# Unit 1

# Exercise 1

1 the end of the school year/their exams

#### Exercise 2

- 1 nearly \$1,000
- 2 because prom night is too expensive and not relaxed enough
- 3 probably because of the influence of American film and TV culture

#### Exercise 3

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

# **Examples from the text:**

- a spends
- **b** organise
- **c** seems
- d are dancing
- e'm saving
- f are changing

# Exercise 4

- 1 are taking; 're learning
- 2 's getting; don't want
- 3 'm not really enjoying; seems
- 4 think; 'm not seeing
- 5 hates; never go
- 6 love; is becoming

# Exercise 5

- 2 know
- 3 is wearing
- 4 Are you thinking
- 5 live
- 6 'm beginning
- 7 doesn't seem
- 8 don't think
- 9 look

#### Exercise 6

#### In the text:

dress casually, get dressed up, underdressed, well-dressed

- 2 overdressed
- 3 dress casually
- 4 get dressed up

5 dressed up as

6 get dressed

7 get undressed

8 well-dressed

#### Unit 1B

#### Exercise 1

#### Suggested answers:

**Clothes:** anorak, blouse, boxer shorts, bra, blouse, cardigan, coat, dress, hoody, jacket, jeans, jersey, jumper, kilt, parka, pyjamas, raincoat, shirt, shorts, skirt, socks, sweatshirt, tights, top, tracksuit, tracksuit top/bottoms, T-shirt, underwear

Footwear: boots, flip-flops, shoes, slippers, sneakers, trainers

**Accessories:** belt, bracelet, chain, earrings, glasses, gloves, handbag, hat, necklace, scarf, sunglasses, tie/bow tie, woolly hat

#### Exercise 2

Ashley Graham is unique because she's the most famous plus-size model in the world. Tinie Tempah is unique because his style is very flexible.

#### Exercise 3

13 bow tie; 6 faded/ripped jeans; 2 fake fur jacket; 5 high-heeled shoes; 3 loose-fifi tting dress; 1 matching handbag; 7 nylon jacket; 12 plain white shirt; 9 trainers; 10 shiny suit; 14 sunglasses; 8 T-shirt with a logo on it; 11 tight trousers; 4 wide leather belt

Exercise 4

Materials: fake fur, leather, nylon

Patterns: plain, with a logo on it

Shape: loose-fitting, tight, wide

Other: casual, designer, matching

Exercise 6

Ashley: well-built, full figure, wide hips, straight hair, stunning, glamorous, elegant, stylish

Tinie: slim, handsome, curly hair, fashionable

# Unit 1C

# Exercise 1

They wear a lot of make-up.

**Suggested answers:** They work out/get fit/go to the gym. They cut off/colour/grow their hair. They wear costumes. They use CGI (computer generated imagery).

Exercise 2

1 Blake, Christine

2 make-up artist, actor

Exercise 4

1 an adjective to describe the details of a TV series

2 a number

3 an adjective to describe lips

Exercise 7 bags under the eyes double chin full lips long eyelashes shaped eyebrows smooth skin wrinkles Unit 1D Exercise 2 the power of appearance and stereotypes Exercise 3 **1** d **2** d **3** b **4** b **5** c Exercise 4 1 look up to 2 join in 3 look down on 4 set up **5** get it wrong Exercise 5 1 I'm broad-shouldered and curly-haired. 2 I can't decide whether to wear a short-sleeved or along-sleeved shirt. 3 I'm pale-skinned but my best friend is dark-skinned. 4 I'm short-haired but my friend is longhaired. **5** I'm blue-eyed but my sister is brown-eyed. Unit 1E Exercise 1 Suggested answer: It means that clothes that were fashionable in the past become fashionable again after some time. Exercise 2 **1** e

4 an adjective to describe part of a job

6 a noun (something a make-up artist would work on)

5 a number

Exercise 5
2 70/seventy
3 thinner
4 creative

Exercise 6

**5** several thousand **6** (superhero) film

2 d 3 b 4 a 5 f 6 c 7 f 8 g
Examples from the text:
<b>a</b> readers' letters, specializes in fashion, fashion shows, fashion magazines, denim dungarees, bright neon colors
<b>b</b> Italy and France
<b>c</b> a shopping centre
<b>e</b> the wheel of fashion, the ideal job, the cool looks of the past/future
<b>f</b> the USA, the latest styles, the first thing, the past, the future, the1990s
g a boutique the boutique
Exercise 3  1
Exercise 4  1 Ø  2 the; Ø  3 a; the  4 the; the; the; a
Exercise 5  1 the; the  2 3 the
<u>Unit 1F</u>
Exercise 1

 $fashion\ victim-someone\ who\ always\ wears\ fashionable\ things,\ even\ if\ they\ are\ uncomfortable\ or\ make$ 

him/her look bad

Exercise 3 opinion 4
Exercise 4  1 Because previously she said she wouldn't queue for a long time for any item of clothing and insisted she wasn't a fashion victim, and now she's planning to queue for a very expensive jacket.
2 They think she's joking and can't believe she's going to stand in the queue for hours.
Exercise 5 2 e 3 d 4 f 5 b 6 a
Exercise 6 2 you saying 3 me finish 4 get it 5 thing is 6 make sense 7 what you mean 8 didn't get 9 mention 10 mean
Unit 1G
Exercise 1  1  • to hide their social status ✓  • to celebrate a cultural event ✓
Exercise 2 She wants Chloe's help to choose a fancy-dress costume.
Exercise 4  ◆She writes in a chatty style.
•She uses short simple sentences.
•She uses informal words and expressions, exclamation marks, emojis, abbreviations and contractions.
•She leaves out some words.

**5** btw **6** can't

4 Do you fancy ...

7 hoping you can help

**2** Great to see you on Saturday night.

**8** Right, I'm off to make some dinner.

**3** Got your message, thanks.

**9** Message me later. **10** Bye 4 now Exercise 6 **a** 5 **b** 6 **c** 4 **d** 7 **e** 1 **f** 3 **g** 2 Exercise 7 **1** Hi there 2 How's it going? 3 Can't wait for 4 Do you fancy **5** sort something out 6 CU soon 1 Revision Exercise 1 1 faded / fur / ripped jeans 2 loose-fitting / tight / well-built dress 3 skinny / high-heeled / matching shoes 4 tanned / plain / pale skin **5** glamorous / stunning / long girl 6 overweight /narrow/ muscular man Exercise 2 2 wide **3** denim 4 silk 5 wavy 6 dressed up Exercise 3 2 over; over 3 up; up 3 clean; clean 5 straight; straight Exercise 4 2 am going 3 Do (you) want 4 sounds 5 don't (usually) go 6 have 7 belongs 8 are selling

**9** Do (they) have **10** are getting

11 think

12 am (just) thinking

Exercise 5

**2** the

**3** a

**4** a

**5** an

**6** ø

**7** the

**8** Ø

**9** the

**10** the

**11** the

**12** a

Exercise 6

# Sergiev Posad

Blue and **golden** cupolas offset by snow-white walls - this colour scheme lies at the heart of the **basic** perception of divinity and Sergiev Posad's monastery is a textbook example. It doesn't get any holier than here in Russia, for the place was founded in 1340 by the country's most revered St Sergius of Radonezh. He was credited with providing **necessary** support to Prince Dmitry Donskoy in his **glorious** victory over the Tatars in the battle of Kulikovo Pole (1380). Soon after his death at the age 78, Sergius was rightfully named Russia's patron saint. Since the 14th century, **religious** pilgrims have been travelling to this place to pay homage to him.

GOLD BASE

NECESSITY GLORY

**RELIGION** 

Exercise 7

**1** E

**2** A

**3** C

**4** D

# Unit 2

Exercise 2

revising Chemistry and a Physics project

Exercise 3

1

a No, but we know she did it recently.

**b** Yes, we know that she has finished reading those units.

2

a No, we don't. She may still be revising Chemistry.

Exercise 4
Present Perfect Simple
I've read three units of the book and I've memorised almost all the formulas.
I haven't had time to think about that.
Have you come up with any good ideas?
I've written a first draft.
I've found some cool photos.
I'll send you what I've done.
Present Perfect Continuous
I've been revising Chemistry all day.
How long have you been revising?
I've been revising for hours
How have you been getting on?
I haven't been revising.
What have you been doing?
I've been thinking about our Physics project
I've been working on a text about the Voyager space probes.
I've been searching on the Internet
Exercise 5  1 been travelling  2 travelled  3 gone  4 flown  5 been traveling  6 gone  7 travelled  8 visited  9 reached  10 been continuously sending  11 sent  Exercise 6
<ul><li>2 haven't been studying</li><li>3 have you been doing</li></ul>
4 've been doing
5 have you done

b Yes, all day.c Yes, she's fed up.

- 6 've carried
- **7** Have you ever thought
- 8 hasn't crossed
- 9 've always been
- 10 Have you heard
- 11 've been following
- 12 've heard
- 13 haven't been following

- 2 solar system
- **3** constellation
- 4 launched
- 5 spaceship
- 6 voyage
- 7 galaxy

# Unit 2B

#### Exercise 2

- 1 a (print) magazine
- 2 the future safety of AI

# Exercise 3

- **2** 2045
- **3** intelligence
- 4 (physical) body
- 5 harm
- 6 safety (procedures)

# Exercise 5

achieve	achievement
create	creation
develop	development
disagree	disagreement
exist	existence
identify	identification
interact	interaction
process	possession
proceed	procedure
propose	proposal
recognise	recognition
require	requirement

Exercise 6

2 creation

- 3 disagreement
- 4 identification
- **5** procedure
- 6 recognition
- **7** proposal

# Unit 2C

- Exercise 2
- 2 pressure
- 3 radiation
- 4 cells
- 5 organism
- 6 research
- Exercise 3

Yes, they have.

# Exercise 4

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

# Exercise 5

- 2 seriously
- **3** twice
- 4 again
- 5 ahead

# Unit 2D

- Exercise 2
- 1 practice
- 2 enjoy
- 3 love (in any order)
- 4 manage
- 5 can
- 6 let
- 7 begin

# Exercise 3

- 1 I'd like to learn to swim.
- **2** You must keep learning new things to exercise your brain.
- **3** Parents need to read to their young children regularly.
- **4** I'd like to begin reading/to read more regularly.

- **1** a
  - b

**2** b

а

#### Exercise 5

- 2 to exercise
- 3 to keep
- 4 to use
- **5** reading
- 6 doing
- **7** solving
- 8 to learn
- 9 trying
- **10** to play
- **11** find

# Unit 2E

# Exercise 2

b√

#### Exercise 3

- 2 (commercial) deliveries
- 3 search (and rescue)
- 4 law (enforcement)
- 5 map (making)

#### Exercise 4

- **1** F
- **2** T
- **3** T
- **4** F
- **5** T
- **6** NG

# Exercise 6

There are a lot of legal issues to be sorted out before commercial drone deliveries become a part of everyday life. However, we are already using drones to deliver blood and medical supplies.

#### Exercise 7

	appeared, cleared	leading, reading	earthquakes, heard
--	-------------------	------------------	--------------------

# Unit 2F

# Exercise 2

**1** Suggestion 1: to go to the science museum. Emma thinks it's a terrible idea because they've been there many times.

Suggestion 2: to order loads of pizza and play video games all day. Kevin doesn't think it's a good idea because they play video games almost every weekend; another reason is they had pizza yesterday, the day before that, and the day before that.

Suggestion 3: to go to see a scientist's talk at the university. Emma says she doesn't want to spend Sunday at a talk.

Suggestion 4: the Zero-G experience, a simulated flight. It's too expensive. 2 to go to a drone show at Reading airfield 3to stay home and eat pizza because it's raining outside Exercise 3 2 idea 3 much 4 about 5 main; reason **6** of **7** far 8 quite 9 as; worse **10** what 11 sounds 12 one; let's Exercise 4 2 And the rain isn't quite as heavy as it was. **3** I think the exhibition sounds like a good idea. 4 I don't think much of that idea. **5** Staying at home isn't nearly as interesting as going to the exhibition. **6** The main reason is (that) it's too expensive. 7 How about going to the technology exhibition? 8 I think that's by far the best idea (we've had). Unit 2G Exercise 2 It's good in moderation. Exercise 3 1 memory 2 lack, disorders **3** concentrate 4 multi-tasking, distractions 5 stressed, depressed Exercise 5 very well Exercise 6 **A** 4 **B** 2 **C** 1 **D** 3 Exercise 7 **2** Obviously,...

3 Although...4 What's more,...5 To sum up,...

- 6 It seems to me...
- **7** Despite...
- 8 Studies suggest that...
- **9** This is mainly due to...
- **10** X causes Y.

# **2** Revision

# Exercise 1

- 1 galaxy
- 2 launched
- 3 research
- 4 making
- **5** gravity
- **6** system
- **7** deliveries
- 8 stressed
- 9 memory

# Exercise 2

- 2 existence
- 3 achievement
- 4 disagreements
- 5 recognition
- **6** procedures
- 7 identification

## Exercise 3

- 2 mind
- 3 broadens
- 4 seriously
- 5 box6think
- 7 blank 8 blew

# Exercise 4

- 2 have been working
- 3 have been going
- 4 Have you made
- 5 haven't made
- 6 Have you seen
- 7 have been talking
- 8 have only read
- 9 haven't had
- 10 have asked
- 11 Has she agreed
- 12 has been interviewing
- 13 Have you had
- 14 have been thinking

- 2 to catch
- **3** go

- 4 concentrate
- 5 to take/taking
- 6 seeing
- 7 to phone
- 8 walking
- 9 to study
- 10 buying

# Yaroslavl

Embraced by two rivers, the **mighty** Volga and the smaller Kotorosl, Yaroslavl's centre is dotted with onion domes like no other place in Russia. It **proudly** boasts a record-breaking 15-dome church. This **religious** zeal dates back to the times of Kyivan Rus, when the town was founded by Prince Yaroslav of Kyiv to guard his realm's **northeastern** flank. The place was then known as Bear's Corner, its bear now appears on the city's coat of arms.

Most churches and houses gracing the quaint city centre are products of 17th- to 19th-century merchants competing to outdo each other in **beautifying** their city. These days the millennium-old Yaroslavl remains a **cultured/cultural** city with Russia's oldest theatre and one of the country's most renowned universities.

MIGHT PROUD RELIGION

**NORTHEAST** 

BEAUTIFY CULTURE

Exercise 7

- 2 even pounds fifty/£7.50
- 3 café
- 4 worksheet
- 5 Taking photos
- 6 fly a drone

Exercise 8

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

# **Russian files**

#### Life skills

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

**7** c

- 1 You leave your audience with a clear memory of your presentation and your main points.
- **2** Your audience can see how the talk will develop and what to expect in your presentation.
- **3** This will ensure your audience understands your point of view.
- **4** You will clearly show the order of your points and help your audience follow your presentation more easily.
- **5** This makes your points real and therefore easier to remember and clearer to your audience.
- **6** This opens the presentation and catches the attention of your audience.
- **7** This means your audience has an opportunity to contribute and engage with the topic.

#### Exercise 3

Possible answers:

- **1** By choosing the clothes we like, we can express our individuality; clothes say a lot about your personality.
- 2 We learn to dress appropriately: what to wear and not to wear in various social situations.
- **3** We learn not to judge people by the clothes they wear.

#### Exercise 4

#### Starting a presentation

- ✓ The purpose of my talk today is ...
- □The subject of my presentation is ...
- ✓ First/Firstly, I'll talk about ... And then I'll explain/discuss/point out/say ...

# **Presenting main points**

- □I've divided my talk into three parts.
- □Firstly, ... Secondly, ... And finally, ...
- ✓Let's start with ...
- √Let's move on to my second point.
- √My next/second/third point is that ...
- □Lastly, I must say that ...

# **Adding information**

- √In addition to this ... And another thing is ...
- ✓Let me give you an example.
- √For example, ...

#### Referring to visuals

- √Have a look at the first slide .../Now let's look at slide two.
- □If you look at the handout ...

# **Ending your talk**

- √To conclude/sum up, I'd like to say that ...
- √Thanks for listening.
- √Now, have you got any questions?

- 2 point
- **3** forward
- 4 backwards
- 5 stare
- 6 smile

# Exercise 7 1 A 2 B 3 D 4 C Unit 3 Exercise 3 **1** b **2** a **3** e **4** c **5** d 1 Past Continuous, Past Simple 2 Past Simple(x3) 3 Past Perfect, Past Simple 4 Past Continuous 5 Past Continuous Exercise 4 1 He had learned to get around on crutches. 2 He accepted his brother's challenge. **3** Aaron's first back flip was special because no one had ever done a back flip in a wheelchair before. 4 In 2012, Aaron jumped a15-metre gap. **5** The second time he went to Brazil, he opened the Paralympics. Exercise 5 1 had already left 2 was practicing 3 had broken 4 saw Exercise 6 2 had recovered 3 arrived 4 started 5 had only done 6 fell 7 was training 8 crashed Exercise 7 2 amateur, professional 3 competition 4 qualified **5** record 6 take home

Unit 3B

Sports and activities in the leaflet: tennis, squash, boxing, basketball, football, athletics, rowing, weightlifting, rock climbing, swimming

Special offer: one month free for all 16–18-year-olds

Judging by the members' comments, BFITA seems to be a good club.

