

UNIT 1

OPENER

1

- 1 They are performing a dance routine
- 2 Students' own answers

2

- 1 F (no, happy now)
- 2 T (freedom and knowledge)
- 3 F (both active)

3

Sample answer

- 1 What has been the best stage of your life so far? Why?
- 2 What are some of the good things about your current stage of life?
- 3 What do you wish for in old age? What kind of older person would you like to be?
- 4 If you could, would you go back to any of your previous stages of life? Why? / Why not?

4

Students' own answers

1A

1

Students' own answers

2

Sample answer

Reasons for skimming a text could include: to find out if you want to read it in more detail; to quickly review a text you've already read; to check whether an email needs to be replied to immediately; to get an idea of whether you want to buy a book when you're in a bookshop

3

Sentence 2

4

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

5

Students' own answers

6

Possible questions include:

Paragraph 1: What else can you remember about these situations? How clear are the memories? Can you remember exactly how old you were? Do you think the stories your parents told you might have influenced the memories? Have you asked your parents if these things really happened?

Paragraph 2: How exactly do these memories disappear? How did the scientists discover this? How many people took part in their studies? What causes childhood amnesia?

Paragraph 3: How many of us have memories from before the age of three? What sort of things do people remember from before the age of three? How much detail about it can they give? Where does this data come from? Which people took part in the study?

Paragraph 4: How certain are scientists about it? Are there some who would disagree? What other explanations for false memories are there? Why would people lie to them about their life story?

Paragraph 5: What other behaviour can be influenced by creating false memories? How do you actually create such false memories? Is it possible to influence all people like this or only some? Why?

Paragraph 6: How can I know if my family remembers it accurately? What if there are no photos of these events?

Paragraph 7: How is your mother sure that these memories never happened? Are there any other relatives that you can ask about this?

7

Students' own answers

1B

1

1 C 2 A 3 D 4 B

2

Students' own answers

3

Conversation 1: childhood friend;
Conversation 2: workmate

4

1 Do 2 do 3 didn't 4 did 5 isn't 6 was
7 Haven't 8 do 9 does

5

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

6

1 Have 2 is 3 did 4 did 5 wasn't 6 was 7 Do
8 did

7

The following auxiliary verbs are stressed:
1 Have; 2 is; 5 wasn't; 6 was; 8 did

8

Students' own answers

9

Sample answers

- 1 An *acquaintance* is usually a person that you know, but not necessarily someone with whom you are *friends*.
- 2 A *best friend* is usually the one person with whom you have the strongest relationship, while it is possible to have several *close friends*.
- 3 In British English, a *flatmate* is a person with whom you share a flat, while a *roommate* is a person with whom you share a bedroom. However, in American English, the term *roommate* can mean that you share a flat or a house and doesn't necessarily mean that you share a *room*.
- 4 A *partner* can refer to a business partner – someone with whom you share your business, or it can mean the person you are married to or are in a relationship with. A *couple* refers to two people who are in a relationship or married.
- 5 The word *workmate* is more informal than *colleague*, and can be used for all forms of work. It refers to a person that you work with. (Another common word for workmate is co-worker.) A colleague is someone who works in the same field as

you, but doesn't necessarily work with you.

10–11

Students' own answers

1C

1–3

Students' own answers

4

- 1 mathematics /'mæθ.mə'tɪks/; physics /'fəzɪks/; terrified /tə'raɪ'faɪd/
2 lived /li:vɪd/; from /frʌm/; that /dæt/
3 hated /'heɪdɪd/; required /rɪ'kwəɪərd/; thought /θɔ:t/
4 got /ɡɒd/; done /dʌn/; hanging /'hæŋɪŋ/

5

Sample answers

Isabel's experience is different as she didn't finish high school. Alex's school experience was similar to Mike's as he had to memorize lots of facts, but different from Tsiory's as he often didn't pay attention. Now he's similar to Mike as he likes studying in-depth at university.

6

- 1 paid
- 2 grades
- 3 graduated / got a degree
- 4 evening
- 5 education
- 6 focused
- 7 memorize
- 8 revising (hard)

7

attention /nɪ/; degree /gr/; exchange /kstʃ/, /ndʒ/; facts /kts/; grades /gr/; succeed /ks/; system /st/

8

Other words: complete, programme, classes, graduate, school

Suggested other words: private (school), state (school), English

9

- 1 What in?
- 2 Where to? / How long for? / How come? / Why's that? / What sort/type of exchange?
- 3 Why's that? What in? How long for?

10

Students' own answers

1D

1

Sample answers

- 1 Students' own answers, but some suggestions: weather, friends in common, an important event that happened recently (but it's usually best to avoid politics or religion), hobbies
- 2 Students' own answers, but b and e should be appropriate in most contexts. a – might be inappropriate to mention someone's age and health (they could have a serious illness, for example); c – asking about salary is taboo in many countries; d – asking how much something cost is usually inappropriate; f – this might be seen as commenting on the value of someone's possessions

2

They discuss (in this order): the 'star tour', the weather, clothes, the man's job, the woman's job, useful equipment.

3

Sample answers

- 1 They do get on well. They have the astronomy group in common, as well as an interest in restaurants and business.
- 2 What helped: 1) The man was happy to answer the woman's opening question and expressed enthusiasm for their shared interest. 2) They start with the easy topic of the weather, which is relevant. 3) The man is generous and offers to lend equipment. 4) They both express interest in each other's careers.

4

3, 5, 7, 8 and 10 are reasons for establishing rapport.

5

Students' own answers

6

Sample answers

Students' own answers, but the following words could be underlined:

- 1 Melbourne, Perth, moved
- 2 favourite museum, Colombia
- 3 a port, Tangier, owned a company

Sample follow-up questions:

- 1 Do you like living in Melbourne?
- 2 What's your favourite part of the museum?
- 3 What job were you doing at the port?

7

Students' own answers

8

Going back to what you were saying about ...;
It's funny you mentioned ..., because...;
Speaking of ...

9–10

Students' own answers

1E

1

Students' own answers

2

a 1 b NM c 2 d 1 and 2 e 3 f NM g 2

3

... eighteen years **old**; ... ~~for~~ **until** two years later; Lucia is a very friendly ...; ... never ~~to~~ **too** shy; ... something I ~~very~~ **really** admire ...; ... an inspiration ~~of~~ **to** me; Lucia is **a** biologist; ... she is in my ~~live~~ **life**

4–8

Students' own answers

UNIT 2

OPENER

1

Sample answers

jaywalking (crossing the road where there is no crossing); littering, spitting or throwing chewing gum on the ground; feeding pigeons; eating on public transport; walking on the grass in a park

2

household chores, rules one gives to oneself, school rules

3

Sample answer

She likes to follow rules, but she has a relaxed attitude that means breaking them occasionally is OK if the important rules are followed.

4

Students' own answers

2A

1

Students' own answers

2

Rule 3 is invented.

3

1 Because it is illegal to give your child a name that isn't on a list of names officially approved by the Danish government.

2 by feeding the pigeons

3 Yes – it's only illegal if it annoys someone else.

4 talk, whistle and sing

4

1 obliged to, required to

2 illegal, not allowed, banned, prohibited, a ban on, outlawed, forbidden

5

Sample answers

Writer's tone of voice: conversational, funny, informal, entertaining

Evidence: you might be in for a surprise; Here are our favourites; Think twice!; It's a fruit; Well, at least ...; If you're a Venetian pigeon though ...; Maybe they should try Rome instead?; Keep your lion in its cage, sir;

Perhaps it could watch TV instead; You'd better apologize quickly

6

Sample answer

The tone indicates that we should not take it seriously, but just for entertainment and to learn some interesting but silly facts about the law.

7

She suggests a law to give everyone the same opportunities for education and a law to give everyone time for a siesta every day.

8–9

Students' own answers

2B

1

1 A cybercrime is a crime that is committed online, e.g. stealing a person's private data.

2 A cryptocurrency is electronic money such as BitCoin that is used for online transactions.

2

a 1 b 2 c 2

3

Students' own answers

4

1 b 2 a 3 d 4 c 5 e

5

1 Someone tried to steal my card while I **was taking** money out of the cash machine.

2 She thought the email was from her bank, so she **clicked** the link.

3 If he **had backed up** his computer, he wouldn't have lost the files.

6

Students' own answers

7

activated /-ɪd /; blocked /-kt/; called /-ld/; changed /-dʒd/; created /-ɪd /; failed /-ld/;

invented /-ɪd/; killed /-ld/; needed /-ɪd /;
proved /-vd/; seemed /-md/; switched /-tʃt/

8

- 1 initially
- 2 Meanwhile
- 3 all of a sudden
- 4 in the end
- 5 by the time
- 6 gradually

9

Students' own answers

2C

1

Students' own answers

2

stories 3, 4 and 2 are mentioned in that order

3

- 1 He took a photo of himself with the stolen phone and sent it to his victim's friends by mistake.
- 2 He announced on social media he was going to rob the supermarket, so the police caught him before he committed the crime.
- 3 Police found money in his house from a previous robbery.
- 4 The house was very clean and there was someone sleeping on the couch.
- 5 He got a £200 fine.

