

First Certificate Expert

Answer Keys

Unit 1 Key

Reading p.8

3b 1 A; 2, 3 B, C; 4, 5 A,B; 6 C; 7 B; 8 C; 9 A

3c 2, 3 B (*their greatest wish is for a permanent home*)

C (*to have a larger house*)

4, 5 A (*Jose Maria is comfortable cooking for the family*)

B (*Dividing household chores is a necessity*)

6 C (*a turn at the microphone (in a karaoke bar)*)

7 B (*Batsuury and Oyuntsetseg commute each day to city jobs*)

8 C (*the family dog*)

9 A (*their daughter ... they do not want any more children*)

Language development 1 p.10

1a 1 wife; 2 husband; 3 grandfather; 4 schoolgirl; 5 grandfather; 6 older girl

1b A 1 a temporary situation: He's *staying* with the family at the moment.

2 a changing situation: His children *are growing up fast!*

B an annoying or surprising habit: She's *always* making long calls on the phone.

C a habit: 1 She *usually goes out* in the evening.

2 a long-term situation: She *lives* in a small house

D typical behaviour: He'll *sit and doze* in an armchair all evening.

2a 1 Do you live; 're living; 're looking for

2 do you get on; 'll tell/tells

3 Does anyone annoy; 's always taking (always takes)

4 do you go out; go out; 'm studying; 'm only going out

5 Do you like; 's getting

3a 1 S; 2 S; 3 S; 4 A

3b A understand, know; B have

4 1 I'm ~~having~~ **have** two brothers. S

2 Jan's **having** ~~has~~ a shower A

3 What is it ~~meaning~~ **does it mean**? S

4 Marina ~~thinks~~ 's **thinking** about A

5 We ~~are not owning~~ **don't own** our house S

6 The house looks old S

7 What ~~de~~ **are** you **looking** at? A

8 Phil's **seeing** **sees** a client A

5a Past habits: *used to put; would play*

Past state: *used to like*

5b 1 Many times

2 Many times

3 *used to, would*

4 *used to*

5c A *used to, used to, would, would*

B *used to, used to; C liked, played*

6 1 forgot

2 lived/used to live; had/used to have

3 always went/always used to go/would always go; had/used to have/would have

4 was/used to be; worked/used to work/would work; retired

7 Answers will vary.

8 1 c; 2 e; 3 f; 4 a; 5 d; 6 b

Writing p.12

1 A letter to a new pen friend would usually contain personal information about family, lifestyle, interests, routines, aspirations, etc.

2 b

4a 1 It would be great to meet you sometime.

2 I live in a small town ...

3 We get on (well) ...

4 Next time I write, I'll send a photo.

5 ... we would always go on holiday ...

6 She looks like me, but she can be a bit talkative.

7 I hear you're looking for a pen friend.

8 Do you ever get the chance to visit my country?

9 I'm writing because ...

10 Let me tell you about my family.

4b 1 T; 2 F; 3 F; 4 F; 5 T; 6 T

4c 1 Any of the expressions in 'Giving a reason for writing' or 'Talking about the future'.

2 It would be great to meet you sometime.

3 We get on (well) ...

4 Do you ever get the chance to ...?

5 Let me tell you about my family.

6 I hear you're looking for a pen friend.

4d *Dear pen friend* would not be appropriate – students should never begin a letter with

Dear friend or *Dear pen friend*.

Dear Mrs Watson is too formal.

Dear Sue, i.e. using the other person's first name, is an appropriate opening for an informal letter.

I hope to hear from you at your earliest convenience. is too formal.

Looking forward to hearing from you. is fairly 'neutral' and would be appropriate.

Well, that's all for now. Do write back soon. is possibly too informal for a first letter to someone you don't yet know, but could be used in subsequent letters to a pen friend.

Lots of love would be too informal/personal in this letter.

Best wishes is fairly 'neutral' and would be appropriate.

Yours sincerely is too formal.

5 Sample answer:

Dear Ana

I hear you're looking for a pen friend and so am I! Let me tell you a little bit about myself and my family.

My name's Ivan and I live in Prague. I used to work for a chemical company but now I'm learning to be a salesman. In the future I want a job where I can travel for my work. I've already been to a few places in Europe, but I've never been to your country.

I live at home with my parents, which is comfortable as I don't have to do much housework. My younger brother is studying at university. Although he is four years younger than me we get on quite well. We both enjoy snow-boarding and music.

What about you? Do you ever get the chance to travel? It would be great to meet you one day. Why don't you come to Prague next summer? Next time I write I'll send a photo.

Best wishes

Ivan

(172 words)

LANGUAGE SPOT: sentence word order

- 1 I don't always speak English very well.
- 2 My mother and father always eat fish on Fridays.
- 3 My sister's having a great time in Paris right now.
- 4 Usually her friends all gave her a lot of help.
- 5 My grandmother would always listen to music in bed.
- 6 Everyone enjoyed themselves very much at the party.
- 7 I'll send you an email on Tuesday next week.
- 8 Please write back as soon as you can.

Unit 2 Key

Listening p.14

1b A: river, statue, religious procession

B: parade, flag, traditional costumes

C: lamps

2a 1 C; 2 A; 3 B

3a Important words in each statement:

A Live animals

B dresses

C tales, acted out

D food

Speaker 1 C (*we watch plays based on ancient Diwali stories*)

Speaker 2 A (*People buy birds and fish ... and set them free*)

Speaker 3 D (*The food that people always eat*)

Speaking p.15

2b 1 C then **B** in that order

2 She prefers the birthday party ('I think I'd prefer the birthday party ... as it's more relaxed and probably more fun than ...')

2c Similarities:

Both of ... are

They both seem to be ...

In this one ... and this one ...

Differences:

The main difference between ... and ... is

... whereas ... This one is

Likes, dislikes, preferences:

I would like ... but ...

Although ... I'd like ... because ...

I think I'd prefer ... as ...

Language development 2 p.16

1a 1 Notting Hill Carnival in London is ~~more~~ **the most** popular one I know.

2 It is ~~most large~~ **the largest** street carnival of *in* Europe.

3 But ~~more big~~ **the bigger** it gets, ~~more friendly~~ **the friendlier** it becomes.

4 The costumes are ~~prettiest~~ **the prettiest** I have seen.

5 But the ~~goodest~~ **best** thing is the music.

6 Each year it seems ~~more loud that~~ **louder than** the last time!

7 Luckily, the weather is usually as good ~~than~~ **as** the music.

8 Next year I will go ~~more early~~ **earlier**, to see everything.

1c 1 more enthusiastically; 2 the most popular; 3 more widely; 4 better-known; 5 bigger; 6 wider; 7 as enthusiastic; 8 liveliest; 9 most sensational; 10 more commercialised

2 1 by far the largest; 2 much more crowded; 3 not quite as long; 4 a lot more colourful; 5 far spicier; 6 easily the mildest; 7 just about the worst

Use of English 1 p.17

1a not nearly as old as

1b 1 aren't as/so widely read

2 apart from

3 a much better swimmer than

4 turned it down

5 much less popular than

HELP Question 1 passive

Question 2 *from*

Question 3 you need the article *a*

Question 4 *turn s.th. down*

2 6 is more difficult to study

7 always borrowing my things without

8 been good at

9 hasn't/has not seen Jane for

10 only a little more slowly

3 vocabulary: 2, 4, 8

comparative or superlative structures: 1, 3, 5, 6, 10 tense forms: 7, 9

Use of English 2 p.18

2a 1 They washed their feet.

2 An object in the house that the guest has admired.

3 Because they might be too embarrassed to refuse food when it is offered.

2b 1 C world – collocates with *ancient* and concerns people

2 A look – phrasal verb *look after*

3 D journey – must be countable – c.f. *travel* (uncountable) and collocate with *long*

4 B survived – continued to this day

5 D particular – specified one of a number

6 A typical – normal/common

7 C required – passive, the tradition calls for it

8 B off – *breaks off*, removes

9 B foreign – from abroad

10 D heavy – collocates with *meal*

11 A keeps on – continues

12 B turn – phrasal verb *turn s.th. down*, to refuse s.th.

HELP Question 1 world

Question 2 look after

Question 6 typical

Question 10 heavy

Question 12 turn down

2c 2 • the correct word from a set with similar meanings: 4, 6, 7

• phrasal verbs: 2, 8, 11, 12

- adjective + noun combinations: 1, 3, 9, 10

Language development 3 p.19

LOOK ancient world (opposite: modern)

long journey (opposite: short)

old customs (opposite: new)

special cloth (opposite: ordinary)

foreign guests

1 apples; milk; look; grapes

2a strong: influence, possibility, feelings, argument

wide: variety, grin, choice, gap

plain: English, clothes

high: heels, number, speed

2b **1** strong feelings; **2** plain English; **3** wide grin; **4** high speed; **5** wide choice/wide variety; **6** strong influence; **7** High heels; **8** strong possibility

3 **1** literal/obvious meaning

2 idiomatic

4a **1** up; **2** down; **3** down; **4** up; **5** down; **6** up

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

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

Coursebook Module 1 Review p.20

1a **1** on; **2** in; **3** for; **4** at; **5** after; **6** to; **7** on; **8** to; **9** on; **10** for

2a **1** **are do** many people speaking more than one language?

2 ✓

3 ~~would were~~ people ~~be~~ happier 20 years ago?

or: **did** people **use to be** happier 20 years ago?

4 ~~would do~~ people work harder nowadays?

5 ✓

6 do women do less housework than they ~~would used to~~?

7 what sort of things **are do** people ~~doing do~~ on national holidays?

8 how did people ~~use to~~ celebrate on 31 December 1999?

3a Possible answers:

- 1 Going out is not as exciting as staying at home.
- 2 Living in a village is nowhere near as dangerous as living in a city.
- 3 Working in an office is not quite as relaxing as working from home.
- 4 Keeping pets is much easier than looking after children.
- 5 Giving presents is far more satisfying than receiving presents.
- 6 Men's cooking is slightly better than women's cooking.

3b 1 What's *the most comfortable/the prettiest/the quietest* room in your house or flat?

2 What's the *most enjoyable/the biggest/the liveliest* party you've been to?

3 What's *the healthiest/the quickest/the easiest* way of travelling to college or work?

4 1 wide; 2 wide; 3 strong; 4 plain; 5 strong; 6 wide; 7 strong; 8 high

5 1 take it down

2 look her up

3 do up my room/do my room up

4 settle down

5 tidy up

6 let my friends down/let down my friends

Unit 3 Key

Reading p.22

1a 1 a Sean Connery

b *Indiana Jones and the Last Crusade; Dr. No*

c Indiana Jones's father; James Bond

2 B is the best title as the text mainly concerns the various jobs he had before playing the role of James Bond. **A** only summarises the first paragraph and **C** only refers to the last paragraph concerning his looks. He didn't actually win Mr Universe.

3b 1 C

2 A line 20 (*keen to extend his experience ...*) Not B as *despite his parents' objections*

3 B lines 31–32 (*he had to leave for medical reasons*)

4 B he had boasted about joining, but he had made a mistake – lines 28–29 (*doubting whether the Navy was really the right thing for him*)

5 A line 41 (*as long as the job paid him enough ...*) Not B as he *didn't mind what he did* or C as he played football but *turned down a job with Man Utd.*

6 C lines 53–54 (*on the strength of his looks alone*) Not A as he didn't win.

4 milk delivery boy, Royal Navy, coal delivery, labourer, French polisher, lifeguard, actor, fashion model

5b 1D; 2E; 3F; 4B; 5G; 6C; 7A

Language development 1 p.24

1a Yes. Good English and some experience of computers.

1b past simple: helped; attended present perfect simple: have often been; have learned; haven't had

1c 1; No; No; Yes, a year ago; Yes, last year

2 Present perfect simple

Present perfect simple

Past simple

Past simple

3 a year ago; last year

often; over the years

1d A 1 I have often been to the United States

2 I have learned quite a lot of English

3 I haven't had much experience

B 1 I helped to organise a children's holiday club

2 I attended a short training course

2a 1

A: Have you ever lived abroad?

B: Yes, I have.

A: Where did you live?

B: In Dublin.

A: When did you go there?

B: In 2002.

2

A: Have you ever worked in an office?

B: No, I haven't.

3

A: Have you ever been to the USA?

B: Yes, I have.

A: When did you go there?

B: Last year.

A: Why did you go there?

B: To study English.

4

A: Have you used English in your work before?

B: No, I haven't.

3b present perfect simple: have lived; have just taken; haven't had

present perfect continuous: have been studying; have been reading

3c 1 Yes; 2 Yes; 3 1; 4 Yes; 5 Maybe. We don't know.

3d A I have lived in Krakow since 1990.

B I have been studying French at university for two years.

C I have just taken my exams.

D Recently I have been reading more about Krakow.

3e 1 for; 2 since; 3 for; 4 since; 5 for; 6 since

4 1 ✓ Recent activity.

2 Incorrect. Recent finished action. Should be I've had some good news.

3 ✓ Recent activity.

4 ✓ Recent finished action.

5 Incorrect. Recent finished action. Single action, not a repeated action. Should be Emma's fallen over.

6 Incorrect. Recent repeated activity. Should be We've been using the stairs all day.

5a 1 've/have been

2 haven't written

3 haven't been waiting

4 've/have been working

5 haven't had

6 felt

7 've/have made (viewed as a recent finished action)

OR 've/have been making (viewed as a recent activity, maybe unfinished)

8 've/have been trying

9 've/have found 10 've/have been staying

6 I ~~have been~~ was born in Poland 26 years ago and I've lived here all my life. I am have been married for two years but we don't have any children yet. I've been studying at teacher training college ~~since~~ *for* four years and I enjoy it a lot. In my spare time I'm learning the clarinet – I've played it ~~since~~ *for* five years. I also love reading. Last year I ~~have~~ read a lot of novels in English. I ~~go~~ *have been going* to the country for my holidays ~~during~~ *for* six years because I love the mountains. ~~I've also gone~~ *I also went* to the USA two years ago to work.

Writing p.26

1 formal: c, d, e; informal: a, b, f

2 1 The Manager of the hotel

2 to apply for a job

3 personal information, ability to speak English, suitability, availability

4 positive, enthusiastic

3a Paragraph 1 – Where you heard about the job (your name comes at the end)

Paragraph 2 – knowledge of the area, training/qualifications, previous experience, languages, other skills and personality.

Paragraph 3 – suitability

Paragraph 4 – availability (referees would normally be given in the accompanying CV)

4a appropriately formal: 2, 6, 10 too informal: 1, 3, 4, 5, 7, 8, 9

4b 1 I would like to apply for the position of hotel receptionist which I saw advertised in the student magazine.

3 At present I am studying at university and I have a reasonable command of English.

4 – I regret I have had no experience of this kind of work but I have a good knowledge of computers.

5 – I very much enjoy working with people.

7 – I think I would be a suitable candidate for this job because ...

8 – I would be happy to provide references and attend an interview.

9 – I hope you will consider my application.

4c Opening: *Dear Sir or Madam* As the name of the manager is unknown, this is the only suitable opening.

Closing: *Yours faithfully* This is the best ending when no name has been used at the beginning. In British English, if there is a name at the beginning, e.g. *Dear Ms Smith*, *Yours sincerely* is usually used at the end.

5 Sample answer:

Dear Sir or Madam

I would like to apply for the position of hotel receptionist which I saw advertised in my university's student newspaper. I am hoping to find hotel work during the summer holiday.

I am 20 years old and at present I am studying Marketing. I have a reasonable command of English and I also speak a little German. I very much enjoy working with people and for the last two summers I have been working in a restaurant, where I had

to serve customers from different countries. Now I am looking for something better. I have a good knowledge of computers and database systems.

I think I would be a suitable candidate for the position because I have been described as calm and organised. I am keen to learn more about the travel industry.

I am available from June 10 and would be happy to attend an interview at any time. I look forward to hearing from you in the near future.

Yours faithfully

Eduardo Palazzo

Eduardo Palazzo

(169 words)

Unit 4 Key

Listening p.28

2 1 Girls are doing better than boys in public exams.

2 Girls are more intelligent than boys.

Most boys think that studying hard is not masculine.

Very few primary school teachers are men.

Girls and boys have different learning styles.

Girls are studying harder than in the past.

3 separating boys and girls

3b/c 1 F The reporter thinks that a report published today will not shock people who work in education (*I don't think it comes as a surprise to educationalists*).

2 F Caroline does not believe that girls are more intelligent than boys of the same age (*There's no evidence at all to show that girls are brighter than boys*).

3 T

4 T

5 T

6 F Tim and Caroline don't agree that there are advantages if boys and girls study in separate classes. (... *just separating groups of boys within the class and having a boy-girl seating plan works just as well* ...).

7 T

Speaking p.29

2b Most important factors:

- small classes – individual attention
- being near home – more free time and friends
- live nearby
- uniform – important that they all wear the
- same clothes
- least important factor:
- lots of equipment – doesn't matter at this age

2c Giving opinions:

For me, one of the most important things is ...

I just don't think it matters

The least important factor for me is

Strong agreement:

That's true.

I agree absolutely.

I couldn't agree more.

Disagreement:

I agree up to a point, but I

Do you think so?

But don't you agree that ... ?

Actually, I think it's more important

Use of English 1 p.30

2a 1 Science.

