

1.1 Communication today

GRAMMAR

A

- | | |
|----------------|-------------------|
| 1 do you speak | 5 am looking |
| 2 take | 6 are becoming |
| 3 is learning | 7 doesn't contain |
| 4 seems | 8 is thinking |

B

Stative	Dynamic
believe, belong, cost, include, know, mean, need, own, prefer, seem, understand, want	bring, complain, get, relax, show, take, watch, write

C

- | | |
|------------------|-----------------|
| 1 am/'m relaxing | 5 travel |
| 2 need | 6 love |
| 3 have | 7 am/'m smiling |
| 4 don't think | 8 snows |

VOCABULARY

A

- | | |
|----------|-------------------|
| 1 looks | 5 am/'m watching |
| 2 listen | 6 are/'re looking |
| 3 hear | 7 sounds |
| 4 see | 8 look |

B

- 1 b 2 c 3 a 4 b 5 c

PRONUNCIATION

A

- We speak a lot of English at home.
- The Spanish exam was difficult, but I think I passed.
- I don't often listen to podcasts.
- A photo doesn't always show the real you.
- I met up with an old friend at the weekend.
- That's me in the picture with my brother.

1.2 Who owns English?

GRAMMAR

A

- ~~What do~~ **did** you guys go out the other night?
- ~~Which~~ **What** do you want, an ice cream?
- ~~What Jack~~ **What does Jack** want to do for his birthday next week?
- ~~How much~~ **long** did she have to wait at the bank?
- ~~Who~~ **Whose** shoes are these?
- ~~How~~ **Why** doesn't Laura come to the party with us?

B

- Where did Danny learn Spanish?
- When is the language lab open?
- How can I improve my English?
- Should we ask the teacher what this word means?
- Who is considered the greatest writer of modern English?
- What are you studying this term?
- What language do you speak at home?

C

- Can you understand
- Which/What
- Is it difficult
- how is it
- How do you make
- Will you teach
- why are you

PRONUNCIATION

A

- 1 b 2 a 3 b 4 a 5 a

VOCABULARY

A

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

B

- | | |
|---------------|--------------|
| 1 phrase | 5 accent |
| 2 idiom | 6 accurately |
| 3 fluently | 7 bilingual |
| 4 monolingual | |

1.3 Reading

READING

A

- In many African countries, hundreds of languages are spoken.
- Some people, known as *hyperglots*, are capable of learning 50 or 60 languages.
- Learning new languages increases the size of the brain.

C

- 1 c 2 e 3 a

1.4 Listening; Functional Language

LISTENING

A

- part of a radio programme
- a new selfie app

B

- 1 b 2 b

C

- F (It's new in the UK, but it was originally launched in 2014.)
- F (It's available throughout the world.)
- T
- T
- F (The technology is similar to that used by airport security companies.)
- F (Many apps access and collect personal information.)

FUNCTIONAL LANGUAGE

A

- mind giving
- to (help)
- to do
- would be
- you wouldn't/don't
- go

B

- 1 hand 2 help 3 easy 4 legend 5 favour

1.5 Write a report about trends

WRITING

B

Introduction: a and c

Paragraph 1: g

Paragraph 2: d

Paragraph 3: e and f

Conclusion: b

C

- 1 f 2 e 3 b

D

- 1 conducted
2 Many claimed
3 a lack of interest in
4 due to the fact that
5 It seems that

WRITING PRACTICE

B

Model answer

Report about trends in the use of technology for education

This report examines how people are using technology as part of the educational process. We asked a hundred young people about their experiences of technology in education and what they believe its advantages are.

Individual learning

Not everybody is successful at learning using traditional methods of study, and digital tools such as computers, iPads and digital whiteboards mean that both teaching and learning can be adapted to suit individual students' various styles of learning.

Distance learning

Access to online learning allows teachers to reach students in different places at the same time. It also allows people who work to pursue educational goals in their free time. In this way, learning has become available to anyone and everyone.

Motivation

Most of the people we asked said that with computer-based courses they felt more in control of their learning. Digital methods make learning more fun, and students are less afraid of making mistakes.

Conclusion

No one suggested that technology should replace teachers, but it seems that the trend towards computer-based and distance learning has made educational opportunities available to more people and students can learn more by engaging in motivating educational activities.

2.1 Important decisions

PRONUNCIATION

A

- | | |
|-----------|---------|
| 1 We | 5 He's |
| 2 I | 6 They |
| 3 They've | 7 She |
| 4 I | 8 We've |

GRAMMAR

A

- | | |
|------------------------|-------------------------|
| 1 have (you ever) made | 6 was |
| 2 wrote | 7 have/'ve (never) made |
| 3 haven't done | 8 has/'s written |
| 4 have (you) done | 9 has/'s learnt |
| 5 did | 10 went |

B

- | | |
|------------------|------------|
| 1 still | 5 has been |
| 2 went | 6 never |
| 3 have ever been | 7 did |
| 4 just | 8 yet |

VOCABULARY

A

- | | |
|--------|--------|
| 1 take | 6 make |
| 2 put | 7 work |
| 3 turn | 8 stay |
| 4 set | 9 make |
| 5 lose | |

B

- | | |
|-----------------|--------------------|
| 1 lose heart | 6 a decision |
| 2 motivated | 7 his/a goal |
| 3 into action | 8 into reality |
| 4 the break | 9 short-term goals |
| 5 the next step | |

