Unit 1

Vocabulary in context p6

1
1 shoulder **2** leg **3** ears **4** hand **5** brains **6** back **7** neck **8** throats **9** thumb **10** foot **11** chest **12** nerves

2
1 What gets on your nerves?
2 How easy do you find it to get something off your chest?
3 If you need information, whose brains do you pick?

3
Students' own answers.

4
Students' own answers.

5
Possible answers
1 A study showed that people who had spent money on other people were happier than those who used the money to pay one of their own bills or to buy themselves a gift.
2 People who gossip about others are usually seen in a negative way because people often unconsciously connect the gossiper with the characteristics they are describing. So if they say bad things about someone behind their back, people apply those negative characteristics to them.
3 We are kinder to others when we're on our own, as we aren't looking at other people for clues on how we should react or waiting for someone else to do something. When we are on our own, we are responsible, so we act.

6
1 D – *we are kinder to others when we're alone or in small groups than when we're in large ones*
2 A – *researchers measured how happy people were in the morning. ... In the evening, the researchers phoned the people ... to reassess their levels of happiness.*
3 B – *the participants who acted out of kindness ... estimated its weight as lighter than those who ... thought it was part of the study*
4 C – *The good news is that when you describe somebody else as kind ... listeners usually see you in just the same way!*
5 D – *They repeated the experiment with different numbers of people present.*
6 B – *The assistant then did one of two different things. In some cases, the assistant pretended to have trouble ... In others ... the study was for the participants to carry a box up the stairs.*
7 C – *The participants in the experiment watched the video and then answered questions about the speaker.*
8 A – In B the assistant pretended to have trouble carrying the boxes; in C an actor pretended to be someone who is criticising a colleague or a friend; in D a student pretended to fall ill. In A no false information was given to the participants.
9 D – *Latané and Darley suggested different reasons for this:* 1. If other people don't do anything in a sudden emergency, we decide the situation probably isn't serious or isn't real so we ignore it; 2. We wait for someone else to do something but when they don't we think as no one else is doing anything why should we?

7
Possible answers
reassess – judge or calculate again
participants – people who take part in something
bills – written statements showing how much money you owe for goods or services you have received
estimate – calculate or guess an amount or value
spreads – passes information to many people
personality traits – particular qualities in somebody's character
downside – a disadvantage or negative aspect of something
take the initiative – take action before other people do

8
Students' own answers.

Grammar in context 1 p8

1a
1 past simple, past perfect continuous **2** past continuous **3** present perfect simple **4** past perfect simple **5** present perfect continuous **6** *be going to/be about to*

1b
a past simple, 1 (*arrived*) **b** past continuous, 2 **c** *be* (*was/were*) *going to/be* (*was/were*) *about to*, 6 **d** present perfect simple, 3 **e** past perfect simple, 4 **f** present perfect continuous, 5 **g** past perfect continuous, 1 (*had been waiting*)

2
a had **b** was about to play **c** had been having **d** was still giving **e** didn't want **f** had seen **g** had loved **h** played **i** was **j** has played

3a
1 played **2** was telling, had forgotten **3** was walking, met **4** made **5** was, had been studying **6** have been studying

3b
Students' own answers.

4
a have been celebrating **b** correct **c** wanted **d** came up with **e** spent **f** correct **g** correct **h** correct **i** had never seen **j** were **k** called **l** correct **m** correct **n** said **o** had never spoken **p** correct

5
Students' own answers.

6
Students' own answers.

Developing vocabulary p9

1a
1 action, actor **2** coincidence **3** kindness, kinder **4** decider, decision **5** mover, movement **6** participant, participation **7** psychologist **8** realist, reality **9** speaker **10** failure **11** partnership **12** importance

1b
1 action b, actor a **2** coincidence b **3** kindness b **4** decider b, decision b **5** mover a, movement b **6** participant a, participation b **7** psychologist a **8** realist a, reality b **9** speaker a **10** failure b **11** partnership b **12** importance b

2
Possible answers
-ance – appearance, disappearance, performance
-ant – consultant, inhabitant, contestant
-ence – inconvenience, intelligence, confidence, influence, reference
-er – learner, entertainer, producer, pensioner
-ion – consideration, publication, presentation, recommendation
-ist – terrorist, environmentalist, pharmacist, economist
-ity – activity, disability, security, suitability
-ment – investment, statement, punishment, treatment
-ness – sadness, willingness, tiredness, loneliness
-or – creator, escalator, inventor, supervisor
-ship – leadership, sponsorship, membership, relationship
-ure – pressure, pleasure, mixture

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3
a honesty **b** Researchers **c** reception **d** owner **e** difference **f** prediction **g** probability **h** psychologists **i** decision **j** possibility **k** punishment **l** conclusion **m** perception

4
1 reaction **2** explanation **3** difference **4** participant **5** description **6** personality

5
Students' own answers.

Great Learners, Great Thinkers p10

1
Students' own answers.

2
Possible answers

Similarities: both clubs are for young people; both clubs help young people to communicate and to be social

Differences: the social club has stayed open because of the efforts of one of its members; one is for sport, the other is for many activities; the social club is for teenagers and the football club is for younger children

3
1 to stop her club closing
2 She (and volunteers she organised) raised money in the community to fund the club.
3 It was difficult and stressful, but worth it.
4 because it's isolated and there's not much to do there; it's important for teens to have somewhere to go to meet others
5 Young people get bored so they do things they're not supposed to do.
6 He teaches football skills to deaf and hearing children.
7 You use a flat right hand to make small circles on a downturned left hand.
8 to keep her community together and have a place for young people to stay healthy, active and in contact with others

4
Students' own answers.

5
Students' own answers.

6
Students' own answers.

7
Students' own answers.

Listening p12

1
Students' own answers.

2
a ninth century **b** partnership **c** attack **d** heads/hats **e** hats/heads **f** close deals **g** aggressive **h** different species **i** (boxing) gloves **j** World Health Organization **k** your thumbs **l** stick out your tongue

Extra activity

1 was **2** would carry/used to carry/carried **3** was always catching **4** will disappear

3
Students' own answers.

Grammar in context 2 p12

4
1 **a** present continuous + *always* – present
b *would* + infinitive – past
c *used to* + infinitive – past
d *will* + infinitive (+ *usually*) – present
e past continuous + *always* – past
f present simple – present
g *be used to* + verb-*ing* – present
2 a, e
3 yes; unlike *used to*, we can't use *would* to refer to past states or habits
4 function: in sentence c, *used to* describes a past habit whereas in sentence g, *be used to* describes something we are accustomed to; form: *used to* is followed by the infinitive and *be used to* by the gerund; in g, the verb *to be* is used before *used to*
5 yes
6 The emphasis expresses annoyance/frustration/unhappiness about someone's habit.

Extra activity

1 My brother *will* phone me when I'm at work.
2 You *will* play your music too loud.
3 They *will* leave their dirty clothes on the floor.

5
a are always complaining **b** would **c** will **d** didn't use to **e** playing **f** used to **g** are

6
Students' own answers.

Developing speaking p13

1a
Students' own answers.

1b
Possible answer

Simple, personal questions are a gentle introduction to an interview or exam and help people feel more relaxed.

2
Possible answers
1 present – present tenses, present perfect
2 past – past simple, past continuous, present perfect
3 present – present simple
4 past – past tenses; or if students still live in the same area, present tenses
5 present – present tenses, past tenses (*wish* + past), conditionals
6 present – modals, present tenses
7 present – present tenses
8 future – future continuous, future perfect
9 present – present tenses, adverbs of degree (*very, quite, not really,* etc.)
10 present – present tenses, future tenses, modals, conditionals

3
Possible answers

Speaker 1: a question 10 **b** more than one piece of information **c** a good answer – He answers the question and gives extra information. He uses a variety of language.

Speaker 2: a question 3 **b** more than one piece of information **c** quite a good answer but the last sentence is not completely relevant. She uses very short sentences, so the ideas aren't obviously connected.

Speaker 3: a question 1 **b** more than one piece of information **c** quite a good answer – He clearly answers the question, but uses only the present simple. It would have been better to include present perfect tenses as well, for example.

Extra activity

present simple: I speak, I reckon, it's, I think, it helps, you travel, the world is, need, it's

infinitives (with and without *to*): to speak, to get, communicate, help, to get, speak

past simple: I went

gerund: knowing

modal: could, can

4
Speaker 1: Let me see.; I reckon ...; For instance, ...; Also, ...

Speaker 2: That's an interesting question.; Apart from that, ...; Personally, ...

Speaker 3: Well, ...; For example, ...; That's because ...; As a matter of fact, ...

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5
Students' own answers.

6
Students' own answers.

7
Students' own answers.

Developing writing p14

1
Students' own answers.

2
Possible answer
A teenage girl is surprised by something when she is in London.

Vocabulary

4a
1 flash **2** dream come true **3** day **4** the wind **5** sheet

4b
1 cold **2** brave **3** busy **4** clear **5** free **6** easy **7** good **8** safe **9** solid **10** cool **11** fresh **12** quiet

5
Students' own answers.

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

7
1 shrieks **2** yell **3** whisper **4** whining **5** groaned

8
Possible answers
a variety of past tenses: past simple – got, past perfect – had just returned, past perfect continuous – They'd been travelling, past perfect – she'd always wanted to see, past continuous – They were walking away, future in the past – was about to close

a variety of adjectives and adverbs: amazing, non-stop, suddenly, frantically, louder, finally

direct speech using a variety of verbs expressing different ways of speaking: Ben, started whining. 'I'm tired of walking ...'; 'Alex!' yelled Angela; 'Why does nobody believe me?' she sighed.

similes: as quick as a flash, like a dream come true, as plain as day, like the wind, as white as a sheet

linkers and expressions of time and sequence: finally, the first thing (she did), One day, After a day or two, As soon as

9a
Students' own answers.

9b-c
Students' own answers.

Test yourself: Unit 1

Grammar test p17

1
1 been waiting **2** have been **3** 'd **4** read **5** was **6** was **7** – **8** had had

2
1 walking **2** had/used to have
3 ✓ **4** ✓ **5** went **6** usually go

Vocabulary test

1
1 be all ears
2 have someone under your thumb
3 pick someone's brains
4 do something behind someone's back
5 stick your neck out for someone
6 be at each other's throats

2
1 kindness **2** ✓ **3** movement **4** failure **5** decision **6** reality **7** ✓

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

4
1 they whisper **2** they gasp **3** they shriek **4** they mutter **5** they whine **6** they groan

Unit 2

Vocabulary in context p18

1
a traffic lights **b** motorway **c** road rage **d** steering wheel **e** speed camera **f** speed limit(s) **g** traffic jam **h** service stations **i** Roundabout **j** pile-up

2
1 road **2** road **3** driving

3
Students' own answers.

4
1 NZ – 16 years old; US – 14 years old in some states; UK – 17 years old
2 It seems the legal ages will rise in the future.

5
1 e – *The change* refers back to the actions described in the preceding two sentences; *neighbouring Australia* gives clues on location.
2 g – *Farming areas* links back to *rural*; *Plus* indicates additional points on the same theme.
3 c – *That first year* refers back to *first year* in the preceding sentence.
4 b – *This* refers back to *part of the brain*; *develop* is linked to the idea of *development* in the following sentence.
5 d – *These scientific findings* and *the US* refer back to the research described in the preceding paragraph.
6 h – *This scheme* links back to the *system known as 'graduated licensing'* in the preceding sentence; *parents have to enforce it* refers back to *parental supervision*.
7 a – *Parents tend not to do this* links back to parents accompanying *teenage children on informal practice* in the preceding sentence; *typical family rows ... that sometimes follow* gives further context.
8 f – *These two factors* refers back to the two preceding points, *British* links to the paragraph about the UK.

6
Possible answers
requirements – something that a rule, law or contract states that you must do

toughen up – to make something more strict

go down – to produce a particular reaction

bothered – if you do not bother to do something, you do not do it because there seems to be no good reason

impulsive – someone who is impulsive tends to do things without thinking of what the result will be

show off – to behave in a way that is intended to attract people's attention and admiration

implementing – starting to use a plan, system or law

lowering – reducing something in value

7
Students' own answers.

Grammar in context 1 p20

1a
1 expresses obligation – past
2 expresses criticism – past
3 expresses prohibition – present
4 expresses necessity/ obligation – present **5** expresses advice – present **6** expresses obligation – present
7 expresses a lack of necessity/ obligation – past **8** expresses a lack of obligation – present

1b
1 You have to / must be 15 to be able to drive.
2 They feel/felt they shouldn't pass.

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3 Sixteen-year-olds were not allowed to drive without parental supervision.
4 You needed to be 17 to get a provisional driving licence.
5 There is/was a growing feeling that the age should have been made higher.
6 Many teens had to learn to drive so that they could help out with the work.
7 They argue/argued that the government needn't do it.
8 In the UK, you didn't have to be 18 to start driving.

1c

Possible answers

obligation: have got to, supposed to

lack of obligation: haven't got to *(rarely used)*

permission: can, could, could have, may

prohibition: mustn't, can't, not supposed to

advice/criticism: ought to, had better/had better not

2

1 didn't need to go **2** had to wear **3** had **4** ought **5** don't have to **6** both **7** needn't **8** have **9** allowed **10** had better not

3

a must/should **b** allowed **c** have/need **d** to **e** had **f** needn't **g** don't **h** to **i** can't/mustn't **j** have **k** shouldn't **l** didn't

4

Students' own answers.

5

Students' own answers.

6

Students' own answers.

Developing vocabulary p21

1

take: a call, control, a course, cover, a decision, effect, an interest, offence, part, place, power, a risk, a test

make: an apology, an attempt, a call, a change, a choice, a comment, a complaint, a decision, a difference, an improvement, a mistake, a suggestion, use of something

do: business, a course, an experiment, harm, household chores, the ironing, research, a test, your best

2

1 made ~~did~~ an apology **2** correct **3** take ~~make~~ offence **4** make ~~do~~ mistakes **5** make ~~do~~ a formal complaint **6** correct **7** do you usually do ~~make~~ **8** correct **9** the next exam you have to do/take ~~make~~ **10** do/take ~~make~~ a course

3

1 b – *make* collocates with *(any/a) difference*
2 a – *do* is correct because the researchers are *doing an experiment* (not *taking a test*)
3 a – *take* collocates with *part*
4 c – *take* collocates with *place* and means *to happen or occur*
5 b – *had* is correct because a past form is needed to match the past tenses used here
6 a – *allowed* is correct because it fits the meaning and collocates with *to*
7 c – *take* collocates with *control*
8 d – *decision* collocates with *make* and fits the meaning of the sentence
9 d – *took* collocates with *an interest* and a past form is required here
10 d – *on* is correct because it follows *depending* and precedes a noun
11 c – *made* collocates with *a/the choice*
12 c – *make* collocates with *(more) mistakes*
13 d – *take* collocates with *(more) risks*
14 a – *for* is correct because it follows *responsible* and precedes a noun
15 c – *ought* is correct because it is followed by *to* and a present form is needed in this sentence, so *had* would not be suitable

4

Students' own answers.

Great Learners, Great Thinkers p22

1

Students' own answers.

2

Students' own answers.

3a-b

1 film-maker **2** green **3** Sunrise **4** Singapore **5** fossil fuels **6** portable **7** 2,000 kilometres, converter **8** spare waste oil

4

Possible answers

1 They both talk about the importance of using waste creatively.
2 In the past, items were built to last a lot longer and they were more expensive, so people had items repaired rather than throwing them away. Also, there was no plastic waste as disposable cups and bottles and plastic packaging only took off in the 1950s and 60s.
3 limit the amount of rubbish we create, find ways to recycle rubbish in a useful way, buy less, repair things

5a-b

Students' own answers.

Listening p24

1

Possible answers

Both of the photos show cars.

Both cars may have been made by the same company.

The car in photo a could be the very first car or an earlier version of the car in photo b. Photo b shows a modern-day Ferrari.

2

Possible answers

Prince Scipione Borghese's car and the Ferrari are both Italian.

They're both red (the car in photo a was in the original racing red used in subsequent Ferraris).

3

1 a incorrect – This is not stated.
b incorrect – This is not stated.
c **correct** – *the clocks in different cities in Great Britain marked different times*

2 a incorrect – *Suffocation was another fear that some* ***other*** *doctors and experts shared*
b **correct** – *Alfred Haviland claimed that people who regularly went by train ... were going to get older faster than those who didn't!*
c incorrect – This is not stated.