2 He didn't like exams or going to classes.

3 He worked in the Swiss patent office.

2b 1 a – student = singular countable noun

2 all – *nearly + all*

3 what/as

4 neither/nor – linking two negative ideas

5 few – determiner with plural noun (months)

6 Despite/After – before *-ing*

7 the – name of a unique institution

8 Although/Though – contrast

9 because – expresses reason

10 a – school = singular countable noun, one of many

11 both – good at two things

12 All/Throughout

13 lot – *a lot of*

14 was – before past participle in passive structure

15 the – a particular, defined history

2c 1

articles – 1, 7, 10, 15

determiners – 2, 5, 11, 12, 13

connecting expressions – 4, 6, 8, 9

2 passives

Language development 2 p.31

1a 1 The best course was the one I did on ~~the~~ economics. The teacher was very good and I made ~~a~~ good progress.

2 Nina's studying ~~the~~ German at evening classes in ~~the~~ London.

3 My brother is 19. He's at ~~the~~ university in ~~the~~ Africa and wants to become **an** English teacher because it would give him **a** good opportunity to travel.

4 When we were in Japan we noticed that most Japanese students work harder than the American students I met in **the** USA.

5 I go to college by ~~the~~ train. Unfortunately, the train is often late.

1b 1 Ø – students in general

2 a – one of many

3 Ø

4 the – superlative

5 the – defined noun

6 the – referring to something known

7 the – still connected to the superlative in 4

8 the – defined

9 the – known buildings

10 The – only one

11 a – college = singular countable noun

12 Ø – in general

13 a – as 11

14 a – timetable = singular countable noun

15 Ø – fixed expression

16 Ø – in general

17 Ø – fixed expression

2 1 some – a large amount of

2 any – negative, before uncountable noun

3 anything – negative

4 some – positive, before uncountable noun

5 anything – negative

6 some – positive, before uncountable noun

7 hardly any – almost no

8 some – in a question, hoping for a positive answer

9 some – positive, before uncountable noun

10 anything – it doesn't matter what

Use of English 2 p.32

2a 1 No. In the UK there is no legal obligation for children to go to school.

2 Other adults think children don't have the opportunity to socialise. ... the attitude of other adults, who say children don't socialise.

2b 1 education; 2 responsibility; 3 academically; 4 necessary; 5 suitable; 6 impressive; 7 inattentive; 8 biggest; 9 unsympathetic; 10 perfectly

2c 2 nouns – 1, 2

adjectives – 4, 5, 6, 7, 8, 9

adverbs – 3, 10

3: 1, 2, 3, 5, 6, 9, 10

4: 7, 9

Language development 3 p.33

LOOK Add a suffix: suitable, impressive

Change the stem: *unsympathetic*

Make internal changes: *necessary*

Add a prefix: *inattentive, unsympathetic*

1 1 harmless; 2 natural; 3 courageous; 4 childish; 5 helpful; 6 passionate; 7 dirty; 8 horrible; 9 dramatic; 10 lively

2 take on (responsibility)

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

3b 1 turned up (to suddenly appear); 2 staying on; 3 carry out; 4 got down to; 5 Go over; 6 handed in; 7 keep up with; 8 pick up; 9 get (his meaning) across; 10 work out

Coursebook Exam practice 1 p.34

Paper 1 Reading

Part 4 1 A; 2 C; 3 B; 4 D; 5 B; 6 C; 7 B; 8 D; 9 C; 10 A; 11 B; 12 A; 13 D

Paper 3 Use of English

Part 1 1 D; 2 B; 3 A; 4 C; 5 D; 6 B; 7 A; 8 D; 9 B; 10 D; 11 A; 12 D; 13 C; 14 C; 15 B

Part 2 1 for; 2 would; 3 At; 4 one/a; 5 the; 6 were; 7 any; 8 as; 9 to; 10 although; 11 up; 12 all;
13 kept; 14 than; 15 most

Part 3

- 1 I have *not seen Jane for a / not seen Jane since last week.*
- 2 Nobody in our club is *as good as Ann (is)* at chess.
- 3 He *will usually fall asleep* in the armchair in the evenings.
- 4 John asked Caroline to marry him but she *turned him down/turned down his/the offer / turned his/the offer down* because he was too old.
- 5 Mark is *one of the tallest people* I know.
- 6 I don't *want you to say anything* to Tom about last night.
- 7 This car *was far less expensive than* my last one.
- 8 Nick *has been (doing) boxing for/has been a boxer for* three years.
- 9 I *used to ride my bike* to college every day when I was seventeen.
- 10 The louder the music got, the *more difficult it was* to hear anyone speak.

Part 5 1 traditional; 2 successful; 3 suitable; 4 original; 5 enthusiastic; 6 unable; 7
farther/further; 8 failure; 9 shortage; 10 likely

Unit 5 Key

Reading p.38

1a 1 In the north east of Italy, on the Adriatic coast.

2 It is built around a network of canals – there are no roads or cars in the city.

3 Students may know or be able to guess that tourism has become more important and industry has declined.

1b Venice is changing and not necessarily for the better.

2 a 0; b 5; c 3; d 2; e 6; f 1; g 4

3a 1 B (... on the frontiers of east and west ...

control important trade routes. As a result, Venice became a strong commercial and naval force ...)

2 C (... one of the great qualities of the Venetians is their inner strength and ability to fight back.)

3 E (... water buses and tourist gondolas have now replaced trading vessels ... churches and palaces ... have become shops, hotels and flats ... warehouses have been turned into art museums.)

4 A (National and international efforts are now being made to protect Venice and its art treasures ...)

5 D (The resident population has shrunk ... great concern that Venice is turning into a museum city for tourists ... an effort to attract residents back ...)

6 F (... should Venice's heritage be preserved at all costs ... or should it move with the rhythm of modern life ...?)

5 1 remarkable (line 2); 2 influence (l. 13); 3 impressive (l. 34); 4 fragile (l. 42); 5 shrunk (l. 54)

Language development 1 p.40

1a The Taj Mahal, the Statue of Liberty and the Islamic centre of Marrakesh

1b They are all UNESCO World Heritage sites.

2a Adjectives: natural, cultural, best-known, lively, impressive, fascinating, bleak, worrying, political, full

Adverbs: fast, hard, actively, hardly, well

2b 1 fast, hard, well; 2 lively; 3 hard, hardly.

3a 1 easy – *be* + adjective

2 incredibly – adverb before an adjective (*well-preserved*)

3 fast – adverb after *spoke*. *too quickly* would be possible.

4 classic – adjective describing the noun *site*

5 late – adjective; hard – adverb = a lot

6 surprising – adjective describing *sites*; imaginatively – adverb before an adjective (*created*)

4 1 **D** – a remarkably + adjective + noun (*quite a simple idea*)

2 **C** – quite + a + adjective + countable noun (*a pretty/very fast car*)

3 A – a little + adjective (*a little/bit of + noun*)

4 C – very + gradable adjective

5 B – rather + a/an + adjective + noun (*a/an + fairly/rather/extremely/pretty + adjective + noun*)

6 D – very + gradable adjective (*gorgeous/wonderful/marvellous* = ungradable adjective)

7 B – absolutely + ungradable adjective (*very/extremely/remarkably* + gradable adjective)

6 1 ... a **very** huge statue ...

2 ... the new theatre is **very** fantastic.

3 ... to be **smart smartly** dressed.

4 ... are working very **hardly hard** to restore ...

5 ... the streets are sometimes **a** bit noisy ...

Writing p.42

2 1 An old friend.

2 To give information and suggestions.

3 Four – trains, accommodation, what to see, clothes.

4 Informal – she is an old friend and the style of her letter is informal.

3a Five paragraphs.

3b Paragraph 2: Travel instructions: Hourly train connections.

Paragraph 3: Places to go: 1 Lovely park.

2 Medieval castle.

Paragraph 4: Clothes: Shorts. T-shirts.

4a B. It is less formal.

4b Formal language in A:

Thank you very much ...

... your letter of 10 July ...

... your visit to my home town ...

... I am writing to invite you to stay with me at my house.

Informal language in B:

It was great to hear from you ...

I'm thrilled you're coming ...

I hope you'll stay with me ...

I've got loads of room to put you up now I've unpacked!

4d 1 A – All the language in A is informal, whereas all of B is extremely formal.

2 B – This is less formal (contraction, use of continuous not simple) and makes it clear they have met before, whereas in A *meeting you* makes it sound as if they are going to meet for the first time.

3 B – Again, this is less formal, with contractions and *Let me know*.

4e Love if they are very good friends, or *Best wishes*

5 Sample answer:

Dear Sue,

It was great to hear from you and I'm really excited that you're coming to visit me. You and Tom don't need to stay in a hotel – you can both stay at my house.

It's quite easy to get here from the conference centre as there's a fast train every hour and it's only about 20 minutes away. If you call me I'll pick you up at the station.

My town's fairly small so there isn't much to do but you really must visit the castle, which is incredibly old. There's quite a large park, which is a lovely place for a picnic in the summer.

It tends to be very hot here in July, so just bring a few casual clothes such as shorts and T-shirts.

Let me know if there's anything else you'd like to know – just call or email. I can't wait to see you again.

Love

Daisy

(154 words)

LANGUAGE SPOT: punctuation

Chester itself is a very pretty town. It dates back to Roman times, so there are a lot of fascinating ruins and lovely architecture which I'm sure will interest you. The Roman amphitheatre is well worth a visit with its guides dressed up as Roman soldiers. There is also a cathedral and a church, and there are red sandstone walls all round the town. It takes about an hour and a half to walk around them but it's a lovely walk. Henry James, the American writer, wrote about how much he loved the walls. You'll also find a river in Chester where you can go for a boat trip or have a picnic. If you have time to go shopping, there are lots of wonderful shops.

Unit 6 Key

Listening p.44

1b Nick is a wildlife photographer/film-maker. (I was sent out to the Amazon ... to make a TV documentary about monkeys and birds.)

He liked: the heat, the humidity, the snakes, the insects, the animals, the people.

He didn't like: the loneliness, sweating so much, getting bitten by the insects, the feeling of claustrophobia caused by lack of daylight. (*You pour sweat The insects ... you're bitten all the time. ... claustrophobic ... no real daylight ... It's lonely.*)

2a 1 a time

2 two colours

3 a countable noun – get a ... of sth.

4 measure of area

5 adverb – describing how jaguars move

6 noun – something edible but unusual

7 noun – describing a feeling

8 noun – something researchers fix to an animal

9 noun – something or someone that kill jaguars

10 two animals

2b 1 half past five/five thirty/05.30; 2 (deep) yellow; black; 3 photograph; 4
170/kilometres/kilometres/km; 5 quietly; 6 spider; 7 (great) respect; 8 radio collars;
9 (cattle/sheep/livestock) farmers; 10 domestic cats; dogs

2c 1 No more than three words.

2 Yes. All the words needed are used by the speakers.

Speaking p.45

3a ... is difficult about these jobs.

3c Personally, I ...

... if I had to choose ...

3d vet – a kind of doctor who looks after animals ... a doctor for sick animals.

pets – small animals who live in the home

Use of English 1 p.46

1a See Coursebook page 218

2a Possible answer: animals can help us to predict when an earthquake is coming.

2b 1 Fish jump onto land; mice seem dazed and are easy to catch.

2 They evacuated a city and saved many lives, after the strange behaviour of some animals alerted the authorities to a major earthquake.

3 Some animals' senses are very sensitive, so perhaps they can detect seismic activity before an earthquake.

2c 1 have – present perfect with plural subject (people)

2 them/themselves – plural object or reflexive pronoun (fish/mice)

3 to – *begin* + to – infinitive

4 by – past passive + *by* + agent

5 more – compares with previous sentence

6 of – after *many*

7 had – past perfect

8 too – *too* + adjective + to do sth.

9 the – city (Haicheng) referred to earlier

10 in – *succeed + in + -ing*

11 Since – present perfect and a point in time, *then*

12 for – *prepare + for sth.*

13 It – subject

14 which/that – relative clause

15 be – infinitive after *would*

HELP Question 1 present perfect

Question 7 before

Question 9 the

Question 13 It

2d articles – 9

auxiliary verbs – 1, 7

verb + verb patterns – 3, 10

verb + preposition – 4, 12

Language development 2 p.47

LOOK main verb + infinitive with *to*: ... *scientists began to receive reports* ...

main verb + infinitive without *to*: People **have seen fish jump out** ...

preposition + *-ing* form: ... leaders had *succeeded in saving* ...

adjective + infinitive: ... *too frightened to enter buildings/... may be able to detect the seismic activity* ...

noun + infinitive: ... **a pity to ignore** the signs ...

1a 1 The moon passes exactly in front of the sun and blocks out its light.

1b 1 to settle; **2** sleeping; **3** fly; **4** noticing; **5** solving; **6** go; **7** not bringing; **8** feel; **9** to talk; **10** not to drive

2a 1 a He remembered that he needed to wear them, and then put them on.

b He remembered that he had worn them at some point before then.

2 a She experimented with using one to see if it would work or was a good idea.

b She physically attempted to do it. Maybe she didn't succeed.

3 a He stopped doing something (e.g. driving) in order to look at the lights.

b He was looking at the lights and then he didn't look at them.

2b 1 to buy; 2 to get; 3 drinking; 4 to post; 5 calling; 6 adding

3b 1 of seeing; 2 to going; 3 in getting; 4 on putting up; 5 for not helping; 6 to go; 7 to her going; 8 on walking; 9 her from doing; 10 of getting lost

Use of English 2 p.48

2a 1 The groundhog 'Punxsutawney Phil' comes out of his hole and people make weather predictions based on his behaviour.

2 The 1993 film *Groundhog Day* has made the event better-known in recent years.

2b 1 **B** – *come out of a sleep* (*get up* is intransitive)

2 **C** – *clear* collocates with *sky*

3 **B** – *severe* is the only adjective here that collocates with *weather*

4 **C** – collocates with *spring* and contrasts with *six more weeks of winter*.

5 **A** – *gather in a place* (*combine with, crowd into*)

6 **B** – *a large number of + plural noun*

7 **D** – *just around the corner* – idiom = soon

8 **B** – *hard* collocates with *winter* to mean *severe/cold*

9 **C** – *heavy* collocates with *snow*

10 **A** – *of the same name* is a fixed expression

11 **D** – *turn s.b. into s.th.* = to make somebody become something different.

12 **A** – *turned up* = arrived

13 **B** – *although* followed by a clause

14 **A** – *hope for + noun* (*hope to + infinitive*)

15 **C** – *last for + a period of time*

2c words that go together – 2, 3, 4, 8, 9

the correct word from a set of similar meanings – 4, 5, 6, 10, 15

fixed expressions – 7, 10, 14

phrasal verbs – 1, 11, 12

linking words – 13

2d clear sky; severe weather; cloudy day; early spring; long, hard winter; heavy snow;
good weather

Language development 3 p.49

2a rain:

drizzle (light rain)

hail (frozen rain)

shower (a short period of rain)

snow (soft flakes of frozen rain)

downpour (a lot of rain in a short time)

wind:

breeze (a light wind)

gust (a sudden, short, strong wind)

hurricane (a violent storm, especially in the Western Atlantic; we often associate
hurricanes with strong wind)

gale (a very strong wind)

storm:

hurricane (a violent storm, especially in the Western Atlantic; we often associate
hurricanes with strong wind)

thunder (a loud noise in the sky)

lightning (light in the sky caused by electricity)

2b 1 lightning; 2 gusts; 3 hail; 4 Hurricanes; 5 snow

3a 1 c, e, g; 2 b, c, e, g; 3 a, f; 4 b, c, e, g; 5 f; 6 a, b, e, f; 7 d; 8 f; 9 e; 10 e; 11 a, f

3b 1 high/strong; 2 heavy; 3 gentle/light; 4 loud; 5 heavy; 6 chilly; 7 torrential/tropical

4a 1 d; 2 c; 3 e; 4 a; 5 b

Coursebook Module 3 Review p.50

1 1 commercial; 2 shrink; 3 fragile; 4 affordable; 5 growth; 6 cope; 7 remarkable; 8
achievement

2a 1 surprisingly; 2 Interestingly; 3 hard; 4 late;

5 fast

- 2b** 1 There is ~~a~~ quite a large number of foxes in Britain's cities.
- 2 Camels can lose a fairly a large amount of water without harming their bodies.
- 3 Dogs are extremely faithful pets.
- 4 The life of a performing animal in the circus can be a pretty miserable.
- 5 When it's very freezing most animals try to find shelter.
- 3** 1 I'm watching a programme called 'Our Disappearing World'. Have you seen it?
- 2 According to the presenter, many people's lives have changed dramatically.
- 3 'I think it's a tragedy,' he said, 'that so many languages are disappearing.'
- 4 Ongota, an Ethiopian language, is only spoken by 78 people.
- 5 However, some regional languages like Catalan, Welsh and Trentine are surviving.
- 5** 1 in; 2 of; 3 to; 4 of; 5 from; 6 on
- 6** 1 clear; 2 gentle; 3 heated; 4 high; 5 heavy; 6 torrential; 7 loud

Unit 7 Key

Reading p.52

3b 1 G; 2 A; 3 D; 4 E; 5 F; 6 B; 7 C

5 1 to set out; 2 to set up; 3 to look forward to; 4 to give up; 5 to look after; 6 to point out; 7 to set off; 8 to get through

Language development 1 p.54

1c was unlocking, heard, closed, ran out, tried, wasn't working, I'd been talking, had run down

1d **A** an action or event at a point in the past: *heard; closed; ran out; tried*

B an activity in progress at a point in the past: *was unlocking; wasn't working*

C a single action which happened before a point in the past: *had run down*

D an activity which happened before a point in the past: *I'd been talking*

2 1 ran (action at a point in the past)

2 was talking (activity in progress)

- 3** was arguing (activity in **progress**)
- 4** had been waiting (viewed as an activity before a point in the past)/had waited (viewed as an action before a point in the past)
- 5** came (action at a point in **the** past)
- 6** had been crying (activity **before** a point in the past – when I saw her she was no longer crying)/was crying (activity in progress)
- 7** told (action at a point in the past)
- 8** had happened (action before a point in the past)
- 9** was talking (activity in progress)
- 10** came (action at a point in the past)
- 11** was carrying (activity in progress)
- 12** was going (activity in progress)
- 13** was (event at a point in the past)
- 14** had been waiting (viewed as an activity before a point in the past/were waiting (viewed as an activity in progress)
- 15** explained (action at a point in the past)
- 16** went (action at a point in the past)
- 17** was laughing (viewed as an activity in progress – they were already laughing)/laughed (viewed as an action at a point in the past – they started laughing at that point)
- 18** started (action at a point in the past)
- 19** felt (action at a point in the past)
- 20** had reacted (action before a point in the past)
- 3** 1 C; 2 B; 3 C; 4 D; 5 B; 6 A; 7 A; 8 D
- 5** 1 As soon as I heard the news I phoned my sister./I phoned my sister as soon as ...
- 2** After I'd been to see a friend, I went home./I went home after I'd been to see a friend.
- 3** By the time he arrived, I had waited for around an hour./I had waited for around an hour by the time he arrived.