2.2 You can do it!

VOCABULARY

A

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

B

- | | |
|----------------|-----------------|
| 1 aware of | 5 working for |
| 2 suitable for | 6 proud of |
| 3 typical of | 7 asked for |
| 4 looking for | 8 preparing for |

C

- | | |
|-----------|-----------|
| 1 deal | 5 solve |
| 2 causing | 6 analyse |
| 3 suggest | 7 agree |
| 4 coming | |

PRONUNCIATION

A

Verbs with stress on first syllable: focus, manage, study

Verbs with stress on second syllable: achieve, regret, suggest

GRAMMAR

A

- | | |
|-------------------|---------------|
| 1 couldn't | 5 are able to |
| 2 am able to | 6 managed to |
| 3 managed to | 7 can |
| 4 Was she able to | 8 couldn't |

B

- | | |
|-----------------------|-------------------------|
| 1 does Kate manage to | 5 Could you speak |
| 2 being able to work | 6 didn't manage to find |
| 3 not able to prepare | 7 imagine being able |
| 4 able to spend | |

2.3 Reading

READING

A

- want a simpler life
- a TV presenter
- for some people

B

- c (without an internet connection, without electricity, without a car)
- f (the security of a nine-to-five routine, left ... behind in order to find a way of life which is simpler)
- a (by helicopter)
- b (food, fuel, clothing and bedding)
- d (Things are often broken or damaged by the wind and rain.)
- e (They are able to deal with change on a daily basis, ability to accept new situations.)

C

- | | |
|---|----------------------------|
| 1 T | accessible by helicopter.) |
| 2 F (They have left the 'rat race' behind.) | 4 T |
| 3 F (The island is only | 5 T |
| | 6 T |

2.4 Listening; Functional Language

LISTENING

A

Answers will vary, but 1, 3 and 4 are the most likely.

B

- | | |
|-----------|-------------|
| 1 adults | 4 pressure |
| 2 support | 5 solve |
| 3 dealing | 6 decisions |

C

- | | |
|---------------------------|----------------|
| 1 life-changing decisions | 6 advice |
| 2 family troubles | 7 time, energy |
| 3 list | |
| 4 don't agree | |
| 5 long-term goals | |

FUNCTIONAL LANGUAGE

- must be
- can call
- if I ask
- Can we start
- I'm sorry
- Would it be
- I'm afraid
- I'd like

2.5 Write an informal email

WRITING

A

Sentences 2, 4, 5, 7 and 8

B

- Sorry I haven't written / didn't write sooner.
- Thanks for the advice.
- I hope you're well. / How are you?
- I didn't go because I was ill.
- I haven't found anywhere (nice/cheap/etc) to live yet.

C

- 1 regularly 2 good 3 not sure 4 will

D

- Hi Adriana; Love to you & Dave & the baby
- So what to do?; Great new café near me
- !!!; -; ...
- What's; It's been; a lot of stuff's been happening; I'd made; I've been; don't know; They're both; The other one's; I'll be far away; I'll have to find; it's a great opportunity
- What's up?; stuff; mags; Woo-hoo; cool; get it?; lol
- ☺

WRITING PRACTICE

B

Model answer

Hiya Lottie,

Thanks for the birthday present. *The Necks!* You know me so well! It's their best so far. Thanks again ☺!! The card was great, too. Really funny!

Guess what? You know how you're always trying to persuade me to go skydiving? Well, ... ta-da ... Pete got me a ride in a hot-air balloon for my birthday! Trouble is I've got a thing about heights – really scared of them actually! I so want to go but at the same time I'm really frightened – terrified! I know that it will be an amazing experience but ... will I have the courage to do it? Plus I don't want to hurt Pete's feelings by refusing his gift. What shall I do? Help!

BTW. When do you next get a break? Perhaps I can come to Germany for a visit, or you can come over here – you know you're always welcome. Anyway ... give me a ring if you get the chance. Tell me what I should do about the whole hot-air balloon thing!

That's all for now, but write and tell me all your news.

Hugs and kisses,
Tonia

3.1 Travel experiences

GRAMMAR

A

- | | |
|-----|-----|
| 1 a | 5 c |
| 2 b | 6 b |
| 3 c | 7 c |
| 4 b | 8 a |

B

- | | |
|---------------|---------------------|
| 2 hadn't seen | 6 suddenly found |
| 3 had been | 7 saw |
| 4 decided | 8 had never noticed |
| 5 left | |

VOCABULARY

A

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

B

- | | |
|--------------|-------------|
| 1 connection | 4 action |
| 2 decision | 5 reaction |
| 3 pollution | 6 situation |

C

- | | |
|--------------|-------------|
| 1 decision | 4 situation |
| 2 connection | 5 reaction |
| 3 pollution | 6 action |

PRONUNCIATION

A

- | | |
|-------------|-------------|
| 2 Speaker B | 5 Speaker B |
| 3 Speaker B | 6 Speaker B |
| 4 Speaker A | |

3.2 Travel smart

GRAMMAR

A

- | | |
|-------|-------|
| 1 a | 5 – |
| 2 the | 6 a |
| 3 – | 7 the |
| 4 an | 8 – |

B

- | | |
|-------------|------------|
| 1 much | 5 a little |
| 2 enough | 6 a lot of |
| 3 little | 7 Few |
| 4 plenty of | 8 too much |

C

- | | |
|----------|-------------|
| 1 quite | 4 little/no |
| 2 much | 5 Lots |
| 3 enough | 6 very |

PRONUNCIATION

A

Students underline these phrases:

- 1 lot of
- 2 a few
- 3 many
- 4 too much
- 5 enough
- 6 little

VOCABULARY

A

- | | |
|--------------|--------------|
| 1 really | 4 furious |
| 2 absolutely | 5 extremely |
| 3 very | 6 very funny |

B

- 1 X 2 X 3 ✓ 4 X 5 X 6 X 7 ✓ 8 ✓

C

- 1 impossible
- 2 brilliant
- 3 enormous
- 4 furious
- 5 filthy
- 6 hilarious

3.3 Reading

READING

A

Possible answers

- 1 Maybe it will be about the use of technological advances in road transport.
- 2 Probably positive.