3 a **correct** – *a man used to have to walk in front of a car with a red flag ... A law did exist ... But it's kind of a myth really because the law was mainly for bigger vehicles such as ... steam buses and traction engines, not so much for actual cars.*
b incorrect – See above.
c incorrect – *It went from about 1865 to 1898.*

4 a incorrect – This is not stated.
b incorrect – *The policeman ... caught him by chasing him on a bike!*
c **correct** – *Walter Arnold became the first ever person to be caught speeding. ... he broke a three-kilometre per hour limit by driving at around 13 kilometres per hour.*

5 a incorrect – *The officer ... stopped another car that was passing by and jumped in.*
b **correct** – *A police officer ... saw somebody suspicious selling fake circus tickets. The police officer went up to question the man ...*
c incorrect – *His superiors ... told him off for breaking the speed limit*

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6 a incorrect – *winning was just a question of national honour and pride, not financial rewards*

b **correct** – *Cars were still quite basic and ... the organisers wanted to test their limits.*

c incorrect – *he competed against four other teams*

7 a incorrect – *his driver did, Borghese was more or less a passenger*

b **correct** – *Borghese went hundreds of miles off the route just to attend a special dinner in St Petersburg*

c incorrect – *he still won, by a difference of just one hour*

4

Students' own answers.

Developing speaking p25

1

Possible answers

All three photos show driving situations. They all show drivers in stationary cars talking to one other person. Two photos may show learner drivers with either an examiner (photo b) or an instructor (photo c). Photos a and b both show left-hand drive cars. Photos a and b both show documents of some kind; possibly a driving licence in photo a and an official form in photo b.

2

The student talks about photos a and b. She does all of Student A's task.

3

Possible answers

1 90% probability – past
2 50% possibility – present
3 90% probability – past
4 90% probability – present
5 70% possibility – past
6 50% possibility – past

4

1 can't have gone **2** must have passed **3** might/may/could pass **4** can't have **5** might/may/could have had

5

Students' own answers.

6

Students' own answers.

7

Students' own answers.

Developing writing p26

1

Possible answers

1 It shows people in the middle of a road instead of cars. It could be some sort of special event because it's not what normally happens.

2 Banning cars from city centres reduces pollution, traffic jams, noise pollution, makes it easier for buses and emergency vehicles to get around and could even encourage some people to walk or cycle more as these activities would be safer with no cars around.

2

1 Car-free city centres reduce air pollution, promote walking, cycling and public transport, and offer more opportunities for children to play in the city.

3

The author thinks cars should be banned from city centres.

4

Paragraph 1: Introduces the issue, mentions that it is *sensitive*; states that the author believes there should be a ban and explains that the essay will give reasons to support that opinion.

Paragraph 2: Discusses the dangers of pollution in the city.

Paragraph 3: Suggests positive health benefits of a car ban.

Paragraph 4: Acknowledges some people's concern regarding the impact on local businesses; suggests alternative times for shop deliveries and also suggests that the reduction in traffic may encourage more people to visit different areas.

Paragraph 5: Concludes it is time to ban cars in order to improve people's health.

5

Expressing strong opinions: I certainly believe that ...; To my mind, there is no question that ...; I am convinced that ...

Expressing contrasting opinions and making counterarguments: Whilst it is true that ...

Giving general opinions: It is widely accepted that ...

6

Students' own answers.

7

Students' own answers.

8a-b

Students' own answers.

Test yourself : Unit 2

Grammar test p27

1

1 ought **2** had **3** allowed **4** had to go **5** didn't need to go **6** Do we have **7** needn't **8** needn't have bothered **9** didn't have to dress **10** can't

2

1 can't be **2** mightn't have remembered **3** correct **4** could/might have been **5** must have made **6** correct **7** must be **8** must earn **9** correct **10** might not be

Vocabulary test

1

1 roundabout **2** driving licence **3** traffic jam **4** pile-up **5** road rage **6** service station **7** steering wheel

2

1 Road rage **2** steering wheel **3** traffic jam **4** driving licence **5** pile-up **6** service station

3

1 makes **2** made **3** taken **4** do **5** make **6** take **7** made

Unit 3

Vocabulary in context p32

1

1 *have a gift for* – have a natural ability to do something well; *(have a) talent for* – have an ability to do something well

2 *nerd* – someone who is very interested in one particular subject or area of life, for example computers

3 *(your mind) wander* – stop concentrating and start thinking about other things, especially because you are bored or worried; *turn your mind to* – decide to do something and try very hard to do it

4 *memorise* – to learn something so that you remember it perfectly

5 *baffle* – confuse; *bewildered* – confused and not certain what to do

6 *fazed* – confused, shocked or upset

7 *grasp* – understand something

8 *articulate* (adj) – able to express your thoughts, arguments and ideas clearly and effectively in speech; *get your words straight* – be able to express yourself well

9 *recall* – remember; *recognise* – know who the person is or what the thing is that you are seeing, hearing, etc. because you have seen, heard, etc. them before

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10 *genius* – someone who is much more intelligent or skilful than other people; *child prodigy* – a young person who has a natural ability to do something extremely well

2

Students' own answers.

3

Possible answers

Positive aspects: You can do all your school work easily; you get really good grades at school; you would be able to get into whichever university you wanted; you would probably be able to get a really good job.

Negative aspects: Some child prodigies might find it harder to make friends; some child prodigies find school a bit boring because it isn't challenging enough for them; there can be a lot of pressure placed on them to achieve, which can cause a huge amount of stress.

4

Possible answers

It seems Andrew has currently not lived up to expectations, although he is about to go back to university.

Jennifer seems to be living up to the promise she showed as a musician when she was younger and continues to study music and play lots of concerts.

5

1 a incorrect – Andrew *could recognise numbers and letters*; it isn't stated that he played the game.

b incorrect – Doctors thought that Andrew was *hyperactive ... But they were wrong.*

c **correct** – *'When he was young, I thought he was hyperactive,' Jean says. They took him to see doctors and they said the same.*

d incorrect – *Andrew could recognise numbers and letters*; it isn't stated that he could use them.

2 a **correct** – ***At nine**, his maths classmates were 13 and 14 ... He was big for his age – almost 1.8 metres by the time he was 11*

b incorrect – *by the time he was 11 – which was when he sat his ... exam. Then, **for the first time in his life**, he felt pressured*

c incorrect – *by the time he was 11 – which was when he sat his Standard-level maths exam ... for the first time in his life, he felt pressured*

d incorrect – *At nine, his maths classmates were 13 and 14. 'It didn't faze me,' he says.*

3 a incorrect – *He stopped studying at university **after just the first year**.*

b incorrect – This is not stated.

c incorrect – This is not stated.

d **correct** – *he doesn't really like doing maths*

4 a incorrect – This is not stated.

b incorrect – *Her career has meant sacrifices: she remembers not going away on holiday so she could play expensive, top-quality violins* – i.e. in the past

c incorrect – This is not stated.

d **correct** – *there are many things ... she would like to do but can't, for fear of injuring her hands*

5 a incorrect – This was one factor but not given as the main factor.

b **correct** – *Her dad immediately spotted her natural talent. But her drive ... was her own ... I have a very inspiring and supportive family.*

c incorrect – *it was she who had to push her teachers*

d incorrect – This is not stated.

6

Possible answers

council – the elected officials who govern a local area such as a city or county

peers – people who are the same age

a pile of – a large amount of something

dropping out – leaving school, university or an activity before you have finished what you intended to do

pursue – follow a course of activity

over the moon – be very happy about something

manipulated – influenced or controlled by somebody else

for fear of – in case you make something bad happen

spotted – noticed, saw

drive – energy and determination that makes you try hard to achieve something

enrich – make something better or more enjoyable

7

Students' own answers.

Grammar in context 1 p34

1 correct **2** enjoy going **3** correct **4** is learning to drive

1

1 can be both the gerund and the infinitive with *to*

2 can be both, but there is a change in meaning

3 the infinitive only

4 can be both, but there is a change in meaning

5 can be both the gerund and the infinitive with *to*

6 the infinitive only

7 can be both, but there is a change in meaning

2

gerund: admit, avoid, consider, deny, feel like, finish, include, keep on, recommend, risk, suggest, take up

infinitive with *to*: afford, agree, decide, expect, help, manage, promise, refuse, volunteer

gerund or infinitive with *to* with little or no change in meaning: begin, bother, can't stand, continue, start

gerund or infinitive with *to* with a change in meaning: like, remember, stop

3

1a *stop* + infinitive with *to* = interrupt one activity for a period of time in order to do another action

1b *stop* + *-ing* form = terminate an action

2a *mean* + *-ing* form = involve

2b *mean* + infinitive with *to* = intend

3a *go on* + infinitive with *to* = do something different after doing something else

3b *go on* + *-ing* form = continue

4a *like* + infinitive with *to* = be in the habit of doing something / think something is the right thing to do

4b *like* + *-ing* form = enjoy

5a *forget* + infinitive with *to* = did not remember to do something

5b *forget* + *-ing* form = have a memory of something in the past (normally used with negative phrases – see Language notes)

6a *remember* + infinitive with *to* = did not forget to do something

6b *remember* + *-ing* form = have a memory of something in the past

7a *try* + infinitive with *to* = make an effort to do something, even if it is difficult

7b *try* + *-ing* form = attempt to do something usually as an experiment, to see if it works or not

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4

a to learn **b** giving **c** playing **d** pressing **e** both **f** to appear **g** practising **h** playing **i** getting **j** accompanying **k** to do **l** to perform

5

1 to do **2** doing **3** to do **4** doing **5** doing **6** to do **7** doing **8** doing

6

Students' own answers.

Developing vocabulary p35

Possible answers

(Many more combinations are possible) look after/up/down/into/up to; get up/in/out; give in/out/back/up; put down/off/away; turn on/off/into/back/up

1

Students' own answers.

2

1 h **2** e **3** a **4** c **5** d **6** f **7** g **8** j **9** l **10** k **11** i **12** b

3

a In 1–4, the object can go after the phrasal verb or between the verb (*pick*) and the particle (*up*). If the object is a pronoun (e.g. *it*), it must go between the verb and the particle, not after the particle. In 5–8, the object goes after the particle, not between the verb (*hit*) and the particle (*on*).

b *pick up* is separable; *hit on* is inseparable.

4a

Two-part phrasal verb (no object): stand out, pass away

Two-part phrasal verb (inseparable): hit on

Two-part phrasal verb (separable): pick up, piece together, work out, talk through

Three-part phrasal verb (inseparable): come up with, leap out at, look up to

4b

Two-part phrasal verb (inseparable): look for, look into

Two-part phrasal verb (separable): call off, carry on, write down

Three-part phrasal verb (inseparable): get on with, catch up with

5

1 When I read a new grammar rule, I usually pick it up immediately.

2 It's a good idea to look for patterns when you learn a new language.

3 I get on with new acquaintances very quickly.

4 When I face a new problem, I'm confident that I can work it out.

5 I need to write my ideas down straight away or I forget them. / write down my ideas

6

1 in **2** to **3** out **4** out, down **5** with

7

Students' own answers.

Great Learners, Great Thinkers p36

1

Students' own answers.

2

1 smell of (fresh) bread, (morning) croissants, coffee

2 It is closely linked to memory.

3a

1 True – *a borrowed memory and a real memory*

2 False – The first tourist says it's the people.

3 True – She lives in Wittenberg, in east Germany.

4 True – *My first experience seeing that was just like 'Wow', it was absolutely gorgeous. At that moment in time I knew I was going to love Paris.*

5 True – *if there's one thing we can always recall ... it's the people we shared the experience with*

6 False – *I just miss the idea that I was in an international environment with so many people from around the world.*

7 False – *most of all, Paris is the memories of those that have walked its streets*

4

Students' own answers.

5a-b

Students' own answers.

6

Students' own answers.

Listening p38

1

Students' own answers.

2

Task 1: a mindful listening – Speaker 2 *focus on ... the sound of the pencil* and Speaker 3 *concentrating on ... the sounds of different food*; **b** mindful eating – Speaker 3 *concentrating on all the different smells and flavours ... the attention I've paid to what I'm cooking and eating*; **g** mindful drawing – not mentioned by any of the speakers

Task 2: b Go slowly – Speaker 5 *breathing slowly*; **c** Join a class – Speakers 3, 4 and 5 mention being in a class; **f** Accept your emotions – not mentioned by any of the speakers

Task 1 **1** c **2** d **3** f **4** h **5** e

Task 2 **6** d **7** h **8** b **9** e **10** g

3

Students' own answers.

Grammar in context 2 p38

4

verb + object + gerund: feel, find

verb + object + *to* + infinitive: encourage, teach, ask, allow

verb + object + infinitive (without *to*): feel, make

5

verb + object + gerund: catch, hear, notice, overhear, see, watch

verb + object + *to* + infinitive: advise, authorise, beg, choose, force, hire, inspire, invite, need, order, persuade, pick, remind, send, tell, want, warn

verb + object + infinitive (without *to*): hear, let, notice, overhear, see, watch

6

a play/playing **b** to notice **c** come **d** distracting/distract **e** passing/pass **f** to pay **g** to join **h** to be

7

Students' own answers.

Developing speaking p39

1

Possible answers

Knowledge and facts:

1 Important for our cultural understanding; certain information is essential so that we can specialise in a particular field later on; important to make good global citizens; learning key historical dates can help us understand how events fit together.

2 Thanks to modern technology, we no longer need to know certain mathematical equations or historical dates by heart; leads to memorisation, learning by heart without necessarily understanding; exams that don't explore the 'why', just the 'what'.

Skills, creativity, imagination:

1 Many people think that critical-thinking skills, social and emotional skills, cultural awareness, etc. are more useful in the real world than knowledge and facts. These types of skills will be more useful, not just in future careers, but when making major life decisions. You come up with your own ideas; learn to be autonomous; learn to solve problems.

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2 Difficult to evaluate; more subjective. Some students believe they aren't imaginative or creative.

2
Students' own answers.

3
Possible answers

1 The speaker thinks that, while knowledge and facts are important, we shouldn't be taught them without also being given the skills to interpret information.

2 She argues that just because a student can memorise information does not demonstrate that they have understood the meaning; that the Internet has made it unnecessary to learn facts by heart; that being creative and imaginative are essential skills that are crucial to future prospects.

4
Beginning your presentation: The first thing I'd like to say is ...

Ordering your arguments: First of all, ...; Another important point to make is that ...

Presenting opposing points of view: However, ...; Whilst it's true that ...

Responding to opposing points of view: ... this does not mean that ...; I accept that ...

Concluding your presentation: Finally, ...; To sum up, ...

5
Students' own answers.

6
Students' own answers.

7
Students' own answers.

Developing writing p40

1
Students' own answers.

2
Students' own answers.

3
Students' own answers.

4

1 His greatest achievement was cracking the Enigma machine, a mechanical device used in the Second World War to encode secure messages.

5a
anti – against **im** – not
mis – badly **under** – not enough
un – not

5b
a pre- **b** super- **c** over-
d inter- **e** dis-/in-/il-/ir-
f re- **g** co- **h** ex- **i** sub-
j post- **k** semi-

6
a incredible **b** co-stars
c reuniting **d** sub-plot
e misinterpret **f** unrealistic
g inaccurate **h** semi-biographical
i post-production **j** underestimate
k overcritical

7
(quite) frankly, rightly, undoubtedly, whole-heartedly, I (would) recommend you to watch ..., flawed, intriguing, thrilling

8
Students' own answers.

9
Students' own answers.

10a-c
Students' own answers.