4 When the boss resigned, the business collapsed./The business collapsed when the boss resigned.

5 I had been gardening for hours when she phoned me./When she phoned me, I had been gardening for hours.

6 While his owner was talking, the dog ran into the road./The dog ran into the road while his owner was talking.

7 By the time we got to the airport, the plane had left./The plane had left by the time we got to the airport.

8 Before I went to Russia I had never eaten caviar./I had never eaten caviar before I went to Russia.

Writing p.56

4a A

4b B

4d Example answers:

1 absolutely, totally

2 immediately, at once

3 well, brilliantly, expertly

4 exactly, precisely

5 excitedly, interestedly

6 definitely, probably

5 **Sample answer:**

That day, my life changed forever. I had just arrived on the beautiful island of Cyprus for a two-week holiday with three friends. We had been planning to spend the time relaxing on the beach and visiting the ancient monuments.

In the afternoon, while we were exploring a small village, I saw a sign advertising a diving school. I had never been scuba diving before and decided to try it. I signed up for a beginner's course and started the next day. My friends weren't interested and went to the beach. First I learnt some basic skills and what the equipment was for.

While my friends were sunbathing I was sitting in a classroom. However, that afternoon I went for my first dive. As soon as I went underwater, I was hooked.

I went diving every day after that and hardly saw my friends for the rest of the holiday. By the time the holiday had finished, I had decided to give up my job and work in a diving school so I could continue my new passion.

(179 words)

Language spot

- 1 beautiful, wonderful, warm
- 2 heavy, considerable
- 3 set off
- 4 exhausted, worn out
- 5 seldom, hardly ever, rarely
- 6 Eventually

Unit 8 Key

Listening p.58

1a 1 skiing; football; swimming; cycling; golf; running; tennis

1b 1 five speakers; they will talk about their reasons for taking up a sport.

2a/b 1 C (get people to give donations)

2 D (the expressions of amazement on my kids' faces)

3 A (I had to be talked into it by friends)

4 F (determined to show Tony that he was wrong)

5 E (the only way I can really unwind)

4 1 from the word go; 2 into; 3 sign up; 4 fancy;

5 give it a go

Speaking p.59

2a First, talk to each other about the advantages and disadvantages of doing each of these sports. Then decide which one would be best for someone who doesn't have much spare time.

2b Running, because it's easier and quicker than the others.

2c Starting a discussion:

Let's begin with ...

Interrupting/Showing you want a turn:

Yes, and as well as that,

Sorry to interrupt, but ...

Involving the other person:

What would you say?

What do you think?

Bringing the discussion to an end:

Anyway, we have to decide ...

So let's decide which ...

Use of English 1 p.60

2a 1 He has shown that anyone can succeed, even in a seemingly exclusive sport like golf.

2 An introvert.

2b pronoun: us, everyone, one

preposition: from, for, to, of, in

article: a, the

determiner: that, every

auxiliary verb: has, can

linking word: and

2c the: can be successful in ~~the~~ life. (life in general)

2d 1 ✓

2 the – see 2b

- 3** some – *a number of* or *some*, but not both
- 4** she – *his mother* is the subject so we don't need *she*
- 5** any – no determiner needed, but if one were used here it would be *some* as it is a positive statement.
- 6** a
- 7** which – like something about someone
- 8** much – a great deal of = much
- 9** ✓
- 10** many – *cash* uncountable (*much* possible but neither necessary)
- 11** ✓
- 12** to – *enjoy + -ing* without *to*
- 13** lots – *movies* countable
- 14** ✓
- 15** not – *cannot + not* is repetition of negative
- 2e** articles – 2, 6
- determiners with countable/uncountable nouns – 3, 5, 8, 10, 13
- subject + verb – 4
- verb + verb – 12

Language development 2 p.61

LOOK Countable: years, father, army, number, mother, balls, champion, thing, opponents, people, hotels, bed, shirts, megastar, man, movies, fishing, scuba diving, video games, problems, languages

Uncountable: golf, confidence, cash, scuba diving

Both: sport, life

- 1a** 1 spectator (C) fan (C) excitement (U) (*excitement* different because (U))
- 2 advice (U) fact (C) information (U) (*fact* different because (C))
- 3 skiing (U) athletics (U) football (Both) (*football* different because both)
- 4 money (U) salary (C) coin (C) (*money* different because (U))
- 5 racket (C) equipment (U) glove (C) (*equipment* different because (U))

6 temperature (C) weather (U) sunshine (U) (*temperature* different because (C))

7 exercise (Both) tracksuit (C) trainer (C) (*exercise* different because both)

1b football:

The physical object is countable: *We gave him a football for his birthday ...*

The sport is uncountable: *... because he likes playing football so much.*

exercise:

Particular examples of exercise are countable: *I know*

three different exercises for leg muscles.

The general idea is uncountable: *It's important to do some exercise every day.*

2 1 Our trainer gives us good advices.

2 I've heard the results. The news ~~are~~ **is** very bad.

3 People likes Tiger Woods.

4 Some footballers have long hairs.

5 It was a terrible weather so the match was cancelled.

6 Beckham has very expensive furnitures in his house.

7 My shorts ~~was~~ **were** very dirty after the match.

8 I had to do some hard works to beat the champion.

9 The national team stayed in a luxury accommodation.

10 I need informations about tickets.

3 1 Many – *sports* [C]

2 a number of – *hours* [C]

3 much – *time* [U]

4 several – *friends* [C]

5 any – *didn't see* (negative) + *any*

6 lots – followed by verb *to eat*

7 much – followed by adjective *better* + *luck* [U]

8 a lot of – positive

9 few – *hours* [C]

10 a few – significant number

11 a few – *sounds* [C]

Use of English 2 p.62

2a 1 The palm of the hand, and a wall or a rope.

2 Each point scored was marked by a 15-minute section on a clockface – when it reached 60 minutes the game was over.

2b 1 B – state that something unproven is true

2 A – collocates with *ancient*

3 D – phrase *to lead a + adjective + life*

4 A – *a + similar (the + same, verb + like/alike)*

5 B – *hit* could be with the hand open or closed, but *punch* is always with a closed fist, and *kick* with a foot.

6 C – *took up* = started (an activity)

7 B – *Later* + clause; *Following* + noun; *Soon, Shortly* = a short time after, not four centuries!

8 A – *use a piece of equipment; wear clothes/jewellery/glasses*

9 D – *early days* = collocation

10 C – *made of* = fixed phrase

11 B – *took off* = became popular/a success

12 A – *keen* + noun (= enthusiastic)

13 D – *caused* = made s.th. happen

14 A – *win a point (beat an opponent = win the match)*

15 C – *abbreviate* + *to*

Language development 3 p.63

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

2a 1 current; 2 pleasant; 3 great; 4 excited; 5 sensitive; 6 old; 7 usual; 8 typical

3 -ed adjectives describe a reaction to something.

-ing adjectives describe the person/thing that causes the reaction.

4a 1 boring; 2 disappointed; 3 tiring; 4 annoyed; 5 terrifying; 6 depressed; 7 interested;

8 amusing

5 The French upper classes became interested, and they **took up** the sport.

The game soon spread to England and **took off** in a big way.

6 1 took up; 2 took off; 3 took over; 4 took after; 5 took to

Coursebook Exam Practice 2 P.64

Paper 1 Reading

Part 1 1 E; 2 C; 3 G; 4 D; 5 A; 6 F

Paper 3 Use of English

Part 1 1 A; 2 D; 3 C; 4 B; 5 B; 6 A; 7 D; 8 A; 9 B; 10 D; 11 A; 12 B; 13 C; 14 B; 15 C

Part 2 1 where; 2 little; 3 after; 4 to; 5 on/about; 6 than; 7 took; 8 however; 9 into; 10 were; 11 of; 12 by; 13 in; 14 a; 15 gone

Part 4 1 did; 2 ✓; 3 by; 4 for; 5 many; 6 any; 7 ✓; 8 been; 9 to; 10 of; 11 ✓; 12 so; 13 more; 14 plenty; 15 whole

Part 5 1 fairly; 2 easily; 3 terrified; 4 unfortunate; 5 remarkably; 6 actively; 7 exciting; 8 nervously; 9 arrival; 10 impressive

Unit 9 Key

Reading p.68

1a 1 astronomy; 2 archaeology; 3 psychology;
4 linguistics; 5 genetics; 6 forensic science

3a 1 D (*amusing anecdotes ...*)

2 A (*even if you don't have a scientific background*)

3 B (*an ideal birthday present*)

4 D (*examples of language taken from various sources*) (ll.82–83)

5 A (*... people believed that family traits were carried in the blood. Today we know that they were wrong*) (ll.16–18)

6 D (*his personal belief*) (l.78)

7 C (*... gets better and better with age ...*) (ll.61–62)

8 B (*... scientific studies ... thirty minutes after birth ...*) (ll.25–29)

9 C (... main objective is to encourage the greater public understanding of scientific ideas.) (ll.48–51)

10 A (... up-to-date with the latest influential theories.) (ll.2–4)

11 C (... television audiences in mind (a tie-in series has just begun on BBC1) ...)
(ll.64–65)

12 B (... packed with eye-catching photos ...) (l.43)

3b 1 In A his earlier books were on other subjects and therefore this book doesn't follow on.

Language development 1 p.70

1a Suggested answers:

2 Two colleagues or friends are trying to arrange to meet tomorrow, but the speaker can't because he/she has a driving test.

3 One friend to another. The speaker has bought something, such as a radio, and has found that it doesn't work.

4 One friend to another. They have a secret, and the speaker doesn't trust the third person not to reveal the secret if she is told about it.

5 Friends, or husband and wife. They are going to the cinema or theatre, and the speaker is waiting for the other person who is still getting ready.

6 Two strangers at a supermarket or station. One is offering to carry the other's heavy bag.

1b 1 'm going to be; 2 'm taking; 3 'm going to take it back; 4 'll tell; 5 starts; 6 'll carry

1c A Planned, a definite arrangement (e.g. in a diary): *I'm taking my driving test.*

B Planned, fixed event (e.g. a public timetable): *It starts at eight.*

C Planned, decided earlier (intention): *I'm going to take it back.*

Prediction: we notice something in the present that will make something happen:

I'm going to be sick.

D Unplanned, decided now (e.g. an offer, a promise): *I'll carry it.*

Prediction: we expect something to happen (it is our opinion or we have experience of it): *She'll tell everyone.*

Time clauses

- 3 Are you going to have a drink before the show ~~will~~ starts?
- 2 1 will be; 2 'm going to visit; 3 get; 4 starts; 5 'll cook; 6 'm having lunch; 7 's going to have; 8 go
- 3a Future continuous: *will be having*
Future perfect: *will have established*
- 3b Complete by a point in the future: *will have established*
Still in progress at a point in the future: *will be having*
- 4 1 will have found
2 will be travelling
3 will have discovered
4 will be living
5 will have taken over; will be providing
6 will be making; will be going
- 5a Very certain: 1
Fairly certain: 3, 5
Not very certain: 2, 4
- 7 After I ~~will~~ finish the last year of university I am definitely going to have a long holiday. I expect I ~~am going~~ will go with my friend, Luis, to a place where we will ~~be doing~~ do lots of sport and relaxing in the sun to recover from all our hard work. But before that there is a lot of work. My exams ~~will~~ start on the 15 June and they ~~are lasting~~ last two weeks. The results will not ~~have been~~ be here before the end of August, so I ~~am having~~ will have a long time to wait. For the next month I will be studying for two hours every evening and I ~~am not~~ won't be going out during the week.

Writing p.72

- 2 1 The museum's groups organiser.
2 You are interested in organising a group visit to the museum.
3 Who you are, your intention and the four questions.

4 Formal (no direct questions, contractions, etc.).

3a 1 introducing yourself

2 saying why you're writing

3 asking about booking

4 asking about numbers

5 asking about eating

6 asking about photos

7 asking about video cameras

8 conclusion

3b Paragraph 1: introducing myself; saying why you are writing

Paragraph 2: asking about booking; asking about numbers

Paragraph 3: asking about eating

Paragraph 4: asking about photos; asking about video cameras

Paragraph 5: conclusion

4b Opening: I am the secretary of my college Science Club. I saw your advertisement for the exhibition 'The Next 100 Years' and I was wondering if I could ask you some questions about it. Closing: I look forward to hearing from you.

4c Yours faithfully

5 Sample answer:

Dear Sir or Madam

I am the secretary of my college Science Club. I saw your advertisement for the exhibition 'The Next 100 Years' and I am interested in organising a group visit. I was wondering if I could ask you some questions about it.

I would be grateful if you could let me know whether we need to book, and if so, how far in advance do we need to say that we will be coming? Our group is quite large, so I would also like to know if there is a maximum size for a group.

Since we will probably be coming for the whole day, I would like to know if there is anywhere to buy snacks, or if there is a picnic area where we can eat our own food.

Some members would like to bring cameras to record the trip for their project work. Could you let me know if they can use flash photography or video cameras?

I look forward to hearing from you and visiting your museum.

Yours faithfully

Toni Hidalgo

Toni Hidalgo (Ms)

(179 words)

LANGUAGE SPOT: polite questions

- 1 Do you think you could tell me where we can/could leave our bags?
- 2 Could you tell me whether there is a toilet on this floor?
- 3 I would be very grateful if you could tell me how much we will have to pay.
- 4 I wonder if you could tell me when the museum closes?
- 5 Could you please tell me where the cloakroom is?
- 6 I would be grateful if you could tell me what time the museum closes.
- 7 Could you tell me whether we can pay by credit card in the museum shop?
- 8 I wonder if you could tell me who is in charge?

Unit 10 Key

Listening p.74

- 1a** The cartoon shows how people have been inventing things for a long time, and inventions are often the result of trying to solve a problem or a need.
- 2a** 1 B (*as a child ... he was fascinated by machines ... taking things apart, seeing how they worked ...*)

2 B (*the company pays you to go to college on the fifth (day)*)

3 C (*... most of Trevor's inventions start as a problem (that he sees)*)

4 C (*... people had machines long before there was electricity*) Not B because he didn't examine a piece of outdated technology, he only dreamt about it.

5 A (*... think that's how they're going to make their fortune.*)

6 B (*... you need to have faith in it if you're going to convince anyone.*)

7 C (*... things to help disabled people ... these inventions ... they're the ones that Trevor says he's proudest of.*)

2b Facts: 1–4

Feelings and opinions: 5–7

Speaking p.75

1a computer, pen, highlighter, CD player, sticky notes, TV and video, phone

2a 1 First, talk to each other about the advantages and disadvantages of each invention. Then decide which two are the most important.

2 So we have to discuss all the photos and then choose the two most important?

2b Yes, but they tend to interrupt each other quite frequently.

2c 1 So, we think the computer and the phone are the most important inventions.

2 Thank you.

3b 1, 3, 4

Use of English 1 p.76

2a 1 T

2 F – the college had copies of everything

3 F – he didn't use a computer for weeks

2b 1 own – *a video recorder (any) or his own video recorder*

2 ✓

3 himself – *to be like somebody*

4 the – usually a possessive with parts of the body; no article with possessives

5 by – *get into* – phrasal verb meaning *to enter*

6 been – active not passive

7 ✓

8 it – *delete* is the object, so not possible to have the object pronoun *it*.

9 one – *other* is the determiner, can't be followed by a number.

10 ✓

11 for – *what to do* (*what + to + infinitive*)

12 ✓

13 him – *to use + something*

14 ✓

15 to – *make someone do something (without to)*

HELP Line 3 – Yes: *he, himself*

Line 4 – we don't use an article with a possessive

Line 8 – *Enter; Delete*

2c reflexives – question 3

question word structures – question 11

2d reflexive – *He was furious with himself* (line 10)

question word structure – *They never found out why it had happened* (lines 12–13)

Language development 2 p.77

LOOK He was working *on his own* ...

Everything disappeared from *his own* screen ...

He was furious with *himself* ...

