

Unit 1

Reading p6

Possible answers

A *challenge* is something that is difficult to do but that you need or want to do. A challenge may refer to an act in the future or to something you have already done.

It will be a real challenge for me to run a marathon in under four hours.

An *achievement* is something difficult or exceptional that you manage to do.

Einstein's achievements in the field of physics are incredible.

1

Possible answers

- 1 *feat* – something impressive and which often requires courage
- 2 *ordeal* – an extremely unpleasant experience, especially one that lasts for a long time
- 3 *obstacle* – a difficulty or problem that prevents progress or success
- 4 *exploit* – something unusual, brave or entertaining that someone does
- 5 *battle* – a situation in which someone is trying very hard to win an argument or deal with a difficult situation

2

Students' own answers.

3

- 1 *feat* = *accomplishment*

Feat and *accomplishment* are very similar in meaning and can often be used interchangeably. However, we tend to use *feat* only to refer to one single act that is really exceptional or extremely difficult: *The Eiffel Tower is a remarkable feat of engineering.*

- 2 *ordeal* = *trial*

An *ordeal* is a very unpleasant experience in general.

Going to the dentist's is always an ordeal for me.

A *trial* is an unpleasant or difficult experience that tests you in some way (your patience, your stamina, etc.)

It's a real trial going on holiday with Mark. He never stops talking!

- 3 *obstacle* = *hurdle*

There is very little difference between these two words. An *obstacle* is

something that blocks progress. A *hurdle* is something that needs to be overcome in order to progress.

What's the biggest obstacle to your happiness?

Prejudice in the workplace is still a hurdle that many women have to overcome.

- 4 *exploit* = *adventure*

An *exploit* is a brave, impressive, or entertaining act.

Her amazing exploits include walking across Antarctica.

An *adventure* is an exciting, and possibly dangerous, experience, journey or event.

I decided I was ready for an adventure after college.

- 5 *battle* = *struggle*

Both *battle* and *struggle* describe a situation in which someone is trying very hard to deal with something difficult. However, we usually use *battle* only when we are fighting against something that is hurting or destroying us.

She has lost her battle against breast cancer.

I finally passed the exam but it was a real struggle.

4

- 1 *obstacle* – it can prevent success in life.
- 2 *ordeal* – it would be an unpleasant experience.
- 3 *accomplishment* – it would be something you are proud of.
- 4 *hurdle* – it will be a difficulty I have to overcome.
- 5 *adventure* – they see leaving home as something new and exciting.

5

Positive: feat, exploit, accomplishment, adventure

Negative: ordeal, obstacle, battle, hurdle, struggle, trial

6

Students' own answers.

7

a

8

- 1 B – ... *she learned last-minute that she'd also ... 'It wasn't until two days before I left that I realised that would mostly be on me,'*
- 2 C – *I made some extremely good friends I imagine I'll have for the rest of my life.*
- 3 A – *I was meeting all these people who were following their passions and doing what they really wanted with their lives ... it's something I would aspire to do – to live life on my own terms.*
- 4 D – *I've had to get my head around things I've never had to consider before ...*
- 5 B – *Yuan found ways to overcome any 'travel rage' and enjoy the small wins. 'Even if you were in a place where you weren't having the greatest time, you could always take a pause to watch the sunset.'*
- 6 A – *She never thought she'd see a whale or dolphin in real life, let alone learn to listen out for them on a hydrophone or have a job 'where you could walk up on deck and there'd be a whale 10 feet from you.'*
- 7 B – *I have flashbacks all the time.*
- 8 C – ... *'every hour of your day is defined by nature' ...*
- 9 D – *Many people assume that people who want to live on an island are escaping from something, but for us it was more about realising a dream.*
- 10 A – *'I just said: "I could do that," as you do when you're 19' ...*

9

Possible answers

set foot on – enter or visit somewhere, often for the first time when there is something special or unusual about doing this

let alone – used for saying that something is even less likely to happen than another unlikely thing

turning point – a time when an important change takes place in a situation, especially one that makes it better

on [my] own terms – according to the conditions that I choose

embark on – start something big or important requiring time and effort

be on me – the expression it's on me/you means that I/you are responsible for something

trigger – cause something to happen, often a reaction or a series of events

favourable – showing that something good will be possible or likely to happen

go for it – try something that will be a challenge

get [my] head around – manage to understand something difficult or confusing

10

Students' own answers.

Grammar in context 1 p8

1a

1, 4, 6 – present perfect simple;
2 – past simple; 3, 5, 7 – present perfect continuous

1b

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

2

- 1 hunted – completed action in the past – no result in the present.
- 2 have/'ve been working – continuous action which started in the past and is still in progress.
- 3 has/'s lived/has/'s been living – action which started in the past and is still in progress; has never been – an experience that has never happened.
- 4 has/'s gone – an action that occurred at an unspecified time in the past and has a result in the present.
- 5 have/'ve been growing – an activity that started in the past and is still in progress.
- 6 has/'s been dreaming/has/'s dreamt – an action which started in the past and is still in progress.

3

- 1 've/have been considering learning Chinese since
- 2 haven't/have not visited me for
- 3 have never/have not/haven't been here (before)
- 4 last time we saw each other
- 5 higher than it has ever been/the highest it's ever been

4

a Have ... ever made b decided
c has/'s been going d has/'s always had
e invited f has/'s been living
g went h worked

5

Students' own answers.

Developing vocabulary p9

1

1 disapproving 2 inexperienced
3 illegal 4 impractical
5 unreliable 6 irrelevant

2

dis- disadvantaged, disrespectful, dissimilar, disqualified
il- illogical, illegible, illiterate
im- immature, impolite, improbable
in- inadequate, ineffective, informal
ir- irreplaceable, irresponsible, irresistible
un- unbearable, unproductive, unsafe, unforeseen

3

1 over 2 anti 3 mis 4 re 5 under
6 co 7 sub 8 inter 9 super

4

1 underrated 2 overpaid
3 rediscover 4 misbehaving
5 anticlimax 6 sub-zero
7 interpersonal 8 superstore

5

Students' own answers.

6

a incredible b disadvantaged
c uncomfortable d unthinkable
e unavailable f disagreed
g discouraged h undeniably
i invaluable j unable

Great Learners

Great Thinkers p10

2

Students' own answers.

3

Possible answers

Nick and Alice are both teen entrepreneurs who had a creative idea about a personal interest, worked hard to develop it and ended up making their own career.

4

- 1 False – Nick did all of the coding and programming himself.
- 2 True – The app simplifies and summarises information from multiple websites and *makes it easier and faster for internet users to get the information they need*.
- 3 False – Alice started working at her mum's salon when she was 14 and opened her own salon when she was 17.
- 4 True – She sold pens and perfume when she was a child.
- 5 False – *Everybody was going to university. No one was really going into trades unless they'd failed at school ...*
- 6 False – *Obviously I didn't expect something to occur like this at 16 years of age, but he's worked at it, you know, he's worked hard at it ... and enjoyed it.*

5

- 1 At first, she felt very nervous because she didn't even know what she wanted to do the following year.
- 2 The writer uses the example of her aunt to illustrate the point that we can't make rigid plans for the future when we're young because we don't know how we, or the world, will change. Her aunt has been successful because she *embraced new opportunities, developed new skills and acquired new interests along the way*.
- 3 The writer believes that the best way to achieve success is to live in the current moment, analyse what's going on in the world, take risks, and not be scared of failing.

6

Students' own answers.

Listening p12

1

Students' own answers.

2

a a noun b a comparative adjective
c a verb d a noun e a verb
f a noun

3

a long-term goals b stronger mentally c give up d academic success e achieve their goals f self-control

4

g scientist h psychology i book j develop grit k make you reflect l obstacles

5

Possible answer

I think that some people naturally have a lot of grit. We all know individuals who are mentally tough and do not seem to be discouraged when they suffer setbacks. However, in my opinion, we can all develop grit if we set ourselves this goal. It isn't easy, but we can change lots of things about ourselves if we have enough willpower and determination.

Grammar in context 2 p12

6

modifies comparatives: significantly, far, a great deal, by far

modifies superlatives: by far, simply, without (a) doubt

modifies as ... as: not nearly

7

modifies comparatives: a bit, a little, barely (any), by miles, considerably, ever, hardly (any), much, (quite) a lot, scarcely (any), slightly

modifies superlatives: altogether, hardly, by miles, ever, much

modifies as ... as: by miles, not quite, nowhere near

8

Before comparatives: a bit, a great deal, a little, barely (any), considerably, far, hardly (any), much, (quite) a lot, scarcely (any), slightly, significantly

After comparatives: by far, by miles, ever

Before superlatives: altogether, by far, hardly, simply, without (a) doubt, much, altogether

After superlatives: ever, by far, by miles, without (a) doubt, ever

9

Students' own answers.

Developing speaking p13

1a

1 People 2 Your country 3 Work/studies 4 Free time

2

1 Speaker 1: f

Speaker 2: a

Speaker 3: i

2 Speaker 1: He says 'What's the word?' while he is trying to think of it.

Speaker 2: She corrects herself

Speaker 3: He corrects himself

3 Yes, they all do.

3

Structuring your response: I should begin by ...

Reporting something you believe to be true: They say that ...

Emphasising: in fact, ...

Repeating or paraphrasing information you've already given: As I was saying, ...

Expressing your attitude to what you're saying: To be honest, ... ; Basically, ...

4

Students' own answers.

5

Students' own answers.

Developing writing p14

3

1 b 2 a 3 a 4 b

4

Yes, Gorka answers all her questions.

Revision timetable and organising time: do little and often; divide each subject into blocks and revise each block over a month; break up the time evenly.

Focusing better: find a quiet space to work; make sure there are no distractions and put your phone away; not study if you're feeling tired or hungry; have a snack after school and then start revising; take a break every hour.

Gym membership: don't give it up; try going to the gym after you've done your revision.

5

Possible answers

1 The email is informal. Gorka uses an informal letter opening style (*Hi*); he addresses his friend by her first name; he uses contractions (*I'm happy ...*, etc.); he omits pronouns (e.g. *Great to hear from you*); he uses informal language (e.g. *great* and *Me, too!*); he uses exclamation marks; the email has a chatty tone, with informal phrases (e.g. *to be honest*, *having said that*).

2 I think you should; Have you thought about; you could; I don't think you should; Maybe you could try; Why don't you.

3 First things first, next, To be honest, To start with, Apparently, Having said that, Talking about, Also, Finally.

6

Introducing ideas and paragraphs: first things first; next; To start with; finally

Adding information: Talking about

Giving opinions: To be honest

Reporting: Apparently

Qualifying what has been said: Having said that

7

a be honest b First things

c Next d Apparently e another thing f seems that g Having said h heard

8

Students' own answers.

9

Students' own answers.

10

Students' own answers.

Test yourself: Unit 1

Grammar test p17

1

1 ✓ 2 ✓ 3 I've been making a present 4 I lived in Germany when I was younger. 5 We've swum in the sea 6 I've been reading that book you gave me. 7 ✓ 8 ✓ 9 You've been sitting in the sun all day! 10 She's opened all the windows in here.

2

- 1 ever 2 by far 3 a little 4 not quite 5 by miles 6 barely 7 nowhere near 8 significantly

Vocabulary test

1

- 1 exploits 2 obstacles 3 struggle 4 ordeal 5 feat

2

anti-social cooperate/co-sleep disapprove inexperienced interactive/overactive/reactive mislead oversleep/overestimate reconsider subconscious/subsonic supersonic

3

- 1 underestimate 2 uncomfortable 3 reconsider 4 illegal 5 impractical 6 invaluable 7 irrelevant

Unit 2

Reading p18

1a

Possible answers

- 1 *hashtag* – a word with the symbol # in front of it, used especially on social media to identify the general subject of a Tweet or other post
- 2 *fad* – a trend, style or activity that is popular for a very short time
- 3 *backlash* – a strong, negative feeling amongst people in reaction to an event, situation or behaviour they do not approve of
- 4 *in the know* – to have information about something – more than most other people do
- 5 *make a comeback* – become famous, important or commonplace again after a long time of not being famous, important or commonplace
- 6 *cultural phenomenon* – the situation or process where something or someone becomes very popular
- 7 *catch on* – become fashionable
- 8 *outdated* – old-fashioned
- 9 a *must-have* – something that many people desire or want to own
- 10 *iconic* – (in this context) very famous and well known, and believed to represent a particular idea

1b

Students' own answers.

2

c

3

- 1 cyclical nature. In the text the writer says that *fashions will often repeat themselves*. She gives examples of trends – dungarees, flowers in hair, and leopard print – that used to be fashionable and have become fashionable again.
- 2 footwear trends. In the text, the writer talks about sandals and white socks being ugly. However, ... *fashion has recently reclaimed the socks-and-sandals look as a hyper-trend ... 'Ugly' is suddenly chic*.
- 3 mixed reactions. The writer describes how in men's grooming styles *would ... be ridiculed and admired in equal measure*. In other words, some people loved them, and others thought they looked silly.
- 4 social benefit. The writer says that the challenges that followed on from the Ice Bucket Challenge *were not exactly designed to put an end to world hunger or inequality*. In other words, she doesn't think that they help people/society in any way.
- 5 passing fads. The writer says *I can't help but hope that soon, people will stop putting themselves at risk [by taking selfies and using beautifying filters] just for the likes, and move on to something altogether healthier ...*
- 6 original ideas. In the text, the writer says that most movie franchises are *well past their expiry date*. In other words, they are old and should be thrown away. She says *we've been revisiting those superheroes ... for the last forty years* – meaning that the same themes and ideas have been repeated too many times.
- 7 instant fame. The idea of 'instant fame' can be found in the sentence: *All these dancers suddenly found themselves in the spotlight and being sought out for interviews – for a brief time at least*.
- 8 general stress. The writer suggests that the *world around young people can cause concern and anxiety*. The phrases *environmental impact* and *peer pressure* are not used.

4

relic – an object from the past that still exists

fashion-forward – very interested in fashion and what will be fashionable soon

[be] consigned to – be put somewhere that has little importance, usually because you want to get rid of it

polarising – creating two completely opposite opinions between groups of people

jeopardy – danger/risk

in pursuit of – trying to achieve

avid – very keen, enthusiastic

[be] in the spotlight – receive media and/or public attention

bought into – started to believe in or accepted

5

Students' own answers.

6

Possible answers

I think people decide something is fashionable when they see an 'influencer' they like who follows this fashion. Another factor is that companies spend a lot of money advertising new products in order to convince consumers that they must have them and this can make them seem trendy.

In my opinion, some individuals just love to criticise. Also, people often think a new fashion is ridiculous when it first comes out, but they then change their mind when they see more and more people adopting it.

Grammar in context 1 p20

1a

a present continuous b used to c present simple d will e past continuous f would g will h would

1b

A 1 c, g 2 b, f 3 h 4 a, d 5 e

B d and h

C We don't need to use a time expression with *used to*; we do with *would*.

2

1, 4, 5, 7

3

- a** used to drink/would drink/drank – past habit. *Would drink* is possible here because a time expression is used – *in the past*.
- b** are buying – present continuous for a current situation. *Buy* is also possible to describe a present habit in a factual, neutral way.
- c** 're/are constantly signing up – present continuous for a present habit expressed with criticism.
- d** forever buying – present continuous for a present habit expressed with criticism.
- e** used to keep/would keep/kept – past habit. *Would keep* is possible here because a time expression is used – *in the past*.
- f** wear/will wear – present habit. *Will wear* is a good option here because there is implied criticism.
- g** catch on – present simple for a generalisation.
- h** was wearing – continuous action in the recent past. We don't use *used to* or *would* for the recent past.
- i** choose/will choose – present habit.
- j** would buy/used to buy/bought – past habit. *Would buy* is possible here because a time expression is used – *in the past*.

4

Students' own answers.

Developing vocabulary p21

1

- a** fashion **b** trend **c** fashion
- d** trend **e** fashions/trends **f** trend
- g** fashion/trend **h** trend

2

- 1** make a fashion statement
- 2** a passing trend **3** on trend
- 4** be back in fashion **5** started a new fashion/trend/been a trendsetter

3

Possible answers

- 1** very popular
- 2** make more people aware of your presence
- 3** the best person or thing to use to achieve or get something
- 4** have people's attention, be known about

5 popular or fashionable

6 a trend or a person that you think will soon be very fashionable

4

Students' own answers.

5

- a** the rage **b** a new trend
- c** the trend **d** in fashion **e** in
- f** passing **g** with the latest fashions/trends **h** trendsetter **i** the profile
- j** big thing **k** fashion statement
- l** radar **m** go-to

Great learners

Great thinkers p22

1

Students' own answers.

2b

Possible answers

The people are at a swap shop, exchanging and recycling clothes. They are doing this to protect the environment and not be wasteful.

- 1** get rid of clothes they no longer want and swap them for other clothes.
- 2** it has a serious environmental impact. / it is one of the world's worst polluters.
- 3** it relies on mass consumerism, which seriously impacts the environment. So, it needs to become more sustainable but the industry will have 'profit problems' if it produces fewer clothes, and if people buy fewer clothes.

3

- 1** 40; 70 **2** junk **3** 10,000
- 4** protesters; industry bosses **5** 30

4a

Students' own answers.

4b

- 1** The environmental cost (the carbon footprint) and human cost (low wages earned by many clothing workers).
- 2** Developments in technology and transport have made it possible for clothes to be mass produced and manufactured in countries where labour is cheap.

3 More people have become more aware of the environmental and ethical issues surrounding fast fashion and have chosen to spend less money on clothes.

5

Students' own answers.

6

Students' own answers.

Listening p24

1

Students' own answers.

2

- 1** b – Interviewer: *So, he became famous because he rubbed shoulders with the rich and famous?* Jade: *Hmm, that certainly helped.*
- 2** a – *Warhol documented his personal life like an Instagrammer. He was always taking photos with his polaroid camera and recording himself on a tape recorder.*
- 3** c – *The magazine was like no other, as he got celebrities to interview other celebrities.*
- 4** a – *Warhol brought a new approach ... He pushed the boundaries so that almost anything could be considered art.*
- 5** b – Interviewer: *Can you tell me a little more about his fascination with celebrities?* Jade: *It was a life-long obsession really.*

3

Possible answer

I had never thought about this before, but, probably, anything can be considered art if it is done in a new, beautiful or striking way. For example, if someone designed a tap that was very beautiful or innovative, this could be considered art, even though a tap is an everyday object.

Grammar in context 2 p24

people: who, that, whose

things: which, that, whose*

places: where

times: when

* Although it may seem strange to some students, it is possible to use *whose* to indicate possession

for things as well as people. For example: *This building, whose name I don't remember, is very beautiful.*

4a

- a that/which = the programme
- b who/that = Andy Warhol
- c where = the gallery
- d which = the act of hanging out
- e that = the rock band
- f who = Andy Warhol when he was young

4b

- 1 defining relative clauses: a, c, e; non-defining relative clauses: b, d, f
- 2 at the beginning and end of a non-defining relative clause to separate the clause from the rest of the sentence
- 3 in defining relative clauses
- 4 in defining relative clauses when the pronoun is *who*, *which* or *that* and is the object of the verb in the clause

5

- 1 who was born in 1928, grew up in
- 2 when Andy Warhol began painting iconic American
- 3 where Andy Warhol worked/used to work was called
- 4 Warhol created were hugely

6

Students' own answers.