B

- 1 d 2 c 3 a 4 e 5 b

C

- 1 a 2 b 3 c 4 b

3.4 Listening; Functional Language

LISTENING

B

- 1, 2, 4 and 5.

C

- 1 less
- 2 Older
- 3 live dangerously
- 4 confident
- 5 Different groups of people
- 6 different stages
- 7 wait until they are older

FUNCTIONAL LANGUAGE

- 1 guess 2 had/'d 3 thing 4 while 5 happened
6 best 7 kidding 8 end

3.5 Write an email of complaint

WRITING

A

a 3 b 4 c 2 d 1

B

- | | |
|-------------|-----------------|
| 1 extremely | 4 unnecessarily |
| 2 regularly | 5 seriously |
| 3 totally | 6 definitely |

WRITING PRACTICE

C

Model answer

Dear Sir or Madam,

I am writing to complain about the disastrous package holiday to Majorca we booked with your company. It is the worst holiday we have ever had.

First of all, there was no coach to meet us at the airport to take us to the hotel. We had to wait five hours for one to arrive, and when we arrived at the hotel, the kitchen was closed so we went to bed with no dinner.

The extremely loud noise of building work woke us up very early as the hotel is having an extension built. This went on for the whole of our stay, making it totally impossible to relax by the hotel pool or beach.

The service was completely unacceptable, too – beds not made or changed, rooms not cleaned – and the staff were often rude. Also, the planned trips to sites of interest either didn't happen or we had to pay extra for them.

This is to tell you that I am seeking compensation for a ruined holiday, as what was promised by your representative at the travel agency was nothing like the reality.

I hope to hear from you soon regarding this matter.
Harold Purly

4.1 Personal change

GRAMMAR

A

- | | |
|---|-----------------------------|
| 1 I am / I'm meeting Sarah | I will / I'll try |
| 2 We are / We're having or We are / We're going to have | 5 I will / I'll do |
| 3 she is / she's going to own | 6 What are you doing |
| 4 I am / I'm going to try or | 7 he is / he's going to buy |
| | 8 I will / I'll turn |

B

- | | |
|--------------------------------|-----------------------|
| 1 am/'m going to learn | you learning |
| 2 will/'ll make sure | 6 are going |
| 3 will/'ll lend | 7 will not / won't be |
| 4 am/'m having | 8 Are you doing |
| 5 Are you going to learn / Are | |

C

1 a 2 b 3 a 4 a 5 b

PRONUNCIATION

A

- not interested
- excited
- determined
- positive
- sarcastic
- thoughtful
- curious
- ironic

VOCABULARY

A

- | | |
|-------------------|-------------------|
| 1 cut | 4 keep/make/break |
| 2 make/break/keep | 5 quit |
| 3 reach | 6 break/make/keep |

B

- | | |
|----------------------|-------------------------|
| 1 quit a bad habit | 4 reach a target |
| 2 break a resolution | 5 cut down on something |
| 3 make a resolution | 6 keep a resolution |

C

- | | |
|-------------|--------------|
| 1 down | 5 resolution |
| 2 quit/stop | 6 achieve |
| 3 keep | 7 set |
| 4 reach | 8 stick |

4.2 Social change

GRAMMAR

A

- | | |
|---------------|-----------------|
| 1 is going to | 5 could |
| 2 may | 6 are going to |
| 3 definitely | 7 might not |
| 4 will | 8 will probably |

B

- | | |
|------------|--------------|
| 1 will | 5 might/may |
| 2 going | 6 could/will |
| 3 probably | 7 definitely |
| 4 won't | 8 not |

C

- Hannah ~~probably~~ will **probably** get the job.
- It depends how busy Lisa and Alan are, but they ~~definitely~~ will **probably** come tonight.
- The weather ~~probably~~ might be good this weekend.
- My neighbours could ~~to~~ at least try to keep the noise down a bit!
- The local football club ~~won't~~ definitely **won't** win the league this season.

PRONUNCIATION

A

1 b 2 a 3 a 4 b 5 b

B

- that in
- What other
- is overpaid
- That's a
- don't understand

VOCABULARY

- A**
- | | |
|-----|-----|
| 1 c | 5 b |
| 2 a | 6 c |
| 3 c | 7 a |
| 4 b | 8 c |

- B**
- rebuild
 - disagree
 - overpopulated
 - disappeared
 - misunderstand

4.3 Reading

READING

- A**
- 1 a review 2 real people 3 India and the UK

- B**
- 2, 3, 4, 5, 7, 8 and 9.

- C**
- Possible answers**
- 2, 3, 5, 8 and 9 should be included.
4 and 7 are not relevant to the main idea of the programme.