1a 1 I used to work ~~myself~~ abroad. – in this case *work* is intransitive

2 ✓ – reflexive

3 Can you help ~~myself~~ me? – subject and object are different people, so reflexive not possible

4 Robots can't talk to ~~each~~ one another. – *each other* or *one another*

5 ✓

6 Have you enjoyed ~~you~~ yourself? – subject and object are the same person, so the reflexive is needed

- 7 ✓ subject and object are the same person, so the reflexive is needed
- 8 Relax *yourself* ! – *relax* not a reflexive verb
- 9 I built the model on my own.
- 10 Clare and Rob met ~~themselves~~ **each other** last year – you can't meet yourself, you have to meet somebody else
- 1b**
- 1 its own – a bird
- 2 themselves – a fly and an eagle
- 3 myself – same subject and object
- 4 myself – for me
- 5 them – robots
- 6 us – relates to *we* in the previous sentence, and *our* in this sentence
- 7 themselves –without the help of others
- 8 me – relates to the object pronoun
- 9 themselves – without the help of others
- 3a**
- 1 know how to use a
- 2 you've done what I
- 3 where to find the/where we can find the
- 4 know who to/know who I should

Use of English 2 p.78

- 1 1 d; 2 a; 3 b; 4 c
- 2a** penicillin, mould, bacteria, important
- 2b**
- 1 unexpected – negative adjective
- 2 possibility – noun
- 3 puzzling – adjective
- 4 accidentally – adverb
- 5 excited – adjective
- 6 discovery – noun
- 7 effective – adjective
- 8 infection(s) – singular or plural noun possible here

9 scientists – plural noun

10 successfully – adverb

HELP Question 1 – no

Question 2 – *-ity*

Question 4 – *adverb*

2c 1 four – 2, 6, 8, 9

2 4, 10

3 1

3 It was named after two people because they both discovered it, simultaneously but independently.

1 astronomers – plural noun

2 pleasure – noun

3 discoveries – plural noun

4 combination – noun

5 professional – adjective

6 unusually – adverb

7 supervisor – noun

8 construction – adjective

9 observer – noun

10 equipment – noun

HELP Question 3 – plural

Question 6 – negative

Question 7 – *-or*

Question 9 – *-er*

Language development 3 p.79

1b *-ment*: equipment

-ure: pleasure

(t/s)ion: infection; combination

-y: discovery

-er: astronomer; observer

-or: supervisor

2a 1 b; 2 a; 3 c; 4 a

2b 1 assistance; organisation

2 existence; achievement

3 sailors; equipment

4 explorer; failure

3a -ness: kindness; darkness; sadness; illness

-th: length; strength

-ity: ability; generosity; equality; reality; popularity

3b possibility

4 1 popularity

2 descriptions

3 ability, importance

4 observations, loneliness

5a c – happen

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

6 1 come up against; 2 come up; 3 came round;

4 come out; 5 came across; 6 come in for;

7 come off; 8 come up with

Coursebook Module 5 Review p.80

1 1 'm going to study; 'll go

2 don't think I'll find; get; 'll see

3 'll come; won't be; 'll be; can

4 will be / is going to be; 'm not working; shall

I book

2a 1 will go / will be going

2 will be living (will be working)

3 will be studying

4 will have moved

- 5 will have
- 6 will have bought (will have)
- 7 will be working
- 8 will have retired
- 3 1 his own; 2 each other/one another; 3 him;
- 4 on his own; 5 on his own / by himself;
- 6 himself; 7 on his own; 8 itself
- 4 1 strength; 2 ability; 3 assistance; 4 decisions;
- 5 generosity; 6 loneliness; 7 failure;
- 8 achievement
- 5 1 C; 2 D; 3 A; 4 C; 5 B

Unit 11 Key

Reading p.82

1a Possible answers:

Strength to perform a lot of the steps in ballet; discipline, to keep training, rehearsing and improving; stamina to keep going through many performances; a 'thick skin' to cope with negative criticism, from coaches and from reviewers.

1b The title suggests she achieved her ambition to become a principal dancer with the Royal Ballet.

2 1 A family friend suggested ballet lessons to quieten her down.

2 Kiev and London

3 Her work is very tiring and she hasn't much time for friends.

3a 1 B (*the news took time to sink in. ... 'I couldn't speak.'*)

2 D (*'I was a very lively little girl ... A family friend thought ballet would quieten me down.'*)

3 A (*'I had to show the others how the steps should be done and I always got top marks.'*)

- 4 C (... she became determined to stay there and become a dancer.)
- 5 A ('I felt I needed to be stretched.')
- 6 A (A principal dancer became ill and Alina was asked to replace her.)
- 7 B ('I'm fine as I am.')
- 5 1 (to be) in tears (1.8–9)
- 2 to sink in (l.16)
- 3 to get under (my mother's) feet (l.24)
- 4 to pay off (l.52)
- 5 a big fish in a small pond (l1.67–68)
- 6 the rest is history (l1.81–82)

Language development 1 p.84

- 1a 1 D *E.T. the Extra-Terrestrial* (Drew Barrymore and Henry Thomas)
- 2 F *Harry Potter and the Philosopher's Stone* (Daniel Radcliffe and Rupert Grint)
- 3 A *The Wizard of Oz* (Judy Garland)
- 4 E *Oliver!* (Mark Lester and Jack Wild)
- 5 B *Billy Elliot* (Jamie Bell)
- 6 C *Home Alone* (Macaulay Culkin)
- 1b 1 *Oliver!* (From *Oliver Twist* by Dickens), *Harry Potter and the Philosopher's Stone* by J. K. Rowling, *The Wizard of Oz* by L. Frank Baum.
- 3 A *Wizard of Oz*: a girl is taken by a tornado to a strange land called Oz – she has to find the wizard to help her get back home again.
- B *Billy Elliot*: in a poor mining town, a boy's father wants him to be a boxer, but he wants to become a ballet dancer – succeeds and becomes famous.
- C *Home Alone*: an eight-year-old boy whose parents forget to take him on holiday defends his home against bungling burglars.
- D *E.T.*: an alien left behind on Earth by his flying saucer is looked after by a group of children.
- E *Oliver!*: A boy escapes from an orphanage in Victorian London and falls in with a group of pickpockets led by an elderly man.

F *Harry Potter*: adventures of a boy who goes to a special school to learn to be a wizard.

2a 1 He loves all the Harry Potter books.

2 He made a video and wrote a rap song.

2b **A** 1 The boy who plays Harry Potter's best friend Ron Weasley

2 a dream that had come true

3 a rap song in which he explained ...

B 1 For Rupert Grint, who looks like Ron, being chosen was ...

2 Rupert, whose family all have red hair like the Weasleys, felt he was destined ...

3 ... a video, which he says was terrible.

C 1 the letter he sent, ...

3 1 *Billy Elliot* is set in an English mining town **where** there is high unemployment and poverty. It tells the true story of a boy **that/who** wants to become a ballet dancer, but **whose** father wants him to become a boxer.

2 *Oliver!*, **which** is a musical based on Charles Dickens' novel *Oliver Twist*, is set in London, **where** there was a lot of poverty in the nineteenth century.

3 The alien E.T., **whose** most famous line was '*Phone home*', was later used in an advertising campaign for a telephone company. Drew Barrymore, **who** co-starred as Gertie in *E.T. the Extra-Terrestrial*, is now an established Hollywood actress.

4 Judy Garland, **whose** daughter Lisa Minnelli is also an actress, starred as Dorothy in *The Wizard of Oz*. It is basically the story of a girl **that/who** has a vivid dream.

5 *Home Alone*, in **which** parents leave their young child at home on his own, touches on a theme **that/which** is not uncommon in real life today.

6 In the book *Harry Potter and the Philosopher's Stone*, Harry does not want to return to his cruel uncle and aunt, **which** motivates him to succeed in the tasks (**that/which**) the school sets him. But this is not so obvious in the film version, for **which** it has been criticised.

4 1 I saw a poster which/that was advertising a new dance show.

2 I phoned the box office, which was in London.

3 There was an answering machine which/that was telling me to call another number.

4 I spoke to a man on the other number who/that told me there were only expensive seats left.

5 I booked two tickets which/that cost €60 each.

6 I paid by credit card, which is a very convenient way to pay.

7 On the day, we went to the theatre, which overlooks Leicester Square in London.

8 We couldn't get into the theatre, which had been closed because of technical problems.

9 I went home with my friend, who was very disappointed.

10 Next day I phoned the theatre, who were very helpful and offered replacement tickets.

5 1 The 1976 film *Bugsy Malone*, **in which all the actors are children**, is a musical satire of 1930s gangster movies.

2 Director and writer Alan Parker had the idea for *Bugsy Malone*, **which was only the second film he wrote**, when he was watching *The Godfather*.

3 14-year-old Scott Baio, **who played/(playing) the leading role of Bugsy Malone**, was acting in his first film.

4 Co-star Jodie Foster, **who was 13 when the film was made**, had appeared in seven films already.

5 The cast of more than 40 children, **whose acting and dancing made the film a success**, didn't actually sing in the film themselves.

6 1 I saw a poster **advertising** a new dance show.

3 There was an answering machine **telling** me to call another number.

5 I booked two tickets **costing** €60 each.

7 On the day, we went to the theatre, **overlooking** Leicester Square in London.

Writing p.86

2 1 to inform, to entertain

2 Two: which film/book, why you like it

3 facts in the first part, opinion in the second part

4 lively

3a Paragraph 1: attention-grabbing introduction; title

Paragraph 2: brief description of the story

Paragraph 3: what you like

Paragraph 4: what you don't like

Paragraph 5: recommendation; conclusion

3b B is the most eye-catching – it makes you want to know more about the novel.

A is a little dull, and doesn't really attract you to the article.

C isn't very enthusiastic.

4a B

4b A

5 Sample answer:

The film of the decade

I have to tell you about my favourite film, Fellowship of the Ring. It's the best film I've seen for a long time.

The film is based on the first of three books called The Lord of the Rings. It's set in an imaginary place and it's about a special ring. A character called Frodo has to take the ring to a place far away and destroy it, to stop a bad person called Sauron getting the ring and having its power.

The actors are perfect for their roles and the special effects for the battles and fights are very exciting. I was on the edge of my seat.

I must admit that the story is a bit slow in places, but it's never really boring. Some people find it a little confusing, too, if they haven't read the book.

A good story, great actors and special effects. It's got everything. If you like fantasy and adventure, you'll love this film.

(160 words including title)

LANGUAGE SPOT: avoiding repetition

a their – good musicals

they – the audience

this – *Fame*

their – the actors

the show – *Fame*

they – the actors

ones – actors

You – the reader

their – the young actors'

they – the young actors

these – the acting and singing

It – the plot

this – the thin plot

we – the audience

them – the characters

b 1 They; 2 It; there; 3 it/to; 4 then; 5 ones

Unit 12 Key

Speaking p.88

2a ... type of art you think is more interesting.

2b 1 Yes, she spends equal time on both parts.

2 Yes, she keeps talking for a minute, then the examiner stops her when she pauses.

2c The statue could be

I get the impression that

2d Well, I like some modern art but if you ask me to choose, I think I would choose classical art because I understand it.

3a Robert, are you interested in art?

3b I'm not really very keen on art. I prefer listening to music.

Listening p.89

- 1 1 a function – What, doing, when speaks
- 2 an arts topic – What, speaker, talking about
- 3 a place – Where, taking place
- 4 a feeling – How, boy, feel
- 5 a person – Who, talking about
- 6 an aspect of an exhibition – What, criticise

2a/b 1 B (So do they give the exact dates?)

- 2 C (... until the very last page ... it would probably transfer very well to stage or screen.)
- 3 B (move to the back ... if I'd known how much noise there'd be ... might as well put my bed on the motorway.)
- 4 A (... better to stick to the plot of the original ... it just didn't hold my attention.)
- 5 B (... see him in the canteen ... someone new like that.)
- 6 A (It's just the way it's been put together that I don't like.)

Use of English 1 p.90

- 2a 1 True; 2 False; 3 False
- 2b 1 its – possessive
- 2 than – *more than* – comparative
- 3 at/about/by – *surprised* + preposition
- 4 in – *interested* + preposition
- 5 at/about – *angry* + preposition
- 6 on – *spend money on* s.th.
- 7 in – phrasal verb *bring in* = attract
- 8 has – auxiliary verb for present perfect
- 9 about – *talk about* s.th.
- 10 rather – *rather + than* comparing the gallery and contents
- 11 was – auxiliary verb for past simple passive
- 12 who/that – relative clause defining the architects

13 instead – *instead + of* comparing two ideas

14 which – non-defining relative clause

15 to – *get used to* s.th.

2c adjectives + prepositions – 3, 4, 5

verbs + prepositions – 6, 7, 9

verb forms – 8, 11

Language development 2 p.91

LOOK ... some people were **surprised at/about/by** its success.

A lot of people in Britain are not **interested in** modern art, and even get **angry about/at** the large sums of money which are spent on it.

1a 1 of – *the result of* something

2 for – *feel sorry for*

3 in – *have success in + -ing*

4 between – *no comparison between* two people/things

5 of – *be tired of + -ing*

6 in – *get involved in + noun*

7 in – *have difficulty (in) + -ing*

8 about – *be excited about + -ing*

9 with – *be annoyed with someone*

10 of – *have no hope of + -ing*

1b 1 for – *be famous for something*

2 at – *be good at + -ing*

3 for – *be usual for someone to do something*

4 of – *be capable of + -ing*

5 for – *be responsible for something*

6 about – *be puzzled about something*

7 to – *be similar to something/someone*

8 about – *have no doubt about something*

9 of – *a means of + -ing*

10 about/of – *be suspicious about/of something/someone*

11 about – *be right about something*

12 for – *lose respect for someone/something*

3 **1** used to live

2 get used to living

3 wasn't used to filming

4 get used to hearing

5 didn't use to print

6 aren't used to watching

7 get used to people staring

8 'm not used to going

Use of English 2 p.92

2a **1** artistic – adjective

2 singer – adjective + noun (person)

3 impressive – adjective + noun

4 extraordinary – adjective (= very unusual) + noun

5 recording – compound noun

6 extremely – adverb + adverb

7 disappointing – adjective

8 uninterrupted – adjective, describing *run of hit records*

9 freedom – noun

10 political – comparative form more + adjective

HELP Question 4 – prefix

Question 5 – *-ing*

Question 8 – both

3 **1** ambitious – adjective

2 ability – noun

3 greatness – noun

4 incapable – adjective *incapable of + -ing*

- 5 development – noun
- 6 curiously – adverb
- 7 incredibly – adverb
- 8 underestimate – verb
- 9 importance – noun
- 10 astonishing – adjective

Language development 3 p.93

- 1a** 1 pianist; 2 drummer; 3 trumpeter; 4 composer; 5 conductor
- 1b** 1 dancers; 2 musicians; 3 singers; 4 performers; 5 violinists; 6 cellist; 7 traditional;
8 guitarist; 9 singer; 10 performance
- 2a** uninterrupted, incapable
- 2b** *un-*: untidy, unfair, unfit, unsatisfactory
- in-*: inexperienced, insecure
- dis-*: disloyal, dishonest
- im-*: impolite, impatient, impractical
- il-*: illiterate, illogical
- 3a** 1 untidy; 2 impractical; 3 dissatisfied; 4 unsatisfactory; 5 illiterate; 6 inexperienced;
7 unfit
- 4a** 1 The teacher **spoke told** us a horror story.
- 2 I can't stand it when artists **say talk** politics.
- 3 We all **talked said** a prayer together.
- 4 Excuse me, could you **say tell** me the time?
- 5 My brother **talks speaks** three languages.
- 6 **Tell Say** hello to Rosie for me.
- 7 Mike **said told** the police what he had seen.
- 8 Don't trust him. He's always **speaking telling** lies.
- 4b** 1 speak; 2 say; 3 say; 4 talks; 5 told; 6 telling; 7 say; 8 speak; 9 tell

Paper 1 Reading

Part 3 1 G; 2 A; 3 B; 4 D; 5 E; 6 C

Paper 3 Use of English

Part 1 1 B; 2 D; 3 C; 4 D; 5 A; 6 C; 7 A; 8 B; 9 A; 10 D; 11 C; 12 B; 13 C; 14 A; 15 B

Part 3 1 It won't *be long before John has* finished his work.

2 What's the name of the man *whose nose was/got broken* in a fight?

3 I *have (great) difficulty (in) believing* anything he says.

4 It took me several years *to get used to driving* on the left.

5 Excuse me, *I wonder if you could/would* tell me the time.

6 I think that *what he did was* very stupid.

7 I saw him take the money *with my own eyes*.

8 I don't think there's *any/much hope of us/our* finishing this crossword.

9 The woman who is *brushing her hair is called* Kate.

10 The band *will already be playing* when the Queen comes in.

Part 5 1 annoying; 2 unnecessary; 3 patience; 4 badly; 5 pleasure; 6 reflection; 7 amusing; 8 easily; 9 ambitious; 10 variety

Unit 13 Key

Reading p.98

2 2 – In the USA in the 1930s and 40s, because people wanted to eat in their cars.

3 – because of their reliability and consistency

4 – Possibly not, as people are returning to traditional healthy food.