#### Exercise 3

- 1 court, pool, track, ring, machine, wall
- 2 programme
- 3 rooms
- 4 centre
- 5 weights

### Exercise 4

- 2 unfit
- 3 get
- **4** get
- 5 build
- 6 lift
- 7 keep
- 8 good

#### Exercise 5

- 2 broke her leg
- 3 banged his head
- 4 twisted her ankle
- 5 pulled a muscle
- 6 sprained his wrist

John agrees to try the leisure centre because Jackie says that you can get injured anywhere at any time.

#### Unit 3C

# Exercise 2

- 2 You should call an ambulance.
- **3** You should call the fire service.
- **4** You should call the police and the fire service.
- **5** You could go to see a doctor but perhaps it's better to call an ambulance.
- **6** You shouldn't call the fire service; you should get the cat down yourself.
- **7** You shouldn't call an ambulance. If it's not too serious, you can treat it at home. Otherwise, you should take him to the doctor's.
- **8** You should call the fire service and maybe the police too.

#### Exercise 3

b

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

- 1 painful, hurt
- 2 cuts and bruises, twisted, concussion
- **3** blood, elbow, shock
- 4 heart, fainted

#### Unit 3D

#### Exercise 2

- **1** He's given up winter sports. He does yoga now. He's become a vegan and he doesn't wear leather shoes or clothes any more.
- **2** Colin orders the onion and lentil pâté and the mushroom lasagne. Daisy orders the rabbit pâté and a steak.
- **3** The waiter mixes up the starters, so Daisy eats some of Colin's onion and lentil pâté and Colin eats some of Daisy's rabbit pâté.

#### Exercise 3

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

#### Exercise 4

		used to	would
•	For habitual/repeated	<b>√</b>	<b>√</b>
	actions in the past		
•	for past states with	<b>\</b>	
	verbs like have, be,		
•	believe, love		

### Exercise 5

I used to have a very unhealthy diet when I was growing up. I used to love cakes and biscuits. I used to eat chips with almost every meal. I never used to eat fresh fruit and I didn't use to drink water, just cola. I used to believe it was good for you. We didn't use to sit at the table to eat, we used to eat in front of the TV. So I used to be overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

#### Exercise 6

I used to have a very unhealthy diet when I was growing up. I used to love cakes and biscuits. I would eat chips with almost every meal. I would never eat fresh fruit and I wouldn't drink water, just cola. I used to believe it was good for you. We wouldn't sit at the table to eat, we would eat in front of the TV. So I used to be overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

#### Unit 3E

- 1 It's a health food store. A customer is talking to a shop assistant.
- 2 The customer is asking the shop assistant a question which the shop assistant isn't sure how to answer.
- 3 The customer feels slightly irritated. The shop assistant feels embarrassed/confused. The other shop assistant in the background seems annoyed.

No, she finds it difficult.

#### Exercise 3

- 2 kind
- 3 know
- 4 idea
- 5 afraid
- **6** wonder
- 7 could
- 8 alright
- 9 happen

#### Exercise 4

- 2 I was wondering what time the juice bar in the gym closes.
- 3 Have you got any idea if/whether this bread contains gluten?
- 4 Do you think I could have soy milk?
- 5 Would you mind telling me where I can buy freshly-squeezed apple juice?
- 6 I'd like to know how much a wholemeal loaf is.
- 7 Do you happen to know who writes the 'Healthy Living' blog?

#### Unit 3F

#### Exercise 2

The text is about a community organisation that aims to help people have healthier diets.

#### Exercise 3

- **1** F
- **2** C
- **3** E
- **4** G
- **5** A

#### Exercise 4

# Possible questions and answers:

- 2 What is their rap about? It's about growing your own food and eating healthy food.
- **3** Where did AFC start? In North Minneapolis, Minnesota, USA.
- **4** How did it start? In 2011 a group of people were shocked that in their community there was nowhere to eat good, healthy food, so they decided to do something about it.
- **5** What are the aims of the organisation? To encourage healthy living, strengthen families, create economic prosperity and reduce unemployment and crime in their community.
- **6** What are the three steps? 1. Urban Agriculture growing food in urban areas; 2. Good Food Policy persuading people to adopt healthy diets; 3. Community Cooks Project cooking workshops where people eat and talk about how to change their community.
- **7** Where do they get money from? The government, private donations and two money-making projects:

the Kindred Kitchen, which small businesses pay to use, and the Breaking Bread café.

8 How successful has AFC been? It's been a huge success.

#### Exercise 5

The false statement is 1. Last year Americans ate 13 billion hamburgers – that's enough to circle the world more than 32 times.

#### Exercise 6

- 1 full
- 2 ingredients, processed
- 3 diet
- 4 foods
- **5** fizzy
- 6 junk
- 7 outlets
- 8 fresh

# Unit 3G

#### Exercise 2

#### Suggested answers:

Surfer: relieved, shocked, grateful, happy to be alive

Lifeguard: proud, shocked, exhausted

People on the beach: surprised, amazed, frightened

Shark: unhappy, confused, shocked, hungry

#### Exercise 3

- 1 third-person
- 2 on a beach
- 3 details about the weather and the location
- **4** A lifeguard punches a shark in the face and saves the life of a surfer.
- **5** Past Simple, Past Continuous, Past Perfect
- **6** 'All of a sudden, the huge, dark fin of a shark appeared' short sentence with a dramatic linker; 'From nowhere, a lifeguard ran past her at full speed, shouting at people to get out of her way' dramatic linker
- **7** She describes a decision she made because of what had happened.

# Exercise 4

- 2 then
- 3-4 from nowhere, all of a sudden (in any order)
- **5–6** as, while (in any order)

# Exercise 5

It's the same story told from the shark's point of view; first-person.

- 2 as/when
- 3 When
- 4 Then
- 5 All of a sudden/Without warning
- 6 Without warning/All of a sudden
- 7 in the end

# Exercise 7 gorgeous, delicious, strange, beautiful, horrible, violent 3 Revision Exercise 1 2 amateur 3 competition

- 4 professional
- **5** world record
- **6** medal
- 7 ankle

# Exercise 2

- 1 comfort
- 2 wholemeal
- **3** processed
- 4 calories
- 5 track
- **6** machine
- 7 banged
- 8 breath
- 9 juice

# Exercise 3

- 1 had already started
- 2 was travelling, visited
- 3 was rock climbing, didn't hear
- 4 had you learnt, were
- **5** was running, pulled, felt, had shot
- 6 was, was shining, were singing, started
- 7 had asked, saw
- 8 decided, had seen

# Exercise 4

- 2 √
- 3 √
- 4 X
- 5 √
- 6 X
- 7 X
- 8√
- 9 √
- 10 X
- 4 believed/used to believe
- 6 wasn't/didn't use to be
- **7** moved
- **10** won

# Yekaterinburg

The **famous** gem rush, miners' mythology, the execution of the Romanovs, the rise of Yeltsin – Yekaterinburg is like a piece of conceptual art in which the subtext is perhaps more **startling** than surface appearances.

Not attractive on the outside, the capital of the Ural Mountains is overflowing with history and culture, while its economic **growth** is manifested in a **thriving** shopping scene and wide avenues.

With one of the best international airports in Russia and agencies experienced in dealing with home and foreign **travellers**, Yekaterinburg is a perfect place to start exploring the Ural Mountains from.

**FAME** 

**STARTLE** 

**GROW\THRIVE** 

**TRAVEL** 

Exercise 6

- 2 used to spend hours
- 3 That's (very) kind of
- 4 to get into shape
- 5 wonder/was wondering if you could
- 6 would go fishing

#### Exercise 7

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

#### Unit 4

#### Exercise 3

- 1 have to, must
- 2 mustn't, can't, may not
- 3 should, ought to (in any order)
- 4 can, could, may (in any order)
- 5 can, could
- 6 can
- 7 can, could

- 1 could
- 2 had to
- 3 do we have to
- **4** can
- 5 haven't been able to
- 6 must
- 7 ought to
- 8 may not

# Exercise 5 2 choose 3 leave 4 go through **5** go6put 7 fasten 8 switch 9 watch **10** put

11 fold

12 raise

Exercise 6

**2** can

3 mustn't

4 may

5 have to

#### Exercise 7

# Possible answers:

Hotel: can't leave without paying; mustn't make lots of noise in your room; may not smoke in public areas; should respect other guests; have to leave your key at reception

Campsite: can't light fires next to your tent; mustn't play loud music; should clean up your rubbish; have to pay for water and electricity

Library: mustn't speak loudly; can't write in books; may not borrow books without a card; should put books back in the right place; have to pay a fine if books are late

Petrol station: can't smoke; mustn't use matches or a lighter; may not leave without paying; have to drive slowly and carefully

Hospital: can't have visitors outside visiting hours; mustn't smoke; may not bring pets; should speak quietly; have to register when you arrive

School: can't wear too much make-up; mustn't use bad language; may not skip lessons; should respect other students; have to do your homework/wear a uniform/switch your phone off in class

# Unit 4B

Exercise 2

Yes, he did. Yes, it was.

#### Exercise 3

1 I'd rather spend a week at the dentist having all my teeth pulled out

2 he is more fun than he is annoying; positive

3 surprisingly (fun)

4 positive

#### Exercise 4

2 +

3 -

**4** 0

5 0 6 -
Exercise 5 Rule 1 c Rule 2 d Rule 3 a
Exercise 6 1 c 2 b 3 d 4 a
Exercise 7  2 ask the way  3 hire a car  4 go off the beaten track  5 plan the route  6 turn back  7 hit the road
Unit 4C
Exercise 3  1 E  2 F  3 J  4 B  5 D  6 C  7 G  8 A  9 I  10 K  11 L  12 H
Exercise 4 Alice is going to Portland, Oregon, USA. The weather is going to be hot and sunny.
Exercise 5 2 travel pillow 3 ear plugs 4 insect repellent 5 first-aid kit 6 travel adapter
Exercise 6 2 off 3 direct 4 set 5 reach; time

6 way

7 reach

8 safely

# Unit 4D

#### Exercise 2

Alice is in Oregon, staying with Ryan, a friend of Jamie's. Yesterday, she visited a place called Thor's Well. Thor's Well is a sea fountain.

#### Exercise 3

- 1 a)which, that; b)where, which, that; c)who, that; d)whose
- **2** Sentence a: different (he and you); Sentence b: same (he); We can leave out the relative pronoun when the subject is different in each clause.

#### Exercise 4

The relative clause in sentence 1 tells you who Ryan is. The relative clause in sentence 2 gives more information about him.

#### Exercise 5

who is a friend of Jamie's; that visited Jamie's family last year; you didn't like; whose sister looks like Emma Stone; the town where he lives; that we visited yesterday

where you can walk for miles; who is really into photography; which he took with his phone; whose name comes from the Norse god Thor; which is about 7 meters deep

#### Exercise 6

- 2 The President, who lives in a big white house in Washington, is a powerful political figure.
- **3** Taylor Swift, whose songs often tell stories about her life, was born in 1989.
- **4** The bald eagle, which is the national symbol of the USA, is not in danger of extinction.
- **5** Hollywood, where they make the world's most famous movies, is in Los Angeles.
- 6 The Grand Canyon, which is in Arizona, is 446km long, 29 km wide and 1.86km deep.

#### Unit 4E

Exercise 2

- 2 toxic
- 3 diesel, pollution
- 4 renewable, environment
- 5 fuels, sustainable
- **6** Smog

# Exercise 3

**1** F

**2** T

**3** T

4 T

**5** F

Exercise 4

Monica b, f, h

Ciaran c, d, l

Michelle e, i, j

(not mentioned: a, g, k)

- 1 bike lane
- 2 give way to
- 3 red lights
- 4 knocks down
- 5 carpooling
- 6 speed limit

#### Unit 4F

#### Exercise 2

bikes/cycling; cars/driving; car sharing schemes and apps; electric cars; taxis; public transport: bike sharing, buses, trains, underground; walking/on foot

#### Exercise 3

The speakers mention buses, bikes/cycling; the underground, bike sharing; cars/driving; electric cars. Brian and Zoe laugh at Alex because he argues strongly against using cars but then he tells them his sister is picking him up in a car.

#### Exercise 4

- 2 agree with
- 3 be serious
- 4 off it
- 5 a point
- 6 see what
- 7 might be
- 8 exactly how
- 9 You're joking
- 10 think so

# Exercise 5

- **1** b
- **2** a
- **3** c

# Unit 4G

#### Exercise 2

# Possible answers:

- dates and times
- prices
- age limits
- location of the base
- transport to and from the base
- accommodation
- food and dietary requirements
- clothes, shoes and equipment to take
- equipment provided
- number of people per group
- number of monitors
- monitors' experience
- a full description of the route and activities for each expedition

- insurance
- fundraising tips

- age limits
- dates and times
- food and dietary requirements
- fundraising tips

#### Exercise 4

- 1 Could you let me know if I would be allowed to take part...
- 2 I wonder if you could confirm what time the expedition will end on July 8.
- 3 As for food, could you confirm there are vegetarian options available during the expedition?
- 4 I would greatly appreciate it if you could send me some information on fund-raising.

#### Possible answers:

- 1 He will be allowed to take part. They're making an exception for him.
- 2 It will end by 12a.m. on 8 July.
- **3** Yes, there are.
- **4** That is not necessary because the fundraising page on the website is now available.

#### Exercise 5

- 2 I have a few queries
- **3** therefore
- 4 Could you let me know if
- 5 I would greatly appreciate it if you could
- **6** With regard to
- 7 As for
- 8 I am really looking forward to
- 9 Best wishes
- 4 Revision

#### Exercise 1

- 1 book
- 2 fasten
- 3 fold
- 4 through
- 5 blind
- **6** safely

# Exercise 2

- 2 sunblock
- **3** power bank
- 4 torch
- **5** travel adapter
- **6** penknife
- **7** travel pillow
- 8 first aid kid

#### Exercise 3

1 flight

- 2 hired; hit
- **3 b**eaten
- 4 hit
- 5 route; escape
- 6 reach; congestion

- 2 Could/Can you ask the people in the room next door to stop shouting?
- 3 You have to/must wear a swimming hat in the pool.
- 4 I couldn't speak English well when I started this job but now I can.
- 5 You may not/can't/ mustn't bring pets to the hotel.
- 6 The hotel ought to/should change the towels every day.
- 7 I didn't have to show my passport the last time I stayed.
- 8 If it rains tomorrow, we won't be able to go to the beach.

#### Exercise 5

- 2 People who enjoy travelling off the beaten track can get lost.
- **3** The hotel where we stayed/The hotel (that) we stayed in last summer was heated by renewable energy sources.
- **4** People who have heavy hand luggage ought to be careful when they put it in the overhead lockers.
- **5** Toxic air, which is a big contributor to global warming, is still produced by some factories.
- 6 Jo Brown, who is a well-known football player, was on a flight that couldn't land because of smog.
- 7 Wind power, which is a form of sustainable energy, is growing in popularity.
- **8** Cycling, which is environmentally friendly, is a popular means of transport.

#### Exercise 6

# Perm

The word "Perm" once meant a **mysterious** Finno-Ugric land encompassing most of the northwestern Ural Mountains that was slowly colonised by **Russians** since the early medieval ages. But the city is **relatively** new, founded by the lieutenants of Peter 1 in 1723.

It is believed that Chekhov used Perm as the **inspiration** for the town his Three Sisters were **desperate** to leave, and Boris Pasternak sent his Doctor Zhivago to a city **clearly** resembling Perm. It would be hard for these characters to recognise their city today. Today the city is reinventing itself as a **cultural** center outside Moscow and St Petersburg, having long had a famous ballet school, augmented by some **interesting** museums.

**MYSTERY** 

RUSSIA RELATIVE

INSPIRE DESPAIR CLEAR

**CULTURE** 

**INTEREST** 

- **2** d
- **3** b
- **4** c
- **5** d
- **6** c

# Exercise 8 **1** b **2** c **3** c **4** a **5** b **Russian files** Life skills Exercise 3 1 T **2** F **3** F **4** F **5** T **6** T **7** F

- 2 Some speakers speak for and others against.
- **3** They try to convince the audience and judges that their point of view is right.
- **4** The text doesn't say this.
- **7** Rebutting means explaining why the other side's arguments are wrong.

#### Exercise 5

- **1** 1)The vegan diet is the best way to improve your health because it contains only healthy and nutritious foods. This diet is good for your weight and heart.
- 2)Producing meat has a harmful effect on the environment.
- **2** 1)A strict vegan diet doesn't contain all the important nutrients, especially proteins and some vitamins. A healthy diet includes plants as well as animal products.
- 2)A vegan diet may also have some negative impacts on the environment. This is because the exotic foods vegans buy are transported from different parts of the world. It is more eco-friendly to eat meat products produced locally.

## Exercise 6

#### Presenting the motion and the speakers

- √We are going to speak in favour of/against the motion that ...
- √Today I hope to persuade you to agree that ...
- □This morning we have the easy task of convincing you that ...
- √First, I will talk about ... I shall also argue that ...The next speakers will explain why ...
- $\sqrt{\mbox{I}}$ , as the first speaker will be talking about ... My colleagues will later discuss ...

# **Presenting your arguments**

- √My first/second argument is ...
- ✓Let me come to my first/second/next argument.
- ✓Let the facts speak for themselves.
- □Perhaps I should also mention that ...
- √To begin with, ...
- √In addition, ... What's more, ...

# Stating a strong opinion

- □I firmly believe that ...
- √We are convinced that ...
- √It is our belief that ...

# Supporting an opinion with examples/evidence

- √New studies confirm that ...
- √Recent research has shown that ...

