

UNIT 1

OPENER

1

Sample answers

- 1 colourful, creative, imaginative, fun, bright, artistic, old, second-hand furniture, big lights and white walls
- 2 Shilpa is young, fashionable, and seems friendly, outgoing, creative, with a good sense of fun/humour.
- 3 She probably loves her job – she designs hats that reflect her personality. They are fun and creative.

2

- 1 Brian was an active child and loved riding his new bike all around town. He built bike jumps and race courses all over the parks near his house and rode the bike until his parents had to replace the tyres.
- 2 He has a bigger bike now, and he now takes his children on bike rides. Also, he now has to fix his children's bikes and replace their tyres.

3

Students' own answers

1A

1

Sample answers

- 3 Examples include using one account for work and one for friends, or one to share photos and another to write.

2

1 a 2 d 3 b 4 c

3

Sample answers

- 1 Students may argue that our profile only shows part of who we are, or a very simple, superficial version.
- 2 Some may argue that we should only have one profile as having more suggests you are not being honest.

- 3 Some may argue that different profiles show different sides of you.
- 4 Different identities could include: the 'work' you, the 'party' you, the you who is interested in a particular hobby, the you who wants to meet new people.

4

Sample answers

Main topic: Online identities. It's probably questioning if we have only one true online identity.

What I know: Students will know about their own online identity, and will probably know that of their friends; they will have or take a view on whether having multiple identities is unusual, good or bad.

What I will learn: How people use social media, whether having multiple online identities is unusual or not.

5

a, c, d

6

- 1 different identity
- 2 multiple profiles
- 3 family members
- 4 her personality
- 5 many sides

7

- 1 Specific examples / personal experience: Nicole Lee's multiple accounts
Expert opinion: danah boyd's ideas and quotations
- 2 Opinion (though an expert opinion): It is a direct quote with no evidence, and it is directed at 'you'.
- 3 The article: It has more evidence (specific examples of multiple accounts, and examples of personal experience), and it refers to the expert opinion of three people.

1B

1

Students' own answers

2

Sample answers

Brian's identities are revealed in the texts, so don't give definitive answers at this stage. In A, Brian is a winter sports teacher and splitboarder; in B, he is a parent and educator; in C, he is an ecologist and explorer.

3

1 C 2 A 3 B

4

- a It's happening now, or happening in a photo.
- b It's a permanent situation.

5

Including grammar explanation:

- 1 know (a state verb)
- 2 is getting (changing situation – now)
- 3 is making (describing what's happening in a photo)
- 4 is talking (*be quiet* suggests happening now)
- 5 have (permanent situation)
- 6 Are you (state verb)

6

Including grammar explanation:

- 1 am (a state verb)
- 2 am running (describing what's happening in a photo)
- 3 am giving (describing what's happening in a photo)
- 4 Do you recognize (a state verb)
- 5 love (state verb)
- 6 are celebrating (describing what's happening in a photo)
- 7 don't prefer (state verb)
- 8 like (state verb)

7

Students' own answers

8

- 1 painting (pronounced /ɪŋ/)
- 2 singing (pronounced /ɪn/)
- 3 working (pronounced /ɪŋg/)
- 4 cooking (pronounced /ɪŋk/)

9–10

Students' own answers

1C

1–2

Students' own answers

3

- 1 adventurous
- 2 competitive
- 3 academic
- 4 messy
- 5 shy
- 6 organized
- 7 ambitious
- 8 sensible
- 9 independent
- 10 sociable

4

Students' own answers

5

2

Erik: organized; moved in with two housemates; messy

Layla: ambitious, competitive; became sales manager; ambitious, competitive

Wang-Wei: shy; watched a TED talk; sociable

Luisa: sensible; retired; adventurous

6

Students' own answers

7

b and c have the same meaning.

In a, *used to* refers to a past situation that has stopped (not true now).

In b, *didn't use to* refers to a past situation that was not true in the past (so true now).

In c, *would* refers to a past habit.

In d, *wouldn't* refers to past habits (not true now).

8

- 1 Did you use to do
- 2 used to play
- 3 didn't use to like
- 4 used to be

9

You can use *would* in 2.

10–12

Students' own answers

1D

1

Students' own answers

2

- 1 a Lucia is the active communicator and Yana is the passive communicator.
- b Lucia is the fast communicator and Yana is the slow communicator.
- 2 Sample answer: Yana's passive style and slow pace probably make Lucia feel like she's not interested in Lucia's stories. Lucia is clearly annoyed with Yana for not actively participating in their conversations and might think Yana is boring. Lucia's fast and active style might make Yana feel unsure about how to respond. She might feel under pressure and stressed in that conversation. She might even think Lucia is too loud, dominating, over-confident and maybe even intimidating.

3

- 1 a Peter
- b Peter is more competitive and César is more cooperative.
- c César

- 2 Peter might think that César has no opinions and is perhaps a bit distant and not very good at building relationships. César might think that Peter's informal style is too close for comfort and that he's overconfident and not considerate enough of other people.

4–5

Students' own answers

6

- 1 Communication problems
- 2 Become aware of our own communication style.
- 3 It helps us see things from a different point of view.
- 4 They might not push each other to make changes and be creative.
- 5 We can change our communication style slightly and adapt it.

7

Sample answer

It can help us see the causes of our communication problems more clearly. This understanding can help us see our relationship in a different way and deal with future conversations more effectively.

Examples: We can recognize that a speaking partner may be quiet because we are too fast or direct. We can recognize that a speaking partner is frustrated because we are passive or indirect and not expressing opinions or showing interest.

8

Sample answer

I have a fast, direct style, but my friend is passive and indirect, and asks questions. I feel annoyed sometimes because she asks me questions instead of saying what she thinks. I have improved conversation by trying to ask questions myself, and by not expecting her to say what she really thinks.

9

Sample answers

Situation 1: Similar – both competitive.

Advice could be to talk it through, or not get worried that Shanta is competitive. Remind

Toni that he isn't usually competitive, so he shouldn't be with

Shanta.

Situation 2: Different – Bo is emotional, Ania is factual. Talk it through, or just understand that this is Bo's way. Advise Ania to think a little less about the facts and more about how she'd feel in Bo's position to help understand why he might react in that way. Or advise Ania to use her factual style to try to help Bo see the facts of the situation which might help him feel better.

1E

1

Students' own answers

2

Winson: b – A place to talk about clothes and clothing design, Aliya: f – A chat group for people who love music

3

Students' own answers

4

1 b 2 d 3 a 4 e 5 c

5

1 love 2 nearly every day 3 used to
4 I recently 5 When I'm not

6

- 1 I love (wrong tense – state verb); international (adjectives don't change in English even if describing plural nouns)
- 2 English (capitals for nationalities); school (spelling)
- 3 I didn't use to (wrong grammar with *used to*); books (plural noun)
- 4 Last year, (capital at start of sentence; comma); . (full stop at end of sentence)
- 5 I enjoy (missing subject pronoun); listening to (missing preposition)

7–12

Students' own answers

UNIT 2

OPENER

Sample answers

- 1 The artist painted a 550m² wall alone in only seven days.
- 2 Yes: bright, fun, exciting, brightens up the place; No: too bright and colourful, too different from other buildings.
- 3 energy, excitement and dynamism, modernity, huge scale that makes the viewer feel small

2

- 1 He didn't like it.
- 2 English changed his personal and professional life.
- 3 The engine failed.
- 4 She fixed it by herself.

3

Students' own answers

2A

1

Sample answers

- 1 Students' own answers, but some suggestions: famous people (e.g. film stars), high achievers (e.g. great writers, scientists or entrepreneurs) or people who change the world or overcome challenges.
- 2 It could be: being famous, getting rich, getting a high position in society, winning something, doing what you want to do in life.

2

a 2 b 4 c 5 d 1 e 3

3

- 1 preposition + noun phrase
- 2 verb + noun phrase
- 3 adverb + adjective/participle
- 4 adjective + noun
- 5 noun *and* noun
- 6 verb + particle
- 7 preposition + noun phrase

8 adjective *and* adjective

4

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

5

On the left it shows the percentage of people who say they are happy. Along the bottom it shows income in a year. Up to \$75,000, happiness increases with income.

It shows that money can increase your happiness, but only up to \$75,000 per year.

6

1 \$25,000 per year 2 No 3 Yes

7

Sample answers

- 1 It depends on how you define success. If an athlete only sees gold as success, silver will feel like a failure. But society, the athlete's home nation, will feel silver is a big success.
- 2 Yes, because they have achieved their aim; they have helped someone grow. No, because they have not done anything important or better than what anybody else can do. Actors and business people have to study, work hard and show special abilities in a competitive environment to be successful.
- 3 Students' own answers. They may say yes and suggest that health, friends, a fun job are more important than money.

2B

1

Sample answer

- 1 Students might suggest talent, luck, background, opportunities, a strong mind and ambition.

2

- 1 Popi talks about the skills he needed to become a researcher and conservationist.
- 2 Teresa talks about the skill of writing and becoming a science writer.

3

1 T 2 P 3 T 4 P

4

- 1 Present perfect: This is something that started in the past and is still true in the present.
- 2 Past simple: This is a finished event/situation in the past.

5

Including grammar explanation:

- 1 have always loved (still true in present)
- 2 cooked (happened in the past – uses *when*)
- 3 have worked (consequence in present)
- 4 became (happened in the past); have had (still true)
- 5 spent (happened in the past – uses *last year*)

6

Sample answers

- 2 they know all the songs.
- 3 she wants to change classes.
- 4 he feels nervous driving.
- 5 we're experts at it / we can beat anyone.
- 6 I'm not afraid to try anything. / I know that talent is not everything.

7

Including grammar explanation for present perfect uses:

- 1 have wanted (still true)
- 2 have admired (still true)
- 3 started
- 4 was
- 5 read
- 6 started
- 7 bought
- 8 have taken (continuing)
- 9 have become (consequence now)
- 10 have spent (consequence)

8–9

Students' own answers

10

- 1 last 2
- 2 difficult 2
- 3 skills 2
- 4 crisps 3

11

Students' own answers

2C

1

Students' own answers

2

a, c

3

Students' own answers

4

1 preparing 2 research 3 experience 4 story
5 lie 6 smartly 7 late

5

Students' own answers

6

With grammar explanation:

- 1 has to (general obligation – work rules, so obligation from outside)
- 2 mustn't (not a good idea)
- 3 must (obligation for yourself)
- 4 don't have to (not necessary)
- 5 had to (*had to* is past of both 'have to' and 'must')
- 6 didn't have to (not necessary in past)

7

- 1 work for a company
- 2 work shifts
- 3 call in sick
- 4 work part-time/full-time
- 5 apply for a job
- 6 meet deadlines
- 7 run a company
- 8 take on responsibilities

9 do overtime

10 go freelance

8–9

Students' own answers

10

/ə/: answer, overtime, idea

/ɜ:/: first, service, world

11

Sample answers

Sales manager

Rules for success: dress well, be on time with clients, be friendly, be good at listening, be strong and good at persuading, be patient, never give up.

Designer

Rules for success: be creative, work long hours, be open to ideas, listen to other people, meet deadlines.

Doctor

Rules for success: study hard and learn a lot, keep learning, be patient and considerate.

2D

1

Sample answers

- 1 Students may suggest: I have known them a long time. We share secrets. They love me. They have never been unreliable in the past. They always tell the truth.
- 2 Students may suggest the opposite of the above.
- 3 Yes, because you need to know the other person is honest, isn't lying, and won't tell others your secrets.