3a surprising – astonished

amount – how much

evidence – what they come across

3b 1 E (... *people were becoming so attached to their cars ... waitresses ... carry trays of food out to those customers ... eating in their vehicles*)

2 B (*The business was not without its problems ... decided to look again ... find a way round drawbacks*)

3 A (*... streamline the process ... as straightforward and as uncomplicated as possible.*)

4 C (*... uniformity ... reliability ... order a 'Big Mac' at any McDonald's on the planet and know exactly what they will get.*)

5 D (*... the influence of the McDonald approach can be seen throughout the service economy ... businesses which benefit from being organised according to the same principles.*)

6 F (*... there are some people who question its long-term appeal. ... a new attitude towards food in the western world.*)

5 Suggestions:

staff – chef, cook, wine waiter, kitchen porter

crockery – dinner plate, side plate, bowl, cup, saucer

cutlery – fork, spoon, teaspoon, chopsticks

ways of preparing food – cooking: boil, fry, roast, bake, steam, casserole, stew;

cutting: slice, chop, dice. mixing: stir, whisk

Language development 1 p.100

1a 1 customer – we = customer

2 customer – them = staff

3 waiter – you = customers

4 waiter or customer

5 waiter

6 customer

7 waiter

8 customer

9 waiter

10 customer

1b Giving permission:

1 You're allowed to smoke in this area.

2 You can choose any table on this side, madam.

Prohibiting:

1 We're not allowed to smoke, are we?

2 I'm afraid you can't sit there – it's reserved.

3 Children over 12 mustn't use the play area.

4 You're not supposed to use your mobile phone here.

Expressing obligation:

The speaker feels it's necessary:

1 I must try one of those desserts.

The rules or situation make it necessary:

2 I'm sorry, but you have to wear a tie to eat here.

3 I think we're supposed to leave a tip.

Expressing lack of necessity:

You don't have to give them a tip.

2a 1 must book

2 can't wear

3 's/is allowed to come

4 're/are supposed to wait

5 don't have to have

6 mustn't bring

7 aren't allowed to drink

8 can pay

3a 1 No.

2 He/She wasn't allowed to smoke/Smoking wasn't allowed/They couldn't smoke/They weren't allowed to smoke. But not They mustn't smoke as *must* is not used in the past.

3b It was permitted:

They were allowed to use the play area.

It was prohibited:

1 The children couldn't play in the restaurant.

2 I wasn't allowed to smoke.

It was necessary:

We had to pay by credit card.

It wasn't necessary:

We didn't have to book a table.

It was done but it wasn't necessary:

He needn't have dressed so smartly.

4a 1 didn't have to pay – not necessary and not done

2 were allowed to – permission not obligation

3 had to – obligation not permission

4 could – permission not obligation

5 couldn't keep – prohibited

6 had to – obligation not permission

7 have to cook – obligation

8 needn't have worried – 'not necessary but done' – not prohibition

9 didn't have to – not necessary and not done

Advice and recommendation

1 You ought **to** complain about that soup – it's cold.

2 You shouldn't **having have** a dessert if you're full up.

3 If you don't like pasta, you'd better **to** have a pizza.

4 You must **have** try that new restaurant in Castle Street.

5 1 You have to; 2 you mustn't; 3 can; 4 You don't have to; 5 can; 6 You must; 7
You'd better

Writing p.102

2 1 Who are you writing to? The leader of a group of students coming to your school.

2 What is the purpose of the letter? To reply and to give information requested.

3 How many pieces of information should you include? four: directions, there is no time for a walk, they can get the 14:45 coach to London, and you will check about the vegetarian option.

4 What style are you going to use? – Quite formal but friendly. The group leader is important and you probably have not met her before.

3a/b The letter could have five paragraphs:

1 Response to the leader's letter

2 Directions

3 Time – no time for a walk; coach stops at pier so can catch the 14.45

4 Will check vegetarian option

5 Conclusion

4a Thank you very much for your letter. Here are the answers to your questions/queries.

4b First go straight ahead.

When you get to

Go round

Take the ... turning on the ...

Follow the road until

Keep going until ...

4c Referring to questions:

You asked about

You wanted to know whether

Talking about possibilities:

We should manage to

We might be able to

Apologising:

I'm afraid there won't be

Unfortunately, I don't think

5 Sample answer:

Dear Ms Sato

Thank you very much for your recent letter. Here are the answers to your questions.

You asked about directions to the pier from the town centre. I have enclosed a simple map showing the best route. It shouldn't take you more than five minutes on foot.

As for getting off for a walk at Tower Island, I am afraid that, there won't be enough time. However, there will be plenty of time to get the 14.45 coach to London as it stops to pick passengers up at the pier.

You wanted to know whether the meal includes a vegetarian option. At present, I don't know but I am going to check with the cruise boat company on Monday and I will let you know.

If you have any other questions please do not hesitate to contact me. We all look forward to meeting you next month and hope that you will enjoy the cruise.

Yours sincerely

Aldo Addler

(162 words)

LANGUAGE SPOT: giving directions

- a** 1 on – outside
- 2 at – location point in the city
- 3 to – next to
- 4 past – beyond
- 5 on – on the right/left
- 6 across – from one side to the other
- 7 at – the crossroads is an exact point
- 8 past – the front of it
- b** 1 been to; tell me the way

2 Where do we go

3 You should; find the way OK.

4 There's no need; you might; a bit

5 get there; 'll see

Unit 14 Key

Listening p.104

2a 1 A (*I tend to wear fairly elegant clothes at work ... clothes that are businesslike*)

2 F (*... it's always sports stuff. ... What matters is feeling relaxed*)

3 E (*At the moment, the trend is ... I wouldn't dream of wearing anything old-fashioned.*)

4 C (*I'll wear anything ...*)

5 B (*I do tend to spend quite a lot on my clothes ... they don't drop to pieces.*)

4a opinion – scruffy, old-fashioned

size/shape – baggy, tight, high-heeled, fitted

colour – navy

pattern – checked, patterned, flowery

origin: Scottish

material – linen, cotton, viscose

Speaking p.105

3 1 give personal information

2 describe an experience

3/4 give an opinion

5 make a comparison

6 make a prediction

4b Paul's answer is better as he expands his ideas and gives examples.

4c Paul used 2. It gives him time to think about what to say, but avoids a long hesitation, which the examiner could interpret as searching for language, rather than ideas.

1 This answer is very negative and defeatist. There is no attempt at keeping communication going.

3 This answer is obviously too short and cuts off the conversation.

4d Julia was agreeing.

She uses *Apart from that ...*

To add her opinion, she could have used *And there's another thing ... or Not only that ...*. She could not have used *Actually ...* as that would introduce a difference of opinion rather than an additional point.

Language development 2 p.106

1a 1 Marlie's in her pyjamas. She ~~can~~ **must** be going to bed.

2 It ~~mustn't~~ ~~can't~~ be his jacket – it's too small.

3 That ~~might~~ **must** be Kate. I recognise that voice.

4 I think that's John's case, so he ~~couldn't~~ **might** be here.

5 She's decided not to buy those shoes. She ~~could~~ **may not/might not** have enough money.

6 Mike ~~must~~ ~~can't~~ work in a clothes shop – he knows nothing about fashion!

1b Suggested answers:

1 A It must belong to a woman. She must be rich because she has a Visa card.

She must like to look nice, because she's got a mirror, lipstick and perfume in her bag.

2 C It could belong to someone on holiday or a working tour because there is a map in the rucksack.

3 B It could belong to either a man or a woman because there's nothing like make-up or aftershave. I think he/she works in a high powered job because of the computer and calculator.

2 1 can't have left

- 2 may/might/could have been stolen
- 3 must have cost
- 4 may/might/could have been; may/might/could have bought
- 5 can't have been
- 6 must have had

Use of English 1 p.107

- 1a** 1 The candidate has changed the keyword *been* to *be* and therefore incorrectly changed the tense. Correct answer: *must have been pleased*
- 2 The candidate has written more than five words. Correct answer: *wish I could go to*
- 3 The candidate has changed the second sentence, removing the word *in*, and has changed the keyword *spite to despite*. Correct answer: *spite of the fact that*
- 2a** 1 it can't be Kate
- 2 must be tired
- 3 haven't eaten for
- 4 must have just been on
- 5 too unfit to
- 6 may have been in the
- 7 as long as you
- 8 can't have left
- 9 he could have heard
- 10 Lucy if she had finished
- 2b** 1 1, 2, 4, 6, 8, 9
- 2 Present: 1, 2. Past: 4, 6, 8, 9
- 3 3 present perfect simple 5 *too/enough, un-* prefix 7 conditional with *as long as*
- 10 reported speech

Use of English 2 p.108

- 2a** 1 They are very keen on it.

2 The media tells us what is in fashion.

2b 1 C – claim – state something is true

2 D – expect – + *to*

3 B – effort – *in an effort* + *to* = phrase

4 B – used – use a symbol

5 A – recent – not long ago, recent survey = collocation

6 D – admit – admit + *that* (*consent to, permit someone to*)

7 C – latest – most recent but not final

8 B – revealed – surveys reveal (*make known something previously unknown*)

9 A – amount – of money (U)

10 D – argue – state (with reason) that they believe something is true

11 C – whole – phrase *on the whole* = generally

12 B – item – piece

13 A – real – real (genuine) choice

14 D – in – *in fashion* = fashionable

15 C – look = appear

2c 11 – *on the whole*, 14 – *in fashion*

Language development 3 p.109

1a 1 at all times = always (at the moment = now, currently)

2 in danger of = at risk (in favour of = supporting)

3 (go) from bad to worse = deteriorate (from time to time = occasionally)

4 at first = initially (at least = as a minimum)

5 by mistake = accidentally (by the way = to change the subject ...)

6 to my surprise = surprisingly (to my advantage = good for me)

7 in a bad mood = unhappy (in a loud voice = loudly)

8 From then on = subsequently (from time to time = occasionally)

9 to a certain extent = partly (to the point = short and concise)

1b 1 (in/at) the beginning

2 (in) conclusion

- 3** (from) time to time
- 4** (on) purpose
- 1c** **1** in the end; **2** in fashion; **3** out of date; **4** on purpose; **5** for a change; **6** in luck
- 2** **1** hope; **2** expect; **3** spend; **4** do; **5** buy
- 3a** **1** do; **2** make; **3** make; **4** do; **5** do; **6** make; **7** make; **8** do; **9** make; **10** do; **11** make;
12 make
- 3b** **1** an Armani suit; **2** a lot of money on it; **3** in cash; **4** trying it on; **5** it would be comfortable; **6** feel so good; **7** to show my friends
- 4** **1** rise – rise [I], raise [T]
2 became
3 earned – earn money from work, win money in a competition
4 damaged – damage something, injure someone
5 resign – resign = quit a job, retire = stop work for ever.
6 healed – heal wounds, cure an illness
- 5** **1** retired; **2** spend; **3** expect; **4** made; **5** do; **6** bought; **7** make; **8** made

Coursebook Module 7 Review p.110

- 1** **1** grill; **2** cutlery; **3** scruffy; **4** old-fashioned; **5** baggy; **6** elegant; **7** linen; **8** patterned
- 2** **1** don't have to; **2** have to; **3** can; **4** are allowed to; **5** has to; **6** are not allowed to; **7** needn't; **8** had to; **9** wasn't allowed to; **10** could; **11** had to; **12** didn't have to
- 3** **1** might be/could be
2 may be/might be/could be
3 can't be
4 must have stolen
5 could (the thieves) have got in
6 can't have broken in
7 may have had/might have had/could have had
8 may have left/might have left/could have left
9 may have hidden/might have hidden/could have hidden
10 must be

4 1 At; 2 from; 3 to; 4 In; 5 for; 6 for; 7 at; 8 on; 9 to; 10 in; 11 to; 12 from; 13 At; 14 at; 15 in; 16 on

5a 1 do; 2 do; 3 spend; 4 raise; 5 become

a resign; b make; c makes; d expect; e earn

Unit 15 Key

Reading p.112

1b 1 They met on the tube (the London Underground) by chance. Perhaps they bumped into each other.

2 *Meant to be* means destined or fated to happen.

3c 1 G (*Although Dennis had noticed Wendy links to gave me a little nod* in para. 3)

2 C (*Seeing this links to the businessman's head ... resting on her arm* in para. 5; *gave the man's briefcase a kick to wake him up links to as he fell into a deeper sleep* in para. 5)

3 B (*the scrap of paper links to Dennis pushed a note into her hand* in para. 7; *It was Dennis links to 'I'm sorry,' he said* in para. 9)

4 D (*When Dennis left links to Wendy's flat* in para. 9; *He asked Wendy to call links to he hadn't given her the right number* in para. 11)

5 E (*Wendy saw the funny side of this links to giving her the number of his ex-girlfriend* in para. 11; *Dennis proposed links to too soon to think about ... that.* in para. 13)

6 A (*'So ... my Mister Right' links to 'I had fallen in love with him.* in para. 13; *Fate must have been on my side links to stunned by her good fortune* in para. 15.)

HELP 1 G; 2 C; 3 B; 4 D

5a go out **with** someone – to date, to be a couple get on **with** someone – have a good relationship (could be with friends, parents, teacher, neighbour, etc.)

fall in love **with** someone – start to love

5b 1 packed; 2 drop off (to sleep); 3 get to (your) feet; 4 flustered; 5 scribble; 6 dash

Language development 1 p.114

1a Possible answer:

Everything would probably be more formal then – there might be strict rules about going out together and not being left alone together at home. Engagement might be a very formal step, requiring parents' permission, and a couple probably wouldn't live together at all until they were married.

1b 1 They'd only met the previous summer and hadn't known each other very long.

2 The husband has to be in charge.

1c 1 love you; **2** 've only known; **3** met last; **4** Ask; **5** Will you; **6** 's; **7** 's; **8** 's changed

1d Because what is reported is still true in the present.

1e today that day

tomorrow the next day/the following day

yesterday the day before/the previous day

last week the week before/the previous week

next month the following month

this that

here there

come go

bring take

2 1 what I was; **2** I was; **3** that was; **4** to come/go out; **5** I'd/I had nearly; **6** had; **7** 'd/had been to; **8** it was; **9** to pick me/if he could pick me; **10** 'd/would be; **11** had to be (*must* becomes *had to*)

4a 1 accused; **2** persuaded; **3** agreed;

4 suggested; **5** explained

4b verb + *to*: agree

verb + object + *to*: persuade

verb + *-ing*: suggest

verb (+ object) + prep + *-ing*: accuse

verb (+ object) + *that* + clause: explain

4c verb + *to*: decide, offer, refuse

verb + object + *to*: advise, remind, warn

verb + *-ing*: admit, deny, recommend

verb (+ object) + prep + *-ing*: apologise, insist

verb (+ object) + *that* + clause: decide, advise, remind, warn, admit, deny, recommend, insist

4d verb (+ object) + *that* + clause: agree [I], persuade [T], suggest [I], decide [I], advise [T], remind [T], warn [I/T], admit [I], deny [I], recommend [I], insist [I], explain [I]

5 1 advised her not to get married yet./advised her that she shouldn't get married yet.

2 admitted starting the argument./admitted that she had started the argument.

3 insisted on cooking dinner that night./insisted that he was cooking/would cook dinner that night.

4 warned her sister not to go out with Mike./warned her sister that she shouldn't go out with Mike.

5 apologised to his girlfriend for hurting her feelings.

6 suggested staying in that weekend./suggested that they (should) stay in that weekend.

7 offered to carry the bag for her mother.

8 refused to listen.

7 1 Sometimes people suggest that marriage is an old-fashioned idea.

2 Parents often persuade their children to get married.

3 Some people insist on getting married while they are still teenagers.

4 One couple admits getting married for financial reasons.

5 Some couples refuse to have a religious wedding.

6 A few women decide not to change their surname.

Writing p.116

2 1 a teacher; to summarise a discussion and give an opinion.

2 both sides

3 fairly formal

4 a balanced discussion, good organisation and clear linking of ideas.

4a/b A – 1 – Paragraph 4

B – 2 – Paragraph 1

C – 2 – Paragraph 3

D – 1 – Paragraph 2

5 **Sample answer:**

Nowadays more people are deciding to live by themselves. Some people claim this is more enjoyable, whereas others disagree.

The main advantage of living alone is that there is nobody to tell you what to do, so you can live your life your own way. What is more, you can organise or decorate your house as you want. There is no one else to disagree with.

On the other hand it can be quite lonely for some people. Secondly, it is more expensive because you have to pay all the rent and bills yourself, so you have less money to enjoy yourself. Last but not least, it can be hard to find a nice flat for one person so you might not be able to live in the best area.

To sum up, there are strong arguments on both sides. In conclusion I believe that living alone is better for older people who have more money and like privacy, but not for young people, who need to share the costs.

LANGUAGE SPOT: linking expressions

- 1 In fact – reinforcing a point, perhaps with an example. *In addition* is used to add a further point.
- 2 In addition – adding a further point. *In other words* is used to rephrase, to say the same thing in a different way.
- 3 For instance – to introduce an example. *That is to say* is used to rephrase or explain a point.
- 4 Moreover – adding a further point.
- 5 Besides – adding a further point.
- 6 Nevertheless – introducing a contrasting point. *On the other hand* is used to introduce the opposite point of view.

- 7 Even so – introducing a contrasting point.
- 8 On the other hand – introducing the opposite point of view.

Unit 16 Key

Listening p.118

1b see Coursebook page 219.

2a 1 bad influence; 2 stamp collecting/collecting stamps; 3 image; 4 football; 5 video;
6 (old) coins/(old) matchboxes (in any order); 7 (playing) board games; 8 indoor
climbing; 9 dancing; 10 gardening

Speaking p.119

2a 1 Anna: home town, house, job, free time activities

Giorgio: home town, family, career, music.