# **Summarising**

- √So, to sum up, ...
- □All in all, ...
- √To conclude, let me stress that ...

### Unit 5

### Exercise 3

Katy − 1; Maya − 2; Jake − 3

#### Exercise 4

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

# Exercise 5

- 2 'm taking
- 3 leaves
- 4'll come
- 5 might be
- 6 not going to go
- 7 going to walk
- 8 're coming
- **9** 'Il pass
- 10 is about to leave/is going to leave

#### Exercise 6

- 1 I don't think I'll pass
- 2 I probably won't start
- 3 I definitely won't leave
- 4 I don't think I'll go
- 5 I certainly won't fail

- $\sqrt{2}$  I'm sitting an exam tomorrow it starts at 9 a.m.
- $\sqrt{5}$  It's an important exam so I'm going to study all night.

- **3** I promise I won't cheat in any of my exams.
- 4 We might/may/could get a surprise test next week it's a possibility.
- **6** The bell is going/ about to ring for the end of the class.

# Unit 5B

#### Exercise 1

- 2 get down to
- 3 come up with
- 4 go over
- 5 hand in
- 6 catch up on
- 7 drop out

# Exercise 2

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

# Exercise 3

- **2** up
- **3** together
- 4 over/through
- **5** up
- **6** up
- **7** behind
- **8** up
- 9 down
- **10** on
- **a** 5
- **b** 2
- **c** 4
- **d** 6
- **e** 1
- **f** 3

# Unit 5C

# Exercise 2

- 9:10-9:45 explore the campus and library
- 10:00-11:00 attend subject talks
- 11:30-12:30 see the sports facilities
- 13:00-14:00 visit the information desks
- 14:00-15:00 tour the halls of residence

- a action in progress = 1, 3; completed action = 2
- **b** point in time = 1, 2; period of time = 3

- 1 But soon you will have finished your exams. (rule c)
- **2** Over the next few months you'll be deciding which universities to apply to. (rule b); Will you be studying at Langchester at this time next year? (rule a, question form)

#### Exercise 5

- 1 be doing
- 2 be having
- 3 have finished
- 4 be studying
- 5 have decided
- 6 living

#### Exercise 6

- **2** By 09.50 he'll have explored the campus and the library.
- **3** At 10.30 he'll be attending the talk on veterinary medicine.
- 4 By 12.30 he'll have seen the sports facilities.
- **5** By 13.05 Tom and Natalie will have had lunch.
- **6** At 13.30 they'll be visiting the information desks.
- **7** At 14.30 the two friends will be touring the halls of residence.

#### Exercise 7

- 2 Will you have woken up
- 3 will you still be lying
- 4'll be playing
- 5 'Il have finished
- 6'll be having
- 7'll be waiting

#### Unit 5D

#### Exercise 2

- **2** Do
- **3** Do
- 4 Don't
- **5** Don't
- 6 Do
- 7 Don't

#### Exercise 3

no

# Exercise 4

Chen follows all the tips: she is there on time. She is smartly dressed. She remembers Lily's name. She doesn't answer her phone or check her messages during the interview. She doesn't read from her CV or application form. She adds details about her strengths, experiences, motivations, etc. She doesn't talk about irrelevant details.

- 2 pressure
- **3** fast
- 4 tend

5 difficult 6 develop
Exercise 6 /s/ progress, impossible, missing
/ʃ/ impression, professional, session
Exercise 7 2 e 3 d 4 a 5 c
Unit 5E
Exercise 2  Possible answers:  Pros: you can work at home, you can get up when you like, you are not dependent on one employer Cons: no stability, not enough money
Exercise 3  1 an economist 2 b
Exercise 4  1 g  2 h  3 f  4 a  5 d  6 c  7 b  8 e
Exercise 5 She followed most of the advice: she didn't try to write down every word. She wrote key words instead of full sentences. She used symbols and numbers. She guessed something she wasn't sure she understood (2.8million people). She corrected a mistake with similar sounding words (15% changed to 50%) but she didn't use any contractions.
Exercise 6
2 freelance
3 commute
4 overtime
5 4.4%
6 34
Exercise 7 • Carla has 3 jobs: freelance translator, salsa instructor, children's entertainer • tired but enjoys her jobs • salsa classes – from 6–8 on Mon, Wed, Fri

- •children's parties usually weekends but sometimes Tue & Thu after school
- translates mostly mornings but sometimes at night
- •doesn't accept every job but it can be hard to turn down work expensive life in London
- occasionally gets paid overtime at sports centre
- doesn't want a fulltime job now enjoys variety

#### Unit 5F

#### Exercise 1

1 He's worried that robots will take over his job. He's probably right to be worried.

#### Exercise 2

Text A: personal assistant, lorry driver, technical translator, gardener, plumber, construction worker, entertainer, executive, social worker, teacher, therapist, data detective, personal memory manager;

Text B: driver, fast food worker, machine operator, secretary, administrative assistant, bank teller, singer, graphic designer, sports star, childcare worker, doctor.

#### Exercise 3

#### Text A

- 1 self-service checkouts, self-parking cars, telephone personal assistants
- 2 because those jobs will probably disappear because of automation
- 3 unpredictable jobs and jobs which involve creating things and managing or interacting with people
- 4 to show that technological change creates jobs as well as destroys them
- **5** We'll have shorter working weeks and more leisure time, jobs will be enjoyable.

#### Text B

- 6 400-800million
- 7 predictable and repetitive, low-skill, low-wage blue collar and white-collar jobs
- 8 because technology will have advanced
- **9** It improves our self-esteem, gives us identity, status and asocial life and it provides us with a salary.
- 10 He thinks it's improbable.

# Exercise 5

- 2 risk
- 3 opportunities
- 4 unemployment, generate
- 5 interact, process
- **6** conditions, repetitive, salary

# Exercise 6

- 2 Some jobs will definitely be safe.
- **3** Most families are likely to have robot servants.
- **4** Teachers are unlikely to lose their jobs.
- **5** We're sure to have a shorter working week.

# Unit 5G

#### Exercise 2

a√

b

c√

3 running a sports team at school, becoming ahead teacher	
Exercise 4 She hasn't included DJing or passing her driving test because they aren't relevant to twants to study.	he course she
Exercise 5	
1 'A grown-up that cares and shows interest can make any child a great success.'	
2 it summarises why I am so excited about studying Primary Education. I want to help their own success stories.	children create
3 Last year I volunteered at a summer activity camp for eight- to ten-year-olds. I prob much as the children!	oably enjoyed it as
4 used my guitar playing skills, and my love of arts and crafts. By the end of the week, the children liked working with me, and as a result I felt more confident.	, it was clear that
I am quite competitive and I enjoy sport.	
5 I play for a successful football team and, through my sporting achievements I have I teamwork. In the future, I hope to run sports teams to help children learn that same I	
6 I know that teaching is a challenging career choice, but I am hard-working, determing learn. I am confident that I have the patience and dedication to succeed as a teacher	-
7 perhaps even to become a head teacher.	
Exercise 6  1 b  2 a  3 d  4 c  5 e	
5 Revision	
Exercise 1 2 hand 3 keep up 4 determined 5 pull 6 down to 7 put	

2 volunteered at a summer activity camp, musical and arts and crafts skills, work experience at a primary

d √ e f √ g √

Exercise 3

1 a teaching course/primary education

school, sports taught her teamwork

- 8 drop out
- 9 salary
- 10 unemployed

- 2 curious
- 3 overconfident
- 4 inventive
- 5 gifted
- 6 mature

# Exercise 3

- 2 overtime
- 3 do shift work
- 4 full-time job
- 5 work part-time
- 6 permanent
- 7 are sometimes self-employed

#### Exercise 4

- 2 you will be doing
- 3 won't have landed
- 4 Will (the professor)have come
- 5 will be sitting
- 6 will be playing

#### Exercise 5

- 1 does
- 2 is going to be
- 3 are going
- 4 are meeting
- 5 will have
- 6 won't

Exercise 6

# Murmansk

The world's biggest Arctic city is a **bustling**, **rapidly** modernising place set to become very **wealthy** as the **development** of the massive Shtokman gas field gets under way in the Barents Sea. Murmansk's basis is its port, kept ice-free by comparatively warm Gulf Stream waters that sweep around the **Norwegian** coast. The city is an easily **accessible** base for outbound Arctic adventures and offers some unique **natural** attractions of its own. From late May to late July, the sun never sets. From late November to mid-January the sun doesn't peep above the horizon, but the long winters have a singular appeal. The **northern** lights on

BUSTLE/RAPID WEALTH DEVELOP

> NORWAY ACCESS NATURE

**NORTH** 

the snow-covered landscape can be magical, and it's claimed that Murmansk's <b>polar</b> air is really fresh.	POLE
Exercise 7  1 F  2 C  3 A  4 D  5 B	
Unit 6	
Exercise 1  1 Louise and Paul are Jodie and Dylan's parents.  2 Because it's their wedding anniversary.  3 Because there's a lot going on at the weekend: Jodie has a concert and Dylan has a big match  4 No, she thinks he's a bad liar.  5 They want them to go to Paris.	
Exercise 2  2 see right through somebody  3 make something up  4 lie through my teeth  5 cover for somebody  6 fool somebody	

Exercise 3 **1** Yes, it is.

Exercise 4

First conditional

Second conditional

it would be great

Would it be OK if we didn't go?

But if you talk, they'll know you're lying.

If they ask you a question, I'll cover for you.

what would you say if I booked a trip to Paris?

If you say that, they definitely won't go

If you open your mouth, they'll see right through you.

But what will I do if they ask me a question? Won't they be suspicious if I don't speak?

2 They'll believe her.3 No, she isn't.4 No, it's impossible.5 Yes, she can.6 Jodie's7 Louise's

it wouldn't be the end of the world if we stayed here but ... They'd be so disappointed if we weren't there. How would you feel if you were a teenage kid and your parents missed your big day? Exercise 5 They want their parents to have a great wedding anniversary. Exercise 6 **1** e **2** b **3** d **4** a **5** c **6** f Exercise 7 2 We'll let you have a party if you promise not to be noisy. **3** You won't pass your exams if you don't study. 4 If you don't try harder, you won't get anywhere in life. 5 If you tell the truth, I won't get angry. 6 You'll be late if you don't hurry. Exercise 8 2 were 3 could 4 went 5 didn't have Exercise 9 1 make 2 fall for, see through **3** cover for Unit 6B Exercise 3 1 H **2** D **3** A **4** F **5** E Exercise 5 Ways of speaking: groan, murmur, sigh Ways of looking: gaze, glance, stare Facial movements: frown, grin, raise an eyebrow, roll your eyes, wink

Body movements: hug, shake your head, shiver, shrug your shoulders

Exercise 6
1 whisper
2 groan

- **3** stare
- 4 gazed
- 5 frown
- 6 shiver
- 7 roll
- 8 shake

When the couple were trying to cash in the prize, they were arrested for stealing.

## Unit 6C

## Exercise 2

The radio show reveals that winning the lottery is the least likely event listed in Exercise 1.

## Exercise 4

The show suggests that the following are good choices: remain anonymous, donate to charity, make investments, stay active.

#### Exercise 5

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

## Exercise 6

happy	happiness
lonely	loneliness
sad	sadness
embarrassed	embarrassment
disappointment	disappointment
exited	excitement
envious	envy
jealous	jealously
sympathetic	sympathy

- 2 happiness
- **3** envy
- 4 disappointment
- **5** loneliness
- 6 embarrassment
- 7 sympathy
- 8 excitement

- sadness, happiness
- jealousy, sympathy
- disappointment, embarrassment, excitement

#### Unit 6D

## Exercise 1

Empathy is the ability to understand other people's emotions and problems.

#### Exercise 3

- 1 always
- 2 the first (if) clause gives the condition, the second (main) clause gives the result
- 3 both Present Simple
- 4 when
- 5 remove the comma

## Exercise 4

- 2 If/When I feel embarrassed, my cheeks go red.
- **3** My dad eats chocolate in bed if/when he feels stressed.
- 4 My mum talks very quickly if/when she gets excited.
- **5** My sister asks her friends for advice if/when she has a personal problem.

#### Exercise 5

- 2 What do you do when you feel embarrassed?
- **3** What does your dad do when he feels stressed?
- 4 What does your mum do when she gets excited?
- 5 What does your sister do when she has a personal problem?

#### Exercise 6

- 1 before
- 2 unless
- 3 as soon as
- 4 as long as
- 5 after
- 6 until

## Unit 6E

## Exercise 2

- **1** She was invited to a party and she really wants to go, but she was supposed to be going to Brighton that weekend to stay with Jane, her best friend at primary school.
- 2 Claire advises Sally to tell Jane the truth.

#### Exercise 3

They both got other invitations for the weekend.

- 2 problem
- **3** better
- 4 were
- **5** helpful
- 6 thought

Exercise 5  1 a 2 b 3 b 4 b
Unit 6F
Exercise 3  1 be crazy about sb, make up (with sb), fall in love with sb, ask sb out, go out with sb, hit it off  2 break sb's heart, split up (with sb), fall out with sb, let sb down, talk behind sb's back, be through with sb, be heartbroken, boss sb around, make fun of sb, insult sb, put up with, lose your temper, get into trouble
Exercise 4 2 relationship 3 go 4 break 5 hit 6 crazy 7 fall
Exercise 5 1 b 2 b 3 a 4 b 5 a 6 b 7 a
Unit 6G
Exercise 2 The writer believes it's usually better to tell a white lie than to hurt someone.
Exercise 3 a 3 b 3 c 2 d 1
Exercise 4 For:
most adults know it is wrong to lie for personal or financial gain, or to hide guilt or cover for someone who has done wrong lies create distance and destroy relationships. For this reason, lying to someone you love, is particularly unacceptable.

you love, is particularly unacceptable.

Against:

... when we want to avoid hurting someone's feelings or appear to be well mannered, we might agree that a friend's new haircut is 'nice', or thank someone for a 'lovely' gift, regardless of how we actually feel about these things.

- 2 What is more
- **3** For instance
- 4 For this reason
- 5 Having said that
- **6** Although
- **7** To conclude
- 8 Personally, I believe

#### Exercise 6

- 2 although
- **3** for this reason
- 4 on the other hand
- **5** both possible

## Exercise 8

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

## 6 Revision

## Exercise 1

- 2 making
- **3 e**xcuse
- 4 truth
- 5 through
- **6** going
- **7** jealous
- 8 let
- 9 around
- **10 b**roke
- 11 heart
- **12 s**ympathy

# Exercise 2

- 1 grin
- 2 hug
- **3** shiver
- 4 shrug shoulders
- 5 wink
- 6 whisper

#### Exercise 3

- 1 ask; go
- 2 fun; trouble
- 3 crazy; love
- 4 put; back
- 5 temper; with
- **6** up

## Exercise 4

**1** get

- 2 say, disagree
- 3 knocks, start
- 4 lose, feel
- 5 will win, trains
- 6 win, will be able to
- 7 won't buy, gets
- 8 pay, will lend

- 2 saw
- 3 were
- 4 would go
- 5 (would) explain
- 6 went
- 7 would be
- 8 wouldn't put up
- 9 had
- 10 wouldn't go
- 11 spoke
- 12 asked

Exercise 6

## **Istra**

In the 17th century, Nikon built a little Holy City right at home, complete with its own Church of the Holy Sepulchre - New Jerusalem Monastery. This **impressive** complex was founded in 1656 near the **picturesque** Istra River. After years as a museum, the monastery is now in Orthodox hands and renovation of the **buildings** is ongoing. In the centre of the grounds is the Cathedral of the Resurrection, modelled after Jerusalem's Church of the Holy Sepulchre. Like its prototype, it's **really** several churches under one roof, including the detached Assumption Church in the northern part of the cathedral. The unusual underground Church of SS Konstantin & Yelena has only its belfry **peeping** up above the ground. In the monastery walls, there is **additional** exhibit space displaying 20th-century drawings and handicrafts from around the Moscow region.

IMPRESS PICTURE

**BUILD** 

REAL DETACH

USUAL PEEP ADDITION

- 1 social worker
- 2 website
- 3 love and relationships
- 4 bullying
- 5 their family
- 6 loneliness
- 7 sympathetic

#### **Russian files**

#### Life skills

Exercise 3

**1** b

**2** a

**3** c

#### Exercise 4

Possible answers:

A not clear about which goal he/she wanted to achieve; didn't choose a goal he/she really wanted to achieve

B didn't train hard enough; took it too lightly

C didn't plan well enough

#### Exercise 5

С

#### Exercise 6

- 1 what
- 2 when
- **3** possible
- **4** important
- 5 deadlines

#### Exercise 8

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

#### Unit 7

## Exercise 1

'And finally...' reports are news items that often come last in a TV news programme. They are often human interest stories or involve animals.

#### Exercise 3

Story 1 is fake and story 2 is true.

## Exercise 4

- 1 Present Continuous Past Continuous; here→there
- 2 They agreed the trend would last because it was fun. will→would;

it's (Present Simple) →it

was (Past Simple)

- **3** One girl explained she had only started hair-facing a few days before. I→she; only started (Past Simple) →had only started (Past Perfect); a few days ago→a few days before
- **4** She confessed she had always looked down on it. I $\rightarrow$ she; had always looked (Past Perfect)  $\rightarrow$ no change
- 5 Another girl claimed she felt more relaxed with her hair over her eyes. I→she; feel (Present Simple) →felt (Past Simple); my→her
- 6 He complained that he couldn't see his pupils' faces. I→he; can't→couldn't; my→his

7 He said he would ban it. I→he; would→no change

**8** Another teacher told him not to criticise it. Don't criticise → not to criticise In reported sentences, verb tenses, pronouns and time expressions may change.