4

- 1 at his
- 2 stolen them
- 3 he did

5

- 1 rob
- 2 break into
- 3 break
- 4 be/get caught
- 5 be sentenced to

6 fine

7 warning

8 victim

9 robber

10 innocent

11 guilty

6

1 rob

2 victim

3 caught

4 innocent

5 break into

6 guilty

7 robber's

8 sentenced to

7

Students' own answers

8

Long 'o' sound: all, caught, law, order, short, warning, your

Short 'o' sound: lost, robbed, stop

9

Students' own answers

2D

1

Sample answers

- 1 They probably felt uncomfortable and confused, because they don't understand the other person's behaviour towards them.
- 2 The man Roman talked to may have been offended because he was being rude and unfriendly, in his opinion. David's Nepalese friend may have been confused that David wanted him to call him by his first name.
- 3 People respect authority more in Nepal and Poland than in Spain and Austria.

2

1 managers

- 2 authority
- 3 more equal
- 4 your own
- 5 change
- 3**

Tip not mentioned: If you are not sure, assume a high-power-distance approach.
- 4**

Be aware of your own attitude to authority. Learn about other people's attitudes. Be prepared to change your own behaviour.
- 5**
 - a be used to
 - b get used to
 - c used to
 - d infinitive, -ing form, a noun phrase
- 6**

1 is 2 will get 3 get
- 7**

Students' own answers
- 8**

Sample answers

Students' own answers but some possible situations include: ordering a meal at a restaurant, talking to a shopkeeper, going for dinner at a friend's house, talking to your friend's parents, talking to your teacher, discussing something with an employee

2E

- 1**

Sample answers

3 Students' own answers, but elements could include: a strong opening; an atmospheric setting; an interesting main character; good dialogues; good pacing (the speed at which the story is told); no overly-long descriptions of places, things or people; clues and red herrings (information intended to mislead the reader); an unexpected conclusion
- 2**

Students' own answers

- 3**
 - 1 glance
 - 2 whisper
 - 3 grab
 - 4 yell
 - 5 rush
 - 6 creep
- 4**
 - 1 yelled
 - 2 creep
 - 3 grabbed
 - 4 rushed
 - 5 glance
 - 6 whispered
- 5**

quietly, nervously, suddenly, swiftly, exactly, carefully, gently, silently, aloud, excitedly, angrily, slowly, calmly

Adverbs are typically placed next to the verb, either before or after it.
- 6**
 - 1 The plan had been carefully prepared ... / prepared carefully ...
 - 2 His boss yelled angrily at him / angrily yelled at him / yelled at him angrily.
 - 3 ... the lights suddenly turned on / turned on suddenly / Suddenly, without warning, the lights turned on.
 - 4 ... confidently/quietly/calmly/carefully/slowly took out a tool / ... took out a tool confidently/quietly/calmly/carefully/slowly, ...

7–11

Students' own answers

UNIT 3

OPENER

1

- 1 She is learning how trees clean the air, reduce soil erosion and help build community values.

2

- 1 positive
- 2 does not prepare
- 3 a camper van

3

Students' own answers

3A

1

Students' own answers

2

Andri – difficult for people to access books in remote parts of Indonesia. Joined a group of motorcyclists who travel around and bring books to people.

Julie – huge numbers of flip-flops make up plastic rubbish. Set up a company which turns this rubbish into art and sells it.

Ron – difficult to find fresh food in parts of Los Angeles. Set up community gardens where people grow their own fruit and vegetables.

3

200: the number of motorcyclists who work in the KML

2010: the year Ron decided to start gardening in the street

6,000: the number of inhabited islands in Indonesia

725,000,000: the number of tomato plants you could grow on LA's unused land

8,000,000: the amount (in tonnes) of plastic that enters the oceans every year

Komunitas Motor Literasi: the name of the organization that distributes books by motorbike

Ocean Sole: the name of the company set up by Julie Church to upcycle flip-flops

South Central: the part of Los Angeles where Ron Finley lives and works

4

Mary discusses how the solutions involve the local community (2), and she also talks about other problems that could be solved (4). She likes all three solutions.

5–7

Students' own answers

3B

1

Students' own answers

2

Sample answers

The prediction about mobile phones is correct, and smartwatches are now increasingly common too. Video calls are commonplace. Simultaneous translation software exists and is increasingly practical.

Credit and debit cards have been in common usage for several decades. However, differences in wealth between individuals is greater than ever before.

Coffee and tea are as popular as ever, possibly more so.

3

- 1 may, might
- 2 may, might, I think, probably
- 3 going to

4

Students' own answers

5

1–2 Time clauses from Ex 4 with words or expressions that introduce the time clause in bold.

As soon as the cost of computer-generated animation comes down ...

... **if** you get a 'smart fridge' that orders food for you.

... **before** we will see living dinosaurs in zoos.

... **unless** farmers can prepare for a hotter climate.

... **when** driverless cars have become the norm.

... **by the time** people are living on Mars.

3 present simple, present perfect, present continuous

4 a unless; b as soon as

6

1 when, may be

2 might, before

3 will have, are

4 am, will want

7

Students' own answers

8

She is going to see him before the start of the show, so she will tell him then.

I will not be late. I promise. I am going to get the bus as soon as we have finished lunch.

9

Students' own answers

10

Certain plans and predictions: I'm convinced that ...; One thing is certain, ...; There's a good chance that ...; There's no doubt that ...

Less certain future events: As far as I know, ...; I'm not sure whether ...; It's likely that ...; There's a slight chance that ...

11

Students' own answers

3C

1–3

Students' own answers

4

1 Well

2 Basically

3 like; you know; I mean

5

Students' own answers

6

1 a 2 c 3 a 4 b

7

1 by 2 in 3 to 4 of 5 by

8

Students' own answers

3D

1

Sample answers

1 The teacher is probably talking about the dress. He may be saying that the design is good, or he may have suggestions to make it better. The students are paying attention to him and look serious and focused, but not upset by his remarks.

2–3 Students' own answers

2

Sample answers

1 He was probably quite excited and happy that he had made his first podcast.

2 Perhaps Sanjay wants to help his friend. He might be a more experienced podcaster, so wants to give his advice. Alternatively, Sanjay is the sort of person who needs to criticize other people in order to feel better about himself.

3 Students' own answers, but Ali probably feels disappointed and embarrassed. He might feel less motivated to make more podcasts, or might even want to delete the podcast. Alternatively, he might feel angry with Sanjay, and decide to ignore his negative criticisms. On the other hand, he may feel grateful for the honest feedback, and appreciate the criticisms, which could be helpful the next time he makes a podcast.

3

1 information

2 learn

3 support

4 past

5 control

6 progress

- 7 helpful / useful / practical / constructive / effective

4

Sample answer

Feeding forward is giving feedback that focuses on the future, not on the past.

5

Sample answer

I listened to your podcast yesterday. Congratulations for starting it! I'm so pleased for you. I had a couple of ideas about how your next podcast could be better. Do you want to hear them? Did you use the computer's microphone? You could improve the sound quality a lot if you buy an external mic. It's also probably a good idea to read from a script in your first podcast, but consider just making short notes about your key points for the next episode so that you are free to talk more naturally. I'm sure you're planning to add some music soon, am I right? Would you like me to help you choose some?

6

Students' own answers

7

Words containing long sounds:

/ɑ:/ partner, remark

/i:/ feedback, increase

/ɜ:/ learn

/ɔ:/ fall, support

/u:/ continue, improve

8

Sample answers

- 1 Erika is complaining to Stef rather than helping her be better next time. More helpful feedback could include practical steps to make sure the various jobs get done, e.g. clearer, written instructions.
- 2 Nurzhan is focusing on the past and being very critical. He should first ask Azi if he needs to be told what went wrong (Azi probably knows) and should frame the feedback in terms of the next race, offering to help, e.g. *The next race is in*

two weeks' time, so let's use that time to make sure you stay on the inside.

- 3 Julieta is focused on the future, but she isn't supporting Rosa because she is oversimplifying something that is probably quite complicated. She needs to offer more support than that, e.g. *Next time, let's discuss your organization together before you write.*

9

you could try + -ing ..., You might want to ..., I'll be happy to ... any time., Don't hesitate to ...

10

Students' own answers

3E

1

Students' own answers

2

- 1 getting back to a sport she used to do (surfing)
- 2 cold water and being old can stop her
- 3 being a good swimmer and living close to the sea can help

3

Sample answer

She took the main idea (starting surfing again) as the main topic of the text and introduced it in the first sentence. Then she divided the text into logical paragraphs, first talking about her strengths, and then the weaknesses and how to overcome these. She added more detail and examples to the ideas mentioned on the mind map.

4

Strengths: I am lucky that ... so I can easily ...; One of my strengths is that ...

(Dealing with) Weaknesses: what I am worried about is ...; Deep down I worry that ...; To help me tackle this issue ...; I also need to ...

Achieving goals: To motivate myself ...

5

- 1 motivate

- 2 gain
- 3 achieve
- 4 down
- 5 lucky

6–10

Students' own answers

UNIT 4

OPENER

1

Students' own answers

2

- 1 Cornish clotted cream (Imogen); coconut and walnut (Paola)
- 2 a tiny bit of all apart from raw fish (Imogen); pizza and cheese, not raw fish or insects (Paola)

3

Students' own answers

4A

1

Students' own answers

2

- 1 the hand greeting
- 2 trying fermented fish in a banana leaf
- 3 the smell of homemade fish food
- 4 how a smell that he loves (German strudel dough) is actually quite strange in a different context

3

- 1 the man from the joke, who is listening to the radio in his car (who is like the writer)
- 2 'the West' (he's actually from Germany – 'traditional German strudel cake' is a clue to this)
- 3 He was carrying things so he couldn't put his hands together properly to say hello or thank you.
- 4 He thought a foreigner would not be able to eat the fermented fish.