- D**
- | | |
|----------------|---------------------------|
| 1 documentary | 4 India |
| 2 British boys | 5 deal with the challenge |
| 3 failed | |

4.4 Listening; Functional Language

LISTENING

- B**
- b, c, d and f.

- C**
- 1 a 2 b 3 a 4 a

- D**
- b
 - c
 - a
 - b
 - a
 - b

FUNCTIONAL LANGUAGE

- up
- going
- what
- catch
- lost
- Leave

4.5 Write a short essay

WRITING

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

C

- Washing machines and dishwashers.
- The elderly will need more help in the home.
- Because we will want more free time to develop personal interests.

D

- | | |
|------------------------------|------------------------------|
| 1 and so | 4 because |
| 2 because of | 5 as/because |
| 3 as a result / consequently | 6 as a result / consequently |

WRITING PRACTICE

B

Model answer

For some time now, robots have been used to build products such as cars and medical equipment, but how long will it be before they do the jobs we think only humans can do? Computers are becoming more intelligent, and as a result they regularly beat humans at chess. What else could they be taught to do?

Medicine is one area in which robots will be used much more. You can already see a doctor online, which is an important development, because people in remote areas can easily speak to a doctor. Consequently, healthcare will improve greatly. Robots can even be used to perform difficult operations, which will allow a surgeon in Germany to operate on a patient in Japan.

Another area where robots will change traditional ways of working is farming. Farm workers will not be needed any more as driverless tractors, GPS devices and robotic fruit pickers will do their jobs. However, some people worry that this kind of development will cause unemployment.

To sum up, because of new developments in robotics and technology, there will be both positive and negative consequences, and we humans will have to find new ways to live in the new world of machines.

5.1 At work

VOCABULARY

A

- | | |
|------------------------|-------------------|
| 1 communication skills | 5 reliable |
| 2 creative | 6 pressure |
| 3 teamwork | 7 time management |
| 4 people | |

B

- I was pleased that the manager let me ~~to~~ use my digital technology skills.
- Did you encourage him **to look** ~~looking~~ for a new job?
- She's tired because her boss made **her** ~~she~~ come to work at 7 am today!
- Our company allows us **to** work from home one day a week.
- She persuaded them **to** ~~that they~~ cancel the meeting at the last minute.
- Mrs Carter told ~~to~~ me to improve my time management skills.
- I advised my colleague **to speak** ~~for speaking~~ to our manager about the problem.
- Mr Jones doesn't want **me to give** ~~that I give~~ the presentation today.

C

- 1 allow
- 2 encourage
- 3 making
- 4 telling
- 5 lets
- 6 persuaded
- 7 wants
- 8 advise

PRONUNCIATION

A

- 1 ✓
- 2 –
- 3 –
- 4 ✓
- 5 ✓
- 6 ✓
- 7 –
- 8 ✓

GRAMMAR

A

- 1 used to be
- 2 used to work
- 3 didn't use to have
- 4 used to work
- 5 would leave / used to leave
- 6 would rarely get
- 7 would board / used to board

B

- 1 Did you use to
- 2 never used to
- 3 used to enjoy
- 4 would meet
- 5 didn't use to have
- 6 used to work

5.2 In business

GRAMMAR

A

- 1 was set up
- 2 have been sold
- 3 are often bought
- 4 be ordered
- 5 are being trained
- 6 have not been proven

B

- 1 Christopher's house was burgled last night.
- 2 The correct technique can be learnt.
- 3 The necklace has been stolen.
- 4 The 100-metre record was broken by Usain Bolt.
- 5 The painting had been completed by the artist's assistant.

C

- 1 Sheila had set off the alarm.
- 2 Zaha Hadid designed the building.
- 3 Russia held the championship.
- 4 *Moonlight* won the Oscar for best film.
- 5 The government's policies are destroying communities.

D

- 1 started
- 2 is collected
- 3 is used
- 4 have been received
- 5 is being turned into
- 6 are picked up
- 7 are cleaned / have been cleaned
- 8 can be made
- 9 died
- 10 ran
- 11 made
- 12 were taken
- 13 were sold

VOCABULARY

A

- 1 d 2 b 3 a 4 c 5 e

B

- 1 running, business
- 2 launched a campaign
- 3 build a brand
- 4 attract new customers
- 5 make a profit

PRONUNCIATION

B

- 1 Who launched this campaign to protect the environment?
- 2 We should talk on Wednesday.
- 3 The sign on the door said knock, so I did, but there was no answer.
- 4 I can't eat a whole sandwich – do you want half?
- 5 He's written a lot but I doubt that he knows everything.
- 6 We listened for an hour but his foreign accent made it hard.
- 7 When they gave the design prize, it went to the wrong person.
- 8 To be honest, I'd say that psychology would not be a good subject for you.

5.3 Reading

READING

A

Not just a job

B

Possible answer

Perks and benefits of working for a modern firm and how these affect employees' well-being and productivity

C

- 1 company owners
- 2 tech firms' work environment
- 3 employees in general
- 4 the game developer's website
- 5 employees
- 6 at the clothing company
- 7 make a difference

D

- 1 a 2 b 3 a 4 a 5 b

5.4 Listening; Functional Language

LISTENING

B

- 1, 2, 4, 6, 7, 8 and 9.