Test yourself: Unit 3

Grammar test p43

1
1 to help **2** to listen **3** dedicating
4 eating **5** to talk / talking
6 doing **7** to read / reading
8 to call / calling **9** to bring
10 preparing

2
a reading **b** to give **c** do **d** to play **e** to meet **f** to use **g** doing
h to share **i** understand / to understand **j** doing

Vocabulary test

1
1 memorise **2** bewildered **3** get your words straight / articulate
4 have a gift/talent for **5** child prodigy **6** grasp

2
Possible answers
1 pieced it together **2** both alternatives are correct **3** pick it up
4 leapt out at me **5** come up with ideas **6** work it out **7** hit on it

3
1 mis **2** sub- **3** over **4** under
5 super **6** co- **7** re

Unit 4

Vocabulary in context p44

1
Students' own answers.

2
Students' own answers.

3
biomechanics, psychology, anatomy, engineering and chemistry

Extra activity

1 There are expert courses in all areas and a national obsession with sport.

2 Because there is a lot of demand for sports scientists and their skills are valued.

3 Coach, psychologist, agent or personal trainer

4
Students' own answers.

5
Students' own answers.

6
Students' own answers.

7

1 e – *supposing technology keeps improving* links *back to as we develop better types of technology*

2 c – *higher level of oxygen* links back to *breathing*; *help an athlete push harder* links to *helps athletes to really enhance their performance*

3 d – *genetic markers* links to *genetics* in the subheading and *genes* in the text before the gap; *specific workouts* links back to *certain types of workouts*

4 a – *Although such an example may seem far-fetched* refers to the algorithm described in the preceding sentence; *IT* links to the subheading *augmented reality and artificial intelligence*; *opposing players* links to *rival team*

5 b – *These are questions* links back to two questions in the preceding paragraph.

8
enhance – improve something to make it more valuable or attractive

traits – particular qualities in someone's character

give (someone) an edge – an advantage that makes someone or something more successful than other people or things

tenacity – determination, a willingness to continue when you are trying to achieve something

to be done (with something) – unable to continue doing something

far-fetched – difficult to believe because it is very unlikely

line-up – a team of players who play in a particular sports game

scouting – the activity of looking for people with special abilities

9
Students' own answers.

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Grammar in context 1 p46

1

1 **a** first conditional **b** second conditional **c** zero conditional **d** third conditional

2 **zero:** *if* + present simple, ... present simple

first: *if* + present simple, ... *will/won't* + infinitive

second: *if* + past simple, ... *would/wouldn't* + infinitive

third: *if* + past perfect, ... *would/wouldn't have* + past participle

3 **zero:** for situations that are generally or always true

first: for possible and probable situations in the future, and their consequences

second: for imaginary or improbable situations and their consequences in the present and future

third: for imaginary or impossible situations in the past and their consequences

2

a will know/know **b** wouldn't have been **c** wore **d** wouldn't break **e** wouldn't perform **f** go **g** had been **h** would have made **i** runs **j** will become

3

Students' own answers.

4

1 *Supposing/suppose* means *imagine*; we use these to introduce a hypothetical situation or action, and its results. The situation is possible, but not very likely.

2 *Provided/providing that* and *as long as* means *if* or *only if*; we use these to introduce a possible situation or action that must happen or be done in order for a result to happen. The situation is more likely than if it had been introduced by *supposing/suppose*.

3 *Unless* means *if* not; we use it to say that if something does not happen, something else will happen as a result.

4 *In case* means *because maybe*; we use it to talk about precautions – in order to be prepared for something that may happen.

5 We use *If only/I wish* + past perfect to talk about past situations that we would have liked to be different. It expresses regrets.

6 We use *If only/I wish* + past simple to talk about imaginary situations in the present and to express wishes for things to be different.

5

1 If only we hadn't **2** in case there's time for / in case we have time for **3** provided/providing that it wasn't **4** as long as you take **5** If you don't work by **6** Supposing she isn't able

Extra activity

1 I wish we hadn't lost the match. **3** They'd be able to run in that time as long as there was no wind/ it wasn't windy that day. **4** I won't help you to get fit unless you start doing / take up yoga. **5** Providing that you work on your own / by yourself, you'll finish the assignment.

6

Students' own answers.

Developing vocabulary p47

Possible answers

television programme/screen/presenter/series/show

road sign/accident/rage/map/works

football match/boot/pitch/player

computer screen/game/virus

shopping/sports/city/conference centre

1

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

2

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

3

1 outset **2** outcome **3** full-scale **4** outlook **5** drawbacks

4

1 feedback **2** long-term **3** worthwhile, breakthrough **4** setback(s) **5** cutbacks

5

Students' own answers.

Great Learners, Great Thinkers p48

1a

Students' own answers.

1b

Students' own answers.

2

1 The photos show a spider in the middle of its web and some goats; the video is about genetically modified goats that produce spider silk in their milk.

3

Possible answers

1 Utah is where the farm (or lab or factory) is located.

2 Cutting-edge science is needed to produce the spider silk.

3 The spider makes six different types of silk.

4 The spiders cannot be in close proximity with each other (because they would kill each other).

5 The spider silk is produced via the goats' milk.

6 The milk contains the special protein which creates the silk. Spider silk is made out of proteins.

7 It took millions of years for spiders to develop the ability to produce silk.

8 The material is biocompatible which means it could be implanted in humans.

4

Students' own answers.

5

Students' own answers.

6

Students' own answers.

Listening p50

1a

Students' own answers.

1b-c

1 False – It is a combination of gastronomy and psychophysics.

2 True – *it's the scientific study of how our experience of food and drink is affected by our senses and our surroundings.*

3 False – He's a professor of experimental psychology.

4 False – Heavy knives and forks make the diner give a meal higher marks. Food on a red plate doesn't taste as good as food on a different colour plate.

5 False – It's Charles Spence's discovery that if you make the crunch of a crisp louder, the crisp somehow tastes fresher.

6 True – *Classical music in restaurants often makes people choose more expensive dishes.*

7 True – *the names of dishes on a menu can change our expectations and experiences.*

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8 False – According to Gabby, expensive food usually tastes better.

2

1 They make us want to eat more.

2 The colour red is associated with 'stop' and 'danger'.

3 Nearly everyone made the same guess about how something would taste from the colour it was.

4 People thought the chocolate bars had more sugar in them.

5 If the coffee machine made a terrible high-pitched noise when making the coffee, people wouldn't enjoy drinking it as much.

3

Students' own answers.

Grammar in context 2 p50

4

1 **a** *if* + past simple + *would have* + past participle

b *if* + past perfect + *would* + infinitive

c *if* + past perfect + *would* + infinitive

They are called mixed conditionals because they combine two different conditional structures, i.e. the second and third conditional.

2 b, c

3 a

5

1 would be **2** be **3** hadn't stopped **4** become **5** wouldn't be **6** have helped **7** feel

6

1 taught, would, have chosen

2 had been, would, go

3 would be, had been

4 would have spent, were

7

Students' own answers.

Developing speaking p51

1

1 b **2** a **3** c **4** a **5** c

2

Students' own answers.

3

Students' own answers.

4

Students' own answers.

5

Students' own answers.

6b

Students' own answers.

Developing writing p52

1

Students' own answers.

2

Students' own answers.

3

Possible answers

You need to write a for-and-against essay on whether implanting computer chips into human bodies or fitting humans with robotic limbs or bionic organs should be stopped because it goes against nature, or whether improving our bodies by becoming cyborgs is both highly desirable and inevitable, and give your own opinion on it.

Possible answers

Paragraph 1: introduction

Paragraph 2: arguments saying that implanting computer chips into human bodies or fitting humans with robotic limbs or bionic organs should be stopped because it goes against nature

Paragraph 3: arguments saying that improving our bodies by becoming cyborgs is both highly desirable and inevitable

Paragraph 4: conclusion and personal opinion

4

1 Yes

5a

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

5b

1 **Introducing and sequencing arguments:** First and foremost,

2 **Adding arguments:** Moreover; A further criticism of

3 **Making contrasts:** On the other hand; Despite the fact that; In contrast

4 **Expressing consequences:** Consequently,

5 **Expressing your and other people's opinions:** some scientists claim; there are people who argue that; My own view is that

6 **Concluding:** To sum up,

Vocabulary

6

Students' own answers.

7

a *prompt* (v) – cause something to happen or be done

b *give rise to* – make something happen or begin

c *lead to* – begin a process that causes something to happen

d *bring about* – make something happen, especially to cause changes

e *in turn* (phr) – as a result of something that is part of a series of events

f *have an impact on* – have an influence or effect on something

g *repercussion* – a bad effect that something has

h *side effect* – an additional result that you did not expect or want

i *due to* (prep) – because of

j *spark off* – make something happen, especially something involving violence or angry feelings

k *stem from* – be caused by something

l *owing to* – because of

8

Possible answers

Advantages: People would get plenty of time to do all the things they want to do and go to all the places they want to go, especially if retired from work for a much longer period; life experience and knowledge would be greater and even more helpful to younger generations; greater chance of benefitting from new medical treatments and improvements in health care.

Disadvantages: It would lead to overcrowding and would have damaging impact on environment; there wouldn't be enough food for everyone.

9a–b

Students' own answers.

Test yourself: Unit 4

Grammar test p55

1

1 would have done **2** was/were
3 don't see **4** catch
5 will/'ll walk **6** had/'d seen
7 wouldn't be able

2

1 as long as/providing **2** in case
3 Supposing **4** If only **5** Providing
6 Unless

3

1 had helped me, I wouldn't be annoyed.

2 didn't have an exam today, we could/would have gone out last night.

3 wasn't/weren't afraid of heights, I would have gone to the top.

4 spoke French, I would have been able to / could have talked to him.

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5 had taken his medication, he wouldn't be sick now.

6 were older, they would have let us into the concert.

7 had got the job, she would be happy now.

Vocabulary test

1

1 biomechanics **2** sociology
3 psychology **4** anatomy
5 geology **6** forensic science

2

Possible answers

1 lifespan **2** lightweight
3 long-term **4** worthwhile
5 outcry **6** breakthrough
7 full-scale **8** setback

3

Possible answers

1 *repercussions* – the bad effects that something has

2 *side effect* – an additional result that you did not expect or want

3 *give rise to* – make something happen or begin

4 *due to* – because of

5 *in turn* – as a result of something that is part of a series of events

6 *stem from* – be caused by something

Unit 5

Vocabulary in context p58

1

Students' own answers.

2

Students' own answers.

3

Students' own answers.

4

Students' own answers.

5

Students' own answers.

6

1 True – *As a result, it said it had received 2,060 fewer hoax calls in the first six months of this year than the 28,872 such calls it received in the same period last year.*

2 True – *Where mental health issues are the catalyst, work is undertaken ... to provide help for the individual*

3 True – *There might be someone who is making these calls intentionally to harass emergency services because they want to clog the lines, or whatever.*

4 False – *For those few callers who make repeated bogus calls, the service says it will pursue prosecutions, as well as 'acceptable behaviour agreements'*

5 False – *According to the new plans, there are also going to be smartphone curfews after 9 pm for junior high-school students and 10 pm for high-school students.*

6 False – *They also believe that gaming is causing young people to spend less time with others and point out that time spent on video games has become a global issue in the past few years.*

7 True – *They argue that the way to reduce time spent on gaming is either **through education or on tighter restrictions on the gaming industry**, not on individuals.*

8 True – *He believes families should decide for themselves ... especially since, as the national Japanese government itself has admitted, there is no scientific basis concerning time limits for playing games.*

7

Possible answers

cash strapped and resources tight – little money and few resources

in a bid to – in an attempt to

undertaken – agreed to be responsible for something and then carried out

harass – keep annoying or upsetting someone, for example by criticising them, or treating them in a way that is offensive to them

clog – block something so that nothing can get through

bogus – not real but pretending to be real

come into force – become a legal requirement

penalties – punishments for breaking a law or rule

enforce – make sure that a rule or law is obeyed

sleep disorders – problems that stop normal sleeping habits

8

Students' own answers.

Grammar in context 1 p60

1

1 *be going to* – e **2** *will* + infinitive – a
3 *be going to* – b **4** present simple – d **5** *will* + infinitive – c
6 *will* + infinitive – f **7** present simple – h **8** present continuous – g

2

a *be going to* – a general plan or intention

b *be going to* – a prediction based on present evidence

c *will* + infinitive – a prediction based on an opinion

d present continuous – a fixed arrangement

e present simple – a schedule/timetable

f present simple – comes after the time expression *as soon as*

g *will* + infinitive – a future fact

3

Possible answers

1 I expect that the economy **will** continue to do well / begin to slow down. (*will* + infinitive for prediction based on an opinion)

2 Excuse me, what time **does** the shop **close**? (present simple for a schedule/timetable)

3 Don't worry. **I'll lend** you my charger. (*will* + infinitive for decision made at time of speaking)

4 I think **we're going to** lose the match. (*be going to* for prediction based on present evidence)

5 I'm sorry. I'**m meeting** my tutor this afternoon. (present continuous for a fixed arrangement)

4

a leaves/is leaving – a schedule/timetable or a fixed arrangement

b has – a schedule/timetable

c is going to arrive – prediction based on present evidence

d 'll take – making a decision about the future at the time of speaking

e will give – a prediction based on an opinion

f will arrive/are going to arrive – future fact/prediction based on present evidence

g get – after time expression *when*

h will be/is going to be – future fact/prediction based on present evidence

i will copy – prediction based on an opinion

j won't do – prediction based on an opinion

k will need/are going to need – prediction based on present evidence

5

Students' own answers.

Developing vocabulary p61

hoax call, disorderly conduct, community service, valid ticket, suspended sentence

1

1 on, of **2** in, of **3** in, to **4** on, of
5 in, with **6** in, to **7** in, of **8** in, of
9 by, of **10** on, of **11** in, to
12 in, to

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2

1 in order to **2** in response to **3** in touch with **4** in favour of **5** On the strength of **6** on behalf of **7** on account of

3

Students' own answers.

4

a to **b** or **c** from **d** on **e** as **f** such **g** for **h** to **i** up **j** strength **k** been **l** in **m** In **n** on **o** in **p** any

5

Students' own answers.

Great Learners, Great Thinkers p62

1

Students' own answers.

2

1 Four main situations are shown in the video: traffic police attending an accident, officers handcuffing a suspect, an officer checking up on horses tethered at the side of a busy road, officers investigating a burglary at a shop.

3

1 They could run into the road and cause an accident.

2 so they can feed on the (free) grass

3 When everything else fails, people call the police because the police will know what to do.

4 excited; he wants to catch the burglar

5 Not well, the other officers have locked themselves in the shop. In the meantime, the burglar has escaped with stolen goods.

6 It's possible; the CCTV footage will be useful.

4

Students' own answers.

5

Students' own answers.

6

Students' own answers.

Listening p64

1

Students' own answers.

2

1 a incorrect – This is not stated.

b incorrect – *teachers will be able to know what food each student is choosing to eat, so that* ***they*** (the teachers) *know whether* ***they're*** (the students) *making healthy decisions or not*

c **correct** – *If they aren't, teachers will be able to take action and 're-direct' the students' bad decisions.*

2 a incorrect – This is not stated.

b **correct** – *The school could use this data ... to make decisions about what they should study in the future, taking into account their visible degree of interest*

c incorrect – *The school could use this data* ***to make a difference to a students' mark*** – not as the main criteria for evaluation.

3 a **correct** – *The problem is that it takes away the trust, it suggests that at least one person is planning on cheating .... It's creating a suggestion of guilt*

b incorrect – She agrees with CCTV for criminals (*Personally, I'm in favour of CCTV in city centres because I think it deters criminals*) but see **a** for opinion about exams.

c incorrect – *it suggests that at least one person is planning on cheating. But maybe nobody is. It's ...* ***creating general fear****, too.*

4 a incorrect – Prisoners were analysed, not people visiting.

b **correct** – *A company has used videos of prisoners ... and then shown they are able to identify the person, even if they've covered their face*

c incorrect – *soon we'll be identifying people* ***not just by*** *facial recognition*

5 a incorrect – *the use of* ***smart glasses*** *is becoming more and more common, not the augmented-reality glasses for general consumers, which a company is on the verge of perfecting*

b incorrect – This is not stated.

c **correct** – *you'll be able to access information about them, for example, directly from their social media profile and posts*

6 a incorrect – They disagree on this: ***Presenter:*** *it's one thing letting law enforcement gather information ... It seems wrong to me.* ***Mark:*** *But again, in our modern society ... That's normal.*

b incorrect – ***Mark:*** *it's already easy to access lots of information about people we've never met. That's normal. Most people have an online identity that's very public.*

c **correct** – ***Mark:*** *... it's often very hard to decide what's 100% right or wrong when we talk about surveillance.* ***Presenter:*** *Yes, I agree.*

3

Students' own answers.

Grammar in context 2 p64

4

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

5

1 have been **2** be doing **3** have started work **4** of starting **5** have been **6** be living **7** finishing **8** have got married **9** be spending **10** on

6

Students' own answers.

Developing speaking p65

2

Students' own answers.