- 5 He didn't hate the smell, as he expected – he loved it.

4

- 1 shift in perspective
- 2 encountered
- 3 open-minded

5

- a the fish-food anecdote (*On a visit to a fish farm*, ..., final paragraph)
- b the rice-drink anecdote (*The next afternoon*, ..., final paragraph)
- c the joke (*One of my favourite* ..., paragraphs 1 and 2)

6

Examples of descriptive writing:

unusual comparison: ... fruits and vegetables were piled high like pyramids; ... arranged in neat rows like books on a shelf using the senses: The air was filled with the aroma of food: fried, barbecued or fermented; memorable smells; an experience my nose is not keen to repeat; the smell was one I'd known all my life

Sample answers to the questions in the box:

What feeling am I getting from the description and how does the writer achieve this? You can almost feel the different smells in the air (the writer describes different aromas in the last paragraph).

You can also almost see the markets full of different types of food.

How effectively does the writer do this? It is quite effective (see above).

Does the description affect (positively or negatively) my reaction to the text? It affects it positively – the reader wants to continue reading, you feel like you'd like to try all these dishes and have similar experiences to the author.

7

Students' own answers

4B

1

Students' own answers

2

- 1 Imogen: fish and chips and Thai curry;
Paola: fruta del pan, vegetarian Christmas dinner
- 2 Imogen liked the fish and chips, but didn't like the Thai curry. Paola liked both meals.

3

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

4

- 1 the best, isn't as fresh as, the spiciest, less common, the most memorable, more carefully; more and more full
- 2 by far, a lot, one of, a bit
- 3 sentence 2

5

- 1 The Lighthouse is by far the best restaurant in town.
- 2 My mother's cooking isn't as good as mine.
- 3 In my opinion, breakfast is a lot more important than lunch or dinner.
- 4 One of the worst food accidents I've ever had was when I left a big pot of ice cream in the sun.
- 5 If I had to choose, I'd say pizza is a bit tastier than pasta.
- 6 I think the restaurants in my town are becoming more and more expensive.
- 7 Food tastes worse when it is cooked more slowly than usual.

6

- 1 *a lot bigger* is first pronounced as *alobbiger* /əlb'ɪgə/ with the final /t/ in *lot* dropped
- 2 It sounds like *lobby*.
- 3 The first speaker pronounces the final /t/ in *lot*.

7-8

Students' own answers

4C

1

Sample answers

b talking with your mouth full; putting elbows/feet on the table; eating with your mouth open; serving yourself before others, or without asking others

2

- 1 leaving food on your plate
- 2 leaving a tip in a restaurant
- 3 using your phone at the table during a meal
- 4 waiting for everyone to sit at the table before you start eating
- 5 taking the last piece of food without offering it to others first

3

- 1 impolite, manners
- 2 host, guests
- 3 acceptable, appropriate
- 4 typical, respect, offended

4

Students' own answers

5

inappropriate, uncertain, uncomfortable, indirect, informal, disorganized, impatient, impolite, unstressed

6-7

Students' own answers

8

- 1 But you /'bʌtʃjə/
- 2 and you /əndʒjə/
- 3 about your /ə'baʊtʃjə/

9

using your phone during a meal; adding salt to a dish (because it suggests the cook didn't do a good job)

10

1 P 2 I 3 I 4 P 5 P

11

Students' own answers

4D

1

Sample answers

- 1 a Sarah wants seconds, but Jochen hasn't asked a second time. b Perhaps she doesn't want to seem greedy, or take food that others might want, so she says 'no'. Perhaps she expects Jochen to insist, by saying, e.g. 'Go on, Sarah, there's lots of food.' Perhaps Jochen comes from a culture where it isn't appropriate to keep asking because that could be annoying. c Sarah probably feels hungry and disappointed.
- 2 a Paolo thought that Jun promised to come to the party. b Perhaps Jun didn't want to say 'no' to Paolo in front of all Paolo's friends because he was afraid of embarrassing him. Jun may come from a culture which avoids offence by saying 'yes' in these situations. It is understood that saying 'yes' is not a promise. c Paolo is angry that Jun broke his promise. Jun may not be aware of the problem.
- 3 a Sandra is upset and hurt by Claire's answer. b Perhaps Claire thought that Sandra expected an honest answer. Maybe Claire believes that it's always best to be honest. c Sandra is upset and hurt, while Claire is either unaware her directness caused a problem or perhaps unsure what Sandra is so upset about. Sarah and Jun should be placed more to the indirect end of the scale, while Claire should be more to the direct end.

2

Students' own answers

3

Students' own answers

4

- 1 lie
- 2 hurt
- 3 offend
- 4 indirect
- 5 misunderstand
- 6 close
- 7 power

8 discuss

9 react

10 right

5

- 1 Gabi hesitates a lot (*er ... erm ...*) and makes excuses (*It's just that I'm not really that good at cakes, I'm not sure I'll be free ...*). Her tone of voice is not enthusiastic.
- 2 Students' own answers, but we can assume that either Patricia is not used to Gabi's indirectness or not very sensitive at picking up signs that other people give. Alternatively, she may be aware that Gabi is not very willing to help, but ignores it to get the help from her anyway.

6

Students' own answers

7

Aspirated: patient, respect, typical, uncomfortable

Not aspirated: impolite, open-minded

8

Direct: Oh no! That's too much to ask. (This one is clear, but it invites the other person to say *It's no trouble.*); No, thank you. I'd prefer to do it myself.; I'd love to ..., but I have another arrangement, I'm afraid. (Although *I'd love to* could be misunderstood, the *but* and *I'm afraid* make it clear.); No. (This would be unacceptable in most situations because it is too direct, doesn't recognize the kindness of the other person at all, and offers no reason for the rejection.)

Less direct: That's really kind, but I think I'd rather just ... (Starting with a positive *That's really kind* could be misunderstood.); Oh please! I don't want to trouble you. (*Please* may be misunderstood as *Yes, please.*); I'm grateful for the invitation, but really ... (*I'm grateful for the invitation* suggests a possibility that they really want to say yes.)

9–10

Students' own answers

4E

1

Students' own answers

2

Review page 56 is positive: The writer liked the service, especially the friendly staff who spoke English, the delicious food and the nice interior.

Review page 157 is negative: The writer disliked that it was overpriced, had bad service, the food had no taste, there was a long wait time and bad interior design.

3

Both reviews include all the elements.

4

Review page 56

Positive: more than worth it, fabulous, friendly, welcoming, attentive, a great plus, absolutely delicious, spacious, genuine ... feel to it, a delightful time, exceeded our expectations, highly recommended

Negative: the only slightly negative point, modest

Review page 157

Positive: full of flavour, posh, expensivelooking (although note that the writer doesn't use them about the restaurant – these were expectations which weren't met)

Negative: I expected so much more, totally overpriced, not helpful at all, completely tasteless, not live up to expectations, completely inappropriate, a dreadful experience, not worth your time or money

5-10

Students' own answers

UNIT 5

OPENER

1

Students' own answers

2

- 1 make lots of friends, have a sport she could play all summer, meet her husband
- 2 They push the limits of the human body in a beautiful way.
- 3 word games

3

Students' own answers

5A

1

Sample answer

It is a board game. It looks as if the players are working together. There are no obvious teams. It's a game you can play indoors at home.

2

2 is the best title because it reflects the message that collaborative games are becoming more popular.

Title 1 doesn't work because the focus of the post is on collaboration, not both collaboration and competition, and because the text doesn't argue for one or the other.

Title 3 doesn't work because the post doesn't talk about the future, and doesn't suggest that collaborative games will take over from other types of games.

3

- 1 But co-op games are making their way into the top ten lists of board games (lines 2–3)
- 2 Successful collaborative games still need to have clear objectives ... (lines 6–7)
- 3 Even classic games of the nineties like *Super Mario World* gave Mario and Luigi the option to work together. (lines 16–17)

4

- 1 They must have clear objectives, the chance for players to show skills, they need a beginning, middle and end, they should be easy to start but hard to achieve. Other suggested possibilities: clear rules, interaction between players, elements of surprise, a need to use strategies to win, they should be fun!
- 2 They have shown more people that collaborative games are fun.
- 3 They stop people getting angry with each other. Communicating to solve problems together is people's greatest strength (according to the writer) and collaborative games give us practice for real problems.

5

Students' own answers

6

She mentions an Indian sport called throwball and a board game called Carrom.

7

You have to throw a ball over a net.

It's a bit like volleyball except that *you use a heavier ball (and players catch the ball.)*

The opposing team has to *stop the ball (from hitting the floor.)*

The rules are quite *complicated*.

To play, you need *a wooden board (with four holes in the four corners.)*

The aim of the game is to *hit all of your pieces (into one of the four holes in the corners.)*

8

Students' own answers

5B

1

Students' own answers

2

Commentary 1: football

Commentary 2: swimming

Commentary 3: tennis

3

1 should

2 would

3 could

4 would

5 could, could

4

1 past

2 a should have

b could have

c would have

5

1 could have

2 should have

3 would have

4 should have

5 could have

6 would have

6

1 The first time each speaker says the sentence, they say *could have* as /kʊdəv/, joining the two words together, using the weak form of *have*. The second time they say the sentence, they say the full form of *have*, i.e. /kʊd hæv/, to make what they say clearer.