2 They both create a good first impression. They are positive, they speak accurately and fluently, they extend their answers and they listen carefully.

2b colleagues (Anna) (... *the other people who work with me ...*)

eclectic (Giorgio) (... *how do you say it, I like many different kinds of music.*)

Use of English 1 p.120

1 Possible answers:

1

Similarities:

They are all quiet activities.

You can do them all on your own at home.

Differences:

Painting and model making are more creative.

You mainly use your hands for painting and model making.

You use your head for reading and doing puzzles.

- 2 1 to – *can* + infinitive without *to*
- 2 of – *appreciate* something – no preposition
- 3 many – *know how to* = ability (*how many* = quantity)
- 4 ✓
- 5 no – double negative
- 6 it – *it* is a pronoun and so should replace something, but here it does not replace anything
- 7 being – simple past passive for a single completed action, not a past activity in progress
- 8 ✓
- 9 for – *for* + noun, *to* + infinitive
- 10 ✓
- 11 a – *what is* + adjective *is* ... (no article)
- 12 can – *were able to* = past ability
- 13 ✓
- 14 lots – quantifier *lots* not possible with a number
- 15 ✓

Language development 2 p.121

LOOK A: models that can be made you can decide on a model

B: the Japanese were able to turn it into a decorative art

D: you know how to copy other people's designs

1a 1 can – present, general

2 was able to – past, specific

3 could/have been able to – past, general ability/past up to now, general ability

4 couldn't – past, general negative

5 have managed to – present perfect, achieved something difficult

6 will be able to/can – both forms possible to talk about the future

7 managed to – past, specific and hard, surprising

8 managed to find/succeeded in finding – past, specific, difficult

- 2** 1 won't be able to finish – future
 2 manage to stay – you stay slim (present) and it must be difficult
 3 succeeded in passing – very difficult
 4 can't come – future, known now
 5 couldn't win – past/specific
 6 don't know how to play – present/we haven't learnt
 7 wasn't able to stay – past/specific
 8 couldn't swim – past/general
- 3** 1 can use – present, general
 2 could put together/was able to put together – past, general
 3 succeeded in building/managed to build – past, specific
 4 could/was able to reach – past, general
 5 couldn't fly/wasn't able to fly – past, general
 6 managed to get – past, specific, difficult
 7 succeeded in winning – past, specific, very difficult
 8 can/will be able to carry on – future, general

Language development 3 p.122

- 1b** The average working week was reduced to 35 hours.
- 1c** 1 T – get someone down – make someone feel unhappy
 2 F – get together – meet each other
 3 T – get away with – avoid trouble, not get caught
 4 F – get across – succeed in communicating
 5 T – get round – find a way to deal with or avoid
 6 F – get off to a good start – start successfully
 7 T – get off – finish and leave (work or school/college)
 8 F – get away – leave (for a holiday)
 9 T – get back to – return to
 get down to – start doing
- 2** 1 A; 2 A; 3 B; 4 B; 5 A; 6 B

3a 1 get together; 2 get away, get off to; 3 get (you) down; 4 got away with; 5 get on; 6 get by; 7 get round; 8 get off

Use of English 2 p.123

1 1 a fixed phrase

2 a phrasal verb

3 a preposition following a noun

2a 1 phrasal verb

2 fixed phrase

3 phrasal verb

4 fixed phrase

5 phrasal verb

6 fixed phrase

7 verb + preposition

8 phrasal verb

9 noun + preposition

10 phrasal verb

2b 1 get away with cheating

2 in case we want to

3 got down to some

4 's/is unlikely (that) there will

5 had to be called off

6 pay any attention to what

7 didn't succeed in persuading

8 was let off with/got off with

9 had trouble (in) writing

10 get the truth out of

Paper 1 Reading

Part 2 1 C; 2 D; 3 B; 4 C; 5 A; 6 A; 7 C

Paper 3 Use of English

Part 2 1 would/will; 2 were; 3 to; 4 when 5 out; 6 for; 7 has; 8 be; 9 every; 10 from; 11 the; 12 been; 13 how; 14 better; 15 it

Part 3 1 Amy really *need not/needn't have gone* to the doctor's.

2 Lucy's father *told her to stop* running.

3 Our football team *got off to a good* start this season.

4 Harry didn't get a place at university so he *must have been* very upset.

5 Holly *had better not go* to work because she doesn't look well.

6 Emily *denied hitting the man's* car deliberately.

7 The man *managed to escape by diving* into the river.

8 I had dinner with Luke at home last night, so he *can't have been staying* in London.

9 Alexis warned Tom *not to touch the* hot plate.

10 Teachers *ought not to use* bad language in front of their classes.

Part 4 1 and; 2 at; 3 ✓; 4 have; 5 for; 6 hand; 7 be; 8 to; 9 a; 10 ✓; 11 the; 12 much; 13 ✓; 14 what; 15 who

Unit 17 Key

Reading p.128

2 A Organising parties

B Sports coaching

C Making and selling jewellery

D Internet and technical support

E Writing

3a/b 1 B (*At first, the administrative side was a struggle ...*) (ll. 39–40)

2 E (*... working for myself, rather than ... working for someone else.*) (ll. 114–116)

3 D (*Tom mainly reinvests his money*) (ll. 93–94)

4 E (*she does not splash her money around.*) (ll. 119–120)

(3 and 4 – answers could be in any order)

5 B (*I got a grant and an office from Mencap, a charity ...*) (ll. 37–38)

6 D (*But what really keeps me going is the thought of all the cash I'm making.*) (ll. 84–86)

7 E (*... my business aim. This was to write 'popular' books that would earn me a fortune.*)(ll. 112–114)

(6 and 7 – answers could be in any order)

8 C (*I have decided not to go to university because I don't feel it has anything more to offer me.*) (ll. 62–65)

9 B (*Everyone warned me ... I took no notice of them.*) (ll. 28–34)

10 C (*Work excites me. I can work all day every day without a break and never get bored.*) (ll. 65–67)

11 A (*It all began when Justin ... was turned away for being too young.*) (ll. 1–7)

12 E (*After she'd written her first book ... a publisher ... advised her to tear it up and start again.*) (ll. 101–107)

(11 and 12 – answers could be in any order)

13 A (*What gets me excited is coming up with new ideas.*) (ll. 19–21)

14 D (*I think it's worth giving up a few nights out ...*) (ll. 86–87)

15 B (*... the company I set up won an award ...*)
(ll. 42–43)

5 1 on – keep on at someone = talk to someone a lot (possibly annoying)

2 up – come up with = think of

3 of – take (no) notice of = (not) observe/follow/listen to

4 up – give up = stop doing/using

5 up – keep up with = maintain knowledge/understanding of

Language development 1 p.130

1b 1 By answering fifteen questions correctly.

2 He got the last question wrong.

1c/d Always true: *If they answer fifteen questions correctly, they win a million pounds.*

If + present + present

Possible and likely: *if you watch it now, you'll soon learn the rules.* *If + present + future*

Unlikely or imaginary: *if I went on the show, I wouldn't win a million!* *If + past + would*

Unreal in the past: *If he had got it right, he would have won a million.* *If + past perfect + would have*

2a Possible answers:

1 If you won a lot of money, what would you spend it on?

2 If a classmate asks you to lend him/her a small amount of money, what will you do?/If a classmate asked you to lend him/her a small amount of money, what would you do?

3 If a classmate asked you to lend him/her a large amount of money, what would you do?

4 What do you do if you need change for the phone?/What would you do if you needed change for the phone?

5 If you found a lot of money, what would you do?

6 What would you do if you lost a/your wallet or purse?

7 What would you say if you received a present you didn't like?/What do you say if you receive a present you don't like?

8 What will you buy if you go shopping at the weekend?/What would you buy if you went shopping at the weekend?

3 1 If James had remembered to set his alarm, he wouldn't have overslept.

2 If he hadn't been late for work, he wouldn't have got the sack.

3 If he had been able to find another job, he wouldn't have started his own business.

4 The business wouldn't have been a great success if it hadn't been such a good idea.

5 If James hadn't worked very hard he wouldn't have become a millionaire.

6 So, he wouldn't have become very rich if he had set his alarm!

4a 1 now, last week

2 last week, now

4b A 2

B 1

5 1 earned (present – imaginary); wouldn't have gone (unreal in the past)

2 would be able (present – imaginary); hadn't spent (unreal in the past)

3 had invested (unreal in the past); would be (present – imaginary)

4 were (present – unlikely); would have reduced (unreal in the past)

5 would be (present – imaginary); hadn't missed (unreal in the past)

6 couldn't have bought (unreal in the past); weren't (present – imaginary)

6 1 provided that

2 Unless

3 Even if

4 as long as

7 1 Unless; hurry up 'll miss/re going to miss (possible and likely)

2 give; as long as/if/provided that; spend (always true)

3 If; hadn't lent; would have (mixed – unreal in the past/present imaginary)

4 'll come; as long as/if/provided that; pay (possible and likely)

5 If; didn't run; would have (present imaginary)

6 Even if; had asked; wouldn't have been (unreal in the past)

7 If; didn't work; wouldn't feel (present imaginary)

8 If; were/was; wouldn't have spent (mixed – present imaginary/unreal in the past)

Writing p.132

1 2 Possible answers:

a shopping website: overcharging; goods not delivered or delivered late; wrong, faulty or damaged goods delivered.

an airline: delays, cancellations, overbooking, lost luggage, poor service.

a hotel: overbooking, facilities missing or not working; room dirty, noisy, too hot, too cold.

2 Who: The Director of a lottery game company

What: Complaining about misleading advertisements

Why: see the four handwritten notes on the advert

How: Formal letter of complaint

3 1 B – introduction

2 D – first two complaints

3 C – further two complaints

4 A – conclusion

4a 1 complain + about

2 object + to

3 express + noun

4 draw your attention + to

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

4d 1 d; 2 c; 3 e; 4 b; 5 a

4e Example answers:

I hope that in future you will be more honest in your advertising.

If I do not get a satisfactory reply, I will have

no alternative but to contact the media.

Please can you assure me that you will look into these matters.

5 Sample answer:

Dear Sir or Madam

I am writing to complain about the advertisement for your new game. Having just played the game, I realise that the advertisement is misleading.

My first complaint is that you say there are big cash prizes and everyone can win. In fact, there is only one big prize so the chance of winning is quite small. You also say that the game is cheap, but I think £5 for a game is expensive.

Furthermore you claim that the game is easy to play whereas it is actually quite complicated. Even worse, you say that all the money goes to charity but, to my horror, I have discovered that half the money goes on administration.

I am very disappointed. I hope that in future you will tell the truth in your advertisements. If I do not get a satisfactory reply I will report your company to the government.

Yours faithfully

Carlos Cazador

Carlos Cazador

(155 words)

LANGUAGE SPOT: spelling

b surprised, separate, recommend, unnecessary, committee, immediately, sincerely, receive, beginning, embarrassed, advertisement, writing

c 1 tried, loose

2 cassette, foreign, pronunciation

3 principal, their, accommodation, address

4 Unfortunately, medicine, effect

5 definitely, until, developed, responsible

Unit 18 Key

Speaking p.134

1a A shopping centre or shopping mall; Internet shopping

Listening p.135

- 1 1 What advertised? television, computer, board game
 - 2 What doing? faulty goods, money back, goods delivered
 - 3 What doing? blaming, advice, suggestion
 - 4 Where? bus station, shop, library
 - 5 What complaining about? attitude of staff, accuracy of information, arrangements changed
 - 6 Who talking to? hotel receptionist, conference organiser, secretary
 - 7 Which sector? service successful, travel, health, entertainment.
 - 8 What about? e-commerce disadvantages, new idea, research into success.
- 2 1 C (*Throw the dice and race round the board.*) (Based on the hit TV programme)
 - 2 B (*I can't give you a cash refund unless the product is faulty in some way.*)
 - 3 B (*I just wondered if you had any ideas on what I could do.*)
 - 4 A – ... mark the bus routes on it ... that uniformed man over there ... (Why don't we go to a shop ... take it next door to the library ...)
 - 5 B – Had I known that there was a midday flight ... she said there was only one flight a day ...
 - 6 C – ... it's probably on my desk somewhere –can you have a look? (Or perhaps you could check with the organisers)
 - 7 A – The idea has caught on fastest when there's something to be picked up, especially holiday documents.
 - 8 B – ... fortunately, it looks like a solution is at hand.

Use of English 1 p.136

- 2b 1 The Good Deal Directory tells you where to buy ~~expensive, high quality~~ the **cheapest** items.
- 2 Noelle Walsh ~~doesn't visit many visits a lot of~~ shops, **but and** she knows where to buy the cheapest things.
- 3 She hates shopping at weekends, ~~but she always does and her family do/does the family~~ shopping.

4 Noelle believes her work makes a **big small** difference to people.

2c 1 is –singular subject **An amazing total**

2 No one/Nobody – subject, negative (*not even*)

3 as – comparative *as many as*

4 is – singular subject **One of her main strengths**

5 much –before uncountable *effort*

6 else – *anyone else* = all other people

7 have – plural subject *The majority of people*

8 who/and – relative clause or adding information

9 do/does – singular or plural verb with *family*

10 to – according + *to*

11 about – (preposition) before *-ing*

12 there – *there are* = they exist

13 is – singular subject *no one*

14 what/things/information

15 some/many/other – plural determiner

Language development 2 p.137

1 1 Everyone thinks ~~s~~ it's a good idea. (singular)

2 The majority of us agrees ~~s~~. (plural)

3 ✓

4 Neither of them knows what to buy. (singular)

5 These jeans ~~doesn't don't~~ fit. (plural)

6 ✓

7 Ten euros ~~aren't isn't~~ very **many much**. (singular)

8 ✓

9 ~~This These~~ scissors ~~doesn't don't~~ cut very well. (plural)

10 The United States ~~have has~~ a new President. (singular)

- 2** 1 sells (singular); 2 feel (plural); 3 causes (singular); 4 wants (singular); 5 seem (plural); 6 is (singular); 7 say (plural); 8 admit (plural); 9 confess (plural); 10 wants (singular)
- 3** 1 There are – existence, plural
2 it is – empty subject
3 there is – existence, singular
4 It is – It = the set meal
5 there are – existence, plural
6 it is – empty subject

Use of English 2 p.138

- 2** 1 smallest – *the* + superlative + noun
2 exhausted – *be* + adjective
3 impatient – *become* + adjective
4 extremely – adverb + adjective
5 stressful – *find something* + adjective
6 friendliness – noun and noun
7 satisfaction – noun
8 flight – *take a flight*
9 sight – noun (*catch sight of* something)
10 amazement – to someone's *amazement*
- 4** 1 currency – noun
2 nearest – *the* + superlative + noun
3 designer – adjective
4 failure – noun
5 confusion – noun
6 unbelievable – adjective
7 Naturally – adverb
8 winnings – plural noun
9 receipts – noun

10 investigation – noun

Language development 3 p.139

1 1

1 B; **2** B, B; **3** A; **4** B, B; **5** A; **6** B; **7** A

2

1 from – borrow something from somebody

2 to – *lend something to somebody*

3 to – owe something to

4 on – spend money on something

5 on – waste money on something

6 into – pay money into an account

7 into – change money into something else

8 from – make money from something

9 on – have money on you

10 to – leave money to someone

3a

1 (buy, get) the tickets, (make) a big profit, (ask for, get, receive) a discount

2 (pay, repay) a refund, (get, obtain, receive) a receipt, (get, take out, pay back) a

loan

3b

1 discount; **2** profit; **3** refund; **4** interest; **5** bill; **6** a good salary; **7** fine; **8** loan

4b No change: dry, import, calm, name

Internal change: choose, bleed

Prefix: endanger

Suffix: criticise, strengthen, fatten, widen, lengthen

5a **1** criticise; **2** import; **3** endanger; **4** choose

5b widen; modernise; calm; strengthen

Coursebook Module 9 Review p.140

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

- 2** 1 it wasn't/weren't so expensive.
 2 had known the computer had a fault; wouldn't have
 3 hadn't spent so much money on a holiday; would have enough to buy
 4 you pay; won't reserve the bike.
- 3a** 1 do; it; 2 has; 3 everyone; hardly; 4 There; it; 5 It; there; 6 is
- 4** 1 A hard up B from
 2 A discount B pay
 3 A interest B profit
 4 A into B on
 5 A loan B pay
- 5** 1 modernise; 2 lengthen; 3 enlarge; 4 strengthen; 5 endanger; 6 widen; 7 clean; 8 choose; 9 criticise; 10 calm

Unit 19 Key

Reading p.142

- 2** 1 students and working people (ll. 11–15; ll. 31–34)
 2 get new gear, book flights and copy documents (ll. 45–62)
 3 they work, especially on farms (ll. 67–80)
- 3** 1 E (*exotic long-distance destinations have now become commonplace.*)
 2 H (*A growing number of working people are opting to clear their desks and head for the open road.*)
 3 A (*All trips will require a certain amount of money up front ...*)
 4 G (*... in case they were lost or stolen. ... if you lose any vital documents ...*)
 5 D (*... this will only be possible if you apply for work permits and other documents.*)
 6 B (*The days are often long and the work physically demanding.*)
 7 F (*... arriving at the right moment could be essential.*)

Language development 1 p.144

1b 1 They stay cool, they are well decorated, there is a buffet breakfast, a barbecue area is being constructed.