#### Exercise 5

He said that about fifty dogs were competing in this year's championships.

...he asked us to remember that only five dogs had taken part the year before.

He also pointed out that the event had attracted more spectators and media interest than ever.

He explained there were different prizes...

He admitted the dogs couldn't surf as well as humans but claimed that the dogs were learning fast and predicted that the performances would be better than the previous year's.

He added that there were also prizes for the best dressed dogs.

#### Exercise 6

- 1 told
- 2 pointed out
- 3 said
- 4 warned
- 5 explained
- 6 claimed
- 7 promised
- 8 confessed

#### Exercise 7

Jack told us that after he had read the headlines the night before his throat had felt dry so he had decided to take a drink.

He pointed out that there was always a glass of water on the desk while he was reading the news but he didn't usually touch it.

He said that he had been in a hurry and had spilt the water all down his shirt.

His producer warned him not to laugh but Jack explained that once he had started laughing, he couldn't stop.

He claimed it was the first time anything like that had ever happened to him and promised that it wouldn't happen again in the next day's programme.

Jack confessed that he couldn't believe he was the human interest story on his own TV channel.

## Exercise 8

- **2** She claimed that she hadn't watched the TV news for ages.
- 3 She added she didn't think she would watch it again in the near future.
- **4** She explained that she could get all the news she needed on her phone.
- 5 Mo warned the others to check all the information they got online because a lot of it was false.
- 6 He pointed out that he didn't believe everything he saw on the news.

## Unit 7B

#### Exercise 2

**2** episode

4 screen time 5 spoilers **6** on-demand content 7 subscription streaming service 8 viewers Exercise 3 Possible questions: Do you binge-watch (multiple episodes of a series in one sitting)? Is binge-watching one of your main hobbies? Does binge-watching a show make it better? Do you sometimes watch more on demand content than you intend to? Does this cost you sleep and leave you feeling tired? Are you afraid that spoilers will reveal the endings of your favorite shows? Are you trying to cut down your screen time in some way? Have you ever pretended to be sick so you can stay at home and binge-watch? Exercise 4 2 credits 3 dialogue 4 subtitles **5** seasons 6 trailers Exercise 5 2 award-winning 3 eagerly-awaited 4 thought-provoking **5** little-known 6 feature-length Exercise 7 surprising: discussion, statistics, subscriptions binge-watching, dialogue, little-known, subtitles Unit 7C Exercise 2 **1** b **2** c **3** d **4** a Exercise 3 **1** C **2** B **3** A **4** B

3 binge-watching

**b** take off

c make a name for yourself

d come to nothing

e a bit of setback

f not look back

**g** a best-seller

h get (my) first break

i go back to square one

j go viral

k a sell-out

I a disaster

**Success:** make a name for yourself, got my first break, took off, not look back, best-seller, go viral, sell-out

Failure: huge flop, came to nothing, setback, went back to square one

Exercise 5

- 1 disaster
- 2 got my first break
- 3 went viral
- 4 make a name of yourself
- 5 looked back
- 6 best-seller

#### Exercise 6

Tony pointed out he had made his first film three years before but he admitted that he had been too young and the film had been a complete disaster. He told Terence that he had got his first break with a music video. He explained that fortunately, it had gone viral and had been a huge success. He agreed that the video had really helped him make a name for himself and added that after that he hadn't looked back. He said that he was working on an adaptation of Selena Starr's new best-seller. He claimed it was the best novel he'd ever read.

## Unit 7D

#### Exercise 1

## **Possible answers:**

ceramics, drawing, photography, film, literature, architecture, dance, graphic design, fashion design, music, theatre, ballet

Exercise 2

Neither one is a real piece of art.

Exercise 3

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

#### Exercise 5

# Always positive:

atmospheric, breathtaking, expressive, meaningful, profound, sophisticated, spectacular

## Depends on the context:

abstract, puzzling, realistic, shocking, unique

#### Exercise 6

- 1 expressive, sophisticated, meaningful, atmospheric, profound, spectacular
- 2 They are talking about the glasses that the teenagers put on the floor in a gallery in San Francisco.

#### Exercise 7

- 2 I don't get it.
- 3 it speaks to me
- 4 It leaves me cold.
- 5 It gets you thinking.
- 6 I could do better myself.

#### Unit 7E

#### Exercise 2

a dance show

#### Exercise 3

- 1 ask; want to know
- **2** yes; no questions
- 3 before; don't use
- 4 don't use

#### Exercise 4

- 2 Michael asked (Bella)/wanted to know how it had gone.
- 3 Michael asked (Bella)/wanted to know what had happened.
- 4 Michael asked/ wanted to know if/ whether Bella had been nervous.
- 5 Michael asked/ wanted to know if/ whether Bella had waited a long time.

## Exercise 5

Bella fell over during the audition. Yes, she did get through to the next round.

#### Exercise 6

- 2 How long have you been dancing for?
- **3** What type of dance are you going to do?
- 4 What music did you choose/have you chosen?
- 5 Did/Have you hurt yourself?
- **6** Do you want to start again?

#### Exercise 7

## Possible questions:

How long have you been able to do this? How did you get interested in it? Where did you learn your talent or skill? Why do you enjoy it? What's the most challenging part? Where can I learn this skill? Do you (have to) practice a lot? Is it difficult to do/learn? Do you always enjoy it? Could anyone do it? Is there anything you don't enjoy about it?

## Unit 7F

## Exercise 2

The first speaker fainted during a play but a fellow actor kept her on the stage instead of taking care of

her. The second speaker was singing in a talent show and the sound didn't work. The third speaker had to shave his head for a role in a play.

#### Exercise 3

- 1 happened
- 2 embarrassing
- 3 Last
- 4 Suddenly
- 5 next
- 6 crying
- **7** appearing
- 8 At, But

## Exercise 4

- 1 ago
- 2 although
- 3 just
- 4 despite
- **5** suddenly
- 6 but
- **7** had
- 8 believe
- 9 embarrassed
- **10** end

## Unit 7G

## Exercise 1

## **Possible answers:**

You need to:

- have an audition to choose the cast, to find the right actor for each part or role.
- design and make the costumes for the actors.
- use make-up and wigs to create the right look for each character.
- learn your lines.
- design and make the set.
- plan the lighting for each scene and have someone operate it.
- find the right props for each scene in the play.
- rehearse/have rehearsals again and again.

## Exercise 4

He/She thinks it's brilliant.

Adjectives used: breathtaking, simple but atmospheric, dramatic, sharp, witty, talented, convincing, stunning, impressive, spectacular, unique, entertaining

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

## Adverbs + adjectives:

totally convincing, seriously terrifying, particularly impressive, thoroughly entertaining

## Other adjectives:

basic, simple, atmospheric, dramatic, sharp, witty, talented, stunning, amazed, good, spectacular, unique, surprised

#### Exercise 7

Examples: quite witty, so talented, so many parts, so well, quite a good, such young students, such a thoroughly entertaining show

- 2 quite a long
- 3 such funny
- 4 quite a good
- 5 such an amusing

#### Exercise 8

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

## 7 Revision

## Exercise 1

- 2 breaking
- **3** break
- 4 looked back
- **5** spoilers
- 6 demand
- **7** programme
- 8 newsreader

## Exercise 2

- 1 audition
- 2 props
- 3 lines
- **4** sell-out
- **5** abstract
- 6 took off
- **7** little-known

- **2** He told me not to forget to come to their play that evening.
- **3** They said they had seen me on the news programme the night before/the previous night.
- 4 She confessed she couldn't go to the theatre with us/me the following week/the week after.
- **5** The optician warned Tom (that) if he watched too much TV, he would have eye problems.

- 6 They agreed (that) the news report had been very thought provoking.
- **7** We pointed out she had to work very hard if she wanted to make a name for herself.

- 2 asked them if/ whether they had ever binge-watched their favorite series.
- 3 asked her what she thought would happen in the next/following episode.
- 4 asked him if/whether he thought that was a fake news item.
- **5** asked me where I was going then.
- 6 asked them if/ whether that had liked the new art installation.

#### Exercise 5

## Borodino

Borodino battlefield is the site of **decisive** battles in the Napoleonic War of 1812. Two hundred years later, the rural site presents an **amazing**, vivid history lesson. Start at the Borodino Museum, which **undoubtedly** provides a useful overview, then spend the rest of the day **exploring** the 100-sq-km preserve. If you have your own car, you can see monuments marking the sites of the most ferocious **fighting**, as well as the headquarters of both **French** and Russian armies.

In 1812 Napoleon invaded Russia, lured by the prospect of taking Moscow. For three months the Russians retreated, until on 26 August the two armies met in a **bloody** battle at the village of Borodino. In 15 hours more than one-third of each army was killed - over 100,000 soldiers in all. Europe would not know such **devastating** fighting again until WWI.

**DECIDE** 

AMAZE UNDOUBTED EXPLORE

> FIGHT FRANCE

**BLOOD** 

**DEVASTATE** 

## Exercise 6

- **1** D
- **2** D
- **3** B
- **4** B
- **5** C
- **6** A

#### Unit 8

#### Exercise 2

- 1 on drink machines, on lockers, on school buses, in the school corridors, in the restrooms
- **2** He doesn't think a school is the right place for adverts. There are already enough adverts everywhere else. Studies show that adverts have a negative effect on children's minds leading to problems such as low self-esteem and a consumerist mentality.
- **3** It provides money for facilities such as anew gym or pool.

## Exercise 3

- **1** a
- **2** b
- **3** a

**Present Simple** 

they're not recommended

children's minds are affected

We are already bombarded with advertising slogans

Our phones and computers are polluted Past Simple

some drinks machines were installed

our school lockers were repainted

our school buses were turned into mobile billboards.

Huge ads were printed Past Continuous

more screens and posters were being put up

**Present Perfect** 

TV screens have been installed

future with will

news programs with frequent commercials will be shown modal verbs

why can't schools be kept free from ads?

Exercise 5

1 a; active

2 b; passive

3 b; passive

4 a; active

In sentences 1 and 4 the focus is on the person who did the action. In sentences 2 and 3 the action (what happened) is more important than who did it (the agent).

#### Exercise 6

- 2 hasn't been painted
- 3 were being encouraged/were encouraged
- 4 be removed
- 5 be done
- 6 was taken
- 7 Were we consulted?
- 8 will be given
- 9 are influenced

- **2** Adverts may be accepted by head teachers in schools in England, but they are not welcomed by most teachers.
- 3 Drinks machines with adverts are being installed in schools by some companies in England.
- 4 Advertising on drinks machines in schools is not permitted by the government in Scotland.
- **5** Free meals will be offered to US students with good grades by some fast food chains. / US students with good grades will be offered free meals by some fast food chains.

# Unit 8B

## Exercise 2

The teens in the survey spent the largest percentage of their money on food and clothing, and the smallest percentage on books, magazines, furniture and room accessories.

Exercise 3 Speaker 1: books Speaker 2: food Speaker 3: magazines and games Speaker 4: personal care products Speaker 5: clothes Exercise 4 a 4 b 6 c 7 d 5 e 2 f 1 g 8 h 3 Good value for money = phrases 1, 2, 6, 7, 8 Poor value for money = phrases 3, 4, 5 Exercise 5 **1** f **2** b **3** e **4** c **5** a Exercise 6 1 bargain 2 offer; deal 3 rip-off 4 money 5 spend

## **Unit 8C**

## Exercise 1

Money doesn't grow on trees = It's not easy to find or get money. A fool and his money are soon parted = Stupid people spend their money without thinking about it.

## Exercise 2

**1** a

**2** b

<b>3</b> b
<b>4</b> a <b>5</b> b
<b>6</b> a
<b>7</b> a
<b>8</b> b
Exercise 3
<b>a</b> 6
<b>b</b> 5
<b>c</b> 8 <b>d</b> 1
e 4
f2
g 7
h 3
Exercise 4
1 with
2 run
3 change 4 afford
5 money
6 worth
7 made
8 raised/raising
9 in, sense
Unit 8D
Exercise 2
on a website, in a scientific magazine
Exercise 3
c
Exercise 4
The sentence before the gap mentions ways of paying for things you buy. Sentence c asks a question about buying things. The word 'so' introduces a question that links back to the previous sentence. The sentence after the gap answers the question in sentence c.
Exercise 5  1 d
<b>2</b> f
<b>3</b> g
<b>4</b> a
5 h
6 e
<b>7</b> b
Exercise 7
2 currency
<b>3</b> purchase

- 4 credit **5** charged 6 withdraw 7 prepaid 8 PIN 9 cashpoint 10 contactless 11 account Unit 8E Exercise 2 1 Janet calls to make a complaint about a double booking. 2 No, he cancels both her bookings, so she calls up again to complain. **3** The manager explains the morning sessions are fully booked and offers her a session in the afternoon. Janet says that's not possible. Exercise 3 The manager sorts out Janet's problem and books her a morning session, but then Janet's friend calls to say he and the other friends can't go to the escape room in the morning and ask if she could book it for the afternoon. Exercise 4
  - **2** c
- **3** e
- **4** a
- **5** b
- **6** f

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

#### Exercise 7

available, complaint, escape, eight, mistake, replacing, weight designed, height, mind, price, satisfied, slight, website

# Unit 8F

## Exercise 1

1 bike servicing/repairs, dog walking

#### Exercise 2

- √ eye-testing
- √ hairdressing
- √ shopping delivery
- ✓ social media management

#### Exercise 3

1 a = something we do ourselves,

b = something someone else does for us 2 past participle Exercise 4 2 has it delivered 3 have it decorated 4's going to have her car/it serviced **5** have them managed 6 have them walked 7 has had them done get is not a possible alternative to have in sentence 7 Exercise 5 2 getting my ears pierced 3 had your phone fixed 4 had this passport photograph taken 5 have your back and neck massaged 6 got his meals delivered 7 have your car washed **Unit 8G** Exercise 4 **a** 5 **b** 1 **c** 4 **d** 2; 3 **e** 5 f 1 Exercise 5 Main points: • Another reason I prefer experiences ... bring people together. • My final point is ... is more enjoyable. **Supporting argument:** Sharing anew experience ... creates lasting memories. Personal examples: • For instance, I am still in touch ... was given back then. • For example, I spend... not owning bike parts! Exercise 6 Essay question: Is it better to make or buy presents for your friends? (or similar) **1** c; ii **2** b: i 3 a; iii Exercise 7 2 As far as I'm concerned, ...

3 My first reason for this opinion is...

4 Another reason...is

- 5 My final point is...
- 6 In other words, ...
- 7 While some people say that...I think ...

- 2 argue, introduction
- 3 pointing, supporting body paragraph
- 4 put, supporting body paragraph;
- **5** reason, supporting body paragraph
- 6 true, opposing opinion paragraph

#### 8 Revision

#### Exercise 1

- 1 credit
- 2 withdrawing
- 3 debt
- 4 waste of money
- **5** exchange
- 6 ran; walked
- 7 change

## Exercise 2

- 2 slogan
- 3 advertising
- 4 jingle
- 5 spam
- 6 sense

#### Exercise 3

- 2 I took photos while the actors were being interviewed.
- **3** Your steak is being cooked at this very moment!
- 4 Are a lot of shoes made in Portugal?
- **5** Ads for smartphones are often aimed at teenagers.
- **6** The first commercials shown on TV weren't very sophisticated.
- **7** Can something be done about this now please?
- 8 I wonder if these jeans could be exchanged for another pair?
- **9** Twenty new jobs in advertising will be created next year.

#### Exercise 4

- 2 Can we have/get our house decorated this time?
- **3** He has/gets his schedule managed by his personal assistant.
- **4** She had/got her back massaged so she's much better now.
- 5 I'm going to have/get my bike fixed today because I have no time.
- 6 Have you ever had your hair dyed?
- 7 Will you have/get your hard disk replaced?

## Exercise 5

# St Petersburg

Beautiful, complex and imperious, with a **creative** temperament, St Petersburg is the ultimate Russian diva. From its early days as an **uninhabited** swamp, the 300-

CREATE

year-old city has been nurtured by a succession of **rulers**, enduring practically everything that history and nature's harsh elements could throw at her. Constantly in need of repair but with a carefree party attitude, Piter (as she's **affectionately** known by locals) still seduces all who gaze upon her grand facades, glittering spires and gilded domes. Such an environment has inspired many of Russia's greatest **artists**, including Pushkin, Gogol, Dostoevsky, Rachmaninoff, Tchaikovsky and Shostakovich.

The long summer days of the White Nights season are **particularly** special - the fountains flow, parks and gardens burst into colour and Piter's citizens hit the streets to party. With a little **preparation**, though, the icy depths of winter have their own magic, and are the perfect time for warming body and soul in all those museums and palaces.

# INHABITED RULE

**AFFECTIONATE** 

ART

**PARTUCULAR** 

**PREPARE** 

## Exercise 6

- 2 had my eyes tested
- 3 are fully booked
- 4 was put up
- 5 she was in the red
- 6 has been charged ten pounds
- 7 advertising should be banned
- 8'll have my hair dyed

## Exercise 7

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

#### **Russian files**

#### Life skills

#### Exercise 4

- 1 rotating bench: after it rains, you can turn it around so as to sit on a dry surface
- 2 a chair with a V-shaped cut for your bag
- 3 coloured shop baskets that customers can choose depending on whether they need help

- **1** False: 'anyone can develop their creativity and become good at coming up with new ideas.' 'So don't think you're not a creative person, you can learn to be one.'
- 2 True: 'failure is actually necessary for eventual success.'
- **3** False: 'We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea.' 'Don't wait for a sudden flash of inspiration.'