2 The second version is clearer each time.

7

Students' own answers

8

1 a dance competition

2 She was dancing in a long skirt and tripped over it and almost fell on the floor.

3 She thinks they should have practised in the skirts before the competition.

9–10

Students' own answers

5C

1

It is an esports tournament/competition.

2

Reasons for: popular with young people; serious business – players are dedicated, train up to eight hours a day; competitive and skill needed

Reasons against: not a physical activity; not a healthy activity to encourage; violent games encourage violence

3

Sample answers

1 money that someone gives a team (sponsorship is 'from large companies', and Adam says teams get money from them)

- 2 people who go to a sports event to watch (they are 'excited' and 'travel' to tournaments; Adam mentions 'big crowds' too)
- 3 a type of competition (people 'travel from tournament to tournament')
- 4
 - 1 competitive
 - 2 physical
 - 3 eight
 - 4 exercise
 - 5 violent
- 5

Students' own answers
- 6
 - 1 win at all costs
 - 2 beat your opponent
 - 3 require great skills
 - 4 compete against someone
 - 5 become a professional
 - 6 perform poorly
 - 7 participate in a tournament
 - 8 talented
 - 9 be determined to
- 7

Students' own answers
- 8

Stressed syllables are underlined in the reproduced SB page.

Short sounds: compete, competitive, opponent, professional, spectator

Long sounds: motivated, opponent, perform, record the time
- 9

Students' own answers
- 10
 - 1 could beat
 - 2 could understand, couldn't believe
 - 3 was able to win, managed to persuade

11–12

Students' own answers

5D

1

Students' own answers

2

The illusion of transparency, or assuming that others know exactly how we think or feel.

3

Students' own answers

4

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

5

Students' own answers

6

Sample answers

Situation 1: 1 Dries assumes that Makena and Margarita will send the project to Paweł, even though he doesn't tell them to. 2 Makena and Margarita could have asked Dries if he wanted them to send it. Dries could have been more direct.

Situation 2: 1 Yu assumes Angela will know what *the cloud* is and how it works. 2 Yu could have explained what *the cloud* is or asked Angela if she needed help. Angela could have also asked for clarification.

Situation 3: 1 Oliver assumes that Yuto's suggestion about perfume is a request to buy it. 2 Yuto could have specified that it's just a suggestion, not a final decision. Oliver could have asked if he should buy the perfume.

7

- 1 He doesn't know because he is new to the club.
- 2 They assume Rudy should know about the tradition and that he should have brought a cake.
- 3 Students' own answers, but it seems like a good solution. He could have spoken to Rudy before and explained the tradition, especially because he knew Rudy was new to the club and when his birthday was.

8

When you say 'cake' I guess you mean ... ?
Just to clarify, are you telling me that ... ?

9–10

Students' own answers

5E

1

Students' own answers

2

- 1 The writer thinks sport stars earn too much. Argument 1: sport stars don't work more than other people; Argument 2: sports stars are not more talented than people in other professions; Argument 3: sportspeople's work does not benefit society directly.
- 2 *it + (cannot) be + past participle; it would be difficult to argue that ...; it seems clear that ...*

3

a 4 b 1 c 2,3 d 4

4

- 1 three sentences
- 2 in the first sentence
- 3 The writer gives supporting information, examples, opposing points of view.

5

4, 2, 3, 1

6

- 1 Although some people might argue that top sports stars are paid too much, their salaries reflect their popularity.
- 2 The health benefits of sports are clear. However, many people around the world do not practise any sport regularly.
- 3 While sports are often connected with physical activity, some sports, such as chess, are far less active.

7–10

Students' own answers

UNIT 6

OPENER

1

- 1 it looks as if the giraffe is about to take a bite out of the plane or is looking through the plane's windows.
- 2 Students' own answers

2

1 J 2 P 3 P

3

Students' own answers

6A

1–2

Students' own answers

3

1 F 2 T 3 T 4 F

4

Conclusion 2 is the best because it summarizes the main idea (accidental culinary inventions) and reminds the reader of some of the examples from the text.

Conclusion 1 talks about planning in the kitchen and creativity, but the text doesn't focus on these.

Conclusion 3 rightly points out that inventions in the kitchen can happen by chance, but it talks about following a recipe, which is not something the article talks about.

5–6

Students' own answers

6B

1

Students' own answers

2

Photo A – 2

Photo B – 1

Photo C – 3

In the first story, the photo showed both Amy and Kyle as children feeding the pigeons in Hyde Park.

In the second story, Esther had written her name on the dollar bill and had told herself that she would marry the man who gave her the dollar bill.

In the third story, the number that the lady made up was actually Lucas's phone number.

3

- 1 Amy: Amy asked Kyle whether he'd ever been to London.
- 2 Kyle: He said he'd been there twice.
- 3 Esther: She told him to ask her about it later.
- 4 Esther: She had told herself that whoever gave her that dollar bill would be the man she married.
- 5 Lucas: Lucas asked her if the last number was 8.
- 6 Lucas: He told her that it couldn't be her phone number.

4

- 1 Esther said that she had known that they were going to be married that day.
- 2 She explained that the reason she was asking was because she had found some pictures.
- 3 She told him that she would bring it in.
- 4 Lucas asked her what her phone number was.
- 5 He said that the number she had just made up was his phone number.

5

Students' own answers

6

- 1 He asked her what the problem was.
- 2 Yes, I have.

7

Students' own answers

8

The first speaker randomly met Marcos, a mutual friend, who is about to move to an

apartment on the same street as the second speaker.

9

Telling a story: You're not going to believe this, but ...; I swear it's true.; You'll never guess what ...; What are the chances of that happening?

Listener: No way!; That is such a coincidence!; That's weird/incredible/amazing!; You're joking!

10–11

Students' own answers

6C

1–2

Students' own answers

3

- 1 spilled, ruined, burnt
- 2 scratches, bruises
- 3 smashed
- 4 clumsy
- 5 tripped, injured
- 6 ripped, shape

4

Students' own answers, answers in the Clear voice box

5

- 1 /ʃ/ shirt, She, pushed
- 2 /dʒ/ jeans, huge, join, damage
- 3 /tʃ/ matches, chest, scratches

6

Students' own answers

7

1 c, b, a – tense use: past perfect for c (*soon we had started a little competition*) shows that this action started before Joe tried to do his backflip; past perfect continuous for b (*Megan ... had been filming the whole thing*) shows that this was a continuous action which began at the same time as Joe began to attempt his backflip – i.e. before he slipped and fell into the water

2 b, a, c – *couple of days before* in b and the use of the past perfect indicates it happened before a and c; past continuous for a (*we were carrying the tanks to the boat*) shows that this was a continued action which was interrupted by the past simple action of Paula slipping (*I slipped*)

8

1 distracted 2 sharp 3 cut

9

- 1 the present
- 2 regularly
- 3 actions: will get, tend to; state: likes

10–11

Students' own answers

6D

1–2

Students' own answers

3

- 1 Speaker 1: fluency; Speaker 2: accuracy

4

Sample answer

Accuracy is not as important for effective communication as fluency and interaction.

5

- 1 She was able to communicate despite her very basic vocabulary.
- 2 He couldn't speak at all because he was worried about making mistakes.
- 3 Dani: fluency, Eduardo: accuracy

6

Advice for Eduardo: Remember that we all make mistakes, even in our first language. Most people don't care about your mistakes. They're interested in what you have to say. Don't worry about whether your English is as good as other people's; focus on getting the message across.

Advice for Dani: Think about the situations when you should focus on accuracy. Make a list of the most common mistakes you make, so that you can focus on stopping them. Finally, you could ask others to correct you.

Maybe not every single mistake, but the ones that are really important.

7–8

Students' own answers

9

Sample answers

- 1 very close to *fluency*
- 2 midway between *fluency* and *accuracy*; the candidate will need to show that they can communicate with customers fluently, but also that they can take orders correctly and explain the menu if necessary
- 3 midway between *fluency* and *accuracy*, depending on the specific exam task; some tasks may focus more on accuracy (e.g. giving directions) and some may focus more on fluency (e.g. describing hobbies)
- 4 closer to *accuracy* as measurements, oven temperatures, etc. need to be correct
- 5 very close to *accuracy*
- 6 midway between *fluency* and *accuracy*; fluency will be needed to communicate with the internet company, but accuracy is important when talking about details of money, numbers of minutes, included benefits, etc.

10

Students' own answers

6E

1

Students' own answers

2

- 1 situation 1; the waiter spilled coffee on him, ruining his shirt, and then didn't apologize; the manager refused to believe his story
- 2 a full refund for his meal, compensation for the shirt, discuss the matter with his staff

3

- 1 3 a 2 b 1 c

- 2 a furthermore, moreover; b therefore c because, since d however

4

- 1 Therefore / As a result / Consequently
2 However / Nevertheless
3 Due to
4 Moreover / Furthermore

5

- 1 request
2 refund
3 apologize
4 negative
5 poor
6 unsatisfactory
7 received
8 compensation

6

Sample answers

- 1 Therefore, I would first like to receive an apology from you and also request a new bike.
2 Although I was lucky to not seriously injure myself, I am very bruised and in pain.
3 As a result, I could not brake and suffered an accident.
4 I am writing because I had an accident on the bike I purchased in your store.
5 Even though the bike was new, the brakes were of poor quality and did not work well.

