking for articles on a given topic such as a famous person or how to improve the environment. They should write about the topic in an interesting and engaging way and give their personal opinion using an appropriate style, which could be formal or informal according to the topic but should be consistent throughout. They should use a range of functions such as expressing opinions, explaining and describing people or places.

- 1 Ask students to decide whether the article is formal or informal and to find words or expressions in the article to support their answer.

Key

informal
words and idiomatic language: *bumped into*; *loads of*; *You should have seen*; *goodness knows how ...*
use of contracted forms: *He's always telling jokes*; *there's never a dull moment*; *He's like a big kid*; *that's what makes him such good company!*

- 2 Refer students to the **how to do it** box and elicit how many of the pieces of advice the writer has used.

Key

Yes, all of it.

3 Key

- a bumped into
- b loads of
- c around
- d kid

- 4 Remind students of the task in exercise 1 and ask them to plan their article using the chart. These notes will form the first three paragraphs of their article.

- 5** Students now write their article using the notes they made in exercise 4. Remind them that they should decide whether the article is formal or informal and use appropriate language. They should also include a comment in the last paragraph to summarize what they have written in the first three paragraphs.

In feedback, check that students have followed the advice in the **how to do it** box. There is an additional article-writing task on page 160 of the Student's Book which could be used for extra practice.

Review p44

1 Suggested answers

very dirty = filthy
very clean = spotless
very tired = exhausted
very surprised = amazed
very attractive = gorgeous
very hungry = starving
very bad = dreadful
very small = tiny

2 Key

- 1 b
- 2 a
- 3 a
- 4 b
- 5 b

3 Key

- a put me off
- b putting me down
- c put up
- d Put away
- e put across
- f putting it on
- g put in
- h put you up

4 Key

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

Inspired

4

Lead in p45

- 1 This can be a whole-class discussion. Pre-teach or elicit some relevant adjectives, e.g. *talented, energetic, creative, physically fit*, etc. as well as some of the specific language in the Suggested answers below. Elicit or explain the difference between *talent* (which you are born with) and *skill* (which you can learn and develop).

Suggested answers

Singer-songwriter:

- a ability to play musical instruments and read music, a good voice, artistic creativity and imagination
- b listening to music, artistic talent
- c learning to sing and play a musical instrument, practising and rehearsing, trying out lots of ideas for songs

Author:

- a ability to express themselves clearly, possibly to write imaginatively, use language well and accurately
- b reading other books and sources of information, talking to people, travelling, news stories
- c probably many hours a day of writing over many months, re-reading, checking and improving what they have written

Inventor/scientist:

- a academic ability, especially in maths and science, ability to visualize objects in three dimensions, imagination
- b frustration at not having the right tool for a particular job, the example of other great inventors
- c probably years of academic study, lots of trial and error

Film director:

- a artistic creativity and imagination, visual ability, leadership and motivational skills, ability to work in a team
- b watching films, artistic talent
- c long days spent filming short scenes, having to organize lots of other people

- 2 Students can discuss this in pairs and then report back to the class. See which are the most popular choices for each category.

3 Possible answers

artist, designer, composer, musician, conductor, writer (e.g. poet, novelist), journalist, photographer, publisher, etc.

Reading p46

- 1 Find out what students know, if anything, about the two musicians pictured, before they skim read the article.

Background

Fyfe Dangerfield is a British singer-songwriter and founder of the indie rock group Guillemots. He also has a solo career and writes in different musical genres including orchestral and choral music.

Martha Wainwright is a Canadian-American singer-songwriter who comes from a musical family including her father, Loudon Wainwright III, her mother, Kate McGarrigle, and her brother Rufus. She performs folk rock music.

Key

- a Fyfe Dangerfield: *when it comes to recording or mixing, you do need to be your own critic and editor* (l. 23–24)
 - b Martha Wainwright: *every so often I see someone who inspires me to try something different. That happened recently with Sufjan Stevens.* (l. 45–48)
 - c Martha Wainwright: *my songs are defined by a sense of loneliness, of isolation, that I probably get from spending a lot of time on my own* (l. 33–35)
 - d Fyfe Dangerfield: *the sheer number of distractions: mobiles, email, Twitter, YouTube* (l. 8–9)
- 2 Check that students understand *state of mind, snatches of lyrics, short spurts*. Then ask them to read the article in detail to find the sentence that fits each gap.

Key

- 1 E The sentence before the gap refers to *distractions* and the gapped sentence explains what Dangerfield has to do to avoid being distracted.
- 2 B *That* in the gapped sentence refers to *being inspired* in the previous sentence, and the process of inspiration he describes links forward to *generally, it's not like that* in the following sentence.
- 3 G The expression *feeling down* links with being *miserable*, and the sentence after the gap builds on the idea that it's important to keep writing *however you're feeling*.
- 4 A The gapped sentence gives examples of *domestic chores* and *everyday things*.
- 5 F The gapped sentence describes what she does after the *short spurts* of time.
- 6 C *Now* in the gapped sentence links with *When I first moved to New York* before the gap, and the following sentence explains why she finds it *frustrating* to watch *other musicians*.

Sentence D is not needed.

3 Key

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

- 4 Explain to students that in a **separable** phrasal verb, the object can go either between the verb and the particle or after the particle, e.g. *She tore the letter up* **OR** *She tore up the letter*.) Phrasal verbs where you can't do this are called **inseparable** (e.g. *I ran into Joe yesterday* but not ~~*I ran Joe into yesterday*~~.)

Key

By the use of this symbol between the object and the particle: ↔

5 Key

pick up (separable), turn into (inseparable), shut down (separable), think up (separable), start off (separable)

Vocabulary p48

- 1 Ask students to answer individually, then compare answers as a class. Encourage them to include locally produced films as well. There might be some interesting discussion if they can't agree which category a specific film falls into.
- 2 Point out that *neutral* adjectives simply describe a quality of the film without saying whether it is good or bad. When students have finished, discuss those adjectives that are neutral. e.g. some students may feel that *scary* is a positive quality, while others may feel that *violent* is negative.

Key

- a funny, gripping, powerful
 - b boring, slow, terrible
 - c moving, scary, serious, violent
- 3 If you have limited time, choose two or three of the film types and have a class discussion.
 - 4 Ask each pair to report back on any disagreements. Get them to note down relevant vocabulary not included in exercise 2.

Grammar p48

1 Key

- a past continuous/past simple *had dinner*
- b present continuous/present simple *tastes*
- c past continuous/past simple *was rising*
- d present continuous/present simple *are playing*
- e present perfect continuous/
present perfect simple *Have you been sitting*
- f present perfect continuous/
present perfect simple *has played*
- g future continuous/will future *'ll be sitting*
- h present continuous/present simple *don't believe*
- i present perfect continuous/
present perfect simple *'ve been walking*
- j future continuous/will future *'ll regret*
- k present simple/present continuous *'m always leaving*

2 Key

- a you have
- b I remember, stood (as a result of the shop burning down)
- c I remember
- d I don't understand
- e The good sleep, the bad seem

Optional activity

Ask students to find other quotations of their own, either by looking at a dictionary of quotations or by translating well-known quotations or sayings from their own language. They should identify the use of simple and continuous forms in the examples.

- 3 Tell students that the best way to explain the meaning is to give a synonym.

Key

- a *see* means 'understand' in the first sentence and 'have a relationship with' in the second.
- b *think* means 'have an opinion' in the first sentence and 'intend/have a plan' in the second.
- c *feel* means 'think/have an opinion' in the first sentence and 'experience an emotion' in the second.
- d *have* means 'be a parent' in the first sentence and 'give birth to' in the second.

4 Key

- 1 've been sitting
- 2 are (you) doing/have (you) been doing
- 3 are always doing
- 4 enjoy
- 5 'll finish/'ll have finished
- 6 let
- 7 've never liked
- 8 'm thinking
- 9 'm having/'ve been having
- 10 means
- 11 doesn't fit
- 12 know
- 13 bites
- 14 've done

5 Suggested answers

- a What *are you doing* this evening?
- b How long *have you been learning* English?
- c What *do you usually do* on Saturday evenings?
- d Where *do you think you'll be/you'll be living* in ten years' time?
- e What *were you doing/did you do/had you been doing* when the teacher came into the room?

Listening p50

- 1 The phrases in bold in the audio script show where the answers can be located.

Key

B

Audio script 9

- A Right, how many places have we been to in the hospital?
- B Let's think. When we left the ward, I still had my bag. **So the first place was ... I know ... we waited beside the lifts for a while, didn't we?** The lift took ages to arrive.
- A Then we went to the cafeteria. Did you have it then?
- B Yes, I paid for the coffees. Then we went to the chemist's.
- A And you still had it?
- B Not sure. I've only just realized it's missing ...
- A Hang on. I paid for the coffees! And I don't remember seeing your bag then.
- B Really? **Let's go back to the first place**, then ...

- 2 The phrases in bold in the audio script show where the answers can be located.

Key

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

Audio script 10

- 1
- Emma** Luke, I don't get this. Can you explain?
- Luke** Yes, look. Just move that equation over to this side, then the numbers come out equally.
- Emma** Oh, why don't I understand numbers?
- Luke** Well, everybody's different, Emma. I can't draw like you can, for example.
- Emma** But art's different. I just wish I were better at maths. It's not that I don't want to do it. I really concentrate when Miss Phipps is talking, but **after ten minutes I just don't follow any more. I'm not sure that Miss Phipps understands people who don't understand maths.**
- Luke** Well, after the exam you don't have to do maths any more.
- Emma** That doesn't help me now!
- 2
- Gerard Sullivan isn't your average scientist. Not for him the confines of a laboratory where he can study quietly with his microscope. Instead, he's a microbiologist who is fascinated by what can survive in extreme conditions. He's been in the Atacama desert, the driest place on earth, and in Antarctica, the coldest place, in search of the tiny microbes that survive in these inhospitable temperatures. They not only give us information about our amazing natural world, but also **vital clues about how life started on Earth billions of years ago.**

3

A Sally! I'm stuck. I can't do this one. And I need it to **help me with this one across**. I'm nearly finished, but ...

B OK, what's the clue? Oh, that's tricky.

A Have you any idea? I don't know why I do these things. They're supposed to be good for the brain. They end up giving me a headache.

B You love them, really! Oh, wait a minute ... isn't it 'housework'?

A Well, that's what I thought, but then **five down doesn't fit any more**.

B I see what you mean.

A Oh I need a break.

4

Ladies and gentlemen, welcome. I hope that you have managed to pack some inspiration along with your brushes! If not, don't worry. We are here to inspire you! Ladies and gentlemen, think about how a child paints. Imagine a very young boy or girl with a piece of paper, a big brush and bright colours. **See how they take delight** in mixing new colours, applying the paint, experimenting with shape and design. **See how fearless they are**. They are totally absorbed in the process of painting, not the result. **It is the fun of the creative process that is the important thing**. This is our aim for these classes.

5

I wrote this song when I was seventeen. It's called 'Behind my back'. It's a bit embarrassing but I wrote it after my girlfriend secretly went out with my mate. When I found out, I was so hurt. I really loved her. And with my best friend! I couldn't understand why they would do that! **I couldn't forgive them. I confronted them and told them how I felt. They said that they didn't want to hurt my feelings, but that just made things worse. It was those feelings that prompted me to write the song**. Embarrassing, as I say, but I well remember how I felt then!

6

I love my job, though it's hard work and there's no money in it – unless you get a contract to supply the Queen! I have a small herd of sheep, and another of goats. My neighbour has a herd of cows, so **the raw materials aren't a problem**. Very little has changed over the centuries. We follow traditional recipes with the same ingredients. We only sell to independent shops. We don't supply any of the major supermarkets as they pay so little – **as little as 50p for a 100 gram packet of our leading brand. It costs us more than that to make it in the first place!**

7

A What are we going to get Dad?

B I don't know. He only likes taking the dog for a walk. Hey, walking boots?!

A A bit expensive. ... **Didn't he use to like reading about Antarctica?**

B Hasn't he got everything on the subject that was ever written?

A Oh, surely not. Or maybe there's a good DVD about it?

B Yes! A nature film! But which one?

A I wouldn't know how to choose ... Oh dear, what about those boots, after all?

B **Let's go with your original idea**. We can find something good, I'm sure. I'll look on the Internet, then **we can check his shelves**.

8

I took up the guitar when I was 40 and I've made pretty good progress. I played the violin as a child – from the age of three – but I didn't progress very fast, mainly I think because I didn't like the teachers, but also because I started too young. I gave up before I was ten. As an adult I'm much more motivated, but there's a limit to the level adults can reach. There's no way I could ever be a professional musician, however much I practised. **If you start lessons when you're about eight or nine you have every chance of becoming a fantastic musician**.

Speaking p51

This section looks at Part 2 of the Speaking test and builds on what students have studied in unit 2.

1 The first exercise introduces students to what the examiner will say in Speaking Part 2.

Key

- 1 False (*I'm going to give each of you two photographs.*)
- 2 True
- 3 True

Audio script 11

Examiner

In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Candidate A, it's your turn first. Here are your photographs. They show people visiting museums. I'd like you to compare the photographs and say why you think the people have chosen to go to these different places.

2 Key

Check that students have identified all the items correctly, and encourage them to refer to a dictionary for any words they do not know.

- 3 Remind students that in Part 2 there are usually two candidates in the room with the examiner. Students now listen to Candidate A talking about one of the photos and answer the questions.

Key

Photo 1

I imagine that ... ; I should think that ...; It's like that ...

Audio script 12

Female candidate

This photo shows a natural history museum. I can see a number of exhibits, such as dinosaur skeletons. The museum is quite crowded. I imagine that the visitors want to learn about the natural world, and are particularly interested in dinosaurs. I should think that a lot of the visitors are families. It's likely that the parents have brought their children to the museum, because many children are fascinated by dinosaurs.

- 4 Point out that students have heard the first part only of Candidate A's answer. They now work with each other, taking the roles of Candidate A and Candidate B, to describe photo 1 and then to compare the two, using the phrases in the box.
- 5 Tell students that in the exam, after both candidates have compared the two photos, the examiner will ask Candidate B a question about them such as the question in exercise 5. Students now work in pairs to discuss which museum they would prefer to visit, and why. Comparatives and superlatives are covered in unit 10 but you may wish to use the opportunity to do some work on comparatives here – see Grammar Reference p. 172.

Use of English p52

- 1 Make sure that students understand that they should match each word or phrase with one of the numbered rules in the Grammar Reference on p. 163. You could do the first with them as an example.

Key

- | | |
|----------------|----------------|
| a 6, 10, 10, 1 | f 4, 6 |
| b 13, 11 | g 8, 8 |
| c 1, 1, 4, 4 | h 9 |
| d 1 | i 12, 8 |
| e 5 | j 10, 1, 4, 10 |

2 Key

- a Leonardo da Vinci
- b Verrochio
- c a helicopter, a calculator, a tank

3 Key

- | | |
|---------|--------|
| 1 a | 5 the |
| 2 the | 6 one |
| 3 As | 7 of |
| 4 whose | 8 such |

4 Key

- a We use *a* to say what Leonardo da Vinci was.
- b No article with some set phrases consisting of a preposition and noun.
- c The use of *the* shows that there was only one Duke of Milan.
- d No article with most countries.
- e We use *the* when there is only one of something, in this case a superlative.
- f We use *the* when there is only one of something.

Vocabulary p53

- 1 Check that students have remembered the significance of the 'separable' phrasal verb symbol ↔ in the dictionary extract on page 47.

Key

- a take sth back – Definition 1 (= 'return')
- b take sb back (= 'allow to come home again')
- c take sth back – Definition 2 (= 'to admit that what you said was wrong')
- d take sb back (to ...) (= 'to make somebody remember something')

- 2 Encourage students to attempt as many answers as possible before they check their dictionaries. Explain that when they do use their dictionaries, they should follow the advice in the **tip** box and scan the definitions for the right context.

Key

- | | |
|-------|---------|
| a in | d apart |
| b off | e up |
| c on | |

3 Key

(a–e in the first column below refer to the pairs of sentences in exercise 2)

- a **take in** g and c
- b **take off** h and b
- c **take on** f and a
- d **take apart** d and e
- e **take up** j and i

Writing p54

Writing a review is one of the optional tasks in Part 2. Students are given some information in the form of a short advertisement in an English-language publication asking for reviews on a given topic such as a film or book. They should describe the topic and give their personal opinion using a semi-formal style which will appeal to readers of the publication who are not known to them personally.

- 1 When pairs have completed their discussion, ask them to report back to the class on their choices.
- 2 Students might disagree on which words are relevant, depending on which films they give as examples. Encourage discussion about this, if you have time.

3 Key

- a Paragraph 3 (the writer only describes what they liked)
 - b Paragraph 4
 - c Paragraph 1
 - d Paragraph 2
- 4 Explain that the present tense is sometimes used by reviewers to separate their description of what happens in the film from their reactions to it.

Key

The present simple

5 Key

- | | |
|----------------|---------------|
| a performances | e stands |
| b set | f short, miss |
| c impressed | g tells |
| d fan, worth | h spectacular |

6 Key

- a e
- b b, g
- c a, c
- d h
- e d, f

Optional activity

Find other examples of authentic film reviews, either in newspapers and magazines or on the Internet, and ask students to identify examples of the language covered in this section. (It might be best to do this **after** students have written their own reviews, in order to prevent them from directly copying the language.)

- 7 Ask students to choose for their review a film that they have seen recently and enjoyed. Go through the advice in the **how to do it** box and remind students of the word limit. When going through answers, check whether they have followed the paragraph structure outlined in the **how to do it** box. There is an additional review-writing task on page 159 of the Student's Book which could be used for extra practice.

Review p56

1 Key

- | | |
|-----------------|------------|
| a light-hearted | c powerful |
| b scary | d gripping |

2 Key

- | | |
|------------------|-------------------|
| a shut down | e think up |
| b hanging around | f ended up |
| c started off | g turn (you) into |
| d pick up | |

3 Key

- | | |
|-------|----------|
| 1 the | 10 – |
| 2 the | 11 – |
| 3 – | 12 – |
| 4 the | 13 – |
| 5 – | 14 a/the |
| 6 a | 15 the |
| 7 the | 16 a |
| 8 a | 17 the |
| 9 a | |

4 Key

- | | |
|---------|---------|
| a in | g on |
| b apart | h off |
| c off | i in |
| d back | j up |
| e on | k apart |
| f back | |

Real or fake?

5

Lead in p57

- 1 Students should be able to do this activity without needing to refer to a dictionary. Show them how grammatical clues can help them to find the right answers, e.g. the gap in number 1 has to be a verb in the infinitive and the one in 5 a past simple verb.

Key

- | | |
|--------------|-----------|
| 1 pretend | 6 tell |
| 2 truthfully | 7 forgery |
| 3 honest | 8 truth |
| 4 own up | 9 lie |
| 5 cheated | |

- 2 Encourage students to answer the questionnaire in complete sentences, rather than just giving yes/no answers. This should be in the form *We would/wouldn't ...*
- 3 Students should continue to work in pairs and write down some sentences in the form suggested in the question. Ask students to read back some of their sentences.