Developing speaking p25

2

Students' own answers.

3b

Possible answers

Question 2

Student A: Buying classic clothes is a greener choice than constantly buying into current trends, because you are more likely to wear the clothes for longer.

Student B: Classic clothes are boring and old-fashioned. Dressing fashionably is fun and a way of expressing yourself.

Question 6

Student A: Influencers and celebrities can generate a lot of money for clothing companies, but she doesn't think she is influenced by them.

Student B: Marketing strongly influences what consumers buy, and no one is immune to it.

4

Justifying your opinion: This is only anecdotal, but ...; There's evidence to show that ...; Quite a lot of research has been done to back this up.

Agreeing: I would go along with the idea that ...

Disagreeing: Perhaps to some extent, but ...; I'm not sure I agree with you on that.

5

Students' own answers.

6

Students' own answers.

Developing writing p26

2

1 Two 2 No, but you can if you want to. 3 Students' own answers

3

- 1 The suggestions in bullet points 1 (discussed in the second paragraph) and 3 (discussed in the third paragraph).
- 2 The suggestion in bullet point 1 (this is the suggestion which the writer repeats in the final paragraph – the conclusion).

4

- a because b That is why
- c For that reason, d therefore
- e As a result, f since
- g Consequently, h which means that

5

Possible answers

An introduction and a conclusion: The first paragraph provides the introduction and the final paragraph provides the conclusion.

Impersonal style: use of the passive – *The energy required to create the fabric ... has been wasted.*

Complex sentence structure (two or more clauses): For example – *Excessive consumerism is adversely affecting the environment [clause 1] and creating a world [clause 2] that will become increasingly difficult to live in [clause 3].*

Fewer phrasal verbs: No phrasal verbs in the first paragraph.

Formal language: For example: *increasingly difficult* instead of *more and more difficult*; *purchasing* instead of *buying*.

No contractions, slang and idioms: No examples of this in the first paragraph.

Fast finishers

resemble, gradually, approach, (line) manager, repeatedly, exhausted, a query, unpleasant

6

- 1 manufacture 2 dispose of
- 3 excessive 4 ensuring
- 5 adversely 6 garments
- 7 increasingly 8 purchasing
- 9 proposal 10 initiative 11 cease
- 12 revolutionise 13 penalises
- 14 required

7

- 1 purchasing 2 garments
- 3 excessive 4 adversely
- 5 revolutionise 6 increasingly

8

Students' own answers.

9a

Students' own answers.

Test yourself: Unit 2

Grammar test p29

1

- 1 I will always read (*will* for habitual action) 2 would take (*would* for annoying typical action) 3 's forever chatting (annoying present habit)
- 4 do homework (present simple for habitual action)

2

- 1 lived 2 did you go/did you use to go/would you go 3 used to stay/would stay/stayed 4 didn't use to eat 5 was always telling/always told/always used to tell/would always tell
- 6 Did you buy/purchase

3

- 1 where; D 2 whose; ND 3 0; D
- 4 which; ND 5 which/that; D

Vocabulary test

1

- 1 comeback 2 fad 3 outdated
- 4 backlash 5 must-have 6 know
- 7 iconic

2

1 in 2 make 3 up 4 on 5 raise
6 on 7 trend

3

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

Unit 3

Reading p32

Possible answers

When you *rush*, you do something quickly but you don't necessarily *run*. For example: *Don't rush when you write your essay because you'll make a lot of mistakes.*

Smash means *break something into small pieces*.

Amazed means *very surprised*.

When you feel *embarrassed*, you feel a bit stupid or uncomfortable because of something you or other people have done. For example: *I felt a bit embarrassed because everyone was wearing a tie at the wedding except me.* When you feel *ashamed*, you feel embarrassed or guilty because of something you or other people have done. For example: *Don't be rude to your mother! You should feel ashamed of yourself!*

1

1 a sceptical b cynical

If a person is *sceptical* about something, they have doubts about if it is true or right. If someone is *cynical*, they believe that people only care about themselves and are not sincere or honest.

2 a genuine b authentic

If a person or emotion is *genuine*, they are honest and sincere. If an object is *genuine*, it is real rather than pretend or false. If an experience or thing is *authentic*, it is traditional or original, or very similar to the original. It can also be used to mean real, not false or copied.

3 a gullible b naïve

If a person is *gullible*, they are easy to trick or deceive because they are too willing to believe what other people say. If a person is *naïve*, they are innocent and lack experience of life. They are usually too willing to believe that people's intentions are good, or that life is simple and fair. (In general, *gullible* has a more negative connotation than *naïve*. Furthermore,

naïve is more often applied to younger people – in their teens and early twenties.)

4 a trustworthy b reliable

If a person is *trustworthy* they can be trusted. If someone or something is *reliable*, they can be trusted or believed because they behave in the way you expect.

Fast finishers

scepticism, cynicism, genuineness*, authenticity, gullibility*, naivety, trustworthiness, reliability.

*The nouns genuineness and gullibility are less common than the others.

2

Students' own answers.

3

Students' own answers.

5

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

b correct – *Now, students are expected to think more critically about traditional versions of historical events ...*

c incorrect – The text doesn't say that the subjects have necessarily changed, just that the approach to them has.

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

b incorrect – Although the text does say that the programme generated widespread interest in archaeology, it does not say that some viewers considered pursuing archaeology as a career as a result.

c correct – *Time Team was a popular programme that was helping to propel archaeology into the public consciousness. ... the show was so popular that the ratings grew to 3.5 million viewers ...*

3 a incorrect – *Although the use of equipment like LiDAR and GPR has caused an 'archaeology revolution', it doesn't mean that traditional, boots-on-the-ground, Indiana-Jones-style excavation has become redundant ...*

b correct – *Cutting-edge*

technology is helping us uncover even more of the past's secrets. ... the use of equipment like LiDAR and GPR ... has certainly sped up the process.

c incorrect – This is not stated in the text.

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

b incorrect – This is not stated in the text. On the contrary, museums and heritage sites are now using modern technology to make the past more accessible to visitors.

c correct – All of paragraph 4.

5 a incorrect – No mention of the reconstruction of the buildings.

b correct – *... the soundscapes and CGI reconstructions brought to life a Roman world beyond my expectations. I emerged in awe of this interactive journey.*

c incorrect – The writer didn't find the crowds surprising because *friends had advised me to expect snaking queues and rooms packed with slow-moving bodies.*

6 a correct – *Moreover, new technology and media have allowed us to gain fresh insights into history ... (paragraph 1) Cutting-edge technology is helping us uncover even more of the past's secrets. (paragraph 3) Other innovations are helping to bring the past to us. (paragraph 4) The writer's conclusion after visiting Bath is that I suspect that the more we embrace the technology of the future, the closer we will become to our past.*

b incorrect – This is not stated in the text.

c incorrect – This is mentioned in the final paragraph but it is not a recurring idea in the text.

6

Possible answers

drew a blank – failed to remember or find something you are looking for

shifted – moved, changed

implications – possible effects or results

alienated – feeling that you do not belong to a particular society, place or group

it dawned on him – he realised something

relatable – if something is relatable, you can understand it and feel connected to it

erosion – the process by which the surface of land or rock is gradually damaged by water, wind, human activity, etc. and begins to disappear

in awe of – amazed and impressed by something

7

Possible answer

Understanding different stories of past events allows us to know who our ancestors were and it can help us to comprehend who we are today. Furthermore, studying history permits us to understand other nations and peoples and what makes them who they are so that we can be more empathetic and accepting in the future.

Grammar in context 1 p34

Possible answers

Past simple to describe single actions; past continuous to describe what was happening at a particular time; past perfect to describe something that had happened before.

1a

- 1 past continuous, past continuous
- 2 past simple 3 past continuous
- 4 past perfect simple 5 past perfect continuous 6 past continuous, past continuous
- 7 past continuous

1b

The past continuous;
a 3 b 1 c 7 d 6

1c

Possible answers

We use the past simple for finished actions, situations or habits when there is a definite time or context in the past. We can also use it to show a sequence of events that happen in chronological order in the past.

We use the past perfect simple to talk about an action in the past that happened before another action or situation in the past.

We use the past perfect continuous if we want to focus on the duration or repeated nature of an activity that happened before another past action.

2

1 believed 2 featured 3 was looking, had fallen, discovered

3

a granted b had appeared
c introduced d couldn't
e had made/made f was g had chosen h nominated i had been threatening j had selected
k chose l approved

Fast finishers

- 1 George V
- 2 well-known figures from Britain's history
- 3 Campaigners who wanted a woman on at least one of the banknotes, because the Bank of England had decided to put Jane Austen on the new £10 note.
- 4 In the past, a committee selected individuals. Since 2014, the public have nominated people.

4

Students' own answers.

Developing vocabulary p35

1

- 1 invent a story/an explanation
- 2 manage to do something bad without being caught or held responsible for it 3 start doing or working on something in order to achieve an aim 4 persevere with something difficult or unpleasant 5 tolerate or accept something or someone unpleasant 6 get information on a particular subject by reading a lot about it 7 do a particular piece of work, research etc. 8 behave or be dressed in a particular way

3a

Transitive separable: make up, carry out

Transitive inseparable: get away with, stick at, put up with, read up on

Intransitive: set out, go around

3b

1 Transitive phrasal verbs always need an object. Intransitive phrasal verbs don't need an object.

Separable phrasal verbs are transitive phrasal verbs that can be separated – the object or object pronoun can go between the verb

and the particle or it can go after the particle. With inseparable phrasal verbs, we cannot separate the verb and the particle(s).

2 Three-part phrasal verbs are almost always transitive inseparable, so the object or object pronoun appears after the verb and both particles.

4

1 see off – d 2 cover up – b; count on – g 3 add up – i; call for – a 4 come about – f; get on with something – c 5 go over – h; make off with – j 6 take up – e

5

Transitive separable: see off, cover up, take up

Transitive inseparable: count on, call for, get on with, go over, make off with
Intransitive: add up, come about

6

a took up b set out c cover up d stuck at e came about f making off with g called for h carried out i got away with j count on

7

1 out, with 2 on 3 up

Great learners

Great thinkers p36

1

Possible answers

- 1 A paleontologist's job involves studying fossils to find out about forms of life that are now extinct, such as dinosaurs. They may work in a university or a museum or they may be involved in excavating fossilised remains.
- 2 Possible positive aspects: opportunities to make exciting new discoveries, contribute to human knowledge, work in teams with other people who share their passion, travel to different places Possible negative aspects: work may be slow and painstaking; they may be away from home a lot; they may work in hot/uncomfortable conditions; it can be difficult to find work in this field

2

Students' own answers.

3

Ticked: 1, 3, 4, 5

4

1 pelvis 2 flood 3 an unknown species 4 115 5 water 6 plaster

5

Possible answers

- 1 They examine lots of different kinds of evidence, including:
 - dinosaur skeletons, eggs, footprints, impressions of their skin, the contents of their gut
 - other objects found near dinosaur remains
 - living creatures that are related to dinosaurs.
- 2 It can provide vital clues about how life forms evolve, why species become extinct and how biodiversity works. This knowledge may hold the key to understanding the effects of climate change and to managing and preserving species that are alive today, including our own.
- 3 It is collective because paleontologists work in project teams and also as part of a global community. It is long term because they will never find the answers to all their questions in their own lifetime.

6

Students' own answers.

Listening p38

2

- 1 D – *The Crown wasn't filmed in Buckingham Palace, but at Lancaster House, a historic building in London. Although Queen Elizabeth married Prince Philip in London's Westminster Abbey, that scene was actually filmed in a cathedral in the small city of Ely.*
- 2 B – *The film is set in 1927, when the fashion was for shorter skirts and dresses, however, Anna decided that it wasn't appropriate for the aristocratic characters of Downtown to show their knees, so the dresses were made longer.*
- 3 G – *I didn't realise how much I love theatre.*
- 4 H – *researchers in the US say there are positive benefits from watching historical dramas ... watching historical dramas allows us to escape from our day-to-day problems, helps us to*

improve social connections, and even develops better listening skills – all of which lead to positive mental health.

- 5 F – *I've been working on Computer Generated Images (or CGI) for films. Only after working in this area do you realise how heavily the film industry relies on CGI.*

Students don't need A, C and E.

- 6 F – *I ended up booking a trip to the UK next year that takes in some key locations used in The Crown and other series.*

- 7 B – *I think that's an important lesson for me to practise in the future – when to be authentic and when it's OK to bend the rules.*

- 8 D – *I'm even going to do a play-writing course next year.*

- 9 A – *I will certainly be following Dr Rutledge's advice and settling down for a weekend binge of historical drama.*

- 10 H – *My favourite part of the film is the mythical creatures themselves, though – so much so that I'm going to read more fantasy novels.*

Students don't need C, E, G.

3

Possible answer

I don't think you can really quantify in terms of hours how much TV is too much. That said, in my view, if someone is spending most of their free time watching TV or videos, something is wrong. There's so much more to do: seeing friends, playing sport, listening to music, exploring new places. If you find yourself planning your life around what programmes you want to watch, then I think you need to seriously think about your lifestyle!

Grammar in context 2 p38

4

- 1 negative 2 inversion 3 auxiliary
4 formal 5 emphasis

5

- 1 Hardly ever do I go
- 2 sooner had the film been released
- 3 Not until two hours ago did
- 4 no account must/can you watch

Developing speaking p39

1

Students' own answers.

2

- 1 should – *I'd like you to talk about two of them.*
- 2 shouldn't – If the student does this, he/she won't have enough time to answer the questions within one minute.
- 3 should – The instructions don't say this, but it will make things much clearer for the examiner if Student A does this.
- 4 should – *Compare two of the photos ...*
- 5 shouldn't – *Compare two of the photos, and talk about the impact ... (Compare two of the photos comes first.)*
- 6 should – This may be necessary if it isn't 100% clear what's in the photos.
- 7 should – *I'd like you to talk about two of them on your own for about a minute.*
- 8 shouldn't – Student A should speak on his/her own. This isn't a conversation between the two students.
- 9 shouldn't – Student B should just answer the question: *Which invention do you think you would find most difficult to live without and why?*
- 10 should – *Student B: Which invention do you think you would find most difficult to live without and why?*

3

Possible answers

Both candidates did everything they were supposed to do.

4

whereas; while; however; just as ... as; there are several points of similarity between

6

Students' own answers.

Developing writing p40

2

- 1 c 2 a 3 b

2 Students' own answers

3

- 1 2, Meet-and-greet volunteer at Eltham Palace and Gardens
- 2 She has experience working as a hotel receptionist.

4

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

5

regard; available; hesitate;
opportunity; welcome; ideal
candidate; consider myself

6

- 1 in regard to (= about); advertisement (= ad); I feel confident (= I'm sure); a wonderful opportunity (= great); gain (= get); I have found my course (= my course is); thought-provoking (= interesting); For that reason (= this is/that's why); greatly welcome (= like); achieve a deeper appreciation (= learn more about);

I believe that (= I think that); I consider myself (= I think I have); excellent visual analytical skills (= good at studying what I see); allow me to develop (= help me to get); tested my ability (= checked if I could); will enable me (= will let me); I attach (Here's); am available for (= can come for); at your convenience (= when it suits you); Do not hesitate to contact me (= get in touch); require (= want/need); further information (= to find out more)

- 2 is currently posted (paragraph 1)

- 3 Not only did this allow me (paragraph 3)

7

Possible answer

Dear Sir or Madam,

I am writing in connection with the advertisement on your website for a volunteer role at your charity.

This position would be a wonderful opportunity for me. I'm in the final year of school and am considering studying engineering or a similar course at university.

I am aware of the impressive work you have been doing with homeless people. I was interested to read that your organisation plays a key role in improving our local community,

which is something that I found very impressive. For that reason, I would greatly welcome the chance to work at your charity.

I believe that I would be an ideal candidate because I have excellent interpersonal skills and I enjoy interacting with people.

I attach my CV. I am available for an interview at your convenience.

Yours faithfully

Josh Evans

9a

Students' own answers.

Test yourself: Unit 3

Grammar test p43

1

- 1 was looking for 2 came across
- 3 had been getting 4 decided
- 5 made 6 were preparing
- 7 donated

2

- 1 ✓ 2 met 3 ✓ 4 ✓ 5 had already left
- 6 was walking
- 7 crashed

3

- 1 No sooner 2 Under no circumstances
- 3 Never 4 Rarely 5 Little
- 6 Not until

Vocabulary test

2

- 1 carry out – do or complete
- 2 count on – rely on
- 3 get on with – continue to do
- 4 stick at – persevere at
- 5 go over – examine again
- 6 put up with – tolerate
- 7 make off with – escape with
- 8 come about – happen

3

- 1 up 2 away 3 out 4 up
- 5 off 6 for

UNIT 4

Reading p44

1

Dystopian is an adjective describing an imaginary place or situation in which everything in society is extremely bad.

2

- 1 defy – refuse to obey (someone/something)
- 2 conform to – obey (something, such as a rule or law)
- 3 clash with – be in opposition to, doesn't go well with (someone/something)
- 4 undermine – make (someone/something) less effective or important
- 5 facilitate – make it possible for something to happen
- 6 praise – express strong approval or admiration for (someone/something)
- 7 reinforce – make an idea, belief or feeling stronger

3

- 1 obeys 2 rebels against
- 3 supports 4 strengthens
- 5 obstruct 6 condemned
- 7 weakens

4

- 1 rebel against 2 conform
- 3 condemned 4 undermined

Extra activity

defy conform undermine
facilitate reinforce condemn
obey obstruct rebel (verb)
strengthen support weaken

Point out the difference in stress between *rebel* (noun), *rebel* (verb)

6

D

There is a negative tone in these lines: *But this trend [for dystopian novels] can only last so long: at some point, young readers will realise they are encountering the same old plot ... Presenting people as 'good guys' and 'bad guys' undermines any confidence that they are real. Teens want to read about characters that are complex like themselves.*

7

- 1 D – A, B and C all say that teenagers like dystopian novels because of the element of rebellion. However, D says the attraction for teenagers has more to do with an exciting storyline and that the aspect of rebellion isn't important.

2 B – C says that dystopian novels offer a glimmer of hope – faint, but within reach. B says, if readers look carefully enough, even in the darkest story, the author has left a candle burning. There is a message that while human civilisation may be on the verge of collapsing, humans themselves will survive. So, both C and B believe that dystopian novels are optimistic to an extent.

3 B – D is not impressed with character development in recent dystopian novels. We can see this in the line: *Presenting people as 'good guys' and 'bad guys' undermines any confidence that they are real.* B, however, believes the character development is good: *But in the novels themselves, many of the main characters have considerably greater depth and the narrative is often written from the hero or heroine's perspective, giving the reader access to their inner thoughts and the memories that haunt them.*

4 C – A believes that the dystopian genre will be popular for many years to come. C expresses the same idea in the line: *I have no doubt that teens will always seek out dystopian fiction.*

8

Possible answers

status quo – the way things usually are or the present situation

fretted – worried, expressed concern

one-liners – short jokes or funny remarks that are usually one sentence long

unfolds – happens or develops

mirrored – when qualities, features or feelings of another person or thing are reflected, matched or expressed in the same way

doom and gloom – an expression used to suggest that a situation is very bad and without hope

urge – a strong desire or wish that can seem difficult to control

make a name for

themselves – become well-known and respected, often in a particular field of work

comes down to – be the most important aspect of a situation or a problem

gripping – very interesting, fascinating

9

Students' own answers.