C

- 1 200, week
2 exams, grades
3 vacancies, secondary

D

- 1 30% / thirty per cent
2 science teachers
3 leaving their jobs
4 10,000 / ten thousand
5 3/three (coursework, oral exams, written exams)
6 mark 200 notebooks every week
7 exams and grades
8 when there were end-of-year exams

FUNCTIONAL LANGUAGE

- 1 for coming
2 purpose
3 presentation
4 first of all
5 take a look
6 move on
7 From
8 brings
9 question
10 do you have

5.5 Write a covering letter for a job application

WRITING

A

Possible answers

- 1 Customer services, dealing with people, selling holidays, working in an office.
2 No – a degree and some work experience is enough.
3 Good people skills, being persuasive, knowledge of the travel business.

B

Possible answers

- Paragraph 1:** Which job he is applying for and why (including where he saw the job advert and its reference number)
Paragraph 2: His suitability for the role
Paragraph 3: Why he is applying for this job in particular
Paragraph 4: When he is available for an interview

C

- 1 d
2 a
3 c
4 b

WRITING PRACTICE

B

Model answer

Dear Ms McMahon,

I am writing to apply for the position of Assistant Manager which is currently advertised on jobsforu.com (Ref: 273A). I have attached my CV. I have recently graduated with a degree in Sports Marketing and Management and wish to start a career in the health and fitness business.

I believe my experience and skills, gained both at university and working at sports clubs during the vacations, make me an ideal candidate for the job. While at university I was chairman of the Athletics Committee and oversaw inter-university sports competitions, which required great organisational and leadership skills. Working at sports clubs gave me an insight into how they were run.

Working for your company would be a great opportunity for me to share my passion for health and fitness and to put my skills and knowledge in sales and marketing into practice in a business I have always had an ambition to work in.

Thank you for considering my application. I am available for interview at any time and look forward to hearing from you.

Yours sincerely,
Philip Stevens

6.1 Take part!

GRAMMAR

A

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

B

- 1 shouldn't
2 needn't
3 mustn't
4 must
5 shouldn't
6 don't have to
7 needn't
8 don't have to

VOCABULARY

A

- 1 competitive
2 massive
3 aggressive
4 effective
5 creative
6 impressive

B

- stadium
- champion
- players
- final
- trophy
- supporter
- medal
- league
- tournament
- spectator

C

- coach
- trophy
- league
- stadium
- tournament
- supporters
- champion
- players
- spectator
- final

PRONUNCIATION

A

Stay tuned, (/) folks. (/) We've got an exciting show for you today. (/) Later on in the programme, (/) Lionel Messi (/) – world famous sports star, (/) considered by some to be the greatest footballer of all time – (/) will be joining us to talk about his life and career. (/) We'll speak about the challenges he's faced, (/) both on and off the field, (/) and how he overcame them to be who he is today.

6.2 Hobbies

VOCABULARY

A

- | | |
|------------|--------------|
| 1 escape | 4 collecting |
| 2 relaxing | 5 close |
| 3 get | 6 are |

B

- | | |
|-----------|----------|
| 1 society | 4 member |
| 2 hobby | 5 fit |
| 3 thing | 6 fan |

GRAMMAR

A

- have/'ve never known
- has/'s been playing
- have you been taking part
- has/'s been training
- has/'s completed
- have not / haven't achieved
- has/'s just come in
- has/'s been working out

B

- 's/has been living here for
- 's/has been playing tennis since
- have not been going
- 've/have been training for a

C

- I needn't ~~to~~ buy a yoga mat because my sister lent me hers.
- We **had have** to have lessons before we could jump out of the plane for the first time.
- Julio **needed** to practise a lot before he became good at fly fishing.
- Kayleigh **didn't have** hadn't to watch the ukulele teacher because she already knew how to play the song.
- She didn't **have had** to do anything yesterday so she spent the day relaxing at home.
- I had **to** spend a lot of money to buy this stamp, but I'm pleased that I did.
- The coach said we needed **to** practise more, so we did.
- I had **to** use my friend's table tennis bat last week because I broke mine.

PRONUNCIATION

A

- I've never been to India.
- Tanya's been playing tennis for hours.
- He's been very quiet all day.
- How long have you been captain of the club?
- We've been training since last year.
- Have you been surfing before?

6.3 Reading

READING

A

brass bands

B

- 1 b 2 a 3 c

C

- | | |
|-----|-----|
| 1 b | 4 c |
| 2 c | 5 b |
| 3 a | 6 a |

6.4 Listening; Functional Language

LISTENING

B

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

C

- | | |
|-----|-----|
| 1 c | 4 a |
| 2 b | 5 a |
| 3 b | 6 c |

FUNCTIONAL LANGUAGE

- for instance
- another example
- If you
- my opinion
- don't think
- brutally honest
- probably right

6.5 Write an article for a magazine

WRITING

B

a 2 b 3 c 1 d 5 e 4

C

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

WRITING PRACTICE

B

Model answer

Fishing may not sound exciting, but I can tell you that there's nothing like the thrill you get when you feel the pull on your line as the fish takes the bait.

One of the great things about fishing is that you spend time outdoors – either in the peace and quiet of the countryside or by the sea. You can relax and think and leave the worries of everyday life behind.

Another thing I like about fishing is how it helps the environment. One good thing about our hobby is that we keep rivers and waterways clean and rubbish-free. As for the fish, most of us usually throw them back into the water. Although, and this is another great thing about it, you may go home with a delicious fish for supper!

Another good reason to take up fishing is that you don't need any expensive gear to enjoy it, just a simple rod and some bait and a little stool to sit on.