**4** True: 'creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important.'

**5** True: 'The enemy of creativity... is to continue in our old routines and use the same logic as we have always done.' 'We need to develop... 'lateral thinking' and learn to look at problems in different ways.'

6 False: 'it's not enough just to have some good ideas, you need to put them into practice, too.'

**7** False: 'it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.'

#### Exercise 8

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

#### Unit 9

## Exercise 4

- 1 the past
- 2 yes; yes
- **3** Past Perfect; would + have + past participle
- **4** When the 'if' clause is first, we always separate the clauses with a comma.

#### Exercise 5

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

#### Exercise 6

- 3 couldn't/wouldn't have warned
- 4 hadn't recognised
- 5 hadn't believed
- 6 might not have warned
- 7 would have drowned
- 8 hadn't been
- 9 had had
- 10 would she have

#### Exercise 7

- 2 If the boys and their coach had read the sign, they wouldn't have gone into the cave.
- **3** If rescuers hadn't found the boys' bikes and shoes, they wouldn't have known they were in the cave.
- **4** If the exit hadn't been blocked by water, the boys wouldn't have been trapped.
- **5** If the boys had known how to dive, the rescue would have been faster.
- 6 If the boys hadn't been assisted by rescuers, they wouldn't have been able to swim out of the cave.

## Unit 9B

2 tornado
3 flood
4 volcanic exploration
5 avalanche
<b>6</b> earthquake
<b>7</b> drought
8 forest fire
Exercise 2
anew TV series on surviving disasters
Exercise 3
2 under
3 stand
4 high building
5 away
6 are driving
7 bridge
Exercise 4
<b>1</b> b
<b>2</b> c
<b>3</b> c
<b>4</b> a
<b>5</b> b
Exercise 5
2 shook
3 panic
4 drills
5 evacuate
6 flames
7 destruction
8 victims
9 survivors
10 trapped
11 rescue
12 ruins
Unit 9C
Exercise 1
dropping litter, people throwing rubbish on the ground, etc.
anopping need, people anowing rabbish on the ground, etc.
Exercise 2
tourists/visitors to Bear Peaks; on a resort website, in a tourist information centre, on a sign in a car park
or at the start of a mountain trail, etc.
Exercise 3
1 to avoid damaging the environment  2 leave rubbish, start fires, make poise, leave the marked paths, let dogs off their leads, collect eggs
<b>2</b> leave rubbish, start fires, make noise, leave the marked paths, let dogs off their leads, collect eggs, pick flowers, etc.
pick nowers, etc.

- **3** in recycling bins (in the village)
- **4** drinking straws, plastic bags, plastic cutlery and plates, water bottles, etc.
- 5 don't scream and shout, don't play music, don't use noisy vehicles (4x4s, motorbikes, etc.)
- **6** take public transport, walk round the park instead of driving, etc.

Verbs	Adjectives
1 sustain	sustain <b>able</b>
2 dispose	dispos <b>able</b>
3 reuse	reusable
4 avoid	avoid <b>able</b>
5 think	thoughtful
6 help	help <b>ful</b>
7 harm	harm <b>ful</b>
8 waste	wasteful
9 respect	respect <b>ful</b>

#### Exercise 5

- 2 thoughtful
- 3 wasteful
- 4 disposable
- 5 wildlife
- 6 harmful
- 7 Reusable
- 8 single
- 9 sort
- **10** dispose
- **11** respectful
- 12 impact
- 13 guidelines

## Unit 9D

#### Exercise 1

- **1** B
- **2** C
- **3** A

#### Exercise 2

- **a** 2
- **b** 1
- **c** 3

- 1 a)sentence 2;
- b)sentence 3;
- c)sentence 1
- **2** To express a regret in the present, we use the Past Simple. To express a regret in the past, we use the Past Perfect. To express a desire for the future, we use 'would'.

# Exercise 4 1 B; had never left 2 C; could 3 A; were 4 C; hadn't left 5 B; had 6 A; would stop

#### Exercise 5

I wish/If only the snow wasn't so deep. I wish/If only I'd stayed at home. I wish/If only I'd never climbed up here. I wish/If only someone would help me get down. I wish/If only it wasn't so crowded here. I wish/If only the others would go away.

## Exercise 6

- 2 wasn't
- 3 didn't weigh
- 4 would stop
- 5 had gone
- **6** were
- 7 could
- 8 hadn't run
- 9 would stop

#### Exercise 7

## Possible answers:

- 2 I wish/ If only I didn't have to share a room with my brother.
- 3 I wish/ If only my sister would stop borrowing my things.
- **4** I wish/ If only I hadn't painted my room black.
- **5** I wish/ If only I wasn't/weren't allergic to cats.
- **6** I wish/ If only we hadn't forgotten to take some food with us.
- **7** I wish/ If only the neighbour's dog didn't bark/ would stop barking at night.

## Unit 9E

#### Exercise 1

## **Possible answers:**

2 a tent, sleeping bags, a torch, food and drink, a camping stove, mosquito repellent, etc.

#### Exercise 2

**1** Amber scares Faith (with the torchlight on her face). Faith spills soup on Amber's sleeping bag. / It's very cold and they can't sleep. They get scared by noises from outside the tent. The batteries die on the torch and it's very dark. Faith gets scared by what she thinks is a spider but is just Amber's hair. They get scared as something or someone approaches the tent. (It's Amber's mum).

2 In Faith's garden.

- **2** c
- **3** f
- **4** b
- **5** d
- **6** e

The letter 't' is not pronounced.

#### Exercise 5

- 1 negative
- 2 positive
- 3 positive
- 4 negative
- 5 positive
- 6 negative
- 7 negative
- 8 positive

#### Exercise 6

- 2 nothing we can do
- 3 was stupid of
- 4 the end of the world
- 5 wish I had brought
- 6 use crying over spilt milk

## Unit 9F

#### Exercise 1

- 1 Off the west coast of Scotland, in the Inner Hebrides.
- 2 The slate industry died, so there weren't any jobs on the island.
- **3** There are over 70 inhabited houses, so there are probably over 100inhabitants.

#### Exercise 2

It could show them a place where they would like to live.

## Exercise 3

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

#### Exercise 5

He doesn't respect points 1–5.

- 1 He doesn't mention all the key points, e.g. there's no information about Easdale, not even the name; no reasons for going there: the music video or the video the islanders made; no information about what the woman does on the island.
- **2** He gets some key points wrong: she didn't leave London just because of a bad trip to work; he suggests she likes the island despite the fact there are no cars when that is probably something she likes about it.
- **3** He mentions unimportant information and minor details: the similarity of the woman's name with a footballer's; the fact she had a dream.
- **4** He repeats information: a bad trip to work; especially the nightlife.
- **5** He doesn't always rephrase the text: 'She was born and bred in London and she always loved the hustle and bustle of the big city'; 'she sometimes dreams of London, especially the nightlife.'

#### Exercise 7

Urban life: trendy boutiques, vibrant nightlife, commute, crowded and noisy, fumes, tower block

Rural life: winding path, breathtaking scenery, picturesque cottage, peace and quiet, isolated Both: sense of community, tight-knit community Exercise 8 2 a picturesque 3 vibrant nightlife 4 trendy boutiques 5 hustle and bustle **6** breathtaking scenery 7 winding path Unit 9G Exercise 2 2 recycled building materials 3 modest size 4 Geothermal heating 5 rainwater collection **6** Solar panels 7 Sensor lights Exercise 5 «You and I», «Clean energy and no bills – sounds good, right?», "If so, you'd probably like the sensor lights in my uncle's house." Exercise 6 2 have 3 are 4 how 5 can 6 what Exercise 7 1 Energy efficiency is high because the house has solar panels and geo-thermal heating. (reason) **2** Each room also has specially chosen plants in order to clean the air. (purpose) 3 It's also the perfect place to grow food inexpensively since a rainwater collection system provides the water. (reason) 4 However, instead of dreaming of a more sustainable world, let's build it together so that future generations can be proud of us. (purpose) Exercise 8 1 so that 2 because 3 in order to 4 since **5** as 9 Revision Exercise 1 1 flames 2 panic 3 trap

- 4 wasteful
- **5** scenery
- 6 community
- 1 The others are connected to water.
- 2 The others are natural disasters.
- 3 The others are people.
- 4 The others are positive.
- **5** The others are connected to natural disasters.
- **6** The others are connected to geography.

- 1 energy
- 2 panels
- 3 quiet
- 4 nightlife
- **5** respect
- 6 noise
- 7 harmful
- 8 sort

#### Exercise 3

- 2 wouldn't have missed
- **3** had arrived
- 4 could have learnt
- 5 wouldn't have fallen
- 6 hadn't been
- 7 hadn't had
- 8 wouldn't have broken
- 9 might have gone

## Exercise 4

- 2 I wish/If only my neighbours didn't/wouldn't argue all the time!
- 3 I wish/If only I didn't live in the city!
- 4 I wish/If only I'd asked them to pick up the litter/pick it up!
- 5 I wish/ If only people couldn't drive in the city.
- 6 I wish/If only I could swim!
- 7 I wish/If only I'd studied for the Maths test!

#### Exercise 5

# Yasnaya Polyana

Located 14km south of central Tula, Yasnaya Polyana is a 'typical Russian estate' of the late 19th century, this is exactly where Leo Tolstoy, author of War Peace and Anna Karenina, was born, lived most of his life and is buried. Of Yasnaya Polyana, Tolstoy wrote: "All built here was not only solid and comfortable, but also very elegant." The same is true about the beautiful park he laid out near the house. Beyond the addition of a few helpful signs, little has probably changed since that time.

TYPE EXACT

COMFORT BEAUTY HELP A long birch-lined avenue leads from the **entrance** to the whitewashed, **modestly** proportioned Tolstoy House, where the great **writer** lived and worked. The rooms have been kept just as they were in 1910, with **portraits**, books, furniture and even some of Tolstoy's clothes laid out.

ENTER
MODEST
WRITE
PORTRAY

## Exercise 6

- **1** d
- **2** c
- **3** c
- **4** b
- **5** b

## **Russian files**

#### Life skills

Exercise 3

- **1** B
- **2** A

Exercise 4

- **1** A
- **2** B
- **3** B
- **4** A
- **5** B
- **6** A

## Exercise 5

1 Text A: to help raise money for research.

Text B: to inform readers about a scientific development.

- **2** In text B, yes. It shows the floating barrier.
- **3** A is fake.
- informal style often directly addressing the reader

Hey – check this out!

Unbelievable!

That's where you come in.

Find out more about how YOU can help

• judgmental language

A really simple answer

these clever students

• vague or non-existent sources

created by students

a university in the south of England

says Sally Smith

says an expert in ocean plastics, Mary Waters.

• wild claims

It would only take six months to completely clear the oceans of plastics.

· asking for money

Donate now!

by clicking here.

B is real.

- diversity of opinions (both for and against)
- neutral language including passives

are estimated to be

is expected to remove

will not be known

• verifiable sources

Dutch inventor, Boyan Slat

modest claims

The efficiency of the system will not be known for a few years.

**4** Search online for the names of the people mentioned in the texts to see if the same stories are repeated in reputable sources.

#### Exercise 6

#### Suggested answers:

- **1** Fake news are news stories that are especially written to mislead and misinform. The term also refers to news which contains factual errors and misleading images.
- **2** People can earn a lot of money from advertising by putting sensationalist content online.
- **3** Fake news is often used to spread rumors and misinformation to damage the reputation of a political opponent.
- **4** The internet has made it easier and faster to spread false information.
- **5** It's a fake news story about a celebrity singer who refused to give money to charity. It turned out that story was written and spread by a fan of another musician in order to reduce the sales of a new music album.

## Exercise 7

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

## **Culture spot 1**

#### Exercise 1

A china cup C scones I straws F tea bags E tapioca balls B tea cosy D teapot G tea strainer H three-tier stand

## Exercise 2

**1** B

**2** B **3** A **4** B **5** A **6** C Exercise 3 **1** G **2** E **3** A **4** D **5** F **6** B Exercise 4 **2** c **3** a **4** b **5** d Exercise 6 1 X 2 √ 3 **X** 4 √ 5 **X** Exercise 7 2 squeeze 3 slurp 4 sip 5 stir **6** spill **7** boil 8 gulp **Culture spot 2** Exercise 2 Liverpool: A, B, C Manchester: F London: D, E Exercise 3 1 T 2 F; The Merseybeat sound was named after the river Mersey. 3 F; The Rolling Stones were part of the later British Invasion of the USA. 4 F; It was called 'baggy music' because of baggy jeans. 5 F; It is now a block of expensive flats.

- a 2
- b 1
- с3
- 2
- a DL
- b AL
- c SZ

## Exercise 5

- 2 household
- 3 show
- 4 strong
- **5** rising
- 6 top
- **7** go
- 8 stand

# My culture 1

## Exercise 5

- 1 rival
- 2 orbit
- **3** fascinate
- 4 a huge source
- 5 momentous occasion
- **6** turbulent times

## My culture 2

## Exercise 4

- 1 gazed
- 2 vital
- 3 rapids
- 4 test her mettle
- **5** trotted
- 6 meandered
- **7** gear
- 8 traverses

## My culture 3

- 1) I'll reveal all about her **murky** past.
- 2) They **strew** toys all over the carpet.
- 3) The lake serves as a <u>recreation area</u>. You can spend your free time there.
- 4) I'll <u>tackle</u> this difficult task. I can solve such tasks quickly.
- 5) He is pretty **savvy**.

# 6) A 'quarry' means stone pit.

# My culture 4

## Exercise 2

- 1 Khongor (Kalmykia) D
- 2 Kullervo (Karelia) B
- 3 Shatana (Caucasus) C
- 4 Ural-batyr (Bashkiria) A
- 5 Iliya Muromets (Russia) E

#### Exercise 4

- 1) Being king to one another is a great exploit.
- 2) She was a leading **protagonist** in the civil rights movement.
- 3) She claimed she had been **mistreated** by the police.
- 4) Don't trust him, he is malicious person.
- 5) The priests **dedicate** their lives to God.
- 6) In folk chants heroes beat villains.

## Literature spot 1

#### Exercise 2

to witness an experiment with a model time machine

## Exercise 3

- **1** F
- **2** G
- **3** E
- **4** C
- **5** A

## Exercise 4

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

- 2 swung
- **3** peered
- 4 presumed
- **5** extended
- **6** indicated
- 7 pressed
- 8 recovered

- **1** absolutely
- 2 tiny
- **3** delicately
- 4 genuinely
- 5 subtle

## Literature spot 2

#### Exercise 2

- 1 The characters are funny and clever / learn a lot about Victorian England.
- 2 It's Dickens' last book. It's not finished.
- **3** It's a detective story and we'll never know the answer.

#### Exercise 3

- **2** 200
- 3 drood
- 4 (UK) university
- **5** 15,000
- **6** Jasper
- 7 Rosa

## Exercise 4

- 1 The choirmaster is out at night with Durdles.
- 2 It can melt/dissolve a body.
- **3** to explain why the streets are empty
- 4 Durdles has a key.
- **5** He dreams of footsteps, something touching him, something making a noise on the floor and of time passing.
- 6 that so much time has passed

#### Exercise 5

- 2 clinked
- **3** creep
- 4 glanced
- **5** descends

## Exercise 6

5

- Durdles points out a mound of quicklime put a body in and it gets eaten up.
- Jasper could have used Durdles' keys to let himself into some tombs thinking about secreting a body there.
- Note: The only thing not dissolved by quicklime is gold possibly the gold ring is to be found later?
- Durdles drinks from a bottle Jasper gives him possibly sleeping potion he falls asleep very quickly.
- Jasper smiles at the end.

#### Exercise 7

## Suggested answers:

- 1 It makes the reader think that the movement is like an animal looking for food, not human.
- 2 'Strikes' implies hitting hard, not softly that it's a strong light.
- **3** The light makes a pattern that looks like a path long, like a roadway.
- **4** The footsteps don't just stop suddenly but get softer and softer as the person walks further and further away.