Grammar in context 1 p46

1a

1 will 2 be going to 3 be going to in the past 4 present simple 5 be going to 6 present continuous 7 will 8 would

1b

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

1c

a 10 b 9 and 11

Language notes

2

1 bound to live 2 on the verge of protesting 3 was going to 4 will ever step 5 would

3

1 will reach / is going to reach
2 are going to go / are going
3 is going to send / will send
4 takes off
5 will prepare
6 is going to provide / is providing
7 would launch / was going to launch
8 to learn
9 were going to transport / would transport
10 is going to continue / will continue

4

Students' own answers.

Developing vocabulary p47

1

1 economic academic scientific
2 eventful peaceful successful
3 sensible accessible comprehensible
4 breathless harmless fearless
5 sensational technological practical
6 discriminatory introductory contradictory
7 productive collaborative receptive
8 recognisable believable questionable
9 ambitious infectious advantageous
10 commercial influential territorial

2

1 anxiety 2 achievement
3 procedure 4 eagerness
5 relevance 6 intelligence
7 partnerships 8 likelihood

3

1 familiarise 2 medicated
3 saddens 4 simplified

4

a threaten b environmental
c remarkable d natural
e partnership f effective
g equipment h inaccessible
i invasive

5

Students' own answers.

Great learners

great thinkers p48

1

Students' own answers.

2

Ideas mentioned in the video:

- Arts and entertainment: gaming robots
- Education: teaching artificial intelligence, for teaching the fundamentals of science, technology, engineering and maths
- The home: doing the laundry and dishwashing

3

Possible answers

- 1 Adekunle is based in Bristol, UK and is British-Nigerian.
- 2 They developed MekaMon by experimenting and building prototypes in a workshop at the Bristol Robotics Lab (*building parts of the robot. Cutting stuff, melding stuff, putting things together.*).
- 3 It is controlled using a phone or tablet.
- 4 Adekunle got the idea from a class that he taught.
- 5 He believes robots can help students understand AI and learn about concepts in science, technology, engineering and maths.

4

Possible answers

- 1 moved to the UK from Nigeria, studied robotics in Bristol and worked in schools. / was a student. / taught (students) robotics.
- 2 perseverance.
- 3 his company, Reach Robotics, was closing.
- 4 will not give up on his goal/vision.

5

Students' own answers.

6

Students' own answers.

Listening p50

1

Students' own answers.

2

- 1 a incorrect – There are far more smartphone users than mobile phone users: *Did you know that there are nearly four billion smartphone users in the world? ... This figure increases to almost five billion if we add users of simple mobile phones.*
b **correct** – ... *the number is constantly rising.*
c incorrect – ... *the number is constantly rising.*

- 2 a incorrect – Sandy says that *many ideas flop*, but she does not suggest people make mistakes or they aren't very good.

b **correct** – *You have to be prepared for many knockbacks and failures before you hit on the right thing.*

c incorrect – This is not stated in the listening.

- 3 a incorrect – George says *I guess you already know what new things we'll be using next year then*. He doesn't say that Sandy has to guess this.

b **correct** – *I guess you already know what new things we'll be using next year.*

c incorrect – George doesn't assume this. He asks if Sandy is *allowed to tell us about what's round the corner*.

- 4 a incorrect – *I can talk about recent developments that are already in the public domain.*

b incorrect – *I'm not allowed to talk about the latest innovations that we're working on.*

c **correct** – *I can talk about recent ideas that are already in the public domain.*

- 5 a **correct** – Sandy: ... *stretchable phones may be a much more interesting development, as they're very adaptable to different scenarios.* George: *I like the sound of being able to vary the size according to your needs.*

b incorrect – George doesn't specifically talk about using fewer screens.

c incorrect – They both like the idea of stretchable screens.

- 6 a incorrect – He says that perhaps he will like the idea of using an implant *by the time that technology comes out*.

b incorrect – This is not stated in the listening.

c **correct** – Sandy: *Phones may be implanted into a part of your body to really make them a part of us.* George: *I'm not sure I like the sound of that! ... perhaps I'll embrace an implant.*

3

Possible answer

If we become dependent on our smartphones, we can end up forgetting about our friends and family because we're online all the time. In addition, we may lose contact with the 'real world' because we find the online world more interesting.

Grammar in context 2 p50

4a

- 1 future continuous
- 2 future with *will*
- 3 future continuous
- 4 future perfect simple
- 5 future perfect continuous

4b

a 5 b 4 c 1 d 2 e 3

5

- 1 will be studying, working (an action in progress at a particular time in the future)

- 2 will you have been studying (emphasises the duration of an action that continues up to a given time in the future)

- 3 'll/will have achieved (an action that will be finished before a given time in the future)

- 4 will you know (*know* is a state verb, so we cannot use the continuous form)

- 5 will you be doing (an action in progress at a particular time in the future)

- 6 will have found (an action that will be finished before a given time in the future)

6

Students' own answers.

Developing speaking p51

2

Students' own answers.

3

- 1 at the doctor's, on holiday, in the classroom, as a friend, in the home
- 2 No, they mention all of them, but only really discuss doctor, guide and cleaner. They don't discuss a robot as a teacher or friend.
- 3 They discuss the same situations.

4

Do you share my opinion on that?

I guess that's right.

That's a good point.

I suppose that might be true.

I see what you're saying

5

Students' own answers.

Developing writing p52

2

- 1 digital footprint 2 browsing the Internet 3 spam 4 cookies
- 5 upgraded 6 virus 7 tools
- 8 privacy settings 9 identity theft
- 10 cybercriminals

4a

- 1 online privacy and personal data

- 2 Are people right to be worried about online **privacy and control of their personal data**? What measures can be taken to improve online security?

3 reasons for your answer and relevant examples from your own knowledge or experience

5
Yes, the student does answer the questions.

6
Possible answers

Paragraph 1: Introduces the topic and sets out the problem. States the writer's opinion.

Paragraph 2: Answers the first question in the essay task, supported by reasons and examples.

Paragraph 3: Answers the second question in the essay task, supported by reasons and examples.

Paragraph 4: Includes further points in response to the second question in the essay task, supported by reasons and examples.

Paragraph 5: Restates the main point and the writer's opinion and solution.

7
Expressing contrast: However, Despite this

Ordering arguments: With regard to, First of all, On a wider scale

Adding arguments: Another thing, Moreover, Furthermore

Giving reasons: For that reason

8
1 Nevertheless **2** With regard to **3** Moreover, **4** That is why **5** despite the fact that

9
1 concerned
2 Internet users' right to confidentiality
3 precautions
4 keep their digital information safe
5 information about the user; personal details; personal information

10a
Students' own answers.

10b
Students' own answers.

Test yourself: Unit 4

Grammar test p55

1 does your train arrive (We don't use *will* for timetables/schedules.)

2 correct (will for decision made at the time of speaking)

3 were going to go

4 correct (will for prediction which is an opinion)

5 I'm going to the dentist.
(We don't use will for plans or fixed arrangements.)

6 correct

2
1 of **2** to **3** are **4** were
5 would **6** does

3
1 'I'll be taking (action in progress at a particular point in the future)
2 'I'll have been travelling (emphasis on duration)
3 'I'll have made (action is finished, not in progress, in the future)
4 will you have been working (completed action, even though it's continuous)

Vocabulary test

1
Possible answers
clash with – be in opposition to something; when two things don't go well together
condemn – express strong criticism or disapproval for someone or something
defy – refuse to obey someone
facilitate – make it possible for something to happen
reinforce – make an idea, belief or feeling stronger
undermine – make something less effective or important

2
1 familiarise **2** ✓ **3** ✓
4 infectious **5** harmless
6 discriminatory **7** ✓
8 procedure **9** productive
10 simplified

3
1 cybercriminal **2** upgrade
3 cookies **4** identity theft
5 browse **6** spam **7** digital footprint **8** privacy settings

Unit 5

Reading p58

1
1 *imply* – suggest that something is likely to be true
2 *cue* – an action or statement that is a signal for something to happen
3 *drone on* – talk for a long time in a boring way
4 *interpret* – understand the meaning of an action or situation
5 *vague* – not clear or fully explained
6 *mumble* – say something indistinctly and quietly, making it difficult for others to comprehend
7 *convey* – communicate ideas or feelings indirectly
8 *hint* – something that you say to show what you are thinking or feeling, without saying it directly

2
Possible answers

tumble – fall quickly or suddenly/ become lower
jumble – mix in a confusing or untidy way
rumble – the sound that thunder makes or your stomach makes when you are hungry
crumble – break into very small pieces
stumble – almost fall while walking
fumble – fail to catch something

3
Students' own answers.

4
A 6 – The writer gives examples of technical issues, such as not finding the volume control, not knowing how to use the microphone, losing Internet connection, not knowing how to unmute, etc. The text suggests that these problems could probably be avoided if someone had run a training session for people who are not familiar with all the features of the app.

B 2 – Another way of saying 'signals' is 'cues'. The writer talks about the signals/cues that people often use with each other, for example, *facial expressions, gestures and tone of voice*. He/She says that communicating via video makes

it harder to notice these cues and understand what message people are trying to convey or how they are feeling.

C 7 – The writer talks about how pauses are natural in face-to-face conversation, but cause anxiety when they occur in video calls. He/She says *There's hesitation as everyone wonders why it's all gone quiet.*

D 8 – The writer talks about how many people find appearing on camera during video calls stressful. The idea of being stressed is reflected in the words *anxiety, self-consciousness, discomfort* and *social pressure*.

E 1 – The writer expresses the idea of discussing and planning ahead when he/she says that it's vital that everyone *knows what to expect, and what is expected of them*. He/She also talks about having a clear agenda and knowing the purpose of the meeting beforehand and gives some tips and ideas about how to make video meetings more successful.

F 5 – The writer talks about being familiar with (*understanding*) the protocols (*a set of rules*) for behaviour. He/She provides examples in both work and educational contexts, e.g. looking professional, having materials ready, not texting, etc.

5

1 a correct – *Those people who were ready to go from the start are becoming exasperated.*

b incorrect – This is not stated in the text.

c correct – *Introverts in particular are often affected, as they are modest in their body language and others may not pick up on the fact that they are waiting to contribute.*

d incorrect – This is not stated in the text.

e incorrect – The article does talk about *the anxiety caused by being on camera*. However, the effect of this is that *participants feel compelled to perform*.

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

b incorrect – The article does say *it's vital that everyone joining a meeting knows what to expect*

and what is expected of them.

However, this does not refer to having specific roles. It refers to how to take part in general.

c correct – *... allocating speaking time to each person will help ensure equal contributions and make the most of each speaker's time.*

d incorrect – This is not stated in the text.

e correct – *Sitting forward on a chair implies that a person is switched on and paying attention to the speaker, whereas slumping back on the sofa gives the opposite impression.*

6

navigate – effectively move around a website, app, system or software

perceive – understand or think about something in a particular way

compelled – feel forced to do something

alleviate – make something less painful, severe, or serious

7

Possible answers

Personally, I think the best advice to be clear about the agenda. It means that we know what to expect in a lesson and if necessary we can prepare things for the class. This also applies to work meetings as it means you don't go in unprepared.

Grammar in context 1 p60

1a

1 zero conditional **2** second conditional **3** third conditional **4** first conditional

We use the zero conditional for situations that are generally true.

We use the first conditional for possible future situations and their likely consequences.

We use the second conditional to talk about an imaginary or unlikely present or future situation and its consequences.

We use the third conditional to speculate on imaginary or impossible situations in the past and their consequences. It can be used to express criticism or regret.

1b

a zero conditional: sentence 12; first conditional: sentences 5, 8, 9, 10; second conditional: sentences 7, 11; third conditional: sentence 6

b imply a possibility: sentence 8 – *might want to recommend*; imply a refusal: sentence 9 – *won't turn your camera on*; suggest something is unlikely: sentence 11 – *should talk to*.

c *If it weren't for*

d sentence 6 *could probably have been avoided*.

e *no one will notice her* describes the predicted outcome and *will sit there in silence* describes someone's insistence on behaving in a particular way.

f *you'd get* describes the possible outcome and *If you would let me explain* is used to describe willingness.

g *wasn't*

h In sentence 8, the continuous form is used to express the idea of an intention; in sentence 10, the continuous form is used to express a possible consequence.

2

1 the meeting should be cancelled

2 if they won't talk to us

3 couldn't have learnt Japanese

4 If it wasn't/weren't for

3

a watch **b** will often see/often see

c have ever heard

d might have noticed

e thought **f** want

g listen/listened **h** will/would hear

i would like

4

Students' own answers.

Developing vocabulary p61

1

1 voice **2** communication **3** voice

4 voice **5** communication

6 communication **7** voice, voice

8 communication

2

1 lower your voice **2** in an angry tone of voice **3** means of communication **4** at the top

of our voices 5 a breakdown in communication 6 face-to-face communication 7 speak with one voice 8 in regular communication

3

say: be about to say; say for certain; hate to say; have nothing to say; hear someone say; safe to say

speak: hear someone speak; not be on speaking terms; not trust yourself to speak; speak on behalf of someone; speak out against; speak your mind

tell: tell someone what you think; tell the difference; tell the truth; told you so

4

1 d tone 2 c nothing 3 a face-to-face 4 c speaking 5 d spoken 6 b think 7 d truth 8 b regular 9 c tell 10 b say

Great learners

Great thinker p62

2

Possible answers

- Fans identify with its message that 'you don't have to be cool to be cool, as long as you stick with your friends'.
- It's upbeat and hits you emotionally.
- It helps fans deal with issues related to mental health.
- It expresses the shared feeling of awkwardness of being a teenager.
- It illustrates why life is hard in the social media age.
- It talks about issues that affect the fans' lives.

3

Possible answers

- How Be More Chill became popular:** First appeared on Broadway, then in London; 2015: original cast recording went viral
- Evidence of its popularity:** Now streamed over 350 million times; the positive responses from fans that the producer has received; fans go to see the show wearing My Cool jumpers, badges, etc.
- Why the show's producer believes it has been popular with young people:** Doesn't feel like something deliberately written to appeal to teens; young people are grateful that it reflects their own lives/issues they want to talk about.

- How the show's popularity affects the actors:** They feel the energy of the audience; they know the show is meaningful for their fans/ allows them to express themselves; they find the fans' enthusiasm/ dedication amazing.

4b

- He says that stereotypes of fans are often negative – fans get labelled as *obsessive social misfits*. He says this is strange because *most of us consider ourselves a fan of something*.
- He argues that *fan communities provide a sense of belonging* and enable people to express themselves honestly and openly with people who understand them.
- He says that we can develop skills such as communicating effectively and thinking creatively and critically by participating actively in fan communities – for example, by expressing opinions/sharing ideas and by creating content such as memes, remixes, fan art and fan fiction.

5a

Students' own answers.

5b

Students' own answers.

6

Students' own answers.

Listening p64

2

She makes the art in the photo on the right (third photo).

3

- incorrect – Distractor: *I went home and looked her up straight away.*
 - correct – *I became fascinated with Libby Schoettle's art the very first time I came across a piece of her work on the streets of New York.*
 - incorrect – Distractor: *Libby dresses her [Phoebe] in designer clothes and accessories.*
 - incorrect – This is not stated in the listening.
- incorrect – Both Lewis and Sofia think that Phoebe is Libby's alter ego.
 - incorrect – Lewis loves them but Sofia says nothing about them.

c correct – Sofia: *I've read that she [Libby] uses the character [i.e. Phoebe] to reveal her own flaws – to reflect Libby's own vulnerability and raw emotions.* Lewis: *Yes, I hadn't thought of it like that but it's fascinating that she uses Phoebe in that way.*

d incorrect – They talk about Libby expressing herself through Phoebe. They say nothing about expressing themselves in front of artists.

3 a incorrect – Distractor: *Libby uses materials such as second-hand and found objects like vintage photos ... She likes to choose materials that have had a previous life, that are imperfect ...*

b correct – *She likes to choose materials that have had a previous life, that are imperfect, so they may have rips, wrinkles or marks. I think that gives the work a lot of character.*

c incorrect – Although it's true that she doesn't use a computer in her work, this doesn't explain why she chooses the materials she works with.

d incorrect – Sofia says that Libby is a perfectionist, but neither of them talks about creating a perfect look for Phoebe.

4 a correct – *Libby said that 'Often people will respond [on Instagram] by telling me they feel better because of my piece, which is amazing.'*

b incorrect – Distractor: *Social media ... influences how she [Libby] views her work.*

c incorrect – *Libby says that she doesn't create art for social media, but she says nothing about regretting it.*

d incorrect – This is not stated in the listening.

5 a incorrect – Sofia says that Libby must get satisfaction from this.

b correct – *I think she must get satisfaction from being able to dress Phoebe in those clothes [i.e. high-end fashion].*

c incorrect – This is not stated in the listening.

d incorrect – This is not stated in the listening. Sofia merely says that Libby has worked with some fashion designers.

- 6 a** incorrect – Lewis wants to do this, but Sofia says nothing about this.
- b** incorrect – Lewis merely says that recent developments in Phoebe's professional life are exciting.
- c** incorrect – This is not stated in the listening.
- d correct** – Sofia: *Her future is looking really bright.* Lewis: *She seems to be going from strength to strength.*

4 Possible answer

Art is all around us. It can be a poster at a bus stop, decorations in a window or a piece of street art, and on a dull day a colourful mural or poster can brighten our day. A couple of years ago I was sitting on a bus on my way home after day when things hadn't gone my way and I was feeling a little down when I saw a beautiful painting on the side of a building. I only glimpsed it, but the colours and the happy theme really lifted me, ever since I believe that art can give you something else to think about and it can make you feel different.

Developing speaking p65

Do you share my opinion on that? Let me consider this for a moment.

1
Students' own answers.

2
dancers: some express their emotions, e.g. ballet dancers, but others don't, e.g. dancers on a pop video
artists: they convey their feelings through their art
musicians: it's essential for them to express their emotions

Extra activity

- 1 let's see; need to – defining what they need to do
- 2 For example – giving an example
- 3 it depends – giving conditional agreement
- 4 Don't you – trying to persuade your partner
- 5 you mean; good point – expressing agreement
- 6 What about – introducing a new option

3
They reach different decisions. Elena thinks it's a writer and Carlos thinks it's a dancer.

4
Stating your decision: I'm going to have to stick with ...
Persuading your partner: Isn't it true, though, that ...

Finalising agreement: We'd better pick one of these options.

Accepting that agreement is impossible: Let's agree to disagree.

Reporting back to the examiner: As you heard, we have completely different views on this.

5
Students' own answers.

Developing writing p66

1
Students' own answers.

- 2**
- 1 The organisers of the summer school. The language should be reasonably formal.
 - 2 An explanation of why communication skills are important and a suggestion for which areas of communication would be useful to cover.

3 Possible answer
Results of surveys or statistics to support your proposal; evidence and factual information; examples from your own experience or your peers' experience.