2

- 1 Trust is the glue of life because it holds all relationships together. Life is about the relationships with the people around us.
- 2 They feel confident and safe, and they feel like they can open up.

3

- 1 Five.

- 2 Good, honest, reliable, truthful, able, open. The video also implies 'strong' and 'trusting' with the words *strength* and *showing others we trust them*.
- 3 We can talk about our successes or tell them our qualifications.
- 4 By giving them information they need or information you have.
- 5 By keeping secrets that people tell us and by doing what we say we'll do.

4

- 1 being open with information
- 2 being reliable
- 3 showing our abilities
- 4 showing that you trust the other person
- 5 finding things in common

5

1 into 2 know 3 spend 4 need 5 depend
6 trust

6

Sample answers

Model roleplay for Situation 1:

A: Hi. I'm Mark. Nice to meet you.

B: Hi. I'm Sandra.

A: I don't know if you like rock music, but I'm really into the music they're playing here.

A: Yeah. It's great. I spend a lot of time playing the guitar. Do you play anything?

B: Yes. I'm into the guitar too. People say I'm quite good. Perhaps we can play together some time?

Key phrases to use in other situations:

Situation 2: Leave it with me. I'll get it done.

Situation 3: Can I fill you in on what happened / you missed?

Situation 4: People often say I'm good at fixing things. You can depend on me.

7

Sample answers

- 1 Ideas include: by keeping in touch on social media, by remembering birthdays

and special days, by being friendly and open in conversations.

2E

1

Students' own answers

2

1 a 2 b 3 c 1

2–3 Students' own answers

3

Sample answers

A list of additional ideas: set a table, make an omelette, wash a car, learn the guitar, organize a party, bake a cake, learn to dance, play chess, create a web page, make a burger, ride a skateboard, brush your teeth.

4–10

Students' own answers

UNIT 3

OPENER

1

Sample answers

1 They are rescuing / trying to help a whale. They are pushing it out to sea.

2 Some people are pushing, some pulling; some people may be offering advice; together, they are strong enough to move the whale, and save its life.

2

1 Everyone can have different opinions – you have to actively listen to your teammates while making sure your own opinion isn't ignored.

2 Compassion and flexibility.

3

Students' own answers

3A

1

Sample answers

3 Necessary: makes it interesting to do/ watch; makes you practise harder, and try

harder; in some sports, e.g. racing, boxing, team sports, there is no point in doing it unless someone wins.

Not necessary: can be for fun; good to do sport for fitness and health; sometimes you are competing against yourself not others, e.g. improving your skiing style, getting faster at running; some sports don't need competition to be fun and healthy, e.g. running, skiing, riding.

2

Lisbet; Adriana (competition mixed with working together)

3

- 1 Shen ('[Competition] isn't necessary for participating in a sport and enjoying it.')
- 2 Adriana ('Developments in sports technology often come from people trying to do new things ... So, although Shen doesn't compete, he does benefit from others' competition.')
- 3 Jan ('Are those not sports because people don't compete, or are the dictionaries wrong?')
- 4 Lisbet ('Without the winning and the losing, no one would care – there would be no point.')
- 5 Lisbet (see above)
- 6 Shen ('Sport has to include physical activity.')
- 7 Adriana ('... teamwork such as passing to move the ball around the field makes the game exciting.')

4

- 1 football, the Olympics, Formula One racing
- 2 the best example is ..., Another example is ..., Or what about ...
- 3 skiing, snowboarding, ice climbing
- 4 No. He introduces the examples then he explains why they are good examples.
- 5 Football – passing to move the ball around the field.

5

Sample answers

- 2 Examples to support ideas include: Lisbet: Competition makes people practise and try harder; winners get fame, glory, money, sponsors – without competition, there would be none of that.

Shen: Fun, healthy, make friends – these are all good reasons to do non-competitive sport; why do we have to have winners?

Adriana: Sports technology depends on interest in sport from fans and sponsors – without them, there wouldn't be the money to improve these things.

6

Sample answers

- 1 Students may think of positive things: winning, watching success at the Olympics, getting better at something, the excitement of a final in a major competition.

Students may think of negative things: losing, failure, people cheating or being aggressive in order to win.
- 2 Business (trying to get a deal); exams (trying to get the best grade); reality TV shows or game shows; song and dance competitions; auditions; job interviews.

3B

1

Students' own answers

2

a 2 b 4 c 1 d 5 e 3

3

1 c 2 a 3 b

4

Students' own answers.

5

- 2 She did research in the Amazon.
- 3 National Geographic was supporting her work.
- 4 She was studying health and climate.
- 5 I hadn't heard about her work.
- 6 We had done research about endangered animals.

6

With grammar explanation:

- 1 met (completed event)
- 2 were studying (background)
- 3 had been (happened before)
- 4 arrived (completed event)
- 5 were doing (background)
- 6 saw (completed event)
- 7 had worried (happened before)
- 8 learned (completed event)
- 9 studied (completed event)

7

Students' own answers

8

/ɪə(r)/: 2, 4, 5

/ɜ:(r)/: 1, 3, 6

9

Students' own answers

10

Sample answers

Students can use this framework: *I have a ... called ... We met for the first time ... years ago, while I was ... -ing in ... Before we met, I had ... and he/she had ... One of my earliest memories of him/her is ... He/She taught me how to ...*

3C

1

Sample answers

- 2 Advantages: get lots of good ideas quickly; can look at a wide range of possible solutions for a single issue; different people bring different experiences and abilities to solving a problem; in a team, people work harder because they want to help each other; people are more creative in a team; people feel less personal responsibility, so can relax and feel less pressure.

2

1 came 2 deal 3 sign 4 give 5 kept
6 consisted 7 carry 8 belong 9 working

3

Students' own answers

4

Sample answers

- 1 See Background information.
- 2 To save species from extinction, so they can continue to exist in the wild; to stop them destroying the animals that they love; to protect their wildlife safari industry.
- 3 By creating and protecting nature reserves; by making sure there are good habitats for animals; by making laws against killing endangered animals; by going to the areas where people hunt and stopping them.

5

1 look for 2 call for help 3 survival
4 elephants, lions and rhinos 5 a job

6

Students own answers.

7

1 cause 2 allow

8

Students' own answers.

9

1 make 2 made 3 make, let 4 let

10–11

Students listen and repeat

3D

1

Sample answers

- 1 Yes: If we agree to disagree, if we stick to rules of how to behave, if we have opportunities to say what we think.

No: It is impossible for people to agree all the time, it is good to disagree and argue because then we find new ideas and new ways to work together.
- 2 People might deal with it by walking away, agreeing to disagree, using friendly language, saying sorry.

2

Students' own answers.

3

See page 154 of the Student's Book for an analysis of the answers.

4

1

Scenario 1: Paulo cancels to protect his relationship with Yu-jin by letting her do what she wants.

Scenario 2: Paulo's anger is too much, so he walks away and pretends this situation isn't happening.

Scenario 3: Paulo feels that he has more right and insists on Yu-jin cancelling her party.

Scenario 4: Paulo wants a quick solution that keeps both of them happy, and suggests, 'You have your party in the afternoon and I have my party at night.'

Scenario 5: Paulo really wants to understand the situation better, so he speaks to Yu-jin about it. They work together and decide to have a joint party.

2

Scenario 1: Pros: protects the relationship, avoids stress; Cons: not dealing directly with the problem and Paulo does not get what he wants.

Scenario 2: Pros: avoids stress; Cons: not dealing directly with the problem and Paulo does not get what he wants.

Scenario 3: Pros: 'wins' the argument and gets what he wants; Cons: damages his relationship with Yu-jin.

Scenario 4: Pros: quick solution to the problem; Cons: neither get 100% of what they want (an all-day party).

Scenario 5: Pros: builds trust and improves the relationship; Cons: working together means that they need to talk to each other and difficult conversations like this can take time and effort.

5

1 Avoid 2 Compromise 3 Give in
4 Work together 5 Force

6

Sample answers

Students may argue their own idea, but here are some good possibilities:

- 1 Force (no time to compromise)
- 2 Give in (you are in the wrong)
- 3 Compromise (you could invite him along, or go to the same place as your family)
- 4 Avoid (not your problem – and it isn't a big deal)
- 5 Work together (she is a good friend, so talk it over)

7–9

Students' own answers.

3E

1

Sample answers

- 1 When: e.g. forget a birthday, miss a meeting, lose something.
Why: rude not to apologize, want to stay friends and be forgiven; it may be bad for them if they don't apologize, e.g. they might lose their job.
- 2 When apologizing for something serious: longer, more formal, can give reasons why, and express apologies more strongly.
- 3 Less stressful, can express apology more clearly, can avoid conflict.

2

- 1 He did not send out all the invites for the club meeting. He only sent them to the players.
- 2 His mistake caused a delay to the training schedule.
- 3 He has two email lists – one for players and one for coaches. He sent the invites to the players and he was going to send them to the coaches when he was interrupted and he forgot to send them.

you to cancel my appointment.

3

Students' own answers.

4

Sample answers

1

I'm so sorry I forgot to mention that you helped me with the logo.

I must apologize for not mentioning that you helped me.

I can imagine you must be very upset about not getting thanks for it.

I didn't mean to not mention your help. In the future, I'll make sure I tell people about your work/contribution.

I'd like to make it up to you by writing an email to everyone to tell them about your help.

Will you let me buy you lunch to make up for my silly mistake?

2

I'm so sorry that I didn't send you the information you requested.

I must apologize for not sending you the information you requested.

I can imagine you must be very annoyed that I sent the information to Artur.

I didn't mean to send it to Artur.

In future, I'll ensure that I check the email address before sending.

In the future, I'll make sure I send any information to the right person.

I'd like to make it up to you by sending Artur an email explaining my mistake.

Will you let me buy you a coffee to make up for my stupid mistake?

3

I'm so sorry I forgot to cancel my appointment.

I must apologize for not calling you to cancel my appointment.

I can imagine you must be very annoyed about the missed appointment.

I didn't mean to forget to cancel the appointment, but I lost my phone.

In the future, I'll make sure I always call to cancel.

5

Students' own answers.

6-7

Students' own answers

UNIT 4

OPENER

1

Sample answers

- 1 It looks like a marble statue of a Renaissance man. It is actually a mime artist, a living statue, playing Leonardo da Vinci, on a coffee break.
- 2 Many cafés have table service, not bar service. They may have more tables and chairs, and waiters. The décor is likely to be very different

2

- 1 She does yoga, has a coffee and reads the news; she goes to the gym, and she runs or goes for a walk. Every night she writes in her journal.
- 2 She meets friends for dinner.
- 3 He has a shower and reflects on the day ahead.
- 4 He plays the guitar and listens to music, he spends time in nature, he does martial arts training and he meets friends in cafés.

4A

1

Students' own answers.

2

Sample answer

Notice that answers from the text are provided in Exercise 3. Here are things students might say:

- 1 By giving us a sense of order to our day; by making sure we do all the simple, important things, e.g. wash, eat; by making sure we do all the small things we enjoy.
- 2 A healthy routine; a routine that is right for us; a routine that most people do or should do.

3

- 1 '[A routine can] bring a sense of order to daily life and provide a sense of place and purpose'; '[be] the key to creativity and success'; 'your mind is free to think about big ideas'.
- 2 '[One that] gives your mind time and space to be creative when you aren't thinking about anything else or rushing to the next thing'; 'allows space for creativity and increases productivity', '[and can also] increase comfort and happiness'.