Everyone wants to escape from the stress of their busy lives, and fishing is an inexpensive and peaceful way to do it. I'm hooked – and I think you will be, too, once you try it!

7.1 Eating out

PRONUNCIATION

A

1 could be
2 can't be
3 must be
4 might be
5 might not be
6 can't be
7 must be
8 might have/could have

B

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

VOCABULARY

A

1 try out
2 giving up
3 turns up
4 dish up
5 took off
6 started off
7 set up

B

1 disgusting
2 raw
3 watery
4 salty/savoury
5 filling
6 tasty
7 rich
8 cheesy
9 fruity
10 spicy

C

Positive	Neutral	Negative
tasty	rich	disgusting
cheesy	salty/savoury	raw
fruity		watery,
spicy		rich

GRAMMAR

A

1 That **can't** ~~mustn't~~ be our bill – we only had a snack!
2 We should phone and book – there might **not** ~~don't~~ be a table.
3 You must ~~to~~ think I'm very rude eating with my fingers!
4 You **may/might/could** ~~maybe~~ be right about this food – it doesn't taste good.
5 Let's try this new restaurant – it **may/might/could be** ~~could~~ ~~maybe~~ good.
6 This place might **not** have ~~not~~ the best food, but it's good enough and very cheap.

B

2 may/might/could contain
3 can't (possibly) want
4 might not taste
5 can't/couldn't be; must be
6 must/may/might think

7.2 Food fads

GRAMMAR

A

1 the least salt
2 cooks better than
3 the spicier the
4 tastes fruitier than
5 more / the most calories
6 worse than me

B

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

PRONUNCIATION

A

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

VOCABULARY

A

- 1 recycled
- 2 wasted
- 3 reuse
- 4 rubbish
- 5 reduce
- 6 use up

B

- 1 bin
- 2 away
- 3 of
- 4 down
- 5 rubbish
- 6 up

C

Across: 2 bin 4 reduce 6 throw away 7 reuse

Down: 1 rubbish 3 recycle 5 waste

7.3 Reading

READING

B

- | | |
|-----------------|----------|
| 1 Angela, Jason | 5 Yoko |
| 2 Yoko, Angela | 6 Yoko |
| 3 Angela | 7 Angela |
| 4 Jason, Yoko | 8 Jason |

7.4 Listening; Functional Language

LISTENING

B

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

C

César 2, 6 Olivia 3, 5 Wing Shan 1, 4

FUNCTIONAL LANGUAGE

- 1 What's
- 2 Have
- 3 about
- 4 were
- 5 plan/idea
- 6 try/shot
- 7 Why
- 8 suggestion/idea

7.5 Write a reply in an online discussion forum

WRITING

B

- 1 SloppyJoe
- 2 Gourmand
- 3 Gourmand
- 4 SloppyJoe
- 5 SloppyJoe, Sylva

C

- 1 quieter
- 2 the most popular
- 3 more casual
- 4 I'd recommend
- 5 than
- 6 nicer
- 7 You should
- 8 Why don't you

WRITING PRACTICE

B

Model answer

I think you should go for the restaurant option. So many things can go wrong with a barbecue – not just the weather. Your guests might be tired after a long journey, and it's more comfortable and relaxing to be seated at a table and waited on than it is to stand around trying to balance a paper plate in one hand and a drink in the other. Besides, in my experience it's just as expensive and time-consuming to have a barbecue as it is to dress up and go out to a restaurant. You can relax and chat rather than attend to the cooking. So, I'd recommend going to a nice restaurant. Better to be safe than sorry!

8.1 Making a difference

VOCABULARY

A

- 1 scientist
- 2 engineering
- 3 succeed
- 4 innovative
- 5 design
- 6 product
- 7 inventive

B

- 1 b 2 a 3 a 4 c 5 b 6 c 7 c 8 a 9 b 10 a

PRONUNCIATION

- 1 ✓ 2 – 3 – 4 ✓ 5 ✓ 6 –

GRAMMAR

A

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

B

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

8.2 Must-have gadgets

VOCABULARY

A

- 1 unique
- 2 gorgeous
- 3 fascinating
- 4 sensible
- 5 unforgettable
- 6 suitable
- 7 impressive
- 8 practical
- 9 incredible
- 10 sophisticated

B

- 1 sophisticated
- 2 practical
- 3 unique
- 4 impressive/important
- 5 fascinating
- 6 sensible
- 7 gorgeous
- 8 unforgettable

GRAMMAR

A

- 1 keep
- 2 tell
- 3 will have to
- 4 don't charge
- 5 won't buy
- 6 doesn't work/isn't working

B

- 1 If you ~~will~~ listen to next week's podcast, you'll hear about some more fantastic gadgets.
- 2 **Will** Are you **be** angry if I cancel our plans for tonight?
- 3 correct
- 4 I won't go out tomorrow unless the weather **is will** good.
- 5 correct
- 6 correct
- 7 I never buy gadgets unless I ~~don't~~ really need them.
- 8 correct

C

- 1 can wait
- 2 might help
- 3 don't try
- 4 should we still
- 5 come and see
- 6 must be prepared
- 7 can always borrow
- 8 can go

PRONUNCIATION

A

- | | |
|-------------------------|----------------------------|
| 1 if you want to | 5 I enjoy |
| 2 you'll really like it | 6 we'll have a lovely time |
| 3 I want to go | 7 I won't miss it |
| 4 I'll lend | 8 I'll phone them |

8.3 Reading

READING

B

- 1 B 2 C 3 D 4 A

C

- Possible answers
a 4 b 3 c 1 d 2

D

- 1 F (We take them for granted today.)
- 2 T
- 3 T
- 4 F (They had to take out the ashes, not the coal.)
- 5 T
- 6 F (The ice blocks stayed frozen, even in summer.)
- 7 F (There was no running water. / They had to carry the water some distance.)
- 8 T

8.4 Listening; Functional Language

LISTENING

B

- 1, 4, 5 and 6.