5 It implies that a person is trying to find something in the dark, with their fingers.
6 It shows how deeply asleep the man was – also gives a ghostly impression of the situation.
7 'Gathers' implies that his arms and legs are stretched out in different directions and that he needs to bring them all back together again before rising.
Watch and reflect

1

## Exercise 2

- **1** T
- **2** F
- **3** F
- **4** T
- **5** F
- **6** T

## Exercise 4

- 2 bursting
- 3 shoot
- 4 door
- **5** sunshine
- 1 whose image is used to advertise the products
- 2 has got a lot of energy
- 3 a professional takes for a magazine or other publication
- 4 it easier for them to do different things
- 5 makes them feel happy

2

## Exercise 2

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

## Exercise 4

- 2 spread
- 3 frees
- 4 precise
- **5** react
- **6** creatively

3

- **2** 4, 12
- **3** 2
- **4** 30
- 5 2 (full) days

### 3 encouragement, medical 4 nutrition 5 endurance 6 achievement Exercise 2 2 London, Wellington 3 tourists 4 1,200 years old (twelve hundred years old) **5** meeting 6 (new) experience Exercise 4 2 off the beaten track 3 move back to 4 at the crack of dawn **5** hit the road 6 perspective as a tourist 5 Exercise 2 2 shapes and designs **3** 3,500 years ago 4 both (an artist and a craftsman) **5** in the 14th century 6 his tools and clock parts 7 months Exercise 4 2 creativity, innovation **3** determination 4 competitive 5 influential 6 iconic Exercise 2 1 small unimportant lies 2 half a second 3 weren't 4 the same **5** develop children's imagination 6 good reason to lie Exercise 4 2 twist 3 dilemma 4 line

Exercise 4 **2** hilly

**5** root 6 trouble 7 brain 7 Exercise 2 1 the real world look like a painting 2 Lisa **3** they're only temporary 4 feels he's a part of **5** in many countries 6 doing something new Exercise 4 **2** toe 3 bold, shadow 4 dimensional **5** canvas 6 exhibits 7 boundaries 8 standards Exercise 2 **1** F **2** T **3** F **4** T **5** T **6** F Exercise 4 2 rent 3 booking 4 pick **5** fortune 6 boost 9 Exercise 2 1 Wales 2 history, language and music **3** sea 4 North Wales **5** sixteen 6 heels, skirts Exercise 4 2 reconnect

3 vibrant

### 4 detached **5** pace, quality **Grammar Reference and Practice** 1 Exercise 1 2 working 3 sets 4 work 5 are working 6 don't work 7 assist 8 're designing 9 shows 10 are wearing 11 never wears 12 looks 13 Are you having Exercise 2 1 I don't understand 2 √ 3 √ 4 √ 5 I have 6 do you think

7 I know 8 √

Exercise 4

Exercise 5
2 the
3 the
4 a
5 a
6 a
7 Ø
8 a

1 -2 the 3 a 4 the 5 -6 a 7 -8 -9 -10 -11 the

**9** the **10** the **11** the **12** a **13** the **14** a **15** ø **16** Ø Exercise 6 **1** Ø 2 a; the 3 the; the **4** a; a; ø 2 Exercise 1 1 've been playing 2 've been studying **3** Have you ever flown 4 have you been, have been trying, haven't heard, 've been listening 5's been printing,'s broken Exercise 2 1 haven't been working 2 's had two 3 haven't finished 4's broken down 5's been playing 6 've been Exercise 3 1 since **2** for **3** for 4 for **5** since 6 for 7 since 8 for **9** for **10** since Exercise 4 1 use 2 playing 3 doing 4 going 5 living **6** to be

```
7 to achieve
8 to live
Exercise 5
a to have
b wasting
2
a changing
b to get
a to design
b switching off
a giving up
b to inform
5
a to bring
b meeting
a to scan
b jogging
3
Exercise 1
1 won
2 lost
3 discovered
4 had used
5 was trying
6 left
7 didn't want
8 had used
9 told
10 was answering
Exercise 2
2 After
3 Just
4 until
5 By the time
6 Once
Exercise 4
(both forms correct in 1, 3 and 5)
1
2 never used to like
3
4 swam
6 did you use to believe
```

- 2 often watched
- 3 used to/would spend
- 4 used to think
- **5** fell
- **6** started
- 7 used to go
- 8 became

### 4

### Exercise 1

- 2 to be able to
- 3 had to
- 4 will be able to
- 5 Did you have to
- 6 was able to
- 7 have been able

### Exercise 2

- 1 can; may
- 2 may; can
- 3 mustn't; can't
- 4 may; can
- 5 have to; must
- 6 mustn't; may not
- 7 ought to; should
- 8 may; can
- 9 can; may
- 10 must; have to

### Exercise 3

- 1 can fly a plane
- 2 mustn't stand
- 3 may I sit
- 4 should take
- **5** have to switch off
- 6 need to/will need to

### Exercise 4

- 1 -
- 2 whose
- 3 which
- 4 whose
- **5** which
- 6 why

1 C **2** D **3** B **4** E **5** A Exercise 6 1 The canoeing holiday that we went on last August was a great adventure. 2 Rod, whose flight was overbooked, had to take another plane. **3** Liz, who is a good driver, agreed to drive all the way to Paris. **4** The air that we breathe every day is very polluted. **5** The man whose car has been stolen is answering the police officer's questions. 6 The new parking area which is next to the school building is always full. 5 Exercise 1 2 am having 3 starts 4 are you applying 5 Are you going to spy/Will you spy/Will you be spying 6 will analyse/am going to analyse 7 will enjoy 8 will be 9 am seeing 10 probably won't keep 11 will celebrate Exercise 2 1 won't 2 will buy 3 about to 4 likely to 5 won't 6 'll help Exercise 3 2 will have already found 3 will be working 4 will be earning 5 will have been promoted 6 will be managing 7 will be queuing Exercise 4 1 will be doing 2 will (you) have finished 3 won't be using/won't use 4 will be raising, will have finished 5 will be trekking 6 will have retired

- 7 will be taking 8 won't have updated Exercise 5
- 2 will have checked into the student hostel
- 3 will be sightseeing the Old Town
- 4 will have gone back to the hostel
- 5 will be Having dinner
- 6 will be walking to Petrín Hill
- 7 will be having lunch in the Old Town, will have finished
- 8 will have come back home

- 1 slept more, you would not be
- 2 would fall in love if I found
- 3 win the competition, we will go
- 4 went out more, you would have
- 5 were you, I would not look
- **6** spoke (more) clearly, I would be able
- 7 aren't late, you won't fall out

#### Exercise 3

- 2 gets
- 3 borrow
- 4 tells
- 5 finish

### Exercise 4

- **2** We'll call our parents as soon as we arrive at the campsite.
- **3** You can borrow my bike as long as you promise to give it back tomorrow.
- 4 I will take care of your cat Kiko provided you leave enough food for it.

### 7

### Exercise 1

- 1 admitted
- 2 predicted
- 3 told me
- 4 pointed out
- 5 added
- 2 their video would go viral the following /the next week
- 3 the new season of that show had been a hit since the previous week's premiere
- 4 more and more teenagers were watching films with English subtitles
- 5 the missing child had been found there, in Brighton

- 2 could not imagine
- 3 had been
- 4 had got tired of
- 5 loved

- 6 wanted
- 7 could perfectly understand
- 8 should do
- 9 had put (his phone) away
- 10 had started talking
- 11 must be/had to be
- 12 was still
- **13** had

- 1 my friend what time the show was on
- 2 what I had said to the reporter
- 3 whether I had watched all of the episodes
- 4 if I wanted to write a news report for the school paper
- 5 what she was interested in

### Exercise 4

- 1 why they had changed the name of the play into Great Adventure.
- 2 if the art teacher had asked them to do it or it had been their idea
- 3 how many people hadcome
- 4 if they had heard back from the manager of the shelter
- 5 if she would be able to see the play one day
- 6 if she was going to share the video from the event online
- 7 when she was planning to come and visit her

### 8

### Exercise 1

- 1 is being baked
- 2 should be banned
- 3 can't be
- 4 was given
- **5** were
- 6 has been shared
- 7 were still being unloaded

### Exercise 2

- **1** a
- 2 was the first hamburger made; c
- 3 are sold; a
- 4 is used; b
- 5 has been chosen; c
- 6 can the world's largest teddy bear collection be found; a

- 1 was launched
- 2 is visited
- 3 are listed
- 4 was bought
- 5 have been made
- 6 was bought

- 7 are added/are being added
- 8 can be made
- 9 will be used

- 1 I had my front tooth taken out
- 2 have had our flat redecorated
- 3 am going to have my hair dyed
- 4 should have their company account on social media managed
- 5 have never had my shopping delivered
- 6 has her house cleaned
- 7 had your ears pierced

#### Exercise 5

- 1 had/got your room painted
- 2 am having/getting a new dishwasher installed
- 3 Have you had your garden tidied
- 4 have/get my suit cleaned
- 5 have/get the car washed

We cannot use get in sentence 3.

### 9

#### Exercise 1

- 2 had reached
- 3 would have missed
- 4 hadn't learnt/learned
- 5 wouldn't have been
- 6 wouldn't have got
- 7 hadn't begged
- 8 wouldn't have put
- 9 could have held
- 10 had asked
- 11 hadn't found
- 12 would have finished

### Exercise 2

- 1 hadn't been destroyed, would have been
- 2 the weather had been, would have taken
- 3 would/could have drowned, hadn't swum
- 4 have got hurt, hadn't left
- 5 hadn't caught me, have broken
- 6 wouldn't have been flooded, hadn't been

- 1 If you hadn't lost your wallet, you would've had much more fun on your last vacation.
- 2 What could have happened to life on Earth if dinosaurs hadn't died out?
- 3 What would have happened if Columbus hadn't discovered America?

<b>4</b> If you had met your favorite actor on your way to school today, what would you have said to him her?
Exercise 4
1 had looked after your flowers
2 didn't have to do the washing up
3 would remember my birthday
4 wouldn't bring plastic bags from the supermarket
5 could cook like a chef
6 hadn't spent a fortune on this/my new mobile phone
Exercise 5
1 wish my dog could
2 only we hadn't forgotten
3 wish I had learnt/learned
4 wish you would sort
5 only I had more time
6 wish you wouldn't play your
7 hadn't said that
Exercise 6
1. could meet
2 had
3 wouldn't do
4 hadn't done
5 would not ask
Use of English 1-9
Unit 1
Exercise 1
2 hardly ever gets
3 are getting
4 take part in
5 are coming back into style / are in style again
6 wants to set up
7 does this handbag belong
8 look up

### Exercise 2 1 confidence **2** appearance 3 less 4 matters 5 stylish 6 is changing Unit 2 Exercise 1 1 knowledge 2 creation/creations 3 disorder/disorders 4 disagreement 5 requirements 6 responsibility 7 achievements 8 entrance Exercise 2 **1** b **2** a **3** c **4** b **5** a **6** c Unit 3 Exercise 1 1 had already finished 2 used to order a meal/meals 3 was working out in the gym 4 was trying to set fire to 5 did you use to play 6 didn't/did not qualify for the final(s) 7 soon as the teacher entered 8 gave up junk food Exercise 2 **1** a **2** c **3** c

4 b 5 b 6 c 7 a
Unit 4
Exercise 1
1 switch off their laptops
2 has been able
3 to take
4 allowed to
5 didn't have/need to
6 (which) I borrowed/borrowed
7 whose bike helmet
Exercise 2  1 on
2 able 3 off/out 4 this 5 this 6 should/may 7 have/need 8 the 9 soon
Unit 5
Exercise 1
1 will have carried out the project
2 is about to enter
3 get down to work
4 have to hand in our/ the essays
5 will be sitting an exam
6 are likely to go
7 is going to drop out of
Exercise 2
<ul><li>1 challeging</li><li>2 flexibility</li><li>3 effectively</li><li>4 organisational</li><li>6 strength</li></ul>

7 efficiency 8 weakness
Unit 6
Exercise 1
1 c
2 b
3 c
4 a Exercise 2
1 lose 2 the 3 as 4 unless 5 point 6 if/when 7 would 8 it 9 will 10 it 11 into 12 hurt 13 on
Unit 7
Exercise 1
1 are always a sell-out
2 took off
3 promised to give him/Peter / promised him/Peter
4 asked me whether I wanted/wanted to know whether I'd like
5 Pam not to forget/her not to forget
6 pointed out that the news
Exercise 2 1 d 2 a 3 b 4 d 5 a 6 c 7 c

Unit 8

4 b Exercise 2 2 the best students will be offered 3 am getting the washing machine fixed 4 to have your old mobile repaired 5 have just been asked to sing Exercise 3 1 it 2 who/that 3 their 4 out **5** to **6** be **7** pay Unit 9 Exercise 1 2 had not forgotten 3 wouldn't leave dirty dishes 4 helpful for 5 to reduce emission 6 is peaceful 7 have left the water running Exercise 2 2 destruction 3 motorcyclists 4 reusable **5** totally 6 harmless **7** containers **Revision Unit 1-9** Exercise 1 2 got away with 3 might/may/could have left 4 must have been wearing 5 is looking into

1 b

2 c

3 c

- **1** b
- **2** c
- **3** a
- **4** b
- **5** a
- **6** c
- **7** d **8** b

Exercise 3

### Western European Russia

The lush green countryside of Western European Russia, home to some of the nation's earliest settlements, is crucible of Russian culture. Impressive kremlins (stone fortresses) and fairy-tale onion-domed churches rise over towns such as Veliky Novgorod, Pskov, Smolensk and Tula, offering visual history lessons and memorable vistas. The area was the birthplace and home of many of Russia's cultural outstanding **personalities**, from author Fyodor Dostoevsky to the **composer** Mikhail Glinka. In Mikhailovskoe, Pushkin's ancestral estate, you can stroll along the serene lake that inspired the nation's most revered poet. The estates of Leo Tolstoy and Ivan Turgeney, near Tula and Oryol **respectively**, also offer serene slices of rural life. This region welcomes a great number of travelers, so you can expect to be greeted with friendliness and hospitality by local.

SETTLE IMPRESS

**MEMORY** 

PERSONAL COMPOSE

RESPECTIVE

**FRIENDLY** 

- 1. ....person who did not congratulate...
- 2. .... neither Masha nor she likes.....
- 3. .... repair the house yourself.....
- 4. .... a ten-minute walk...
- 5. to behave yourself....
- 6. .... doing her homework by herself...
- 7. ...are not many people who.....
- 8. ..... with someone else's rucksack......
- 9. ..... the whole morning painting.....
- 10. ....little knowledge......
- 11. ....both the written and the oral.....
- 12. .... on her own waiting for.....

```
13. ....is not anybody who......
```

- 14. ....only country she has not.....
- 15. ....first inhabitants of Australia....
- 16. ....could call him any time.....
- 17. ... and play somewhere else....
- 18. .... few chefs who can make......
- 19. ... not only her relatives but .....
- 20. ... only thing he has not....
- 21. ... had no luck.....
- 22. .... is a three-hour climb.....
- 23. .... takes much after.....
- 24. ... gave me the word that.....
- 25. ... felt as relaxed as .....
- 26. ... cannot do any better ....
- 27. ... the cheapest sofa to.....
- 28. .... as many students as ....
- 29. ... you happen to know ....
- 30. ... to go in for ....
- 31. ... as if someone had added.....
- 32. ...the kitchen the way you.....
- 33. ... such a crowded museum that.....
- 34. because of the.....
- 35. ... as a result I had.....
- 36. ... fell for Mary ...
- 37. ...would get away with...
- 38. .....to put me up....
- 39. .... to work out a way
- 40. ... turned out to be....
- 41. ... cut down on eating....
- 42. ....had run out of....
- 43. .... had no opportunity to....
- 44. ... wonder if you could open.....
- 45. ... to avoid being recognized...
- 46. ...to leave out ...
- 47. ... had no intention of hurting
- 48. ... no time did Mary suspect...
- 49. ... do not mind as to....
- 50. ....found the solution to ....
- 51. .... indebted to her family.....
- 52. ....is proud of her....
- 53. ....is not very keen on....
- 54. ....went to trouble....
- 55. .... my knowledge.....
- 56. ....is in charge of.....
- 57. ....was more tiring than....
- 58. ....began to play professional soccer.....
- 59. ...decided to get away with......
- 60. ...was about to burst into....
- 61. .... should you use this.....
- 62. .....is made up of....

63. .....have not been in touch ...... 64. ...has never used ...... 65. ...although he earns... 66. ....had been looking through .... ...unless you have..... 67. 68. ....did she find out..... 69. .... no doubt he has..... 70. ...they would spend.... 71. .....was going to bake...... 72. ....is not used to walking...... 73. ....had left before opening..... 74. ....long ago did you graduate.... 75. .....funniest story I have ever..... 76. ....him taking so long .... 77. ....were fascinated by..... 78. ...too spicy for me to ..... 79. ... cost her... 80. ....about taking the children... 81. ....since Roma last had...... 82. ....must have been.... 83. ....may need.... 84. ...in the mood to go... 85. ....that Sonia will get..... 86. ...believed to have broken..... 87. .....had better apologize..... 88. ....ages since I heard..... 89. ... too short to reach..... 90. ....just in time to catch.... 91. ...the owner of... 92. ....did my grandmother use... 93. ....provided I did not.... 94. ...at the age of ..... 95. ...not like ..... 96. ...is no doubt that... 97. ...live up to our... 98. ...is good at writing.... 99. .... although she is rather... 100. ...time Konstantin typed...