4
1 d 2 c 3 a 4 e 5 b

5 Possible answers
Yes, the student answers all the points in the task.

(Explain why you think communication skills are so important: paragraph 1 and 4.

Suggest what areas of communication could benefit you and your peers: paragraphs 2, 3 and 4.)

It's a good proposal because it is well organised and clear and different information is presented

in paragraphs, it uses appropriate formal language, its style is unemotional and impersonal and it makes good suggestions.

Extra activity

moving into the workplace; consist of; substandard; gain confidence; moreover

6
This proposal is intended to
Currently
As things stand
The meetings/initiative/club would/could
There are many benefits of
It would be beneficial to
To sum up

Grammar in context 2 p67

7
1 a 2 d 3 e 4 c 5 b

- 8**
- 1 Even if you think you know how to write a cover letter, you can always improve.
 - 2 Students won't learn how to communicate effectively unless the club gets the go-ahead. / Unless the club gets the go-ahead, students won't learn how to communicate effectively.
 - 3 Supposing that he applies to university in the UK, he will need to be able to write a personal statement in English. / He will need to be able to write a personal statement in English supposing that he applies to university in the UK.
 - 4 It's useful to learn a wide variety of communication skills in case they are useful in the future.
 - 5 As long as you prepare and practise your presentation well, you'll be fine.

9
Students' own answers.

10a
Topic: Proposal for a new extra-curricular club
Two things to include: 1) which life skills your club would help to develop; 2) why these skills are important

10b

Students' own answers.

Test yourself: Unit 5

Grammar test p69

1

- 1 ✓ (be going to for intention)
- 2 ✓ (would for polite request)
- 3 'd/would have gone (third conditional)
- 4 weren't/wasn't (second conditional)
- 5 ✓ (will for insisting)
- 6 ✓ (will for insisting)
- 7 should (variation of the first conditional, use of *should* to express less likely events)
- 8 happens to (first conditional)

2

- 1 if you won't sign the form (*will* for insisting)
- 2 might not have done so well (variation of third conditional)
- 3 couldn't have reached the top (variation of third conditional)
- 4 they will tell lies (*will* for insisting)
- 5 if I should meet someone I know (first conditional with *should*)
- 6 were to go wrong I would (use of *were to* to make a situation sound even more unlikely or improbable)

3

- 1 If 2 as long as 3 Supposing
- 4 in case 5 even if 6 provided that

Vocabulary test

1

to imply – to suggest/show that something is likely to be true
to drone on – to talk for a long time in a way that bores other people
to interpret – to explain what someone is saying OR to understand what someone is saying or doing in a particular way
to mumble – to say something indistinctly and quietly, making it difficult for others to hear
to convey – to communicate ideas, feelings or images to someone

2

- 1 tone of voice 2 regular communication 3 face-to-face communication 4 lower your voice
- 5 breakdown in communication
- 6 raise your voice 7 speak at the top of your voice 8 means of communication

3

- 1 tell 2 speaking 3 told 4 say
- 5 say 6 spoke 7 say

Unit 6

Reading p70

1

- 1 native 2 prehistoric 3 remote
- 4 natural 5 scenic 6 geological
- 7 burial 8 cultural

2

environmental, ecological, historical, naval, aerial, tribal, marital, cynical.

Students may not have seen the adjective *marital* before. Explain that it is used in expressions such as *marital status* and *marital vows*.

3

Possible answers

Reasons for wanting to explore caves: you can discover unmapped terrain; you can test your courage and push your sense of adventure to the limit; specialists can unearth fossils and analyse paintings.

Ruakuri – you can see limestone formations and underground waterfalls and glow-worms

Barton Creek Cave – you have to access it by river, gorgeous scenery and you can see Mayan artefacts

Cave of the Hands (Cueva de las Manos) – it has the largest display of prehistoric handprint art

Fantastic Pit – it's 178 metres deep and you have to abseil down

4

- 1 True – Paragraph 1: *Now I'll give greater thought to the potential hazards before heading into a cave that's off the beaten track.*
- 2 False – Paragraph 2: *I literally couldn't make out my own hands, let alone my companions standing around me.*

3 Not Given

4 True – Paragraph 3: *the main entrance, which is a Māori burial ground and therefore off limits to any visitors.*

5 True – Paragraph 4: *Photographs rarely do justice to these natural wonders, and, to my dismay, my own blurry shots turned out to be no exception.*

6 False – Paragraph 5: *Various theories have been put forward by archaeologists about what the hands signify – they could have been part of a ritual carried out for religious purposes, for example – but no consensus has been reached.*

7 False – Paragraph 6: *Marcel said it was supposed to take a full eight seconds for a stone to reach the bottom. Had I been feeling more at ease, I might have tested this out.*

8 Not Given

Fast finishers

Possible answers:

I didn't even think about my safety.

stars turning on and off

fascinating geological features

Some of those passages were very narrow.

Various theories have been proposed/advanced.

5

1 hunter – Paragraph 3: *if it hadn't been for the observation skills of a hunter about 400 years ago, we probably wouldn't know that the cave exists.*

2 staircase – Paragraph 3: *before re-opening in 2005 with the addition of a cleverly engineered spiral staircase.*

3 canoe – Paragraph 4: *Visiting a few years ago, we paddled behind our guide's canoe as he led us down ...*

4 pottery – Paragraph 4: *pottery that had been made by Mayan hands thousands of years ago ...*

5 ritual – Paragraph 5: *they [the hands] could have been part of a ritual carried out for religious purposes*

6 178 metres – Paragraph 6: *the 178-metre descent.*

6

Students' own answers.

7

Possible answers

glow – soft light

mesmerising – so attractive or interesting that you do not notice anything else around you

notable for – very good, interesting, unusual or important enough to be mentioned or noticed

stumble upon – find by accident

off limits – not accessible to someone because of a law or rule

ample – enough, and often more than you need

glistening – shining (often because wet)

do justice to – represent in a fair and accurate way

consensus – agreement among all the people involved

murky – dark and difficult to see through, especially because of bad light or dirt

8

Possible answer

Some people don't enjoy being in large crowds. They can find it really stressful and difficult to enjoy what they are looking at. For example, when I went to see the Vatican in Rome, there were lots of people everywhere and it was really difficult to appreciate the artwork that I was walking past. However, I had a completely different experience when my friends and I went to visit Torc Mountain in southern Ireland. We met hardly anyone climbing up and at the top we had the place to ourselves for quite a long time. It was so calming and peaceful there, and we even got some photos without anyone photobombing them!

Grammar in context 1 p72

1a

1 hadn't risked = past perfect; wouldn't be = conditional

2 wasn't = past simple; wouldn't have agreed = past conditional

1b

a 1 b 2

2

1 be, hadn't done

2 wasn't, would have finished

3 didn't like, wouldn't have gone

4 had come, be

5 have helped, wasn't

6 wouldn't be, 'd eaten

7 liked, would have tried

8 'd spent, be

4a

a If I visited again, I'd try to be a little braver.

b If I had been feeling more at ease, I might have tested this out.

c If it weren't for their remote location, many more people would visit the caves.

d If you (should) ever visit New Zealand, make sure it's on your itinerary.

4b

1 True 2 True 3 True

5

1 Should you see James/Were you to see James while you're in the US, please give him my best regards.

2 Had they asked me about it, I would have given them some good advice.

3 This place would be really peaceful, were it not for/were there not huge numbers of tourists.

6

a Should b Were c Should

d Had e Were

Developing vocabulary p73

1

Possible answers

a *miss out on* – lose an opportunity to do or have something

b *turn out* – be discovered to have something

c *start out* – begin (especially in business or work)

d *get into* – start enjoying something, or become enthusiastic about it

e *pick up* – increase or improve, or get stronger

f *take on* – accept a challenge or responsibility

g *point out* – show someone where something is or who a person is

h *bargain for* – expect

i *run into* – meet someone or something

j *check out* – look at something/a location and see what it is like

k *make out* – see, hear or understand someone or something with difficulty

l *run through* – explain or read something quickly

2

1 run into 2 check out 3 point, out

4 taken on, bargained for

5 missing out on

4

1 check 2 on 3 through

4 turned 5 start 6 out 7 pick

8 take 9 bargained 10 get

Mixed ability

Possible answers:

1 you should definitely explore/go to/visit Yosemite National Park

2 you won't see one of .../you won't have the chance to see one of ...

3 I'll briefly describe/explain

4 That ended up being/proved to be a brilliant suggestion!

5 the day didn't exactly begin/start

6 we could hardly see/distinguish the mountains

7 the wind soon began to get stronger

8 we decided to try/have a go at the more challenging ...

9 It was harder than we'd expected/foreseen

10 I was really starting to like/enjoy outdoor life.

Great learners

Great thinkers p74

2

eco-friendly, innovative, luxurious, minimalist, remote, spacious

3

1 The forest was in danger of being cut down and he wanted to save it. *When I bought it ... It was just a protection of this area.*

2 *He insisted no large trees or plants were disturbed by the build. So the structure was fabricated off site in large pieces and trucked in.*

3 *He wants guests to see the forest through his eyes ... to change their view of the planet and consider themselves as part of the whole system and not as the king of the creation.*

Extra activity

84 – the number of people employed at the hotel.

1,200 – the number of hectares covered by Roque Sevilla's forest.

95–95% of the Chocó forest has been cut down over 50 years.

10 million – how much it cost to build the hotel (in dollars).

1,700 – the number of bird species in Ecuador.

4a

Students' own answers.

4b

1 Whether to allow a developer to build eco-lodges in an unspoilt area of a national park.

2 It provides money to boost the local economy and maintain national parks/conserves wildlife; it limits the number of visitors and ensures that tourist activity is carried out in an environmentally-friendly way; it may encourage visitors to do more to help the environment.

3 National parks should be accessible to everyone, not just to those who can afford to stay in luxury hotels; building in unspoilt areas will affect other people's enjoyment of these areas; even environmentally-responsible projects will disturb wildlife to some extent.

5

Students' own answers.

6

Students' own answers.

Listening p76

2

1 a **correct** – ... *we all feel much more comfortable setting our novels in places we're familiar with.*

b **incorrect** – There is nothing to suggest that the authors at the event thought that *all* writers from the past *only* wrote about places they knew well. They just talked about some writers from the past who had set their stories in places they knew well.

c **incorrect** – ... *we agreed that it was possible to write about a place you hadn't been to as long as you had done enough research ...*

2 a **incorrect** – She mentions George Orwell to *support* the main argument.

b **correct** – The main argument is that it is important to know a place well if you are going to write about it. George Orwell is an example of this: he lived in Paris and London before writing about them.

c **incorrect** – George Orwell illustrates the central point.

3 a **incorrect** – The woman regrets not travelling with the man, but the man doesn't express any regrets that she didn't accompany him.

b **correct** – *I wish I'd had longer to travel ...*

c **incorrect** – He didn't take the usual tourist trail on purpose as *that would have taken too long.*

4 a **incorrect** – *you could have stayed with them for a few days ...*

b **incorrect** – She says that he could have stayed with her cousins in Krabi.

c **correct** – *My cousins live in Krabi, in southern Thailand. If only you'd told me – you could have stayed with them for a few days ...*

5 a **correct** – Woman: ... *an old man knew the exact location of the shop in our photo and took us there.* Man: *That was kind of him.*

b **incorrect** – This is not stated in the listening.

c **incorrect** – This is not stated in the listening. He praises the man in Seoul for being kind to his friend's daughter.

6 a **incorrect** – This is not stated in the listening.

b **correct** – Almost the whole conversation is about this. Her

daughter searched online and found some old black and white photos of what the city [Seoul] looked like in the 1920s and decided to take photos of those same areas now, to show the incredible changes that have taken place over the century.

c – **incorrect** This is not stated in the listening.

3

Possible answers

I think travelling has become really important for people in the last fifty years. With the availability of cheap flights, people have been able to travel to many places that they couldn't before. Not only that, these days you can see the most beautiful or unusual places on social media, which makes the desire to see them with your own eyes even stronger.

These days visiting other countries is still popular but we are more aware of the damage it causes to the environment and, as a result, some people are travelling less, or finding more environmentally-friendly ways to get to other towns and countries.

Grammar in context 2 p76

4

1 sentences a and d

2 past participle

3 *rather* in sentence b

5

1 would/'d rather have chosen

2 only we had/'d travelled more

3 should have come

4 wish I/'d had taken more

6

Students' own answers.

Developing speaking p77

1

Students' own answers.

2

Students' own answers.

3

Possible answers

1 Yes. Both organise notes according to the topics on the topic card.

2 A's are likely to be helpful as they are well organised, clearly laid out and easy to read. However, they are very brief and student A may run out of things to say. Student B has used headings to remind them of the points they need to respond to on the topic card. This student's notes are more detailed and may allow them to extend their answer for the full two minutes.

4
Additional information not included in Student B's notes: details about the trip – who he was with, what they did every day, etc.; a lot more detail about the type of house and the location; memories from when they were there; information about the rules of staying in bothies

Follow-up question from the examiner: *How did you find out about bothies? Would you like to go there again?*

5
a vivid; the most; to mention; terms

6
Students' own answers.

7a-b Possible answers

Keep your notes brief. Don't write complete sentences. Use key words.

Include headings before each set of notes (e.g. Where? How often?, etc.) to help you structure your talk.

Only address the points asked for in the task.

Make sure you write clearly so you can understand your notes easily!

Developing writing p78

2
Students' own answers.

3
1 Possible answer: For people who are going to visit Brighton
2 The review contains all of this information.
a Brighton Pier: ... *it can get very busy so the best time to go is first thing in the morning.*
... *if you prefer a leisurely stroll along the promenade or Brighton Pier, then the best time to go there is first thing in the morning.*

A sunny weekend in the summer would be ideal, but try to avoid Bank Holiday weekends unless you want to share the beach with half the population of London.

b *When you feel hungry, the Walking food tour organised by Tours of Brighton has something for all tastes.*

I can highly recommend afternoon tea at That little tea shop in the Lanes.

c Brighton Pier, The Lanes

4
view; honest; doubt; concerned; the best time; a shame

5
1 perfectly **2** In **3** for **4** without **5** Frankly **6** that

6
1 stroll **2** trip **3** welcome **4** clothing **5** delicacy **6** atmosphere **7** street **8** prices

7
a worthwhile trip **b** leisurely stroll **c** bustling streets **d** vintage-clothing **e** affordable prices **f** warm welcome **g** local delicacy

8
Students' own answers.

10a
Students' own answers.

Test yourself: Unit 6

Grammar test p81

1
1 wouldn't be **2** would/'d have given **3** hadn't/had not seen **4** wasn't/weren't **5** hadn't/had not lied

2
1 Were you (able) to travel anywhere,
2 Should you be in the area,
3 Had I seen him,
4 Were it a contest,
5 Should you finish the exam early, please tell your teacher.

3
1 had not/hadn't overslept **2** had not/hadn't eaten **3** have taken **4** had come up with **5** had not/hadn't told

Vocabulary test

1
burial ground – a place where people are buried, especially an ancient place
cultural heritage – the art, architecture, traditions, customs and beliefs that a society considers important to its history and identity
geological feature – a physical feature that defines a landscape

native wildlife – the animals that are indigenous to a specific area

natural wonder – a thing of extreme beauty that exists in nature and has not been altered by humans

prehistoric art – paintings or carvings that come from a very early period in time

remote location – a place that is far away from other places where people live

scenic route – the picturesque way to get somewhere

2
1 miss out on **2** (had/'d) bargained for **3** point out **4** ran into **5** check out **6** run through

3 Possible answers

affordable price – when a price is low enough for people to be able to buy

leisurely stroll – relaxed walk

lively atmosphere – being busy and full of life

local delicacy – a food or dish that is from a particular place and popular in that place

vintage clothing – garments or outfits that are not new and are from more than 20 but less than 100 years ago

warm welcome – friendly greeting

Unit 7

Reading p84

1
Possible answers
self-serving – behaving in a way that only benefits yourself

principled – honest and responsible about how you act towards others

compassionate – feeling sympathy for someone in a bad situation because you understand and care about them

distant – seeming unfriendly or not showing their feelings

resilient – able to stay strong and positive, even in a difficult situation

conscientious – working hard and careful to do things well

manipulative – a manipulative person makes people do what they want by influencing them in a clever or dishonest way

spiteful – deliberately trying to upset someone or cause problems for them, especially because you think something is unfair

unruly – very difficult to control

selfless – caring about other people's needs and problems more than your own

Extra activity

Kayla has changed from a manipulative and spiteful person to a very selfless person.

2

Students' own answers.

3

Students' own answers.

5

1 E – *At the beginning of the story* in paragraph E refers back to *Lord of the Flies*, which is described in the previous paragraph.

Democracy and kindness in the following paragraph refers back to 'stick to the law' and act with decency in paragraph E.

2 C – *It is most often applied to scenes of chaos amongst children* in paragraph C refers back to the expression 'it was like a scene from Lord of the Flies' in the previous paragraph. *That's why any true story of humans facing adversity, and still behaving in an inherently good and altruistic way towards each other, speaks to our hearts* in the following paragraph refers back to *the dark suspicion that adults might behave the same self-serving way in similar circumstances* in paragraph C.

3 A *Rather than treating each other unfairly, they were compassionate* in paragraph A refers to the boys from Tonga who were marooned on an island. It contrasts their behaviour with the behaviour of the boys in *Lord of the Flies* and follows on from the sentence at the end of the paragraph 2 *but that is where the similarity ends. This kind of selfless behaviour* in paragraph 3 refers back to the description of the Tongan boys' behaviour in paragraph A.

4 G Paragraph 3 ends with *their epic experience is being brought to the attention of the world* so we expect that the following paragraph is going to describe details of what happened to the boys. *This meant they were now at the mercy of the currents* in paragraph 4 refers back to *they soon ran into trouble when the mast was snapped in high winds and the rudder broke off* in paragraph G.

5 F The missing paragraph begins *Regaining a little strength from these meagre rations. This refers back to they had no alternative but to hunt and eat sea birds and fish* at the end of paragraph 5. *Still, this discovery* at the beginning of the following paragraph, refers back to *they came upon taro and banana plants, as well as a population of feral chickens* in paragraph F.

6 D The missing paragraph begins *This wasn't their only remarkable achievement*. This refers back to the achievement of resetting the injured boy's bone with sticks and leaves at the end of the paragraph 5. *Kolo even created a crude guitar ...* at the beginning of the paragraph 6 describes an even more remarkable achievement than those narrated in paragraph D.

Paragraph B is not used.

6

innate – an innate quality or ability is one you are born with, not one you have learnt

greed – a strong wish to have more money, things or power than you need

egomaniacal – someone who is egomaniacal behaves in an unreasonable or crazy way because they think that they and their ideas are extremely important

inherently – an inherent quality is a characteristic which happens naturally in a person

marooned – left or caught in a place from which you cannot escape

drift – move without any control over direction *deteriorate* – become worse

salvage – save property or possessions from a building or other structure that has been damaged or mostly destroyed

hoard – get and keep a large amount of something, often secretly, because it might be valuable or useful later

resent – experience angry, unhappy feelings because you think you have been treated unfairly or without enough respect

deteriorate – become worse

8

Students' own answers.