Optional activity

This activity would lead naturally to a good class discussion, but you should be aware that lying is a sensitive topic in some cultures.

Reading p58

- 1 Ask students to attempt this task before consulting their dictionaries if necessary.

Key

- a, b and h mean 'an action which is designed to deceive people'
b and d both mean 'a person who pretends to be somebody different in order to deceive people'
c and f both mean 'real and authentic'
e and g both mean 'to assume a false identity'

2 Possible answers

Possible reasons include: for fun, to make money, to escape justice, to have a fresh start in life, to conceal one's background, to become famous, to deceive somebody into marriage, because of a psychological need, to open up career opportunities which would otherwise not exist.

- 3 Ask students to make a note of any reasons suggested in the text that they **hadn't** thought of while doing exercise 2. Then review both sets of reasons with the whole class.

Suggested answers

Arguably, 'James Barry' was an impostor for the sake of her career. Frédéric Bourdin seems to have been fulfilling a psychological need. Frank Abagnale probably did it for financial gain and also, perhaps, for entertainment. Archie Belaney probably did it to be famous, perhaps for fun and for financial gain too. 'Anastasia Romanov' may have done it to have a fresh start in life or to become famous, perhaps also to make money.

- 4 Ask students to identify which part of each text they have based their answers on.

Key

- 1 B 15-year-old Francisco (l. 17); Francisco was in fact a 31-year-old Frenchman (l. 22)
- 2 D He ... gave a private talk to the king of England at Buckingham Palace (l. 49)
- 3 A James Barry became a surgeon (l. 2); Being an impostor allowed Barry to help thousands around the world. (l. 15)
- 4 E claimed that she was Anastasia, daughter of the Russian ruler Tsar Nicholas (l. 59)
- 5 B He said that ... his parents had died in a car crash. (l. 19-21)
- 6 C on his release from jail after several years (l. 42)
- 7 A he was difficult and argumentative (l. 3)
- 8 C Abagnale used eight different identities (l. 40)
- 9 C Abagnale began ... career as an adviser to banks on how to combat fraud! (l. 43-44)
- 10 D In over 200 lectures he addressed 250,000 people (l. 46)

Vocabulary p60

1 Key

loud: bellow, scream, shriek, shout

quiet: grumble, mumble, murmur, mutter, whisper

2 Key

- | | |
|-----------|-----------|
| a shriek | d scream |
| b mutter | e whisper |
| c grumble | |

- 3 Students might have difficulty in identifying the correct prepositions. Remind them that, when they revise vocabulary, they need to learn the prepositions that are used with each verb.

Key

- | | |
|---------|---|
| a about | 3 |
| b to | 5 |
| c on | 1 |
| d about | 6 |
| e to | 4 |
| f for | 2 |

- 4 You could turn this into a game by asking students to read one of their completed sentences aloud. The rest of the class decide which of a–g it is.

Grammar p60

1 Key

- a In 1, present simple changes to past simple. In 2, present continuous changes to past continuous. In 3, *will* changes to *would*. In 4, past simple changes to past perfect.
- b These words all change in a logical way to reflect the change in point of view.
- c *that*

- 2 Check that students understand the meaning of the reporting verbs in the list before they begin the activity.

Key

Speaker 1 He *promised* (that) he would do the washing-up the next day/the following day.

Speaker 2 She *complained* (that) she didn't like the TV programme/that TV programme.

Speaker 3 He *boasted* (that) he'd earned more than \$1000 that day.

Speaker 4 She *explained* (that) she hadn't played tennis the day before because it had been raining.

Speaker 5 He *predicted* that something unexpected would happen (during) the coming week/the following week.

Speaker 6 She *warned* him/her that the police were looking for him/her at that moment.

(Note: It's better not to omit *that* in 5 and 6, to avoid initial grammatical ambiguity with *he predicted something ...*, *she warned the police ...*

In 6, *him* is needed after *warned* to tell us who she warned.)

Audio script 13

Speaker 1

Man I'll do the washing-up tomorrow morning.

Speaker 2

Woman I don't like this TV programme.

Speaker 3

Man I've earned more than \$1,000 today!

Speaker 4

Woman I didn't play tennis yesterday because it was raining.

Speaker 5

Man Something unexpected will happen next week.

Speaker 6

Woman The police are looking for you at this moment!

- 3 If students are having difficulty, suggest that they try to answer d first. They should then be able to answer the preceding questions (a–c) by comparing the original questions with the reported questions.

Key

- a no
- b no
- c if/whether
- d 1 Where are my new shoes?
2 What did you do yesterday?
3 Do you want to come back tomorrow?

4 Suggested answer

Helen asked Mike what he was doing in her bedroom. Mike replied that he was looking for his mobile phone. He asked Helen if she'd borrowed it. She said that she'd never borrowed his mobile phone. Mike said/insisted that she'd used it the day before/the previous day. Helen said/insisted/claimed/explained that she hadn't made any calls. She explained that she had just been looking for a phone number. Mike asked her where she had left it. She replied/confessed that she couldn't remember. She asked Mike if he'd looked on the kitchen table. He insisted that he had looked everywhere.

Optional activity

Students will probably write a paragraph with lots of short sentences, many of them beginning *Mike* or *Helen*. Ask them to make the paragraph flow more smoothly by using conjunctions to combine sentences, and pronouns to replace *Helen* and *Mike* once they have been mentioned at the beginning of the paragraph. For example:

Helen asked Mike what her was doing in her bedroom. **He** replied that he was looking for his mobile phone **and** asked **her** if she'd borrowed it. **She** said that she'd never borrowed his mobile phone **but he** said that she'd used it the day before/ the previous day. **She** said/insisted that she hadn't made any calls **and** explained that she had just been looking for a phone number. **He** asked **her** where she had left it. **She** replied that she couldn't remember **and** asked **him** if he'd looked on the kitchen table. **He** insisted that he had looked everywhere.

5 Key

- a 'Please don't tell anyone.'
- b 'Put your hands on your head.'
- c 'Don't worry about anything.'
- d 'OK, I'll help you with your homework.'
- e 'I think you should apply for the job.'
- f 'Do not contact the police.'

- 6 Remind students that they should use reported speech in their answers. If there's time, ask pairs to report back to the class and check that they are using structures correctly in normal speech as well as in written exercises.

- 7 If students have difficulty in deciding on the correct verb forms, refer them to the Grammar Reference (p.168).

Key

- 1 to tell
- 2 he had played
- 3 was happening/had been happening
- 4 to explain
- 5 he had been impersonating
- 6 had started
- 7 I was
- 8 I wasn't

Listening p62

- 1 The clues lie in the fact that there needs to be a big contrast between the person's real life and their fake one. Also, the example of the singer in a punk rock band becoming the conductor of a classical orchestra is actually reversed in this case.

2 Key

- a The correct answer in 1 was a rock singer.
- b no

Audio script 14

Interviewer Who do you think was the most interesting person on *Faking It*?

Expert Well, I was really impressed with Laura Jane. At the time she was studying at Cambridge and singing in the university choir.

Interviewer How did she get involved in the programme?

Expert The TV company emailed her – along with lots of other members of classical choirs around the country. She thought it sounded exciting so she phoned up, not thinking they'd really be interested in her. But to her surprise, they came to see her, and pretty soon they were filming. It happened very quickly.

Interviewer What identity did they ask her to take?

Expert They decided that they were going to turn her into the lead singer of a rock band called *Rehab*, and her new name would be LJ, which are the initials of her real name, Laura Jane.

Interviewer What were the biggest obstacles she had to overcome?

Expert She knew nothing about rock music and she'd never been to a rock concert in her life, so it was clearly going to take a lot of work. She had just four weeks to learn the new role. She went to live with a girl called Harry, a real rock singer who lives like a rock singer too. But she couldn't get on with her – they were just too different. They are both strong individuals, with strong opinions, so it was inevitable that there'd be big disagreements. For her this was probably the worst part of the experience.

Interviewer Can you give me an example of a disagreement?

Expert They decided that Laura needed a new hairstyle, but she didn't want to be forced to cut her hair. She thought it was unfair that Harry was allowed to have nice, long, flowing hair but the programme makers insisted that Laura had spiky hair.

Interviewer She didn't really enjoy the training, then?

Expert No, on the whole, she says she did. But there were some bad moments. On the second day of the training period, Harry took Laura to a rock concert. They went to see the American rock star Marilyn Manson. Everyone was dancing around, banging into one another. Laura found it all a bit dangerous and scary.

Interviewer What happened at the end of the programme?

Expert The judges listened to three different rock bands performing, two with genuine female rock singers and the other with Laura.

Interviewer And did she fool them?

Expert **No. They correctly identified her as the fake.** So in that sense, her training was a failure. But she maintains that it was an amazing experience.

Interviewer Appearing on *Faking it* often changes people. Did *Faking it* change Laura at all?

Expert **Yes, it made her more confident and self-assured.** She had stood up for what she wanted. But she says she wouldn't want to do it again. The rock world just didn't appeal to her. She didn't like the look, the music, the lifestyle. It just wasn't her sort of thing. I guess she's just a classical-music-loving girl who sings in a choir – definitely not a rock chick!

- 3 Refer students to the **how to do it** box on page 14. Remind them that the words in the options will not be exactly the same as the ones they hear.

Key

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

The phrases in bold in the audio script show where the answers can be located.

- 4 Words you might want to elicit or pre-teach before this discussion include: *glamorous, creative, fame/famous, celebrity, to be good at/interested in, to have a talent for, etc.*

Speaking p63

- 1 Make sure students keep a note of the words they come up with, as you will need to refer back to them in exercise 2b.

2 Key

a Question c

c Possible answers include:

Speaker 1: stay in contact, mobile phone

Speaker 2: remember, three years old

Speaker 3: clothes, personality

Speaker 4: sea, tropical island, Zanzibar

Speaker 5: broke down, couldn't fix

Audio script 15

Speaker 1 [answering question b]

That's an interesting question. On balance, I think I am, because it's making life better. For example, it's much easier to stay in contact with your friends now that everybody has got a mobile phone.

Speaker 2 [answering question f]

Well, it's difficult to say, really, because I'm not sure whether I remember this, or whether people have told me about it. But if I think about it, I suppose one of the first things I remember is this: when I was about three years old, I ran away from home. Of course, I didn't get far – my dad followed me down the road, but I didn't see him.

Speaker 3 [answering question d]

It depends what you mean exactly. I think clothes do say something about a person's character. You can tell, I think, if someone is particularly outgoing by what they wear. But of course, appearances can be misleading, and you really need to get to know them properly to find out what they're really like. I guess the honest answer would be that you may be able to tell their character, but you have to be careful not to base your judgements on appearance alone.

Speaker 4 [answering question a]

That's tricky. I need to think for a moment. There are so many possibilities! I suppose the simplest answer to that question is 'by the sea'. Maybe a tropical island – like Zanzibar. I've always liked the sound of that.

Speaker 5 [answering question e]

Let me see. The best example that comes to mind is a recent trip to the mountains. Our car broke down on the way, and we had to call a garage. They couldn't fix the car, so in the end, we just went home again.

- 3 Once students have completed the matching task, point out the **tip** box and suggest that they memorize some or all of these expressions. You can also get them to practise saying some of the expressions aloud, focusing particularly on the ones that could sound rude if delivered with the wrong intonation (i.e. *I need to think for a moment, That's an interesting question, Let me see.*).

Key

Speaker

4 I need to think for a moment.

1 That's an interesting question.

2 Well, it's difficult to say, really.

5 Let me see.

3 It depends what you mean, exactly.

3 I guess the honest answer would be ...

4 I suppose the simplest answer to that question is ...

2 If I think about it, I suppose ...

1 On balance, I think ...

5 The best example that comes to mind is ...

- 4 Make sure students understand the instructions. They then work in pairs, swapping roles to ensure they take turns asking and answering questions.

Use of English p64

- 1 Most dictionaries will have a special way of marking these negative prefixes. In the *Oxford Advanced Learner's Dictionary*, the symbol **OPP** is used (meaning 'opposite').

Key

- | | |
|-------------|---------------------|
| a inactive | e impossible |
| b disallow | f insane |
| c illegal | g unsympathetically |
| d uninjured | |

- 2 Check that students understand the meaning of *sane* and *sympathetic* and their opposites. They should be able to infer from question a that *to be unsympathetic* means 'to be unkind to someone who is hurt', and from g that *insane* means 'mad'.

Key

- | | |
|---------------------|--------------|
| a unsympathetically | e impossible |
| b uninjured | f inactive |
| c illegal | g insane |
| d disallow | |

3 Key

They are both computer-generated images.

4 Key

- | | |
|-----------------|------------------|
| 1 unaware | 5 completely |
| 2 actors | 6 unlikely |
| 3 impractical | 7 disappear |
| 4 technological | 8 unquestionable |

- 5 Students discuss the questions in pairs before whole class feedback.

Vocabulary p65

- 1 Ask students to check their answers in their dictionaries.

Key

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

2 Key

- a speaks out against
b talked down to us

- c talk her out of
d get to the point
e got the wrong end of the stick
f talking about her behind her back
g talked me into
h speaks his mind

Writing p66

Writing a report is one of the optional tasks in Part 2. Students are given some information and told who the report is for, for example a school teacher or principal. The report should be clearly organized with factual information and involve functions such as making recommendations. Students will also need to decide on the degree of formality required and use appropriate language.

- 1 Students work in pairs to put the words into four groups. After class feedback, they go on to describe their home town.

Key

congested, overcrowded, packed out
dilapidated, in (dire) need of renovation,
(extremely) run down
dreary, dull, uninteresting
extortionate, overpriced, unaffordable

Optional activity

Ask students to write 10 sentences about their home town or a town they know well, using as many of the words as possible. The purpose of this is to encourage students to get into the habit of using varied vocabulary to describe similar ideas.

2 Key

warts and all means 'including all the bad features as well as the good ones' (a *wart* is a small, hard lump that grows on the skin)

- 3 Ask students to find any words from exercise 1 that appear in the report (*unaffordable*). They then describe the problem with the facilities using as many words as they can.

Suggested answer

There are not many sports facilities. The swimming pool is run down and the changing rooms are in dire need of renovation. There are two restaurants but they are both overpriced, and there is also a fast food take-away which is dreary. Eastgate has a cinema but it is always packed out at weekends.

4 Key

- a shame
- b drawback
- c lack
- d days
- e trouble
- f eyesore
- g complaint

5 Key

would be greatly improved by

- 6 Answers will vary; the suggested answers below represent one way of using all the expressions.

Possible answers

- a If it were up to me, I'd open the take-away every day.
 - b I would very much like to see the gym opened to the public on weekday evenings.
 - c What this town could do with is more entertainment for people under 21.
 - d For me, the first priority would be to improve the shopping centre.
 - e If it were up to me, I'd reduce the price of tickets at the cinema.
 - f This town would be greatly improved by renovating the department store.
 - g What this town could do with is better traffic control in the town centre.
- 7 Go through the **how to do it** box with students and point out how the example report in exercise 2 follows the points in the box. Students then write a report about their own town following the same structure. Remind them to keep their report within the word limit. There is an additional report-writing task on page 161 of the Student's Book which could be used for extra practice.

Review p68

1 Key

- | | |
|-------------|------------|
| a boasted | d shouted |
| b confessed | e begged |
| c whispered | f insisted |

2 Key

- a He boasted that he earned five times as much as his brother.
- b He confessed that he had lost the/those keys.
- c She whispered in his ear that she had seen the film before.

- d She shouted that her car was on fire.
- e He begged him/her/them/me to stop singing.
- f He insisted that he would be on time the next day/the following day.

3 Key

- | | |
|---------------|--------------|
| a uncivilized | e insincere |
| b inaccurate | f ungrateful |
| c illogical | g intolerant |
| d improbable | h disloyal |

4 Key

- | | |
|--------------|---------------|
| a grateful | e illogical |
| b accurate | f sincere |
| c intolerant | g uncivilized |
| d loyal | h probable |

5 Key

- | | |
|-------|---------|
| a out | d point |
| b out | e into |
| c end | |

6 Key

Background

Piltdown Man is named after the village of Piltdown in south-east England, where Dawson claimed to have found the prehistoric skull in a gravel pit. The fashion for fossil-hunting in the early 20th century created a great deal of public interest in Dawson's 'discovery', and its fame continued over the 40 years before it was revealed as a hoax.

- 1 collector
- 2 examination
- 3 disappeared
- 4 unbelievably
- 5 scientific
- 6 carefully
- 7 older
- 8 dishonest

Journeys

6

Lead in p69

- 1 This is a good opportunity to revise the prepositions used for different means of travel, e.g. *travel by plane/train/ship/bike; be on the train/a ship/a bike/foot/horseback, etc.*
- 2 Ask the pairs to make notes during the different stages of discussion, and deal with any resulting vocabulary queries with the whole class.
- 3 This can be a pair or group discussion, or you could save it as an essay task for homework.

Reading p70

- 1 Limit this warm-up activity to five minutes.
- 2 Suggest to students that they follow the style of the example headlines on page 70.

Key

David Cornthwaite travelled across Australia on a skateboard. Possible headlines: 'Across Australia on a skateboard' or 'British man skateboards 5,800 km across Australia'.

- 3 Encourage students to explain the meanings of the phrases before checking in a dictionary.

Suggested answers

- a 3 *epic journey*: a very long and challenging journey
- b 1 *articulated lorry*: a long lorry which has two or more sections
- c 5 *constant pain*: pain which does not stop
- d 2 *four-wheel drive vehicle*: a vehicle in which the engine provides power to all four wheels
- e 4 *motivational speech*: a speech which is intended to give people a more confident and positive attitude

Optional activity

Explain to students that these are examples of **collocations**: combinations of words that occur very often. Ask them to check the different adjectives used in a–e in their dictionaries and see if the definitions given include the nouns they're used to describe. (e.g. in the *Oxford Advanced Learner's Dictionary*, they will find the phrase *epic journey* in the definition of the adjective **epic**.)

- 4 Before doing the task, remind students about the **how to do it** box for *Multiple choice* on page 10.

Key

- 1 C He *hated his job* (l. 7) and *was looking for something new* (l. 9–10).
 - 2 D The wind caused by ... the articulated lorries ... *was so powerful that he was sometimes blown off his skateboard*. (l. 19–22)
 - 3 A There were moments where he thought *I have to rest* (l. 34–35) but he *never contemplated giving up* (l. 35), which eliminates option B.
 - 4 B His support team were in the four-wheel drive vehicle but he used *camping equipment* (i.e. a tent) *for night stops* (l. 45).
 - 5 C *he hopes to spend the next few days surfing ... to build up some much-needed upper body strength* (l. 55–57)
 - 6 A A *motivational speech* (l. 61) encourages people to feel more positive about themselves; it doesn't mean they have to copy what the speaker has done (this eliminates option D). Options B and C are also eliminated because another journey is *on the cards* (= probable) and he's *certainly not going back to the day job*.
- 5 Give the interviewers a little time to prepare questions but encourage the interviewees to make up their answers on the spot. Make sure they are using appropriate tenses for each of the three questions (a present, b past and c future), as well as for any other questions that the interviewers come up with.