2 You have to share facilities with others, the shops are not very close, breakfast is not included, and it could get too hot.

1c are grouped; were built; have been designed; have all been decorated; is served; is now being constructed; will soon be completed; can be found

The passive is used here because what has been done/is done is considered more important than who did it or does it.

1d 1 are grouped

2 is served

3 have been designed

4 have all been decorated

5 were built

6 is now being constructed

7 will soon be completed

8 can be found

2a 1 are situated (present simple)

2 were redecorated (past simple)

3 can be supplied (modal)

4 will be installed/will have been installed (future simple/future perfect)

5 are being built (present continuous)

6 has been given (present perfect)

7 must be checked (modal)

8 will be asked (future simple)

2b 1 Our facilities are always being improved.

2 All our flats have been modernised in the last two years.

3 Our kitchens have been equipped to the highest standards.

4 The beds will be made daily (by maids).

5 The holiday village can be found two kilometres outside the town.

- 6 A full programme of sports activities is offered (by the village).
- 7 Very few complaints were received last year.
- 8 Extra people may be accommodated (by guests) on the sofa beds.
- 9 The maximum number of people allowed in each caravan is indicated by/in our brochure.
- 10 Keys must be returned to reception on departure.
- 3 A by – to specify the agent (the one that does the action)
- B 1 – person + passive verb + thing + *by* + agent
- C thought (doesn't matter who thinks), said (doesn't matter who says)
- D to cheer, to empty
- 4 1 it was composed by Schubert.
- 2 were given two tickets
- 3 was seen to steal/seen stealing
- 4 is believed the Prime Minister will call
- 5 's/has been promised a place
- 6 it was discovered by Fleming.
- 7 is thought to have hidden
- 8 'll/will be made to pay

5 Suggested answer:

The town has changed a lot in the last 30 years. *All the old factories have been pulled down and replaced with hi-tech science parks. It's felt to be unfortunate that one of the older schools was also demolished, as children will have to be sent by bus to the next town. It is said that a brand new school will be built in the town in the next few years when extra funding is provided by the Government. That will be appreciated by the newer residents in particular.*

Writing p.146

- 2 1 two parts – analysis of problem and recommendations
- 2 formal and impersonal – it's for the Principal of the college and represents the recommendations of the committee

3 good organisation, clear analysis, logical recommendations

3b Paragraph 1: b, d, g

Paragraph 2: a, e, g

Paragraph 3: a, e, g

Paragraph 4: c, f

3d C is the best. It is formal, short and clear, telling the reader immediately what the report is about.

A is too general, mentioning transport but not students.

B is slightly informal, and doesn't mention students.

3e Suggested answers:

Paragraph 1 – Background/Introduction

Paragraph 2 – Public transport

Paragraph 3 – Parking/The car park/Cars

Paragraph 4 – Possible

solutions/Recommendations

4a Example answers:

Paragraph 1: ... the problems students have with transport to and from college.

Paragraph 2: ... has become less reliable and more expensive.

Paragraph 3: ... more students have cars.

Paragraph 4: ... the college writes to the bus company.

4b The aim of this report is to ...2

In order to prepare this report ...6

It appears that the majority of students ...7

The only problem is that ...9

Most students seem...1

Not surprisingly, ...3

According to ...5

All things considered, ...4

We have no hesitation in recommending ...8

4c passive

more

less

5 Sample answer:

Student transport

Background

The aim of this report is to analyse difficulties that students face travelling to college. In order to prepare this report we interviewed a number of students at the college.

Public transport

The following points were mentioned.

- It appears that the majority of students find the bus service unreliable and expensive.
- Most students seem unwilling to walk or cycle to college.

Parking

Not surprisingly, most students prefer to drive to college. However:

- The car park is too small.
- It quickly becomes full.
- It is expected that more students will want to use cars in future.

Possible solutions

Two possible solutions were suggested:

1. Improve the bus service. It would be used more if there were a better service.
2. Extend the car park. Most students would rather have parking space than a sports field.

All things considered, we recommend asking the bus company to improve the service.

(155 words)

LANGUAGE SPOT: passive report structures

- a 1 that the Principal is in favour.

- 2 that about 50 students will attend.
- 3 that many of the students (have) had difficulties getting a visa.
- 4 that some of them (have) left early.
- b** 1 is supposed to reduce the number of private cars.
- 2 is supposed to be becoming easier and cheaper.
- 3 are supposed to travel further on holiday these days.
- 4 is supposed to broaden the mind.

Unit 20 Key

Listening p.148

- 2a** 1 YES (*unemployment is actually rising*)
- 2 NO (*it's not so handy when it comes to using its leisure facilities*)
- 3 NO (*... the centre caters more for people our age. But for older teenagers, ... there's not much for them really*)
- 4 YES (*bus services to other towns round here aren't exactly the most frequent or reliable*)
- 5 YES (*In my day, we used to have a disco here as well as two cinemas*)
- 6 NO (*the solution is to build a new shopping complex on the outskirts of town*)
- 7 YES (*when large numbers of kids get together like this, you're just inviting trouble*)
- 4** 1 travel; 2 becoming; 3 meet; 4 becoming

Speaking p.149

- 1a** 1 True
- 2 True – first, compare and contrast, then give an opinion or reaction.
- 3 False – you should deal with them together, comparing and contrasting.
- 4 True
- 5 False – it's an individual long turn!

6 True – only about 20 seconds.

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

Language development 2 p.150

1 1 the present: 1, 3

the past: 2

the future: 4, 5

2 the present: *wish + past; if only + could*

the past: *wish + past perfect*

the future: *wish + would; if only + would*

3 *if only* is stronger/more emphatic

2 Suggested answers:

1 I wish/If only I hadn't dyed my hair bright red. I wish/If only I'd kept it blonde.

2 I wish/If only he didn't/wouldn't borrow my car. I wish/If only he would stop borrowing my car.

3 I wish/If only I could afford a taxi. I wish/If only I didn't have to take the bus.

4 I wish/If only I hadn't come to see this. I wish/If only I were/was watching something else.

5 I wish/If only he/she would hurry up. I wish/If only he/she didn't/wouldn't take so long in the bathroom. I wish I could get into the bathroom.

4 1 A – ... but you should.

2 B – ... but it's too late to change the situation now.

3 B – ... someone else did.

5 1 learnt – present time, past verb form

2 was/were – present time, past verb form

3 phoned – present time, past verb form

4 had met – past time, past perfect verb form/has met – present time (i.e. he knows her) present perfect verb form

5 had bought – past time, past perfect verb form

Use of English 1 p.151

- 1** 1 Leave it and come back to it when you've done the ones you can do.
2 Make sure you write something for every question. Don't leave any gaps.
- 2a** 1 wish I'd gone – past; negative reality, positive verb form
2 I'd rather you phoned – present situation, past verb form
3 were you, I'd book – unreal conditional (I'm not you)
4 isn't (very) far from
5 wish I had told – past; negative reality, positive verb form. Note *truth* in answer opposite to *lying* in question
6 was hardly anyone/anybody at/in
7 (just) in time to see/for
8 is supposed to be
9 (high/about) time you stopped going
10 you mind not using – *mind* + (*not*) + *-ing*
- 2b** 1 1, 2, 5, 9
2 I'd rather you = Would you mind if you didn't use = not using

Use of English 2 p.152

- 2a** 1 after – you should read the text right through first for a general understanding
2 short – if you get stuck with one answer, you will have less time for the rest of the task and the rest of Paper 3
3 one – if you put more than one word, it will be marked as incorrect, even if one of the words is correct. If you can't decide between two possible answers, you should always choose one rather than put both.
- 2b** 1 They have become much more popular with young people.
2 Because they are a good way to meet new people, as we become more wary of our neighbours and people around us.
- 2c** 1 to – *change from one thing to another*
2 of – *hear + of + something*
3 is – singular verb

- 4 were – past passive, plural (Superclubs)
- 5 up – phrasal verb *set up* = to start
- 6 to/with – *compare + to/with*
- 7 which/that – defining relative clause
- 8 about – *think + about* something
- 9 it – = what he does
- 10 on – *depend + on*
- 11 be – passive; modal + infinitive (*must be linked*)
- 12 in – *believe + in*
- 13 our – possessive adjective, agrees with *we*
- 14 from – *differ + from*
- 15 even – *even if = in spite of the fact*

HELP Question 3 **singular**

Question 11 passive

2d Questions 1, 2, 8, 10, 12, 14

Language development 3 p.153

- 1** 1 to; 2 in; 3 from; 4 to; 5 with; 6 from
- 2** 1 for (something); on (= served in a restaurant)
2 about (= consider); of (= invent)
3 to (= forced to accept); from (= leave a job)
4 as (= what he is); for (= why he is famous)
5 of (= didn't know); from (= received a call or letter)
6 to; for (apologise to someone for something)
- 3** 1 in – believe in someone/something
2 in – succeed in + *-ing*
3 with – communicate with someone
4 with – agree with someone/something
5 with – crowded with
6 to/with – compared to/with someone/something

- 7 for – pay for something
- 8 about – complain about something
- 9 of/about – think of/about something/someone
- 10 on – depend on someone/something
- 11 on – concentrate on something
- 12 to – look forward to + *-ing*
- 4 1 a – looked (deliberate); seen (not deliberate)
- b – watch
- 2 a – stare (long fixed look)
- b – peered (difficult to see)
- c – gazed (interesting)
- 3 a – listened; (deliberate), hear (not deliberate)
- b – listen (deliberate)
- c – hear (deliberate)
- 4 a – feel (not deliberate); touch/touching (deliberate)
- b – Feel (deliberate)
- c – touch (deliberate)

Coursebook Exam practice 5 p.154

Paper 1 Reading

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

Paper 3 Use of English

Part 1 1 C; 2 B; 3 D; 4 B; 5 A; 6 D; 7 B; 8 A; 9 A; 10 D; 11 D; 12 B; 13 C; 14 A; 15 C

Part 3 1 I *was taught everything I know* about music by my music teacher.

- 2 I really think it's *time you got/time for you to get* a new car.
- 3 I *was made to wear* a uniform when I was at school.
- 4 The new computer program *is said to be* very easy to use.
- 5 If I *had not/hadn't had your* help, I couldn't have cooked such a big meal.
- 6 Mary wished she *hadn't (had not)* sold her house.

7 I 'd (would) rather you didn't get up if you are ill.

8 There's *hardly anyone/anybody who thinks* he is a good president.

9 If Sarah had got the job, *she would be living in* London now.

10 They *didn't/wouldn't let us* go into the club.

Part 4 1 myself; 2 and; 3 was; 4 ✓ 5 been; 6 have; 7 ✓; 8 the; 9 these; 10 seem; 11 kind; 12 is; 13 any; 14 so; 15 ✓

Part 5 1 irritating; 2 unpleasant; 3 failure; 4 highly; 5 widen; 6 restrictions; 7 realistic; 8 incredible; 9 refusal; 10 naturally

Unit 21 Key

Reading p.158

2 1 Having the right genes, contentment, giving and receiving affection, mental and physical activity.

2 Yes

3a Such people: the cheerful type of person ... as a result. (ll. 2–6)

healthier: happier (l. 6)

happiness: But what is the secret of happiness? (l. 7)

3b 1 D (*someone else with more than you, so trying to compete* links to *try to keep up with others* in lines 13–14; *frustration and anxiety* links to *dissatisfied* in line 15).

2 F (*this is just a temporary state* links to *a level we always return to, whatever happens to us in life* in lines 21–22)

3 C (*The latter* links to *their character* in line 27. This contrasts with *The former* line 27)

4 B (*Such people* links to *happy people* in line 31; *They also ...* in line 32)

5 A (*being part of a social group* links to *tend to relate to other people* in line 36; *a community or a club* links to *sports teams, choirs, political parties* in lines 38–39.

6 E (*To avoid this* links to *stress results in unhappiness* in line 47; *it is important to pick a sport* links to *But mental activity can be just as important* in line 48)

7 G (*The key* links to *to recognise happiness* in lines 49–50; *learning to celebrate them* links to *One way of doing this ...* in line 51)

5a **1** contented; **2** satisfied; **3** frustrated; **4** anxious; **5** depressed; **6** stressed; **7** miserable

Language development 1 p.160

1b **1** They lead busy lifestyles: they have to travel to compete and do promotional work.

2 She does yoga.

1c **1** as, because, since

2 because of, due to, owing to

3 because of, due to, owing to

2a **1** as, because, since

2 because of, due to, owing to

3 because of, due to, owing to

4 as, because, since

5 Because of, Due to, Owing to

6 because of, due to, owing to

2b **1** a was snowing

b the snow/the fact that it was snowing

c the snow/the fact that it was snowing

2 a was raining

b the rain/the fact that it was raining

c it was raining

3a **1** in order to, so as to, to (+ verb)

2 in order that, so that (+ subject + verb)

3 in case (+ subject + verb)

3b **1** to (+ verb)

- 2 in case (precaution)
 - 3 so that (+ subject + verb)
 - 4 in order to (+ verb)
 - 5 In order that (+ subject + verb)
 - 6 in case (precaution)
 - 7 so as to (+ verb)
 - 8 so as not to (+ verb)
- 4
- 1 e – contrasting but not contradicting
 - 2 c – *despite* + *-ing*
 - 3 h – *although* + subject + verb (very active +not feeling well)
 - 4 a – *even though* + subject + verb (not getting better + appetite returned)
 - 5 g – *despite* + noun
 - 6 b – *in spite of the fact that* + subject + verb
 - 7 f – contrasting but not contradicting
 - 8 d – *in spite of* + *-ing*
- 5 **Example answers:**
- 1 ... I have tried many times/ways. Contrast.
 - 2 ... the noise of the cats outside. Reason.
 - 3 ... he knows where to pick me up. Purpose.
 - 4 ... the glorious spring sunshine Contrast.
 - 5 ... find out whether they open on Sundays. Purpose.
 - 6 ... the fact that we reminded him to take it. Contrast.

Writing p.162

- 2 An older person (When we were young ...)
- 3a 1 Most young people are polite.
- 2 People have to hurry.
- 3 Children have always been noisy.
- 4 I've seen old people get aggressive and impatient. Points 1 and 2, or 2 and 3, or 3 and 4, could be grouped together.

3b Example answer:

Paragraph 1: Introduction; reason for writing

Paragraph 2: Points 1 and 2

Paragraph 3: Points 3 and 4

Paragraph 4: Conclusion

I am writing in response to the letter about young people's behaviour in last week's

Courier. I have to disagree with the points the writer makes.

Firstly, it is simply not true that all young people are noisy and aggressive. In my experience, most young people are polite. And whereas it may be true that they are sometimes in a hurry, we have to accept that they need to get to work, school or college. I also disagree with the generalisations about younger and older people.

Children are no noisier today than they used to be. They have always had to play.

And do you really think older people are more polite? I have seen older people

being aggressive and impatient in shops, for example. In conclusion, while we

should all have consideration for others, I think we should all try to be more patient

and tolerant of each other. We were all young once!

5 Sample answer:

Dear Sir or Madam,

I am writing in response to the letter in today's newspaper about young people and the way they behave. Some of the points the writer makes are simply ridiculous.

Firstly, I cannot accept that young people today are noisier than in the past. Young children like to play and have always been like that. Secondly, young people nowadays have busy lives so it is not surprising that they are in a hurry to get to work.

It is also unfair to say that all young people are aggressive. Most are polite and friendly. It might be true that a few young people get aggressive at times because of the pressures they face but the same is true for older people. I have seen them lose their patience and temper in shops.

In conclusion, we should all realise that we were all children once. It is the world that has changed, not young people.

Yours faithfully,

(159 words)

Language spot: attitude phrases

- 1** To be honest – What I really think is (As far as I know = I may be wrong but I think it's true that ...)
- 2** Presumably – I imagine (Actually = I know this is true)
- 3** As a matter of fact – polite contradiction (Clearly = it is evident that; Naturally = Of course)
- 4** Certainly – I accept the fact that (Frankly = What I really think is; Surely = I don't know but I imagine it must be true that)
- 5** Generally speaking – as a generalisation (Roughly speaking = approximately; Strictly speaking = If we follow the rules exactly)
- 6** Admittedly – I admit this is true (In my opinion = I think; At least = As a minimum)
- 7** As far as I'm concerned – In my opinion (According to me = The facts as I have explained them are that)
- 8** Personally – in my opinion (Truly = honestly; In person = Not by letter or on the phone)

Unit 22 Key

Listening p.164

- 1b 1** A type of food or drink

2 A problem in a part of the body (e.g. lung) or a function of the body (e.g. breathing).

3 After *your*, again it must be a part of the body or a function.

4 After *treating* it must be a type of health problem.

5 The question is followed by *a night* so it must be an amount (e.g. 2 hours) or a frequency (e.g. twice). 'Enough' suggests a minimum amount required.

6 This could be a type of exercise (e.g. jogging), a place (e.g. in the gym), an amount (e.g. an hour), or a frequency (e.g. daily).

7 After *up to* this must be a number.

8, 9, 10 These must be either a positive activity (e.g. join a club), or stopping a negative activity (e.g. give up smoking).