Grammar in context 1 p86

1a

a future with *will* passive b past simple passive c passive modal verb d past perfect passive e past continuous passive f present perfect passive g present simple passive h present continuous passive i passive gerund j passive infinitive

1b

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

2

1 can be done to prevent fake news being believed?

2 'd already been rescued (by the lifeguards) by the time we arrived.

3 to be interviewed (by the press).

4 was being followed (by people) all over the world.

5 the story will continue to be told.

6 weren't rescued until a year after they were marooned.

7 is being carried out into how people behave in survival situations.

8 being/to be asked about the time he got lost up a mountain.

3a

Sentence **c** isn't a causative.

Sentence **c** means Bregman published the extract himself.

Sentence **a** means the newspaper published it.

Sentence **b** means he asked or persuaded or arranged for a newspaper to publish it.

Sentence **d** means the same as sentence **b**.

3b

1 d 2 b 3 a

4

1 had/got, decorated

2 had/got, made

3 have/get, delivered 4 am/'m having/getting, repaired

5 to have/get, installed 6 did/do, have/get, cut 7 get, to send / have, send 8 got, to clean / had, clean

Developing vocabulary p87

1

1 self-doubt 2 self-expression

3 self-indulgence

4 self-esteem 5 self-preservation

6 self-deprecation

2

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

7 b 8 d

3

a self-indulgence **b** keeping/to keep themselves to themselves

c self-expression **d** self-doubt

e self-esteem **f** make yourself at home

4

Students' own answers.

Great learners

Great thinkers p88

1

Students' own answers.

2

It's a photography exhibition consisting of portraits of people with mixed heritage.

The aims of the exhibition are to provide a forum to discuss identity and to tell the stories of different people with mixed heritage.

3

1 True – Her mother is Indian and her father is English.

2 False – She started by photographing her family and people that she knew.

3 False – Around 5% of the population of London identifies as mixed race.

4 True – He says that it's nice to finally be able to talk about the feelings he's been internalising for many years.

5 False – She suggests that in the past, she envied people who hadn't moved around a lot as she had and thought they were lucky for having 'normal' lives.

4

Possible answers

1 Our brains are wired to try to make complex things simple. This tendency to categorise objects enables us to rapidly process information and make sense of what's around us.

2 People are much more complex than objects because (a) everyone belongs to multiple groups, (b) the people within each group are different from each other, and (c) we can't necessarily tell what group someone belongs to from their appearance.

5

Students' own answers.

6

Students' own answers.

Listening p90

1

Students' own answers.

2

Possible answers

Task 1

a to practise **b** to help other people **c** to demonstrate why they have such a bad effect on people **d** to record how they are changing **e** to remember special occasions **f** to promote cosmetics **g** to follow the

fashion **h** not to spend time on unimportant activities

Task 2

a useless **b** in touch **c** irritated **d** dissatisfied **e** fulfilled **f** feel nothing **g** in a good mood **h** don't mind it

3

1 d – ... *it's a great way of recording how he develops.*

2 f – *If my customers know my pictures are real and natural, they are more likely to trust the information I give them about cosmetics ...*

3 b – *the reason I kept helping people was that I enjoyed giving them advice.*

4 h – *I think they waste people's time ... I've never got into them as I think it can be a bit superficial!*

5 e – ... *I only take them on special occasions ...*

6 g – ... *it brings lots of pleasure for others, which makes me happy too.*

7 b – *I really feel I develop a better relationship with them.*

8 e – ... *as well as getting gratification from posting selfies of myself ...*

9 c – *I feel extremely annoyed about the whole selfie thing.*

10 f – *I feel quite indifferent about posting selfies ...*

4

Possible answer

I think taking selfies has become so popular because people love sharing what's happening in their lives with their friends and, in the case of very popular people, with their fans, too. In addition, people like to have a record of what's happened in their lives. In my view, taking selfies is fine as long as it doesn't become an obsession. The main thing is to enjoy life spontaneously. You shouldn't think you need to record every single detail of your life.

Grammar in context 2 p90

5a

Possible answer

There is a slight difference in meaning. In the second sentence (which is a cleft sentence), we want to emphasise one element of the

sentence (e.g. in question 1, we want to emphasise who had the idea.).

5b

a sentence 1b b sentence 5b c sentence 2b d sentences 4b and 5b e sentence 3b f sentence 1b

6

- 1 It was Rachel who uploaded the selfie.
- 2 The place where I love hanging out is on my balcony.
- 3 The reason (why) I enjoy posting selfies with my puppy is because he's so cute.
- 4 What is so exciting is that you've got over 1,000 followers.

Extra activity

Possible answers

It's Rebecca who's the most manipulative person I know. / The most manipulative person (that/who) I know is Rebecca.

It's smartphones that have influenced the lives of teenagers the most. / The thing that has influenced the lives of teenagers the most is smartphones.

The reason why we categorise people is because we're insecure. / It's because we're insecure that we categorise people.

It's dunking that's the most typical British habit. / The thing that's the most typical British habit is dunking.

Developing speaking p91

1

Students' own answers.

2

a and b

3

- 1 He thinks the people in photo a are happy because perhaps their football team has just scored the winning goal. He thinks the people in photo b might be happy because they've received the exam results they wanted.
- 2 He says that a moment like scoring the winning goal in what could be the cup final doesn't happen very often, and that receiving your school-leaving exam results is a once-in-a-lifetime event.

4

all of them

5

Students' own answers.

6

- 1 the auxiliary verbs *do*, *did* and *does*
- 2 a Most people only take school-leaving exams once.
b I felt anxious on results day.
c He gets very excited when they win the league.
- 3 We use the infinitive form of the main verb

7

- 1 People **do** get excited about many things, actually.
- 2 I'm not very athletic, but I **do** enjoy swimming.
- 3 She **does make** me laugh a lot.
- 4 They **did pass** their exams after all.
- 5 My grandad is retired now, but he **does** still do voluntary work.

8

Students' own answers.

Developing writing p92

1

- 1 line graph 2 pie chart
- 3 table 4 flow chart
- 5 diagram 6 bar chart

2

The Big-Five personality traits are openness, conscientiousness, extroversion, agreeableness and neuroticism

Possible answer: The studies compare how accurately humans and computers can work out people's personalities based on traces they leave online.

3

- 1 Computers were more than twice as accurate at predicting openness and neuroticism than humans.
- 2 Humans were almost as accurate at predicting conscientiousness, extroversion and agreeableness as computers.

3 a

4

- 1 semi-formal

- 2 No, it highlights the main findings.

- 3 Paragraph 1 = introduction – explains what the bar chart shows

Paragraph 2 = main body – explains the most noticeable and important information in the bar chart

Paragraph 3 = conclusion – summarises the main findings of the study

- 4 No

- 5 The past tense is used most often but the present simple is also used.

5

... was (almost) two/three/ten/ times as ...

a significant difference is ...

there was more/less of a difference

a more/less dramatic difference

... stands out as ...

6

- 1 significant 2 evaluates
- 3 slightly 4 accurately 5 stands out from 6 recorded 7 difference

7

- 1 assessed/evaluated 2 large/ significant 3 a little/ slightly 4 observed/ recorded 5 precisely/accurately

8a

Students' own answers.

Test yourself: Unit 7

Grammar test p95

1

- 1 ✓

- 2 No one likes being/to be told off in front of their friends.

- 3 Their presentations must be completed by Monday.

- 4 ✓

- 5 All the items had been handed over to the police following the arrests.

- 6 It is unusual for young people to be given a promotion so quickly.

- 7 ✓

- 8 Listen! The results are being announced as we speak.

2

- 1 She got someone to feed the cats for her.

- 2 We had the roof repaired after the storm.
- 3 We have just had the door repainted.
- 4 I've been having my hair cut here for years.
- 5 I got my eyes tested today.

3

- 1 It was the dog who/that ate your dinner.
- 2 It was my teacher who told me to come your office./The person who told me to come to your office was my teacher.
- 3 What I do before I go to sleep is read my book./The thing I do before I go to sleep is read my book.
- 4 The reason why we went to the shop was to get some pens.

4

- 1 Well, he *does* live opposite the college.
- 2 We *did* do as much as we could.
- 3 I *do* like it.

Vocabulary test

1

Possible answers

- 1 compassionate – feeling sympathy for someone in a bad situation because you understand and care about them
- 2 resilient – able to stay strong and positive, even in a difficult situation
- 3 selfless – caring about other people's needs and problems more than your own
- 4 manipulative – a manipulative person makes people do what they

2

- 1 in 2 of 3 of 4 in 5 at 6 to

3

- 1 self-doubt 2 self-esteem
- 3 self-expression
- 4 self-indulgent 5 self-serving

4

Possible answers

- accurately* – precisely
evaluate – assess
significant – important, large
slightly – a little

stand out from – be significantly different

Unit 8

Reading p96

Giving back is short for *giving back to the community*. The idea behind it is that each of us has received certain benefits from society: a good education, healthcare, etc. It's positive to *give back* to society when we are in a position to do this. For example, we can do volunteer work. If we become rich, we can decide to donate a lot of money to charity or to start initiatives which are good for society.

1

- 1 beneficial
beneficial – something that is beneficial has a good effect or influence on someone or something; *profitable* – something that is profitable makes money for someone or something or gives someone or something a benefit or advantage

2 incentives

motive – the reason you do something, often used in a negative context, e.g. crime, or other unethical behaviour; *incentive* – something that makes you want to do something because you know that you will benefit by doing this

3 protest

campaign – a series of actions intended to produce political or social change; *protest* – a meeting or a public gathering by people who strongly disagree with something

4 empower

empower – to give someone more control over their life or more power to do something; *enable* – to give someone the ability or opportunity to do or achieve something. Note the difference in grammatical structure: to enable someone to do something/ to empower someone. Both verbs be followed by an object + infinitive or just an object.

5 step

step – one of a series of actions that you do in order to achieve a particular aim; *measure* – an action that is intended to achieve or deal with something

6 initiatives

enterprise – a large or important project, especially one that is new or different; *initiative* – an important action or a new plan or process that is intended to solve a problem

Fast finishers

Possible answers

powerful, powerless, superpower, willpower, overpower, powerboat, solar power, power station

3

- 1 campaign 2 to enable
- 3 measures 4 profitable

4

Students' own answers.

5

- 1 The writer is very positive about the film and the hopeful message it conveys.

6

- 1 Y – The writer says: ... *whilst it is natural that we would want to shield ourselves from the dire state of the environment, it is imperative we face up to the situation if we are to make any headway in addressing the problem.*
- 2 NG – The writer only mentions the kind of news stories that are written about the environment. He/She doesn't suggest that people have an obligation to read them. *According to media reports, the situation is bleak. It is now believed that the polar ice caps are melting six times faster than in the 1990s.*
- 3 Y – The writer's concern that some people may be confused is expressed in this sentence: *For those who are daunted [put off/ made to feel worried] by this seemingly ambiguous [confusing] language, don't be put off.*
- 4 NG – The writer only describes the way that Gameau's daughter appears in a few scenes in the film. He/She doesn't express an opinion about whether her appearance makes the film more engaging or not.
- 5 NG – The writer mentions how another film reviewer criticised Gameau's decision to travel by plane, but the writer does not express his/ her own opinion about this.

6 N – The writer says: *That this [the micro-grid] has brought about great transformation in their lives is obvious. Gameau takes us on a walk around the village at night – where lights powered by the grid mean that people can now gather safely and watch sport on television for the first time.*

7 Y – The writer says: *2040 seems rather premature as a cut-off point for American drivers to give up their vehicles.*

8 N – The writer says: *Such moments of light-heartedness are welcome, and make a refreshing change from the doom-and-gloom documentaries that dominate the Internet.*

Fast finishers

deal(ing) with – addressing;
same – very; *effect(s)* – impacts;
eliminate(d) – wiped out;
possibility – chance; *although* – whilst;
appear – come up

7

Possible answers

shield someone (from something) – to protect someone from harm or bad experiences

dire – very severe or serious

headway – progress

mindset – a way of thinking about things

daunted – if you are daunted, you feel rather worried or nervous about your ability to achieve/manage something

be detrimental to – to be harmful or damaging

acknowledge – to accept or admit that something exists, is true or is real

envision – to imagine what something might be like in the future

premature – happening too soon or before the usual time

8

Possible answer

In my opinion, it's better to make a positive film which shows initiatives that are helping to protect the environment. This will make the viewer more hopeful that we can stop climate change. It will also give them ideas for changes they can make in their own lives. If, on the other hand, you make a film which shows a series

of environmental catastrophes, the viewer will feel depressed and is more likely to think that there is nothing that can be done to change the situation.

Grammar in context 1 p98

1a

1 'Why are polar bears in such trouble?' asked the presenter.

2 'Can I turn the TV off?' one of my friends asked.

3 'I watched the film last night,' he said.

In reported speech, pronouns change, e.g. in sentence 2, *I* in direct speech becomes *she* in reported speech.

Verbs change tense, e.g. in sentence 1, *are* in direct speech becomes *were* in reported speech; in sentence 2, *can* in direct speech becomes *could* in reported speech. Time references change, e.g. *now* in direct speech becomes *then* in reported speech. We use *if* and *whether* when reporting yes/no questions, e.g. in sentence 2. When reporting questions, there is no inversion of subject and verb and auxiliary verbs aren't used.

1b

Possible answers

1 say, suggest, mention, point out, think, etc.

2 Reporting verbs often appear in the present tense when reporting the results of research, facts or things that are still true. The verb in the reported part of the sentence doesn't change tense and is in the present tense too. (Other verbs that are often used in the present tense: *claim, agree with, point out, suggest, argue.*)

3 *Many companies have **promised not to reduce** emissions.* The word *not* goes after the reporting verb and before the infinitive, meaning you have promised not to do something. *Many companies have **not promised to reduce** emissions* has a different meaning: they have not made a promise to reduce emissions.

4 *for not using*; we use the gerund after verbs with prepositions, e.g. *criticise for, blame for, apologise for, congratulate on*. We also use it after certain verbs, e.g. *admit, deny, suggest, regret*.

5 You could use verb + *that* clause: *He admitted that he felt guilty.* Or verb + preposition + gerund: *He admitted to feeling guilty.*

6 It is the passive form. It is a passive reporting structure which we use to report information in a formal way, or when the source of the information is not important or not known.

2

1 Natasha recommended that they/ we (should) talk about what had happened the previous day/the day before. / Natasha recommended talking about what had happened the previous day/the day before.

Note: We use *they* in the first answer if the person reporting Natasha's words is not included in we in the sentence in direct speech. We use *we* if the person reporting is included in we.

2 The presenter announced that the first prize had been awarded to Gina.

3 My friend discouraged me from buying products that aren't/weren't Fairtrade.

4 Our class agreed not to buy products wrapped in plastic the following year/next year. / Our class agreed that we wouldn't buy products wrapped in plastic the following year/next year.

5 Mary regretted (that) her friends hadn't made me feel more welcome.

6 It is thought that climate change is irreversible.

3

1 Arun recommended that everyone should use free libraries ... / Arun recommended that everyone use ... / Arun recommended using ...

2 Kerry asked if we/everyone knew (that) there are/were free libraries ...

3 David insisted on showing people/ everyone/the readers/us the free library in his town.

4 Luisa reminded people/everyone/ the readers/us that they/we need/ needed to leave books, as well as take them.

5 Carlos admitted that he wasn't sure if/whether there is/was one in his town, but he thought it was a good idea. / Carlos admitted to not being

sure if there is/was one in his town, but he thought it was a good idea.

4

Students' own answers.

Developing vocabulary p99

They both exist. For example:

give advice: *Let me give you some advice.*

take someone's advice (do what someone advises): *I took his advice and left.*

1

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

2

1 give

give the party a miss – decide not to go to the party

2 taken

take in the news – absorb and understand the news

3 gave

give your word – promise

4 takes

take everything to heart – be very affected by everything people say because she gives it a lot of importance

5 take

take the easy way out – choose the option which requires the least effort

6 gave

give someone the benefit of the doubt – assume that someone's behaviour is honest or correct, even though you are not certain that it is

3

a it b to c a d the e word
f board g back

4a

1 give and take **2** given, a miss **3** take the easy way out, take the time

4b

Students' own answers.

Great learners

Great thinkers p100

friendly, unfriendly, friendless, friendship, boyfriend, girlfriend

2

The aim of the project is to solve the problem of loneliness by encouraging people under 25 and pensioners to live and socialise together.

The rules of the project are that to live in the building, you must be either under 25 or a pensioner, and that tenants must spend at least two hours a week together.

3

1 it's common for people to live alone

2 the city council

3 socialise and do activities together, such as cooking, doing arts and crafts, exercising and playing games

4 helped her with her computer and TV and made her feel better

5 seem to be making an effort to socialise

6 healthcare, because if older people are happier, they are less likely to get sick

4

1 She felt a bit nervous because she wasn't sure if they'd have anything to talk about.

2 She thinks different generations can benefit from exchanging knowledge and giving each other emotional support.

3 She didn't expect to form a friendship that would make such a positive difference to her own well-being and benefit her life in so many ways.

5

Students' own answers.

6

Students' own answers.

Listening p102

2

1 a noun, possibly company

2 a noun, possibly job **3** a noun, possibly money or something similar

4 a noun, possibly connected to research, i.e. development

5 a plural noun describing a type of worker, possibly volunteers

6 a noun, a shop or a person that provides food **7** an adjective, probably a positive one

3

1 management consultancy

2 development worker

3 donations **4** future growth

5 interns **6** the (Nepalese) family

7 extremely valuable

Extra activity

Possible answers

projects – schemes/initiatives; *looking at* – analysing/researching; *running costs* – everyday expenses/operating expenses; *giving (medicine)* – providing (medicine); *got to (experience)* – had the chance to (experience); *really (enjoyed)* – thoroughly (enjoyed).

Grammar in context 2 p102

4a

1 General adjectives come

first **2** Opinion adjectives come first

4b

Students' own answers.

5

1 my expensive new tennis racket (opinion-age-function)

2 a beautiful, ancient Egyptian artefact (opinion-age-origin)

3 the small, remote village (size-origin)

4 the larger international charities (size-origin)

5 a modern, yellow brick house (age-colour-material)

6 a high quality, eco-friendly yoga mat (opinion-opinion-function)

6

Students' own answers.

Developing speaking p103

2

Students' own answers.

3

She talks about photos A and C. She compares them. She responds to both points in the task.

4

Possible answers

1 Because they want to give something back to society.

2 They look happy because they find their jobs rewarding.

3 similar happy contented useful
rewarding lonely fun

- 5
1 there are differences between them
2 shows, whereas in the second photo
3 my mind, must be busier and noisier than
4 looks like
5 seems to me
6 imagine they might have chosen

6
1 C 2 C 3 B 4 S 5 S 6 S

7
Yes, the student does answer the question.
1 refers back to what the other student has said and, 2 refers back to what the speaker has just said and introduces a note of contrast.

8
Referring back to what you have said and contrasting: Having said that ...
Referring to what your partner has said: As ... has already pointed out ...