C

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

FUNCTIONAL LANGUAGE

- 1 first
- 2 When
- 3 say
- 4 let
- 5 how
- 6 After
- 7 mean
- 8 Make

8.5 Write a short biography of an innovative person

WRITING

A

- 1 A pioneer in the field of computer science.
- 2 Meeting Charles Babbage.
- 3 She wrote and published notes about the first calculating machine (computer) including how to give it instructions. It was the first-ever computer program.

B

- a 2 b 1 c 5 d 3 e 4

C

- 1 Although
- 2 However
- 3 despite

WRITING PRACTICE

B

Model answer

Trevor Baylis

Trevor Baylis is best known for his invention of the wind-up radio, which brought information, education and entertainment to millions of poor people around the world.

He was born in 1937 and raised in London. From a very young age, Baylis enjoyed making things. However, his education was disrupted by the Second World War, and he failed his school exams. Despite this setback, he got a place to study mechanical and structural engineering at the local technical college.

The idea for his most famous invention came to him in a flash when he was watching a TV programme about the poor in Africa. He realised that communication and education would help them enormously. Radio was the answer – but in many parts of Africa, there was no electricity. So, he decided to invent a clockwork radio.

His invention has brought information, communication and education to millions of people around the world who most needed them.

He once said, 'Anyone can have a good idea and turn it into something that works. If you find yourself trying to solve a problem, you are half-way to inventing something'. That's something for us to think about.

9.1 Art for everybody

VOCABULARY

A

- 1 studio
- 2 musician
- 3 concert
- 4 rehearsed
- 5 orchestra
- 6 performed
- 7 exhibition
- 8 instrument
- 9 choir
- 10 stage

B

- 1 part in
- 2 fell
- 3 tell
- 4 advantage
- 5 friends with
- 6 keep
- 7 come
- 8 pay
- 9 make
- 10 wrong

GRAMMAR

A

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

B

- 1 worked, would/'d become
- 2 had, would/'d learn
- 3 would/'d go, were/was
- 4 couldn't, would be
- 5 were, would/'d take
- 6 would/'d have, didn't spend

PRONUNCIATION

A

- 2 research, chemist, technology; a
- 3 child, mechanic, Charley; b
- 4 choices, choir, orchestra; b
- 5 challenge, techniques, machine; b
- 6 church, chemical; a

9.2 Tell me a story

GRAMMAR

A

- 1 him what time he was
- 2 they had never read / they had not read / they hadn't read / they hadn't ever read
- 3 (that) she had/'d made
- 4 couldn't understand why
- 5 where the manager was
- 6 if / whether I wanted to go
- 7 wouldn't come the next/following
- 8 if / whether Aisha was there

B

- 1 I have/'ve read
- 2 can borrow
- 3 have to finish
- 4 Is it good
- 5 it is

C

- 6 was about
- 7 would spoil
- 8 following/next
- 9 had read
- 10 if / whether he wanted

VOCABULARY

A

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

B

- 1 added that
- 2 us
- 3 where
- 4 to come
- 5 me to go
- 6 me
- 7 that it would snow
- 8 them to leave
- 9 to go
- 10 to

9.3 Reading

READING

B

1 e 2 a 3 d 4 b 5 c

C

Students tick 2, 3 and 5.

D

- 1 F (The writer says that mega-events have got out of control, especially the huge crowds.)
- 2 T
- 3 T
- 4 T
- 5 F (There's gypsy music, funk and jazz.)
- 6 F (The writer believes that the two experiences complement each other.)
- 7 F (These events are friendly and noncompetitive.)
- 8 T

9.4 Listening; Functional Language

LISTENING

B

- 1 No, they haven't seen each other *for ages*.
- 2 Not really. She liked learning about different kinds of art, but didn't enjoy doing *conceptual art*.
- 3 She studied many.
- 4 She thought it was silly.
- 5 Yes, she is.

C

- 1 bridge
- 2 examples
- 3 subject
- 4 idea
- 5 wool
- 6 pressing
- 7 attractive

D

- 1 transition period
- 2 range
- 3 different
- 4 the 60s (1960s)
- 5 a sheep
- 6 a video
- 7 interesting
- 8 metal, stone
- 9 drawings/illustrations

FUNCTIONAL LANGUAGE

- 1 like
- 2 actor
- 3 ending
- 4 tearjerker
- 5 worth
- 6 follow
- 7 scene

9.5 Write a short review

WRITING

A

Possible answers

- 1 To describe a book for others in order to persuade them to read it, or possibly to discourage them from reading it.
- 2 In a newspaper, a magazine or a website about books.
- 3 Students' own answers.
- 4 Films, plays, concerts, exhibitions, etc.

B

- 1 Mainly positive.
- 2 The reviewer thinks it's like a collection of short stories.
- 3 They have a similar theme.
- 4 There are no fully rounded female characters.