3

Possible answers

In favour

1 Could be used by the teacher to analyse their own teaching and classroom decision-making.

2 Would provide unbiased evidence about incidents that occur in the classroom

3 Might encourage students to be better behaved in class

4 Might help the teacher when it is time for them to evaluate students

Against

1 Might change relationship between teacher and students

2 Might create a negative atmosphere in class

4

Students' own answers.

5

Beginning: I'd like to begin by saying that ...; First of all, I'd like to point out that ...

Putting forward and adding arguments: ... primarily because ...; I'd like to point out that ...; Not to mention the fact that ...; You can't deny that ...

Expressing opinions: In my view, ...; I strongly believe that ...; I definitely think that ...; I'm pretty sure that ...; If you ask me, ...; There's no doubt in my mind that ...

Expressing complete or partial agreement: I couldn't agree with you more; You've got a point (but) ...; I see what you mean (but) ...

Concluding: In short, ...

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6

Possible answers

Agree: If you lie, then people can't trust you. Lying usually makes the situation worse and causes you more anxiety or stress than telling the truth. It is morally wrong to lie.

Disagree: Sometimes it is necessary to lie (white lies). Sometimes we tell small lies to hide a good surprise from someone.

7a

Students' own answers.

7b

Students' own answers.

Developing writing p66

on account of, in aid of, in order to, on behalf of, in a bid to, in touch with, in the process of, in favour of, by means of, on the strength of, in addition to, in response to

1

Possible answers

The photo is of a poster from a shop door. It says that young people will not be allowed to buy eggs and flour from the shop during the Halloween season. The poster has been produced by the police force. (We know this from the logo at the bottom.) The poster is aimed at stopping young people who are celebrating Halloween from throwing eggs and flour at people, cars or buildings.

2

Students' own answers.

3

Students' own answers.

4

Paragraph 1 – The editorial was discriminatory.

Paragraph 2 – The article stereotypes teenagers. The majority of teenagers in the town are normal, respectable citizens.

Paragraph 3 – People are unfair in their treatment of teenagers: other social groups are not treated in the same way.

Paragraph 4 – possible negative future consequences of the suggestions made by the editorial

Paragraph 5 – The newspaper should apologise.

5

I am writing to protest about ...; I should like to draw your attention to ...; To make matters worse, ...; Might I suggest (you) ...; What annoys me is ...; The truth is that ...; Yours faithfully

6

1 a number of, several **2** occasionally **3** the (vast) majority **4** Indeed **5** numerous **6** are willing to **7** collaborate with **8** highly **9** And yet **10** merely **11** arising **12** matters **13** make a formal apology **14** additionally

7

1 I have numerous/several matters to discuss.

2 We need people who are willing to collaborate with us.

3 Indeed, this is a highly controversial question.

4 Problems occasionally arise.

5 The (vast) majority of students agree. And yet there are always a number who disagree.

6 This is merely the beginning.

7 Additionally, they are willing to make an apology.

8

Students' own answers.

9

Students' own answers.

10a–b

Students' own answers.

Test yourself: Unit 5

Grammar test p69

1

1 is going to **2** 'm leaving **3** end **4** 'll go **5** 're going **6** will fall

2

1 making **2** will have been working **3** 'll be having **4** will have fixed **5** 'll have been running **6** 'll be lying **7** 'll have been

3

1 When your plane arrives, a driver will be waiting ~~wait~~ to take you to your hotel.

2 This time next month, I'll have been going ~~gone~~ there for two years.

3 correct

4 Once I've watched this episode, I'll have seen ~~been seeing~~ the whole series.

5 I don't think we should go out because it's going to rain ~~'ll be raining~~.

6 correct

7 Do you think you'll still be ~~have been~~ living in London in five years' time?

Vocabulary test

1

Possible answers

1 pay all the money owed for a fine that you get at the time of committing an offence

2 introduce a law that does not allow people to go outside after a particular time

3 a fine given to a driver for having parked their vehicle illegally

4 to state officially that someone is not guilty of the crime they were accused of

5 a telephone call made to deceive someone for humorous or malicious purposes

6 the crime of being too noisy or violent in a public place

7 not the area marked for a particular purpose

2

Possible answers

1 account **2** addition **3** behalf **4** process **5** means **6** touch **7** aid

3

1 Numerous people are willing to do volunteer work.

2 Indeed, I collaborate with a local charity.

3 Additionally, we have other matters to discuss.

4 And yet the (vast) majority of students have to take exams.

5 A number of/Several students made a formal apology for talking in class.

6 But these situations occasionally arise.

Unit 6

Vocabulary in context p70

1

Students' own answers.

2

a Halls of residence **b** dorms/dormitories/dorm/dormitory **c** Flat/house share **d** flat-/house-hunt **e** fully furnished **f** deposit **g** move in **h** landlord/landlady **i** bills **j** flatmates **k** lodger **l** homestay **m** host

3

Possible answers

Staying at home – *Advantages:* this is cheaper and easier than moving to another place. *Disadvantages:* you will miss the experience of living with other students.

Halls of residence – *Advantages:* this is often the cheapest option for a student;

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you live in the same building as other people your age; these are usually near your campus so very convenient. *Disadvantages:* the rooms are often very small; you usually have to share a kitchen, so that means sharing the appliances – sometimes people might take your food from the fridge or you may have to wait your turn to cook.

Flat/house share – *Advantages:* it is fun to live with your friends; it gives you more independence; you can choose which property you want. *Disadvantages:* it can be hard to live with other people; you need to agree on chores for the housework.

Renting a room in someone's house – *Advantages:* it can be an affordable option; if you are renting abroad, you might be able to practise a foreign language with the host; you get to meet other people in a foreign country who might be able to help you with things; sometimes your food might be included in the price. *Disadvantages:* you need to follow the rules of the house; if you don't like the landlord/landlady, it might be very difficult.

4

Students' own answers.

5

Students' own answers.

6

1 B – *you could go into the city centre ... you didn't really feel like it*

2 B – *That did mean making more international than local friends, but that's also a key part of studying abroad in my opinion.*

3 A and B – A: *ground rules ... like helping with the cooking and cleaning, unlike in my own home;* B: *the experience taught me lots of new skills, like doing my own laundry*

4 A – *You'll be feeling homesick and awkward ... don't know anyone ... after just one week you'll be feeling ... your whole life.*

5 A – *what I remember most ... how at home I felt in a new culture; choose a homestay so that you learn ... all about the country's customs and culture*

6 C – *My first experience of living abroad ... leaving me feeling very bitter.*

7 C – *Watch out for anything extreme on either side of the average rent.*

8 A and C – A: *ground rules ... not allowing friends or guests to turn up at any hour;* C: *there was a clause stating that I had to teach her three young children English*

9 B – *I discovered I was more outgoing than I'd realised.*

10 C – *I learnt by trial and error*

11 A – *I don't think I could have survived without them*

7

homesick – feeling sad and alone because you are far from home

ground rules – the basic rules or principles that govern the way something is done

turn up – to arrive somewhere, especially unexpectedly or without making a firm arrangement

tourist traps – places that are visited by tourists and are therefore crowded and expensive

homebody – someone who likes to spend most of their time at home

mod cons – the machines and pieces of equipment in your home that make life easy and comfortable

traumatic – causing fear and shock

dodgy – dishonest, criminal or not reliable

bitter – feeling angry or upset because of a bad experience, especially when you think that you have been treated unfairly

small print – the details of something such as a contract that are printed in very small letters and often contain conditions that limit your rights

trial and error – a way of finding a good method of doing something that involves trying several possibilities and learning from your mistakes

8

Students' own answers.

Grammar in context 1 p72

1 She said that she had to help with the housework, and she didn't really like that.

2 He told us that he was surprised at how well furnished and equipped the rooms were.

3 He claimed his contract was dodgy and it took away all of his rights.

4 He recommended seeing the place you're thinking of renting, and comparing prices with similar properties.

1a–b

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

2

1 She asked how much the rent was.

2 She wanted to know if/whether he would fix anything if it stopped working.

3 She wanted to know/wondered/asked whether they had to pay one month's rent as deposit.

4 She wondered if/whether she could move in that month.

5 She wanted to know if/whether he thought (that) the neighbours were going to be noisy.

6 She asked the landlord what they should do if they had any problems in that first month.

3a

They can all be followed by two different structures/patterns.

3b

1 She admitted stealing something.

2 My friend confessed to telling Sara our secret.

3 I suggested turning the electricity off.

4 They recommended we get the bus.

5 He promised (that) he would get to the house on time.

6 They denied breaking the window.

7 She agreed (that) she would pay an extra month's deposit.

4

a to **b** do **c** for **d** of **e** on **f** on **g** to **h** should **i** to **j** making **k** not **l** going

5

Students' own answers.

Developing vocabulary p73

1

Possible answers

1 made me understand it more clearly than before

2 made the audience react enthusiastically, especially with laughing and clapping

3 a place where you feel as relaxed as you do in your own home

4 became good friends very quickly and had a lot to talk to each other about

5 not very good

6 unpleasant facts or opinions about you that someone tells you

7 going somewhere, or saying or doing something in a way that is very long and complicated when it could be simple

8 give a lot of attention and detail to

9 feel relaxed and behave in the same way as you do in your own home

10 having successfully achieved or finished something

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2
1 brought the house down
2 let's home in on
3 home truths
4 is nothing / isn't anything to write home about
5 home and dry

3
1 from 2 on 3 round 4 write

4
Students' own answers.

5
1 c – *Let's face it* is an idiomatic expression.
2 b – pattern 3 in 1b on page 72; *what* is the only word that can work as the object of *wondered* and the subject of *would happen*
3 a – pattern 9 in 1b on page 72
4 d – pattern 1 in 1b; the other options require a direct object after them
5 c – *on* is part of *homed in on* (an idiomatic expression with *home* [see 1], and a three-word phrasal verb)
6 b – *on account of* is a prepositional phrase (see Unit 5 page 61)
7 b – *bring the house down* is an idiomatic expression (see 1)
8 a – pattern 8 in 1b; *of* collocates with *accuse*
9 b – pattern 2 in 1b; options a and c cannot be followed by *journalists* in this sentence; option d does not make sense because it usually refers to a future action
10 d – pattern 4 in 1b

Great Learners, Great Thinkers p74

1
Students' own answers.

2
can be cheaper; helps build communities; more interesting architecture; good for all people from all economic backgrounds

3
1 had a need to build more homes
2 unusual
3 after an economic crisis
4 all have high incomes
5 no basic infrastructure in place there
6 newer generations are more idealistic and independent
7 forthcoming changes may bring a shift in attitude to self-building in London

4
Students' own answers.

5
Students' own answers.

6
Students' own answers.

Great Learners

Possible answers
The information is very relevant as most people are now aware that we must reduce our use of energy and conserve resources as much as possible – one way to do this is with our own homes; most of the information is relevant to architects and builders, but if more people are going to self-build in future, it will become more relevant to ordinary people.

Listening p76

1 bring the house down 2 get on like a house on fire 3 nothing to write home about 4 go round the houses 5 to home in on 6 home and dry 7 brought it home to me 8 home truths

1
Students' own answers.

2
1 It's very serious – millions of people are affected (in 2005, the UN calculated that 100 million people worldwide were homeless).
2 It mostly affects young people (because they run away from conflict at home, but then can't get a job or pay rent).
3 raise money for homeless charities, support shops and events which help homeless people

3
1 180 2 sofa-surfing 3 refugees 4 local and global 5 poured down / rained / poured with rain 6 a (successful) businessman 7 8,000 8 14 minutes 9 in a team

Extra activity

1 through donations and sponsorship
2 It gave free food to homeless people; it gave homeless people jobs.
3 Helen Mirren read a bedtime story; Will Smith entertained the crowds, George Clooney and Leonardo di Caprio visited the sandwich shops.

4
Students' own answers.

Grammar in context 2 p52

5
1 True 2 True 3 True 4 True 5 False

6a
1 Hadn't you? 2 Does she? 3 Will there? 4 Am I? 5 Do they? 6 Didn't they? 7 Couldn't you?

6b
It goes up.

7
Students' own answers.

8
Students' own answers.

Developing speaking p77

1
Students' own answers.

2
They answer question 4.

3a
As you/X said, ...; You/X just mentioned ...; I agree with you when you say ..., (but) ...; What's also true is that ...

3b
Possible answer
It's important because responding and referring to what your partner said are vital parts of the task, and listening to your partner is a vital part of any discussion. By responding and referring to what they say, you show you have listened and understood their message and opinion.

4
Students' own answers.

5
Students' own answers.

6
Students' own answers.

7
Students' own answers.

Developing writing p78

1
Possible answer
2 The factors are probably not the same for adults and teenagers. Teenagers most likely want to be near their school and their friends, as well as places for them to hang out and have fun. For adults, the priorities are probably that it is convenient for their work, that it has good public-transport links and good local amenities and that it is in a safe neighbourhood.

2
Students' own answers.

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3
Possible answers
articles, the world's best city or town for teens, any town or city you know quite well, describe, explain why, ideal for teens

4
1 Yes

5
1 atmospheric, bustling, cosmopolitan, historic, renowned for, steeped in, well-connected

Extra activity
Possible answers
Positive: *atmospheric, bustling, cosmopolitan, fun, historic, laid-back, picturesque, spotless, stylish, thriving, tranquil, upmarket, vibrant, welcoming, well-connected*

Negative: *crowded, isolated, run-down, shabby, sprawling, touristy*

Neutral: *hilly, industrial, renowned for, steeped in*

It depends: *bohemian, hip, imposing, trendy*

6
Think of a title that grabs the reader's attention.

Use *you* and *your* or *we* and *our.*

Use expressions such as: *If you're into ...; If ... is more your scene,*

Use direct questions.

Use adverbs to make your own opinion clear.

7a
There are four paragraphs.

Paragraph 1: introduces the topic and asks the reader direct questions

Paragraph 2: describes San Diego

Paragraph 3: says what you can do there and why it is good for teenagers

Paragraph 4: conclusion and recommends people visit

7b
Students' own answers.

8a-c
Students' own answers.

Test yourself: Unit 6

Grammar test p81

1 They accused him of stealing ~~that he'd stolen~~ the laptop.

2 correct

3 My friend denied doing/having done ~~to have done~~ anything wrong.

4 The police wanted to know what the group of teenagers had ~~had the group of teenagers~~ been doing.

5 The authorities advised us/people not to ~~to not~~ drive in the snow.

6 Ed suggested (that) I ~~me to~~ learn to play the guitar. / Ed suggested learning to play the guitar.

7 correct

8 Ben apologised for waking ~~that he had woken~~ everybody up.

9 She insisted on paying ~~to pay~~ for the meal, even though she didn't have much money.

10 The neighbours threatened to call ~~with calling~~ the police.

2
1 Has **2** they **3** Don't **4** Are
5 Does **6** Wouldn't **7** Was

Vocabulary test

1
1 landlady **2** deposit **3** move
4 fully furnished **5** share
6 detached **7** lodger

2
1 from **2** truths **3** dry
4 anything **5** brought **6** house
7 brought **8** in

3
Possible answers
1 full of noise and activity

2 modern and fashionable

3 calm and relaxed

4 friendly and pleasant, especially to someone who has just arrived at a place

5 attractive, especially because it is old and interesting

6 to have a lot of a particular quality or thing

7 in bad condition because no one has spent money on repairs

8 for people who have a lot of money

Unit 7

Vocabulary in context p84

1
1 campaign **2** samples **3** cold
4 endorse **5** slogan **6** loyalty
7 billboards **8** word-of-mouth
9 pop-ups **10** leaflets
11 placement **12** influencers

2
Students' own answers.

3
1 a incorrect – This is not stated in the text, and this doesn't mention *virtual influencers*.

b incorrect – *The campaign is backed by internet service providers and social media companies.*

c **correct** – *Internet Matters, an online campaign designed to keep everyone under 18 safe on the Internet*

2 a incorrect – *the most famous fake influencer is Lil Miquela; ... even though she isn't really a person*

b **correct** – *There are all sorts of rumours about Lil Miquela. One theory is that she's a real singer who doesn't want to become famous and so hides behind an online persona.*

c incorrect – *Lil Miquela, ... who has 1.6 million followers on Instagram®*

3 a **correct** – *The* **deciding** *factor for advertisers, though, is that they bring something that real influencers have already lost and that advertising companies always need – novelty value. They really do offer something original*

b incorrect – This is given as a reason but not the main one.

c incorrect – This is given as a reason but not the main one.