2a/b 1 apples (... *if we eat around seven apples a week.*)

2 heart (... *it also contains a chemical that actually helps in the prevention of heart disease.*)

3 teeth (... *there is something in tea which does help to prevent holes forming in teeth.*)

4 headache(s) (... *coffee is a better and faster painkiller than a lot of stuff you buy at the chemist's to get rid of headaches.*)

5 six/6 hours (*There's no need to sleep longer than six hours ...*)

6 outdoor(s) (... *this is better for you if it takes place outdoors.*)

7 80/eighty (... *we use as many as 80 muscles when we have a really good laugh.*)

8 dog walking/walking a dog (... *it's a good way to make friends – everybody stops to speak to you.*)

9 (take/taking up) a hobby/hobbies (... *they tend to devote more time to that hobby and this keeps their brain active.*)

10 get(ting) married/marriage (... *getting married is one way of increasing your likelihood of a long life.*)

Speaking p.165

1a 1 F – they speak **together** for about 3 minutes.

2 T – e.g. discuss and choose

3 F – it should be an open discussion –expressing your ideas is more important than agreeing.

4 T – probably between three and six questions will be asked, between the two candidates.

5 F – you should develop your answers beyond a simple 'yes' or 'no'.

6 T – the examiner may ask you to respond to something the other candidate says.

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

Language development 2 p.166

1a 1 so – e.g. so difficult, so many, so fast

2 such – e.g. such bad behaviour

3 such, a – e.g. such a nice person

1b 1 noun (e.g. enough sleep); adjective (e.g. warm enough)

2 1c (e.g. too much, too expensive), **2a** (e.g. very tired), **3b** (e.g. enough sleep)

2 1 Jim's ~~se~~ such a good doctor that everybody likes him.

2 My yoga class is great; I'm always ~~tee~~ so relaxed afterwards.

3 Paul has bought such ~~an~~ expensive fitness equipment! (uncountable)

4 The food is too spicy for me to eat it.

5 ~~The~~ There aren't enough vegetables in your diet ~~aren't enough~~.

6 I'm ~~very~~ too tired to go jogging now.

7 John is so unfit so (that) he can't even run for a bus.

8 ~~The~~ There isn't enough money ~~isn't enough~~ for us to buy a drink.

9 You should be pleased with yourself for losing so much weight.

10 I'm not old enough ~~old for~~ to join that club.

3 1 like/such as – example

2 as – role/function

3 like – sound + like

4 like/such as – example

5 as if/as though – look + clause

6 As – as + clause

4 1 as; 2 like; 3 As; 4 like/such as; 5 like; 6 as

Use of English 1 p.167

1b 1 meeting my wife for **the** – article needed before *first time*

2 in case ~~of~~ the tickets are – *in case of* + noun, *in case* + subject + verb. Six words in the answer should have alerted the candidate to the mistake.

3 was ~~too so~~ tired (that) he – *too tired* + *to*, *so tired* + *that*

4 as long as we ~~will~~ arrive – *as long as* + present when referring to future time.

Again, six words in the answer should have alerted the candidate to the mistake.

2a 1 explained to us what the

2 I get back to you

3 wasn't fit enough to

4 put you up

5 weren't/wasn't so hot we

6 such a delicious

7 Judy whether she wanted

8 isn't enough room/space

9 n't/not like Tom to be

10 is not so/as popular as

Use of English 2 p.168

2a 1 a place with a mineral water spring

2 because they were cheap

3 read, talk, play sports, eat, have a massage

2b 1 C – cure a disease

2 D – living a long time ago

3 A – contain, have enough space for

- 4 B** – fees can be high or low
- 5 D** – time sequence
- 6 C** – collocation
- 7 B** – have a massage
- 8 A** – get pleasure from doing something
- 9 A** – cool down = phrasal verb
- 10 B** – go for a swim (take a swim)
- 11 D** – a bite to eat = a small meal (idiomatic)
- 12 C** – event
- 13 A** – as people call them
- 14 B** – have time on your hands = not busy (idiomatic)
- 15 D** – don't mind doing something

Language development 3 p.169

Look 2

- 1a** 1 middle-aged; 2 unwell; 3 didn't want to eat; 4 was very tired; 5 get back his energy; 6 was physically fit; 7 healthy; 8 fit and healthy
- 2a** 1 put on; 2 cut down on; cut out; 3 picked up; 4 give up; 5 coming down with; get over; 6 take up
- 2b** 1 6; 2 4; 3 5; 4 2; 5 1; 6 3

Coursebook Module 11 Review p.170

1 1 A satisfied B depressed

2 A anxious B stressed

3 A contented B miserable

2a (Example answers)

- 1** Even though I don't laugh very much, I'm a very cheerful person.
- 2** I drink a lot of water so as not to get dehydrated.
- 3** In spite of getting plenty of sleep, I always seem to feel tired.
- 4** I warm up before doing any serious exercise, in case I pull a muscle.
- 5** Despite the many warnings about eating animal fat, I still eat too much of it.

6 I often listen to classical music in order to relax.

7 I try to avoid shopping as much as possible, since it makes me stressed.

8 Owing to my busy work schedule, I don't have much time to take holidays.

9 I like a big breakfast so that I don't feel hungry in the middle of the morning.

10 I like to go swimming to keep fit, whereas a lot of my friends prefer to go jogging.

3a 1 such a nice young man

2 considerate enough

3 as

4 Just like

5 like / such as

6 far too loud

7 so much noise

8 seems like / seems as if

9 so friendly

10 as if

4 1 B; 2 A; 3 D; 4 C; 5 B; 6 A; 7 D

5 1 going down with; 2 picked up; 3 get over; 4 put on; 5 cut down on; 6 take up

Unit 23 Key

Reading p.172

2 It is a crime thriller.

3a/b 1 B – see highlighted text

2 A (*He had offered Dickie friendship, companionship and respect ... and Dickie had replied with ingratitude and now hostility.*) (ll. 23–26)

3 D (*... receive Dickie's cheque every month and forge Dickie's signature on it.*) (ll. 35–36)

4 C (*The danger of it ... only made him more enthusiastic.*) (ll. 39–41)

5 A

6 B (... *the only way to keep Dickie from seeing what must have been a very strange expression on his face.*) (ll. 60–62)

7 C

5a Nouns: impatience, frustration, anger, disappointment, impulse, shame, failing friendship, companionship, respect, ingratitude, hostility, irritation, attention, rudeness

Adjectives: enthusiastic, ashamed, amused

5b 1 *It crossed Tom's mind* – he thought – the idea came into his mind suddenly for a short time.

2 *shoving him out in the cold* – rejecting/abandoning him

3 *step right into Dickie's shoes* – become Dickie – to adopt the life and position that Dickie had

4 *eating out of his hand* – having control over – getting him to do exactly as he wanted

Language development 1 p.174

1a 1 To find out more about the American way of life.

2 The humour. Not knowing anything about the USA before reading it.

3 Because they're too tired to look for a hotel.

1b a in order to; **b** As; **c** before; **d** If; **e** who; **f** While; **g** and; **h** because; **i** When; **j** so ... that; **k** However **1** who; **2** While; **3** before; **4** before; **5** so ... that; **6** If ...; **7** and; **8** However; **9** in order to; **10** As; **11** Because

2 1 The part ~~what~~ (**that**) I liked best was the ending.

2 The main character is an old man who **he** has never left his home town.

3 It was **a** such **a** good book that I couldn't stop reading it.

4 **During While** the police look for the main suspect, Holmes makes other enquiries./During the police **search** ...

5 It is set in a town where there are a lot of factories **in**.

6 It can be helpful to see the film before ~~to~~ **reading/you read** the book in English.

7 If you ~~will~~ like science fiction, you'll probably like this book.

- 8 It is a good story **despite but** the main character is not very realistic.
- 9 The police are called in **for to** investigate the theft of a painting.
- 10 I didn't like the ending because **of** I thought it was disappointing.
- 3 1 Being – same time
- 2 Writing – same time
- 3 Having experienced – earlier
- 4 criticised – passive
- 5 having had – earlier
- 6 Having read – earlier
- 7 completely satisfied – past participle as adjective
- 4 2 It is about a young English woman who goes to India with her child because she wants to find out the true story of her grandmother.
- 3 Her English grandparents lived in India together, but her grandmother fell in love with an Indian man.
- 4 Having arrived there, she starts to follow the same life path as her grandmother when she falls in love with an Indian.
- 5 Being set in two periods and telling two women's similar stories, it shows that lifestyles and attitudes change a lot over two generations, but love and relationships never change.

Writing p.176

- 2 (a) a discursive composition
- (b) an informal letter to a friend, containing a review
- 3a 2 (a) mainly plot; (b) mainly plot and characters
- 4a **Possible answers:**
- Characters:** lifelike P, weak N, passionate P, imaginative P, brave P, lovely P, successful P, interesting P, convincing P, funny P, clever P, attractive P, boring N, sensitive P/N
- Events:** lifelike P, weak N, unexpected P, predictable N, disappointing N, successful P, interesting P, convincing P, funny P, boring N, awful N

Setting (place): imaginative P, lovely P, interesting P, attractive P

5 Sample answer:

Dear Mohammed

Thanks for your letter. Sorry I haven't replied before but I've been busy at work. You asked if I could think of a good book for your dad's birthday. I recommend the book that I have just read.

It's called 'Animal Farm' and it was written by George Orwell. It is set on a farm where the animals get rid of the owner and take over, but it's really a story about communism.

The story isn't exciting but it's clever. At first, after the revolution, the animals are equal but later the pigs become more powerful and start to change everything. By the end, the animals realise they have gone back to where they started.

The characters are very convincing. Napoleon, the leader of the pigs, is strong and corrupt. Other animals are honest but weak. They all represent people or things in Russia in the 1920s and 30s.

So if your father likes history and politics, I am sure he will like this book.

Best wishes

Fernando

(170 words)

LANGUAGE SPOT: avoiding repetition

a does = writes stories

he = Mike

done so = written stories

ones = stories

them = the stories

so = you have read any of the stories

them = the stories

not = you haven't read any of the stories

some = some of the stories

b 1 so; 2 do so; 3 ones; 4 did; 5 not; 6 one; 7 some

Unit 24 Key

Listening p.178

- 2 1 C (It was my father who talked me into doing journalism.)
- 2 B (*You had to follow a senior reporter around ... He would ... give you feedback.*)
- 3 A (*They were terribly suspicious of us at first ...*)
- 4 C (*All the journalists sympathised with his situation and didn't want to spoil things for him.*)
- 5 A (*... this is not as important as having bags of energy and commitment.*)
- 6 B (*In my day, it was all going out and meeting people to get stories. Now it's much more office based.*)
- 7 B (*... as long as your family commitments aren't going to be a problem, given the long and unpredictable hours ...*)

Use of English 1 p.180

- 1 1 False. There will be many words in a text that can be removed, e.g. *that* (next to question 5) could be removed from the text, but it isn't a word that shouldn't be there.
- 2 True.
- 3 False. If the same word appears twice in one line, they should both be there, e.g. *that* (next to question 4).

2a 1 Likes: adverts that make him/her laugh.

Dislikes: adverts that suggest that what he/she has isn't good enough.

2 It tells us the good things, but not some of the bad things.

2b 1 was – reduced relative clause

2 they – *all the rabbits* is the subject so the pronoun *they* is repetition

3 so – *think + (that) + clause*. *think so* – *so* replaces the clause

4 me – *suggest + that + clause*

5 ✓

6 to – *need(n't) + infinitive without to*

7 ✓

8 be – *have something done* (past participle)

9 out – *make something for someone* (not a phrasal verb)

10 have – *I know* (present simple)

11 for – *get someone to do something*

12 by – *given something by someone*

13 us – passive *we are told = someone told us*

14 ✓

15 the – no article before numbers, unless referring to a specific two years

Language development 2 p.181

Look ... ones that indicate that my house needs improving ...

I'd have a conservatory added, a new shower installed and all my furniture specially made for me!

... it will have to have its bodywork repaired ...

1a 1 It needs shortening/It needs to be shortened.

2 They need to be replaced/They need replacing.

1b 1 It needs tidying up.

2 It needs cutting.

3 They need watering.

4 It needs rebuilding.

- 5 They need cleaning.
- 6 They need repainting.
- 1c** 1 First money needs to be raised.
- 2 Then the advert needs to be written.
- 3 A script needs to be prepared and brought to life.
- 4 A good production company needs to be found.
- 5 An experienced director needs to be hired.
- 6 Well-known actors need to be recruited.
- 7 The advert needs to be shot in a studio you can afford.

- 2a** 2 've had it stolen.
- 3 I'll/let's have/get it repaired.
- 4 I've had them checked/I'll have to get/have them checked.
- 5 we'll/let's have/get it installed.
- 6 I'll have/get them sharpened.

2b Example answers:

- 1 To have your teeth checked/a tooth removed.
- 2 To have your eyes tested/some glasses made.
- 3 To have your clothes cleaned.
- 4 To have your hair cut.
- 5 To have your nails done.
- 6 To have your photo taken.
- 7 To have a picture framed.
- 8 To have your shopping delivered.

Use of English 2 p.182

- 1** 1 Sentence by sentence, to get the complete sense of what is both before and after the gap.
- 2 Leave any you can't do and come back to them. When you have completed the text, you may have a better idea of what is needed.
- 2a** 1 Hire a helicopter to get close to their subjects.

- 2 By saying the stars don't deserve privacy, as they court publicity when it suits them.
- 2b** 1 growth – a + noun + *in*
- 2 glamorous – adjective + noun (*celebrities*)
- 3 embarrassing – pictures that embarrass them
- 4 frighteningly – a + adverb + adjective (*large*)
- 5 unbelievable – negative adjective + noun (*lengths*)
- 6 dangerously – verb (*fly*) + adverb + adjective (*close*)
- 7 annoyance – possessive adjective (*his or her*) + noun
- 8 privacy – noun
- 9 romantic – possessive (*their*) + adjective + noun (*weddings*)
- 10 extraordinary – possessive (*their*) + adjective + noun (*homes*)
- 3a** 1 People who help politicians present news in a positive light.
- 2 They believe they reduce the freedom of the press.
- 3b** 1 worrying – a + adjective + noun (*increase*)
- 2 responsibility – *whose* + noun
- 3 attention – possessive (*the public's*) + noun
- 4 reporters – *tell* + someone
- 5 powerful – *become very* + adjective
- 6 memorable – adjective + noun (*sentences*)
- 7 variety – a + noun + *of*
- 8 political – adjective + noun (*parties*)
- 9 arguments – *listen to* + (adjective) + noun
- 10 freedom – *the* + noun + *of* + *the* + noun (*press*)

Language development 3 p.183

- 1a** Negative adjective: irresponsible
- Noun: responsibility
- Adverb: responsibly

ADJECTIVE	ADVERB	NOUN	VERB
believable	believably	belief	believe
worrying	worryingly	worry	worry
embarrassing	Embarrassingly	embarrassment	embarrass
recognisable	recognisably	recognition	recognise
amazing	amazingly	amazement	amaze
decisive	decisively	decision	decide
thoughtful/	thoughtfully/	thought	think
thoughtless	thoughtlessly		
legal	legally	legality/ law	legalise
satisfactory	Satisfactorily	satisfaction	satisfy
Astonishing/	astonishingly	astonishment	astonish

Astonished

1c illegal; unsatisfactorily; unromantic; disappear; inaccurate; immoral; improbable; illogical; irregular; imperfectly

1d 1 irresponsible – negative adjective

2 embarrassment – noun

3 illogical – negative adjective

4 illegal – negative adjective

5 amazement/astonishment – noun

6 thoughtful – adjective

7 decisive – adjective

8 inaccurate – negative adjective

2 1 better relationship

2 absolutely useless

3 became fashionable

4 chance of survival

5 suffered from loneliness

3a 1 professionally – adverb to describe verb (*produced*)

2 entertaining – adjective after *quite* to describe something

unreadable – negative adjective – contrast after *but*.

3 generalise – verb after *had to*

stimulating – adjective to describe noun (*articles*)

4 admiration – noun after *have great*

creative – adjective after *so*

criticise – verb after *like to*

unreliable – adjective after *a bit*, negative after *however*

5 intelligence – noun after *my*

relationships – noun after *the*, plural = in general

boring – adjective after *be*, negative as linked with *offensive*

offensive – adjective after *find them*

Coursebook Exam practice 6 P.184

Paper 1 Reading

Part 3 1 F; 2 B; 3 G; 4 C; 5 A; 6 E

Paper 3 Use of English

Part 1 1 C; 2 A; 3 B; 4 B; 5 D; 6 A; 7 C; 8 B;

9 A; 10 D; 11 B; 12 D; 13 A; 14 C; 15 D

Part 2 1 so; 2 up; 3 soon; 4 which; 5 are; 6 get; 7 who; 8 does; 9 such; 10 What; 11 though;

12 there; 13 because/as/since; 14 of; 15 on

Part 3 1 Tom was *so ill that he could* not get out of bed.

2 Sue failed to win the race *despite the fact that* she did her best.

3 I've *never seen such a strange* game before!

4 I'm going to *have my knee examined by* a specialist next week.

5 Hilary earned *such a good salary that* she could afford a new car.

6 Anna has decided to *cut down on* the number of phone calls she makes.

7 By the way, *neither Tania nor Tom likes* eating meat.

8 The open-air concert was *cancelled owing to* the bad weather.

9 In the tennis team, *Pietro is being replaced by* Adrian.

10 Does *this jumper need washing* before I wear it?

Part 4 **1** some; **2** to; **3** been; **4** ✓; **5** as; **6** for; **7** too; **8** ✓; **9** that; **10** ✓; **11** of; **12** up; **13** the; **14** ✓; **15** it