4

1 d 2 a 3 b 4 c 5 e

5

1 encouragement 2 helpful 3 survival
4 creativity 5 creative 6 unnecessary
7 laziness 8 rethink

6

1 N 2 A 3 N 4 N 5 A 6 A 7 N 8 V

7

- 1 -ment, -al
- 2 -ful, -ive
- 3 -ity, -ness
- 4 un-
- 5 re-

8

Sample answers

- 1 Arguably, school routines bring a sense of order to daily life and provide a sense of place and purpose, which is good for creativity. However, they can involve rushing, they are not personal, and they don't always leave space to follow thoughts.
- 2 Doing the same simple tasks day after day, e.g. photocopying. Having to go to fixed meetings. They could have a flexible routine in which they start and finish at different times, do jobs at different times, work in different spaces.
- 3 Boredom, not concentrating, starting late and finishing early, taking long breaks, easily disturbed by things happening around them. Could have fixed start and

finish times, fixed breaks, video meetings at specific times.

4B

1

Sample answers

- 1 A smile, a wave, a handshake, a bow, a nod, a hug, a kiss.
- 2 Age, gender and the context are important. How long you have known someone, time of day, place and culture could also be factors.

2

Sample answer

- 2 Some people may feel uncomfortable with cheek kissing (too intimate); some may feel uncomfortable with bowing (socially and culturally awkward); others may feel handshakes or hand on heart are too formal and distancing, or even unfriendly.

3

- 1 Alison shakes hands if she's in the US.
- 2 Alison gives her European friends kisses on each cheek when she's in Europe.
- 3 Alison says 'Namaste' when she's in Nepal.
- 4 Alison started greeting people without touching them recently ... when they're trying to avoid contact for health reasons.
- 5 Andrej kisses someone on the cheek if they are female.
- 6 Andrej shakes hands and high-fives them if they are male.
- 7 Andrej hugs another man only if they are close family or close friends.

4

We use the zero conditional to talk about facts and the first conditional to talk about possibilities.

5

Including grammar explanation:

- 1 will see (possible future situation)
- 2 don't touch (generally true)
- 3 bows (part of *if* clause)
- 4 shake (generally true)

- 5 give (if seen as generally true); will give (if possible future situation)

6

- 1 unless 2 in case 3 as soon as 4 as long as
5 unless 6 as soon as

7

Students' own answers.

8

Sample answers

- 1 bow (unless) they prefer to shake hands
- 2 shake their hands.
- 3 will probably feel uncomfortable.
- 4 my mother, (I) give her a hug
- 5 I know the person.
- 6 hand on heart or the elbow bump (in case) they seem too friendly
- 7 smile and tell them
- 8 shaking hands

4C

1

Students' own answers.

2

- 1 Kit has started doing ten-minute workouts every morning and taking walks after lunch; he has started cycling; he has started taking less sugar in his tea.
- 2 Yulia wants to stop drinking so much coffee.
- 3 Reward yourself. He rewards himself with a book for each week of exercise.

3

- 1 The phrase 'not going out at all' explains *staying indoors*.
- 2 *Workouts* is a noun and it means a session of exercise.
- 3 Kit gives the examples of putting it in his calendar and telling his wife about it.
- 4 *Cutting down* means reducing something.

4

- 1 Too many is used with countable nouns and too much with uncountable nouns.

- 2 Too much means 'more than needed' and has a negative meaning. So much just means 'a lot'.

- 3 A lot of and lots of have the same meaning; lots of is more informal.

5

With grammar explanation:

- 1 so many (really a lot – *books* is countable)
- 2 too much (more than needed – *coffee* is uncountable)
- 3 enough (*not enough* – less than needed)
- 4 a little bit of (small amount – *time* is uncountable)
- 5 plenty of (a lot)
- 6 lots of (a lot – can't use *many* because *trouble* is uncountable)

6

- 1 with 2 about 3 about 4 on 5 of 6 with 7 to 8 in 9 about 10 to

7–8

Students' own answer.

9

- 1 fed_up with my messy room
- 2 worried_about my health
- 3 spend time_on my work
- 4 feel proud_of myself
- 5 believe_in setting goals

10

Students' own answers.

4D

1

Students' own answers.

2

- 1 Carolina
- 3 He's too disorganized.
- 4 She's too inflexible.

3

- 1 A 2 DM 3 DM 4 A

4

- 1 They feel comfortable with familiar things and can feel uncomfortable with new ways of thinking or behaving, or when taking risks.
- 2 They see change as part of life and are more open to it. They are happy to make decisions as they come up and to not stick to a plan.
- 3 They might think that someone who doesn't mind uncertainty is unreliable, or think that their answers are unclear and inexact. They might feel anxious and stressed.
- 4 They might think that someone who avoids uncertainty is controlling and difficult, or feel that their detailed plans are unnecessary, and feel annoyed by their fear of risk and change.

5

Sample answers

We could get Carolina to see the good points of being more open to the unknown and the unfamiliar. We could remind Carolina that we don't have control of the future and ask her to allow for more flexibility when dealing with Akos. We could also encourage Carolina to show Akos that she understands the importance of action and change.

We could get Akos to see the benefits of having plans and being clear about what is going to happen. We could also advise Akos to explain the context, his thinking and the background information when discussing something with Carolina, and to offer more details when making decisions with her. We could also encourage him to show Carolina that he understands the importance of structure and plans.

6

Sample answers

Situation 1: Anna prefers to avoid uncertainty more than you.

Situation 2: You prefer to avoid uncertainty more than Zoltán.

Situation 3: Your mother prefers to avoid uncertainty more than you.

1: I'd show I understand, but suggest trying something new / seeing the funny side.

2: I'd explain why my study plan is important.

3: I'd show I understand, but would suggest trying it (with my help) just once.

7

avoids uncertainty: providing context / showing that you understand the importance of something doesn't mind uncertainty: showing flexibility.

8

Sample answer

Model roleplay for situation 1:

Ana: I'm annoyed that they have changed the menu. Let's go somewhere else.

You: I understand that you wanted to have the old menu. For me, both menus are fine. Why don't we just try something on this menu?

Ana: Let me explain why it's important. I like to eat the same food groups each day.

You: OK. I understand that. We can go somewhere different next time.

9

Students' own answers.

4E

1

Students' own answers.

2

- 1 downstairs in the laundry room
- 2 washing powder and coins
- 3 Sunday night and Wednesday night
- 4 the smaller one
- 5 the plants
- 6 Jürgen and Pablo, the next-door neighbours

3

Sample answers

- 1 Laundry / Washing clothes
- 2 Rubbish and recycling
- 3 TV / Remote controls

4 Plants / Watering

5 Neighbours / Help

4

Students' own answers.

5

If you need to wash any clothes, you can use the coin-operated washing machine in the downstairs laundry room. There's some washing powder and a few coins in the kitchen in case you need some change.; ... remember to take out the bins the night before.; If you want to watch TV, you need to use two remotes.; If you have any problems, you can talk to the next-door neighbours – Jürgen and Pablo.

6–9

Students' own answers.

UNIT 5

OPENER

1

Sample answers

- 1 The photo is of a mass street opera, held at locations throughout New York City.
- 2 The people are singing; they are standing on boxes spaced apart.
- 3 The title in the caption suggests it might be about life in the city at seven o'clock.

2

- 1 According to Nirupa, people create art to express their thoughts, feelings and their awareness of their existence. They create art because they need to communicate, celebrate or hold on to a moment in time.
- 2 Art can be anything like a painting, a film, a dance, a sculpture, a piece of music or a poem.
- 3 According to Alyea, art allows us to experience the world and connect with another person, culture or community.
- 4 The two paintings show traditional Mas characters from Trinidad and Tobago and their historical meaning in the community there.

3

Students' own answers.

5A

1

Sample answers

Students' ideas. They can interpret 'artists' in various ways, and answers will, of course, depend on the age and culture of your students. Here are some examples:

- 1 *Mona Lisa* by Leonardo da Vinci, *Spring Festival on the River* by Zhang Zeduan, *Sunflowers* by Vincent van Gogh, *David* by Michelangelo, the Taj Mahal, the Statue of Liberty
- 2 Leonardo da Vinci, Vincent van Gogh, Michelangelo, Pablo Picasso, Fan Kuan, Amrita Sher-Gil

2

- 2 They are all art. They fit the definition that art is 'something that we can connect with every day'.

Pop music is art when it speaks to our emotions.

Video games allow players to make a deep connection with an artistic experience. Street painting makes a city more beautiful and is enjoyed by people who live there. Comics help us 'understand a place and time and those who lived there'.

3

b, d

Good art requires skill to create and usually communicates some kind of message or idea that people can understand. Pop music, video games, street painting and comics are art if they are beautiful and make people feel emotion.

4

Students' own answers.

5

1–2

Paul McGuinness: 'the world's most ...' (lines 4-5)

Oxford Dictionary: 'appreciated primarily ...' (lines 5-7)

Chris Melissinos: 'If you can observe ... been achieved.' ... 'Video games are ... discover ourselves.' (lines 15-16 and 20-24)

Emily Baillie: 'All the artist needs ...' ... 'to add something interesting to their bare walls.' (lines 27-29)

Marton Otonelo: 'part of the city' (lines 31-33)

Darran Anderson: 'understand a place ... Manga is manga.' (lines 44-48)

3 Oxford Dictionary: [Works of art are] 'appreciated primarily for their beauty or emotional power'; Chris Melissinos: 'If you can observe the work of another and find in it personal connection, then art has been achieved.'

4 Emily Baillie: 'All the artist needs is permission from the building owner.' [In fact, building owners often ask street artists to paint in order] 'to add something interesting to their bare walls'.

5 No. Quotes from Emily and Marton are not connected to the argument. One quote ('Manga doesn't need to be high art. Manga is manga.') goes against the author's idea because it is arguing that we should not worry about whether Manga is art or not – it isn't important.

6

2 Students could argue that they see art in the beauty of nature, in what people wear, in food served in restaurants, on advertising billboards or the sides of buses, in the design of cars or houses, in shop window displays, on the covers of books or magazines, or on shop signs.

5B

1

1 *The Great Wave* by Katsushika Hokusai; notebooks with images of Frida Kahlo on them.

3 Possible answers include: because they are beautifully painted, because they reveal deep human emotions, because they show the struggle of the artist.

2

1 Hokusai 2 Hokusai 3 Kahlo 4 Hokusai 5 Kahlo 6 both

3

Sample answers

2 *Mona Lisa*, *The Scream*, etc.

4

1 past simple

2 infinitive (without *to*)

3 When the *if* clause comes first.

5

1 If you painted like Kahlo, you'd be famous.

2 I wouldn't recognize Hokusai if I saw him.

3 If Frida Kahlo saw her face on handbags today, she'd be surprised.

4 If Hokusai's prints were in the museum, we could go to see them.

5 I couldn't paint like Kahlo if I tried.

6

2 You could buy a Frida Kahlo painting if you had millions of dollars.

3 If you became a great painter, you'd be famous.

4 You could watch Hokusai paint if you travelled to the past.

5 If I had a lot of money, I wouldn't spend it on art.

7-8

Students' own answers

5C

1

Students' own answers

2

1 performed 2 Paintings 3 enjoyed

3

1 dance

2 excited – she wanted to get up and move

3 paintings from the 1800s

4 a dress

5 recycled things from home

4

1 However, near the end of the song ...

- 2 But a lot of other portraits
- 3 Although the story ...
- 4 However, there are certain types ...
- 5 Despite the fact that these paintings don't ...