9
Students' own answers.

Developing writing p104

1
1 contribute 2 sponsored
3 altruistic 4 philanthropic 5 charity
6 donation 7 raise money
8 fundraising

2
1 altruistic 2 raise money
3 fundraising 4 charity
5 donations 6 sponsored

4
1 RFR 2 DAT 3 TPC 4 TPC
5 RFR

5
1 It's for the headteacher; it is about ways of fundraising for the school; it should include: ways the school has raised money in the past, details of problems and successes, and new ideas for raising money.

- 6
2 It has four paragraphs: an introduction and then one paragraph for each of the three points in the task. Each paragraph has a heading and there is an overall heading for the report as a whole.
3 It uses a formal register. (Possible examples: No contractions; *occurred* instead of *happened* in the introduction; *attending school* instead of *coming to school* in the second paragraph.)

7
a The aim of this report is b We will examine c It will also / Furthermore, the report will d Not only e but also f in fact g indeed h It would be a good step forward i we propose j moreover / what is more / in fact

8a
points to include: past experiences of teamwork; your team's achievements; what you would do differently next time; how the school could help to make collaborative learning more effective

9b
Students' own answers.

Test yourself: Unit 8

Grammar test p107

- 1
1 She reminded me to buy a birthday card./She reminded me that I should buy a birthday card.
2 Correct
3 We agreed to not agreed not to go out before the exam.
4 The man denied to be being on the bus when the accident happened.
5 Correct
6 Incorrect
7 My sister convinced me going to go travelling after I finished school.
8 They claimed not to have seen me there but I didn't believe them.

2
1 has just been reported 2 is/ was thought to be 3 is believed
4 is thought to have become 5 is thought 6 is said

- 3
1 a stunning, 19th-century sculpture 2 ✓ 3 small, Russian wooden dolls / small, wooden Russian dolls 4 ✓
5 a brand-new, purple mountain bike 6 ✓

Vocabulary test

- 1
1 step 2 protest 3 profitable
4 incentive 5 motive

2 Possible answers

give and take – each person allowing the other to get something they want
give someone a hand – help someone
give someone the benefit of the doubt – treat someone as if their behaviour is honest or correct, even though you are not certain that it is
give someone your word – promise someone that you will do something
give something a miss – decide not to do something
give something back to society – do something for others in appreciation of your own success or luck

- 3
1 in 2 to heart 3 effect
4 to 5 on board

4 Possible answers

donation – money or goods that you give to an organisation, usually one that helps others
fundraising – the activity of raising money for a specific purpose
philanthropic – helping people, especially by giving money to those who need it
sponsored – to describe an event where people agree to give money to the people taking part, which they will donate to charity

Unit 9

Reading p110

1 Possible answers

1 *binge-watch* – watch many or all the episodes of a series for an extended period of time

- 2 *instalment* – an episode, the next part of a series
- 3 *reboot* (n) – a new version of an old TV series or movie, with new actors, etc.
- 4 *on air* – if a person is on air, they are speaking on the radio or appearing on the television
- 5 *live-stream [a video]* (v) – broadcast the video and sound of an event as it happens
- 6 *dubbed* – with the speech/dialogue in a film spoken in a different language to the original subtitles – when the dialogue of what the people are saying in a film or a TV programme appears at the bottom of the screen, in its original language or translated
- 7 *medium* – a method of communication or entertainment
- 8 *drop [a series]* – make a whole series available for streaming at the same time, rather than making a new episode available each week
- episode* – a part of a TV or radio series that is made available one at a time
- 9 *rerun* (n) – an old programme that is being shown on television again
- 10 *tune in* – watch a TV programme or listen to a radio programme at a specific time

Extra activity

/b/ binge-watch, on air, drops

/ʌ/ dubbed, rerun, subtitles

3

Students' own answers.

4

Students' own answers.

5

Students' own answers.

Fast finishers

the first television sets were made commercially available; they were largely regarded; the low demand was only partly explained

- 1 a incorrect – This is not stated in the text.
- b **correct** – *The low demand was only partly explained by the high price. ... Television programmes therefore consisted of educational lectures, religious sermons or classical music. It*

was only when networks began broadcasting sport at weekends that sales improved ...

- c incorrect – This is not stated in the text.
- d incorrect – This is not stated in the text.
- 2 a **correct** – *In homes across the world, gathering around the set to watch and comment on a favourite sitcom became a ritual. The next morning, classmates and colleagues would go over the details together.*
- b incorrect – This is not stated in the text.
- c incorrect – This is not stated in the text. The text just implies they were popular.
- d incorrect – This is not stated in the text.
- 3 a **correct** – *Yet another shift was evident in the 1970s, this time away from light entertainment and towards programming that embraced controversy and the issues of the day.*
- b incorrect – This is not stated in the text.
- c incorrect – This is incorrect. There was a shift ... away from light entertainment rather than a balance.
- d incorrect – This is not stated in the text.
- 4 a incorrect – This is not stated in the text.
- b incorrect – This is not stated in the text.
- c **correct** – In the fifth paragraph, the writer covers various developments in TV watching from the 70s to the 90s: *For the first time, people were able to record programmes on video recorders, and didn't have to fret about being home at a specific time. Television also became increasingly international. ... Not only were viewers gaining more control, but there was also the sense they were part of a global community.*
- d incorrect – This is not stated in the text.
- 5 a incorrect – The writer thinks the opposite of this: the best programmes generate discussion.

- b incorrect – ... not all new shows are top quality ...
- c incorrect – This is not stated in the text.
- d **correct** – ... viewers can watch an entire series over a 24-hour period, for example, although some might view this as the TV equivalent to 'discovering' Spain or Japan from the window of a high-speed train: you get the general impression, but the subtleties and meaningful moments are simply a blur.

6

foreseen – seen or known something was going to happen in the future

novelties – new and unusual things

lure – persuade someone to do something by making it look very attractive

wane – become weaker or less important

comedy sketch – a short funny scene that is performed within a longer show

recurring – happening again, especially several times

shift – a change in idea, attitude or plan

comic relief – something that is intended to make people laugh in a serious situation, television programme, film, play, etc.

shy away from – avoid something that might be controversial or worrying

enthralled – so interested in or excited by something that you give it all your attention

7

Students' own answers.

Grammar in context 1 p112

1a

1 d 2 b 3 c 4 e 5 a

1b

6 b 7 d 8 e 9 a 10 f 11 c

Extra activity

1

Possible answers

We might as well go to the beach.

You might as well give them to me.

You might as well stop reading it.

2

- 1 can often carry (ability in the present – it's a general truth)
- 2 might have (speculation about the past)
- 3 couldn't be (conditional possibility)
- 4 could be (present possibility, not past possibility)
- 5 might as well (suggestion)
- 6 may (future possibility)
- 7 can (present possibility)
- 8 could have (deduction in the past)
- 9 may have (present possibility)

Developing vocabulary p113

1

1 i 2 c 3 a 4 k 5 g 6 m 7 e
8 l 9 h 10 b 11 d 12 f 13 j

2

1 comes across 2 run through 3 put forward
4 break into 5 blend in with

3

a call b forward c across d turn
e blend f into g under

4

Students' own answers.

Great Learners, Great Thinkers p114

1

Possible answers

Positives: seeing wildlife up close, learning about wildlife, travelling to amazing locations, having a creative job, helping to educate/inspire the public, seeing your work on TV, working in a team

Negatives: being away from home, dangerous animals, extreme weather, uncomfortable conditions, etc., waiting for the perfect shot, frustration when you don't get the shot you want

2

Students' own answers.

3

Film crews want to film the Iberian lynx and the grey wolf, but it isn't easy to get the shots they need.

4

Grey wolf Location: Italy; Equipment used: thermal camera

Iberian lynx Location: Spain; Equipment used: camera traps; Problem: the camera traps aren't weatherproof and need to be repaired; Interesting discovery: Both animals live closer to humans than the filmmakers expected.

5b

Possible answers

- 1 She likes travelling, seeing wildlife and helping to educate/inspire people about the natural world.
- 2 Technical skills, toughness, teamwork skills and also the ability to work alone, ability to keep calm in a crisis, patience.
- 3 It can take a long time to get proper paid work and because the job involves waiting for long periods of time to get the right shot.

6a

Students' own answers.

6b

Students' own answers.

7

Students' own answers.

Listening p116

1

Students' own answers.

2

Students' own answers.

3

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

b incorrect – They don't disagree about this. It is a fact that the video was very popular: *I don't know why people like that video so much ...* (Lola).

c correct – Lola: Old Town Road *isn't really a country track though, is it? It was even taken off the Country Music list in the US – they said it wasn't country enough.* Matias: *There was a huge backlash – but if you listen to the chorus, it's clearly country and there's banjo music. The video features cowboys – how much more country than that can you get?*

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

b correct – *Her recent visual album is incredible. The cinematography is stunning!*

c incorrect – This is not stated in the text.

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

b incorrect – This is not stated in the text.

c correct – She talks in general about how she used to watch music videos and, in particular, when she watched *Bohemian Rhapsody* for the first time.

4 a correct – *Of course, The Beatles had already made films with music in the 60s. But I hadn't seen them at the time. She had seen Bohemian Rhapsody.*

b incorrect – She never says *The Beatles* inspired *Queen* to make their video.

c incorrect – The Beatles' videos were made *before* the *Queen* video: *The Beatles had already made films with music in the 60s.*

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

b correct – *... it criticises the male-dominated world we live in ... hidden references to male behaviour.*

c incorrect – She is not talking about Swift's disguise (Swift is 'the man'). She is talking about *hidden references to ... male behaviour.*

6 a correct – *Wow – I hadn't noticed those details.*

b incorrect – This is not stated in the text.

c incorrect – He never gives the impression that he isn't interested in what Scarlett is saying.

4

Students' own answers.

Developing speaking p117

1

Possible answers

Students may find questions 1 and 6 more difficult as they require a more nuanced answer rather than a clear yes or no or agree/disagree type of answer.

Students may find question 5 easier as it gives a specific statement and asks if students agree with it. Questions 2 and 3 may also be easier for students as they ask for students' own opinion.

2

1 Questions 1, 2 and 4

2 Both students answer all questions.

3 They interact with each other and invite each other to speak.

3

Question 2

Ana: Some famous actors can make a film more successful and profitable, so it's OK that they earn a lot. But it isn't fair that top actors are paid so much when you compare their earnings to those of key workers.

Marcus: He agrees with Ana. He also says that all salaries should be more equal for all jobs.

Question 4

Marcus: He thinks it's better to see big-budget films at the cinema, as he can't afford to go to the cinema often so he wouldn't go to see small independent films there, too.

Ana: She disagrees with Marcus and thinks indie films are often better than big-budget films.

Question 1

Ana: A big budget doesn't automatically result in a good film.

Marcus: He agrees and adds that some sequels with big budgets don't necessarily result in good films.

4

1 thought 2 tricky 3 it may also be 4 definite answer 5 definition 6 share your interest

5

Giving yourself thinking time

That's not something I've ever given a lot of thought to.

That's quite a tricky question.

I don't think that with this kind of question you can really give a definite answer.

Defining what something means

I think it depends on your definition of 'good'.

Expressing what other people may think

I think most people would share your opinion, but it may also be a question of ...

I think many people would share your interest in low-budget films.

6

Students' own answers.

7c

Students' own answers.

Developing writing p118

Possible answers

In the first essay you need to consider both sides of the question – you need to be balanced. You can give your own opinion in the final paragraph.

In the second essay you need to give your opinion and then back it up with arguments. You don't need to be balanced.

The first essay is a 'for and against' essay and the second one is an opinion essay (in this class students will be looking at writing an opinion essay).

2

1 two 2 your own opinion 3 Yes, but you should use your own words.

3

Students' own answers.

Fast finishers

'Most young people prefer to watch films at home these days.' (*Streaming services have had a massive impact on the way people watch films, with many, especially the younger generation, watching more of them at home.*)

'Streaming services have led to better films, and bigger audiences.' (*With big budgets, many streaming services are able to produce top quality films using the best directors and actors. For this reason, I believe that it will lead to a rise in quality across the board, and not a drop in standards.*)

1 viewing habits and quality of films

2 paragraph 1: introduction

paragraph 2: the writer's opinion about the impact on viewing habits

paragraph 3: the writer's opinion about the impact on the quality of films paragraph 4: conclusion

4

Expressing your opinion: I would argue that; I am convinced that; (For this reason,) I believe; in my opinion

Giving reasons: because of this; One explanation for this is; For this reason (I believe)

Introducing or adding ideas: It is clear that; One controversial question is

Concluding: In conclusion

Grammar in context 2

5a

1 d 2 a 3 c 4 b

5b

5 the rise in streaming services 6 films 7 to the cinema 8 the quality increases (too)

6

- 1 I don't like all of Greta Gerwig's films, but her recent ones have been great.
- 2 John invited me to go to the cinema with him, but I didn't want to.
- 3 I wasn't very impressed with the film and Paula wasn't either / neither was Paula.
- 4 John Boyega is a big star, but Jennifer Lawrence is a bigger one / bigger (than him) / even bigger.

7

it refers to the film; then refers to 2021.

8

Students' own answers.

9a

Students' own answers.

Test yourself: Unit 9

Grammar test p121

1

- 1 They think they might (may/could) see have seen you earlier when you were out shopping.
- 2 We can may/might as well go on holiday in November when we're not busy.
- 3 We may well have to move abroad if Mum gets the job.
- 4 We can may/might/could easily see each other at the concert tomorrow.

- 5 I'm sure I may can't fit all that in my bag – it's impossible.
 6 You can may/might be tall, but you're not tall enough to reach it either.
 7 He may can't go to our school; otherwise we'd recognise him.
 8 They can may/might/could well have been told not to attend.

2

- 1 hadn't 2 could 3 didn't want to 4 have to

3

- 1 neither had 2 so does 3 neither are 4 so will 5 neither can 6 nor do 7 so is 8 so am

Vocabulary test

1

- 1 reruns 2 dubbed
 3 live-stream 4 on air 5 medium
 6 instalment 7 dropped
 8 binge-watch

3

- 1 into 2 for 3 under 4 across
 5 forward 6 through

Unit 10

Reading p122

Vocabulary in context

1

Students' own answers.

Fast finishers

- 1 *trailblazer* – someone who is the first to do something or to discover something
 2 *forerunner* – a person or thing that prepares the way for or is similar to a newer but similar thing which comes after
 3 *philanthropist* – someone who believes in helping people, especially by giving money to those who need it
 4 *humanitarian* – someone who helps people who live in very bad conditions or receive unfair treatment
 5 *mentor* – an experienced person who helps someone who has less experience, especially in their job
 6 *iconoclast* – someone who opposes the beliefs, customs and opinions that most people in a society accept

- 7 *role model* – someone whose behaviour is considered to be a good example for other people to copy
 8 *a pioneer* – one of the first people to do something important that is later continued and developed by other people

2

- 1 Marie Curie 2 Sherlock Holmes 3 Bill Gates
 4 Angelina Jolie 5 Barack Obama 6 Andy Warhol
 7 Greta Thunberg 8 Alexey Pajitnov

3

Students' own answers.

4

Possible answers

- 1 Rosalía Vila Tobella, Simone Biles, Brian Gitta, Xiuhtezcatl Martinez
 2 Rosalía Vila Tobella – reasons could be: innovative type of music, writing, arranging and producing her own songs, promoting female empowerment, having a team comprised of women, breaking down language barriers, staying true to herself
 Simone Biles – reasons could be: being a champion female gymnast, breaking records, being open and speaking about mental-health issues, her bravery in taking part in an event after suffering a mental block, promoting safe and healthy training conditions for sportsmen and sportswomen
 Brian Gitta – reasons could be: developing a device that can help people get a quick diagnosis of malaria, changing the way the disease is diagnosed, not giving up even when his device didn't work
 Xiuhtezcatl Martinez – reasons could be: campaigning for something he feels passionate about, encouraging other people to get involved in climate action, using innovative ways to get his message across

5

- 1D *Xiuhtezcatl has directly campaigned against* (call attention to) *key figures who, he feels, have fallen short in tackling climate change.* (have failed to tackle climate change)

- 2C *Finding a working solution took Gitta back to the drawing board several times, (showing determination) but Brian refused to give up and finally managed to build a device ...* (showing success)
 3B *Her shock announcement (a surprising result) came after she had difficulty performing a vault (the inability to do something)*
 4A *Her fusion of flamenco with urban styles ... refreshingly different ... she works with a women-led team – something that is rare in the male-dominated music world (not common in the music industry)*
 5C *... trials in hospitals (evidence) are already proving that the device might be a game-changer (could turn) when it comes to saving lives. (a positive outcome)*
 6D *... Xiuhtezcatl's drive and self-belief (certainty) make him a substantial figure in a cause (your ideas) worth fighting for. (are important)*
 7B *... Simone had been expected (believed) to bag several more medals in Tokyo. (a successful outcome)*
 8C *... a fast diagnosis is easy to say but hard to do. For a start, it may involve travelling to a distant clinic. On arrival, a patient can expect to queue to see a doctor. Then, after a blood test, there is a delay before the doctor can get around to checking the results under a microscope. (All these things explain why the process of getting a malaria diagnosis is slow.)*
 9A *Her use of flamenco, for example, has sometimes led to accusations (criticism) that she has appropriated a genre of music that belongs to the Spanish Roma community. In her defence, Rosalía points out (in response, Rosalía says) that she has always given credit to her musical influences.'*
 10B *In a statement, Simone explained that she was pulling out because she needed to protect her physical and mental well-being. (her honesty about a problem) Although some labelled her a failure, surprisingly, Simone was widely praised for her openness. (an unexpected result)*

11D ... he uses rap, music and storytelling (original ways) to get his message across' (help people understand his ideas)

12A Her fusion of flamenco ... (unique style) showcased something refreshingly different in the music industry, gaining her not only an adoring international fan base but also collaborations with established recording artists ... (admiration)

6

Possible answers

contemporary (n) – someone alive at the same time as a particular event or person

hard-edged – dealing with unpleasant subjects from real life in a way that does not try to hide their unpleasant qualities

bag [something] – win or get something before another person gets it

pull out [of something] – stop being involved in an activity, event or situation

openness – an honest way of talking or behaving when you don't try to hide anything

promoting – supporting or encouraging something

easy to say – something that sounds easy but is much more difficult to actually do

back to the drawing board – try to think of a completely new idea because the one that you tried before was not successful

a game-changer – something that completely changes the way something is done, thought about or made

fall short – not reach a particular level or to fail to achieve something that you were trying to do

Grammar in context 1 p124

1a

Students' own answers.

1b

1 the infinitive; c 2 the infinitive; d 3 the -ing form; b 4 the infinitive; h 5 the -ing form; f 6 the infinitive; e 7 the -ing form; j 8 the infinitive; g 9 the infinitive/the -ing form; a & k 10 the -ing form; i

2

a to complete (infinitive after: too, enough, the first, the last) b becoming (-ing form after conjunction) c to accept (infinitive after certain adjectives) d to descend (infinitive to express purpose or intention) e to think (infinitive after certain verbs) f to fly (infinitive after certain verbs) g to learn (infinitive after certain nouns) h watching (-ing form after remember when the meaning is remember something from your past) i Choosing (-ing form when verb is the subject of the sentence) j graduating (-ing form after conjunction) k to study (infinitive after certain verbs) l Joining (-ing form when verb is the subject of the sentence) m to train (infinitive after: too, enough, the first, the last)

Developing vocabulary p125

1

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

2

Verb + preposition: concentrate on, abstain from, object to, praise for

Adjective + preposition: satisfied with, gifted in, sensitive about, suspicious of

Noun + preposition: capacity as, intention of, comparison between, attitude towards

Other possible examples:

Verb + preposition: focus on, dream about, hope for

Adjective + preposition: inspired by, committed to, keen on

Noun + preposition: gift for, faith in, attention to

3

1 attitude towards 2 satisfied with 3 concentrate on 4 abstain from 5 intention of 6 gifted in 7 objected to 8 praise, for

5

1 b (Satisfied is followed by with.) 2 a (The text talks about reasons why people may not want to be a leader. In this context, being sensitive to criticism makes the most sense.)