4 a incorrect – *This in-between thing can be very difficult for children,' Papadopoulos said. 'A child needs role models but these role models are being created by marketeers. They aren't real*

b **correct** – This is not stated in the text.

c incorrect – *The biggest thing we can do for our kids is get them to think critically, to ask, am I being influenced by an individual or a group? And why?'*

5 a incorrect – This is not stated in the text.

b incorrect – This is not stated in the text.

c **correct** – *fake influencers were an example of computers being used to mimic a ... process which allows people to trust others; AI can mimic this process ... You can programme it so that the optimal number of people feel that this voice can be trusted*

4
Possible answers
backed by – supported, often financially

persona – the part of your personality that you deliberately choose to show to other people

novelty value – the excitement or interest that something new or unusual creates

posing with – placed or standing in a particular position so as to be photographed, painted or drawn

marketeers – marketing professionals

grabbing – to succeed in getting something, especially by being quick or by being the best at something

mimic – to behave or work in the same way as something else

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5

Students' own answers.

Grammar in context 1 p86

1 are used **2** is being launched / will be launched **3** be manipulated **4** were given **5** have been printed

1

1 a and d **2** f

3 **b** = present continuous passive, **c** = past simple passive, **e** = present perfect passive

4 the action

5 No. If the agent is unknown, not important or very obvious, you can omit it.

2

a are made **b** was asked
c has been spent **d** was offered
e has been calculated **f** rise
g are controlled **h** creates
i choose **j** is caught

3

1 indirect object

2 Yes. This is shown in sentences 1c and 2c.

3 1c and 2c are more common because we are usually more interested in the people who do something or have something done to them. Sentences 1b and 2b are more formal.

4

1 Many families have been given free samples.

2 They were told the answer by the teacher.

3 I was shown a great new product by my friend.

4 Jack was given an award for his new logo design.

5 Loyal customers might be given a discount.

6 Emily had been asked her name three times.

5

1 someone else (professionals)

2 **a** have/get (something) done (by someone) **b** get (someone) to do (something) **c** have (someone) do (something)

6

1 taken **2** to deliver **3** tested
4 to give **5** fix

7

Students' own answers.

Developing vocabulary p87

co- with, together; **dis-** not, the opposite; **post-** after; **semi-** half, not completely; **sub-** below, under; **super-** more, bigger, better

1a

antisocial censorship childish collectable creative criticism dramatically/dramatically endorsement illegally ineffective inescapable intensify interaction likelihood/likelihood modernise multi-purpose overconfidence pointless preseason responsible strengthen supportive tallish thoughtfulness/thoughtfulness undeniably

1b

anti – against **il/in/un** – not, the opposite **inter** – between
multi – many **over** – too much
pre – before

1c

al – adjective **ship** – noun
ish – adjective **able** – adjective
ive – adjective **ism** – noun
ally – adverb **ment** – noun
ly – adverb **ify** – verb **ion** – noun
hood – noun **ise** – verb
ence – noun **less** – adjective
ible – adjective **en** – verb
ish – adjective **ness** – noun

2a

friendship stylish breakable informative tourism frantically embarrassment illogically/ illogically inexpensive inadvisable signify restriction international parenthood revitalise multi-storey patience overrated faultless prepay tangible widen combative pinkish resourcefulness/ resourcefulness undoubtedly

3

belief, breadth, clarity, depth, height, length, loss, proof, repetition, solution, strength

4a

prefixes: anti, dis/il/im/in/un/mis, ex, fore, inter, micro, multi, non, over, pre, re, semi, sub, super, trans, under

noun suffixes: age, ant, ance, dom, ence, ee, er, ery, ess, hood, icity, ion, ism, ist, ity, ment, ness, ology, or, tion, ure

adjective suffixes: al, ant, able, ent, ible, ful, ic, ile, ive, ish, less, like, y, ous, some

4b

Possible answers

able: disable – disability – disabled

act: action – inaction – active – inactive – activate – actor – actress – reaction – react – overact

care: carer – careful – careless – carefree – carefulness – carelessness

cook: cooker – cooked – undercooked – overcooked – precook

modern: modernise – modernity – post-modern

produce: producer – production – preproduction – postproduction – product – overproduction – underproduction – reproduce – reproduction – mass-produce

true: untrue – truth – truthful – truthfulness – untruthful – truthfully – truly

5

a description **b** unfortunately
c consumers **d** choice **e** variety
f increasingly **g** Theoretically
h uncertain/uncertainty **i** indecisive
j inability **k** solution **l** perfection
m sensible **n** ensure **o** overthink

6

Students' own answers.

Great Learners Great Thinkers p88

1

Students' own answers.

2

Students' own answers.

3

1 They said Sanna's bakes made them happy. Yes; she never thought that would happen.

2 She took a gap year and started to bake.

3 the doctor or pharmacy route

4 It made her realise what she actually enjoyed doing.

5 members of her family

6 She started taking orders for her cakes/bakes.

7 They must keep posting on social media.

8 Art and graphics – they are creative subjects

4

Students' own answers.

5

Students' own answers.

6

Students' own answers.

Listening p90

1

Students' own answers.

2

1 Mexico and Central America
2 bitter water **3** 1585
4 (close to) three million
5 Africa **6** Ivory Coast
7 the destruction of the rainforest in Ivory Coast, which is causing the loss of habitat for chimps and apes (illegal plantations on protected land), cutting down trees making it hotter and drier (climate change)

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3

1 True – *it's so easy to sell ... as an organic health product*

2 False – They are buying between 2–5% more annually (*every year global demand goes up by about two to five percent*).

3 True – *Less than 4% of the country is covered in rainforest today. But in the past, a quarter of the country was said to have been rainforest.*

4 True – *these dirty beans are sold to intermediaries who sell them to traders, the traders sell them to big cocoa supply companies, who then sell them to the giants of the chocolate industry, who just don't know where the beans originally came from*

5 False – Most of us may have eaten chocolate from 'dirty' cocoa beans (*when you eat your favourite chocolate bar or product, it's quite possible that it contains chocolate from illegally grown beans*).

6 False – The intermediaries are also to blame (*some of the intermediaries ... don't really care where the beans are from. They're just interested in making a big profit as fast as they can.*).

7 False – The farmers can't afford to buy it (*they can't even afford what for us has become a basic pleasure – a bar of chocolate!*).

Extra activity

1 The Mayans first cultivated cocoa.

2 the melting point of chocolate/ human body temperature

3 the average amount of chocolate a European consumes per year

4 the time it would take for an Ivory Coast forest to grow back

4

Students' own answers.

Grammar in context 2 p90

5a

a to indicate that it is a widely held opinion, not only the writer's opinion

b to indicate that it is a fact

c to indicate that this is what the experts have calculated

d to indicate that it is an estimate or a theory from another source, not the writer's own opinion

e to indicate that someone else made this prediction, not the writer

f to distance the writer from accusing any corrupt officials

5b

1 b **2** a

5c

1 sentences a, b, d
2 sentences c, e, f
3 sentences a, e, f
4 sentences b, c, d

6

1 The Swiss are estimated to eat the most chocolate.

2 It has been suggested that chocolate is mildly addictive.

3 Chocolate is known to have less caffeine than coffee.

4 It has been claimed that chocolate manufacturers use 20% of the world's peanuts.

5 Dark chocolate is said to be able to lower (your) blood pressure.

Fast finishers

1 It is estimated that the Swiss eat the most chocolate.

3 It is known that chocolate has less caffeine than coffee.

4 Chocolate manufacturers are claimed to use 20% of the world's peanuts.

5 It is said that eating dark chocolate every day can lower (your) blood pressure.

7

Students' own answers.

Developing speaking p91

1

1 fear **2** comedy **3** status
4 promises of happiness **5** scarcity

2

Students' own answers.

3

Students' own answers.

4

Students' own answers.

5

Students' own answers.

6

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

7

Students' own answers.

Developing writing p92

1

Possible answers
casual, check, patterned, plain,

2

Students' own answers.

3a

1 dead **2** affordable **3** label
4 to **5** mix **6** loud/bold **7** have
8 accessories

3b

Students' own answers.

4

1 B **2** A **3** D **4** C

5

1 Formal, because it is a report, and reports use formal language.

2 No (because the report uses formal language, and we don't usually use contractions).

3 They are often used in reports as they convey a serious, formal tone. They are also used to describe generalisations.

4 However; Moreover; As I have just mentioned; Nevertheless; on the other hand; I would also suggest. These linkers help to connect the ideas and arguments in the report, and also impart a serious, formal tone.

6

Students' own answers.

7a–c

Students' own answers.

Test yourself: Unit 7

Grammar test p95

1

1 correct

2 Don't worry, the money has been received.

3 The gift is being ~~been~~ sent by airmail next week.

4 correct

5 This is the room (that) we are staying in ~~is being stayed in by us~~.

6 I'm being met by / ~~meeting~~ ~~meeting by~~ two friends at the airport.

7 After being ~~be~~ seen by the doctor, she was allowed to leave the hospital.

2

1 has his hair cut

2 her mum to pick her up

3 are getting their house decorated (by professionals)

4 the restaurant deliver

5 got the present wrapped by

6 have Alex print it

3

1 It was claimed that nobody could build such a tall building.

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2 Jo was known to have been at the scene of the crime.

3 The houses are believed to be unsafe.

4 Home is said to be where the heart is.

5 At first, it was said that the telephone was a useless invention.

6 The burglar was thought to have known exactly what she was looking for.

7 The car was believed to be his.

Vocabulary test

1

Possible answers

1 same – They are both gifts a company gives you to promote a product, although a free sample is a small amount of a product and a freebie might be anything.

2 same – They are both types of online adverts, although a banner remains across the top of the webpage and a pop-up appears suddenly on your screen.

3 same – They are both types of printed material used to give information about products and services, although a brochure is a small booklet and a leaflet usually just one sheet of paper.

4 different – A marketing campaign is a series of adverts, posters, etc. advertising a product or service; word-of-mouth publicity is when people talk to each other about a product/service or recommend it to each other.

5 different – A brand name is the name that a company gives to its particular product or group of products; brand loyalty is when people keep buying the same brand of a particular product instead of trying other brands.

6 different – A logo is a symbol that represents a company which is used on its products and in its adverts; a slogan is a short, easily remembered phrase that is used to advertise something.

7 different – A billboard is a large board used for advertisements in an outside public place; a flyer is an advert printed on a sheet of paper and given to people.

2

1 solution **2** proof **3** pointless **4** uncertainty **5** undeniably **6** increasingly **7** Overconfidence

3

Possible answers

designer-label – expensive clothes and/or accessories made by a famous company

hand-me-down – something that has been used by someone and then given to someone else, probably younger and in the same family

have an eye for – to have a natural ability for seeing or finding something

I wouldn't be seen dead in that. – Someone says this when they see an item of clothing that they really hate or would be embarrassed to wear.

loud (for colours or clothes) – very bright colours or strong patterns

the jacket and trousers don't match – The two things do not combine well.

Unit 8

Vocabulary in context p96

1

a neck **b** heart **c** soul **d** nail **e** mind **f** ear **g** hair **h** eye **i** heart **j** eye

2

Possible answers

a *(at) breakneck (speed)* – very fast, especially in a way that is dangerous

b *heart-stopping* – very frightening

c *soul-destroying* – to describe a situation that makes you very unhappy because you think it will never improve

d *nail-biting* – to describe a situation that makes you very excited or worried

e *mind-blowing* – extremely impressive, exciting or shocking

f *ear-splitting* – extremely loud

g *hair-raising* – very frightening, but often exciting at the same time

h *eye-catching* – attractive or unusual and therefore noticed

i *heartwarming* – making you feel happy, usually because other people are being kind

j *eye-opening* – a situation that shows you something surprising that you didn't know before

3

1 hair-raising **2** heartwarming **3** mind-blowing **4** nail-biting **5** ear-splitting **6** breakneck **7** eye-catching **8** eye-opening

4

Students' own answers.

5

Students' own answers.

6

Possible answers

1 It is extremely dangerous.

2 Swimming in freezing cold water makes the blood rush to your core to protect your vital organs but fingers, arms and legs lose feeling and function. This makes it very difficult to swim, and you can drown.

3 Because he *loves life* and wants to raise awareness about climate change and the melting ice caps.

7

1 e – *When the Zodiac came back* follows on from *having gone out in a Zodiac* in the first paragraph; *so he started swimming* links forward to *the idea was to swim* in the next paragraph.

2 b – *managed to get into the Zodiac* shows that this paragraph follows the preceding two paragraphs where the Zodiac is mentioned; *to minimise the danger to his frozen fingers* links back to the preceding sentences: *two knuckles on his left hand ... lose my hands right here*

3 d – *Real cold is ...* links back to the preceding paragraph which is about the cold; it links forward to the following paragraph about clinical conditions that being in cold water can bring on.

4 a – *his core temperature goes up* refers forward to *this useful internal warming* in the first line of the following paragraph

5 f – *One result is that he has to drink a lot before swimming* links back to *I'm thirsty* in the preceding paragraph.

6 c – This paragraph gives another of his achievements after a preceding paragraph which started to list these.

8

Possible answers

dinghy – a small boat sometimes used for sailing to land from a larger boat

knuckles – one of the parts where your fingers can bend or where they join your hand

innate – an innate quality or ability is one that you have always had

core – the central part of the body

encompassing – including an area

pristine – in a very clean and tidy condition

rip (them) off – remove something quickly and forcibly

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9

Students' own answers.

Grammar in context 1 p98

1

1 present participle – b, c and d; past participle – a and e

2 the past participle clause

3 *having done*, the perfect form of the present participle

4 yes

2

a Shaped **b** Tied
c Having worked **d** Being
e the wind **f** Drifting
g Not having **h** Having caught
i Drinking **j** discovered

3

1 Known by teenagers as a successful

2 knowing much about the Arctic

3 making sure

4 Blown by the wind

5 fearing there was no / (that) he had no

6 Having been/become a (professional)

7 Being unable to see where

4

Students' own answers.

5

Students' own answers.

Developing vocabulary p99

1

Students' own answers.

2

1 *point* – the reason for doing something; a stage in a process

2 *fair* – reasonable/justifiable; pleasant and not raining

3 *cover* – to travel a particular distance/area; to put one thing over another, in order to protect or hide it

4 *since* – starting at a particular point in the past and continuing until now or until another point in the past; used when explaining why someone does something or why a situation exists

5 *clear* – with no clouds, rain, etc.; obvious and impossible to doubt

6 *spot* – a particular place; to notice someone or something

7 *pick up* – start to move faster; to lift something up and take it away

3

1 last **2** account **3** hard **4** clear
5 break **6** draw **7** catch

4

Possible answers

1 a narrow or pointed end, especially of something long or thin

2 a useful suggestion, advice

3 a small amount of money that you give to someone in addition to what you owe for a service

4 a dirty or untidy place

5 a place where you take rubbish and leave it

6 saying that someone is likely to be successful or achieve something

7 to put something into a position that is at an angle rather than upright

5

Possible answers

1 understand your argument

2 say what you want to say quickly and precisely

3 made a convincing argument

4 failed to understand the argument

5 about to do something

6 to some degree, but not completely

7 to get a unit that can be counted in a game or sport

6

Students' own answers.

Great learners

Great thinkers p100

1

Students' own answers.

2

Students' own answers.

3

a rugby player **b** He suffered a career-ending injury. **c** extreme athlete and adventurer
d one year **e** 230 **f** triathlon
g the Himalayas **h** 5,500–6,000
i chocolate bars **j** sweets
k He broke the British record.

4

1 She was involved in a rock-climbing accident and she became paralysed from the chest down.

2 She says you have to accept yourself, and acknowledge your negative emotions, before getting into the correct mindset to identify your strengths and move forward.

5

Students' own answers.

6a–b

Students' own answers.

Listening p102

Possible answers

rugby, walking to the South Pole, running through the jungle, an ultra triathlon, a mountain bike race, rock climbing, a marathon in a wheelchair, hand-cycling across the Himalayas, crossing Greenland on sit-skis

1

Possible answers

2 exciting, exhilarating, tiring, freezing, boring, frightening, hair-raising, mind-blowing, nail-biting, eye-opening, etc.