5

- 1 the two feelings the song inspires
- 2 the skill of painters and how portrait paintings make her feel
- 3 the two different sides to the film
- 4 loving art and art she isn't interested in
- 5 the fact that she doesn't like particular paintings, but she can still appreciate the story behind them

6

- 1 *-ing* 2 *-ed*

7

With grammar explanation:

- 1 excited (*feel* + *-ed* – describes how you feel)
- 2 boring (describes what causes the feeling)
- 3 interesting (describes what causes the feeling)
- 4 amazed (*feel* + *-ed* – describes how you feel)
- 5 interested (describes how you feel)
- 6 amazing (describes what causes the feeling)

8

Students' own answers

9

- 1 don't understand
- 2 good
- 3 create something
- 4 sat and listened quietly
- 5 didn't expect
- 6 hate
- 7 threw them away
- 8 funny

10

- 1 disappointed 2 confusing 3 boring
- 4 relaxing 5 inspiring 6 shocked 7 annoyed
- 8 frightening 9 embarrassed

11–12

Students' own answers

5D

1

Sample answers

- 1 It means that intonation is important to show meaning and feeling – so a flat intonation may show disinterest, a rising intonation may show huge interest.
- 2 Many possibilities (wrong words, wrong grammar, etc.), but wrong stress and intonation is a common reason.
- 3 Intonation includes range, pitch, intonation patterns, word stress and sentence stress.
- 4 No. Some have very narrow or very wide intonation patterns. Some tend to rise at the end of sentences, some fall.

2

- 1 If your intonation starts high and goes up and down, it sounds friendly, lively and positive, but if you start low and stay flat, it sounds miserable and negative.
- 2 As above. A rising intonation at the end suggests a query. If you stress *art* or *fun* it changes the meaning – stress *art* (= *art* not other subjects), stress *fun* (= *fun*, not dull or boring).
- 3 Again, if the intonation starts high then rises and falls, the more positive and interested you sound. Shifting stress changes meaning, so stress on *this* (= *this* one, not the others), stress on *very* (= not a little, but a lot), stress on *interesting* (= not boring).
- 4 Similar to above, stressing really can suggest that the speaker is trying to be polite through understatement – they probably hate it.

3

- 1 a – hesitant, querying; b – happy and enthusiastic

2 a – excited; b – bored, not impressed

3 a – intrigued, interested; b – not sure about the painting

4 a – hesitant, unsure; b – angry, uninterested, aggressive

4

Sentence a

5

1 It might sound childish and unprofessional to some, and false and over-confident to others.

2 The gallery owner thought Liping was rude because she asked to see a painting with the stress on the last syllable of *painting*, and her voice went down at the end of the sentence.

3 Intonation misunderstandings happen when someone is familiar with a particular intonation pattern or someone is expecting to hear a certain intonation pattern and they hear something different. Very often they don't even realize that they are making a judgement because of the speaker's intonation.

6–8

Students' own answers.

9

1 Lee's intonation was probably very flat.

2 Strong, falling intonation makes Ed's intonation sound angry and aggressive.

3 Ayan's falling intonation makes this a statement not a question.

10

Sample answers

Model roleplays

1

Nasia: Have you been to the exhibition yet?

Lee: No, I haven't.

Nasia: OK. When you say 'No, I haven't' do you mean you aren't interested?

Lee: Sorry, I didn't mean it that way. I'm afraid you might have misunderstood me. I just mean 'no'. And, actually, I'd love to go.

2

Ed: Could you tidy up here?

Jo: I'm sorry, but what did you mean by that? Are you angry?

Ed: Sorry, I didn't mean it that way. I didn't mean to sound rude.

3

Ayan: He's the new client?

Paul: Yeah, I know.

Ayan: Sorry, I didn't mean it that way. I was asking a question.

5E

1

Students' own answers

2

1 It's an evening of light art and it'll take place at a gallery.

2 It'll take place on Tuesday 9th August at 7 p.m.

3 It's trying to get the reader to register for tickets to attend the event.

4 No, but if you wish, you could donate some money to the gallery.

5 Sample answer: on social media, in a magazine, on the gallery website, or in an email from the gallery

3

1 tour 2 artist 3 drinks 4 talk 5 front

4

1 The imperative is used to encourage people to come and to give them reasons why they should come.

2 The present tense is used when describing the programme. It is used more than the future *will* because it creates a feeling of closeness to the event – like it's happening immediately.

5

1 It will take / takes place in Bushy Park this Saturday at 9 a.m. / The event is / will be held in Bushy Park this Saturday at 9 a.m. / Join us in Bushy Park this Saturday at 9 a.m.

- 2 Your day starts with a 10km charity run. This is followed by lunch.
- 3 It costs \$20 per person to join.
- 4 Reasons to go: do good for charity, get plenty of fresh air, get exercise, enjoy good food.

6–8

Students' own answers.

UNIT 6

OPENER

1

Sample answer

- 1 beautiful old buildings, wide pavements, plants, illuminated buildings, pedestrian crossings, tourists taking photos, traffic, rain and umbrellas

2

- 1 a small town
- 2 going to restaurants
- 3 a park
- 4 You can find anything you want: international food, amazing concerts and museums

3

Students' own answers

6A

1

Sample answer

- 2 Cities need to provide: water, electrical power and light, internet connection, shelter/accommodation, roads and public transport, shops for food and clothing, hospitals for medical care, security, police, hygiene, i.e. toilets, a way to remove waste, entertainment, e.g. cinemas, cafés.

2

Sample answers

The text specifically mentions: entertainment (musical performances, dancing), food to try, toilets, rubbish bins, roads, buses, luxury tents, rickshaw taxis, a medical centre, clinics,

ambulances and an air ambulance, police department, CCTV, cleaners.

3

- 1 city (line 4)
- 2 festival (line 9)
- 3 meeting (line 13)
- 4 clinic (line 40)

4

1 b 2 c 3 a 4 c 5 a

5

The numbers show the population of each city. The size of the bubble is proportionate to the number it represents. It is visual and memorable, and uses few words.

6

It shows the population of the world's largest city at different times in the last 800 years, starting with Cairo in 1350 AD, then Beijing in 1600, London in 1850, New York in 1925 and Tokyo today.

7

Sample answer

- 3 Large gatherings may include: Summerfest in the US and Glastonbury in the UK (music festivals); World Cup and Olympics (sports).

6B

1

Sample answer

- 2 To find work or change their job; to study; to start a family; to have fun.

2

- 1 Born in Spain. Moved to Mexico.
- 2 Mexican history and culture; new Mexican words and sayings; Mexican art.
- 3 Once a year.

3

- 1 Bogotá. She moved there a year and a half ago.
- 2 The feeling of excitement; being surprised by new things.

- 3 It can be stressful. You have to get to know the place and it can be easy to get lost. It can be lonely (she lives by herself).

4

I've travelled back to visit once a year. – Here, we are interested in the whole completed action – not the duration.

I've lived in Mexico for more than three years now. – Again, here, we are interested in the whole completed action – not the duration.

Also, the use of the simple form suggests the action is 'permanent' (Mexico is home), but the use of the continuous form suggests that the action is 'temporary' (He will move somewhere else one day).

I've practised. – I've finished practising and I'm focused on the completed action and the result of it, rather than the ongoing action or situation.

5

- 1 have been living
- 2 have been learning
- 3 have been trying
- 4 have/has been asking
- 5 have been making

6

Including grammar explanation:

- 1 *has been* – verb be is used as a state verb (not an action).
- 2 Both: *have chosen* focuses on the result of this complete action; *have been choosing* focuses on the duration of the action, a continuous, repeated action up to now.
- 3 *have moved* – the infographic shows the 83% who have already completed the action of moving to Dubai from abroad. They are not in the process of still moving there.
- 4 Both: *have migrated* focuses on the completed action and the result of that action whereas *have been migrating* focuses on the duration of the action, a continuous, repeated action up to now.

7

Sample answers

The number of migrants has been rising since 1990 / in the last thirty years. The percentage of the world population living in cities has doubled since 1950. Almost half the population of Toronto has come from abroad.

8

Sample answers

- 1 I've been thinking about moving to a different country since I graduated.
- 2 I've studied / been studying English since I was seven.
- 3 I've been considering learning a new language / I've considered learning a new language once or twice before.
- 4 I've lived alone before – but I didn't like it. / I've been living with my friends José and Anna for almost a year.

9

Students' own answers.

10

The weak sounds are shown in bold.

- 1 /ɪt əs bɪn ɪnkri:zɪŋ evri: jɪə/
- 2 /pi:p(ə)l əv bɪn kʌmɪŋ frəm dɪfrent kʌntri:z/
- 3 /aɪ əv bɪn lɜ:nɪŋ ðə læʊkl la:ŋwɪtʃ/
- 4 /jʊ əv bɪn θɪŋkɪŋ əbaʊ ðɪs/

11

Sample answers

- 1 City: more work, more money, more interesting people to meet, more cafés, cinemas and restaurants to go to.

Countryside: more natural beauty, peaceful and quiet, lower cost of living, more space, less crime, good for family.
- 2 Yes. Advantages: no travel, cheaper, can stay with family, good for environment.

Disadvantages: life too quiet, no work colleagues, miss city and workplace.

6C

1

Students' own answers

2

- 1 shopping mall
- 2 hostels
- 3 suburbs
- 4 chain stores
- 5 district
- 6 stalls
- 7 monument
- 8 harbour
- 9 neighbourhood
- 10 office blocks

3

1 L 2 Y 3 Y 4 L 5 Y L 7 L 8 Y

4

Sample answers

Start of a story: A few years ago, / When I was in ... / Did I ever tell you about ... / So, Order of events: Then, / Next, / A few days later, / Soon after that, Other signposts: In fact / As a matter of fact / Actually (= I'm going to explain the truth of what happened) / Surprisingly, / Worryingly, (= the storyteller's voice – showing how they feel).

5

1 e 2 d 3 a 4 b 5 c

6

walking along; ran towards; waved excitedly; turned around quickly; walked away

7

Including grammar explanation:

- 1 slowly (you can't drive gently – the word does not collocate); towards (= in the direction of)
- 2 through (use *through* when there are high things each side of us, e.g. through a forest, here, there are stalls each side; use *across* when the area is open, e.g. across a field/road); over (= from one side to the other)
- 3 by (= past, but very close to); quickly
- 4 across to (we go across a bridge – from one side to the other)

8–10

Students' own answers

6D

1

Sample answers

- 2 People talking too fast, not knowing much about the topic, strong accents, high level vocabulary or slang, people in the group knew each other really well, people interrupting and unfinished sentences.
- 3 Ideas (dealt with in this lesson) include: listening and watching to get to know the group, asking questions, planning what to say, changing the subject.

2

Sample answers

- 1 Because they were talking about things she didn't know about. This is probably because she comes from a different place from the others.
- 2 She thought it was because her English grammar and vocabulary weren't good enough.
- 3 Because her conversations with Killian are one-to-one conversations and she can control the topics and take her turn more easily than in a group conversation.

3

- 1 talking, nothing
- 2 voices, noise, same
- 3 different
- 4 watching

4

1 F 2 F 3 T 4 T 5 T

5

Sample answers

- 1 Listen and watch. Ask questions when you don't understand.
- 2 Listen and watch. Ask questions when you don't understand. Remember, the issue might not be your language skills.
- 3 Listen and watch. Learn the rules of the group.

- 4 Plan what you want to say and wait for the right moment.

6

Sample answers

1

Situation A Natalia seems to have difficulty finding the right moment to share her own story.

Situation B They are talking about something Natalia knows nothing about.

Situation C Natalia seems to have broken the rules of this group by making jokes.

Situation D Natalia has to speak in front of a large group of people and is afraid that they will judge her English.

2

Situation A Try to link what they are saying to what you want to talk about.