Vocabulary p72

1 Key

- a *platform*: the other three are all parts of an airport
- b *overhead locker*: the other three are all bags that you take with you when you travel
- c *wing*: the other three are parts of a boat
- d *propeller*: the other three are people who work in transport
- e *scooter*: the other three are vehicles that travel on water
- f *ticket office*: the other three are travel documents

2 Key

- a to board
- b to pick up
- c to get onto
- d to change
- e to cancel
- f to get into

- 3 Check that students understand the expression *to cap it all* and perhaps teach the similar expression (*it was*) *the final straw*. Ask if they can think of an equivalent in their own language.

Key

- 1 ticket office
- 2 platform
- 3 ticket inspector
- 4 change
- 5 suitcases
- 6 check-in
- 7 departure lounge
- 8 board/get onto
- 9 overhead locker
- 10 hand luggage

Grammar p72

1 Key

- a must
- b should
- c mustn't, can't
- d ought to
- e could, couldn't
- f mustn't
- g must

- 2 Encourage students to try to answer this without referring to the Grammar Reference explanation first.

Key

- a should, ought to, must; the most emphatic is *must*.
- b must, mustn't
- c could, can

- 3 Give students two or three minutes' preparation time. Remind them that when they're explaining their problems, they should turn the notes into complete sentences, and when they're giving advice, they should use a variety of the modal verbs they have just been practising.

- 4 You might need to give an example to accompany the **tip** box on page 73, e.g.

*My case was very heavy but I **managed to** carry it to the taxi. (not ... ~~I could carry it~~ ...)* The activity in exercise 4 will then tell you whether students have understood the concept.

Key

I ~~could~~ **managed to** attract Harry's attention
I ~~could~~ **managed to** grab hold of the ladder

5 Key

- a mustn't
- b don't have to
- c must
- d have to
- e don't have to
- f mustn't

6 Suggested answers

- 1 can
- 2 don't have to
- 3 can
- 4 should/ought to
- 5 shouldn't
- 6 should/ought to
- 7 don't have to
- 8 can
- 9 must

Optional activity

In pairs, students brainstorm other ideas for green travel, which they can then present to the rest of the class.

Listening p74

1 Suggested answers

- a boat/hovercraft/ferry
- b car/taxi/bus/coach/bicycle/motorbike
- c taxi/bus/coach
- d car/taxi/bus/coach/motorbike
- e bus/train/coach/tram
- f bus/train/coach/tram/plane/ferry/hovercraft

- 2 Before looking at the text, remind students about the **how to do it** box for *Multiple choice* on page 50. The phrases in bold in the audio script show where the answers can be located.

Key

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

Audio script 16

1

A This hotel is nearer the beach and has a shorter walk into town.

B **Perhaps it's better to be near everything. But won't it be noisier?**

A It won't be particularly noisy; it's a small resort.

B I see. But **on second thoughts, perhaps it is better to be further outside the resort**, so you really feel far away from it all. But what's the beach like?

A Well, the beach nearest the hotel is shingle, but there are sandy ones further away.

B And does the other hotel have a sandy beach?

A Yes, it does.

B Hmm. **Perhaps that one would be better after all ...**

2

Mark Beaumont, adventurer and long-distance cyclist, is the subject of our programme today. **Mark was the first person ever to travel the length of the Americas** from Alaska to the southern tip of Argentina using only the power of his body. He covered over 20,000 kilometres in 268 days and travelled through 20 countries, **carrying his bike when the terrain was too rough for cycling, and paddling across rivers and lakes in an inflatable canoe** he kept in a backpack. Mark ... why on earth did you do it?

3

Good evening. The Met Office has issued a severe weather warning for Scotland. South to south-westerly winds are expected to increase to severe gale force later this evening. Weather conditions will worsen overnight into tomorrow morning. **Non-essential car journeys should not be undertaken.** High winds will further disrupt travel tomorrow. **Ferry services and several flights have already been cancelled.** If the conditions continue, schools will be closed, the council warned, as **buses for the pupils would not be allowed to run.**

4

The day I decided to row across the Atlantic, it was like a light went on in my head. I had been looking for a project for some time. I hate being bored, so I'm always setting myself challenges. When I'm on my deathbed, I want to be proud of what I've achieved. I want to do something memorable and, more than anything, I want to make a difference. If I rowed across an ocean by myself, other people would notice and **I could draw attention to the things I feel passionate about – pollution, renewable energy, and endangered species.**

5

This is the story behind my new transport idea – the electric rickshaw. My grandad was an engineer. He had a workshop at the bottom of the garden and from a very young age I used to watch him. Later we started working together. **Before he died we were developing a new type of electric engine to power a rickshaw.** Then I visited China a couple of years ago. I was astonished by the pollution in the cities. That really inspired me to finish the project we'd started, because I realized it could make a difference.

6

A Hello, customer services.

B I'd like to make a complaint.

A **Certainly. Name, please?**

B David Thomas. Well, I was travelling to work ...

A **When was this?**

B Yesterday morning, but it wasn't the first time ...

A **I understand. Time and destination?**

B Oh, 8.40 to Reading. As I said, I was travelling to ...

A I'm sorry, I see that train was cancelled.

B Yes. I missed my ...

A **Would you like a refund?**

B What? Yes, but this isn't the first time ...

A Well, sir, I'm happy to send you a complaints procedure form with your refund, **if you can just give me your address ...**

B Oh ... OK ... Thank you.

7

A Hi Sally. What happened to you?

B I fell off my bike. Well, I got my bike out. But the chain fell off! So **I borrowed my brother's.**

A Are you ok?

B I've got a bruise on my knee, but otherwise I'm OK.

A What about the bike?

B I've bent the front wheel. **Simon will be so upset. He's racing on Saturday. I don't think it'll be fixed in time.**

A Oh, dear. I think you should get a doctor to look at your knee.

B No, it's only bruised. It's almost stopped hurting.

8

A Where are we going? Is that ours over there? What time does it leave?

B Stop panicking. We won't miss it. **Look for bay 48.**

A OK. OK. What does that say? I can't read Spanish.

B We just need to find the hotel sign on the window. That's not in Spanish.

A Look. The numbers run above. We're at bay 32. It's this way. **I think that's our driver over there.** Were all these people on our flight? How are they going to get all the suitcases in?

B Calm down!

- 3 Encourage the students asking the questions to make up more questions of their own and to ask supplementary questions arising from their partner's replies. Also, ask the students being interviewed to reply in complete sentences.

Speaking p75

- 1 Focus students' attention on the three photos and ask what they think a *safari* is, and if they have heard of the *tombs of the pharaohs*. Before playing the recording, check that they understand *don't like heights* and *sightseeing*. The words in bold in the audio script show the answers.

Key

Photo 1: dialogue 3

Photo 2: dialogue 4

Photo 3: dialogue 2

Audio script 17

- 1
Man This looks like an exciting excursion, don't you agree?
Woman Not really. I'm not sure I like the look of it!
Man Oh? Why not?
Woman It could be a really uncomfortable ride. It's very windy.
Man I suppose so. But just think of the view!
Woman I'm sorry, I'm sure I'd feel sick. And I don't really like heights, either.
- 2
Man This one seems like the best option to me.
Woman Really? Why?
Man Well, it's a city I've always wanted to visit. I've read about it in books.
Woman It's quite a long way away, though. We'd be on a coach for a couple of hours each way.
Man I'm sure it will be worth it. And we might even get to swim in the sea!
Woman Well, OK. You've persuaded me! Let's book it.
- 3
Woman Have you decided yet?
Man No, I haven't. I'm still looking.
Woman If you ask me, I really think we should try this one.
Man You don't think it could get boring – **48 hours looking at sand?**
Woman Not at all. Believe me, the scenery will be spectacular.
Man Well, OK then. Let's find out how much it costs.
Woman Great! I'll ask at reception.
- 4
Man I'm really keen on the idea of seeing **some ancient ruins**.
Woman Sure, but there must be a better way to get there!
Man Oh, come on! That's part of the fun!
Woman Really? I've heard they're very **bad-tempered animals**.
Man I'm sure these particular ones aren't.
Woman Well, OK, I suppose we could try it. But only if I get to choose the next excursion.
Man It's a deal.

5

Woman Shall we book an excursion for tomorrow?

Man Yes, OK. What kind of thing?

Woman Personally, I'm in favour of something relaxing! I'm really tired after all the sightseeing today.

Man Well, how about this one? What could be more relaxing than spending a few hours on a riverboat?

Woman Hmm. Maybe. I wonder what the food will be like, though.

Man I expect there'll be a buffet. It'll be fine. Let's go for it.

Woman Oh, OK.

2 Key

a 2 b 3 c 5 d 3 e 2 f 5 g 1 h 4 i 1 j 4

- 3 Remind students that in Speaking Part 3, they will work in pairs to answer a discussion task using a set of ideas in a diagram such as the one on page 75. Give them a few minutes to read the task and ideas in the diagram, and check that they understand what they have to do. Then give them a few minutes to have their discussion and decide on the two excursions, using the phrases from exercise 2. Take feedback. If time allows you could ask one or two pairs to repeat their conversation for the class.
- 4 Point out that Part 4 questions are on the same topic as Part 3, with the examiner asking questions to both candidates. Give students a few minutes to discuss the questions in pairs. Then play the role of examiner, asking individual students to answer the questions.

Use of English p76

- 1 Ask students to match as many as they can, then allow them to use a dictionary to help them complete the exercise. Students may have difficulty in distinguishing between *while/whereas* and *seeing that/since*. Explain that the former expresses contrast (*but*) and the latter consequence (*because*), giving other examples if necessary.

Key

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

2 Key

- a Passengers must *sit* (or *remain seated*) while the coach is moving.
 b Phone me if you know that your flight *will be late*.

- c Travelling by taxi is *more expensive* (or *dearer*) than travelling by bus./Travelling by bus is *not as expensive as* travelling by taxi.
- d The *cheaper* seats are more *uncomfortable*.
- e When there is *not much* traffic, the journey is *faster/quicker*.
- f The use of mobile phones is *not allowed* (or *permitted*) during the flight.

3 Key

Remind students that contracted forms, e.g. *isn't*, count as two words, i.e. *is not*.

- a We should get to the hotel by 9pm *provided the flight isn't* late.
- b Take some money with you *in case you need* to get a taxi.
- c Last year's holiday *was more fun than* this year's.
- d Travellers can *only bring pets* into the UK if they have a 'pet visa'.
- e The journey *wasn't as bad as* I'd expected.
- f That ferry looks *as though it's leaning* to one side.

Vocabulary p77

- 1 Explain that the phrases may be in a dictionary under *come* and *go* or another part of the phrase (e.g. *scratch for come up to scratch*.)

Key

- | | |
|---------|--------|
| a come | e come |
| b come | f goes |
| c go | g went |
| d comes | h came |

- 2 When it comes to ... (question 1) and As far as ... go(es) ... (question 2) have a similar meaning, but students should work out the answers from the word order.

Key

- 1 When it comes to holidays
- 2 As far as cruise ships go
- 3 Things went from bad to worse
- 4 What came to mind
- 5 Complaining doesn't come easily to me
- 6 didn't come up to scratch
- 7 just goes to show
- 8 a dream come true

Writing p78

Writing Part 1 is a compulsory essay task. The essay is written for a teacher and should include opinions or ideas on a given subject. The topic will vary but the format is always the same: an essay question, two notes to help students structure their essay and a third note which should be their own idea. They should use a neutral or formal register and a range of functions such as giving examples and expressing opinions. Students have worked on the essay task in unit 2, so you may wish to remind them of the essays they wrote and look at the **how to do it box** on page 31.

- 1 Remind students that Part 1 is a compulsory task, so they should get lots of practice in writing essays.

Key

- a The student's answer is yes. See the conclusion in the final paragraph of the essay.
- b Paragraph 2 covers note 1 (*visiting other countries raises people's awareness of global issues like poverty and the environment; tourism provides an income for people who live in some of the poorest countries in the world*); Paragraph 3 covers note 2 (*pollution caused by transport, especially aeroplanes; irresponsible tourism can sometimes spoil beautiful coastlines*).
- c The essay starts by describing the growth of tourism in recent years, and concludes by recommending eco-friendly tourism.

2 Key

- a travel
- b visit
- c raise
- d provide
- e make
- f have

- 3 Exercises 3–6 are based on the essay task that students will do at the end of the section. With a weaker class, you could read through the task with them and check that they understand *abroad* and the *economy*. Give them a few minutes to discuss questions a–f before whole class feedback.
- 4 Refer back to the model answer in exercise 1 and discuss with students how it follows the structure outlined here.
- 5 Ask students to match the phrases to each paragraph outlined in exercise 4. Some phrases may be used in more than one paragraph.

Key

- a Paragraph 4
- b Paragraph 3
- c Paragraph 2, 3
- d Paragraph 4
- e Paragraph 1, 2, 3, 4
- f Paragraph 4
- g Paragraph 1, 2
- h Paragraph 3
- i Paragraph 3, 4
- j Paragraph 1

6 Key

It is often said that ... (paragraph 2)

- 7 Drawing on their answers to exercises 3–6, students now write their essay. Point out the tip, and remind them of the word limit. When checking answers, consider how well they have structured their essays and whether they have added an idea of their own. There is an additional essay-writing task on page 156 of the Student's Book which could be used for extra practice.

Review p80

1 Key

- a visa
- b ferry, scooter
- c bus driver, ticket
- d flight attendant, hand luggage, overhead lockers

2 Key

- a pick up
- b change
- c got into
- d cancelled
- e board

3 Key

- a You must wear a helmet when you're riding a motorbike.
- b From our first floor apartment, we could hear noises in the street below.
- c We couldn't reach the airport in time.
- d May I have a seat by the aisle?
- e You shouldn't drink the tap water when you're staying in a hotel.
- f You don't have to tell me, I already know where you've been!
- g Only seven students could finish the exam within the time allowed.
- h She should (*or ought to or must*) visit the Eye museum while she's in Brazil.

4 Key

- | | |
|--------------|-----------------|
| 1 as well as | 4 as though |
| 2 whereas | 5 in order that |
| 3 Since | 6 whether |

5 Key

- a The hotel room really *didn't come up to scratch*.
- b It was a bumpy flight, and things *went from bad to worse* after we'd landed.
- c When my parents asked what I wanted for my birthday, *nothing came to mind*.
- d My sister is not bad at tennis, although ball games *don't come easily* to her.

I get the message

7

Lead in p81

- 1 Ask each pair to report back and see which forms of communication seem to be the most and least popular.

2 Suggested answers

a

Email, text messages, instant messaging and micro-blogging are probably more popular with younger people. The others are arguably more popular with older people.

Younger people have grown up with computers and mobile phones and are often unafraid of, or even keen to embrace, new technology. They are also perhaps more impatient than older people and like the quick response you can get with instant messaging, email, etc. Instant messaging is also a way of making new friends, which appeals to young people.

Some people are more resistant to change and stick with methods of communication that they know well, such as letters, phone and postcards. Some have difficulty getting to grips with new technology.

b

Email: Advantages: Fairly quick. No need to leave the house. Can email from a laptop while on the move. Good for business correspondence. Costs nothing once you have an Internet connection. Disadvantages: May receive junk mail. Technology not always reliable. Less personal than a note, letter or phone call.

Letter: Advantages: Personal. Nice to keep. Good for business where you need a record of the communication. Good for formal correspondence. Disadvantages: Usually takes longer to write. Have to post it. Have to buy paper and stamps.

Postcard: Advantages: Quick and easy way to stay in touch. Nice to see a photo of where somebody is on holiday. Disadvantages: Sometimes arrives after the sender has returned home. Not private as anyone can read it.

Text message: Advantages: Can be very quick. Easy to write, especially with predictive text. Good for quick, informal communication. Cheap. Disadvantages: Limited length. Possibly open to

misinterpretation if message is too brief. Depends on person having their phone switched on.

Phone: Advantages: Immediate response (if the person is there). Personal. Can avoid misunderstandings as information can be checked at the time – therefore probably very quick to successfully achieve purpose of call. Usually quite cheap but depends on service, time of day, etc. Can be formal or informal. Disadvantages: May take more time than e.g. an email as may have to discuss irrelevant information. Not always convenient for the person you are calling to talk. No record of the details you have discussed if it's a formal business call.

Micro-blogging: Advantages: Easy and inexpensive to create, maintain and update a blog. Can look very professional. A fun way of sharing your ideas widely. With an Internet connection can be updated wherever you are. Disadvantages: Posts may be limited in length. You may post something which you later regret, and which is quite difficult to delete.

Social networking: Advantages: Good way of keeping in touch with friends and family. You can meet new people with similar interests. Easy to exchange files and photos and information about common interests. Free to use. Disadvantages: Can be time-consuming (and is banned in many workplaces). Not always secure – personal details can be used in identity theft. Replaces personal contact.

Instant messaging: Advantages: Easy and informal way to meet people with similar interests. Free to use. Disadvantages: Need to be careful who you contact. You can't be sure people are who they say they are.

Reading p82

- 1 Students can do this on their own or in pairs. Make sure they know the names of the objects and ask them to report back to the whole class using sentences beginning with *You could ...*
- 2 Ask students if they were surprised by any of the other techniques mentioned in the text and, if so, why.

The matches can be used to light a fire (B).
 The mirror can be used to reflect the sun (C).
 The branches can form patterns (A, D).
 The blanket/piece of cloth can be made into patterns (D).
 Obvious reason: if the pilot hasn't seen the message, he obviously isn't going to signal that he hasn't seen it.

3 Key

- 1 B *Think about what colour the smoke should be in order to stand out against the background.* (l. 19)
- 2 C *pilots have reported seeing mirror flashes up to 160 kilometres away* (l. 25)
- 3 E *When the aircraft is close enough for the pilot to see you clearly ...* (l. 44)
- 4 B *During the hours of darkness* (l. 13)
- 5 A *It is popularly believed ... but in fact ...* (l. 1-2)
- 6 C *do not flash the mirror rapidly or the pilot may mistake the signal for gunfire* (l. 32)
- 7 D *If you have a large area of cloth ... you can fold it ... to give information.* (l. 39-41)
- 8 C *If you can hear an aircraft but can't see it because of cloud, shine the mirror in the direction of the noise.* (l. 28)
- 9 E *use body movements to convey a message* (l. 45)
- 10 D *Folding two corners means 'we need warm clothing'.* (l. 42)

4 Suggested answers

A rainforest: Start a fire. Find a clearing and make letters by digging or with branches.
A desert: Make big letters in the sand.
A mountain range: Start a fire. Make letters in the snow.
A grassy plain: Start a fire. Make letters in the grass, by digging or perhaps by flattening the grass.