2

Task 1

1 c – *I just decided then and there to revisit the lake. No fishing stuff, no food, but to have a dip in the water, which I must say was really cold!*

2 f – *when you go underground …*; *We kept going down and down*; *stalactites*

3 g – *I suddenly found myself … up in the air, looking down at the ground*; *I hope we don't land in …*; *When the time came to jump*

4 d – *One thing is doing that stuff in the streets … and another thing up on a mountain, with the snow and ice*; *Sure, I fell over time and again*; *when I lost control on the steep slopes*

5 a – *that feeling of finally managing to reach the top*; *an amazing view … when you get up high, right at the summit*

Task 2

6 h – *took my mind completely off history and physics and had a calming effect that I really needed*

7 e – *The whole experience was eye-opening. I learnt about glaciers, rocks, stalactites and lots of other stuff. That was the best part of it, definitely.*

8 f – *everything was different. It may sound unusual, silly even, but I realised, if I could do this, I could do anything. I honestly feel like a new person*

9 d – *it was such great fun*; *I had such an amazing time! Just being there was great*

10 b – *after all of our great expectations, we felt really down in the end because the weather was poor and we couldn't see anything*; *the whole thing was soul-destroying really*

Extra activity

1 Speaker 1 **2** Speakers 1, 2 and 4
3 to celebrate her friend's birthday
4 Speaker 4 **5** because the weather was poor and they couldn't see anything

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3

Students' own answers.

Developing speaking p102

Possible answers

amazing, awful, awesome, awe-inspiring; exciting, enjoyable, energetic, exhilarating, exhausting, eye-opening; frightening; horrifying, hair-raising, heart-stopping, horrible; terrifying, tiring, thrilling

1

Students' own answers.

2

Possible answers

Why people might want to do them: they're exciting, thrilling; people get an adrenalin rush

Risks: the sharks might attack them, danger of injury, falling, accidents

3

1 Yes **3** Which of the situations do you think is the riskiest?

4

Possible answers

These expressions give you extra time to think about what you're going to say.

A possible way to complete the title: Useful expressions to ... give yourself time to think

Extra activity

Comparisons: far fewer people; by far the most important thing; becoming more and more popular; more exciting than; the riskiest, considerably more dangerous ... than ...; aren't nearly so dangerous as ...; the deeper you go, the riskier it is; significantly less oxygen ... than they think; easily the riskiest situation

Speculation: they seem really scared; they're probably really high up; it looks like they have ...; maybe to film; which seems to be interested in ...; something could go wrong; I imagine that's not very likely; falling so fast could be bad for ... or maybe ...; that cage doesn't look completely safe; I wonder if it could damage

Grammar in context 2 p103

5

1 We use *less* with uncountable nouns and *fewer* with countable nouns.

2 Yes. We can't use *so* in the affirmative.

3 *as*

4 The repetition emphasises that it is continuing to change; with a short adjective, we would say *This is becoming bigger and bigger*, for example.

5 when you are talking about two things that happen together

6 They modify the comparison. We use *a great deal, considerably, significantly, slightly* and *far* with comparatives. We use *easily* and *by far* with superlatives. We use *nearly* with *(not) as/so ... as.*

6

1 easily – We use *considerably* with comparatives, not superlatives.

2 fitter – With short adjectives, we use the + *-er* form.

3 fewer – We use *fewer* with countable nouns.

4 closer – We use two comparatives to indicate a gradual comparison.

5 far – We use *by far* with superlatives and *far* with comparatives.

6 as – We can't use *so* in an affirmative comparison.

7 as – *the same ... as*, not *than*

8 better – See answer for 1.

Fast finishers

Possible answers

1 She's considerably braver than me/than anyone I know.

3 I guess there is less time for sport when you have a full-time job.

5 In my opinion, climbing is by far the most dangerous sport.

8 I would say that swimming is (easily/by far) the best for your health.

7

Students' own answers.

8

Students' own answers.

Developing writing p104

1

1 up **2** lifted **3** air **4** moon
5 world, cloud, seventh

Possible answer: They give the idea of being up, somewhere high, in the sky.

2

1 bright **2** brighten **3** tunnel
4 lit

Possible answer: They give the idea of light, brightness, sunshine.

3

Give an idea of being low or falling: sentences 3, 4, 6, 7

Give an idea of darkness or dark colours: sentences 1, 2, 5

4

Students' own answers.

5a

Possible answers

A comfort zone is a situation, place or temperature that you feel relaxed in.

5b

Students' own answers.

6

The first essay asks you only to explain your opinion, whereas the second asks you to discuss both points of view and then give your opinion.

7

1 essay 1

2 **Paragraph 1:** Introduction to the topic and stating opinion

Paragraph 2: Reasons for going outside your comfort zone

Paragraph 3: Additional reasons for going outside your comfort zone

Paragraph 4: Discussing alternative opinions and giving counterarguments

Paragraph 5: Conclusion and restating opinion

8

a Nevertheless/However **b** certainly
c foremost **d** On
e On the other hand **f** convinced
g mind **h** said/claimed/stated
i All **j** far

Possible answers

Introducing: *First of all*

Adding arguments: *In addition, on top of this/that*

Making contrasts: *Although, though*

Expressing consequences: *Consequently*

Expressing strong personal opinions: *In my opinion/view, As far as I can see*

Expressing general or other people's opinions: *Many (people) say/consider*

Concluding: *Finally*

9a–b

Students' own answers.

Test yourself: Unit 8

Grammar test p107

1

1 Having received **2** Blamed
3 Cycling **4** Painted
5 Having eaten **6** Practising
7 Not knowing **8** Sung

2

1 I'm convinced that snowboarding is as ~~so~~ easy as skateboarding.

2 correct

3 Modern life is getting faster and faster ~~more and more fast~~.

4 Teens today don't have the same problems as ~~than~~ teens in the 1990s.

5 I think people enjoy extreme sports because they take fewer ~~less~~ risks in their daily routines.

6 The earlier you leave, the sooner you'll get there.

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3

1 This is by far the most exciting holiday I've ever had.
2 He was slightly faster than me because he finished in 22 seconds and I finished in 23 seconds.
3 China is a great deal bigger than Ireland.
4 Running isn't nearly as dangerous as paragliding.
5 The economy has grown twice as fast as predicted, expanding by 2% instead of 1%.
6 Gold is far more valuable than steel.

Vocabulary test

1

1 soul-destroying 2 breakneck
3 hair-raising 4 nail-biting
5 heartwarming 6 eye-catching
7 ear-splitting

2

1 purpose/reason for doing something 2 travel a distance
3 easy to understand 4 report/description 5 particular place/location 6 opportunity 7 hear

3

1 on 2 in 3 in 4 at
5 over 6 of

Unit 9

Vocabulary in context p110

1

a footsteps b apprenticeship
c trade d insight e feet f in
g overcome h on i drive
j life k make l financially
m accomplished n hand o back
p end

Fast finishers

Possible answers

What/Who has given you valuable insight into the world of work/university courses/things to do after leaving school?

How do you think you will make your own way in life?

When do you think you will become financially independent?

2

1 follow 2 hand, serve
3 accomplished

3

Students' own answers.

4

Laurence Moss has a social-media marketing business.

Sidney and Ozzy O'Neill design, make and sell T-shirts.

Olivia Bassett makes and sells toys for dogs.

5

1 C – *I set up a Facebook group ... I also ... went to dog club events to sell directly.*
2 A – *Moss's business ... grew out of a hobby; ... found himself being approached by brands that wanted to buy sponsored posts*
3 C – *the ridiculous prices. I thought there was no need for them to be so expensive*
4 A – *'I spend money as if I don't have a lot of it and I would never tell my friends the amount of money I'm making.'*
5 B – *To create a buzz ... working closely with local skaters.*
6 A – *Rather than settling for earning the occasional £100 ... Laurence decided to launch his own company ... He offers advice to firms*
7 B and C – B: *I went on to YouTube and looked at making T-shirts at home;* C: *researching the process on YouTube*
8 C – *Olivia is able to fit her business around her schoolwork. 'I make the toys while watching TV or even while I am having an online college lesson from home.'*
9 B – *Using £100 saved from ... babysitting*
10 C – *... she continues to save for driving lessons*
11 B – *I showed a design to a mate and he said 'That would look really good on a T-shirt'.*
12 A – *the majority of his earnings are reinvested into the business*

6

Possible answers

fallen by the wayside – been unsuccessful, stopped being effective

spurred – encouraged

revenue – income, money made from business activities

curating – collecting and showing

fell through – failed to happen

doodles – patterns or pictures you draw when you are bored or thinking about other things

heat press – machine used to transfer a picture to an item of clothing

fleece – a type of artificial cloth used to make clothes

7

Students' own answers.

Grammar in context 1 p112

... footsteps, ... trade, ... feet, ... a setback/setbacks, ... hold, ... ambition, ... life, ... way in life, ... hand at, ... back

1

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

2

a – (Rule 8 plural countable noun)
b a (Rule 6)
c – (Rule 8 uncountable noun)
d a (Rule 6)
e – (Rule 8 uncountable noun)
f – (Rule 9) **g** a (Rule 6)
h an (Rule 6) **i** the (Rule 5)
j the (Rule 3)
k – (Rule 8 uncountable noun)
l the (Rule 3)
m – (Rule 8 uncountable noun)
n – (Rule 8 plural countable noun)

3

1 What are your chances of becoming the boss of a ~~the~~ multinational company?
2 Do you have ~~the~~ high aspirations? What are they?
3 What are the biggest problems facing the young today?
4 Do you think ~~the~~ unemployment is rising or falling?
5 What are the challenges young people face in the world of work?
6 How excited are you about life after ~~the~~ school?

4

Students' own answers.

5a

1 SC 2 PC 3 PC 4 PC 5 PC
6 U 7 PC 8 U 9 U, PC 10 PC
11 U

5b

most + plural noun (no article) is used to talk about the noun in general; the majority of people in general

most of the + plural noun is used to talk about specific things; the majority of a specific group of people

6

1 I've enjoyed each of the science subjects/each science subject I have studied.
2 All of the jobs have ~~has~~ appealed to me.
3 correct
4 Most of the jobs are ~~is~~ well paid.
5 Every one of the applicants has ~~have~~ been accepted.
6 I have no ~~not~~ interest in science or engineering.
7 A number of scientists have ~~has~~ applied for the job.

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Developing vocabulary p113

Possible answers

take a call, take control, take a course, take cover, take a decision, take an exam, take effect, take an interest, take offence, take part, take place, take a photo, take power, take a risk, take a test, take (your) time, take into account, take account of, take on, take up, take out, take over, takeaway

1

a gain **b** experience **c** undertake **d** embark **e** overcome **f** take

2

Students' own answers.

3

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

4

a undertake **b** embark **c** inspire **d** voice **e** gain **f** weigh **g** gain **h** suffer **i** experiences **j** overcome

5

1 mind **2** confidence **3** setbacks **4** obstacles/adversity/problems/setbacks **5** pros, cons **6** hobby **7** attention **8** opinion

6

Students' own answers.

Great learners Great thinkers p115

1

Students' own answers.

2

Students' own answers.

3a

Pros: They support each other; they have fun; they have a chemistry because they are friends which makes it easier to be productive.

Cons: They are individuals with separate ideas so they sometimes disagree.

3b

Students' own answers.

4

1 teenagers **2** producers/directors, directors/producers **3** festivals/(the) screen, (the) screen/festivals **4** talking it out **5** comedian **6** best in people **7** expand their influence

5

Students' own answers.

6

Possible answer

Choice and responsibility apply the most to Rhys and Waddah because they run their own company; they probably have a sense of purpose because they work for producers and directors, festivals, theatre and the screen; they also probably get recognition for their work in the form of appreciation and possibly awards.

7

Students' own answers.

Listening p116

1

Possible answers

Do's: research the company or university; think about what you want to know about the job and the company or the course and the university; wear smart clothes; arrive on time; be formal and polite; make eye contact

Don'ts: answer 'I don't know' to any question

2

Possible answers

Do's: find out about the type of interview; find out about the company or university; predict the types of questions; show steps taken to overcome any weaknesses; know what is on your own CV and application form; practise relaxation techniques: deep breaths; think about next logical step and skills and abilities for this; be honest about negative things: say what positive things you've learnt and progress you've made since

Don'ts: forget what is on CV and application form; be too ambitious; be unambitious

3

1 preparation/to be prepared
2 team leader, team player
3 a test/an exam
4 a person specification
5 your strengths, your weaknesses
6 forget their answers **7** take deep breaths **8** being too ambitious

4

Students' own answers.

Grammar in context 2 p116

5

1 before the infinitive (with *to*)

2 before the gerund

3 The speaker wants confirmation of what they think.

4 express opinions politely

6

1 It is important not to lie.

2 Not switching off your phone could be a bad idea.

3 ✓

4 It is advisable never to use very informal language.

5 Not preparing answers for the most obvious questions is irresponsible.

6 It is common sense never to arrive late.

7 You should be careful not to criticise other people.

8 ✓

7

Students' own answers.

Developing speaking p117

1

Students' own answers.

2

Students' own answers.

3

Students' own answers.

4

Normally, ...; In most cases, ...; On the whole, ...; To a great extent, ...; By and large, ...; Broadly speaking, ...

5

1 The task is to decide which two jobs they think are the most satisfying.

2 They decide on aid workers and entrepreneurs.

3 No, first they discuss all the options and then they make their decision.

Mixed ability

But isn't it more satisfying to help others?

But isn't it true that artists help others with their work as well?

..., don't you think?

Wouldn't you say that entrepreneurs and artists are similar in that way?

6

Students' own answers.

Developing writing p118

1

Possible answers

internship – a temporary job that a student or recent graduate takes in order to get experience in the area they want to work in

work placement – a temporary job that you do as part of a course of study in order to get practical training and experience

interns – people doing a temporary job to get experience in the area they want to work in

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minimum wage – the smallest amount of money that an employer is legally allowed to pay a worker

cover expenses – your employer pays you back any money that you need to spend as part of your job

break into the job market – get a first job

recruit – get someone to work in a company or join an organisation

applicants – people who apply for a job

stepping-stone – a step in a process that helps you to move forward to another part of it

climb the first rung on the career ladder – get a first job

get a foot in the door – get an opportunity to start working in an organisation or business, especially when this will give you more opportunities in the future

networking – meeting and talking to people to exchange information and advice about work or interests

referee – someone who gives information about your abilities and work experience when you are applying for a new job

hit the ground running – be successful from the start of an activity

2

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

3

Students' own answers.

4

Students' own answers.

5

Yes

6

a paragraph 2 **b** paragraph 1
c paragraph 5 **d** paragraph 4
e paragraph 3

7

I am writing in response to/in connection with ...

I am particularly interested in the job/post/position of ...

I would welcome the opportunity to work for your company.

I believe that I am well suited to this job since ...

I have experience of working ...

I consider myself to be ...

I would be delighted to attend an interview at your earliest convenience.

I am attaching my curriculum vitae.

Extra activity

formal opening and closing phrases: Dear Sir or Madam, Yours faithfully

formal words and phrases: in response to; it would be beneficial to me; I would welcome the opportunity; I believe that; would be highly useful; I consider myself; I would be delighted to attend; at your earliest convenience; as requested

8a–c

Students' own answers.

Test yourself: Unit 9

Grammar test p107

1

1 When my sister finishes university, her idea is to become an engineer.

2 ~~The~~ Unemployment is a terrible problem.