Situation B Ask questions to find out more and help them notice that you're not following the conversation.

Situation C Listen and watch, and try to understand the rules of new groups you join.

Situation D Try planning what you want to say before saying it.

7

Sample answers

Situation A: Earlier you were talking about neighbours and I just wanted to say that ... / This reminds me of the neighbours I used to have ...

Situation B: What's the Spanish Armada? Sorry I don't know what that is. / Can I get you to explain the Spanish Armada to me a bit more? I'm afraid I'm a bit lost.

8

Sample answers

'You' could say:

- 1 What's ... ? I don't know what/where that is.
- 2 This reminds me of ... / Have you heard of ... ?
- 3 I really want to hear about ...'s family.

9

Students' own answers

6E

1

Sample answers

a Advantages: easy, ready-made itineraries, advice from experts and travellers.

Disadvantages: could be out of date, don't discover things for yourself.

b Advantages: reliable information, ready-made itineraries, advice from experts.

Disadvantages: have to buy it, could be out of date, don't discover things for yourself.

c Advantages: good to get advice from people you know.

Disadvantages: not experts, may have different tastes.

d Advantages: as c, plus they really know the city.

Disadvantages: may have different tastes, may feel you have to do what they say.

e Advantages: reliable information, ready-made itineraries, advice from experts.

Disadvantages: they get you to do the tourist trail.

f Advantages: fun, adventurous, you may see things others don't.

Disadvantages: could miss out on seeing things, could be stressful and disorganized.

2

- 1 One day.
- 2 Because he doesn't live in Málaga anymore.

3

a 1 b 5 c 2 d 3 e 4

4

To start your day,
After that,
At this point,
While you're there,
After lunch,
Later in the evening,
(And then) you can end the day ...

5

- 1 To start your day,
- 2 After that, / Then, / Next,
- 3 While you're there,
- 4 At this point, / Later in the ...,
- 5 You can end the day ...

6–9

Students' own answers

UNIT 7

OPENER

1

Sample answers

- 1 He is on a highline (tightrope), high above the ground (see caption).
- 2 He is walking on a tightrope. He is 'highlining' (see About the photo). As he is a professional, he probably feels calm, relaxed and very concentrated.

2

- 1 Francisco: because he needs to sit in front of his computer for very long periods of time.

Rebecca: because she's a workaholic and can work every day of the week if she doesn't try to create free time for herself.

- 2 Francisco tries not to work at the weekend, makes to-do lists every morning, and tries not to get distracted by social media and emails.

Rebecca tries to keep weekends free for adventures: climbing, cycling and hiking, takes her dog for a walk three times a day, and tries to go for a run or cycle every day.

- 3 So that you keep yourself physically and mentally healthy.

3

Students' own answers

7A

1

Sample answers

- 1 Home: tidy up, wash up, do the vacuuming.

Work: meet clients, do the photocopying, write emails.

Studies: revise notes, write essays, attend lectures.

- 2 Watching TV, going to the cinema, eating out, doing sport.

2

a 3 b 4 c 2 d 1

3

- 1 Because he/she often doesn't finish tasks by home time.
- 2 Because the most effective microbreaks include a change in your body position.
- 3 Because it helps us see what's important.
- 4 Because of the constant pings announcing the arrival of a text message or email or signalling a new 'like' on a social media post.

4

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

5

Sample answers

- 1 Use a diary or calendar to say when you aim to do things; tick off jobs when you do them; put tasks you need to do in order.
- 2 Do hard things first; work in the morning; eat healthy food.
- 3 Play relaxing music; work for less than an hour at a time; close your office door.

6

Students' own answers

7B

1

Sample answers

- 1 See list above for ideas.
- 2 Other places: a mountain or forest path, a friend's house, a library, a lake, a walk by a river.

2

- 1 in December
- 2 his kids
- 3 go scuba diving
- 4 because they have been apart a lot recently

3

- 1 a few times
- 2 her car
- 3 wants to avoid
- 4 walk
- 5 the scenery

4

Students' own answers

5

- 1 the future 2 a 3 c 4 b

6

Including grammar explanation:

- 1 I'm working (an arrangement)
- 2 I'm going to (plan)
- 3 I'll (promise)
- 4 I'll come (instant decision)
- 5 I'll be (fact – can't use be in continuous form – it's a state verb)
- 6 We'll both need (prediction – can't use need in continuous form – it's a state verb)
- 7 I won't be (promise)

7

- 1 is taking, are going to be
- 2 is starting, is going to need
- 3 am bringing, are going to like
- 5 is not going to rain, are going

8

Students' own answers

9

- 1 Next week, we'll celebrate my friend's birthday.
- 2 Next month, I'm going to be busy.

- 3 We'll meet at a café.

- 4 I'm going to take the IELTS exam.

- 5 When are you leaving?

- 6 We're going to travel.

10–11

Students' own answers

7C

1

Sample answers

- 1 Perhaps he is saying that he thinks and feels like a poor man, not a rich man.
- 2 Money may get you to certain places, but it is your friends and the way you behave that get you to other, probably more interesting, places.

2

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

3–4

Students' own answers

5

- 1 c 2 a 3 b

6

- 1 80% 2 budget 3 earn 4 bills 5 food 6 meals out/restaurants 7 cinema 8 travel 9 savings 10 needs 11 wants

7

Students' own answers

8

- 1 saving/to save 2 using 3 to find 4 to buy 5 taking 6 using 7 to pay 8 to follow

9–10

Students' own answers

7D

1

Sample answers

- 1 and 2 People may feel annoyed, ignored, frustrated. Reasons include: not concentrating or being distracted, or thinking differently or processing information differently.

2

See page 154 of the Students' Book.

3

With justification:

1 P

2 W

Scientists found that the American people (Part-to-Whole thinkers) were more likely to begin by describing the individual fish in the foreground (sentence 1).

Japanese people (Whole-to-Part thinkers) were more likely to begin by describing the background. They talked more about the non-moving objects and the relationships between the objects (sentence 2).

4

- 1 In the UK, the name of the receiver comes first, then the door number and street, the city and then the postcode. In Japan, the postcode comes first. Then the city, the street, the door number and finally the name of the receiver.
- 2 In the West, the title and the individual's name comes first, and then the family name. From the individual to the whole. In some Asian countries, the family name comes first, and then the individual and their title. From the whole to the individual.
- 3 Part-to-Whole and Whole-to-Part people pay attention to different things and remember different things. When there is a problem, they might also point out different reasons for the problem. Part-to-Whole people might immediately look for specific causes while Whole-to-Part people are more likely to consider the history, the context and the relationships involved.
- 4 For someone who wants to focus on the specifics, a person talking about the context might seem like they're not getting to the point quickly enough.
- 5 For someone who wants to consider the overall context, a person focusing on a very specific part of that picture might seem like they're missing the big picture.

5

Sample answer

By developing an understanding of how we process information differently, we can then be more patient, listen more and try to see things from the other person's point of view.

6

Sample answers

Akira has a Whole-to-Part way of thinking. When receiving instructions, he likes to know why his teacher needs him to find out about his classmates' devices and how his task is connected to the big picture. Akira feels like he's unable to understand his task fully without this information. Akira should ask questions to try and understand why his teacher is asking him to do this task. He could also discuss the context of this task with his teacher. Alternatively, Akira should be patient and recognize that the big picture will become clear eventually if he follows the instructions.

Mikayla has a Part-to-Whole way of thinking, so she believes that there is a specific reason, e.g. Jay's personality, for their argument. Karima has a more Whole-to-Part way of thinking. She believes that the context and the background of the situation might be the reason for their argument. Mikayla should try and listen to what Karima is saying and consider the big picture. She could try and see if there might be a connection between what Karima is saying and the reasons for her argument with Jay.

7

Sample answers

- a The phrases under the heading 'Looking at the big picture' and 'Clarifying what you're saying' can be useful for a Whole-to-Part thinker.
- b The phrases under the heading 'Asking about connections between things' can be useful for a Part-to-Whole thinker, although the phrase *I'm not sure I understand how this relates to everything else* can be useful for a Whole-to-Part thinker too.

8

Sample answers

Situation 1

Akira: I'm afraid I don't get the connection between asking about devices and what we are doing in class.

Teacher: I need this information to structure my lesson – how I teach will depend on what devices they have.

Akira: OK. I see.

Situation 2

Mikayla: Jay is only interested in his phone – he isn't interested in talking things through with me.

Karima: I'm not sure if it's that simple. Have you considered the possibility that Jay was tired from work or had something important on his phone?

7E

1

Sample answer

Jonah lets everyone know his opinion from the beginning and tries to explain why he feels this way. Naomi tries to consider both sides of the argument before presenting her opinion.

2

1 B 2 A 3 A

3

1 d 2 c

4

- 1 It is more like essay outline A.
- 2 The introduction introduces the topic of exercise videos and shows that there are two different points of views about exercise videos – one for and one against.
- 3 They are free and convenient, there are plenty of choices.
- 4 The range of choices could be confusing, there are no experts around to advise you or correct you.
- 5 It says again that there are two points of view on this topic. The writer then gives their opinion on the topic, saying that exercise videos are useful.

5

Introducing a point: *One advantage of online exercise videos is that they are free and convenient.*

Showing contrast: *However, some people might find this wide range of choices confusing.*

Considering both points of view: *There are many pros and cons to online exercise videos, but I strongly believe that the pros outweigh the cons.*

6

Sample answers

- 1 Pros: don't have to leave home, wider choice, lower prices.
Cons: can't see or feel product, not good for the high street, miss out on social event of shopping.
- 2 Pros: good for environment – less travel, good for home life – more time with family, people can live anywhere.
Cons: miss out on office experience, bad for city centres, hard to do many jobs online properly.
- 3 Pros: great learning tool, good for keeping in touch with friends, children have to learn to use modern technology tools.
Cons: can access inappropriate websites, spend too much time online, not doing other activities like sport, online bullying.

7–10

Students' own answers

UNIT 8

OPENER

1

Sample answer

- 1 tent, sleeping bag, mat, clothes, toolkit, food, drink, water bottle, map

2

- 1 His cameras
- 2 His phone and his tool for opening cans and fixing things
- 3 Science

4 basic tools, duct tape, a first-aid kit

3

Students' own answers

8A

1

Sample answers

- 1 Coffee or tea are common (because they are slightly addictive); other answers might include coke or hot chocolate, chocolate bars, crisps and chips.
- 2 Students may suggest: their phone, TV, games console, car, bike.

2

a 2 b 4 c 1 d 5 e 3

3

Including justification:

- 1 F (There's plenty of healthy food on the ISS, line 5, paragraph 1)
- 2 F (fresh fruit and vegetables (are) sent by the space-station support teams on the ground, line 9, paragraph 2)
- 3 T (espresso coffee ... finally became a reality on 3rd May 2015, line 7, paragraph 3)
- 4 F (not mentioned)
- 5 T (pizza, ice cream and fizzy drinks are what astronauts miss most, line 5, paragraph 5)

4

Students' own answers

5

- 1 clothing/it, clothing/it
- 2 it's
- 3 these 'care packages' / they
- 4 he/Luca was (working) / working
- 5 he missed

6

Sample answer

It could be similar to those in the article: chocolate, sweets, cheese and traditional books.

Other ideas: favourite magazine, photos, drawings by children, letters from friends or partners, a special item of clothing, a type of food that reminds you of home.