7

4, 5, 3, 2, 1

8–11

Students' own answers

UNIT 7

OPENER

1

Students' own answers

2

Sample answers

- 1 He likes to see the condition and characteristics of the products.
2 He shops more often when he's travelling, for handicrafts and souvenirs for his family. At home he usually just shops for food.
3 He buys second-hand antiques that are over 100 years old. He loves the styles and techniques used long ago and thinks that you cannot get this with more modern products. He also thinks that buying antiques can help reduce material waste as it is a way of recycling.

3

Students' own answers

7A

1

Students' own answers

2

- 1 They have changed from just selling snacks to selling unusual products as well, such as gold. More and more vending machines are now connected to the internet.

2 Students' own answers

3

1 F 2 S 3 S 4 S 5 S 6 F

For sentences 2, 3, 4 and 5, these are the words that identify speculation: 2 There are said to be about ...; 3 Japan is reported to have ...; 4 this is the estimated size of the ...; 5 You will likely find ...

4

Sentence 2 is the purpose.

Sample evaluation: The writer is quite effective at persuading us. They use examples of interesting vending machines, and the message is also further reinforced in the conclusion and the title. However, the infographic might distract the reader from the main purpose. The writer might have been more effective if they had started persuading the reader from the beginning of the article.

5–7

Students' own answers

7B

1

1 C 2 B 3 A 4 D

2

Students' own answers

3

1 queuing service – because he didn't want to wait in line; 2 goat rental – to help clear her parents' overgrown garden

4

1 get 2 robbed 3 cutting 4 cleared

5

Students' own answers

6

- 1 someone else
- 2 sentences 1 and 4
- 3 sentence 2
- 4 sentence 3

7

- 1 got/had a curry delivered
- 2 have/get it fixed
- 3 got stolen
- 4 need/needed cleaning
- 5 get/have your shoes repaired
- 6 got/had your eyes checked

8

She had/got her hair cut. She had/got her door painted. She had/got her windows cleaned. She had/got the flowers and grass in her window box cut. She had/got her car cleaned/washed.

9

the object – curry, shoes, eyes

10–11

Students' own answers

7C

1

Students' own answers

2

Popi was happy with the armour because it was a good deal and he saw something similar later for a lot more. He was unhappy with the dress, because it was a cheap copy of bad quality.

3

- 1 just over
- 2 approximately
- 3 just under

4

- 1 approximately
- 2 just over
- 3 just under

5

1, 3 and 4 are correct

6

- 1 a bargain, be on sale, get a discount on, get a good deal on, good value for money, a special offer, well worth it
- 2 good value for money, well worth it
- 3 a complete rip-off, cost a fortune
- 4 bargain with
- 5 be charged (\$50)

7

- 1 special offer
- 2 a fortune, good deals
- 3 was charged
- 4 bargaining with
- 5 on sale
- 6 discount on

8

1 a 2 b

9

Students' own answers

10

- 1 cost, worth
- 2 cost, price
- 3 worth, prices

11–12

Students' own answers

7D

1

Students' own answers

2

- 1 compromise
- 2 satisfy the needs of
- 3 conflict
- 4 priorities
- 5 negotiation

3

Sample answers

- 1 options: buy a second-hand laptop, buy a new laptop, don't buy a laptop; one possibility that could satisfy both their needs is to buy a fairly new second-hand laptop. This would satisfy Mei's desire to have a laptop that will last and shouldn't need repairs, and it would be more environmentally friendly than an old one. Lian gets the second-hand laptop she wants.
- 2 Lian's priority is the price and the environment; Mei prioritizes the quality, but also cares about the cost and the environment; they're not that different.

4

- 2 we can reach 100% satisfaction on both sides with greater information

5

- 1 because it seems they want completely different things
- 2 yours and the other person's interests; they can help you find solutions and satisfy the other person's needs
- 3 it can help you identify the other person's priorities, it shows that you care about the other person, it can help find the solution

- 4 solutions that satisfy both yours and the other person's needs

6

Students' own answers

7

Sample answers

- 1 Ahmed wants something top-of-the-range, while Carlos cares most about the price. A possible solution is for them to buy a TV that is very modern but still decently priced by, for example, choosing a cheaper brand or waiting for the sales period.
- 2 Aidah wants to be outdoors and get away from the busy city. Kang wants to be comfortable. Milly and Jack want them to stay together and have fun. One possible solution is to go to a campsite with different options: camping in a tent, cabins, etc. so that Kang can sleep comfortably, but Aidah still gets the chance to experience sleeping in a tent and spending lots of time outdoors.
- 3 Miguel wants to spend their money on taking their dad out for a meal for his birthday. Gabriela wants to buy their dad a present he can keep. A possible solution is for them to spend part of the money on buying a small present their dad can keep and the rest of the money on taking him out for a meal.

8

- 1 situation 2
- 2 They decide to go glamping. They try to find out about each other's priorities and suggest an option that fits everyone's needs.

9

- 1 What would you like to get out of this?; What would need to change for you to say yes?
- 2 Can we agree on ...?; Are we both happy with ...?
- 3 How about we ...?; Can I suggest something?
- 4 I see where you're coming from; That's understandable.

10

Students' own answers

7E

1–2

Students' own answers

3

- 1 ~~Are you~~ looking for an excellent phone?
- 2 ~~It's~~ still in excellent condition.
- 3 ~~The~~ battery still lasts a whole day.

4

Advert 1: (It has a) 512 GB memory. (It has a) Fantastic camera. (It) Only (has) a few scratches at the back. (It) Comes with all (the) original accessories, including (the) charger and (the) headphones. (Are you) Interested?

Advert 2: (Do you) Enjoy thrillers? (Do you) Like reading crime novels? (I've) Got a collection of five novels I need to sell ... (They are) All like new, without any marks ... (I) Would prefer to sell all (of them), but (I am) happy to negotiate. (I) Will sell all five ...

Advert 3: (Do you) Need a new sofa or a bed? (I have) Got an excellent offer for you. (I am) Selling this sofa bed for only 515 reais ((I) bought it originally for 1500). (It) Measures 220 cm by 180 cm. (It) Will comfortably fit two people. (It is in) Excellent condition. (I can offer) Collection only, no delivery. (It) Needs to be sold ... (There is a) Discount if you buy (it) today. Call or message me if (you are) interested.

Advert 4: (Do you) Enjoy mountain biking? (I am) Selling this Gear 10 Extreme mountain bike. (It is) Still in very good condition, though (the) brakes might need fixing. (I) Recently had the tyres changed to 27.5". (It) Comes with 18-speed gears and front suspension. (I) Had the gears checked ... (It is) Super lightweight – (I can) easily carry it up the stairs ... (Do you) Want this great bike ...

5

- 1 ~~Do you~~ need new running shoes?
- 2 ~~It~~ comes with a brand new laptop case and a mouse.
- 3 ~~It has got~~ only a minor scratch at the back.
- 4 ~~Are you~~ looking for quality speakers?

5 ~~I~~ had it fixed last week.

6–9

Students' own answers

UNIT 8

OPENER

1

- 1 She is an archaeologist; Suggested skills needed: an interest in history, good attention to detail, good research skills, team work, good communication skills

2 Students' own answers

2

- 1 Brian: cleaning fish (he didn't enjoy it) / working as a wilderness researcher collecting data about mountain goats in Washington, US (he did enjoy it); Nirupa: phoning old university students to raise money for the university (she didn't enjoy it) / painting a mural at a hotel in south India (she did enjoy it)
- 2 Brian is an (ecology) scientist studying climate and ecology. Nirupa is a botanical illustrator/artist.
- 3 Brian says it is a fun job and that he gets to travel to different countries. Nirupa loves that it provides her with a wide range of experiences.

3

Students' own answers

8A

1

Sample answers

- 1 A limit in a company that a person at work cannot be promoted beyond. It is 'glass' because it isn't visible.
- 2 to go beyond the limit and rise to a higher position in a company

2

- 2 to show different ways of breaking the glass ceiling

3

Students' own answers

4

Sample answers

Paragraph 1: summer '68; 🧑 factory workers; strike b/c ↓ pay;

Paragraph 2: b/c glass ceiling (def. invisible barrier) ppl can't achieve goals; Jane Fraser – 2018, 1st 🧑 leader Wall St Bank; men's pay 16% > women's in EU;

Paragraph 3: Iceland – pay women < men = criminal offence ∴ Iceland smallest pay gap in world;

Paragraph 4: min. quota – 2004 30% elected offices in Rwanda must be 🧑, today 60% MPs = 🧑, but attitudes still need to change;

Paragraph 5: recruitment ≠ fair, e.g. US orchestra → blind auditions in 1980s; blind recruitment in many companies; res shows fair treatment → awareness of hiring biases

5

1 T 2 T 3 T 4 F

6

Sample answers

1 is an objective argument, based on facts (*in the EU men earn on average 16% more than women*) Score = 5

2 is a subjective argument. A successful example of introducing new laws is given in the article, but one example from one country is not sufficient to make the case that this would be a good idea for every country. Score = 2

3 is a subjective argument, based on two different quotations. However, this is very likely true. Possible score = 3

7

Students' own answers

8B

1

3 The invented jobs are: *dream watcher* – the technology to see people's dreams does not currently exist; *robot trainer* – a possible future job.