3 The ~~A~~ best idea is to go by car.

4 She's just become the head of ~~the~~ marketing.

5 The teachers wanted to know why I hadn't gone to ~~the~~ school yesterday.

6 correct

7 It's the ~~an~~ only chance we have.

8 I don't believe that ~~the~~ books will disappear because of new technologies.

2

1 each/every **2** None
3 All **4** no **5** one **6** has

3

1 I prefer not to be alone.

2 Being a celebrity means never having any privacy.

3 I tried not to laugh when he fell.

4 Isn't it a good idea to do an internship if you can?

5 My parents remember not to wake me up on Saturdays.

6 I love not doing anything in the holidays./In the holidays I love not doing anything.

Vocabulary test

1

Possible answers

end up doing something – be in a particular situation after doing something

find your feet – start to feel confident and able to deal with something

follow in somebody's footsteps – do the same work or achieve the same success as somebody before you *get on in life* – be successful

put something on hold – stop something from happening now, but it may happen later

serve an apprenticeship – learn about a job by actually doing it

try your hand at something – do an activity for the first time to see if you like it or are good at it

2

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

3

1 rung **2** ground **3** wage
4 expenses **5** networking **6** get

Unit 10

Vocabulary in context p122

1

Possible answers

1 used for telling somebody you are ready to do something for them as soon as they ask

2 promise

3 do what you promised to do

4 used for giving the shortest answer possible, without explaining anything

5 used when someone says something in an indirect way

6 claim that somebody has said a particular thing, although they haven't

7 used to emphasise how pleased/surprised/angry you are

8 used for reporting the general meaning of what someone has said, rather than their exact words

9 tell a lot of people

10 used to emphasise that what you're saying is completely true

2

Possible answers

Positive

avoid jargon – don't use unnecessarily specialised words and phrases that are only understood by people who do the same kind of work

be on the same page – understand or agree with someone or something

make a witty remark – say something clever and amusing

understand nuances – recognise slight differences that may be difficult to notice but which are important

Negative

find something puzzling – think something is confusing or difficult to understand

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get the wrong end of the stick – completely misunderstand

make a gaffe – make an embarrassing mistake in public

misinterpret someone/something – to understand or explain something wrongly

talk at cross purposes – when two people think they are talking about the same thing but they are not

Neutral

convey a message – communicate ideas/feelings, or give official information

take something literally – understand something based on the most basic, obvious meanings of the words that are used. Note that this is also commonly seen as negative, as it can mean that someone has made a mistake due to not knowing the idiomatic meaning of an expression

3

Possible answers

1 When was the last time words failed you?

2 Have you ever talked at cross purposes with a friend?

3 Do you consider yourself to be good at making witty remarks in class?

4 Have you ever made a gaffe in public?

5 What would be the fastest way to spread the word in your class about an emergency meeting?

4

Students' own answers.

5a

Students' own answers.

5b

Students' own answers.

6

a Prominent speakers **b** world peace **c** easy to learn **d** a pamphlet **e** the fundamental rules **f** a huge vocabulary **g** online options **h** intentional goodwill **i** his grandfather/his grandfather's books **j** omnipresence of English

7

Possible answers

drawing – attracting, bringing

bears traces – shows signs

tinkering away – making small changes to something to improve it

(a) dizzying array – an amazing selection or variety

hooked – finding it difficult to stop

underpinning – forming a basic part of something

leafing through – looking quickly through

cheery – happy

go-to – something or someone that you go to first to provide a particular service

Fast finishers

pop up – to appear very quickly or suddenly

building blocks – the basic parts that something is made from

brainchild – a clever invention or system

a level playing field – a situation that is fair for all the people involved

write off – to decide that something isn't important or valuable

8

Students' own answers.

Grammar in context 1 p124

1a

Students' own answers.

1b

2 infinitive – d **3** infinitive – a
4 gerund – g **5** gerund – c
6 gerund – h **7** infinitive – e
8 infinitive – f

1c

a We can use both, with no change in meaning.

b We can use both, with a change in meaning.

2a

1 remembering (Rule 6) **2** to learn (Rule 3) **3** using (Rule 1)
4 Learning, to be (Rules 5, 8)
5 studying (Rule 6)

3

a investigating (Rule 1)
b publishing (Rule 1) **c** to help (Rule 3) **d** knowing (Rule 5) **e** to realise (Rule 7) **f** understanding (Rule 6) **g** To combat (Rule 3)
h avoiding (*suggest* is followed by a gerund) **i** using (Rule 1) **j** to show (Rule 7) **k** to check (Rule 3)
l writing (*stop* is followed by a gerund when it means *to terminate an action*)
m Reading (Rule 5) **n** rewriting (Rule 4) **o** editing (Rule 1) **p** to convey (Rule 3) **q** clarifying (Rule 5)

4

Students' own answers.

Developing vocabulary p125

1 get on ~~up~~ with **2** looks up ~~out~~ to
3 keep/catch ~~go~~ up with **4** hit on ~~at~~
5 stands ~~sits~~ out

1

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

2

Possible answers

back up – give support to someone by telling other people that you agree with them

cut in – interrupt someone who is speaking

cut off – prevent someone from continuing what they are saying

get through to – make someone understand what you are trying to say

open up (to) – talk more about your personal feelings and experiences

speak out (against) – state your opinion firmly and publicly about something, especially in order to protest against or defend something

talk down to – talk to someone as if you think they are not as clever or important as you are

3

1 out **2** up **3** out **4** down **5** on

4

Students' own answers.

5

a has **b** as **c** so **d** no **e** out
f were **g** the **h** on **i** no **j** other
k In **l** on

Great learners Great thinkers p126

1

Students' own answers.

2

Fact **3**

3

1 tea, biscuits (and a few other snacks), chat

2 They are cousins.

3 to bring hearing and deaf people together

4 In BSL, sentences have to be short, direct and visual.

5 Learning should be fun.

4

Students' own answers.

5

Students' own answers.

6

Students' own answers.

7

Possible answers

Students have to communicate all the time: practising orally in language lessons, answering questions, discussing work and projects with partners or in groups, doing presentations.

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Explaining things sometimes helps us to understand them better. Good communication enables students to work as part of a team, helping others and themselves to learn.

Listening p128

1

Students' own answers.

2

Possible answers

better understanding of your own and other cultures; better at making decisions; more analytical and logical in non-native language; useful in business or diplomacy if you want to buy time; delays ageing and prevents dementia; makes people less egocentric

3

a half the world **b** a personal insight/an insight **c** a preference **d** save five lives **e** 40% **f** emotional **g** distance yourself (emotionally) **h** buy yourself time **i** resilient **j** egocentric

4

Students' own answers.

Grammar in context 2 p128

5

1 doesn't make any difference

2 doesn't matter

6

1 whenever **2** Wherever **3** whenever **4** However **5** Whatever **6** whichever **7** however

7

Students' own answers.

Developing speaking p129

1a

Possible answers

Arguments for: We could all communicate much better and have a better understanding of each other. It might help reduce xenophobia and racism. There might be more career opportunities.

Arguments against: We would lose our unique cultural and personal identities. It wouldn't be as interesting. Language teachers would lose their jobs!

1b

Students' own answers.

2

Students' own answers.

3a–b

Possible answers

Beginning your presentation: I'd like to begin by saying ...; To start with ...

Ordering your arguments: First of all, ...; Furthermore, ... / What's more, ...; It's important to remember that ...; It's also true that ...

Presenting opposing points of view: However, ...; Whilst it's true that ...; You can't deny that ...; I admit that ...

Responding to opposing points of view: ... this does not mean that ...; I accept that ...; Let's not forget that ...; I would still say that ...; Even so, I still believe that ...; That doesn't alter my opinion that ...

Concluding your presentation: Finally, ...; In short, ...

Grammar in context 3

4a

1 learn a different language **2** speak the new language **3** speak English well **4** much easier

4b

We omit them to avoid repeating something we have already said and already know, and to sound more natural.

5

1 don't – auxiliary verb

2 might – modal verb

3 happy to – adjective + preposition/*to* infinitive

4 would – modal verb

5 love to – verb + preposition/*to* infinitive

6 forgot – verb

7 is – verb

6a

Students' own answers.

6b

Students' own answers.

7

Students' own answers.

Developing writing p130

1

Students' own answers.

2

Students' own answers.

3

Students' own answers.

4

Possible answers

1 because it is for the Principal and directors of the school

2 It uses formal constructions and vocabulary, such as passive structures, formal set phrases, no contractions, etc.

3 The structure follows the order outlined in the Principal's memo.

Paragraph 1: Introduction

Paragraph 2: Exchanging emails as e-pals

Paragraph 3 : Cross-cultural projects and presentations

Paragraph 4 : Exchange visits

Paragraph 5 : Conclusion

5

Possible answers

Linkers that would be useful in a proposal: linkers of addition like *moreover, in addition, furthermore*; linkers of contrast like *however, but, nevertheless*; linkers that connect two ideas like *and, as well as*; linkers that express result like *so, therefore*; linkers that express cause like *as, because, since*

Linkers that are in the proposal: *Not only ... but*; *due to the fact that*; *as*; *Nevertheless*; *both*

6

Students' own answers.

7a–b

Students' own answers.

Test yourself: Unit 10

Grammar test p133

1

1 waiting **2** crying **3** to wake **4** to see **5** to open **6** arguing **7** thinking **8** losing

2

1 However **2** Whenever **3** correct **4** Whatever **5** correct **6** whatever **7** However

3

1 I didn't read the whole of the book, even though I should have.

2 I'd already finished eating my lunch, but my friends hadn't.

3 I'd love to go, but I don't think I'll be able to.

4 Jo could speak French when she was little, but she can't now.

5 We never used to worry about them, but we've started to.

Vocabulary test

1

1 gave **2** putting **3** fail **4** spread **5** to **6** take

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2

Possible answers

get the wrong end of the stick – understand something completely wrongly

jargon – special words and phrases that are only understood by people who do the same kind of work

misinterpret – understand something wrongly

a nuance – a slight difference that may be difficult to notice but is fairly important

puzzling – confusing or difficult to understand

a remark – a few words that give the facts or your opinion about someone or something

take something literally – believing the most basic, obvious meaning of the words that are used

3

1 out **2** up **3** to **4** through
5 out **6** down to **7** up on

Reach Higher: Unit 1 p136

Vocabulary in context p6

1 hand **2** back **3** neck

Grammar in context 1 p8

1 made **2** 've **3** chatted **4** read
5 was **6** forgotten

Developing vocabulary p9

-ance, -ant, -ence, -er, -ion, -ist, -ity, -ment, -ness, -or, -ship, -ure

scientist argument description/ descriptor intelligence sincerity happiness

Grammar in context 2 p12

Possible answers

1 present simple: I get up late on Saturdays.

2 *be used to* + verb *-ing:* I am used to getting up late on Saturdays.

3 *will* (+ *usually*) + infinitive: I will usually get up late on Saturdays.

4 present continuous + *always:* He's always telling me what to do.

5 *would* + infinitive: We would always get up late on Saturdays.

6 *used to* + infinitive: I used to get up late on Saturdays.

7 past continuous + *always*: He was always telling me what to do

Reach Higher: Unit 2 p136

Vocabulary in context p18

1 road rage **2** pile-up **3** road safety **4** service station **5** traffic jam **6** motorway **7** speed limit **8** driving licence

Reading p18–19

1 lowering **2** show off
3 bothered **4** implementing
5 requirements **6** toughen up

Grammar in context 1 p20

Possible answers

1 can't send/mustn't send/are not allowed to send

2 had to walk

3 shouldn't have written

4 didn't have to get up/didn't need to get up/needn't have got up

5 couldn't wear/wasn't allowed to wear

Developing vocabulary p21

Possible answers

take: a call, control, a course, cover, a decision, effect, an interest, offence, part, place, power, a risk, a test

make: an apology, an attempt, a call, a change, a choice, a comment, a complaint, a decision, a difference, an improvement, a mistake, a suggestion, use of something

do: business, a course, an experiment, harm, household chores, the ironing, research, a test, your best

Grammar in context 2 p25

Possible answers

1 She must have decided she likes vegetables after all./She might have been worried about her unhealthy diet.

2 She might have forgotten./She must have lost her notes.

3 He might not have seen something on the road./He can't have been paying attention to the road.

4 He might have been feeling unwell./He must have been furious when he lost.

5 Her team must have lost./She might have been in a bad mood that day.

Reach Higher: Unit 3 p137

Vocabulary in context p32

Possible answers

1 be able to express yourself well
2 confused, shocked or upset
3 it confuses me **4** someone who is very interested in one particular subject or area **5** decide to do something and try very hard to do it **6** a young person who has a natural ability to do something extremely well

Reading p32–33

Possible answers

1 Dundee is the town in Scotland where Andrew Halliburton grew up. He went to school there, too.

2 Andrew appeared on TV news when he was young. He didn't enjoy the media attention, however.

3 McDonald's is a fast-food restaurant where Andrew now works. He started working there after dropping out of university.

4 2002 is the year that Jennifer Pike won a music competition. She was 12.

5 Skiing is an example of the kinds of activities Jennifer can't do. Because she's a musician, she can't risk injuring her hands.

6 Coldplay is a band that Jennifer likes. She listens to their music on her iPod.

Grammar in context 1 p34

1 correct

2 If you want to become a concert pianist, it means practising ~~to practise~~ for hours every day.

3 After leaving university, she went on to become ~~becoming~~ a teacher.

4 correct

5 I'll never forget meeting ~~to meet~~ my favourite football player at the match last year.

Developing vocabulary p35

1 The answer leapt out at him.
2 I think we should talk it through with Sarah. **3** correct **4** I think I've hit on a new way to do these equations. **5** You need to go faster if you want to keep up with me.

Grammar in context 2 p38)

1 let, rest **2** force, to read **3** feel, blowing **4** encourages, to attend

Reach Higher: Unit 4 p137

Vocabulary in context p44

1 neuroscience **2** biomedicine
3 archaeology **4** chemistry
5 nutritional science

Reading p44–45

1 It allows them to see what's happening inside an athlete's body, and give immediate feedback to improve their performance.

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2 Genetic markers help predict how an athlete's body will react with particular training.

3 Neuroscience enables coaches to help athletes develop mental strength, which will help improve endurance.

4 By using algorithms and AR, transmitted through their helmets, to provide data about the opposing team's possible moves.

5 The conclusion of the text is that some technological enhancements are fair, but others may not be considered fair in the future.

Grammar in context 1 p46

1 If I'd known you were home, I would've called you.

2 If you don't water plants, they die.

3 If scientists had more funding, they would/could do more research.

4 If you like science fiction, you'll enjoy this film.

5 If people read a story in the newspapers, they tend to believe it.

Developing vocabulary p47

Possible answers

Compound nouns: breakout, breakthrough, cutback, drawback, feedback, lookout, outback, outbreak, outcome, outcry, outlook, outset, setback

Compound adjectives: long-term

Grammar in context 2 p50)

Possible answers

1 I had eaten all the birthday cake. **2** I would possibly be there now. **3** I would have passed all my exams very easily. **4** I would have told her to provide free university education. **5** if I wanted to study in China.

Reach Higher: Unit 5 p138

Vocabulary in context p58

Possible answers

settle a fine – pay a fine

do community service – do work in the community as a punishment

a curfew – a law that prohibits people going out during particular times at night

a hoax call – a fake phone call to someone when you say you need help or something bad is going to happen

a parking ticket – a document put on your car telling you that you must pay a fine for parking in the wrong place

be acquitted of charges – be allowed to go free because you are not guilty of a crime you were accused of

Reading p58–59

Possible answers

1 A man made a time-wasting call to the emergency services and told them that he had been sold a regular burger instead of a cheeseburger at a takeaway.

2 The Metropolitan Police received 28,872 hoax calls last year.

3 Detective Superintendent Gurdip Singh is a representative of the Metropolitan Police. He/She explained how the emergency services deal with hoax calls from people with mental-health issues.

4 Michael Moore is a social psychology professor. He explained how operators are trained to identify hoax calls.

5 Japanese teenagers in Kagawa Prefecture will be able to spend only 90 minutes on their smartphones at weekends.

6 The World Health Organization declared that video-game addiction is an official illness.

7 Wataru is a student who is challenging a new law introduced by the government of Kagawa Prefecture. His mother is helping him.

8 The Japanese government believes that there is no scientific basis to impose time limits on people for playing video games.

Grammar in context 1 p60

Possible answers

1 *will* + infinitive: I think it will be a fun party. **2** *be going to*: I'm going to study history at university. **3** *will* + infinitive: I think I'll have lunch now because I'm hungry. **4** present simple: Our train leaves at four o'clock. **5** *be going to*: It's going to rain later. **6** present continuous: My cousins are coming round to watch a film tonight.

Developing vocabulary p61

Possible answers

1 strength; based on what you saw, heard, experienced, etc.

2 means; by doing something

3 touch; connected with someone or something

4 bid; in an attempt to

5 response; as a result of something else that happened

6 favour; supportive of something

Reach Higher: Unit 6 p138

Vocabulary in context p70

Possible answers

1 A detached house is not attached to another house, whereas a terraced house is one of a row of houses joined together on both sides.

2 A deposit is a sum of money that you pay when you start renting a house or room, and which is returned to you when you leave. A bill is a sum of money you pay for a service or product, e.g. electricity.