7

Sample answer

2 Possibly: different taste in food, want to remember family more, missing something that is special to you.

8

Students' own answers

8B

1

Students' own answers

2

- a 80 billion pieces of clothing are produced each year.
- b That's 10 pieces of clothing for every person on this planet.
- c People are buying 5 times more clothes than they did in 1980.
- d 50% of fast fashion is thrown away in less than a year.
- e On average, clothes are worn only 7 times before they are thrown away.
- f 2.1 trillion kg of clothes are thrown away every year.

3

- 1 Mary doesn't like fast fashion. / Mary thinks fast fashion is the cause of all this clothing waste. / Mary is concerned about the clothing industry.
- 2 A few years ago, she decided not to buy any new clothes for a year.
- 3 Knowing that she doesn't buy many clothes and many other people can't afford to, this statistic made her realise that some people must be buying hundreds of pieces of new clothes a year.
- 4 When fast fashion goes to landfills, millions of pieces of plastic go into our environment.
- 5 Mary says we can buy second-hand clothes and we can start shopping less and

buying better quality clothes and using them more instead of throwing them away.

4

'which' refers to 'the materials'

'which/that' refers to 'clothes'

'who/that' refers to 'people'

'which' refers to 'landfills'

'which' refers to 'fast fashion'

5

1 which started in the early 2000s ND

2 which are seen in this season's fashion shows D

3 whose fashion styles are often copied by their millions of followers ND

4 who are happy to buy second-hand clothes D

5 where users can buy and sell second-hand goods ND

6

1 *which* refers to fast fashion

2 *which* refers to styles

3 *whose* refers to the celebrities

4 *who* refers to the shoppers

5 *where* refers to the websites like eBay and Vinted

7

1 which/that

2 whose

3 which/that

4 which

5 who/that

5 where

6 where

8

1 Many people now think that vintage clothes, which are clothes from the past of a different style, are fashionable.

2 I'm trying to convince my cousin, whose idea of fun is shopping for new clothes, to buy more second-hand clothes.

3 We should resell clothes which/that we haven't worn in a year.

4 Clothes shops should not throw away clothes which/that have been returned to them by customers.

9

Students' own answers

10

1 the, that

2 these, them

3 than, them

11

Students' own answers

8C

1

Students' own answers

2

Sample answers

1 bake, fry, grill, boil, steam, stir fry, roast, microwave

2 sweet, sour, bitter (notice that words like salty, spicy, etc. are taught in Exercise 5)

3 chicken, turkey, lamb, beef, venison, duck

4 carrots, peas, beans, cabbage, leek, lettuce

Notice that the following food words come up in the audio (though you don't necessarily need to teach them as the aim is to activate vocabulary around the topic): cheese, arepa flour, thick pancakes, cooked corn, fillings, beans, meat, avocado, fish soup, cook the fish in butter, milk and cream, dish, chicken, buttery potatoes, sweet desserts, strawberries, raspberries and oats, sticky rice, fry the minced meat, add lime juice, fish sauce, sweet chilli sauce, mint, herbs, hot, salty, sweet and sour, wrap in lettuce.

3

1 C

2 D

3 J

4

- 1 flour
- 2 fillings
- 3 cream
- 4 dessert
- 5 salad
- 6 salty
- 7 Thailand

5

- 1 a cheesy b creamy c buttery d salty
- 2 a milky b oily c watery d chocolatey
e fruity f meaty g spicy

6

Sample answers

cheesy omelette, creamy soup, buttery potatoes, salty vegetables, milky porridge, oily fish, watery soup/broth, chocolatey dessert, fruity cake, meaty stew/casserole, spicy curry

7

- 1 fruity 2 meaty 3 salty 4 watery 5 spicy
- 6 milky 7 oily 8 cheesy

8

Students' own answers

9

- 1 /i:/ eat
- 2 /ɪ/ drink
- 3 /ɪ/ milk
- 4 /i:/ cheesy
- 5 /i:/ sweet
- 6 /ɪ/ this
- 7 /ɪ/ women
- 8 /i:/ piece

10

- 1 more or less 2 as 3 more 4 a lot

11

- 2 Boiled potatoes aren't as oily as chips.
- 3 My cooking isn't as good as my mother's.
- 4 Soft drinks aren't as healthy as fruit juices.

- 5 Sauces that are made with oil aren't as thick as sauces that are made with butter.

12

Students' own answers

8D

1

Sample answers

- 1 Typical situations: after a performance, speech, event or party you organized, presentation you made at work, meeting you organized or managed.
- 2 Important because: you can learn from good feedback; people need feedback to feel good or develop.

2

- 1 For Rudi, it is normal to give feedback in a more direct way and so he did not realize that Kabir was giving him some negative feedback about his party food when Kabir said it was 'interesting' to see so many meat dishes. But for Kabir, it is normal to give feedback by using suggestion. So Kabir thought it was clear to Rudi that he was saying that the party food wasn't to his taste. For Kabir, this was being direct, but for Rudi, it wasn't.
- 2 Rudi could ask Kabir to be more direct in his feedback.

2

Students' own answers

3

- 1 The positive feedback (bread), the developmental feedback (filling) and then the positive feedback again (bread). The bread is to soften the impact of the developmental feedback.
- 2 Kabir prefers an 'all-bread-no-filling' feedback sandwich.
- 3 Rudi prefers an 'all-filling-no-bread' feedback sandwich.
- 4 You should be extra clear about the feedback you are offering and signal you're giving this feedback with positive intention.

4

1 b 2 c 3 d 4 a

5

Sample answers

Receiving feedback:

Some may dislike 'all bread' because they are not told directly what to work on – they have to think it through themselves.

Some may dislike 'all filling' because they may feel insulted or unappreciated, and it is hard to respond positively when you feel that way.

Giving feedback:

Some may find it hard to be critical at all. Some may feel that giving positive feedback when they are largely feeling critical is not genuine.

6

Sample answers

Situation A: Tomaž gives Yuen 'all-filling-no-bread' feedback. He could try softening it with some genuine positive feedback and signal his positive intentions in his developmental feedback. Yuen, on the other hand, could focus on how he can improve and develop from Tomaž's feedback.

Situation B: Jo gave Beng 'all-bread-no-filling' feedback. She could be a bit clearer about the developmental part of her feedback. Beng, on the other hand, needs to think more carefully about what Jo's developmental feedback might be. After all, she did say she needed to talk.

Situation C: Alba gave Pensri some positive feedback before the negative feedback, but Pensri felt that the positive part of the feedback wasn't genuine. Alba could give more specific positive feedback and signal her positive intentions more clearly when giving the developmental feedback. Pensri, on the other hand, needs to think about how Alba's feedback can help her improve and develop.

7

Students' own answers

8

Sample answers

Situation A: I must say, you're so good at cooking so many different dishes. However, maybe you could use less salt next time.

Situation B: I've heard so many people saying such good things about you, but it seems to me that the others didn't really get a chance to speak. I'm saying this because I'd like to support you.

Situation C: I really like the way you drew those mountains. I have some thoughts that might be useful. Have you thought about using some bright colours?

9

Students' own answers

8E

1

Sample answers

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

2

1 c Research 2 a Basic language 3 b Body language

3

1 He defines 'subject' because it's important for understanding the text and he thinks his readers may not understand it.

2 He may make them feel upset or angry.

3 It helps break the ice. It makes people feel more comfortable. It improves the pictures.

4 Smiling

4–9

Students' own answers

UNIT 9

OPENER

1

Sample answers

1 On the roof of an apartment building in Nairobi, Kenya.

2 Playing golf; practising their golf swings; taking a break and sharing time together.

2

- 1 As a child, Gabby would pack a bag and sleep in a tent in her backyard. Sometimes her friends would join her.
- 2 She goes to the local rivers near her home.
- 3 Gabby usually plans her holiday in advance, but when she went to Sulawesi, she planned the holiday while she was there.
- 4 She likes trying new food

3

Students' own answers

9A

1

Sample answers

- 1 Because they think it will make their workers happier or healthier; will make them think positively about the company and work harder; will make more people want to get a job with them, and will give their company a positive image.
- 2 freedom of choice; more time off with family; feel healthier and happier; feel respected by company
- 3 have to decide when and how much time to take off; may cause problems between workers if one person takes more time off than others

2

1 allowed 2 good 3 less 4 employees 5 rules
6 more 7 bad

3

However, (line 2); Even though (line 3);
Despite the fact that (line 8); Although (line 7)

4

- 1 c However
- 2 a Even though
- 3 d Despite the fact that
- 4 b Although

5

Categories = number of paid days off per year
– 25–32, 33–35, 36+, Unlimited Values

measured = percentage of tech companies surveyed

It's useful because it's a very visual way of showing the information, and it's immediately clear what the relative values are.

6

- 1 33–35
- 2 25–32
- 3 35

7

Sample answers

- 1 Possibilities include: unlimited; flexible days, e.g. 28 days but you can take them when you like; fixed annual leave, e.g. 28 days but you have to take them when the company says; incremental leave, i.e. the amount of holiday rises the longer you are with the company.

9B

1

Sample answers

- 1 If I had some time off next week, I would relax with a good book / paint the living room.
- 2 If I could go to any country in the world, I would go to Thailand and visit the islands.
- 3 If travel was no longer allowed, I would spend my holidays at home.
- 4 I would feel like I'm on holiday if I were somewhere warm.
- 5 If I were an explorer, I would travel to the Amazon rainforest.

2

Answers

- 1 Gabby wasn't able to see the volcano because it was too cloudy for the helicopter to fly that day. She tried to drive there with her friend, but it was too misty and they had to turn back.
- 2 Gabby didn't take enough cash to Costa Rica. As a result, she had to cut her trip short.

- 3 She learned that it's important to make an effort to learn a few phrases in the local language before you go to a place.
- 4 Sample answers: check the weather forecast before you go; check currency regulations; take a phrase book with you.

3

1 past 2 didn't 3 had taken

4

- 1 There is a possibility that I will go on a beach holiday and, if I do, I'll read my book all day.
- 2 It's unlikely that I'm going to go on a beach holiday, but, if I did, I would read my book all day.
- 3 I didn't go on a beach holiday (it was probably some other kind of holiday), but, if I had, I would have read my book all day.
- 4 In sentence 1, there is a possibility that I will go on holiday and if I do, I'll read my book all day.

5

- 1 had been, would have gone
- 2 hadn't taken, wouldn't have stopped
- 3 had checked, would have seen
- 4 hadn't been, wouldn't have shared
- 5 had spoken, would have asked
- 6 hadn't been, wouldn't have met

6

Sample answer

How Lim met Rosa

If I had been on time for my flight, I would have gone on holiday with my friends. And I would never have met Rosa. I took the train instead. If I hadn't taken the train, I would not have stopped in that beautiful small Italian town called Otranto. It was there that I met Rosa. It began to rain. If it hadn't been raining, we wouldn't have shared an umbrella. I fell in love. If I had spoken Italian, I would have asked for her name.

But I didn't and she left. Two years later, I saw her again in Madrid. If we hadn't been on holiday in Madrid at the same time, we wouldn't have met again. And if Rosa had

checked her phone, she would have seen that her friends had changed their meeting place. And she would have been in a different restaurant. We got talking. Rosa's English was much better and we became friends. Now we're married.

7

- 2 If I had been adventurous, I would have gone to different places every year / I wouldn't have gone to the same places every year.
- 3 If I hadn't been afraid of trying new things, I would have tried the local food.
- 4 If I had talked to the local people, I would have got to know the local culture.
- 5 If I had researched the local culture in advance, I wouldn't have made any/many mistakes.

8

Sample answers

- 1 would have eaten out more. / stayed longer.
- 2 would have visited more museums. / spent more time on the beach.
- 3 would have enjoyed it more. / missed my friend Vincent.
- 4 would have tried bungee jumping. / gone to more nightclubs.
- 5 would have learned more about the history of the place.