### Word list exercises

### Unit 1

Exercise 1

**1** c

**2** d

- **3** b
- **4** a

- 1 dark
- 2 overweight
- 3 casual
- 4 long
- **5** straight

### Exercise 3

- 1 down
- **2** up
- **3** up
- **4** in
- **5** up

### Exercise 4

- 1 heeled
- 2 aged
- 3 haired
- 4 dressed
- 5 built
- **6** shaven

### Unit 2

### Exercise 1

- 1 lifelike
- 2 gravity
- 3 think big

### Exercise 2

- **1** require requirement
- 2 propose proposal
- 3 exist existence
- **4** possess procession
- **5** interact interaction

### Exercise 3

- **1** the
- **2** ø
- **3** the
- **4** the

### Exercise 4

- **1 m**an-made
- 2 voyage
- **3 o**rganisms
- 4 waves
- **5 m**emory loss

### Unit 3

### Exercise 1 1 football pitch 2 athletics track 3 basketball court 4 squash court Exercise 2 1 bang **2** burn 3 pull 4 break Exercise 3 1 mis **2** un 3 un/dis 4 non Exercise 4 1 awake 2 home-grown 3 fizzy 4 free-range Unit 4 Exercise 1 Things to take on holiday: backpack, charger, earplugs, first aid kit, insect repellent, penknife, pocket guidebook, sunblock, torch, towel, travel adapter, travel pillow **Problems in cities:** air/noise pollution, busy street, exhaust fumes, rush hour, smog, traffic jam Exercise 2 1 off **2** off **3** off Exercise 3 **1** b **2** d **3** a **4** c Exercise 4 1 unattended 2 renewable 3 survival 4 safety

Unit 5

### Exercise 1 1 eager 2 behind 3 piles 4 pressure 5 hand 6 deadline 7 nasty Exercise 2 1 keep 2 pull 3 pick 4 come Exercise 3 **1** c **2** d **3** b **4** a Exercise 4 1 weaknesses 2 absent 3 temporary 4 high 5 blue-collar Unit 6 Exercise 1 1 break 2 give 3 talk 4 lose Exercise 2 1 shrug 2 shake 3 roll **4** lie Exercise 3 fall make get Unit 7 Exercise 1 Films and series: credit, dialogue, episode, feature length, screen time, season, spoiler, title sequence, trailer, adaptation, part/role, cast, costume, directing, make-up, plot, prop, scene, set

People: newsreader, organiser, spectator, publisher, critic, cast

### **1** d **2** e **3** a **4** b **5** c Exercise 3 1 make 2 attract; came 3 look 4 give Unit 8 Exercise 1 1 made of 2 spend; like 3 to bum 4 waste of Exercise 2 1 with **2** on 3 with **4** in **5** on **6** of Exercise 3 mystery word: credit 1 COMMERCIAL 2 RIPOFF **3** E-COMMERCE 4 DEBT **5** ID 6 TRANSCTION Unit 9 Exercise 1 **1** e

#### те

Exercise 2

**2** d

\_ u

**3** b

**4** c

**5** a

- 1 destruction
- 2 survivors
- **3** thoughtful
- 4 underwater

- 1 reduce
- 2 sort
- 3 minimize
- **4** keep

### STUDENT'S BOOK AUDIO SCRIPT

### Unit 1

# 1C LISTENING AND VOCABULARY

# 1.3 Exercise 3 and 5, page 7 R = Riley B = Blake C = Christine

- Welcome to Backstage, the podcast where we tell you the truth about working in the entertainment industry. I'm Riley Preston, and today I'm reporting from Channel 7 Studios, where we're spending the day with make-up artist Blake Russell. Blake, thanks for letting us follow you today.
- B: You're welcome.
- **R:** You're doing someone's make-up as we speak. Tell us, who's this and what are you doing?
- **B:** Well, Riley, Channel 7 are filming a new series at the moment and ...
- C: Shh!
- **B:** Ahem! I can't tell you anymore the details are secret but this is Christine, one of the stars.
- C: Hi.
- **B:** Christine has lovely smooth skin.
- **C:** Why, thank you, darling!
- But today we're preparing her for a scene where we see her character as a much older woman. So, I'm trying to make her twenty-fiveyear-old face look seventy!
- R: OK ... Wow, not that easy!
- So I'm adding some wrinkles, and giving her bags under the eyes. And I'm afraid, Christine, we're also giving you a double chin.
- C: Oh. Do you have to?
- **B:** At least you can wash it all off! One day you'll look like this all the time!
- C: Thanks a lot, Blake.
- You're welcome! Christine also has very full lips, so I'm ... we're making those look thinner. We also need to do something about these shaped eyebrows and long eyelashes, but I think we'll let her keep her lovely brown eyes.
- **C:** You see? Now he's just trying to make me feel better.
- R: So, Blake, you are clearly very good at what you do. Do you enjoy it?
- B: Well ... I mean ... I love it. You know, most of the time. The best part is the creative side of it. Yeah, and I really enjoy choosing and organising all the make-up and the equipment. I spend several thousand pounds a year on the stuff.
- Wow. And do you have any heroes in the business? I mean, anyone whose work you really admire?

- **B:** Oh, sure. Alessandro Bertolazzi. His work is just, well, incredible, really inspiring. The looks that he created for the Joker and Harley Ouinn are unforgettable.
- **R:** Mhm. And where do you see yourself in the future?
- **B:** Well, I've done a lot of TV, but not many films, so I'd really like to work on a film next, ideally one where the actors need to be completely transformed, so something like a superhero film or ...

### 1F SPEAKING

**1.7** Exercise 3, page 11

See 1 page 231

### Unit 2

### **2C VOCABULARY**

- 1.12 Exercise 4, page 22

  R = Reporter A-J = Science Museum visitors A-J
- **R:** What have you learned today at the Science Museum?
- A: I've learned that to invent something life-changing, or to do some truly original research, it's sometimes necessary to think outside the box.
- B: What have I learned? Oh goodness, so much, but my mind's gone blank. I guess I've learned that we should always think big, even if something seems impossible.
- C: I've learned that the planet is a living organism and we need to think seriously about how we treat it. Oh, and after seeing the part about industrial farming, I'll certainly think twice before I eat meat again.
- D: I loved the part about the gravity and how it affects our everyday lives. I've learned so much, and I've made up my mind that I want to study Physics.
- **R:** What have you enjoyed most about your visit?
- E: I've enjoyed everything. For example, there's a tiny world of cells that I know almost nothing about! I thought science was a bit dull but after today I've changed my mind.
- F: If you think museums are boring, this one will definitely make you think again. The section on radiation blew my mind.
- **G:** I'm not really a fan of science but I've enjoyed it. The part about the deep oceans and the water pressure down there was fascinating. I think a visit to any museum broadens your mind.

- **R:** Was there anything you didn't enjoy?
- **H:** Well, not really but ... oh yeah, stay out of the cafeteria. You can't hear yourself think!
- Hmm. Well, I didn't think much of the robotics exhibition. It seemed a bit dated.
- J: There was a lot of walking, which I don't actually mind, but some people might. Anyway, think ahead and wear comfy shoes and you'll be fine.

# 2E LISTENING AND VOCABULARY

- 1.15 Exercises 2 and 4, page 24
  P = Presenter SP = Simon Porter
- Science to Upload, the weekly science and technology podcast. I have in front of me what looks like a small space ship, or a large and scary mechanical insect. It is actually a drone, and it was designed and built by drone expert Simon Porter. Simon is here today to talk to us about the drone industry. Simon, you're only nineteen, but you are the founder of a drone club, and have been flying drones for many years.
- SP: That's right. I started when I was fourteen and it blew my mind.
  I knew straightaway it was the hobby for me. I fly using first-person view, so I put on these goggles, and I can see what the drone camera is seeing. Flying low at high speed, or up into the clouds feels and looks amazing.
- **P:** I'm sure. I'd love to try it. And, you also race drones.
- SP: Yes, in fact, drone racing is one of the areas where young people are leading the way. You may have heard of the UK's Luke Bannister. He's been racing model aircraft since he was ten, and became world drone racing champion when he was fifteen.
- P: Just fifteen?
- **SP:** Right, and he won a quarter of a million dollars when he became champion so, not too bad!
- **P:** Not bad at all! And of course, drones have many other uses, right?
- SP: Oh yes. There's aerial filming and photography. Switch on the TV these days and you don't have to wait long to see a shot taken with a drone. Drones with cameras are also used for map making. And then there's weather forecasting. And of course, the police use them to help with law enforcement; an eye in the sky kind of thing. Similarly, they are useful for search and rescue, looking for survivors during floods or after earthquakes.

- **P:** And what about commercial deliveries? Can you get your pizza delivered by drone yet?
- SP: Not yet, I'm afraid. There are a lot of legal procedures and requirements to be cleared up before commercial drone deliveries become a part of everyday life. However, we do already use drones to deliver blood and medical supplies to communities far from hospitals.
- P: And I have been reading that the drone industry is dominated by men. What about women in the industry, Simon?
- SP: Well, it is mostly men, that's true, but young women like Sally French are helping to provide balance. Sally runs a popular website called *Drone Girl*. She writes about developments in the drone industry and drone law. Privacy and safety are big concerns with drone use. Sally's a regular speaker at industry conferences on this and other drone related topics, and her articles have appeared in *The Wall Street Journal* and in *The Economist*.
- **P:** Good to know it's not all guys then. Thanks, Simon. Now, over to ...

### **1.16** Exercise 6, page 24

There are a lot of legal issues to be sorted out before commercial drone deliveries become a part of everyday life. However, we are already using drones to deliver blood and medical supplies.

### **2F SPEAKING**

**1.18** Exercise 2, page 25

See **6** page 233

### **REVISION 2**

### **1.20** Exercise 7, page 31

Good morning everyone. Tomorrow is the day we have all been waiting for. We're going to the Digital Age exhibition! I'd like to go over a few important points about the trip. Firstly, please don't forget to be at school for 7.15 because the coach is leaving at 7.30. I know some of you can't stand getting up before 7, but I think it's a good idea to leave early to avoid getting stuck in the traffic. Eight o'clock or 8.30 would simply be too late. However, I do have some good news! Tickets cost fifteen pounds, but entry is half price for groups like ours. Please make sure you have the right change. You need to bring some lunch money, too. Five pounds should be enough. The café at the exhibition centre is the best I've ever been to!

The exhibition is divided into different sections. I've prepared a worksheet about each, which I'll give out on the coach. Please remember to complete them. I'll also give you a feedback questionnaire to complete in school next week. Can you all please remember to switch off your mobile phones as you go in, too? This is because the exhibition centre doesn't allow people to take photos. Personally, I think phones are a distraction in general and I want you all to concentrate. Finally, I'm sure some of you think exhibitions aren't nearly as interesting as doing sport or playing a computer game. If I've just described you, think twice! This exhibition will blow your mind! It's very interactive. You will watch videos, meet robots and fly a drone! Unfortunately, we won't be able to see holograms due to technical reasons. There have been a lot of excellent reviews about it in the media this month, so I'm really looking forward to tomorrow and I hope you are too.

### **1.21** Exercise 8, page 31

1

Are you in search of a super-sophisticated new gadget? Then search no more. The XS5 watch phone boasts a 1.4-inch touchscreen and it has a top quality built-in speakerphone or you can use it with a regular headset. Unlike some of its cheaper competitors on the market, it has very advanced HD voice and video-calling features. You can enjoy calls with excellent sound and video quality. This dream phone is also slightly bigger than its competitors to enable easy screen navigation. It isn't the cheapest on the market by a long way, but you get what you pay for!

2

This is such a cool device. Press this little button here to start record mode. Can you see it? It can take photos too. You can either do this by using the icon on the touchscreen or by clicking here. But you can only do that if it's in manual mode. If you want to use the 'locator' function, use the icon that looks like a house. It's really very simple once you get used to it. Call or text me if you need more help.

3

The three-day Looking Forward conference came to a close yesterday. It was a great success yet again. This year the focus was on educational technology. Participants over the three days could choose from talks on a wide range of topics, from apps designed for using smart phones in schools to demonstrations of the latest interactive whiteboard software. One of the most popular talks was by James Drew, the Managing Director of Gadget City, a new company specialising in gadgets for the twenty-first century classroom.

4

### M = Man W = Woman

- **M:** How about getting a kitchen robot? Just think how much time it would save us every week.
- W: Well, I'm not sure if I want a machine to do our cooking. What's more, however good it is, I don't think it would replace home cooking.
- **M:** Remember that delicious pasta dinner we had at Janice's the other day?
- **W:** It was very tasty, I remember.
- **M:** Well, Janice didn't cook it and neither did Mark!
- W: How do you know?
- **M:** I saw their new robot at work!
- **W:** Alright then. I suppose it's worth considering for when we're really rushed off our feet.

### Life Skills 1-2

### **1.22** Exercise 3, page 32

Good morning everyone. Thank you for coming. I'm Gemma and today I'm going to be talking about school dress codes. The purpose of my talk today is to outline the reasons for not having a dress code at school. Firstly, I'll talk about freedom and individuality and then I'll say why I think not having a dress code can teach us important things that are useful in the future. As you know, our school is thinking about removing the dress code for students and this will affect all of us. I think it's a good idea and I'd like to explain why.

Let's start with the freedom of choice. So, what does a dress code tell us? Have a look at the first slide. Unlike rules about uniforms at school, which describe what we must wear, a dress code tells us what we can't wear. For example, our school authorities think that we shouldn't wear jeans with holes in them or very short skirts and shorts. However, the dress code doesn't consider any fashion or the fact that people have different styles and tastes! I believe that we are all unique and that we should have the right to wear what we want. The clothes we choose express our individuality and say a lot about our personalities. Let me give you an example. I was once sent home from school because I was wearing a neon bright yellow T-shirt with a skull on it. The colour was awful, looking back, but it showed that I am a person who likes standing out in a crowd! Anyway, it turned out that the school didn't approve of the skull on my T-shirt, and not my unfortunate choice of colour! I do not have to tell you how disappointed I was, because, after all, I had the right to wear it!

Let's move on to my second point. What can we learn from not having a dress code? Let's look at slide two. Dressing appropriately is an important lesson. We need to learn how to dress for different occasions. For example, would you wear the same clothes to a job interview as you would to a party? This is something we seem to know as we get older, and experiment with different styles and fashions. Naturally, we do make mistakes along the way - take me with my skull T-shirt - I stopped wearing it a few weeks later by the way - but we learn a lot from experiences like this. My third point is that apart from developing a sense of style, not having a dress code teaches us how to respect others. We learn not to judge people by appearances. We realise that just because somebody dresses in a certain way does not mean that this is how they are. For example, a person who likes very casual and even scruffy clothes is not necessarily disorganised or untidy. So, it is important to look past the clothes.

To conclude, I'd like to say that there are good reasons why students should be allowed to wear what they like to school. First of all, we have the right to express our individuality through the choice of clothing.

In addition to this, we should be allowed to make mistakes in order to learn how to dress appropriately in the future. Probably the most important thing to learn is that clothes do not define who we are as individuals. I hope you agree. Thanks for listening. Now, have you got any questions?

### (1) **1.23** Exercises 6–7, page 33

So, let's look at what we need to remember about body language when we're giving a presentation. Firstly, think about your posture. Stand facing the audience. Keep an open body position with your hands at your sides, shoulders back, heads up. Keep your hands still, and your feet too. Don't fidget! This can be very distracting. Also, stand in the centre of the stage or the room. Don't stand to one side of the room or behind the podium. Next, use gestures to involve the audience. The best speakers keep their palms open when they speak. Sometimes you can give the 'chopping' gesture when you want to make a point. Both hands moving down as if you're chopping or cutting something. Remember – don't point your finger at the audience as it can look aggressive! Thirdly, movement. It's good to move to keep the audience's attention but not all the time! Move forward when you make a new point and backwards when you're adding an example or comment.

Finally, facial expression. We know that eye contact is important - but don't stare at one person all the time. Scan the audience and hold eye contact with several people for a few seconds. You can use your face when you speak. When you raise your eyes, when you show interest, this makes the audience more interested in your message too. And - this is really important - don't forget to smile to show enthusiasm and confidence. Remember - good body language can help but the wrong body language can do the exact opposite. Finally, I'd like to add one last point whatever we do with our bodies while we're talking, perhaps the most important thing is that it needs to look natural, and not artificial! Thank you all and good luck with your future presentations!

### Unit 3

### **3B VOCABULARY**

# 1.25 Exercise 5, page 36 Ja = Jackie Jo = John

Ja: Come on! It's done me the world of good. They've got great fitness coaches and a ...

Jo: No

**Ja:** ... and a terrific café with live sports.

**Jo:** Oh! That sounds good but no.

Ja: Why not?

Jo: Sport's dangerous. You can hurt yourself, you can get injured. For example, one time my dad dislocated his shoulder during a rugby match! And when my mum was a girl, she broke her leg in two places when she was playing hockey.

Ja: Yes, but ...

Jo: And I banged my head really badly one time when I scored a goal at football. I hit my head on the post. I was unconscious for several minutes.

Ja: Yes, but ...

Jo: Even jogging is dangerous! My sister twisted her ankle last week when she was jogging on a rocky path.

**Ja:** But in a gym that ...

Jo: And remember in the PE class last month? You pulled a muscle in your leg, didn't you?

Ja: Yes, but that was only because I didn't warm up before I started running. I know better now.

No, sorry, Jackie but I think sport and exercise are just too dangerous for me. I might have a heart attack or something worse.

Ja: Do you remember the time you sprained your wrist when you fell in the shower?

Jo: Ooh, yeah. I had to go to the doctor's!

**Ja:** That proves my point – you can get injured anywhere at any time.

**Jo:** OK, you win. I'll give it a go at the leisure centre.

**Ja:** Brilliant! I'm sure you'll get into it.

# 3C LISTENING AND VOCABULARY

### **1.26** Exercise 3, page 37

MH = Mrs Hope A = Alan S = Sharon

**MH:** OK, listen up. Today we're going to run six kilometres.

A: That's too far!

**S:** Do we have to go that far?

MH: Don't complain. You've run six kilometres before. It's not a problem. Now, watch out, it's been raining and the ground's a bit wet so you shouldn't run too fast. I don't want anyone to fall, OK?