Vocabulary p84

- 1 You could do this activity as a game of 'Snap'. Ask students to work in pairs and give them five minutes to write down as many answers as possible. One pair then shouts out their answers, with other groups shouting out 'Snap!' if they have the same answer. The pair with the most answers not found by any other group wins.

2 Key

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

Optional activity

Ask students to write similar sentences with the other uses of *get* from exercise 1. Collect the sentences, check them, then compile a test using the students' own sentences. You can give them this test for homework/revision, perhaps before they do the **Use of English** section on page 88, which also deals with uses of *get*.

Grammar p84

- 1 If students don't understand the task, do the first question with the whole class.

Key

- 1 are carrying out
- 2 believed
- 3 think
- 4 export
- 5 can block
- 6 replace
- 7 have set up
- 8 will show

- 2 Students may be able to identify the correct verbs but have difficulty putting them into the correct form, in which case refer them to the relevant sections of the Grammar Reference.

Key

- 1 was arrested
- 2 was caught
- 3 were discovered
- 4 is being held
- 5 has been fined
- 6 being convicted
- 7 was stopped
- 8 was found

Optional activity

Check that students understand why the passive is used in these two paragraphs. The actions are carried out by the police, who would normally therefore be the subject of each sentence. But, in each paragraph, the main focus of interest is the criminal, which is why passive verbs are preferred. Refer students to the Grammar Reference on Use of the Passive (note 2, p.170).

3 Key

Examples: *Stolen phones can be blocked, SIM cards can sometimes be replaced.*

- a can/could be seen
- b mustn't be worn
- c should be completed
- d should never have been allowed
- e might not have been killed
- f must have been posted

4 Explain to students that we use these structures when we're focusing on what is believed, but not on who believes it.

Key

- a it was believed that
- b Over 200 mobile phones an hour are thought to have been stolen

5 Key

- a It was reported that a coach collided with a lorry on the motorway last night.
A coach was reported to have collided with a lorry on the motorway last night.
- b It was thought the politician was telling the truth.
The politician was thought to have been telling the truth.
- c It is believed the police have arrested the wrong man.
The police are believed to have arrested the wrong man.
The wrong man is believed to have been arrested by the police.
- d Mary is expected to pass all her exams.
It is expected that Mary will pass all her exams.
- e He is considered to be one of the finest writers alive.
It is considered that he is one of the finest writers alive.
- f It is believed that the woman was driving too fast when she crashed into the tree.
The woman is believed to have been driving too fast when she crashed into the tree.

6 Point out that the indirect object is usually a person (see Grammar Reference on Verbs with two objects, p.170).

Key

- a two: *me* is the indirect object, £50 is the direct object.
- b the indirect object

7 Point out that the agent, preceded by *by*, normally comes at the end (see Grammar Reference on Verbs with two objects, p. 170).

Key

- a We are taught English by Mr Fielding.
- b I'll be sent a receipt in the post by the online store.
- c He has been given two days by the kidnappers to pay the ransom. (or ... to pay the ransom by the kidnappers).
- d The children were read a bedtime story by my wife.
- e She was brought two letters to sign by her secretary.

Listening p86

1 As this is the first time students have studied Listening Part 3, make sure they understand that they only have to match each speaker with one of the misunderstandings A-H and that three of the answer options will not be used. The phrases in bold in the audio script show where the answers can be located.

Key

1 D 2 A 3 E 4 C 5 F

The extra items are B, G and H.

Audio script 18

Speaker 1

There was a big sales conference coming up. Our boss called us all to a meeting and told us we all had to prepare a talk about a different product. I remember feeling really tired that day, and maybe I wasn't really paying attention. Anyway, on the big day, the first person to speak did a presentation about my product. I was shocked! **It turned out that I had prepared a talk on the wrong thing.** Instead of giving my presentation, I had to apologize in front of everybody. It was terrible!

Speaker 2

Last week I went to the cinema with my friend Becky. We'd arranged to meet at ten to seven outside the Palace cinema. I was a bit late but there was still plenty of time before the film started, so that wasn't a problem. What was a problem was that Becky didn't turn up. I waited till seven and then called her mobile. She says she's outside the Palace cinema. 'You can't be' I say. 'That's where I am!' **What I didn't know was that there are two Palace cinemas in Oxford and I'd got the wrong one!**

Speaker 3

One Christmas, my girlfriend and I bumped into a friend of mine called Rob in town, and I asked him what plans he and his wife had for New Year's Eve. He said they usually got together with some old friends from university but why didn't we pop round for a drink and a bite to eat with them in the evening. So we turned up about eight thirty and walked in on a dinner party in full swing! It was obvious we weren't expected. **Apparently Rob had invited us for New Year's Day, not New Year's Eve, so we were 24 hours early.** It was so embarrassing!

Speaker 4

It was about three months ago, I guess, and we'd been invited to my brother's new house for the weekend. He rang me beforehand and told me how to get there. So we set off and I didn't bother to check where we were going on the map. Big mistake! We got hopelessly lost because **I'd written down the wrong road – I thought my brother had said follow the A214, but he swears he said the A241.** We got there in the end – but about two hours late!

Speaker 5

I'd just got this new job in a big advertising agency. I got an email from my boss about a departmental meeting. The email wasn't addressed directly to me but seemed to be copied to all the people in my department, so I assumed I should attend. When I walked into the meeting room – a few minutes late, because I got lost on the way – everybody stopped talking and stared at me. **My boss thanked me for coming, but said that I wasn't supposed to be there.** It turned out that they needed to discuss what projects they were going to give me! I felt so embarrassed ...

2 Key

- | | |
|-----------|------------|
| a set | d turned |
| b written | e got, pop |
| c turn | f coming |

- 3 If students have difficulty thinking of ideas, you could brainstorm a list of ideas on the board. Give students a few moments to discuss their misunderstandings in pairs, then ask a few students to tell the class.

Speaking p86

1 Possible answers

Advantages: You can speak English outside the classroom. You can meet and speak with lots of native speakers. You can learn about the culture of the country you are visiting. You can probably meet students from different countries.

Disadvantages: It may be expensive. It may be difficult to find out in advance if the school is any good. You may get homesick. You may not get on with your host family. You may find it difficult to speak English all the time outside the classroom.

2 Possible answer

The poster would probably be successful in attracting teenagers. It shows students enjoying the classroom experience and having a meal with a host family, giving the impression that they will enjoy studying and learning about the lifestyle and culture of the country they are visiting. It also shows images of beautiful scenery and lively night life, suggesting that both those who like outdoor activities and those who enjoy going out in the evening will enjoy their stay. However, it does not give any information about the location of the school (is it in the city centre or in the suburbs?), details of courses or fees. Prospective students will need to know this before deciding whether to go on a course there.

- 3 Students now listen to two people discussing the poster and identify the slogan that is chosen (*Live with an English family.*). Find out how many agree with their choice, and if they would prefer one of the others suggested. If they do not like any of the slogans, ask for alternative suggestions.

Audio script 19

Man So, that's the online advertisement sorted out. Now, we need to choose two slogans for our poster.

Woman Have we got any suggestions?

Man Yes, we've got ... er ... five suggestions that the creative team has come up with. Here they are.

Woman Uh-huh. Well, shall we go through them one by one?

Man Fine. The first one is 'Enjoy the beautiful countryside nearby'. What do you think of that one?

Woman I'm not keen. If you ask me, teenagers aren't that interested in the countryside.

Man Some of them are.

Woman Yes, but even so ... I don't think it's a great slogan.

Man Actually, I agree. What about the second one?

Woman 'Disco every evening.' That makes it sound fun. Maybe too much fun.

Man I agree. It's a language course, not just a holiday. To be honest, not all teenagers enjoy going to discos anyway.

Woman What about this one? 'Make friends from other countries.' I think that's good. The way I look at it, most teenagers like the idea of making friends.

Man I agree. Friends from other countries – it's about the social aspect, but also about having to speak English to communicate with them.

Woman So we're going for that one, yes?

Man Yes, I reckon so. What about the second one? 'Fully qualified teachers.' How much will teenagers care about that?

Woman I'm not sure, but it's still important. The thing is, parents will want to know the teachers are qualified.

Man True. We mustn't forget about the parents. Let's face it, the parents will be paying for everything.

Woman Even so, I'm not sure it's a brilliant slogan. I mean, won't they assume the teachers are qualified?

Man I suppose so. What about this one? 'Live with an English family'. I like that.

Woman Me too. Living with English people is the best way to improve their fluency.

Man And it isn't just about the language. Don't forget, parents need to feel their children are being looked after well.

Woman You're right. That's definitely the slogan we should use.

4 Key

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

- 5 Remind students that they will do this task in Speaking Part 3. Give them as much time as they need to read the task, study the diagram and have their discussion. In class feedback, point out that in the exam they will have four minutes for this task, so will they have to read, think and react quickly.

- 6 Students now focus on a Part 4 task and listen to two candidates completing the task.

Key

The examiner asks questions a and d.

The female student gives better answers as she comes up with her own ideas, whereas the male student tends to reproduce phrases from the advertisements.

Audio script 20

Examiner Would you like to take a course at this language school?

Female student Yes, I would.

Examiner Why?

Female student Well, I'd like to improve my English. I think that the best way to do that is to spend time in an English-speaking country.

Examiner And what about you?

Male student I agree.

Examiner You'd like to take a course at this school?

Male student Yes, I would. Because I would really enjoy it.

Examiner Why do you think it's important to study foreign languages?

Male student Because you can meet people from different countries and you can learn about their cultures and customs.

Examiner I see. Do you agree?

Female student Yes, I do. I also think it's particularly important to learn English.

Examiner Why?

Female student Because English is an international language. For example, if I meet someone from Poland, I can't speak Polish, and they probably can't speak Italian. But we can communicate in English.

- 7 Students now listen to each other carefully and take notes during the conversation.

Suggested answers

Answers for questions c and d in exercise 6. For answers to b, see exercise 1.

- c Non-native speakers may have a better understanding of the problems their students will face. They are able to explain difficult concepts in the native language. They may be better at putting students at their ease in the classroom.

Native-speaker teachers can have a better command of English than non-native speakers (but non-native speaker teachers sometimes have a better knowledge of formal grammar because they've studied English as a foreign language). And native-speaker teachers can sometimes provide better models, especially in pronunciation and intonation.

- d English is used across the world in commerce, science, aviation, education, diplomacy, etc. A knowledge of English makes it relatively easy to do business with people of almost any other nationality. Being able to speak English opens up more job opportunities. If you can understand English you can read English literature and watch English-language films in their original form. It also enables you to make friends with people from English-speaking countries and with people from other countries whose first language you do not speak.

Use of English p88

1 Key

- a How did you *get out of* going to that dreadful party?
- b What page have you *got up to* in the book you're reading?
- c We've *got through* six litres of milk since your parents arrived.
- d Give me a break, will you? You're always *getting at* me.
- e What really *gets me down* about winter is the long cold evenings.
- f What time does your flight *get in*?

g 'Grandad's getting very forgetful.' 'Well, he's *getting on*, isn't he?'

- 2 Ask students to skim read the text to find out what it is about, then discuss any similar experiences they might have had.

Key

The text is about people who have sent emails on impulse that have had consequences they did not expect.

3 Key

- 1 D
- 2 D (*rather than* would be correct)
- 3 C
- 4 B
- 5 B
- 6 C
- 7 A *sum*, rather than *amount*, is used for a precise amount of money mentioned in a bill.
- 8 C

Vocabulary p89

1 Key

- a *omit*. Formal – reads like an exam rubric.
- b *lock him up*. Informal – strong personal opinion, spoken.
- c *Speed up*. Informal speech, child to parent.
- d *returning, requesting*. Formal written letter of complaint.
- e *work out*. Informal spoken.
- f *vacate*. Polite formal written notice.

- 2 Students may use formal verbs when the phrasal verb equivalent would have been more appropriate. Suggest they learn new phrasal verbs with their formal equivalent, and vice versa.

Key

- 1 I'd love to *find out* why Jack *turned down* the offer of a free holiday with me, so try to *bring up* the topic when you speak to him!
- 2 We *set off* early in the morning, but we *ran into* heavy traffic on the motorway, which really *held us up*.
- 3 *Hang on* a minute. Are you saying that you *sent in* the application form without *filling in* your name and address?
- 4 My brother didn't *own up* to breaking the window – instead he *made up* some story about two men throwing a brick then *making off* on a motorbike.

Writing p90

Writing a review is one of the optional tasks in Part 2. Students are given some information in the form of a short advertisement in an English-language publication asking for reviews on a given topic such as a film or book. They should describe the topic and give their personal opinion using a semi-formal style which will appeal to readers of the publication who are not known to them personally. Students have already written a review in unit 4, so you may wish to remind them of the reviews they wrote and look at the **how to do it** box on page 55.

- 1 Check that students understand the meaning of all the verb phrases in the box. Give them a few minutes to discuss the questions before whole class feedback.

2 Suggested answers

A good website should have a clear, uncluttered home page with links to the main areas of the website. It should be easy to navigate. The 'three clicks' rule states that users who cannot find the page they want within three clicks will give up. All links should work and it should be clear through their design (e.g. by using a different colour or underlining) that they are links. It should appeal to new users as well as existing users who already know what they are looking for. It should have a search facility to make it easy for users to find what they want. If it is a secure site, the log-in procedure should be straightforward and safe.

3 Key

- a Likes: eye-catching graphics, chatrooms and messageboards that allow communication with other gamers, online store and search facility. Dislikes: lack of clarity of some aspects of design, difficulty of navigation, time taken to load pages.
- b dedicated gamers who are used to navigating websites and who will find like-minded people on the website

4 Key

- | | |
|----------|--------|
| a glance | e hand |
| b cut | f side |
| c spot | g way |
| d room | |

5 Key

- | | |
|------------------|---------------------|
| a Sentence b | d Sentences b, c, e |
| b Sentences a, g | e Sentence d |
| c Sentence b, f | |

- 6 Go through the task with students. Point out the information in the **how to do it** box and remind students of the word limit. When checking answers, consider whether students have included all the points in the **how to do it** box. There is an additional review-writing task on page 159 of the Student's Book which could be used for extra practice.

Review p92

1 Key

- a I couldn't make the shop give me a refund.
- b Tom's very lucky – he never suffers from coughs or colds.
- c I really don't understand what you're saying.
- d The ship became/grew smaller and smaller before disappearing over the horizon.
- e What time did you arrive home last night?
- f Sam achieved the highest possible score in his music exam.
- g When did you buy that digital camera?

2 Key

- | | |
|----------|-----------|
| a out of | e through |
| b down | f at |
| c on | g in |
| d up to | |

3 Key

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

4 Key

- a work out
- b made up
- c accelerate
- d set off
- e turned down
- f Own up

5 Key

- | | |
|---------|----------------|
| 1 aimed | 5 all |
| 2 look | 6 edit, upload |
| 3 first | 7 According to |
| 4 plus | |

A matter of taste

Lead in p93

- 1 You could ask students which words helped them identify the right answers and write them on the board under different headings: *ingredients, utensils, ways of cooking.*

Key

- 1 E Italy
- 2 B Japan
- 3 C Hungary
- 4 D India
- 5 A Spain

Audio script 21

1

You make some dough with flour and water and roll it flat. Then you make a tomato sauce with onion, garlic and herbs and spread the sauce on the dough. Sprinkle on some cheese and other things like olives and ham – anything you like really. Then bake it in the oven.

2

You boil the rice and add some vinegar and a little sugar and salt. Then, while the rice is cooling, slice the fish very thinly. Now, pick up a small amount of rice in your hand – it's best to wet your hands so that it doesn't stick to them – and mould the rice into an oval shape. Then lay a piece of fish along it.

3

It's very easy to make. You need some beef or lamb, onions, green peppers, tomatoes, paprika – those are basic ingredients anyway. It's best to fry the onions and beef for a few minutes first, then put everything into a large casserole with some water. Put it in the oven for a couple of hours and it's ready.

4

There are lots of different versions of this dish, but this is a quick and easy one. First chop up the onions, garlic, green pepper, and fry them in oil. Then stir in the chillis and ginger, and the spices – cumin, coriander and turmeric. Then add the pieces of chicken and stir them round so they're covered in the sauce. Cook it for about 20 or 30 minutes. Finally add a couple of spoonfuls of yoghurt. Then serve it with rice.

5

There are loads of ingredients, but the basic ones are rice, seafood, chicken, spicy sausage, pepper and onion. It's quite complicated, but I'll tell you roughly what to do. First you fry the onions, sausage and pepper in a large flat pan, and grill some chicken legs. Then add the rice and chicken to the pan, with some stock. Cook it for about 15 minutes and add the seafood towards the end.

- 2 Elicit or pre-teach some additional vocabulary for recommending food, e.g. *tasty, delicious, filling, moreish.*

- 3 Elicit or pre-teach some of the vocabulary of food description needed for the different categories in b, (see the suggested answers for **Vocabulary** exercise 1 on p. 96, where this is covered in more detail).

Reading p94

- 1 Find out how frequently students eat out. If you have a multinational class, you could explore any cultural distinctions in the range of restaurants available in students' own town/country.

2 Key

At 'Dans le Noir' diners eat in the dark and are served by blind waiters and waitresses.

At 'The Fat Duck', diners can eat a seafood dish while listening to the sound of the sea through an iPod.

The photo shows people going into 'Dans le Noir' in the dark and holding on to each other as they cannot see where they are going.

3 Key

- 1 B Students should look for a sentence beginning *They ...* to follow on from *two restaurant owners* (1.3). The use of *they* in the following sentence confirms this grammatical link.
- 2 G Students should look for a sentence beginning *Some ...* to complete the contrast with *Others* (1. 14).
- 3 F This makes a topic match with the surrounding sentences.
- 4 A Students should look for a sentence beginning *He ...* to follow on from *Heston Blumenthal* (1. 30) and the link between *adventurous* and *experimental* and the food mentioned in A.
- 5 E Students should find this mainly through the topic match with the surrounding sentences.

- 6 C Students should look for a sentence beginning *The first ...*, which is then followed by *The second* (1. 55).

Extra sentence: D

- 4 The final sentence invites readers to compare the two restaurants in the text. After discussing this as a class, you could ask students if they know of any other unusual restaurants. As a homework task, you could ask students to do some online research using the search term "unusual restaurants" and find one or two to discuss at the next lesson.

Vocabulary p96

1 Suggested answers

Positive: *tasty, tender*

Neutral: *bitter, chewy, crunchy, fatty, mild, plain, rich, salty, spicy, sweet*

Negative: *greasy, stodgy, tasteless*. The following adjectives could be negative if the food is not supposed to have these qualities: *bitter, chewy, fatty, greasy, plain, salty, sweet*.