3 A flat-hunt is when you are looking for a flat to live in. A flat share is when you are living in a flat with other people.

4 A landlady is someone who rents a room, house or flat to someone. A lodger is someone who lives in a room in someone else's home.

5 A host is someone who owns the property that you are staying in temporarily. A flatmate is someone who lives as an equal with you in a flat.

6 A dorm is the American word for a room in halls of residence. Halls of residence are a type of accommodation where students live with other students, usually on, or near, the university campus.

Reading p70–71

Possible answers

A Homestay

Pros: your host family can help you learn about the culture of a country and with practical day-to-day things; living with a family can help you feel less homesick; you may become lifelong friends with your host family; you will have to speak the language of your host family so you will learn more; you will save money
Cons: you have to help out in the home and do chores; you can't have guests at any hour

B Dorm on campus

Pros: you will meet other students and make friends; you don't have to bring a lot of stuff because rooms are furnished; you will learn new skills, like cooking and doing your own laundry; rooms are generally well equipped; you will feel comfortable; everything you need is on your doorstep
Cons: you have to cook for yourself and do your own laundry; it might not be near the city centre

C Renting a flat

Pros: the location can be very convenient; it is fun to live independently

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Cons: the rental contract might not give you many rights; your landlord or landlady might be mean or treat you unfairly; you have to pay a deposit; it can be expensive; some accommodation can be small or in bad repair

Grammar in context 1 p72

1 to have/that they had **2** going/that he had gone **3** to pay **4** looking/I look/that I should look **5** to visit/that they would visit

Developing vocabulary p73

1 home; The film made me realise or understand something important more clearly.

2 house; Her jokes made the audience laugh and clap enthusiastically.

3 house; They became friends quickly and had a lot to talk about.

4 home; You should feel relaxed here and behave in the same way as you do in your own home.

5 home; We have successfully finished or achieved something.

Grammar in context 2 p76

Possible answers

1 I've just got a 10 for my English essay!

2 I didn't go to the party last night.

3 My parents are in Australia at the moment.

4 I can't find my keys.

5 My flatmates always cook dinner for me.

6 The exam will take three hours.

Reach Higher: Unit 7 p139

Vocabulary in context p84

Possible answers

1 f – a large board on which a poster or sign is displayed

2 c – the name of a particular product that a company makes or sells

3 e – when a company pays for its products or name to appear in a film or TV series

4 a – when people tell other people about something

5 b – a series of advertisements to promote a product or company

6 d – a product from a company that you don't have to pay for, and can try to see if you like it

Grammar in context 1 p86

Possible answers

You can **get** your clothes **ironed**. You can **have** your shopping **delivered**. You can **get** the company **to walk** your dog. You can **have** them **clean** your house.

Developing vocabulary p87

Possible answers

Prefixes: anti – against il/in/un – not, the opposite; inter – between; multi – many; over – too much; pre – before

Noun suffixes: -action, -ence, -hood, -ion, -ism, -ity, -ment, -ness, -ship, -ty

Grammar in context 2 p90

1 The celebrity's house is said to have two swimming pools. **2** It has been suggested that there is a yoga room. **3** Many VIPs are known to have visited the house. **4** It is believed that the house was built without proper permission./The house is believed to have been built without proper permission. **5** It has been reported that the house has spectacular views. **6** They say that an extension is being built.

Reach Higher: Unit 8 p139

Vocabulary in context p96

1 heartwarming **2** eye-catching **3** soul-destroying **4** nail-biting **5** hair-raising **6** eye-opening

Reading p96–97

1 –37 °C was the temperature of the air in the Antarctic on the day Lewis Pugh swam in the water.

2 Lewis Pugh swam 330 metres before he had to return to the boat.

3 Lewis Pugh is known as *the human polar bear* because he swims in freezing temperatures in the polar regions.

4 When you eat ice cream, you sometimes get a headache because it's very cold. Lewis Pugh says the feeling he gets when he is in a very cold place is like having an ice-cream headache, but all over his body.

5 The Ross Sea is a large body of water in the Antarctic. It contains a giant marine protected area that Pugh is hoping to persuade countries to protect.

Grammar in context 1 p98

1 Walking **2** Having been taught **3** Pushed **4** Having learnt **5** Getting caught

Developing vocabulary p99)

Possible answers

1 It's clear that you are going to pass your exams./The sky was clear – it definitely wasn't going to rain.

2 It isn't fair to ask me to tidy up when you didn't ask the others to do it, too./The weather is going to be fair tomorrow, so let's go for a walk.

3 We covered 25 miles today./The sun is really strong today, so it's best to cover your head so you don't get heatstroke.

4 It was hard to cycle up the hill, but I really picked up speed as I went down the other side./Could you pick your towel up off the floor, please?

5 She can't come to the meeting since she's travelling at the moment./We've lived here since 2016.

6 I always give my hairdresser a tip on top of the cost of the haircut./Be careful not to tip your cup because that coffee is really hot.

Grammar in context 2 p103)

Possible answers

1 more dangerous than badminton. **2** the most boring game to watch ever. **3** the more difficult it gets. **4** exciting as skiing. **5** more extreme. **6** less fun than cycling.

Reach Higher: Unit 9 p140

Vocabulary in context p110

Possible answers

1 skills that you need in order do a job well **2** start to feel confident and able to deal with something **3** be determined to work hard at something **4** temporarily pause your career while you are doing something else **5** recover after an unfortunate event or something that delays your progress **6** become successful

Reading (pages 110–111)

Possible answers

1 They wanted to buy sponsored posts to reach Laurence's many followers. **2** He does not spend lots of money. He doesn't talk about money with his friends. **3** His work experience fell through. He was bored in lockdown. **4** They buy T-shirts in bulk and borrow a heat press to print the T-shirts. Because they buy in bulk, they can make a profit on each T-shirt they sell. **5** They are affordable, she can sell them direct

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to customers, the toys can be made to order, Olivia can make the toys at her own pace. **6** Olivia says there are not many jobs in her area and she hasn't got any work experience, so it might be hard to find a job.

Grammar in context 1 p112)

a an **b** a **c** – **d** the **e** a **f** the **g** – **h** a **i** –

Developing vocabulary p113)

1 mind **2** opinions **3** confidence **4** setbacks **5** trouble

Grammar in context 2 p116)

1 Not getting nervous before an exam is difficult. **2** It's a good idea not to waste time in an exam. **3** correct **4** You should be careful never to arrive late for exams. **5** I recommend not spending all night studying before an exam.

Reach Higher: Unit 10 p140

Reading p122–123

Possible answers

They may want to learn Esperanto: to travel to meet other Esperanto speakers; to promote world peace; to gain a fundamental understanding of European languages.

Grammar in context 1 p124

1 We use the gerund after verbs of liking or disliking. **2** We use the gerund after prepositions. **3** We use the gerund when it is the subject of a sentence. **4** We use the infinitive after adjectives. **5** We use the infinitive after indefinite pronouns. **6** We use the gerund after the noun phrase *It's no use*.

Developing vocabulary p125

1 I finally got through to them. **2** Would you please stop cutting in? **3** Don't talk down to me! **4** I'd like to bring up how the Internet influences language. **5** Then I'd like to turn to teenage slang. **6** She isn't afraid of speaking out against all forms of censorship.

Exam success Units 1–2

Reading p30

1

Body language is critical for communication and managing relationships; a lack of body language in electronic communication might be a disadvantage; body language varies between cultures.

2

1 C – *a common belief* is a set expression; *comprehension* and *sense* are uncountable here so can't be used with a preceding indefinite article

2 B – *to get (a) message across* = to make people understand something; get through is usually followed by to + *somebody*, e.g. *I'm trying to get through to him but he just won't listen*.

3 D – *lean* means to move the body closer to or further away from someone or to rest against something, so it collocates with *closer* better than the other options; *bow* means to bend the body from the waist to show respect to someone; *slant* is usually not used to describe human movement and *incline* is generally only used to refer to moving the head.

4 A – *express* collocates with *this interest in words; prompt* can collocate with *interest* but not with *interest in words*

5 A – *take place* = *to happen*

6 B – *consider* means to think carefully about something, which fits the meaning of the sentence best

7 D – A, B and C would all require a direct object in this sentence

8 C – *noticing* has the correct meaning and collocates best with *how; remark* usually means to say a few words about something; *detect* means to see something that isn't obvious; *sight* (v) is a very formal word

Listening p144

6

1 C – *I think we should have tried to go through it more; can we go through what we're going to say again?*

2 A – *I got fed up with the events. It was too much every evening. I was exhausted by the end of it.*

3 B – The boy says he had been looking at increasing the use of cycles but realised that people have safety concerns and so *now I think it's essential to reduce the number of lorries coming through, so I'm going to focus on that.*

4 C – *I've been looking at how we can actually make changes in public transport; I'm working with them to promote how people can do this online or by going to the meetings. I'm hoping to get a petition together*

5 B – *What's been revealing is seeing the alternative ways of working with people, which is going to be important to me as a leader*

6 A – *but the training will help me with other skills you need and it makes you feel so much more confident*

Speaking p144

7-9

Students' own answers.

Writing p30

4

Students' own answers.

Exam success Units 3–4

Reading p56

1

1 We, come on Saturday, feel better

2 It is negative in the first sentence (won't) and affirmative in the second sentence (will).

2

1 remember to call

2 didn't need to show

3 asked how my/the experiment had gone

4 I were you, I'd have studied

5 don't mind helping

Listening p145

6

1 one piece **2** work out **3** weapons **4** specific route **5** people skills **6** top shape **7** professionals **8** stunt coordinator **9** face **10** rehearsals

Reading p145

8

1 C, D – C: *What we really need is meaningful political change ... we need to action this now through voting;* D: *we now have much better crossover with the humanities, so we are tackling things together; allows science to work in a more holistic way, taking account of whole communities*

2 C – *What we really need is meaningful political change ... we need to action this now through voting*

3 A – *it's critical that the experiments are conducted by independent researchers; The more that science is funded by organisations or companies with a commercial interest, the less likely it is that any outcomes will be unbiased; In order to really foster innovation, it's vital that governments and non-profit organisations invest* (Rift wants to foster innovation and to encourage scientists to research in an independent way.)

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4 D – is more optimistic that innovation is already happening and will continue to happen: *overall, I feel very optimistic that we will become more innovative, not less*

Speaking p56

4-5

Students' own answers.

6

Students' own answers.

Exam success Units 5–6

Reading p82

1

1 E – The first sentence, *Eventually, his parents got so fed up ... ignoring the rules,* links back to *in trouble with his parents for constantly staying out ... home; much more creative ... grounding* links forward to the description of the punishment in the sentences that follow.

2 G – *banned from gaming* and *take over his social media account* link back to the same phrases in the preceding paragraph; *However*, the following sentence introduces a contrast to *he thought ... that would be the end of it*

3 A – *the process too humiliating* describes the actions of the parents in the preceding sentences; *all in vain* links back to Andrew asking for the punishment to be changed

4 C – *They became ... very good at it* links forward to *So much so that Andrew's account became really popular*

5 B – *He is also grateful* adds more of Andrew's opinions to those expressed in the preceding sentence; *on a more serious note* in the following main text sentence contrasts with the description of posts making people laugh.

6 F – *This discussion* sums up the ideas in the preceding paragraph; Nowadays links forward to *move with the times* in the sentence that follows. (Paragraph D is not used.)

Listening p146

4

1 E – *I'm going to choose different accommodation from my friend as I think it's a good way to make new friends*

2 A – *my aunt lives not far from the college so I can stay with her*

3 G – *it's definitely more convenient to be in halls of residence because they are where you need to be. On balance I think I'd rather be on campus.*

4 C – *A whole crowd of us are talking about renting a big house together*

5 H – This student doesn't want to be in a house full of students and living on her own would be expensive; *my mum found a room with a landlady*

6 E – *My mum ... she's worried about safety, and I suppose I am as well, a little*

7 D – *It'll be like having a landlady, though, so I'll have to do as I'm told! I hope it will work out.*

8 B – *the college is on the outskirts of the town ... it's definitely more convenient to be in halls of residence because they are where you need to be. On balance I think I'd rather be on campus*

9 G – *I don't think it'll be very cheap, but we can all share food and bills so it won't be too bad.*

10 H – *I wondered about living on my own so I could work more easily; I'm worried that a house full of students ... will be chaos; a room with a landlady ... will be more peaceful*

Speaking p146

6-8

Students' own answers.

Writing p82

2

Students' own answers.

Exam success Units 7–8

Reading p108

1

1 B – lines 5–7: *the whole point was to show that she was as good as the rest of the team ... competition*

2 C – lines 14–16: *she knew that as long as she stayed on the warmer south side ... the snow never got that deep there*

3 A – lines 25–26: *she tried to remember the training she had had. It was the first thing they had done at camp*

4 B – lines 35–41: *she knew it was really important to stay awake ... She set the alarm on her digital watch to go off every 30 minutes ... staying conscious had saved her life*

5 D – Louisa hadn't realised she had a chocolate bar (it fell out of her backpack) and it seemed luxurious for her situation.

6 A – This question asks about Louisa's character; at the end she sits down, looks at the view and thinks about things in a calm way.

2

Students' own answers.

Writing p147

2-4

Students' own answers.

Reading p147

5

to explain how what we think about extreme sports/athletes may not be true

6

1 if/though **2** this **3** After
4 what **5** While/Although/Though
6 in/inside **7** not **8** so

Speaking p147

8-10

Students' own answers.

Exam success Units 9–10

Reading p134

1

1 A – *the whole experience helped me understand that it wasn't quite for me*

2 C – *we all have to do an apprenticeship before we qualify anyway, so I think that'll be better. I think I'll try to get one with the same firm*

3 A – *I hadn't expected it, but they asked me to join them when I was qualified!*

4 B – *it's critical to check out the options so you get a good match*

5 D – *what I found really useful was being asked to contribute to the major cases and projects*

6 C – *we spent a lot of time just travelling ... I wasn't that impressed*

7 C – *people can have very different experiences – I think people should be treated equally*

8 D – *I went into the experience feeling really cynical about it, but now I would advocate for it*

9 A – *In my view, they are expected to do a lot in a very short period*

10 B – *my place had specific people to manage the interns and they knew what our questions and issues would be, so we really learnt a lot*

Listening p148

3

1

A incorrect – Presentations are mentioned but not given as the main reason.

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B correct – Another student did the course and Liam says: *the difference in her communication skills was amazing*; *she sounded much more professional*; *we were all stunned*.

C incorrect – This is not stated.

D incorrect – This is not stated.

2

A incorrect – He says the opposite: *the training gets you … to be a bit more informal.*

B incorrect – He says this is a myth: *the myth about focusing on the people listening to your talk can make you more nervous.*

C correct – *the training gets you used to 'performing' in front of a lot of people; you feel more at ease in that situation*

D incorrect – This is not given as the main reason.

3

A incorrect – He thought this would help, but it wasn't *the thing that made a real difference.*

B correct – *doing activities which practise responding to spontaneous situations* ***was the thing that made a real difference*** *for me. I was actually offered a job on the spot!*

C incorrect – This is referred to but it wasn't *the thing that made a real difference and got him the job offer.*

D incorrect – *making sure we give clear answers is mentioned, but it wasn't the thing that made a real difference*

4

A correct – *we also did a lot of work on persuasion – marketing or promoting yourself. It was very commercial, so I hadn't anticipated that focus.*

B incorrect – *There were some sessions on helping you remember content more readily … but I kind of anticipated that.*

C incorrect – *There were some sessions on … how to stretch yourself when doing something innovative – but I kind of anticipated that.*

D incorrect – He doesn't say the teamwork exercises surprised him.

5

A incorrect – This is not stated.

B incorrect – *They were quite careful about giving feedback and watching us act on it*

C correct – *I didn't think the activities we had on improvisation were that useful in a work setting*

D incorrect – This is not stated.

6

A correct – *Choose carefully – all our trainers had worked in acting. Your college may do a course, but it might be worth going somewhere more specialist.*

B incorrect – This is not stated.

C incorrect – This is not stated: *all of our trainers* ***had worked*** *in acting.*

D incorrect – This is not stated.

Writing p148

4-5

Students' own answers.

Reading p148

6

1 Unfortunately **2** amazing
3 documentary **4** youth
5 conservation **6** numerous
7 activist **8** talented

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