2

1 Nail polish namer: be an art lover, have a good sense of language; Colour expert:

someone with a passion for colours, knowledge of current design trends including colour psychology; Golf ball diver: someone to pick up golf balls from the bottom of ponds on golf courses, who enjoys diving and being outdoors; Gravity bed sleeper for NASA: research sleeping in space

2 Gravity bed sleeper for NASA, because of the pay

3

1 nail polish namer; art, sense

2 colour expert; colours

3 colour expert; design

4 golf ball diver; enjoys

5 gravity bed sleeper for NASA; space

6 gravity bed sleeper for NASA; sleep

4

Prepositions: sentence 1 (a job for); 2 (someone with); 3 (knowledge of); infinitive with *to*: sentence 5 (an experiment to research); relative clause: sentence 1 (someone who); 4 (someone who); 6 (a job that)

5

1 Flavourist: We need someone with/who has a degree in Chemistry.

2 Line stander: We're looking for someone to stand in queues.

3 Robot trainer: It's a job that/which requires knowledge of technology applications.

4 Flavourist: Experience in the field of food tasting is not necessary.

5 Colour expert: Only candidates who/that have the necessary knowledge of design techniques will be contacted.

6 Gravity bed sleeper for NASA: This is a job (that/which) you will love if you have a passion for sleeping and science.

7 Golf ball diver: It's a job for someone who loves diving.

6

Students' own answers

7

/ɜ:/ learn, research, university, work;
/ɑ:/ architect, barber, be in charge, farmer

8–10

Students' own answers

8C

1

Sample answers

- 1 taking a photo
- 2 toy car, treadmill (running machine), studio light, water spray, table tennis nets
- 3 He doesn't have the real sports car / he can't travel to a real photoshoot.

2

Sample answers

- 2 He is flexible – willing to change plans, creative – uses his imagination to get what he needs, determined – unwilling to give up, hard-working.

3

- 1 find fantastic job opportunities
- 2 developing their transferable skills

4

- 1 employment, opportunities
- 2 unemployed, flexible, contract
- 3 work, hours
- 4 satisfaction
- 5 out, competitive, skills

5

The first speaker doesn't pronounce the 'r' at the end of words or after a vowel. The second and third speakers mainly pronounce the 'r' at the end of words and after vowels.

6

Nirupa: communication with colleagues and other people

Brian: effects of working practice on the environment

Both: job security, place of work, the skills people need in their field, their working hours, work-life balance

7

Things in common: Both Brian and Nirupa have been working from home more recently. Both are positive about working from home. Both mention that a skill people need to succeed is the ability to learn new technologies.

Difference: Nirupa likes having a flexible schedule, while Brian prefers to have a fixed schedule.

8

Students' own answers

9

- 2 is the best synthesis of the two speaker's ideas. 1 sums up Nirupa's ideas and 3 sums up Brian's, but neither of these synthesize their ideas.

10

1 e 2 d 3 b 4 a 5 c

11

Students' own answers

8D

1

Sample answers

- 1 They are working on a project in the first photo. In the second they are relaxing and socializing. They are probably colleagues or people working on a project or taking a course together.

2

Carlos is focusing more on their relationship. Lek is focusing more on work.

3

1 task 2 relationship 3 team 4 long-term
5 people 6 identity 7 motivation

4

Sample answers

- 3 Advantages of a **task-based approach** include efficiency (getting the job done quickly) and allowing individuals to make decisions and progress on their own; it is a good approach if you don't have much time or don't expect the group to stay together for a long time. Disadvantages

include a possible lack of enjoyment in the job and potentially feeling isolated from the rest of the group.

Advantages of a **relationship-based approach** include a stronger team that can be productive for long-term work and a strong sense of identity within the team, so people are less likely to leave or be unhappy. Disadvantages include the possibility of less productivity in the short term or at the beginning of a project.

5

Sample answer

When there isn't much time, relationship-focused people might focus more on the task.

When the task is a long-term commitment, task-based people might value the relationships more.

When dealing with different countries, cultures, companies or social groups, people may need to adapt their working style.

6

1 B 2 T 3 T 4 R 5 R 6 R

7

Sample answers

- 1 Zaid (relationship-focused) could 'sell' the excursion in terms of how much more motivating and effective study will be when they know each other better, encouraging more teamwork. He could suggest an excursion to somewhere related to their studies to make sure students don't waste valuable class time.
- 2 Marta (task-focused) might need to accept that some of the training is not formal instruction about the job itself but that a strong sense of team spirit is being asked for. She should think more about the needs of the employers and understand that their training goal may be to create a friendly team that enjoys their job, and who will therefore stay in the job longer.
- 3 Henri (task-focused) might need to accept that Lottie might not want to build his website straight away and needs to work at building a relationship first. To help him build that relationship, he could try to learn web design himself and then ask her for advice. She may then offer to help;

that way he gets his website quickly, learns a valuable skill himself and gets Lottie's valuable expertise.

8

We could do it that way, no problem.; I could definitely be persuaded.; I'm up for that, sure.

9

Students' own answers

8E

1

Students' own answers

2

2

Sample answers

- 1 Ecologist (he's highly qualified and experienced). Although he is interested in gardening, there is no mention of qualifications or commercial experience. Neither does he mention photography. Although ecology probably has a great deal of overlap with plant biology, he is not specifically qualified to study in this field. He may enjoy being a summer camp organizer, but he is probably overqualified to do this job.

3

a 2 b 5 c 4 d 3 e 1

4

running, discovering, reading, orienteering, snowboarding, biking, hiking, fishing, exploring, raising, building

5

- 1 I value working in a friendly and productive team.
- 2 I have worked hard at developing my web design skills.
- 3 I'm particularly interested in protecting the living planet.
- 4 My personal interests include learning languages and making my own clothes.

6

Brian uses all the expressions except *To date*, *I have ...* and *I've always wanted to ...*

Expressions from Exercise 5 to talk about experience: *I have worked hard at ...*

Expressions from Exercise 5 to talk about strengths, interests and goals: *I value; I'm particularly interested in ...; My personal interests include ...*

7–10

Students' own answers

UNIT 9

OPENER

1

Sample answers

- 1 the clothing and the beach 'chairs'; the lack of traffic; the design of the boats
- 2 They can tell us about how people lived, what they wore, ate, etc. and about events from the past.

2

Sample answer

He would go to the court of the Snake Kings, during the time of the Maya civilization, about 1,500 years ago. He is interested in this period because some recently discovered texts have taught us that the Maya kingdoms were not poorly organized, but were ruled by powerful emperors. He would like to see the way they ruled and performed great ceremonies.

3

Students' own answers

9A

1

- 1 a fantasy story or fairy tale
- 2 Students' own answers

2

- 1 characters
- 2 imaginary
- 3 politics
- 4 technology
- 5 fantasy
- 6 elements

7 society

3

Sample answers

the landscape: the forest shows that nature is prominent

the architecture: materials are wood and stone, a fortress (suggests a violent place and possibly medieval)

the technology: the characters ride on horseback (no cars, etc.), the characters have books, but there is no mention of e.g. phones or computers

4

3 a 5 b 2 c 4 d 1 e

5

- 1 *they* = 'the writer' (line 4)
- 2 *it's* = 'world building' from the question
- 3 *that* = the idea of explaining 'everything about the world' (line 8)

6

Sample answers

- 1 The illustrations include elements from history such as horses. The characters are wearing old-fashioned military costumes, the architecture is old. The extract is styled as an old story with a large initial letter. In the interview the author explains how she draws inspiration from history for writing her fantasy novels. These all contribute to the argument.
- 2 The interview might be on a website, blog or in a magazine about books, or specifically fantasy and science fiction. The author enjoys publicity for her work and raises her profile, which will help sell her books. She may also be interested in the topic of world building and enjoy discussing ideas about it.

7

Students' own answers

9B

1–2

Students' own answers

3

Conversation 1: They were both visiting the (Carpathian) mountains in summer 2015.
Conversation 2: They were both watching the news about boys rescued from a cave in Thailand in 2018.

4

- 1 Fran
- 2 the photographer
- 3 Fran's phone
- 4 the photographer / the photo of Fran / Fran
- 5 a piece of news

5

subject pronouns: *they*; object pronouns: *it*, *me*; possessive pronouns: *mine*; reflexive pronouns: (for emphasis) *yourself*; indefinite pronoun: *Someone*; one: *A happy one*

6

- 1 himself
- 2 anyone, They
- 3 themselves
- 4 yours
- 5 one, her
- 6 somewhere, we
- 7 ones

7

Students' own answers

8

Pronouns stressed in sentence 1 (himself), 2 (anyone) and 4 (yours)

9–11

Students' own answers

9C

1

Sample answers

- 1 Students' own answers
- 2 no modern medicine, so shorter life spans and more sickness; people worked harder to find food, e.g. most people farmed or hunted for food; no modern transport, so

people didn't travel great distances, or if they did, they did so slowly, on foot, horseback or by boat

2

Francisco talks about the Preclassic Maya period, from 1000 BCE to 250 CE.