2 Suggested answers

curry: *mild, rich, spicy, tasty*

olives: *bitter, salty, tasty*

ice-cream: *rich, sweet, tasty*

fried chicken: *chewy, fatty, greasy, tasty, tender*

steak: *chewy, fatty, tasty, tender*

boiled rice: *plain, stodgy, tasteless*

coffee: *rich, bitter, sweet, mild, tasty*

3 Key

fried (sausages)	3
boiled (rice)	7
roast (beef)	6
grilled (fish)	2
barbecued (chicken)	1
baked (cake)	5
stewed (lamb)	4

Optional activity

Find examples of authentic restaurant menus in English that give descriptions of how food is cooked. Look at the language and get students to write menus of their own, perhaps including local dishes.

Grammar p96

- 1 Ask students to say the sentences (1–6) out loud. Teach them that when *can't* is used with the meaning 'I'm sure it isn't true', it is always stressed in speech.

Key

- 1 That fish can't be cooked yet. It's only been under the grill for two minutes.
I'm sure it isn't true that ...; present
- 2 This meat is a bit dry and chewy. The chef must have overcooked it.
I'm sure it's true that ...; past
- 3 There were three tins of olives in the cupboard. We can't have eaten them all, can we?
I'm sure it isn't true that ...; past
- 4 Don't take the chicken out of the freezer yet. We might be eating out tonight if I can book a table.
It's possibly true that ...; present
- 5 You haven't eaten a thing since yesterday lunchtime. You must be starving.
I'm sure it's true that ...; present
- 6 I feel really ill. I think I might have eaten something that disagreed with me.
It's possibly true that ...; past

2 Key

- a He *might* give you a ring this evening.
- b Patricia *can't* be wearing her scarf. I saw it hanging on the hook on the back door.
- c James *must have* my mobile. I let him use it to call his sister this morning.
- d That *can't be* Jim over there. His hair isn't as long as that.
- e I *might be able to* give you a hand with the cooking if I get home in good time.

3 Possible answers

- a You might be going down with something./You might have caught a virus.
- b You must be joking./You can't have done!/You must be terrified.
- c You must be looking forward to it./You must have lots of money!
- d He must be feeling terrible./He can't have been doing his job very well.
- e You must be feeling upset./You can't be feeling very happy.
- f You must be feeling fed up./You can't be serious.

4 Key

- a must have eaten
- b can't have stirred
- c might have been invented
- d must have spent
- e must/might have left
- f can't have written down
- g must have spilt

- 5 Ask students to do this on their own or in pairs and then review answers with the whole class.

Suggested answers

- 1 He must be hungry. He might be taking part in an eating competition. He must like hot dogs. He might get fat. He can't possibly enjoy eating all those hot dogs. Someone must have spent a lot of time making all those hotdogs.
- 2 It must be someone's birthday. The party must be over. It might have been a party for a one-year-old baby. It must have been a delicious cake.
- 3 They might be celebrating something. It might be someone's birthday. It might be an office party. The restaurant staff must be very busy. They must be having a good time.

Listening p98

- 1 Allow about five minutes for this warm-up activity. Make sure students take turns in asking and answering questions.
- 2 The phrases in bold in the audio script show where the answers can be located.

Key

1 D 2 C 3 G 4 A 5 F

Extra letters: B, E, H

Audio script 22

Speaker 1

What a disaster last Thursday was! It was Valentine's Day and I wanted to treat my girlfriend, so I booked a really posh restaurant in the city centre. When we got to the restaurant, it looked lovely – with candles and roses everywhere. But unfortunately, they had absolutely no record of our booking! They were really apologetic, but they were completely full, as was every other nice restaurant in town. **We ended up going home to my place and eating a pizza from the freezer.** We had to laugh ... but it was disappointing, really.

Speaker 2

We both got home from work last Friday feeling a bit tired. Neither of us could face doing the cooking so on the spur of the moment we decided to eat out. Restaurants in town are always quite busy on Fridays, so we decided that we'd get a takeaway if we couldn't get a table. When we got to our favourite Thai restaurant, it was packed. But the waiter kindly said that **if we came back in an hour, he'd squeeze us in! So we had a drink in the pub across the road, then had a great meal,** and went home feeling all happy and relaxed.

Speaker 3

My parents wanted to take me out for dinner last week to celebrate my exam results, but they booked a restaurant on the same evening as our class party. Not a good idea! I was having such a good time at the party that I didn't leave until 7.30, which was when the table had been booked for! So we rushed into town and got there at half past eight. The restaurant had kept our table, fortunately, but **the service was really slow.** We couldn't really complain, though, because we'd been so late in the first place!

Speaker 4

I went out with my friends at the weekend for a Chinese meal. My friend Tom had booked the restaurant for all eight of us. We went to the *Jasmine Garden* as Tom had told us to, but when we got there, they couldn't find any record of our booking! Tom was a bit cross, and insisted that he had booked the table, but it turned out that **he had actually booked their sister restaurant the Jasmine Palace on the other side of town!** The restaurant owner was very understanding and **found a table for us** anyway!

Speaker 5

Last Saturday was very nearly a disaster. Some friends were visiting, so I booked us an Italian restaurant in town for an evening out. I also booked a taxi, but the weather was so bad that the road at the bottom of our hill flooded, and the taxi couldn't get through for a long time. When we finally arrived at the restaurant, we were very late indeed, and they'd given our table to someone else. They were very apologetic and **offered us a half-price takeaway** with a free bottle of wine. So we had a lovely evening, anyway.

- 3 Students compare experiences in pairs before whole class feedback.

Speaking p98

- 1 Ask students to explain the reason for their choice. Relevant vocabulary (to elicit or pre-teach) includes: *ornate, luxurious, tablecloth, crystal, chandelier, etc.*

Key

Photo 1

- 2 Check that students understand the words in the box by getting them to match opposites: *boring/lively; value for money/overpriced, etc.* Where they can't find an opposite, get them to suggest one, e.g. *cramped/spacious*.

Encourage students to use the 'speculating' expressions modelled in exercise 1, e.g. *It looks ..., I expect ..., ... possibly ...*. Ask them to suggest other similar expressions. (*Maybe ..., It could be ..., The [big table] makes me think that ..., etc.*)

Suggested answer

It looks friendly and informal, and popular with young people and also quite lively and exciting. It could be a bit noisy. I don't expect the food is very dear.

3 Key

No. Ian's final suggestion is a Chinese takeaway and Andrea's is an Indian takeaway.

Audio script 23

Ian Shall we eat out tonight?

Andrea Good idea. Where do you fancy going?

Ian Well, we haven't had a Chinese for a while.

Andrea I'm not that keen on Chinese food.

Ian I thought you liked it.

Andrea Not that much. What about a curry?

Ian No, I don't fancy an Indian. We could go to that little restaurant on Church St.

Andrea Daisy's? The service is terrible. Can't we go somewhere nicer?

Ian *The Ship*?

Andrea You must be joking. The food costs a fortune there. Let's try somewhere mid-range.

Ian What about *The Seven Bells*?

Andrea I haven't been there – have you? It looks very noisy. And I expect the food's a bit basic. I'd prefer somewhere quieter. How about that Italian place, *Gianni's*?

Ian *Gianni's* is OK but it isn't very lively.

Andrea Well, we're running out of options.

Ian Why don't we get a takeaway?

Andrea OK.

Ian } Chinese.

Andrea } Indian

4 Key

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

5 Possible answers

- 1 I expect it's a traditional fish and chip shop so it'll probably offer value for money, but it's likely to have a basic menu.
- 2 I expect it'll be quiet and it's probably a good place for a romantic dinner. It might be overpriced.
- 3 It's probably informal and popular with young people and families. The food might be quite basic but it's not likely to be very dear.
- 4 It's a buffet so I expect it won't be very dear and it's likely to be informal and quite noisy.
- 5 It's probably quite formal and traditional, and likely to be popular with older people and professionals. I expect it's very dear.

- 6 Direct students to the diagram. Give them time to read the task and work in pairs to discuss the restaurants, using the language from exercises 2 and 4 and the descriptions from exercise 5. Go through any vocabulary problems with the whole class at the end.

Optional activity

Ask students to suggest a local restaurant (or a real restaurant that they know well) and explain the reasons for their choice.

Use of English p100

- 1 Explain that *-less* is normally used to form a negative adjective when the positive form of the adjective is *-ful*. (Otherwise, the most common way of making an adjective negative is to add the prefixes *un-* or *in-*.)

Key

-less

- 2 You can check answers by playing 'suffix snap'. One pair reads out all the adjectives in their list. Other pairs shout 'Snap!' if they have the same word written down. Each pair gets a point for every word in their list that no other group has written down.

Possible answers

sunny, hairy, rainy, funny, etc.
financial, national, traditional, etc.
breakable, reliable, acceptable, enjoyable, likable, etc.
dangerous, enormous, various, etc.
beautiful, wonderful, helpful, painful, faithful,
powerful, etc.
homeless, endless, powerless, careless, thoughtless,
etc.

- 3 Before doing the task, refer students to the **how to do it** box for *Word formation* on page 64.

Key

- | | |
|---------------|-------------|
| a thoughtful | e fanatical |
| b thoughtless | f drinkable |
| c rainy | g harmful |
| d homeless | |

- 4 Tell students to answer as many as they can without using a dictionary. Then ask them to check in their dictionaries, either in pairs or as a whole class, to find the remaining answers.

Key

- | | |
|---------------|--------------|
| 1 harmful | 5 tiredness |
| 2 sugary | 6 laughter |
| 3 meeting | 7 unhealthy |
| 4 pleasurable | 8 absolutely |

5 Key

- 1, 2, 4, 7

Vocabulary p101

- 1 Explain to students that these are fixed expressions, which means that although both the words have a similar meaning, the order can't be reversed: we **don't** say *tired and sick*, *choose and pick*, etc.

Key

- a 2 sick and tired
b 3 pick and choose
c 1 safe and sound
d 5 peace and quiet
e 4 bits and pieces

2 Key

- a adjective + adjective
b verb + verb
c adjective + adjective
d noun + noun
e noun + noun

3 Key

- | | |
|---------|---------|
| a less | d then |
| b front | e downs |
| c later | |

- 4 Explain to students that most of the word pairs are much less formal than the underlined equivalents in sentences a–g and so they should use them only in informal writing and conversation.

Key

- a I'm sick and tired
b Sooner or later
c safe and sound
d pick and choose
e more or less
f now and then
g bits and pieces

Writing p102

Writing a report is one of the optional tasks in Part 2. Students are given some information and told who the report is for, for example a school teacher or principal. The report should be clearly organized with factual information and involve functions such as making recommendations. Students will also need to decide on the degree of formality required and use appropriate language. Students have already worked on the report-writing task in unit 5 (a report on leisure facilities), so you may wish to remind them of the work they did there and look at the **how to do it** box on page 67.

- 1 Discuss as a class. Start by eliciting examples of facilities, to ensure that students understand what's being discussed. You could also ask them to suggest facilities that the school doesn't have, but which they'd like to have.

2 Key

- c

3 Key

- a Disadvantages
- b Conclusion
- c Introduction
- d Advantages

4 Key

- a pros and cons
- b convincing
- c consider
- d drawbacks
- e in favour of
- f aim
- g on balance

Optional activity

Ask students to suggest other similar expressions for any of the categories a–g, e.g.

- b powerful, persuasive
- c assess
- f objective
- g after careful consideration, overall

5 Key

For the proposal:

a b e f

Against the proposal:

c d g h

- 6 Before students begin writing, explain that bullet points can be used in a report such as this as a helpful way of presenting a series of points clearly and keeping within a word limit, but that in other styles of writing (e.g. essays and formal letters), complete sentences with linking words are a better option.

There is an additional report-writing task on p. 161 of the Student's Book which could be used for extra practice.

Review p104

1 Key

- a tender
- b crunchy
- c bitter
- d greasy
- e salty

2 Key

- a wonderful
- b furious
- c forgetful
- d penniless
- e suitable
- f financial

3 Key

- a safe and sound
- b Wait and see
- c sooner or later
- d more or less
- e give and take

4 Key

- a will turn up sooner or
- b had been more careful
- c and tired of
- d in favour of installing
- e is too mild

5 Key

The **purpose** of this report is to **examine** the **pros** and **cons** of the proposal to buy more computers for the school.

The most **convincing** argument is that the computers are too slow for broadband Internet.

The only **drawback** seems to be that there would be less money to spend on books in the coming year.

On balance I think that the proposal is worth recommending.

Going to extremes

9

Lead in p105

1 Suggested answers

- 1 untidiness; laziness
- 2 shopping; wasting money on things that she doesn't really need.
- 3 never being on time

- 2 Check that students understand the vocabulary in a–e. Elicit or explain that the suffix *-holic* means 'addicted to' (e.g. *alcoholic*, *workaholic*). Also check: *terrible time-keeper* and *obsessively well organized*.

Key

1 e 2 d 3 c 4 a 5 b

Audio script 24

Speaker 1

I like everything to be in the right place. I suppose the thing that I am most obsessive about is my music collection. Every so often I reorganize it. Sometimes I put the singers and groups in alphabetical order, other times I do it chronologically. And once or twice I've organized them into what type of music it is. Now that I've downloaded all my music onto my iPod and computer, I don't know what I'll do!

Speaker 2

My husband is really tidy and I can't stand it! He has all his shirts at one end of the rail and all his trousers at the other end. His shoes are lined up neatly at the bottom, brown on the left, black on the right. It's just too tidy and I long to mess it up. Instead I just throw my shoes into the wardrobe and leave my clothes in a pile. It makes me feel better!

Speaker 3

When I'm feeling depressed, or fed up, or if I've had an argument with somebody, I go out shopping. I'll spend maybe £100 on a nice pair of shoes or a dress. I don't really need them, but it makes me feel better. Or I'll go and have my hair cut. It never fails to cheer me up, but it's an expensive way to improve your mood.

Speaker 4

I'm never on time – for some reason I find it impossible to arrive early for anything. I leave it to the last minute to get ready so I'm always holding people up. And if there's something I don't want to do, or it's difficult, then I'll avoid doing it. Sometimes I don't open letters if they look like bills and just chuck them in a drawer. I only pay them when I get a reminder a couple of weeks later.

Speaker 5

I can never bring myself to throw anything away. I hate to throw things away because I always think they'll come in useful one day. Of course, the problem is that I never do use them again because I forget that I've kept them! I have boxes of stuff in the loft going back years, and I've really no idea what's in them. I must have a big clear-out one day.

- 3 For b, check that students are using the structures presented in the previous exercises: *I'm a ...* for nouns and adjectives; *I can never...* (or *I'm always ...-ing*) for verbs.

In c, typical structures should be:

I think it's extremely/not very easy/hard to learn to ... /to stop ... -ing because ...

Suggested answers

a

2a Always being late is generally a bad habit.

2b The disadvantage of this is that a lot of space is taken up with possessions that you don't really need. The justifications for not throwing things away are that they may come in useful one day and that we are too quick to throw away items that could still be used.

2c Being a shopaholic is generally bad and can become a serious addiction. People can get into thousands of pounds of debt because they can't stop buying things which they don't really need.

2d Being very untidy is generally a bad habit unless, perhaps, you live alone.

2e Being obsessively well organized is a fairly harmless habit and does have its advantages, as well-organized people are usually reliable, efficient and good to work with. On the other hand, this may become more important than anything else, which could be a bad thing.

c

It is fairly easy to teach new habits to children, but as we get older we find it more difficult to change our habits. Addictive habits such as smoking are often extremely difficult to give up.

Reading p106

1 Possible answer

It depends to a large extent on your personality. Most people can experience excitement pursuing normal activities such as sports, socializing with friends, watching films, etc.

A minority of people find such ordinary experiences unsatisfying and are driven to ever riskier challenges in order to experience excitement.

2 Key

Lynne Cox (top) and Kanchana Ketkeaw (bottom).

3 Key

- a very many (= 'too many to count')
- b very small
- c difficult to stay or survive in/unwelcoming
- d very wild and violent
- e regular; unchanging
- f very important
- g having only one goal
- h so enjoyable that you can't do without it

4 Before doing the task, remind students about the **how to do it** box for Multiple choice on page 10.

Key

- 1 A *a comfortable world of central heating, gadgets and package holidays* (l. 8)
- 2 D *has developed some natural protection against their poison* (l. 26)
- 3 C *To endure all that for her country... There must be another reason.* (l. 29–33)
- 4 D *Lynne has a totally even layer of body fat, like a seal.* (l. 46)
- 5 A *'If I am getting weak, I found a very powerful way of squashing it is to know that my father would definitely have done it.'* (l. 58)
- 6 C *They tend to take risks for the sheer 'fun' of it.* (l. 65)

5 When students have finished discussing the people, ask for a show of hands to find out the most-admired person of the three. You could also ask students if they felt any of them were not admirable, and if so, why.

Optional activity

For homework, ask students to write an essay or prepare a talk on 'A person I admire'.

Vocabulary p108

1 Key

a A b P c A d A e P f A g A h A

2 Suggested answers

- a warm-hearted
broken-hearted
- b absent-minded
broad-minded
- c self-centred
self-disciplined
- d big-headed
hard-headed (big-hearted and hard-hearted)

3 Suggested answers

- a warm-hearted: positive
broken-hearted: negative
- b absent-minded: negative
broad-minded: positive
- c self-centred: negative
self-disciplined: positive
- d big-headed: negative
hard-headed: neutral
(big-hearted: positive)
(hard-hearted: negative)

4 Suggested answers

- a *warm-hearted*: behaving in a friendly, generous and sympathetic way, for example, by befriending a new employee or student and making them feel welcome.
broken-hearted: being extremely upset by something, e.g. at the end of a relationship.
- b *absent-minded*: being forgetful, never knowing where you have put something.
broad-minded: being accepting of behaviour or opinions that are different from one's own.
- c *self-centred*: thinking about yourself and your own needs, rather than those of others.
self-disciplined: e.g. not putting things (especially unpleasant tasks) off, and getting them done in good time, rather than at the last minute.
- d *big-headed*: being arrogant, for example boasting about one's achievements (e.g. qualifications that one has gained).
hard-headed: being realistic and unafraid to take difficult decisions.
big-hearted: similar to *warm-hearted*
hard-hearted: being unkind and unsympathetic to others.

5 You could also ask students to describe themselves.

Grammar p108

- 1 Encourage students to answer as many questions as they can before they look at the Grammar Reference section on Relative clauses (p.171).

Key

- a 1, 3
- b 4, 6
- c 4. See **Defining relative clauses**, note 3. If students included any of the other sentences, see **Non-defining relative clauses**, note 3.
- d 1, 4. See **Defining relative clauses**, note 2.
- e non-defining relative clause
- f 4. See **Relative pronouns**, note 2.
- g 8. See **Non-defining relative clauses**, note 5.