9

Students' own answers

10

1 N 2 A 3 A 4 N 5 A 6 N

11

Students' own answers

9C

1

Sample answers

- 1 Comfortable shoes, warm jacket, sunglasses, torch, map, guidebook, lots of money.

- 2 Book hotels and restaurants online, read the history, study a map, ask friends for advice.
- 3 Carry too much money, walk around alone at night, eat street food, only go to tourist places.

2

a, b, e, f

3

- 1 Alessia is giving Bogdan advice because Bogdan has two weeks off work next week and wants to go on holiday, but all the flights to the popular holiday destinations have been booked up.
- 2 a Alessia suggests either simply deciding on a direction and starting driving, or looking up a map and picking a city in a different country and driving in that direction.

b Alessia suggests bringing a tent and finding a campsite or a place to camp.

c Alessia suggests taking an air mattress, a sleeping bag and a warm blanket.

d Alessia suggests asking the locals about the best places to visit, or checking out websites with travel recommendations.
- 3 Sample answer: Bogdan seems unsure about most of the advice. He might use the suggested websites to plan ('I often use these websites to get ideas when I'm planning a holiday'), but he is unlikely to just go with no plan ('I'm not sure if I'm comfortable with just jumping into my car and driving without a plan in mind').

4

Students' own answers

5

- 1 You should check if you can use your phone in that country.
- 2 You ought to take your phone charger with you.
- 3 I would check the visa requirements.
- 4 I suggest getting travel insurance. / I suggest (that) you get travel insurance.
- 5 I wouldn't post your holiday dates on social media.

- 6 I recommend that you book a package holiday. / I recommend booking a package holiday.

6

- 1 I suggest weighing your suitcase before you go to the airport.
- 2 I recommend calling your bank before you use your bank cards abroad.
- 3 He recommended travelling by train.
- 4 She suggested not bringing too many clothes.

7

- 1 making 2 accommodation 3 check 4 destination 5 reservations 6 abroad 7 unpacking 8 up 9 deposits 10 luggage 11 insurance

8

Sample answer

- 3 hostel, hotel, boarding house, bed and breakfast, Airbnb, tent / campsite, caravan, camper van, holiday let

9

Students' own answers

10

- 1 travel 2 special 3 block 4 smartphone

11

Students' own answers

9D

1

Sample answers

- 1 Typical situations include a new workplace in which people talk and dress more casually than you expect, or the family of a friend or partner who ask lots of personal questions, or talk about politics, or seem to be rude, or are very formal.
- 2 Feelings: surprised, upset, confused.
- 3 Reactions: get angry or defensive, not know what to say, go red and feel embarrassed, want to leave.

2

Sample answers

- 1 Students may say Lee is intrusive and too personal, or they may say he is just curious, friendly and interested. It depends on your students' culture, background and personality.
- 2 Peter's answers are short – he probably feels interrogated.

3

Sample answers

- 1 By standing really close and asking questions that were too personal.
- 2 Peter probably expected fewer personal questions, and more of a two-way conversation. Peter thinks that 'Lee is so weird and kind of aggressive', but this is his perception of Lee and not necessarily the truth. Perhaps according to Peter's beliefs and what he's used to, people you've just met don't normally stand close to you and ask lots of personal questions about family. And maybe in Peter's experience, people who do this tend to be aggressive.

4

- 1 We often interpret their behaviour based on what is normal/expected for us without considering other interpretations.
- 2 Peter immediately evaluates Lee's behaviour.
- 3 We should be careful not to judge (or use words that are judgemental).
- 4 Sample answers: Maybe Lee is socially awkward and doesn't know how to make friends; maybe Lee is nervous about meeting someone new; maybe Lee thinks that this questioning style makes him sound confident and cool; maybe Lee's English is not so good and he is trying to use the only language he has (questions) to make conversation.
- 5 We can train ourselves to hold back our judgements, put aside our own interpretations and learn to see the world through different eyes.

5

Sample answers

- 1 When we jump from Describe to Evaluate, we often base our evaluations and

judgements on our own interpretation of the behaviour. We are not considering the possibility that there might be different reasons for that behaviour. So it's important that we look at the behaviour not just based on our own perspectives, but to try and consider other possible reasons.

- 2 By giving a minimum of three interpretations, we are forcing ourselves to consider possible reasons for the behaviour aside from our first interpretation. We are forcing ourselves to look at things in a different way.

6

Sample answer

The use of *might* when analysing shows that the idea is a possibility, not a certainty. The idea may be possible, but there might be other interpretations and we can never be sure that our own point of view is the 'correct' one. Notice the use of *perhaps* and *maybe* as well.

The use of *would* when evaluating is hypothetical. It shows that the evaluation is dependent on what the analysis is. The speaker is talking about how they would hypothetically feel if they were in that situation.

7

1 D 2 E 3 A

8

Sample answers

- 1 They might not have the power to make decisions and can't suggest any alternatives; they've been told by their managers to smile and say sorry to any problem; they didn't know you wanted a solution because you didn't ask for it; you might be the one hundredth customer today complaining about the same thing and they're tired of dealing with this problem; they didn't fully understand your complaint or what you want them to do about it.
- 2 Asking about salaries is a common small talk topic here; they might want a job in IT and would like more information about it; they might have heard that IT professionals make a lot of money and

wanted to confirm that; they might not have met someone who works in IT before and are curious.

- 3 They like a good debate and are enjoying the discussion with you; they don't normally hear people with your point of view on things and find it very different but very interesting; they might need time to reflect on what you said; they are shocked not by what you said but by the way you openly disagreed; they think you were rude but were too polite to tell you that.

9

Sample answer

- 1 Even if we don't know which interpretation is the right one, by practising the D-A-E steps we are training ourselves to see things in different ways and to always analyse unexpected behaviour and allow room for other interpretations rather than jumping in with an evaluation based on our own sense of what is normal.

9E

1

Sample answer

- 2 Phone: Pros: talking directly; immediate answers; can call from home; Cons: have to wait on phone; get wrong person; have to pay for call.

Email: Pros: can write from home; can say how you feel in detail; Cons: must wait for response, might not get response.

In person: talking directly; immediate answers; Cons: can be difficult, rude, upsetting.

2

- 1 To complain about his hotel stay.
2 He was given a room with two single beds instead of a double; room hadn't been cleaned well; no hot water in the shower; hotel WiFi not working.
3 Spoke to the receptionist and asked for a change of room.
4 A fifty per cent refund.

3

- 1 I've stayed at other hotels in your chain many times before and have always been satisfied with my experience.
2 These are some of the issues I had: I had booked a double room but ... The room hadn't been cleaned well ... etc.
3 I mentioned all of this to the receptionist at that time and asked for a change of room, but unfortunately nothing was done about it.
4 My stay was very unpleasant and, as a result, I wasn't able to enjoy my holiday.
5 I would like to request a fifty per cent refund for my stay, to be transferred back to me within fourteen days, please.

4

Sample answers

- 1 Motivates receiver to do something about complaint.
2 Organizes points you make; makes email easier to read (companies get many emails, so easy-to-read emails get a faster response).
3 Include the date (and time) you communicated with someone and the responses you got; if a phone call, include name of person spoken to; if an email, include the name of person emailed; forward any previous email communication.

5

- 1 Tips 1, 4, 5
2 Tips 3, 4, 5
3 Tips (1), 2, 4, 5

6

Sample answers

- 1 Your t-shirts came highly recommended by my friends; This is not what I ordered, so please give me a full refund.
2 I spoke to the airline staff about this, and they said they had sent an email, but I know I haven't received one; I would like to request a refund; I hope that you can/will deal with this quickly.

- 3 Your sightseeing tour came highly recommended by my friends; I spoke to the guide about this, but I haven't heard back from him. This is not the tour I booked, so please give me a full refund.

7–9

Students' own answers

UNIT 10

OPENER

1

Sample answers

- 1 smell
- 2 sick, nauseous, appalled, unhappy
- 3 Very bad smelling plants: Eastern skunk cabbage, Carob tree, dead horse arum, rafflesia plants.
Very sweet smelling plants: rose, hyacinth, lavender, freesia, jasmine.

2

- 1 Each species has a unique call, so you can identify the species from its call.
- 2 If it sees a predator (an animal that hunts other animals).
- 3 It's a series of high sounds that are almost like a human voice.

3

Students' own answers

10A

1

Sample answers

- 1 see: faces, colours, nature, art; hear: music, voices, birdsong; smell: perfume, flowers, biscuits; feel: rough or smooth things; taste: chocolate, ice cream.
- 2 Most people consider sight and hearing strong, and may feel that touch, smell and taste are weaker.

2

b, d, e

3

- 1 James Wannerton doesn't like the word *most*. Why? Because it tastes of 'cold toast with hardly any butter on it,' he says. 'I would never write it. I'd find an alternative. It distracts me, and all I can think of is toast.' *College*, for James, tastes of sausage. The woman's name *Karen* has the flavour of yoghurt. (lines 1–6)
- 2 While some people like James 'taste' words, others connect letters, words or sounds with colours or 'feel' flavours with their hands, as though they're touching something. (lines 10–12)
- 3 The cause of synaesthesia isn't known, though some researchers believe it may be passed from parents to children. (lines 24–26)

4

Sample answer

A young baby may hear and see a sound because the sound and vision parts of the brain are connected at birth.

5

The diagram shows the human brain and where senses are processed. It's related to the third paragraph (particularly lines 35 and 36). It helps explain the idea that each sense is processed in a different part of the brain. This, in turn, explains why, typically, adults do not mix up the way that we experience senses.

6

With justification:

a: see line 14 and lines 20–23

d: see line 42 and lines 45–49

e: see line 8–9 and lines 50–52 (students need to infer e – because it is considered a gift, and experts want to develop it in others, it is hardly likely that people will seek a cure)

b and c are conclusions that can't be drawn from the text

7

Sample answers

- 1 Research shows that ninety-five per cent of people name the pointy figure Kiki and the rounded figure Bouba. The shape of

the figure may be linked in our minds to the shape our mouth makes when we say the name. 'Kiki' requires a 'sharp' movement and 'Bouba' causes us to round our lips.

- 3 The result shows that our brains make a connection between the shape we see and the feel of our lips or the sounds we make (/k/ and /b/).

10B

1

Sample answers

- 1 In English, blue or dark blue.
- 2 In English, blue or light blue.
- 3 See Background information.

2

b

3

- 1 are seen
- 2 is used
- 3 is remembered
- 4 is given
- 5 was noticed

4–5

- 1 action or object of
- 2 did
- 3 a past participle

6

- 1 was built
- 2 was designed
- 3 is made
- 4 was used
- 5 were broken
- 6 has been used
- 7 has been displayed

7

- 2 a was produced, b produced
- 3 a is chosen, b choose
- 4 a is seen, b see

5 a was painted, b painted

8

Need the by phrase to make sense: 1, 3.

Can delete the by phrase from: 2, 4. In 5, the information about

Picasso is useful, but not absolutely necessary.

9

Students' own answers

10

Using the passive voice:

The village was painted blue by Sony Pictures in 2011.

It (the village) was used as a location for filming *The Smurfs* film.

The village was chosen because it's famous for mushrooms, which Smurfs love.

4,200 litres of blue paint was used.

The village was going to be repainted by Sony after making the film.

The village is visited by fans of *The Smurfs*.

11

Using the passive voice:

The new main building was built between 1989 and 1991.