3

Sample answers

at a university lecture, at school, during an exam, when interviewing someone

4

Sample answers

- 1 from studying ruins & artefacts, e.g. jewellery
- 2 lived well-balanced life; knew environment & got what needed from it while staying in harmony with it
- 3 family important; people had similar jobs, e.g. farming; merchants moved around depending on job; ruled by kings; played board games

5–6

Students' own answers

7

- 1 period, civilization
- 2 fall, ruins
- 3 settled
- 4 ruled
- 5 rural
- 6 inhabitants
- 7 date, sites

8

early, first, research, university, world
no, only the second speaker

9

Students' own answers

10

- 1 be + past participle
- 2 powerful kings
- 3 by

11

- 2 Baghdad was founded by the caliph Al-Mansur in 762.
- 3 The ruins of large cities have been discovered in the Cambodian jungle.
- 4 The first writing systems were designed in three places around the same time: Egypt, Mesopotamia and the Indus valley.

12–13

Students' own answers

9D

1

Sample answers

- 1 The photo on the left shows an important person, perhaps a king, so history as a record of rulers, e.g. kings and queens, as a biography of important people and the things they did and achieved. The photo on the right shows a big moment in modern history, so history as a record of ordinary people participating, as something that affected or moved ordinary people

2–3 Students' own answers

2

- 1 Both texts argue the same thing – that history is worth studying for a variety of reasons.
- 2 Text 1 persuades with facts, statistics and a clear argument. Text 2 persuades with personal anecdote and examples.

3

Text 2, Text 1

4

1 T 2 F 3 F 4 F

5

1 E 2 T 3 T

6

Students' own answers

7

Examples-first approach: If it works for them, it probably works for you, too; In the same

way, you might find that ...; Lots of people I know use this and they don't have a problem

Theory-first approach: If that's the case, it makes sense to ...; If you look at the facts, you'll see that ...; The numbers clearly suggest that ...

8–9

Students' own answers

9E

1

a Nelson Mandela; b Abū Rayḥān al-Bīrūnī; c Indira Gandhi; d Rosa Parks; e Sun Tzu; f Wolfgang Amadeus Mozart

Quote 1 is about Nelson Mandela; Quote 2 is about Rosa Parks; Quote 3 is about Mozart.

2

Students' own answers

3

Sample answer

They are interested in science; they come from the same part of the world as him; they are motivated to show that traditional Western / European history often ignores the scientific advances from other parts of the world to promote an idea that science/civilization, etc. came from Europe.

4

- 1 'He did not start a family and ...' – a good paraphrase
- 2 'al-Bīrūnī was born ...' – not a good paraphrase – almost entirely copied from the original
- 3 'al-Bīrūnī established that ...' – a good paraphrase

5

Sample answers

- 1 In 1952, after studying law at the University of Witwatersrand, Mandela was the first person in South Africa to start a law firm employing black lawyers, in Johannesburg.
- 2 Indira Gandhi, to this day India's only female leader, was the country's third Prime Minister and generally agreed to be one of its strongest.

- 3 Rosa Parks protested by not giving a white person her seat on the bus. This famous moment started the fight for equal rights for black people in America.
- 4 Luís Alberto Monge learned the principles that defined his time as president when he was a young boy growing up in rural Costa Rica. These were a love of the working classes and the need to defend their interests.

6

Sample answer

The introduction catches the reader's attention by contrasting how easy it is to find information now (*If you don't know, you can google it*) to what it was like in the past.

7–10

Students' own answers

UNIT 10

OPENER

1

- 1 The photo can be described as an illusion because although it seems as if there is an underwater waterfall, the effect is caused by something else.
- 2 Students' own answers

2

A lava lake and a photo from the Mars rover. They are different because the lava lake was a wonderful and powerful thing to see – Jeff says it 'felt like looking into the beating heart of our planet' while in contrast, the other sight wasn't that impressive – it was a blurry photo, but the context of the photo (i.e. the fact that it was taken on Mars) was amazing.

3

Students' own answers

10A

1

Students' own answers

2

- 1 Holbein's skull
- 2 mammoth, zoetrope, Holbein's skull

- 3 zoetrope
- 4 mammoth and dress
- 5 dress

3

Sample answers

- 1 It's possible that the original artist didn't intend for it to be an illusion.
- 2 Although the skull is clearly visible, the viewer has to look at the picture from a particular angle to see what it is.
- 3 The little lines at the end of the main line make our brains think of real life objects. We interpret these lines as showing how far away the line is.
- 4 It was possible to interpret the light and shade in the photo in different ways.

4

Students' own answers

5

Sample answers

- a This is similar to the dress in that it's to do with the way the light in the illustration is interpreted.
- b The image appears to move and bend for reasons to do with the way lines and blocks of colour go together, as described in the text about the zoetrope.
- c Like the mammoth, there are two ways of looking at the picture depending on whether we see the brown area or the white areas as the object.

6

Students' own answers

7

Pair A: This is like optical illusion b on page 120. The lines seem to move because of the way that lines and colours go together.

Pair B: This is like the Müller-Lyer illusion and is related to how we see perspective. The brain is interpreting the drawings as real objects.

Pair C: This is like optical illusion c on page 120. There are two possible interpretations of the picture. Apparently, the majority of

people see the duck before they see the rabbit.

10B

1

Students' own answers

2

- 1 facts and statistics
- 2 celebrity endorsement
- 3 appeal to emotions
- 4 offers and discounts
- 5 'others like it'
- 6 positive lifestyle associations
- 7 compliment to the customer / positive lifestyle associations

3

Students' own answers

4

- 1 facts and statistics, 'others like it', celebrity endorsement
- 2 It's popular and is an effective technique, but consumers should be careful whether to trust it because celebrities get paid.
- 3 It all depends on the audience, product, etc. but it's probably best to use a combination of all of them.

5

- 1 buy 2 goal 3 social 4 consumer
5 advertise 6 results

6

- 1 Sentences 1, 3, 5 refer to things or people in general; sentences 2, 4, 6 (also *any of* in sentence 5) refer to a specific group. When a quantifier refers to a specific group it is followed by *of*.
- 2 all or nothing quantifiers: *all, everyone, none, no, any, neither*; somewhere in between: *most*
- 3 *everyone* is used on its own as a subject; *all* is not
- 4 *no* is followed by a singular noun and *none* of by a plural

7

- 1 both 2 any 3 no 4 most 5 Some 6 many
7 most

8

Students' own answers

9

- 1 a /'ædvɜːtaɪzmənts/ b /əd'vɜːtɪsmənts/
- 2 a /nʊn/ b /nʌn/
- 3 a /'aɪðə/ b /'iːðər/

10–12

Students' own answers

10C

1–2

Students' own answers

3

- a 2 b 3 c 1

4

Sample answers

- 2 The officers didn't believe Jeff when he showed them photos. / The officers finally believed Jeff when they phoned his university.
- 3 The ice hadn't been strong enough to have a snowball fight on it. / There had been no snowball fight earlier because his friend had lied to him.
- 4 Jeff felt bad because his friend had risked Jeff's life.
- 5 Jeff and his friends were looking for fossils.
- 6 The woman was friendly and generous and never found out that they had lied to her.

5

Sample answers

- 1 a They're friends. b 'these' are probably shoes.
- 2 a He's probably somebody they live with, perhaps a flatmate or sibling. b He's late for lunch or dinner / a meal.

6

Students' own answers

7

- 1 *one* = a different jumper; the same = lie about it being too small and go to the shop
- 2 *his / he* = the waiter
- 3 *they* = your colleague; *it* = secretly looking at the email
- 4 *it* = the friend's car
- 5 *it* = pretending she did not know her friend was moving away
- 6 *the truth* = the fact that he'd rather go to a concert than to his uncle's house for dinner; *he* = the uncle he's close to

8

Students' own answers

9

- 1 b sounds suspicious
- 2 a sounds suspicious
- 3 a sounds suspicious

10–11

Students' own answers

10D

1

Sample answers

- 1 They want to appear polite and friendly and not upset the other people.
- 2 Students' own answers but suggest that 'white lies', or lies that are designed to be kind, may be the best response in certain situations.

2

a 4 b 3 c 1 d 2

3

- c the respect other people have for you, or your 'public image'
- d to avoid embarrassment or loss of respect
- b because situations that cause a loss of face can differ from culture to culture

- a Can I be direct with my opinion? Should I say it in public or private? Is my language easy to understand? Can I say no? Am I talking about a sensitive topic?

4

- 1 respect
- 2 save
- 3 public
- 4 understand
- 5 reason
- 6 salary

5

Students' own answers

6

- 1 Do you mind if I ask you ... ; ... or would you prefer it if we didn't talk about that?; Excuse me, but I'm afraid I need to ask you ...
- 2 Are you sure that's correct? It's just that ... ; That's a very good point, but ... ; I may be wrong, but I think that actually ...
- 3 That's a lovely offer, and I'd normally say yes, but ... ; I'd love to come, but the thing is ...

7

Students' own answers

10E

1

Students' own answers

2

Students' own answers

3

Message 1 is informal. They are clearly good friends.

Message 2 is quite informal too, though slightly more formal than message 1 because it is a message to many people and in a work context.

Message 3 is quite formal. It is a more impersonal email to all the employees in a company and the invitation is an official event for work purposes.

4

- 1 Hey [Jorge] How are things? Hope you're doing well.; Hi everyone; Dear colleagues
- 2 Just a quick text to see if you'd be up for ...; This is just a quick message to remind you about ...; We are pleased to invite you to ...;
- 3 We're meeting at ...; The webinar will be held on/at ...
- 4 I'd love to catch up soon. Let me know when you're free!; Really looking forward to seeing you there!; Please confirm your attendance as soon as possible

5

- a 3. It is too informal and sounds unprofessional, as if the person isn't taking the webinar seriously. A hairdresser's appointment is not a good reason to miss work.
- b 1. It is too formal and sounds strange and slightly unfriendly. It ignores their friendship.
- c 2. It has an appropriate style.