2 Key

- a That's the man **who's** going to buy our house.
- b I gave my daughter twenty euros, **which** she spent immediately.
- c I live in a village called South Milton, **which** is a mile from the sea.
- d Where are the sausages **which** mum bought on Saturday?
- e Daniel Craig, **who** also starred in the gangster film *Layer Cake*, plays James Bond in *Skyfall*. Daniel Craig, **who** plays James Bond in *Skyfall*, also starred in the gangster film *Layer Cake*.

- 3 The exercise has deliberately excluded *that* as one of the options, but students might still ask you where it could be used correctly. If they do, tell them that this will be covered in exercise 4b.

Key

- a The shop **where** I usually get my groceries stays open till 10, **when** most other shops are shut.
- b This chest of drawers, **which** I inherited from my grandmother, is 100 years old.
- c Patricia is the girl **whose** car we borrowed to go to that Spanish restaurant **where** they do great paella.
- d Near my house is a park **where** there are some trees **which** my daughter loves climbing.
- e The tall man **who** is standing over there is the cousin of the man **who** I introduced you to last night.

4 Key

The underlined relative pronouns can be omitted. The ones in **bold** could be replaced with *that*.

- a The shop where I usually get my groceries stays open till 10, **when** most other shops are shut.

- b This chest of drawers, which I inherited from my grandmother, is 100 years old.
- c Patricia is the girl whose car we borrowed to go to that Spanish restaurant **where** they do great paella.
- d Near my house is a park **where** there are some trees **which** my daughter loves climbing.
- e The tall man **who** is standing over there is the cousin of the man **who** I introduced you to last night.

5 Key

- a He's going to retire at 50, **which** I find surprising. (See **Non-defining relative clauses**, note 5.)
- b Elvis Presley, **who** was probably the most famous pop star ever, died in 1977. (See **Non-defining relative clauses**, note 2.)
- c Pam Fisher, **whose** older brother is a doctor, has also decided to study medicine.
- d I got a letter this morning from my uncle Algernon, **who** lives in Canada. (Without the comma, the sentence would mean that the speaker has more than one uncle Algernon.)
- e The childminder **who/that** looks after our children is ill today.

Listening p110

- 2 For authentic exam practice you could give students 45 seconds only to read the sentences before listening.

The phrases in bold in the audio script show where the answers can be located.

Key

- 1 sure
- 2 a small child
- 3 his bedroom
- 4 set
- 5 cute
- 6 oldest
- 7 shelves
- 8 markets
- 9 burglaries
- 10 a couple of

Audio script 25

Hello, good evening. Welcome to *Private Passions*. My name is Alec Gardiner and I'm here to tell you about my passion: collecting. Collecting everything: key rings, matchboxes, cartoon characters, beer mats, cake decorations – you name it, I collect it.

Now of course, the question I get asked most often is: why? Why do I do it? What's the point? **To be honest, I'm not sure I can answer that question**, other than I've been doing it for years and it gives me a lot of pleasure. **I started collecting when I was a small child** and I've never stopped! I was never bored as a child because there was always something new to collect. Then **I had to organize and arrange them in my bedroom**. I enjoyed that. I started with the small toys out of cereal packets, then football cards, toy cars, that sort of thing. And I've still got them! As I became older I became interested in more things and started collecting them as well. **The most pleasing thing is when I find the last object to complete a set of something**. That's really satisfying. It's so great to know that you have got absolutely *all* of them!

Of all the things I collect, **cartoon figures are my favourite because they are so cute and funny**. I've got about 15,000 of them. Mickey Mouse has to be my all-time favourite cartoon character, and **he's the oldest cartoon character as well, so there are more things to collect!** I have about 6,000 little models just of Mickey Mouse alone ... from all over the world. You'd be amazed where Mickey turns up! I have thousands of other cartoon characters, too, especially Disney ones. That's my largest collection, simply because there are so many to collect.

Recently, my main problem has been where to keep everything. **Most of my collections are in my living room. The walls are covered with little shelves**. I have a thousand key rings, as well, hanging on the walls. I have a lot of glass cabinets too. I've got 5,000 matchboxes in one of them, for example.

In the past, I used to spend a lot of time **visiting collectors' markets** and little antique shops. That was my main source of new additions for my collections. But now I mostly buy on the net – eBay for example. I'm a computer consultant, anyway, so I seem to spend most of my life online in front of the computer these days, whether it's work or pleasure. Anyway, **I don't like to leave the house for very long. Everything in there is precious, and I'm worried about burglaries**. So online shopping is perfect for me. I suppose I must have spent thousands and thousands of pounds over the years. **Sometimes I have to spend a couple of hundred pounds just on one little item, if I need it to complete a set of something**. It's a lot of money for a Disney model – but it's worth it to me. I guess that makes me an addict!

3 Key

- a bored
- b interested
- c pleasing, satisfying
- d amazed
- e worried

The *-ed* form is used to say how people feel (or felt). The *-ing* form to describe whatever **causes** the feelings (thing or person).

- 4 Ask pairs to report back to the whole class on their conversation, and check that they are using the correct form.

Speaking p111

1 Suggested answers

Photo 1: crowded, formal, grand, imposing, spacious (the venue); sophisticated (the people/atmosphere).

Photo 2: casual (the event); colourful (the clothes); excited, raucous, relaxed (the people/atmosphere).

- 2 Explain that students may not be able to use all the phrases to talk about these two photos.

Suggested answers

Similarities

The most obvious similarity is that both photos show a party or celebration.

You can see people sitting at tables in both photos. The room in photo 1 is prepared for a party. Similarly the room in photo 2 is decorated with balloons.

Differences

The biggest difference between the photos is that photo 1 shows a large, formal event (a lunch or dinner) whereas photo 2 shows a small, private birthday party.

While photo 1 shows a lot of formally dressed people listening to a speaker, photo 2 on the other hand shows a relaxed family or group of friends clapping and laughing.

The event, atmosphere, clothes and venue are completely different in the two photos.

- 3 Student A can speculate about what kind of formal event photo 1 might show.

The people are probably enjoying listening to a good speech and will be looking forward to a good meal. They can catch up with friends or colleagues in a pleasant social setting.

In photo 2 the woman is enjoying the party arranged for her and is about to blow out the candles on the cake. She is pleased to have her family/friends around her.

4 Suggested answers

a

Photo 1: this could be a lunch or dinner in a large hotel; a company event or conference or the meeting of a club or society.

Photo 2: a family or friend's birthday party – perhaps a surprise party.

b

(Students' own answers)

Use of English p112

1 Key

- | | |
|-----------------|----------------|
| 1 phrasal verbs | 3 comparatives |
| 2 relatives | 4 passives |

- 2 If students give different answers for some of the questions, ask the whole class to decide which is right. You could do this anonymously by collecting written answers first.

Key

- a time I saw Harriet was
- b 'll be interested
- c must have been there
- d won't put up with
- e is too hot to
- f can't afford to

Vocabulary p113

- 1 Make sure that students answer as many as they can before looking in a dictionary.

Key

- | | |
|---------|---------|
| 1 elbow | 6 thigh |
| 2 wrist | 7 calf |
| 3 waist | 8 ankle |
| 4 hip | 9 shin |
| 5 palm | 10 heel |

2 Key

- | | |
|----------|---|
| a eye | 3 |
| b arm | 1 |
| c leg | 5 |
| d foot | 6 |
| e tongue | 7 |
| f hand | 4 |
| g face | 8 |
| h brains | 2 |

- 3 Give students a few minutes to discuss their situations in pairs. When they have finished, ask individual students to share one of their situations with the class.

Optional activity

Ask students if they can think of body idiom expressions with an equivalent meaning to the ones in exercise 2 in their own language, and say if the parts of the body used in the expression are the same as or different to the ones used in English.

Writing p114

Writing Part 1 is a compulsory essay task. The essay is written for a teacher and should include opinions or ideas on a given subject. The topic will vary but the format is always the same: an essay question, two notes to help students structure their essay and a third note, which should be their own idea. They should use a neutral or formal register and a range of functions such as giving examples and expression opinions. Students have worked on the essay task in units 2 and 6, so you may wish to remind them of the essays they wrote and look at the **how to do it** box on page 31.

1 Key

- a The student thinks governments should spend money on space exploration; in the final, concluding paragraph.
- b yes. Point 1 is covered in paragraph 2; point 2 is covered in paragraph 3.
- c The student's own idea (*Throughout the ages, humans have longed to understand the universe we live in.*) is presented in paragraph 2.

2 Key

- a spend
- b put
- c long
- d prove
- e provide
- f offer

3 Key

Introducing a key point: *It cannot be denied that ...; It is certainly true that ...; The fact is, ...*

Reinforcing a point: *Additionally, ...; Furthermore, ...; Moreover, ...; What is more, ...*

Summing up: *All in all, ...; All things considered, ...; In short, ...;*

- 4 Explain that a *rhetorical question* is a question that does not require an answer, either because the answer is obvious or because the writer is going to give an explanation, as here.

Key

b, d, f

The essay includes b (*But is it money well spent? Or should the money be put to use tackling problems closer to home?*) and f (*Since the middle of the twentieth century, governments have spent money on sending rockets and satellites into space to explore our solar system and beyond.*)

a would most usually be found in the conclusion.

c could be found in the second paragraph

e could be found in the third paragraph

- 5 This is the essay task that students are going to practise. Check that students understand *polar expedition* and remind them of the discussion they had in the Reading task on p. 106. Give students a few moments to discuss their own ideas in pairs. In feedback, you could write their ideas on the board for them to refer to as they write their essay in exercise 7.

6 Possible answers

- a exploring the North and South Poles
- b expensive, dangerous and time-consuming / a unique challenge that tests human capability to the limit
- c provide an extreme challenge for the adventurous and, some might say, foolhardy
- d the first polar expeditions led by Amundsen and Scott reached the
- e polar expeditions are a waste of time and money / polar expeditions allow us to learn more about what the human race is capable of
- f be put to better use
- g the time, effort and money spent on polar expeditions could be better spent

- 7 Drawing on their answers to exercises 3–6, students now write their essay. Point out the tip, and remind them of the word limit. When checking answers, check that they have covered all three points in the task and that they have used some of the language in exercises 3 and 6. There is an additional essay-writing task on page 156 of the Student's Book which could be used for extra practice.

Review p116

1 Key

- | | |
|----------|--------|
| a minded | e bad |
| b tanned | f self |
| c broken | g bald |
| d headed | |

2 Key

- | | |
|----------|----------|
| a arm | e tongue |
| b foot | f hand |
| c brains | g face |
| d leg | h eye |

3 Key

- | | |
|------------------|-----------------|
| 1 amazing (a) | 6 concerned (b) |
| 2 terrifying (b) | 7 convinced (a) |
| 3 horrifying (a) | 8 tired (b) |
| 4 worried (c) | 9 thrilled (a) |
| 5 exhausting (c) | |

All in the mind

10

Lead in p117

- 1 The Memory Test is in two parts, with part 2 in exercise 4. Memory is one of the themes of the unit, followed up in exercise 2, the quiz in 3, and the Reading section on page 118. To make the task more true to real life, tell students that they will hear the recording only once. For weaker classes, tell students in advance that they will hear the name, job, and home city of each speaker. The main information that they should remember is in bold in the audio script.

Audio script 26

- 1 Hi, my name's **John Logan**. I'm a **software engineer**. I live in **London**.
- 2 Hello, I'm **Becky Potter**. I'm a **nurse**, and I live in **New York**.
- 3 Hi, I'm **Kenny Jones**. I'm a **musician**, and I live in **Sydney**.
- 4 Hi. I'm **Susan Strong**. I'm a **waitress** and I live in **Los Angeles**.
- 5 Hello. I'm **Marc Brown**. I'm a **doctor**, and I live in **Toronto**.
- 6 Hello. My name's **Monica White**. I'm a **shop assistant** and I live in **Manchester**.

2 Suggested answers

- a Phone numbers are generally easier to remember if they are not too long, if they have repeated numbers or a familiar pattern, or include numbers that represent something to the listener, e.g. similar to their own phone number, their birthday, etc.
- b A tune is generally easier to remember if it is simple, involves a lot of repetition, has been heard several times, or is similar to another tune.
- c Words which are similar to those in a student's own language may be easier to remember, as will ones with few syllables that follow simple spelling and/or pronunciation rules.
- d Dances with simple, repeated steps, and that accompany a distinctive tune, should be easier to remember.

- e These should be easier to remember if some comment was made at the time, or if they stood out for some reason, e.g. the colour, style, quality, similarity to the other person's own clothes, etc.
- f The more complex the route to a place, the more difficult it would be to remember. Specific landmarks would make it easier, as would travelling in daylight rather than at night.
- g A birthday near your own, or near or on a significant date should be easier to remember, or one with a pattern, e.g. 22/2.

- 3 Before looking at page 153, ask students to compare their answers and explain why they made the choices they did. After they have interpreted their scores, ask the class how many students have each learning style, *visual*, *auditory*, and *kinaesthetic*. Students discuss in pairs or as a whole class how knowing their learning style might be helpful.

Suggested answer

If you know your learning style you might be able to learn more quickly and effectively. For example, if you have a kinaesthetic learning style and want to learn a language, studying in a class with others would be the best option. Someone with an auditory learning style might do better with CDs, and prefer one-to-one lessons with a teacher. If you have a visual learning style you might be able to study alone from books, etc.

4 Key

- a The person in photo 4.
- b The other five names were Kenny Jones (1 on p.154, 3 on p.117), Monica White (2 on p.154, 6 on p.117), Marc Brown (3 on p.154, 5 on p.117), Susan Strong (5 on p.154, 4 on p.117) and Becky Potter (6 on p.154, 2 on p.117). Refer back to the audio script in exercise 1 for the other information they give about themselves.

Reading p118

- 1 The aim of this task is to show how difficult it is to make accurate calculations like these without the aid of instruments. The type of calculations in a–d are normally almost impossible for ordinary people to make. The reading text that follows is about savants, some of whom can perform such calculations easily.

Key

- a Doors are normally about 800mm wide. It's impossible to judge to the nearest millimetre.
- b It's impossible to guess the time to the nearest second.
- c It was a Wednesday. It's very difficult and time-consuming to work this out, but not impossible.
- d 35,004,816. This calculation is extremely difficult unless you are very good at mental arithmetic.

2 Key

- a Rain Man
- b Leslie Lemke
- c Allan Snyder

- 3 Before looking at the text, ask students to read the **how to do it** box for *Gapped texts* on page 94. For weaker classes, pre-teach some of the following words and expressions:

recite (l. 3) = say something you have learnt, such as a speech or a list of numbers, out loud

feats (l. 8) = actions or pieces of work that need skill, strength, or courage

abstract (l. 10) = based on general ideas, not a particular real thing

acquire (l. 40) = to get or obtain something

Key

- 1 D Sentence D gives examples of the *everyday tasks* that Daniel is *incapable of* (l. 6), which make him typical of savants. The sentence after the gap introduces a contrast.
- 2 G The reference to Tammet being a good *communicator* (l. 7) and to his explaining his own *abilities* (l. 6) are the main clues here.
- 3 F The sentence before the gap refers to the character in the film *Rain Man* who is a savant like Daniel. Sentence F names *the real-life savant on whom the character in the movie is based*, who is compared with Daniel in the following sentence.

- 4 C *However* in sentence C introduces a contrast with the information in the preceding sentence, and the following sentence illustrates his *extraordinary mental abilities*.
- 5 A Sentence A forms part of a list of the varying *special abilities* of savants. (l. 29)
- 6 B The word *different* in sentence B introduces a contrast with people who are not savants, who lose their *amazing abilities* as they *grow up* (l. 37–38), and forms part of *This theory* in the following sentence. (l. 39)

Sentence E is not needed.

4 Key

- a fluently (l. 4)
- b with astonishing speed and accuracy (l. 13–14)
- c simultaneously (l. 25)
- d without hesitation (l. 31)
- e very occasionally (l. 39)
- f temporarily (l. 47)

Vocabulary p120

1 Key

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

2 Key

- a contemplate, doubt
- b occurred, remind
- c considered, analyse
- d memorized, suspect
- e recollect, comprehend

Grammar p120

1 Key

- a comparatives: 1, 2, 5, 6, 7, 8
superlatives: 3, 4

2 Suggested answers

- a My best friend doesn't drive as fast/quickly as I do.
- b The weather is not as warm/hot in the autumn.
- c Air tickets are getting cheaper and cheaper.
- d In my opinion, this exercise is harder than it looks.
- e This school is smaller than I remember it.
- f Our local shops are not as close/near as we'd like them to be.

3 Suggested answers

- a I think a footballer is probably richer than a ballerina. A ballerina is more graceful than a footballer. A ballerina isn't as athletic as a footballer.
- b I think a big city is more exciting than a beach resort.
A beach resort is certainly more enjoyable than a big city. A beach resort is also safer than a big city.
- c Fast food isn't as healthy as seafood/lobster. Seafood/lobster is more expensive than fast food. Seafood/lobster isn't as tasty as fast food.

- 4 For weaker classes, explain to students that these sentences follow a regular structure. The first half starts with the comparative *The more* + adjective/adverb, followed by a noun and a verb. The second half repeats the same structure.

Possible answers

- a The richer people become, the meaner they get.
- b The better I got to know him, the more I got to like him.
- c The colder the weather becomes, the less I like going out.
- d The more we use cars rather than public transport, the worse global warming will become.
- e The more I study, the more tired I get.

Optional activity

Ask students to write sentences of their own using *The more ..., the more ...*. Suggest they write on specific themes (e.g. work, learning English, families).

5 Key

- 1 highest A 2 furthest A 3 most dangerous B
4 hardest A 5 largest A 6 most intelligent C

- 6 Use the examples to show how the questions are formed. Explain that the present perfect structure *you've ever (done)* is often used for asking about experiences. Tell students that it is also natural to answer using the past simple. Students should answer from their own experience. Encourage them to expand on their answers, e.g. explaining why, when, how this made them feel, etc.

Key

- a What's the most dangerous thing you've ever done?
- b What's the most/least interesting place you've ever visited?
- c Who's the most/least attractive person you've ever met?
- d What's the most/least expensive present you've ever bought?
- e What's the most/least enjoyable film you've ever seen?

Listening p122

- 1 Give students a few moments to discuss their ideas in pairs before whole class feedback.
- 2 Encourage students to give examples from their own experience.

Suggested answers

People and places: People can behave differently from how they would in real life. They can say things that you hope or fear they might say but probably wouldn't in reality. Places that are far apart in real life can be very close to one another in a dream. Distances can be shorter or longer than in real life.

Sequence of events: Events can follow each other in an unnatural order or repeat themselves.

Feelings: In dreams you sometimes experience feelings that you suppress in real life, such as fear or unrealistic hope.

Time: Time can be distorted, with events and actions taking much longer or much less time than they would in real life.

- 3 Before listening, remind students about the **how to do it** box for *Multiple matching* on page 98. Make sure students understand the meaning of the word *weird* (= very strange or unusual and difficult to explain). The phrases in **bold** in the audio script show where the answers can be located.