3 b (Inspired is followed by by when a noun comes next.)

4 a (A noun is required here to make grammatical sense.)

5 d (Focus is followed by on.)

6 a (Pay attention is followed by to.)

7 d (You praise someone for something.)

8 c (An adjective is required here to make grammatical sense.)

9 a (Be presented with something.)

Great Learners,

Great Thinkers p126

1

Students' own answers.

2

They've both started sports clubs to get young people involved in sport (boxing in Michael's case and hockey in Marcia's case). These sports clubs have had an impact on other aspects of young people's lives beyond sport.

3

1 Marcia 2 Michael 3 both 4 Michael 5 Marcia 6 both

4a

Students' own answers.

4b

1 C – ... we need people to fulfil a whole variety of roles and play to their strengths.
2 A – ... are people working in the arts, media and sport really so much more deserving of adulation than everyone else?
3 B – ... please don't equate working in the arts, media and sport with being famous. Only a tiny percentage of people working in those sectors become household names.
4 A – What about the 'ordinary' hard-working people who educate us, grow our food and look after us when we're sick? If you ask me, the real heroes are the key workers who keep our society running smoothly.
5 B – These people make a valuable contribution to society, too. Can you imagine what a miserable, empty existence it would be with no arts, media or sport?

6 C – Arguing about who has the most prestigious or important occupation will get us nowhere.

5
Students' own answers.

6
Students' own answers.

Listening p128

1
1 Severus Snape from the Harry Potter books 2 Jane Eyre from *Jane Eyre* (2011) 3 Katniss Everdeen from *The Hunger Games* movies 4 Luke Skywalker from the *Star Wars* movies

2
Possible answers

- 1 a noun, possibly *traits*, or *qualities*
- 2 a noun beginning with a vowel sound, possibly *adventure*; or an adjective beginning with a vowel sound + noun
- 3 an abstract noun describing a positive quality, possibly *wisdom*
- 4 a verb which is probably followed by the infinitive, possibly *aim to*
- 5 an adjective describing a positive quality, possibly *brave*
- 6 a gerund or an adjective followed by on, possibly *relying* or *depending*
- 7 an adjective, possibly *vulnerable*
- 8 an adjective describing a positive quality (to contrast with the following sentence), possibly *nice*
- 9 a noun describing something negative, possibly *demise* or *death*
- 10 difficult to say, possibly *like*

- 3
- 1 characteristics
 - 2 actual journey
 - 3 self-acceptance
 - 4 have to
 - 5 adventurous
 - 6 counting
 - 7 like us
 - 8 likeable
 - 9 downfall
 - 10 to be human

Extra activity

- 1 characteristics 2 actual journey
- 3 self-acceptance
- 4 have to 5 adventurous
- 6 counting 7 like us 8 likeable
- 9 downfall 10 to be human

Grammar in context 2 p128

4a

- 1 Not wanting to be heroes, these characters are initially reluctant to put themselves in danger.
- 2 Having experienced hardship as a girl, Jane is awkward, unattractive and poor.
- 3 Many stories featuring heroes are about a journey or quest.
- 4 Some villains, described from a different point of view, could be considered heroes.
- 5 Having been bullied by Harry's father, Snape has become bitter.
- 6 Many of the best characters ever created are actually villains.

4b

- 1 e (Because they don't want to be heroes, these characters are initially reluctant to put themselves in danger.)
- 2 a (After experiencing hardship as a girl, Jane is awkward, unattractive and poor.)
- 3 c (Many stories which/that feature heroes are about a journey or quest.)
- 4 b (Some villains, if they are described from a different point of view, could be considered heroes.)
- 5 f (Because he was bullied by Harry's father, Snape has become bitter.)
- 6 d (Many of the best characters that have ever been created are actually villains.)

5

- 1 Stories featuring realistic heroes can be very popular.
- 2 First published in 1937, *The Hobbit* stars the well-loved hero Bilbo Baggins.
- 3 They found a bookstall selling the book more cheaply.
- 4 Caught off guard/Having been caught off guard, the villain made several errors of judgement.

- 5 Treated with respect, sidekicks will be loyal to the hero for a long time.
- 6 Having read the first chapter, the reader should be hooked on the story.

Developing speaking p129

Possible answer

A debate is a formal discussion on a particular subject, in which arguments 'for' and 'against' a proposition are put forward by two speakers or two teams of speakers. The debate usually ends with a vote by members of the audience who decide which of the two sides has won.

2
Students' own answers.

3
1 They are debating proposition b.

2
For:
Governments make decisions that affect teenagers, so teenagers should help inform these decisions.

Teenagers are very engaged with some issues which affect their future such as climate change and politicians could benefit from their enthusiasm for these causes.

Teenagers have skills to be able to engage other young people with politics.

Against:
Politicians should have completed their education before making these difficult decisions.

Adults have valuable life experience and may understand some issues better.

There are too many pressures on teenagers already and they wouldn't have time to participate in governments.

It's too much responsibility for teenagers and it's unfair to give them this responsibility.

4
Student 1: 1, 2, 3, 4, 5, 6, 7
Student 2: 1, 2, 4, 5, 6

5
Beginning the debate
Ladies and gentlemen

On the affirmative team, we believe that + proposition

On the opposition team, we take issue with the proposition that + proposition

Before we proceed, I will define what we mean by ...

Providing examples to support an argument

A case in point is ...

Negating the other side's arguments

The speaker on the affirmative team argues/claims that However, ...

There is no evidence for the affirmative/opposition team's assertion.

6

Students' own answers.

7

Students' own answers.

Developing writing p130

1

1 resilience 2 The ability to motivate others 3 flexibility 4 the ability to think outside the box 5 networking skills 6 optimism 7 the ability to see the big picture 8 Persistence

2

Students' own answers.

3

Possible answers

networking skills – ... Ayakha Melithafa presented a legal complaint to the UN with 14 other teenagers, ... *she represented South Africa at the World Economic Forum ...*

optimism – *She is a young climate activist, so presumably she thinks we can stop climate change.*

persistence – *Ayakha decided that raising awareness of the effects of climate change was her mission and what she wanted to do in life. She has dedicated her life to this ever since.*

ability to motivate others – *Her powerful message cuts across borders, so she can motivate others.*

4

Possible answers

1 When her family was affected by a drought in South Africa.

2 She saw the devastating effects of climate change and wanted to do something to raise awareness of it.

3 She is educating people about the effects of climate change and also lobbying governments to take action.

5

Possible answers

1 formal style

2 Yes, it is. It is clearly argued and clearly structured.

6

To our minds, this should be ...

This would be beneficial to ... because ...

We strongly recommend ...

The greatest advantage would be that ...

There is little doubt that ...

There could be no better ...

7

1 as a result; due to the fact that 2 In addition; What is more; Additionally; As outlined above, 3 despite 4 We strongly recommend; This makes her a true hero; This would be beneficial; ... would be an excellent choice; there could be no better choice; To our minds; The greatest advantage to

Extra activity

Possible answers

Ellipsis: *As outlined above* = *As we have outlined/it was outlined above*

Substitution: *she is passionate about* (*she* substitutes 'Ayakha Melithafa'); *many of us* (*of us* substitutes 'students at our school'); *This would be beneficial* (*This* substitutes 'selecting Ayakha for the name of the study centre').

8a

Students' own answers.

Test yourself: Unit 10

Grammar test p133

1

1 flying (*consider* is followed by a gerund)

2 to get (infinitive of purpose)

3 Selling (gerund as subject of sentence)

4 buying (gerund after preposition)

5 eating (*can't stand* is followed by a gerund)

6 to get (*expect* is followed by an infinitive)

7 going (*imagine* is followed by a gerund)

2

1 to buy (*the first* + infinitive)

2 bumping (*avoid* is followed by a gerund)

3 living (*imagine* is followed by a gerund)

4 to educate (noun + infinitive)

5 having to (*hate* is followed by a gerund when it means *don't enjoy doing something in general*)

6 not to know (*pretend* is followed by an infinitive)

7 to get (*enough* + infinitive)

3

1 Feeling very cold, he put the heating on.

2 Some of the people interviewed in the survey said they didn't have a hero.

3 Given enough time the team could improve.

4 Having watched the race last week, I was inspired to take up cycling.

5 Taken at night, it is thought that milk can help you sleep.

6 She fell over running for the bus.

Vocabulary test

1

1 forerunner 2 humanitarian

3 mentor 4 trailblazer

5 role model 6 iconoclast

7 philanthropists 8 pioneer

2

1 in 2 towards/to 3 about 4 as

5 for 6 with 7 of 8 on

3

1 c 2 d 3 a 4 b

Reach Higher: Unit 1 p136

Vocabulary in context p6

Possible answers

accomplishment – something difficult that you succeed in doing, especially after working hard over a period of time

adventure – an exciting, unusual, and sometimes dangerous experience

battle – a situation in which someone is trying very hard to deal with a difficult situation

exploit – something unusual that someone does that you think is brave, exciting, or entertaining

feat – something impressive and often dangerous that someone does

hurdle – one of several problems that you must solve before you can do something successfully

obstacle – a difficulty or problem that prevents you from achieving something

ordeal – an extremely unpleasant experience, especially one that lasts for a long time

struggle – an attempt to do something that takes a lot of effort over a period of time

trial – a painful or difficult experience

Reading (pages 6–7)

- 1 This describes the number of months Karen Aspen spent sailing round the Caribbean the first time she stepped on a boat.
- 2 This refers to the number of countries that the journalist Jada Yuan travelled to on a tour of the top 52 places to go.
- 3 This is the number of unique stone huts that can be found on St Kilda.
- 4 This is a reference to the number of historic buildings that Mari and Emyr are responsible for.

Grammar in context 1 (page 8)

- 1 They've been working hard since this morning.
- 2 She travelled all over the world when she was young.
- 3 I think we've owned the house for about three years now.
- 4 We set off on our journey yesterday.
- 5 Correct./Where have you been living since you moved to London?

Developing vocabulary (page 9)

- 1 illegal – It's illegal to drive over 50 km per hour in this area.
- 2 irrelevant – The reason why you need the money is irrelevant.
- 3 disapproving – Do your parents give you disapproving looks?

4 impractical – Swimming in lots of clothes is impractical.

5 inexperienced – It's tricky to get a job as an inexperienced lawyer.

Grammar in context 2 (page 12)

- 1 informative than the book by miles
- 2 by far the least
- 3 slightly less than it
- 4 a great deal more important

Reach Higher: Unit 2 p136

Vocabulary in context (page 18)

- 1 *in the know* – have the necessary information or privileged information
- 2 *make a comeback* – become popular again
- 3 *a cultural phenomenon* – something very popular or talked about by many people
- 4 *to catch on* – to become popular
- 5 *hashtag* – symbol used on social media to introduce a topic
- 6 *a backlash* – a strong feeling against a change or an event

Reading (pages 18–19)

dungarees – to show how fashions can be cyclical in nature

Rihanna – to give an example of someone who had a particular hairstyle

the Ice-Bucket Challenge – to give an example of the types of weird things people encourage each other to do

2017 – the year when the Backpack kid demonstrated how to do the dance *The Floss*

Gen Z – one of the generational groups that have bought into the recent trend for astrology

Grammar in context 1 (page 20)

- 1 has/used to have/would have
- 2 would wear/used to wear
- 3 is constantly telling me
- 4 were always fighting/would always fight

Developing vocabulary (page 21)

- 1 the next big thing
- 2 in vogue
- 3 all the rage
- 4 on the radar

Grammar in context 2 (page 24)

- 1 More than half of the Americans who read the news on social media expect it to be inaccurate.

2 A new clothes shop that only sells second-hand clothes has opened in town.

3 The new Japanese restaurant where I ate last night is all the rage right now.

4 This smartphone, which has five cameras, has won many awards./This smartphone, which has won many awards, has five cameras.

5 A girl who used to live in our town has become a famous social-media influencer.

Reach Higher: Unit 3 p137

Vocabulary in context (page 32)

Possible answers

1 If an experience or thing is authentic, it is traditional or original, or very similar to the original. It can also be used to mean real, not false or copied.

If a person or emotion is genuine, they are honest and sincere. If an object is genuine, it is real rather than pretend or false.

2 If someone is cynical, they believe that people only care about themselves and are not sincere or honest.

If a person is sceptical about something, they have doubts about if it is true or right.

3 If a person is naïve, they are innocent and lack experience of life. They are usually too willing to believe that people's intentions are good.

If a person is gullible, they are easy to trick or deceive because they are too willing to believe what other people say.

Grammar in context 1 (page 34)

- 1 had been touring, had challenged
- 2 was visiting, ate
- 3 had awarded, had

Developing vocabulary (page 35)

- 1 get
- 2 see
- 3 cover
- 4 came
- 5 put

Grammar in context 2 (page 38)

- 1 On no account should you have missed the deadline for submitting award nominations.

- 2 Only when I watched *The Crown* did I think historical dramas were interesting.
- 3 Not only is she studying film studies at university but also drama/she's also studying drama.
- 4 Hardly ever do they see each other any more.

Reach Higher: Unit 4 p137

Vocabulary in context (page 44)

Possible answers

- 1 Writing sentences will help to reinforce the meaning of new vocabulary.
- 2 Don't ask difficult questions in presentations as it could undermine the speaker.
- 3 Did you always obey the rules as a child?
- 4 She used to clash with her sister as a child, but now they get on well.
- 5 It's important to praise people when they do something well.

Reading (pages 44–45)

- 1 The commentator is explaining what teenagers probably think about the adults' view that they should read something more positive.
- 2 Because they can often see their own lives mirrored in fantasy worlds where everyone is expected to conform.
- 3 Because the commentator had changed their writing style.
- 4 An exciting storyline is the most important thing.

Grammar in context 1 (page 46)

- 1 'll 2 both are correct 3 was going to go 4 on the verge of 5 both are correct

Developing vocabulary (page 47)

Possible answers

-able: believable, recognisable, questionable, debatable, capable, laughable, excitable, lovable, likeable, noticeable

-al: central, social, national, political, natural, legal, normal, traditional, physical, medical

-ful: beautiful, successful, useful, powerful, careful, peaceful, grateful, dreadful, thoughtful, meaningful

-ible: sensible, accessible, comprehensible, responsible, impossible, terrible, flexible, compatible, invisible, incredible
 -ive: receptive, collaborative, productive, effective, positive, active, conservative, negative, extensive, collective
 -ory: discriminatory, contradictory, introductory, advisory, auditory

Grammar in context 2 (page 51)

Possible answers

- 1 use future continuous
- 2 use future perfect simple or future continuous
- 3 use future perfect simple or continuous
- 4 use future perfect simple or continuous

Reach Higher: Unit 5 p138

Vocabulary in context (page 58)

Possible answers

- 1 a cue – an event, action, or statement that is a signal for something to happen
- 2 a hint – something that you say to show what you are thinking or feeling, without saying it directly
- 3 vague – not clearly or fully explained
- 4 drone on – talk for a long time in a boring way
- 5 protocols – a set of rules for the correct way to behave on formal occasions

Reading (pages 58–59)

Possible answers

Challenge: Participants not knowing how to use the video conferencing application.

Solution: A training session or participants familiarise themselves with how the application works before the online meeting or recommending that people use the 'test feature'.

Challenge: Problems of interacting when not in a face-to-face meeting and interpreting how people feel. Pauses feeling unnatural in video conferences. Anxiety caused by being on camera.

Solution: Everyone joining a meeting needs to know what to expect and

what is expected of them. This needs to be established beforehand. People need to be aware of the general protocols of video communication (e.g. not slumping back in their seat) and of protocols specific to the type of video conference they're having (e.g. students should not attend an online class in their pyjamas).

Grammar in context 1 (page 60)

Possible answers

- 1 we would have got a lift.
- 2 if they'd had the right clothes.
- 3 make sure you're on your way home.
- 4 you might get cold!
- 5 we'd like you to begin as soon as possible.

Developing vocabulary (page 61)

- 1 about to speak 2 tell the difference 3 not on speaking terms 4 have nothing to say 5 speak on my behalf 6 say for certain

Grammar in context 2 (page 67)

- 1 Supposing that the train is on time 2 correct 3 unless it's raining 4 in case people don't like mine 5 correct

Reach Higher: Unit 6 p138

Vocabulary in context (page 70)

Possible answers

- 1 art relating to a time before history was written down – often cave drawings
- 2 animals, birds and plants that have always existed from that place
- 3 the art, buildings, traditions and beliefs that a society considers important to its history and culture
- 4 roads or paths that take you through a beautiful area when travelling from one place to another
- 5 a place that is far away from other cities, towns or people

Reading (pages 70–71)

Possible answers

- 1 The Ruakuri Cave in New Zealand was discovered by a Maori hunter. It was first visited by the public in 1904 but closed in 1986 due to a dispute in ownership. It was reopened in 2005 with a staircase

to make access easier. There are rock formations and glow worms in these caves.

- 2 Barton Creek cave in Belize is unusual as the guide and visitors use a canoe to explore the cave. Once inside the cave, you can see glistening stalactites and stalagmites that are millions of years old as well as pottery produced during the Mayan era.
- 3 In the Cave of Hands in Argentina you can see over 800 ochre handprints – the largest prehistoric art of the kind in the world. It is believed that this was made during a religious ritual.
- 4 Cavers need a lot of abseiling experience to enter the Fantastic Pit in Georgia, USA. The distance from top to bottom is 178 metres – it is said that it takes a stone eight seconds to reach the bottom.

Grammar in context 1 (page 72)

- 1 Sentences 1–3 should include *would* + infinitive without to
- 2 Sentences 4–6 should include *would* + *have* + past participle

Developing vocabulary (page 73)

- 1 into 2 out 3 out 4 on 5 out

Grammar in context 2 (page 76)

Possible answers

- 1 I should have left the house earlier.
- 2 If only I'd remembered to take it out of the oven on time.
- 3 I wish I'd put it in my calendar on my phone.
- 4 I'd sooner have gone out with my friends.

Reach Higher: Unit 7 p139

Vocabulary in context (page 84)

Negative – distant, manipulative, self-serving, spiteful, unruly

Positive – compassionate, conscientious, principled, resilient, selfless

Reading (pages 84–85)

Possible answers

- 1 He uses *Lord of the Flies* to introduce the idea of how people may behave badly in a lawless

society. This serves as a contrast to the real story of the Tongan boys stranded on an island.