C

a 2 b 1 c 4 d 3

D

1 c 2 b 3 a

WRITING PRACTICE

B

Model answer

Val McDermid's new psychological thriller, *Insidious Intent*, will be a big hit with fans of crime-busting duo, DCI Carol Jordan and profiler Tony Hill. Once again, they are on the hunt for a clever and terrifying criminal.

It all starts on a quiet country road with a car engulfed in flames and a body in the driver's seat. They realise that this is no ordinary accident and discover a series of similar cases. More lives are at risk, and Tony and Carol must go to extreme lengths to catch the evil genius behind the crimes. They are forced to question the very idea of justice.

As you would expect from this writer, the plotting is complex and clever and will grip you from start to finish. But it's not all about plot with Val McDermid – her books are as character-driven as many so-called literary novels. The difficult relationship between Tony and Carol is beautifully done, and her writing displays her descriptive powers and psychological insight.

I needed no persuading: this is a first-class thriller by a master of the genre. If you haven't read her yet, go out and buy this book: you're in for a treat.

10.1 Making up your mind

VOCABULARY

A

- 1 encourage/persuade
- 2 affects/influences
- 3 tempted
- 4 tricking
- 5 regret
- 6 attract
- 7 assume
- 8 avoid

B

- 1 made
- 2 in
- 3 never
- 4 bear
- 5 two
- 6 put
- 7 changed
- 8 Would

PRONUNCIATION

A

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

GRAMMAR

A

- 1 'd have got, hadn't gone
- 2 'd known, wouldn't have paid
- 3 had told, could have/'ve spent
- 4 wouldn't have chosen, 'd thought
- 5 hadn't assumed, might have/'ve made
- 6 might not have been tempted, hadn't gone
- 7 could have/'ve avoided, 'd read
- 8 'd realised, wouldn't have bought

B

- 1 You should have/'ve asked me
- 2 You should have/'ve checked
- 3 I should have/'ve waited
- 4 you shouldn't have bought
- 5 I should have/'ve done
- 6 I should have taken

10.2 Wish lists

VOCABULARY

A

- 1 ourselves
- 2 yourself
- 3 himself
- 4 yourselves
- 5 myself
- 6 herself
- 7 yourself
- 8 themselves

B

- 1 tidying
- 2 keep
- 3 scheduled
- 4 objective
- 5 store
- 6 action point
- 7 sorted
- 8 task

PRONUNCIATION

A

Students underline

- 1 myself
- 2 yourself
- 3 himself
- 4 herself
- 5 set
- 6 treated

GRAMMAR

A

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

B

- 1 wish, had planned
- 2 hope, can remember; hope, goes
- 3 wishes, weren't/wasn't; wish, could have
- 4 hopes, can meet; hope, gives

10.3 Reading

READING

B

- 1 T
- 2 F (Anxiety can be triggered by everyday events.)
- 3 T
- 4 F (This strategy does not solve the overall problem.)
- 5 T
- 6 T

C

- 1 d 2 e 3 b 4 a 5 c

10.4 Listening; Functional Language

LISTENING

B

- 1, 2, 3, 5 and 7.

C

- 1 all over the world
- 2 a quarter of the population
- 3 discrimination
- 4 less likely
- 5 not violent
- 6 charities
- 7 not allowed

FUNCTIONAL LANGUAGE

- 1 time
- 2 need
- 3 worry
- 4 sorry
- 5 about
- 6 fault
- 7 such
- 8 things

10.5 Write a report

WRITING

A

- To discuss problems which occurred at Downey Village Fair.
- It was financially a success, but not in terms of organisation.
- Not enough parking space and problems with traffic on the roads.
- Larger number of parking spaces, more areas (e.g. fields) allocated for parking, volunteers to direct traffic and parking.

B

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

WRITING PRACTICE

B

Model answer

Report on The Huffington and District Mobile Library

Summary

The mobile library was set up to satisfy a demand to provide books to rural areas in the county. It is a subscription service, yet despite the initial demand, we can barely afford to pay running costs. This report explores the problem.

Background

We provide a library service to areas where there is no easy access to books, magazines, DVDs and music CDs. A survey suggested that the service was much needed, yet the actual number of subscribers is far short of what we expected.

Analysis

- Lack of information:** Not enough people are paying the subscription, often because they did not realise that they had to. Also, many did not know that such a service existed.
- Reading habits:** Some have complained about the limited choice of reading matter available. While it is difficult to please everybody, we should stock a wider variety of books and magazines.

Recommendations

- An advertising campaign to publicise the service. Put flyers through letterboxes and hold a village hall meeting to explain.
- Conduct a survey in the area to establish reading habits and tastes to provide a better service.

11.1 Exam Practice 1

READING PART 1

- SUCCESSFUL
- COMMUNICATION
- CHILDHOOD
- IMPOSSIBLE
- CONSTANTLY
- EASILY

READING PART 2

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

LISTENING PART 1

- T
- T
- F
- F
- T
- 1200
- 20,000
- 1700s
- forests
- discovery / Discovery

LISTENING PART 2

- set top
- 70–75%
- the cost
- police forces
- A
- C

12.1 Exam Practice 2

READING PART 1

- TO
- HOWEVER
- AGAIN / MORE
- OFF / OUT
- THE
- UNTIL
- UP / IN
- THEY

READING PART 2

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

LISTENING PART 1

- C
- D
- A
- B
- E
- T
- F
- T
- F
- T

LISTENING PART 2

- science-fiction movie
- to work
- a baby
- completely transform
- the best thing
- A
- M
- M
- A
- M