Key

- | | |
|-----------|---|
| Speaker 1 | C |
| Speaker 2 | E |
| Speaker 3 | A |
| Speaker 4 | F |
| Speaker 5 | D |

The extra letters are B, G, H.

Audio script 27

Speaker 1

Other people always seem to dream about really weird, exciting things, but I don't. My dreams are boring. Even I think they're boring, and they're my dreams. For example, I might dream that I'm making a cup of tea, or a sandwich or something. Every detail is really clear. **Nothing strange or unusual happens.** Then I wake up and think, oh, it was just a dream. And that's it, really. I sometimes make up more interesting dreams, just to tell my friends.

Speaker 2

I usually dream about **things that have happened that day** – but they're slightly different. Things normally work out better in my dreams! So, for example, if I meet somebody at a party and talk to them for a while, I'll **probably dream about meeting them when I go to sleep that night**. Only, in my dream, I'll be much better at chatting to them – you know, really funny, making them laugh, being really interesting. I'm a much better, funnier, more interesting person in my dreams than I am in real life – unfortunately.

Speaker 3

I don't exactly have nightmares, but most of my dreams are, well, a little bit unpleasant. I mean, I usually feel anxious in my dreams because **things aren't going how I want them to go, and seem a bit out of control**. For example, I might dream that I'm getting ready to take an exam, but I can't find my pen or pencil. And then I look at the clock and see that the exam starts in five minutes, but I'm still at home, so I'm definitely going to be late ... **I know I'm messing things up**, but I can't help it. Stuff like that. I wake up with an anxious feeling in my stomach after one of those dreams.

Speaker 4

The odd thing is, I don't very often dream about people I know. **The people in my dreams are all new** – but I see their faces in a lot of detail. I mean, if I met somebody from my dream the next day, I would remember the face, even though I'd never really met them before – if you see what I mean. Mind you, if I came across somebody from my dream, I'd be terrified. So anyway, in my dreams, I act as though I know these people – sometimes they've got names. It's strange. Where do the faces come from? I've no idea.

Speaker 5

My dreams never really make sense. **They jump about, from one place to another, and they change suddenly**. So in my dream, I might be talking to a friend in my bedroom and the next moment, we're at the supermarket – and it isn't my friend, it's my brother. **One moment** I'm walking down the street, **the next moment** I'm flying over the sea. They move quickly, my dreams, like a weird film. Quite exciting really. I don't usually tell other people about them, though. There's nothing more boring than hearing about other people's dreams, is there? My brother is always going on about his dreams. It's so dull.

- 4 Speaker 1 make up
Speaker 2 work out
Speaker 3 messing ... up
Speaker 4 came across
Speaker 5 going on

- 5 For weaker groups, give a list of verbs to match with the verb + preposition expressions: *spoil, meet, invent, talk, end*.

Key

- Speaker 1 I sometimes *invent* more interesting dreams.
Speaker 2 Things normally *end* better in my dreams.
Speaker 3 I know I'm *spoiling* things, but I can't help it.
Speaker 4 If I *met* somebody from my dream, I'd be terrified.
Speaker 5 My brother is always *talking (a lot)* about his dreams.

Speaking p123

1 Suggested answers

- a Long-distance running: this would be enjoyable for people who like to keep fit and enjoy testing themselves in an activity that anyone can learn to do. It may also appeal to those who like solitude.
Playing the piano: music provides an emotional and creative outlet in our lives. Unlike many other instruments, the piano can be played alone, and can sound pleasing even when played by beginners.
Sky-diving: people who like thrills and excitement would enjoy this. It requires stamina and courage, and provides a sense of freedom which is as close to flying as people can achieve.
- b Long-distance running: agility, ambition, high energy, fitness, patience, perseverance, stamina, strength
Playing the piano: agility, ambition, calmness, good concentration, high energy, fitness, imagination, intelligence, sensitivity, stamina
Sky-diving: calmness, confidence, courage, fitness, intelligence, stamina

2 Key

- Photo 1: a, c, e, g
Photo 2: b, c, d, f, h

- 3 Go through the notes in the 'Comparing photos' box and the **how to do it** box. Students then work in pairs to compare the two photos.
- 4 Remind students that in Part 2 they will have four minutes for both parts of the task, so they should get into the habit of thinking and reacting quickly.

Use of English p124

- 1 Before doing this exercise, tell students to read the information box on *Noun suffixes*. Use the examples of *dominate* > *domination* and *happy* > *happiness* to illustrate spelling changes. For more advanced groups, explain that stress patterns also change when suffixes are added, as in *dominate* > *domination* and *similar* > *similarity*.

Key

- a punctuality
- b investigation
- c replacement
- d politeness
- e sensitivity
- f enjoyment
- g responsibility

2 Key

- a F (he believes that they *have the ability to concentrate for long periods of time*)
- b T (*the most exceptionally able still took at least ten years of hard study to become a major composer*)
- c F (*Many ... talented adults ... were unexceptional in their youth*)

- 3 Explain that some answers might need a plural ending in addition to a suffix.

Key

- 1 ability
- 2 different
- 3 commitment
- 4 dedication
- 5 achievements
- 6 greatest
- 7 highly
- 8 significant

Vocabulary p125

- 1 Students can check the meaning of any unknown expressions in a dictionary. Explain that they may find them under *mind* as a noun or under another word in the expression.

Key

- | | |
|--------|--------|
| a verb | g noun |
| b verb | h noun |
| c verb | i noun |
| d noun | j noun |
| e noun | k noun |
| f verb | l verb |

2 Possible answers

- 1 I'm bored out of my mind.
- 2 I hope you haven't changed your mind?
- 3 Would you mind not doing that while I'm working?
- 4 This film will take our mind(s) off our problems.

3 Key

- a As she watched the plane land, her own first experience of air travel *sprang to mind*.
- b I can't *make up my mind* which restaurant to go to this evening.
- c *Would you mind* opening the door for me?
- d My dad *doesn't mind* giving us a lift into town.
- e I don't want advice about my personal life. Please *mind your own business*.
- f *Do you mind if* I give my friend your phone number?

Writing p126

Writing a letter is one of the optional tasks in Part 2. Students write a reply to a given situation such as applying for a job or course; the topic of the letter will vary but the procedure is the same. They will need to choose from a wide range of functions such as requesting information or making suggestions. They will also need to decide on the degree of formality required and use appropriate language, and structure the letter with appropriate opening and closing expressions.

1 Key

- a Paragraph 4
- b Paragraphs 2 (how good her English is) and 3 (how she'd like to improve it)
- c Paragraph 2
- d Paragraph 1

2 Key

She would have started *Dear Sir/Madam* and finished *Yours faithfully*.

3 Key

- a done
- b Here's
- c went to
- d a few times
- e getting a reply
- f I want to
- g lots of information about

4 Key

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

- 5 Go through the task with students. Point out the information in the **how to do it** box and remind students of the word limit. When going through answers, check that students have used an appropriate register (i.e. formal). There is an additional formal letter-writing task on page 157 of the Student's Book which could be used for extra practice.

2 Key

- | | |
|----------------|--------------|
| a astonishment | e illegal |
| b discuss | f sadness |
| c information | g careless |
| d excite | h similarity |

3 Key

- | | |
|--------------|--------------|
| a discussion | e illegal |
| b careless | f sadness |
| c inform | g astonish |
| d similarity | h excitement |

4 Key

- | | |
|------------------|----------------|
| 1 invitations | 5 commitments |
| 2 arrangement(s) | 6 participants |
| 3 difficulty | 7 equally |
| 4 sincerely | 8 sensible |

Review p128

1 Key

- a John reminds me of a friend I had at school.
- b I doubt (that/if) we will win the World Cup.
- c I consider him (to be) very impolite.
- d For homework my daughter had to memorize a Shakespeare poem.
- e He's contemplating resigning and looking for another job.
- f We need to analyse the results of the experiment.
- g Can/Do you recollect exactly what he said?
- h The answer suddenly occurred to me while I was in the bath.
- i It's difficult to comprehend why she wants a divorce.

Man and machine

11

Lead in p129

- 1 Ask pairs to report back on their conclusions when they have finished their discussion.

Suggested answers

a and b

- 1 record player: for playing vinyl records; replaced by audio cd and MP3 player
- 2 typewriter: for producing writing similar to print; replaced by computer
- 3 cassette recorder/player: for playing or recording sound and music on tape; replaced by CD player and MP3 player
- 4 video cassette: for recording and playing films and TV programmes; replaced by DVD and hard disk
- 5 floppy disk: for storing data that can be read by a computer; replaced by memory stick and external drive
- 6 walkman/personal stereo: for playing music while on the move, through headphones; replaced by MP3 player
- 7 fax machine: for sending and receiving documents in an electronic form; replaced by email and scans sent by computer; replaced by email
- 8 film camera: for taking photos on film; replaced by digital camera

Reading p130

- 1 You could expand this into a class discussion, and compare any differences between answers as well.

2 Key

b

- 3 Before looking at the text, remind students about the **how to do it** box for *Multiple Choice* on page 10. Encourage them to follow the stages when approaching these tasks.

Key

- 1 B *the average time children spend... has risen dramatically* (l. 9–10)
- 2 A *all computer games help to improve motor skills and hand-eye co-ordination* (l. 21)
- 3 B *the more confident children are with computers, the greater the advantage they will have when looking for a job* (l. 37)
- 4 C *if we don't do enough of the right type of thinking, our brains could become less able to function on all levels* (l. 60)
- 5 A *the safe, ordered, two-dimensional computer world does not help children operate in the messy, emotional, three-dimensional real world* (l. 63); *Computer games cannot help children with everyday reality and can actually hinder their ability to deal with it.* (l. 69)
- 6 D *Psychologists say that two hours of gadget time a day is more than enough* (l. 76)

4 Key

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

- 5 Ask students to work in pairs to summarize each paragraph of the text and make a list of the points covered. Then have a class discussion to find out which of the points students agreed with most and which they disagreed with.

Vocabulary p132

- 1 Elicit the meaning of the words in the box, and other vocabulary relating to mobile phones. Point out that *text* is used as a verb here, but that *send a text* is also possible; (*email* works in a similar way).

Key

- 1 text
- 2 Internet access
- 3 ringtones
- 4 battery life
- 5 wireless

Optional activity

Students can compare the features on each other's mobile phones or you could devise an activity based on a magazine or website that compares different phones.

- 2 Elicit or pre-teach relevant vocabulary. Point out the language structures in the mobile phone advertisement that are typically used in bullet-point format advertisements, e.g. initial verbs without subjects (*Chat to ...; Make and receive ...; Includes ...*) and descriptions without articles (*There is/are..., It has ..., etc. Includes a high-resolution digital camera; ~~There are~~ Over 50 ringtones to choose from*).

Suggested answer

Mini-music 2

Download tracks and podcasts from your computer and play them on this great little MP3 player.

- Store thousands of songs on the 40GB hard drive.
- Large colour screen makes it easy to use.
- Listen to your favourite music stations on the built-in radio.
- Includes comfortable headphones to make listening a pleasure.

Grammar p132

1 Key

- a *won* – second conditional
- b *I'll burn* – first conditional
- c *you press* – zero conditional
- d *had known* – third conditional

2 Suggested answers

(I = Improbable; P = Probable)

- a (I) What would you do/buy if you won the lottery?
(P) What will you do/buy if you win the lottery?
- b (I) What film would you see if you went to the cinema this weekend?
(P) What film will you see if you go to the cinema this weekend?
- c (I) Which places would you go to if you visited the UK this summer?
(P) Which places will you go to if you visit the UK this summer?
- d (I) What kind of websites would you look at if you surfed the Internet at the weekend?
(P) What kind of websites will you look at if you surf the Internet at the weekend?

- e (I) If you lost your mobile phone, would you buy the same model again?
(P) If you lose your mobile phone, will you buy the same model again?
- f (I) What would you do if you didn't have any homework this evening?
(P) What will you do if you don't have any homework this evening?

- 3 Ask the pairs to report back by reading out some of their questions and answers to the whole class.

4 Key

- a If I hadn't lost my old MP3 player, I wouldn't have bought a new one.
- b If I'd known you liked opera, I'd have bought you a ticket.
- c If I hadn't forgotten/If I'd remembered to shut the window, the burglar wouldn't have got in.
- d If the computer hadn't been so expensive, Carl would have bought it.
- e If I'd been able to find your number, I could have phoned you.

5 Key

- a both
- b 2
- c both
- d 3

6 Key

- a We wouldn't have to walk to school ...
- b ... if he hadn't been so rude to me.
- c ... I would have read the manual.
- d If you'd listened to the instructions ...
- e I wouldn't be annoyed ...
- f If the sea were warm(er) ...

- 7 Students can work in pairs or small groups, then compare answers as a class. If there is time, encourage the pairs to write two or three more sentences.

Possible answers

- a ... I'll check the weather forecast on the Internet.
- b ... I had a computer at home.
- c ... I'd have prepared more food.
- d ... I didn't think they were so dangerous.
- e ... I'd got every answer correct in the exam.

Listening p134

- 1 They were all invented by women, but let students have some time to speculate and discuss before you give them the answers.

Key

- a Each was invented by a woman:
- 1 The coffee filter – Melitta Benz
 - 2 The windscreen wiper – Mary Anderson
 - 3 The disposable nappy – Marion Donovan
 - 4 The dishwasher – Josephine Cochrane

For b, encourage students to come up with at least two reasons. These are confirmed in the Listening.

- 2 Students' answers may vary; it is not always easy to predict the key words accurately until the information is heard in context. The purpose of this task is to make students read the questions carefully and to be aware of the type of information they are likely to hear.

- 3 The answers in bold in the audio script show where the answers can be located.

Key

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

Audio script 28

Interviewer Welcome to 'Science Past and Present'. Today we have with us Dr Franklin, who is going to talk to us about a subject dear to her heart – female inventors. Good morning, Dr Franklin. Can you tell us why you started researching female inventors?

Dr Franklin Yes. As you know, I teach physics, and young men far outnumber women in my department. So **I started to look for suitable role models as a way of encouraging more girls into the sciences**, especially physics and engineering. I was very surprised by what I found. Basically, women are behind a much larger number of inventions than most people – including me and my colleagues – are aware of.

Interviewer Why is that, do you think?

Dr Franklin There are a few reasons. In the past, traditional male and female roles did not encourage women to be educated or even clever. **Therefore, women who did have ideas and invent things, often hid the fact** knowing that their ideas probably wouldn't be accepted anyway – because they were women. Education was also costly and women often didn't own any money. **Actually, married women did not have legal rights to own anything, even their own ideas, for a very long time.** So, it was often the husband who was given the credit!

Interviewer So what did you find? When was the first female inventor?

Dr Franklin Well, the first time a patent was granted to a woman was in 1637. Between then and the beginning of the 20th century, there were 500 patents granted to women inventors.

Interviewer Five hundred! That's quite a few.

Dr Franklin Not really. It works out at about two a year. **However, many more women inventors didn't even bother to apply for a patent. It wasn't considered ladylike!** For example, in 1842 Lady Ada Lovelace worked with Charles Babbage to invent the first computer. She was a brilliant mathematician, so she wrote the first computer programme. But she didn't patent it, because it wasn't socially acceptable for a woman of her class.

Interviewer Can you tell us about some other women inventors?

Dr Franklin A lot of inventions by women were, unsurprisingly, designed to help with domestic tasks. For example, in 1886, an American woman, **Josephine Cochrane, patented her design for a dishwasher. She was fed up with the servants breaking her best dishes!**

Interviewer And I know that you have found female inventors who have invented more surprising things ...

Dr Franklin Well, in 1902, Mary Anderson, who came from hot and dry Alabama, was visiting New York. She was travelling by tram in very snowy weather. She noticed how many times the tram driver had to stop the tram and get out to clear the snow off the windscreen. So, she invented the windscreen wiper! **Soon they became a legal requirement for all transport.** And then in 1908, a London woman, Emily Canham, while being driven home in the dark, noticed the problem of blinding light from car headlights. **So, she divided the headlight into different parts. The top parts had different glass to shade the light, and only the bottom part was bright light.** These were simple, practical solutions to potentially dangerous problems.

Interviewer How fascinating. Thank you, Dr Franklin.

- 4 Younger students may be amazed at the attitudes to women expressed in the script.

Optional activity

Ask students to do some online research to find two or three modern female inventors and be prepared to present them at the next lesson. Bette Naismith Graham (Liquid paper), Dr Grace Murray Hopper (COBOL computer language), and, perhaps most surprisingly, the actress Hedy Lamarr (Spread Spectrum Technology) are a few examples.

Speaking p135

- 1 Tell students to write down their sentences (in order to check that they're using the conditional forms correctly). Then compare answers as a class.

Suggested answers

The items are (from top to bottom): (digital) camera, remote control, watch, calculator.

- 1 If we didn't have digital cameras, we'd have to start using film again. We wouldn't be able to take multiple shots of things and people and discard the ones that are no good.
 - 2 If we didn't have watches, we wouldn't be able to know immediately what time it was, unless we had another way of finding out the time such as a mobile phone screensaver.
 - 3 If we didn't have calculators, we'd find it very difficult to do complicated mathematical problems in our heads, and it would take a long time to work them out on paper.
- 2 Ask students to give reasons for their choices, and find out by a show of hands which gadgets the class as a whole consider the most useful.

Key

- a calculator and TV remote control

Audio script 29

Female Which two gadgets do you think are the most useful?

Male That's a difficult one. I think the TV remote control is very useful ...

Female Yes, so do I. But is it as useful as a digital camera?

Male Yes, digital cameras are useful. But most mobile phones include a digital camera nowadays, so in a way you don't really need a separate camera. If we didn't have TV remote controls, we'd have to get up and walk to the TV every time we wanted to change channels or adjust the volume.

Female OK, so shall we agree on the TV remote control?

Male Yes. What about the second gadget?

Female How about the pocket calculator?

Male Don't you think that a watch is more useful? I look at my watch all the time.

Female That may be true, but you can easily find out the time in all sorts of ways nowadays ... on your mobile phone for example.

Male That's a good point, but I don't think the pocket calculator is a great invention.

Female Really? I use one all the time. I'm no good at mental arithmetic, so I'd be lost without a calculator.

Male Neither am I, so I agree with you there!

Female I think we need to make a decision. Calculator or watch?

Male All right. You've persuaded me. Let's go for the calculator.

- 3 Practise saying the expressions with appropriate intonation, using the recorded conversation as a model, if necessary.

Explain to students that, in British English, disagreement is normally expressed indirectly. Direct expressions such as *You're (completely) wrong* or *I (absolutely) disagree* are generally only used in arguments between close friends or when people feel very strongly indeed about the subject under discussion.

Key

So do I.

Don't you think that ... ?

That may be true, but ...

That's a good point, but ...

I agree with you (there).