150,000 traditional blue Korean tiles were used for the roofs of all the buildings.

It was built as a home, office and press centre for the president of South Korea.

The Blue House has been visited by leaders from all over the world.

Parts of the Blue House are visited by tourists on official tours.

12

Sample answers

- 1 Some world famous colourful buildings: House of Tan Teng Niah, Little India, Singapore; Burano houses, Venice, Italy; Pixel Building, Melbourne, Australia.
- 2 Blue is associated with sadness in most cultures; it can also symbolize serenity, stability, inspiration, wisdom or health.

- 3 In China, red is often used to symbolize good luck or happiness, and is used for many holidays or weddings.

10C

1

Sample answers

Sight: to see further; to see things in sharp detail.

Hearing: to hear very quiet sounds, or low or high pitched sounds.

Taste: to have more intense experiences of particular sweet or spicy tastes.

Touch: to be able to feel the difference in textures more clearly.

Smell: to be able to enjoy strong or subtle smells, e.g. flowers, perfume.

2

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

3

Students' own answers

4

Sample answers

1 Now: Glasses; smartphone app (to) recognize faces and read people's emotions; hearing aids; apps that listen to speech and turn it into writing; internet allows us to see and hear people who may be thousands of kilometres away.

2 Future: be able to use our other senses online, e.g. use our sense of touch – glove or other device to feel quality of a shirt; experience the scent of a flower online, or trees, or cold wind in the mountains using a kind of virtual reality that includes the nose and technology for producing scents; taste things online, e.g. flavour of a delicious fruit or meal.

5

1 They think the technology is possible, but that it will be expensive, so most people won't be able to use it.

2 Trying on clothes online.

6

a – it uses *will*, which is more certain than *might*.

7

1 will

2 It's possible that

3 might

4 It's unlikely that

5 probably won't

6 won't

8–9

Students' own answers

10D

1

Sample answer

1 The wise owl knew that if he didn't speak, but listened, the speaker would feel free to say more.

2

Sample answer

1 Fabio isn't listening to Beyza very well. He interrupts her to give his opinions and his advice. He doesn't ask her any questions. He competes with her stories by telling his own instead. He doesn't let her express her feelings.

3

Sample answers

1 In this version, Fabio lets Beyza talk about her problem. He listens attentively and asks questions to help her think and he doesn't interrupt or give advice when Beyza is talking. Fabio allows for silences during their conversation.

2 Beyza is able to talk more about her problem. She is able to explore her feelings about her different issues and eventually she finds her own solution to her problem.

3 Guide students (if necessary) to see that Fabio demonstrates active listening skills in the second version.

4

Sample answers

- 1 Interrupting with their own stories or advice you didn't request; looking uninterested, impatient or distracted; being angry or critical; making judgements; misunderstanding what you are trying to say.
- 2 See the Communication skill box in Exercise 6.

5

- 1 We can allow people to voice their feelings and frustrations, we can allow them to feel understood and appreciated, and we can help them think for themselves.
- 2 We are saying 'I know more than you do about your situation and I'm going to tell you something you haven't thought of yourself.'
- 3 One way is to allow for silences and the other is to ask questions that help them explore the issue.

6

Sample answers

Perhaps the hardest thing for many is to allow silence and avoid jumping in – you need to give people space to develop their thoughts.

7

Sample answers

- 2 Shilpa is giving her opinion on a situation she's never been in herself. And she's blaming Gloria for the problem. Shilpa might feel that she's helping Gloria face the truth, but Gloria would be better able to face the truth if she was given the space to reflect and come to that conclusion on her own.
- 3 Faruq is trying to comfort Meili by telling her not to be upset. However, very often, people don't stop being upset just because they're told not to be upset. By doing so, he's stopping Meili from expressing her feelings and exploring the reasons behind those feelings. He's also undermining the importance of her feelings.

- 4 Like Faruq, Tasya is trying to reassure and support Eryk. However, it can look like Tasya is talking down to Eryk, like the way we talk to children. Telling Eryk to believe in himself more is not likely to achieve the result Tasya wants. It might even cause Eryk to blame himself for not being confident enough.

8

Sample answers

We often ask open-ended Wh- questions that the speaker can choose to answer in a variety of ways.

We ask questions based on what the speaker has said – questions that extend or expand on what they are already thinking about.

9

Students' own answers

10

Students' own answers

10E

1

Sample answers

- 1 Author's examples: cheese pie (reminds me of primary school); syrup tart (reminds me of my grandmother); sticky rice (reminds me of a holiday in Thailand).
- 2 A perfume reminds you of someone, smelly socks remind you of school sports, flowers remind you of a garden.

2

- 1 a snow leopard
- 2 He didn't want to bother the animal.
- 3 A car came and scared the snow leopard, so it left.

3

That's when ...; As ...; every time ...; After a while ...; immediately ...; Then, ...; finally ...

4

- 1 I'd walked for more than an hour, alone in the snow with my heavy gear on my back.
- 2 The -20°C air had started to bite my skin.

- 3 As I sat down, the leopard rested his chin on his front legs.
- 4 I heard the complaining sound of a car's engine as it drove through the snow.
- 5 The leopard heard it, immediately got up and disappeared silently down into the valley.

5

Sample answers

Some prompts:

- See: faces, trees, mountains, etc.
- Hear: the wind, sea, a boat, voices
- Smell: food, the ocean, flowers
- Taste: food, sweet, sour
- Feel: hot/cold, soft/hard, rough/smooth

6–10

Students' own answers

VOCABULARY REFERENCE

UNIT 1

1

- 1 adventurous 2 messy 3 organized 4 shy
- 5 sociable 6 independent 7 academic
- 8 ambitious 9 competitive 10 sensible

UNIT 2

1

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

UNIT 3

1

- 1 come up with 2 deal with 3 belong to
- 4 sign up 5 work on 6 keep on 7 consists of
- 8 given up 9 carried out

UNIT 4

1

- 1 spend time on 2 worried about
- 3 felt guilty about 4 fed up with 5 believe in
- 6 looking forward to 7 feel proud of
- 8 enthusiastic about 9 committed to
- 10 reward myself with

UNIT 5

1

- 1 annoying 2 embarrassing 3 relaxing
- 4 shocked 5 confusing 6 disappointed
- 7 inspired 8 frightening

UNIT 6

1

- 1 suburbs 2 chain store 3 hostel 4 harbour
- 5 monument 6 stall 7 office block
- 8 shopping mall 9 district 10 neighbourhood

UNIT 7

1

- 1 salary, afford 2 financial, mortgage 3 loan
- 4 budget 5 expenses, luxuries
- 6 worth, wasted

UNIT 8

1

- 1 oily 2 spicy 3 fruity 4 meaty 5 cheesy
- 6 watery 7 chocolatey 8 creamy

UNIT 9

1

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

UNIT 10

1

- 1 virtual reality 2 telescope 3 hearing aid
- 4 eyesight 5 emotions 6 development
- 7 scent 8 extend

GRAMMAR REFERENCE

1B GRAMMAR: PRESENT SIMPLE AND PRESENT CONTINUOUS

1

- 1 am winning 2 'm thinking 3 work 4 is living
- 5 speaks 6 'm watching 7 know 8 comes

1C GRAMMAR: USED TO AND WOULD

2

- 1 used to / would 2 didn't use to
- 3 Did, use to 4 used to / would 5 used to
- 6 didn't use to / wouldn't

2B GRAMMAR: PRESENT PERFECT AND PAST SIMPLE

1

- 1 Have you ever ~~took~~ **taken** an English course?
- 2 My daughter has ~~ever~~ **never** learned to swim.
- 3 He's worked for this company ~~for~~ **since** 2019.
- 4 I've ~~ever~~ **never** been very good at sports.
- 5 I think I've ~~seen~~ **saw** your parents yesterday.
- 6 I've ~~did~~ **done** a lot of overtime this month.

2C GRAMMAR: HAVE TO, MUST, DON'T HAVE TO AND MUSTN'T

2

- 2 Amit doesn't have to wear a suit to work tomorrow.
- 3 Haruki has to / must do his homework tonight.
- 4 Students mustn't eat or drink in the classroom.
- 5 You have to / must drive on the left in Malta.
- 6 You must come and watch the film with me.

3B GRAMMAR: PAST TENSES REVIEW

1

- 1 went 2 arrived 3 hadn't seen 4 hadn't felt
5 were walking 6 smelled 7 decided
8 had tried 9 were getting/got

3C GRAMMAR: MAKE AND LET

2

- 1 let 2 let 3 made 4 let 5 makes 6 made

4B GRAMMAR: ZERO AND FIRST CONDITIONALS

1

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

4C GRAMMAR: QUANTIFIERS

2

- 1 I have a lot of / plenty of / so many books to read over the summer.
- 2 Do you have a lot of / many people in your English class?
- 3 I think I put too much perfume on this morning!
- 4 There are not enough spaces at the table.
- 5 There's a (tiny/little) bit of cake left if you want it.

5B GRAMMAR: SECOND CONDITIONAL

1

- 2 If I won lots of money, I would/could travel the world.
- 3 If it wasn't/weren't raining, I'd play football with my friends.
- 4 Sarah would be happy if she had more free time.
- 5 If I were your manager, I'd give you the promotion.
- 6 I would come out for dinner if I didn't feel ill.

5C GRAMMAR: -ED AND -ING ADJECTIVES

2

- 1 impressed 2 embarrassed 3 confusing
4 annoying 5 disgusting 6 relaxed

6B GRAMMAR: PRESENT PERFECT CONTINUOUS

1

- 1 've eaten 2 've been waiting 3 've made
4 has been cooking 5 've been relaxing
6 've seen 7 's been preparing 8 Have, been painting

6C GRAMMAR: DESCRIBING MOVEMENT

2

- 1 Baris walked quickly through the tunnel.
- 2 She saw her friends walking towards the shopping mall.
- 3 Angelica swam very fast and won the race.

- 4 He jumped over the wall to the neighbour's house.
- 5 Lois jogged by the harbour every morning.
- 6 You must drive carefully in the city centre.

7B GRAMMAR: TALKING ABOUT THE FUTURE

1

- 1 We're going **to** plan our budget for our trip.
- 2 I heard it's ~~will~~ going to be a full moon tonight.
- 3 I'm ~~will~~ **flying** to Beijing next Monday.
- 4 It looks like it's ~~will~~ be a nice day for a barbecue.
- 5 You'll ~~having~~ **have** an amazing time in Berlin. It's a great city.
- 6 ~~Honza will~~ **Will Honza** remember to call us when he arrives?
- 7 We're meeting a financial planner next week to discuss our mortgage.
- 8 Why ~~you're~~ **are you** going to accept the job with the lower salary?

7C GRAMMAR: VERB PATTERNS WITH INFINITIVE OR -ING

2

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

8B GRAMMAR: DEFINING AND NON-DEFINING RELATIVE CLAUSES

1

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

8C GRAMMAR: COMPARATIVES

2

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

9B GRAMMAR: THIRD CONDITIONAL

1

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

9C GRAMMAR: GIVING ADVICE

2

- 1 should 2 ought 3 making 4 that 5 if
6 travelling 7 eat 8 pack

10B GRAMMAR: PASSIVES

1

- 1 The screen on my phone was fixed.
- 2 My blog post has been read by fifty people.
- 3 The house is being cleaned at the moment.
- 4 Reservations for dinner had already been made by Erdem.
- 5 The piano was being played by Regina.
- 6 The email will be sent this afternoon.

10C GRAMMAR: MAKING PREDICTIONS

2

- 1 impossible 2 might, won't 3 likely
4 certain 5 possible