- 2 They behaved compassionately by distributing food equally rather than saving it for themselves. They settled arguments honourably.
- 3 The boys were at boarding school together and one day they decided to run away and try to sail to Fiji. In a storm, their boat broke and they drifted for eight days until they spotted an island.
- 4 The challenges they faced included: thirst and hunger; finding food and drink and having to make a shelter. It didn't rain much at all during the summer. One of the boys fell off a cliff and broke his leg.
- 5 They managed to grow their own food, with very poor soil and little rainfall, and keep a fire burning. They also fixed the boy's broken leg and even made a guitar to sing together, keeping their spirits up.

Grammar in context 1 (page 86)

- 1 He got his mobile phone screen replaced.
- 2 She had her French essay edited.
- 3 I had the dentist/doctor check my teeth.

Developing vocabulary (page 87)

Possible answers

self-doubt, self-esteem, self-expression, self-indulgence, self-preservation

Grammar in context 2 (page 90)

- 1 What I really like is meeting my friends at the weekend.
- 2 It was two o'clock when we finally finished the exam.
- 3 The thing that drives me crazy is people who are impolite./It's people who are impolite that drive me crazy.
- 4 The person who has always supported me is my brother./It is my brother who has always supported me.
- 5 The reason why I won't call you is that you never answer your phone.
- 6 The place where I would most like to visit is Florence.

Reach Higher: Unit 8 p139

Vocabulary in context (pages 96–97)

- 1 steps (*Measures* is slightly more formal than *steps*.)
- 2 an initiative (An enterprise refers to something very ambitious that you want to do or achieve whereas an initiative can be relatively simple, e.g. a decision that pupils don't have to wear school uniform on Fridays.)
- 3 protests (A campaign is a series of actions while a protest is a public meeting or gathering by people who feel strongly about something.)
- 4 an incentive (A motive is an inner reason to do something, quite often something bad. An incentive is an external element which encourages you to do something.)
- 5 to empower (*Empower* generally refers to helping people who are underprivileged or discriminated against but *enable* means *make someone able to do something*.)
- 6 beneficial (*Beneficial* means *good for you* but *profitable* means *making money/not making a loss*.)

Reading (pages 96–97)

Possible answers

- 1 This is the name of a film by Gameau that is reviewed in the text. In the film, they look ahead to a different future in 2040.
- 2 The writer references a programme they were watching with a friend about melting ice and how this impacted polar bears.
- 3 Currently it is believed that the ice caps are melting six times faster than in the 1990s.
- 4 Gameau is criticised for travelling by plane and he admits to hypocrisy but explains that the whole system is built around fossil fuels and acknowledges that this can't be changed overnight.
- 5 In the film, Gameau visits Bangladesh to show how the town has changed from kerosene to solar energy.
- 6 Gameau includes some moments of light-heartedness in the film which is a refreshing change from the doom and gloom of similar documentaries.

Grammar in context 1 (page 98)

- 1 Anya reminded Ty that he was picking her up the next/following day for the football match./Anya reminded Ty not to forget to pick her up the next/following day for the football match./Anya reminded Ty to pick her up the next/following day for the football match
- 2 Ty mentioned that his dad was driving them there.
- 3 Anya promised she wouldn't be late/Anya promised not to be late.
- 4 Ty apologised for getting so annoyed the previous week/the week before.
- 5 Anya congratulated Ty on getting player of the match the previous week/the week before.

Grammar in context 2 (page 102)

- 1 opinion 2 size 3 shape
- 4 colour 5 origin 6 material
- 7 function

Reach Higher: Unit 9 p140

Vocabulary in context (page 110)

Possible answers

- 1 *dubbed (adj.)* – the speech/dialogue in a film changed to a different language
- 2 *to live-stream (a video)* – to broadcast or watch the video and sound of an event as it happens
- 3 *a rerun* – an old programme that is being shown on television again
- 4 *to drop (a series)* – to make a whole series available for streaming at the same time, rather than making a new episode available each week
- 5 *an instalment* – an episode, the next part of a series
- 6 *on air* – if a person is on air, they are speaking on the radio or appearing on the television.

Reading (pages 110–111)

- 1 In the 1930s, the first television sets were made commercially available.
- 2 In the 1950s, around 40% of households in the West owned a TV. Variety shows and sitcoms started airing and watching television as a household and discussing programmes with friends and colleagues afterwards became more common.

- 3 In 1960, the US presidential debate was televised for the first time.
- 4 There was a shift in the 1970s from light entertainment towards programmes that looked at more controversial issues. In addition, the article talks about how video recorders became popular in the 1970s.
- 5 In 1985, the Live Aid concert was broadcast.
- 6 The Eurovision Song Contest attracted up to 600 million viewers. More TV shows started to become serialised.

Grammar in context 1 (page 112)

- 1 can't have left my gloves 2 may/might as well watch 3 they couldn't possibly employ 4 can often be more difficult

Developing vocabulary (page 113)

Possible answers

- 1 Justin Bieber broke into the music industry when he was very young.
- 2 I want to brush up on my English before our trip to Scotland next year.
- 3 People who film nature documentaries wear clothes that blend in with the natural surroundings.
- 4 It's important to come across as friendly and polite when you start a new job.
- 5 The British actor put on an American accent for her role in the film.

Grammar in context 2 (page 119)

- 1 want to 2 not 3 leaving 4 so does she 5 there

Reach Higher: Unit 10 p140

Reading (pages 122–123)

- 1 RVT (*she works with a women-led team – something that is rare in the male-dominated music world*)
- 2 RVT (*the message of female empowerment in her song lyrics helps to inspire women to be strong and to seek healthy relationships*); XM (*inspire young people to take part in environmental activism*)

- 3 RVT (*Rosalía is a trailblazer in many ways*); SB (*By highlighting the pressures that athletes face, promoting safe and healthy training conditions for sportsmen and sportswomen and shining a light on the topic of mental health, Simone Biles has, arguably, achieved more than winning medals, providing a lesson in leadership and courage*)
- 4 SB (when it was then announced that Simone was to take part in the beam event [in which she went on to win a bronze medal], the true extent of her bravery became apparent.); BG (But despite these setbacks, the team refused to quit)

Grammar in context 1 (page 124)

Possible answers

- 1 *hesitate + infinitive*

I wouldn't hesitate to help a friend in need.

- 2 *it's not worth + gerund*

In my opinion, it's not worth getting upset when things go wrong.

- 3 *object to + gerund*

I object to women being paid less than men.

- 4 *not feel like + gerund*

I don't feel like going out to eat, let's have dinner at my house.

- 5 *too late + infinitive*

We were too late to catch the bus so we had to get a taxi.

Developing vocabulary (page 125)

attitude towards; comparison between; concentrate on; gifted in; intention of; satisfied with

Grammar in context 2 (page 128)

- 1 Talking 2 Built 3 Having learnt 4 campaigning 5 Eaten

Exam success: Units 1–2

Reading p30

1

Possible answer

Careers in the future will require extra skills beyond the core skills for the role.

2

- 1 C – None of the other options can be followed by of.

- 2 **B** – *Conduct* is the only correct collocation with *work*.
- 3 **D** – None of the other options can be preceded by *in* and followed by *for*.
- 4 **A** – The meaning needed is an *unpleasant experience*, so *ordeal* is correct.
- 5 **A** – We need a word that means the opposite of *facilitates*, so *obstacle*.
- 6 **B** – We need a word that extends the meaning of *using* in the text, so *exploiting*.
- 7 **D** – *Employable* is the correct adjective to describe the ability to find work.
- 8 **C** – The text refers to a process that is repeated every five years, so *cycle*.

Writing

4

Students' own answers.

Listening p144

6

- 1 **A** incorrect – She has done a lot of preparation: *I have done a lot of reading about the role and the company ...*
- B** correct – ... *I don't know what they're going to ask me. It could be anything!*
- C** incorrect – Her friend says: *You've got exactly the type of background they're looking for!*
- 2 **A** incorrect – ... *I've passed all the exams and I've got all the certificates we need ...*
- B** correct – ... *I've passed all the exams and I've got all the certificates we need but you know companies ask for all sorts of extras, like how good you are with data software and if you have ever led a team and so on ...*
- C** incorrect – He says if the company doesn't like his personality ... *it's the wrong company for me anyway!*
- 3 **A** incorrect – Girl: *we've cited all our research ... Boy: I know.*
- B** incorrect – He isn't concerned that the project mentions too few ideas. He just doesn't know how much information to include: *I don't know where we should stop.*

C correct – ... *Is it really different enough or are we just saying the same old thing as everyone else?*

4 **A** correct – Many examples in the dialogue. At the end, she specifically says: *I think it works fine as it is!*

B incorrect – She does the complete opposite: ... *we don't need to keep going in and altering stuff – we've got to stop somewhere.*

C incorrect – *We need to ... show that we've captured all the main trends. And I would say we've done that.*

5 **A** incorrect – *I've progressed in terms of where I am in the firm ...*

B incorrect – This is not stated in the listening.

C correct – ... *I don't really feel comfortable within the organisation. ... everyone else went to these expensive schools and good universities and I don't really fit in, given my background ... I don't feel like I have any influence because they don't really listen to me.*

6 **A** incorrect – *I know you do a really good job because you're so focused ...*

B correct – ... *I'm sure if you speak to people in your team about how you're feeling they would probably say that's not how they see things.*

C incorrect – *You don't want to end up changing your career because of this ...*

Speaking

7-9

Students' own answers.

Exam success Units 3–4

Reading p56

1

- 1 You, attend the history talk, you have a ticket
- 2 The auxiliary verb *can* is in the negative form in the first sentence and positive in the second, *unless* is replaced with *as long as*.

2

- 1 won't be available
- 2 arrived, Britain had done
- 3 told me I had to finish
- 4 were you, I'd/I would have read
- 5 after studying history, did I realise

Speaking

4

Students' own answers.

Listening p145

6

- 1 impact – *Because the space organisations need to figure out as much as possible about the impact of life in space on humans. In many countries, including mine, there are these simulation pods which people can stay in so that they can study you and your reactions.*
- 2 isolation and confinement – *They look at things like how people respond physically and psychologically to long-term isolation and confinement because some of the space missions last up to three years.*
- 3 heavy workload – *One thing I found out is that the astronauts are not just sitting in space – they have a heavy workload every day.*
- 4 natural disasters – ... *you might be asked to do some research or maybe maintenance of the spaceship. Or possibly taking photos both of space and looking back on Earth at things like natural disasters.*
- 5 biodata – *throughout the day, we had to keep having our biodata monitored so they could see each change in our heart rate or blood pressure, which was unnerving.*
- 6 technical – *Most of their work is very technical rather than going outside the ship and doing walks in space and what we think of as the exciting things.*
- 7 gravity – *the exercise also counters the effects of having little or no gravity, which can affect your bone and muscle mass.*
- 8 cook – *One of the things I found the hardest [in the pod] was the food we had to eat! It's all dehydrated and processed ... But*

they are getting to the stage of being allowed to cook in spacecraft so this might help.

Reading

7

1 **B** – The author has clearly drawn on archaeological, artistic and written evidence from the time so that we can understand how the towns and farms and society operated in medieval England.

C – This book takes an interesting and firmly evidenced route into ancient Greece ... The author watched the ship being recovered and was part of the meticulous restoration process. She came to know the ship intimately and what it told us about how people lived their lives in Greece ...

D – Obviously. The author was helped by the fact that there is a wealth of recorded evidence – both audio and written.

2 **B** – It is extremely well-written and reads almost like a novel, which I'm sure will draw criticism from some of my more academically driven colleagues. But how better to give us this sense of time and place?

3 **D** – This is not so convincing as it is very much his interpretation and it is an awkward shift in an otherwise well-evidenced resource.

4 **C** – Her book is a great promoter of visual evidence. She argues that when we have a wealth of written data the visual tends to get pushed to the background or is only offered as support when it should perhaps be at the forefront.

Exam success Units 5–6

Reading p82

1

1 **C** This consensus at the beginning of option C refers back to many people in the UK would probably say that an accent called Received Pronunciation – or RP – was the standardised version of English at the end of the preceding paragraph.

2 **F** This may be why RP was held up as being a 'desirable' accent throughout much of the last century at the beginning of option F refers back to the English

are notoriously sensitive about accents and what your accent may say about you and where you come from in the middle of the preceding paragraph.

3 **E** There has been a move upwards of traditionally working class groups at the beginning of option E refers back to the idea of social mobility mentioned at the end of the preceding paragraph.

4 **B** These changes at the beginning of option B refers back to significant changes to the dominant version of English in the UK mentioned in the preceding paragraph.

5 **A** this spread at the beginning of option A refers back to this newcomer is spreading across much of the south-east of the country as well as north of London at the end of the preceding paragraph.

6 **G** For example, not pronouncing the 't' at the end of 'airport' at the beginning of option G refers back to pronunciation, which is more open but also drops some consonants in the preceding paragraph.

(D is not used)

Listening p146

3

1 **C** – ... it's much more about how well you concentrate on what the other person is saying to you ...

2 **F** – ... people fret too much about what's expected of them ... just act naturally ...

3 **A** – It's crucial to make a good start by telling people who you are and how you're connected to the host.

4 **D** – It's worth spending time with everyone and getting them to open up.

5 **G** – ... make sure you come up with a couple of relevant things you can use to start conversations ...

[B, E and H are not used]

6 **F** – ... the danger zone of maybe saying too much about yourself, which you do need to avoid.

7 **A** – ... that classic trap of looking over the person's shoulder instead

of straight at them and that creates a bad impression

8 **B** – ... when they shake hands, it's very half-hearted. Don't do this – be enthusiastic.

9 **D** – The worst thing you can do is not pay attention so don't just stay but actually focus properly on the person.

10 **C** – ... it's far worse to not remember people's names because people remember this.

[E, G and H are not used]

Writing

5

Students' own answers.

Speaking

6

Students' own answers.

Exam success Units 7–8

Reading p108

1

1 **A** incorrect – This is not stated in the text.

B correct – The reason he got involved in this is apparently based on his own reading experiences – or lack of them. He claims he wasn't able to read much as a child ...

C incorrect – This is not stated in the text.

D incorrect – This is not stated in the text.

2 **A** incorrect – The author doesn't say that reading helps you avoid 'missing topics in the curriculum'. The author says that reading allows you to access all the other subjects in the curriculum.

B incorrect – This is not stated in the text.

C incorrect – This is not stated in the text.

D correct – ... we know how important reading is for success at school because of how it helps you access all other subjects ...

3 **A** incorrect – A huge number of stories were read but this was not the reason for its success.

B correct – *Whether you were an author or illustrator or teacher or parent, anyone could be involved in reading the stories and the success was probably down to this fact.*

C incorrect – It is true that a wide variety of children heard the stories but this is not the reason for the success.

D incorrect – The author says that some children may write their own stories as a result, not that they wrote their own stories.

4 A correct – *Usually when we are concerned about children not reading, we have a strong focus on literacy ... But Marcus's alternative take on this has highlighted the need to foster children's imagination through the stories they read.*

B incorrect – This is not stated in the text.

C incorrect – Rashford highlights the importance of fostering children's imagination through reading.

D incorrect – This may be true, but this is not stated in the text.

5 A incorrect (see D)

B incorrect (see D)

C incorrect (see D)

D correct – Here, 'the bottom line' means 'after looking at all the reasons for reading'. So, D is correct.

6 A incorrect – This is not stated in the text.

B incorrect – This is not stated in the text.

C correct – *Marcus's incredible commitment appears to go beyond just being a 'face' for the club.*

D incorrect – This is not stated in the text.

Writing p147

3

Students' own answers.

Reading

5

1 amount 2 not 3 what 4 across
5 Once/When/After 6 is 7 make/
have 8 with

Speaking

7-9

Students' own answers.

Exam success Units 9-10

Reading p134

2

1 B – ... *you can make sure you have team rules – behaviour principles that everyone abides by ...*

2 C – *Make sure this (the purpose of the activities that each person does) is visible to everyone to prevent any stepping on boundaries and also to generate respect for each person's role in the team.*

3 D – *There's a tendency for leaders to focus on where the gaps are or what's not being done because they're concerned about the outcome, but it's better to take an approach where you let that go and, instead, identify the team's strengths ...*

4 C – *The most important thing is to clarify the purpose of what you are doing ... what is the purpose of the activities that each person does.*

5 A – *I think something which gets missed is leaders thinking about their role.*

6 C – *This then allows you to recognise and reward each team member as they shape their contribution.*

7 B – *People often think that these team co-operation exercises are a bit silly or corporate but I think that happens because often these only occur as a big event once or twice a year.*

8 D – *The other simple thing that many leaders forget ... is – take some time out. I mean, for yourself ...*

9 A – ... *people have a different understanding of what level of communication is necessary. It's worth talking to your team about this to establish what they need.*

10 B – *These rules also allow you to accommodate and accept differences in the individuals in the team ...*

Listening p148

4

1 A incorrect – *I was confident in my concept.*

B incorrect – Irene doesn't say this was the biggest challenge.

C incorrect – This is not stated in the listening.

D correct – ... *what threw me was the number of forms we had to fill in.*

2 A correct – *I don't think I'd realised how many things would need to be accounted for in expenses ...*

B incorrect – *I could estimate that [kit costs] quite well.*

C incorrect – ... *there are standard costs for all the different locations ...*

D incorrect – ... *there are standard costs for ... the editing work ...*

3 A incorrect – This is not stated in the listening.

B correct – ... *we went for a more limited number of people than I would have really liked ...*

C incorrect – She hired specialists (e.g. a camera operator and editor) for jobs that required some level of expertise.

D incorrect – ... *it took some time to sort, which I knew it would ...*

4 A incorrect – ... *I felt confident about my planning and making sure we ran to schedule ...*

B incorrect – *There's always people better than you but that's good because you can learn from them.*

C incorrect – ... *we had some very experienced actors, which really helped.*

D correct – ... *I was much younger than some of the crew so I was just hoping I was doing it right!*

5 A incorrect – This is not stated in the listening.

B incorrect – ... *many people say the most important thing is to work with experts and use them to learn from but sometimes that can distort your view ...*

- C correct** – *My tutors have always said it's critical to understand all the technical aspects of filmmaking and I was very aware of what I didn't know. So I do think that's essential.*
- D incorrect** – She doesn't specifically say this. Although she does say *it's important you have your own identity as a filmmaker*, this does not necessarily mean including something original.
- 6 A incorrect** – ... *I think I'll stick with the genre I'm working with now ...*
- B incorrect** – ... *I definitely want to stick with making films ...*
- C correct** – ... *I'd like to produce a much improved version ...*
- D incorrect** – She says that she'd like to *work with more women*, not that she wants to get more women involved.

Reading

6

Possible answer

The general reader, but maybe one who is worried about their binge-watching.

7

- 1 constantly (Adverb from *constant* to modify *watching*. *Constantly* means *always or regularly*.)
- 2 unwanted (Adjective from *want* to modify *effects*. The question in the text is asking about effects that we *don't* want.)
- 3 relatively (Adverb from *relative* to modify *new*.)
- 4 investigations (Noun from *investigate* to come after *the few*.)
- 5 psychological (Adjective from *psychology* to modify *issues*.)
- 6 opposite (Noun from *oppose* to come after *the*.)
- 7 fluency (Noun from *fluent* to come after *gives a*.)
- 8 truth (*In truth* is a set expression.)

Writing

8

Students' own answers.