- 4 If there is time, ask each pair to report back on their conclusions. Elicit appropriate reporting language, e.g. *We thought that ...* ; *We decided that ...* ; *We couldn't agree on ...* .

Suggested answers

a smartphone

Useful for phoning, texting, accessing the Internet, emailing and listening to music all in one gadget. Hundreds of 'apps' may be downloaded to personalize the phone. Light and easily portable. If we didn't have smartphones we'd have to carry around several different gadgets and rely on older technology, e.g. portable cassette and CD player.

headphones

Useful for listening to music while on the move, on buses and trains, etc. without disturbing other people. Also useful for using instant messaging on a computer with a webcam. Without them we'd have to do without music while on the move and would have to rely on a computer's speakers.

a laptop

Useful for working or playing games while on the move. Smaller, lighter and more portable than a desktop computer. Includes speakers, modem and trackpad so extra equipment is not necessary. If we didn't have laptops, we'd have to do all our computing at a desk top computer in one room.

a hair dryer

Useful for drying hair quickly and creating different styles. Without them we'd have to allow our hair to dry naturally and have more simple styles.

a radio

Useful for listening to live spoken word programmes, news and music. Portable radios are much easier to carry around than televisions, the sound quality is better than on a smartphone, and a radio can be fitted into a car. If we didn't have radios we would have to rely on television or newspapers to find out the news.

5 Suggested answers

- a Usually yes, but some gadgets have become very complicated to use (e.g. some DVD players, mobiles and computers) and are accompanied by thick manuals which are difficult to read and understand. We have come to rely heavily on gadgets, so when they go wrong it can be very disruptive to our lives.
- b Good examples of unnecessary gadgets are things that do something electronically that could just as easily be done manually. Examples include electronic letter-openers, pencil-sharpeners and can-openers (although these items are useful for people with disabilities).
- c Computers are obviously very useful, sometimes indispensable, in the modern world. Like any tool, they are a problem when they go wrong and there is no other means of carrying out the task. Although few people would suggest we go back to old-fashioned paper files, it is important to keep 'hard' (paper) copies of important documents in case of computer failure – something students should bear in mind when writing class assignments!
- d Young people may spend a lot of time at their computers, either playing games or surfing the Internet. It is argued that all this solitary activity can lead to underdeveloped social skills.

Use of English p136

This section focuses on gapped prepositions in the open cloze, and encourages students to use a dictionary when practising this exam part.

1 Key

- a on
- b for
- c on

2 Key

- | | |
|--------|--------|
| a on | e for |
| b with | f to |
| c to | g with |
| d for | |

3 Key

- 1 of
- 2 to
- 3 in
- 4 so
- 5 have
- 6 than
- 7 been
- 8 to

4 Key

- a 3 (competing in)
- b 2 (similar to)
- c 1 (teams of), 8 (in order to)

Vocabulary p137

1 Key

- a Internet access, search engine
- b mobile phone, artificial intelligence, instant messaging

2 Key

- a search engine
- b instant messaging
- c mobile phone
- d Internet access
- e artificial intelligence

- 3 Explain to students that even native speakers will often disagree about whether to use hyphens in some compound nouns. This is because words which are frequently used together become, over time, regarded as one word. If students are not sure, they should probably not use them. The most important point for the exam is distinguishing between single-word and two-word compounds, as in this exercise.

Key

- a keyboard
- b website
- c battery life
- d computer screen
- e laptop
- f text message

Writing p138

Writing Part 1 is a compulsory essay task. The essay is written for a teacher and should include opinions or ideas on a given subject. The topic will vary but the format is always the same: an essay question, two notes to help students structure their essay and a third which should be their own idea. They should use a neutral or formal register and a range of functions such as giving examples and expressing opinions. Students have worked on the essay task in units 2, 6 and 9, so you may wish to remind them of the essays they wrote and look at the **how to do it** box on page 31, and the language boxes on pages 79 and 115.

1 Key

- a They allow people to call for help if their car has broken down in a remote place, and make parents more willing to allow their children to go out alone or with friends.
- b Answers might include: people might go to remote places or out on their own because they assume they can call for help. The mobile phone signal is not always reliable, and batteries can run out. Parents often give their children Pay-As-You-Go phones and it is easy to forget to top them up.
- c It can make it impossible to relax and leave work behind when on holiday, and if the phone is a smartphone, it's likely you'll receive emails too.
- d The writer mentions that it is convenient and can make people safer.

2 Key

- a Fifty years ago
- b Would our lives be better or worse as a result?
- c For instance, For example
- d Additionally, Furthermore
- e But, On the other hand, However
- f Overall, I think

3 You may wish to remind students of their discussion on the usefulness of computers in the Speaking section on page 135. Here, they relate the issue specifically to school life.

4 Give students a few minutes to discuss the questions in pairs before whole class feedback. Encourage them to write down their ideas as these will form the basis of their essay in exercise 6.

5 If students wrote down their answers in exercise 4, they can use them to complete the notes in exercise 5. Remind them to use some of the expressions from exercise 2.

6 Remind students of the word limit and that they should use the language and ideas they practised in exercises 2–5. When going through answers, check their use of appropriate words and phrases to structure their essays and that they have included all the notes including their own ideas. There is an additional essay-writing task on page 156 of the Student's Book which could be used for extra practice.

Review p140

1 Key

- a wireless
- b instant messaging
- c text
- d ringtone

2 Key

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

3 Key

- | | |
|---------------------------|-----------|
| a keyboard | d laptop |
| b battery life | e website |
| c Artificial intelligence | |

4 Key

- a but
- b however
- c whereas/but/although
- d although/but
- e However
- f However

5 Key

- 1 For instance,
- 2 On the other hand,
- 3 However,
- 4 Furthermore,
- 5 Overall,

Make a difference

12

Lead in p141

1 Key

Street crime: photo 3; vandalism: photo 4; homelessness: photo 2; graffiti: photo 1; begging: photo 5. Students may also say that photo 2 shows begging, but it is less overt than in photo 5.

- 2 Other issues might include drug and/or alcohol abuse, racism, burglary, bullying in school, dangerous dogs, etc. Be careful about discussing issues that might affect students themselves, and be aware of cultural sensitivities that might make it difficult to discuss taboo subjects in class.

- 3 and 4 Students can do these in pairs, then compare answers as a class and have a wider discussion.

Reading p142

1 Key

Section F

- 2 Before looking at the text, remind students about the **how to do it** box for *Multiple matching* on page 22.

Key

- 1 B *several high-profile supporters* (l. 22)
- 2 A *If his victim reacts badly to the stunt, Godin does it again at a later date.* (l. 17)
- 3 F *the 'protestors' had in fact been hired by Electronic Arts themselves in order to mount an elaborate publicity stunt* (l. 67)
- 4 A *His unusual form of protest ... is to push a large cream pie into their face.* (l. 13–14)
- 5 D *he was arrested by waiting police* (l. 45)
- 6 B *a PETA volunteer dressed as a chicken* (l. 25)
- 7 E *five activists climbed onto the roof of the Houses of Parliament in London* (l. 55)
- 8 D *he has climbed some of the tallest buildings in the world* (l. 46)

- 9 C *McGowan received death threats from animal rights activists!* (l. 39)

- 10 E *They have occupied a number of airports, preventing flights from departing and arriving* (l. 52)

3 Key

- | | |
|----------|---------|
| a make | e bring |
| b have | f cause |
| c become | g earn |
| d raise | |

- 4 Give students a few moments to discuss the stunts and place them in order following the criteria in a–c, then take whole class feedback.

Vocabulary p144

- 1 With weaker students, use concept questions to check that they understand the expressions, e.g. *If you managed to do something, did you do it? (Yes.) Was it easy or difficult? (Difficult.),* etc. For c, point out that there is no article, i.e. *to achieve success*, not *achieve a success*.

Key

- | | |
|------------|-----------|
| a ambition | d manage |
| b target | e succeed |
| c achieve | |

- 2 Check that students also use the correct forms after the phrases in b, c and d (*achieve success in; succeed in ... -ing; reach a target of*). Encourage them to learn these as complete phrases or example sentences and to use a dictionary when they aren't sure.

Suggested answers

- a The protestors *did not manage to change* the government's policy.
- b Sophia Coppola *achieved success in* the film industry at a young age.
- c Despite winning *Pop Idol*, she *did not succeed in making* a career in music.
- d Last year, students from our school cycled around Britain to raise money for Oxfam, and *reached their target of* £60,000.

- 3 Ask students to say whether the word in each gap is a noun or an adjective. If they get b and d the wrong way round, explain that the opposite of *failure* is *success*, whereas an *achievement* is a specific success that has come about through effort by an individual or group of people.

Key

- | | |
|---------------|---------------|
| a realization | d achievement |
| b success | e achievable |
| c successful | |

- 4 Check that students are using the phrases covered in the previous exercises and the appropriate tenses for each discussion point (e.g. *I succeeded in...; I (really) hope to ...; I managed to ...; I haven't yet managed to ...*).

Grammar p144

1 Key

- 1 had (GR note 1)
- 2 let (GR note 6)
- 3 make (GR note 4)
- 4 got (GR note 2)
- 5 made (GR note 5)

- 2 When they have completed the task, ask students to say which type of causative verb each sentence is used for:

- things which we do not do ourselves but instead, pay or ask somebody else to do (GR note 1). Answers: a, b, d, e, f
- unpleasant things which happen to us as a result of somebody else's actions (GR note 3). Answers: c and g

Key

- | | |
|------------------|-------------------|
| a have, serviced | e have, delivered |
| b had, decorated | f have, developed |
| c having, taken | g have, stolen |
| d have, cut | |

3 Suggested answers

They've had the walls built.
 They've had/they're having a garden made.
 They've had the windows put in.
 They've had the walls finished.
 They've had the scaffolding removed.

- 4 Refer students to Grammar Reference notes 4 and 5 if they have difficulty in distinguishing the active and passive forms.

Key

- | | |
|---------------------|--------------------|
| a made, cry | d make, repeat |
| b was made to do | e makes, think |
| c were made to work | f was made to wait |

- 5 Make sure that each pair swaps roles halfway through the time you allow for this, so that each person takes a turn at asking and answering questions.

6 Possible answers

- a I would have my jacket cleaned./I would get the person who spilt the orange juice to pay the cleaning bill.
- b I would let my friend borrow as much as I could afford./I would get him to tell me why he needed the money.
- c I would let them do it./I would get the police to come and stop them.
- d I would make the company give me my money back./I would get the company to refund my money.
- e I would let him come and get it./I would get him to go and play in the park instead.
- f I would make her put the goods back./I would let her do it.

Listening p146

- 1 Encourage students to give reasons. They could discuss in pairs then widen into a class discussion.
- 2 The phrases in bold in the audio script show where the answers can be located.

Key

- 1 town hall
- 2 50,000/fifty thousand
- 3 midnight
- 4 older people
- 5 shopping centre
- 6 (next) April
- 7 90/ninety
- 8 countries
- 9 Belgium ... France
- 10 safety

Audio script 30

Jane Newton Good afternoon and welcome to Shipham Town Hall. Can I start this press conference by saying that there will be an opportunity to ask questions at the end – but first, I would like to make a short statement. Well, as you all know, vandalism is the main issue here. Damage to bus stops and public buildings in the town centre **costs the town more than £50,000 a year**. That's a lot of money – money that comes from you, the tax-payers. So, we've taken the decision to install a device – called the Mosquito – which deters teenagers from hanging around in the town centre late at night – which is **when most of the vandalism takes place: between midnight and two o'clock in the morning**. The Mosquito gives out a loud, high-pitched noise. Teenagers find it really annoying, and basically, it makes them unwilling to hang around. The clever thing is that **older people can't hear it at all because the pitch of the sound is too high**. (Our hearing changes as we get older.) So it really does target the people who are causing the problems. As far as locations are concerned, we're planning to install this new device wherever we need to. **The shopping centre is the first place we're going to try it out**. If that proves successful, we'll install further devices in other parts of the town centre – particularly in places where vandalism is a problem: bus stops, play areas, car parks ... **By next April, we plan to have ten of them**. As a council, we are aware that certain objections have been raised both in the media and among local people. It has been claimed that these devices discriminate against young people. What about young people who just happen to be in town late at night, who aren't doing anything wrong? It has been argued that this device harms them as much as it harms a teenager who is covering a wall with graffiti and that we are treating all teenagers as criminals. In response, I say this: we realize that not all teenagers are trouble-makers. But it's impossible to argue with the fact that **over 90 per cent of the vandalism in the town centre is done by teenagers**. And I want to make it clear that the Mosquito does not cause any physical harm. It's just an unpleasant noise. Other towns that have installed these devices have reported an overall reduction in crime as a result. It really does work! We are aware that **the Mosquito has been banned in some countries on the grounds that it contravenes human rights. In Belgium, for example – and France too**. However, in this country, it's perfectly legal to install the device. We are also aware of reports which suggest that the device could actually damage teenagers' hearing – but other studies show that this device causes no health problems. At the moment, **we're totally convinced of its safety**. Of course, if new evidence emerges, we'll look at it again.

- 3 Find out if students have experienced the Mosquito in their own country. If so, did they think it was effective?

Speaking p147

- 1 Elicit or pre-teach the meaning of the words and phrases in the box before students do the matching activity. Get them to identify opposites, e.g. *man-made/natural*; *in a social group/solitary*. Stronger students should know other relevant words and phrases, e.g. *in the wild*, *endangered*, *habitat*, etc.

Key

Photo 1: enclosure, man-made, protected, solitary
Photo 2: freedom, natural habitat, social group

- 2 When students have done the exercise, ask them to underline the word or phrases in b, d, e and f which signal that it's an opinion/speculation, rather than a factual observation. Ask stronger students if they can think of other examples of language that do the same thing, e.g. *possibly*, *maybe*, *It looks (to me) as if ...*, etc.

Key

- a factual (*shows*)
- b opinion/speculation (*I would imagine*)
- c factual (*is*)
- d opinion/speculation (*probably has*)
- e opinion/speculation (*it's likely that*)
- f opinion/speculation (*looks*)
- g factual (*shows*)

- 3 Encourage students to use the factual ideas from exercise 2 (a, c and g) and to add any other ideas of their own.
- 4 You could organize this as a three-way class debate, with a group of students arguing for each of the three statements. This will encourage them to develop arguments with statements they may not have strong views about or actively disagree with.

Use of English p148

- 1 The aim of this exercise is to show students how certain pairs of words can be synonyms in some contexts, but not in others. Encourage stronger students to try to answer as many as they can before looking at a dictionary, which they should use to check their answers.

Key

- | | |
|----------------|--------------------|
| a false/untrue | e personal/private |
| b false | f personal |
| c broad/wide | g highest/tallest |
| d broad | h tall |

2 Key

- a True. (See paragraph 5.)
b False. Her style of campaigning *reaches people in a way that ... confrontation can't*, but she does campaign actively.
c False. She has *experience of the latest in green living* and has a *long-standing commitment* to environmental living.

- 3 Before looking at the text, remind students about the **how to do it** box for *Multiple-choice cloze* on page 89.

Key

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

Vocabulary p149

- 1 Point out that in compound adjectives, the noun prefix comes first.

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

Note that *heart-breaking* is also possible.

2 Key

- | | |
|--------------------|-------------------|
| a meat-eating | e record-breaking |
| b Labour-saving | f time-consuming |
| c eye-catching | g heart-warming |
| d thirst-quenching | h mouth-watering |

3 Key

- a Newspapers always put **attention-grabbing** headlines on the front page.
b He's always coming up with interesting **money-making** ideas.
c My uncle runs a **window-cleaning** company.

- d In Nicaragua, Jinotega and Matagalpa are the largest **coffee-growing** areas.
e The **award-winning** film is being shown on TV tonight.

Writing p150

Writing an article is one of the optional tasks in Part 2. Students are given some information in the form of a short advertisement in an English-language publication asking for articles on a given topic such as a famous person or how to improve the environment. They should write about the topic in an interesting and engaging way and give their personal opinion using an appropriate style, which could be formal or informal according to the topic but should be consistent throughout. They should use a range of functions such as expressing opinions, explaining and describing people or places. Students have already written a review in unit 3, so you may wish to remind them of the articles they wrote and look at the **how to do it** box on page 43.

- 1 Explain to students that these sequencing words are very useful when presenting a series of arguments as part of a continuous piece of writing.

Key

2, 5, 4, 1, 3

Words that help: *First/Firstly, Secondly, Thirdly, To sum up*

2 Key

- a 2, 3, 7
b 4, 5
c 1, 6, 8, 9

3 Key

1, 3, 5, 7, 8

- 4 For sentences a, b and e: explain that *besides, as well as* and *in addition to* are normally followed by a verb in the *-ing* form.

For sentences c and d: explain that when *Not only ...* is used at the beginning of a sentence, it's followed by an auxiliary verb then the subject (so we say *Not only are there ...* and not ~~*Not only there are ...*~~).

For sentence d: ask students to look up *moreover* and *not only* in a bilingual dictionary. Explain that *Moreover ...* is used to add new information to support something you've said previously, while *Not only ...* (followed by *... but also ...*) is used to say that something else is also true.

Key

- a Besides *banning* cars from the centre, I'd have the roads resurfaced.
- b Cars cause a lot of pollution as well as *being* noisy.
- c Not only *are there* not enough buses, but they are old and dirty.
- d *Not only* is the town hall old, it's also ugly.
- e In addition to *cleaning up* the park I'd have a children's playground installed.

- 5 Point out to students that the advice in the **tip** box about using personal pronouns in articles is the opposite of what they should do in formal essays and reports, where personal pronouns should normally be avoided (see the **tip** box on page 67).

Key

All five paragraphs: Use of *I*.

Opening paragraph: *We would all like to ...*

Final paragraph: *if you visited Monkton, I'm sure you'd agree ...*

- 6 For weaker students, brainstorm some of the vocabulary they might need, using each of the items in the box as a starting point, e.g.

Air quality: *pollution, exhaust fumes, carbon levels, etc.*

7 Possible answers

- a I'd have trees planted in the city centre.
- b I'd get the transport company to run more buses at busy times.
- c I'd make the air cleaner by banning big lorries from the city centre.
- d The government should make people recycle all their waste.
- e I wouldn't let them open supermarkets on out-of-town sites.

- 8 Remind students of the word limit. When going through answers, check that students have used appropriate sequencing expressions from exercise 2. There is an additional article-writing task on page 160 of the Student's Book which could be used for extra practice.

Review p152

1 Key

- | | |
|-------------|------------|
| a succeeded | c managed |
| b realized | d reaching |

2 Key

- | | |
|----------------|----------------|
| a achievement | d achievable |
| b successfully | e unsuccessful |
| c realization | |

3 Key

- a There are three members of staff who speak Chinese where I work.
- b I've just bought a machine for making bread/ that makes bread.
- c A tarantula is a large spider that eats birds.
- d This magazine is full of ideas for saving money.
- e The goalkeeper was not really injured – it was just a tactic for wasting time.

4 Key

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