6

Sample answers

a (response to invitation 3)

Thank you for the invitation. It sounds very interesting. However, I have an important arrangement organized for that time which I cannot change, so I'm afraid I will not be able to attend that day.

Will there be a recording I could watch at a later time?

b (response to invitation 1)

Lovely to hear from you – it's been ages. It would be great to catch up soon and have a chat, but I'm a bit busy this week. Maybe next week?

7

Accepting: informal

I can't wait!; I'll be there!; That's a great idea! Let's do it!

Declining: informal

I'd love to, but I've already made other plans; I'd normally be up for it, but ... ; Thursday doesn't work for me, I'm afraid. I have to ...

Declining: formal

I won't be able to attend, unfortunately, because ... ; That's a lovely offer, but unfortunately ...

8–12

Students' own answers

VOCABULARY REFERENCE

UNIT 1

1

- 1 graduated 2 doing evening classes
- 3 memorize 4 paying attention
- 5 education system 6 revise for exams
- 7 get a degree 8 get good grades
- 9 stay focused

UNIT 2

1

- 1 robbers
- 2 guilty; sentenced to
- 3 caught, pay a fine
- 4 robbed
- 5 breaking into
- 6 victim
- 7 broke the law; warning

UNIT 3

1

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

UNIT 4

1

- 1 impolite
- 2 offended
- 3 appropriate/socially acceptable
- 4 guest
- 5 shown some respect
- 6 host
- 7 sign of good manners

8 typical behaviour

UNIT 5

1

- 1 become a professional
- 2 compete against someone
- 3 talented
- 4 performed poorly
- 5 beat his opponent
- 6 participating in a tournament
- 7 requires great skills
- 8 is determined to

UNIT 6

1

- 1 got burnt; clumsy
- 2 tripped; bruise
- 3 a few scratches
- 4 in pretty bad shape
- 5 ripped
- 6 smashed
- 7 ruined; spill
- 8 seriously injured

UNIT 7

1

- 1 a special offer
- 2 are on sale
- 3 cost a fortune
- 4 get a discount on
- 5 a bargain
- 6 got a good deal on
- 7 bargained with
- 8 well worth it
- 9 good value for money
- 10 complete rip-off
- 11 were charged

UNIT 8

1

- 1 employment agency 2 competitive
- 3 transferable skill 4 stands out
- 5 unemployed 6 job opportunity
- 7 permanent contract 8 Job satisfaction
- 9 flexible

UNIT 9

1

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

UNIT 10

1

- 1 pretending 2 honest 3 suspicious
- 4 cheated 5 dishonest 6 making up excuses
- 7 hides her emotions 8 spread lies 9 blame
- 10 told a white lie

GRAMMAR REFERENCE

1B GRAMMAR: AUXILIARY VERBS IN QUESTIONS AND SHORT ANSWERS

1

- 1 A: You and Giovanni don't have a lot in common, do you?
- 2 B: Is she?
- 3 A: Is he your colleague?
- 4 B: So have I!
- 5 A: Why don't you go back to university to get your degree?
- 6 A: I do think studying abroad is a good choice.

2

- 1 You haven't been to Australia before, have you? / You have been to Australia before, haven't you?
- 2 I do think I've met you before.
- 3 Why didn't you like each other when you were at school?
- 4 Do you both work for the same company?
- 5 Yaniv really is doing a good job.

1C FOCUS ON: SHORT QUESTIONS

1

- 1 Where? 2 What for? 3 Why not?
4 Haven't you? 5 Who from? 6 Was it?

2B GRAMMAR: PAST TENSES

1

- 1 PP 2 PS 3 PP; PS 4 PC; PS 5 PS; PP

2

- 1 caught 2 was playing 3 was sleeping
4 had/'d been 5 had/'d known 6 had/'d lost
7 believed 8 searched

2D FOCUS ON: BE/GET USED TO + SOMETHING / DOING SOMETHING

1

- 2 Emily needs to get used to speaking Japanese.
3 Subin got used to washing her own clothes (after a while).
4 Rashid is used to waking up early in the morning.
5 Igor is getting used to life without social media.
6 Max and Fraser are used to looking after their little sister.

3B GRAMMAR: TALKING ABOUT PREDICTIONS

1

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

2

- 1 In the future, there **will be** much more advanced technology than today.
2 I'll let you know what I thought of the food after **I've** eaten it.
3 **There will probably** be driverless cars on the roads in the next few years.
4 I think it's going **to** snow tomorrow.
5 I'll make dinner as soon as **I finish** typing this up.
6 Once I know if I passed my driving test, **I'll** call you.

3C FOCUS ON: TALKING ABOUT DATA: PREPOSITIONS

1

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

4B GRAMMAR: MODIFYING COMPARATIVE AND SUPERLATIVE ADJECTIVES

1

- 1 friendliest 2 good 3 quietly 4 nicer
5 worst 6 loudly

2

- 1 expensive as 2 quickly than 3 not as nice
4 of the spiciest 5 bit/little younger

4C FOCUS ON: NEGATIVE PREFIXES FOR ADJECTIVES

1

- 1 im 2 in 3 un 4 un 5 ir 6 un 7 dis 8 il

5B GRAMMAR: COULD HAVE, SHOULD HAVE AND WOULD HAVE

1

- 1 couldn't have
2 would have
3 could have
4 should have
5 wouldn't have

2

- 2 I shouldn't have joined the volleyball team.
3 I would have got the promotion if I'd worked harder. / If I'd worked harder, I would've got the promotion.
4 I could have learned to play the violin (when I was young).
5 I couldn't have won the singing competition (even if I wanted to).
6 I would've been good at chess if I'd learned to play it. / If I'd learned to play chess, I would have been good at it.

5C FOCUS ON: TALKING ABOUT PAST ABILITY: *COULD, WAS ABLE TO OR MANAGED TO?*

1

- 1 Did Tina manage to finish the project on time?
- 2 Roberto wasn't able to drive until he was 30.
- 3 I couldn't remember where I'd seen him before.
- 4 Were you able to get the decorations?
- 5 Ichika didn't manage to find the dress she wanted.
- 6 We were able to communicate well, even though we speak different languages.

6B GRAMMAR: REPORTING WHAT PEOPLE SAY

1

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

2

- 2 Riko asked if/whether anyone had got seriously injured.
- 3 She explained (that) she was staying at her friend's house.
- 4 He asked when I had lost my wallet.
- 5 Becky said (that) she would make a complaint.
- 6 The teacher told the class (that) water boils at 100 degrees Celsius.

6C FOCUS ON: DISCUSSING PRESENT HABITS

1

- 1 He **tends** to eat dinner at 6 o'clock.
- 2 Dad **likes** gardening.
- 3 I tend to make mistakes when I ... / I **will make** mistakes when I ...
- 4 Marianne is **usually late** for everything.
- 5 Ibrahim and I **often go** for a coffee on Fridays.
- 6 She tends **to** listen to podcasts ...

7B GRAMMAR: *HAVE/GET SOMETHING DONE*

1

- 1 Mehmet gets his car washed once a month.
- 2 Did your sister get her internet fixed?
- 3 Their photos got lost in the fire.
- 4 We are not getting food delivered again tonight.
- 5 Have you had your eyes tested recently?
- 6 The garden needs clearing by a professional.

2

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

7C FOCUS ON: *COST, PRICE, WORTH*

1

1 costs 2 cost; worth 3 prices; worth 4 price
5 worth 6 cost 7 worth 8 price

8B GRAMMAR: NOUN PHRASES

1

1 that requires 2 to wait 3 for 4 that
5 with 6 who is

2

1 of 2 to 3 who 4 to 5 where 6 for

8C FOCUS ON: COMPOUND WORDS

1

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

9B GRAMMAR: PRONOUNS

1

1 herself 2 ones 3 anyone; ourselves
4 anything 5 one 6 someone; no one
7 I; him 8 you; mine

2

1 herself 2 anywhere / somewhere 3 one
4 their 5 myself 6 her

9C FOCUS ON: THE PASSIVE VOICE WITH BY

1

- 1 A chocolate cake was baked by the children.

- 2 Rome was founded in 753 BCE by Romulus and Remus.
- 3 This evening, dinner was cooked by Arthit.
/ Dinner was cooked by Arthit this evening.
- 4 Tea was discovered by the Chinese emperor Shen Nong.
- 5 The test was taken by thirty students.
- 6 London's Big Ben was designed by Augustus Pugin.

10B GRAMMAR: QUANTIFIERS

1

1 Both 2 many 3 some 4 no 5 Everyone

2

- 1 Neither of us **is** able to come to the meeting as we'll be with a client.
- 2 I didn't receive **an** invitation from her.
- 3 I really don't mind which you choose – I like **all** of it.
- 4 **None** of the guests have confirmed they're coming.
- 5 Both Arjun and Mila **have** fact-checked the article.

10C FOCUS ON: VERBS OF THE SENSES: *LOOKS, SOUNDS, SMELLS, FEELS, SEEMS*

1

- 1 seems as if/though
- 2 sounds like he's
- 3 looks as if/though
- 4 sounded
- 5 feel