**A:** Mrs Hope! Why don't we stay in the gym today?

**MH:** Oh, come on, Alan! A little rain won't kill you!

**MH:** Please remember to be careful on the path near the river. It can be dangerous there. OK? Let's go.

### **1.27** Exercise 4, page 37

1

### MH = Mrs Hope A = Alan

**A:** Mrs Hope! Can you ...?

MH: Alan! What's wrong?

A: Eric's had an accident. He was running on the path near the river and he slipped and fell. He's badly hurt. He's bleeding, I think he's broken his leg and ...

MH: Is he unconscious?

A: Yes, Miss. Nobody had a phone, so I offered to run back and find you. Can you ring for an ambulance, please?

**MH:** Yes, of course. Now, calm down and tell me exactly where he is.

2

### 01 = Operator 1 MH = Mrs Hope 02 = Operator 2

**01:** Emergency services. Which service do you require – ambulance, fire, police or coastguard?

MH: Ambulance.

**01:** Hold on. I'll put you through.

**02:** Ambulance service.

MH: Hello, I need an ambulance urgently. A student at Redcross High School has fallen and hurt himself. He's unconscious and he's bleeding.

**02:** Where exactly is the boy?

MH: He was running on a path above the River Elk and he fell down to the bottom of a hill. He's about a hundred metres west of the place where the railway line crosses the road to Newton.

**02:** OK, the ambulance will be there as

3

### MR = Mrs Ross S = Secretary

MR: Hello.

: Mrs Ross, I have some bad news about Eric.

MR: What's happened?

He fell and hurt himself while he was on a cross-country run.

MR: Oh no! Is he OK?

S: Well, we called for an ambulance and Miss Taylor went with him to the hospital. He was unconscious for a while but ...

MR: Oh no!

s: ... but by the time they got to A&E, he was awake and said he felt fine. So please don't worry.

**MR:** Oh! Thank goodness. Thanks for telling me!

S: He's at the Newton Hospital.

**MR:** I'll go right away. Thank you.

4

### BD = Bus driver PO = Police officer

BD: ... and then the woman drove her car straight through the red light and crashed into my bus. I couldn't do anything about it. I sprained my wrist. It's really painful. I shouldn't complain though. It could have been a lot worse. I don't know if the woman was badly hurt or not. There wasn't much blood but the man next to her looked terrible.

**PO:** She was probably driving too fast. She was on her way to the hospital, you see. Now, were there any other vehicles involved in the incident?

**BD** Well, there was a motorbike, so maybe you should talk to the driver. He probably saw more than I did.

MR = Mr Ross E = Eric

**MR:** Hi, Eric. How are you feeling?

E: Hi, dad, I'm fine. Well, apart from a few cuts and bruises, a broken leg, a twisted ankle and a slight concussion. The doctor says I can go home tomorrow. How's mum?

**MR:** She lost a little blood, dislocated her elbow and banged her head. She was in shock but she's OK now.

E: How come she had an accident? That's not like her. You're the one who drives too fast. She usually drives so carefully. Wasn't she looking where she was going?

**MR:** It was my fault. I fainted in the car. She thought it was a heart attack or something, so she ...

E: Was it a heart attack?

MR: No, it was just stress, apparently. Anyway, she took her eyes off the road and that's why she didn't see the bus.

: Ah, right.

**1.28** Exercise 5, page 37

BD = Bus driver MR = Mr Ross E = Eric

BD: ... and then the woman drove her car straight through the red light and crashed into my bus. I couldn't do anything about it. I sprained my wrist. It's really painful. I shouldn't complain though. It could have been a lot worse. I don't know if the woman was badly hurt or not.

MR: Hi, Eric. How are you feeling?

E: I'm fine. Well, apart from a few cuts and bruises, a broken leg, a twisted ankle and a slight concussion.
The doctor says I can go home tomorrow. How's mum?

MR: She lost a little blood, dislocated her elbow and banged her head. She was in shock but she's OK now.

E: How come she had an accident? That's not like her. You're the one who drives too fast. She usually drives so carefully. Wasn't she looking where she was going?

**MR:** It was my fault. I fainted in the car. She thought it was a heart attack or something, so she ...

E: Was it a heart attack?

MR: No, it was just stress, apparently.

### **3D GRAMMAR**

1.29 Exercises 2-3, page 38 D = Daisy C = Colin W = Waiter

D - Daisy C - Collii W - Walter

**D:** Have you been here before?

**C:** Yes, I have actually. I used to come here a lot. It's different now. They didn't use to have many vegetarian dishes but now they've even got vegan options.

**D:** How did you become a vegan?

**C:** Because of an accident.

**D:** What?

C: Yes, I used to be into winter sports. I'd go skiing and snowboarding whenever I could. But one day, someone knocked me over on the ski slope and I got a serious back injury.

**D:** Oh, dear.

C: I had to give up skiing, so I took up yoga. It did me the world of good, it really helped my back. After the yoga class, we'd often go to a vegetarian café nearby and that's how I got into vegan food. It's better for your health, better for the planet and better for animals, too.

**D:** Do you wear leather shoes or clothes?

No, not any more. It wasn't easy, though. I used to love my leather biker's jacket and my cowboy boots. I'd wear them almost every day. But if you're a vegan, you can't wear leather. Hmm, never mind. Your canvas shoes are very nice. I used to have a pair just the same. I love that shade of brown ... Oh, I'm starving. What are you going to have?

**W:** Are you ready to order?

**C:** Yes, the onion and lentil pâté and the mushroom lasagne for me.

W: What about you, Madam?

**D:** Can I have the rabbit pâté to start and then a steak, please.

**C:** Hmm! This is delicious! What's your pâté like?

**D:** It's nice ... but it doesn't taste like rabbit. It tastes more like ... lentils?

**C:** Oh, no!

D: Waiter!

# 3E SPEAKING AND VOCABULARY

**1.32** Exercise 2, page 39

See **9** page 234

### Unit 4

# 4A GRAMMAR AND VOCABULARY

### **49 2.1** Exercise 5, page 49

Welcome to Travel Plus's podcast with advice for first time flyers. Follow our six steps for a fantastic flight.

Step one: Book a flight. You should book your flight as early as possible to get the best price. Passengers can usually choose an aisle or a window seat, so think about which you prefer: a beautiful view or easy access to the toilets.

Step two: Packing. You mustn't bring any dangerous items with you in your luggage. Check your airline's website for details and weight limits.

Step three: On the day. Arrive at least two hours before your flight. You really ought to set off early in case there are delays on your journey to the airport. If you get stuck in traffic, the plane won't wait for you.

Step four: At the airport. Check in with your airline. Remember, you can't leave your luggage unattended, or it might be destroyed. Once you have a boarding pass, you may go through security. Forty minutes before your flight departs, go to your gate.

Step five: On the plane. Find your seat and put your hand luggage in the overhead locker. Sit down and fasten your seat belt. Switch your phone to flight mode, watch the safety demonstration, then sit back and enjoy your flight.

Step six: Towards the end of the flight, you will have to put your seat in the upright position, fold away your tray table and raise your window blind. Listen to the announcements and follow the cabin crew's instructions. Happy landing!

### **4C VOCABULARY**

### (1) 2.4 Exercise 4, page 52

### S = Suzy A = Alice

- Hi, Alice. All packed?
- Yep. I found a really useful packing Δ. list online.
- S: So you won't forget your toothbrush?
- Ha ha. I've got all the essentials. I think. I've got sunblock so my beautiful fair skin doesn't get burnt in that hot sunshine.
- Ha ha. I'm so iealous. I need some quiet time and some sun! I wish I could escape the crowds and go off the beaten track for my holidays. Are you stopping off somewhere on the way?
- No, I'm taking a direct flight to A: Portland.
- S: What time do you have to set off?
- Well the flight is at 4 a.m., and it takes twelve hours. The time difference is eight hours - behind I mean, so I'll reach my destination at 8 a.m. local time.
- S: Have you got a travel pillow so you don't get a stiff neck? And you ought to take some ear plugs in case it's really noisy on the plane and you can't hear yourself think.
- A: Yep. They were on the list.
- S: And have you got some insect repellent? I read that Oregon has some very hungry mosquitoes.
- I have. And I've got a little first aid Α: kit in case of minor injuries.
- Good plan. Have you got a guidebook? How are you going to find your way around? You don't want to get lost, do you?
- I've got my phone so I'll be fine. A:
- OK, and are the electric plugs the same or do you need a travel adapter?
- Not the same, but I've got one, thanks.
- You're welcome. All I ask for in S: return is a few photos.
- No problem. I think I'm ready. Anyway, for the first night I'll be staying within easy reach of the shops so if I forget something ...
- Listen, have the best time! And let me know you've arrived safely.
- A: Yes, Mum.

- Mum?!? Cheeky monkey! It's only because I...
- A: I know, I know. I'll miss you. See you in a couple of weeks.

### **4E LISTENING AND VOCABULARY**

### (1) 2.8 Exercises 2-3, page 54

### B = Brian

Thank you, Sandra. Now, the air we breathe in London is not always as fresh as it should be but it's even worse in other places. The air pollution was so bad in Delhi, India in November 2017 that they closed schools and offices and recommended people to stav indoors. They cancelled trains and flights, they stopped all building work and the government even banned the sale of fireworks. They had to cancel a cricket match because the players couldn't breathe. There were many road accidents because the smoo was so thick drivers couldn't see the vehicles in front of them. Doctors declared a public health emergency. The air pollution levels were ten times above the recommended limit. This is not unusual. According to the World Health Organisation, the air quality in Delhi is worse than in any other major city in the world. Breathing such toxic air is dangerous. A study by Greenpeace claimed that air pollution causes the death of 1.2 million people in India every year. Fortunately, air pollution here in London is not nearly as bad as it is in India. But it's not good, either. The main cause is the burning of fossil fuels in vehicles. Some reports estimate that eighty percent of air pollution is caused by exhaust fumes from petrol and diesel engines. This is not sustainable. What can we do about it? Well, we can't stop breathing, obviously. We could stay indoors as much as possible and wear masks when we go outside. Or we could get smog apps to tell us when the air quality's good enough to go for a walk. But surely the best way to protect our health and defend our quality of life is to stop polluting the air and to use renewable energies and means of transport that are good for the environment. We want your ideas on how to do that so please try to think outside the box and call us on 02079460539. That's 0207 ...

### (1) 2.9 Exercise 4, page 54 B = Brvan M = Monica C = Ciaran Mi = Michelle

- Our first caller is Monica from Huddersfield.
- Hi, Bryan. We should look at what M: they're doing in Europe. I was in Holland recently and everybody cycles. There are bikes everywhere.
- B: Why is that?
- М: I think the main reason is that there are lots of really good bike lanes, so cyclists don't need to ride on the roads or the pavements. They can, but they don't need to. We just don't have enough bike lanes in this country and the ones we have aren't good enough. Another reason is there are plenty of safe places to park bikes in Holland but here it's often hard to know where to leave your bike.
- B: I see. What do you think of ...
- R: Go ahead, Ciaran,
- c. I think cars are the solution.
- B: Cars?
- C: Yes, electric cars, well, electric vehicles of all kinds, and hybrid vehicles, too. There are phone apps that can help you hire electric cars. That means people can share cars and that cuts down congestion, you know, the traffic jams aren't as bad and ...
- B: The same is true of carpooling.
- Yeah, but electric vehicles are better because they're silent so they reduce noise pollution and that's also something we need to do. I think it's really important ...
- B: Michelle, you're a pedestrian, is that right?
- Yes, the best way to get around is to walk. It's good for your health too. But there's a problem with respect.
- What do you mean? R:
- Mi: Well, last week I got knocked down on the pavement by a cyclist and ...
- I hope you weren't hurt.
- Mi: No, I was fine. I asked the cyclist why he was riding on the pavement and he said he doesn't feel safe on the roads 'cause it's dangerous. I don't think we should ban cyclists from pavements, but some cyclists don't respect pedestrians, and drivers don't respect anybody. They park on bike lanes and pavements, they don't give way to cyclists at junctions or to pedestrians on zebra crossings, they don't respect the speed limit and they go through red lights. We need more respect.

### **4F SPEAKING**

(1) 2.10 Exercise 3, page 55

See **13** page 236

### **4G WRITING**

### (1) 2.13 Exercise 5, page 57

### D = Damian CC = Clare

Hello.

**CC:** Hello, I'd like to speak to Damian Hartley, please.

Speaking.

CC: Oh, hi, Damian. This is Clare Cooper from AYE expeditions. I got your email and I reckoned it would be easier to answer your queries with a quick phone call rather than writing an email.

Oh, ves, that's great, very kind of you, thanks.

**CC:** No problem. Well, the good news, Damian, is that there is a place on the climbing expedition for you.

Oh, fantastic. I'm so pleased.

**CC:** As you know, we don't normally accept anyone under the age of sixteen but we talked about your case and decided that since your birthday is during the expedition, we can make an exception for you.

Thank you. I really appreciate that. **CC:** And you don't need to worry about your exam. Well, maybe you do need to worry about your exam but you don't need to worry about getting back home in time to do it.

We'll be back in Stirling by twelve o'clock on Sunday the eighth and there are plenty of trains going south during the afternoon.

D: Great

**CC:** What else? Oh, yes, vegetarian options? Yes, definitely. That's no problem.

D: Good.

**CC:** And your last query was ...

About fundraising. I mean, I've found some ideas online but I'd like to see the fundraising ideas that you recommend.

**CC:** Yes. I'm sorry. The fundraising page was under construction. We were updating the site but that page is up and running now so you can just visit the website and check out the advice we give.

OK, I'll do that. Thanks.

**CC:** Have you got any other questions, Damian?

No, I don't think so.

CC: OK, well, great. We're looking forward to seeing you in Stirling on Sunday the first of July. Don't forget to bring warm clothes. It can be cold in the Highlands any time of the year.

OK, I'll remember that. Thanks for phoning. Really.

**CC:** No problem. OK. Bye, then.

Mum! They've accepted me for the expedition in Scotland!

#### **REVISION 4**

### (1) 2.14 Exercise 8, page 61

1

On behalf of Best Holiday Tours, I'd like to welcome you all to Rhodes - the beautiful capital of the Greek island of Rhodes, the sunniest place in Europe! My name is Andrea Hill and I'm your tour manager. Right now, we are taking you to your hotels. Our first stop is the Sunset Beach Hotel, which we will be arriving at in about twenty minutes. The second and last hotel on our list - the Golden Sand Resort – is another ten minutes away. I hope you will enjoy your stay here!

### P = Presenter AW = Angela Wilson

Now it's time for the traffic news with Angela Wilson. What's happening on the UK motorways, Angela?

AW: It's quite busy, as usual for this time of the day. There are hold ups on the M25 due to fog. Moving further north, there are queues on the M26 too. This time the delays are not caused by a car crash. Apparently, there was a stray cow there on one of the lanes!

Thank you, Angela. A cow? That doesn't happen very often on the M26, does it? Next, we've got the news at 9 o'clock. Don't go away, we'll be right back.

3

We apologise for the delay to flight 285 to Edinburgh. The technical problem has been resolved and the flight is now boarding at gate 14. Will all remaining passengers please proceed to gate 14 immediately. The final engine checks are being completed and the captain will order the doors of the aircraft to be closed in approximately fifteen minutes' time. I repeat: will all remaining passengers on the delayed flight 285 to Edinburgh go to gate 14 immediately. Thank you.

#### M = Minnie J = James

**M:** Hi, James. How's it going?

Great thanks. Hey, you know I'm off to the USA tomorrow, don't you?

Yes, I remember. I'm jealous! Are vou ready?

Just about. I've bought a new travel J: adapter because I left my old one somewhere. And I've got a phone charger and a power bank. You know, all the practical stuff.

**M:** How long's your flight?

Well, that's it. Eight hours! I've never been on a long-haul flight like this before. I was wondering if I could borrow your travel pillow. Would you mind?

No problem. Come round later, OK?

J: Thanks a million!

5

To start with, my flights are often ridiculously early, so I have to get up at the crack of dawn. And before I even get on a plane, I have to battle through city smog and motorways polluted by diesel cars driven by people who have no concern for the environment! However, once I get to the airport, I manage to relax and have breakfast in the executive lounge, which is rather nice! But, still, there's a lot of waiting around. I used to find flying exciting, but now it's just a way of getting from A to B.

### Life Skills 3-4

### ② 2.15 Exercises 5–6, pages 62–63

S1 = Speaker 1 S2 = Speaker 2 **S1:** Today I hope to persuade you to agree that becoming a vegan is definitely a good idea. I, as the first speaker, will be talking about the health benefits of such a diet as well as the damage meat production causes to the environment. My colleagues will later discuss animal

rights and ethics. To begin with, we'd like to point out that many people now suffer from various health problems because of a poor diet full of fat, and low in fruit and vegetables. It is our belief that going vegan is actually the optimal way to improve your health and live a longer life. It contains only super healthy and nutritious foods, such as whole grains, beans, nuts, oils, fruit and vegetables, that we need to feel well and be full of energy. What's more, recent research has shown that vegans are generally thinner and at lower risk of heart disease than people who consume meat products. Let me come to my second argument. If we continue to produce so much meat, we shall damage the environment further. Raising animals requires using a lot of resources such

as vast areas of land, energy and

they produce methane – a toxic

has such a harmful effect on the

eat less meat.

greenhouse gas that contributes to

global warming. Let facts speak for

themselves: no other human activity

environment! So, to sum up, a vegan

diet is not only a healthier option. It is

clearly better for the environment to

water. Also, when cows digest plants,

**S2:** We're going to speak against the motion that a yegan diet is beneficial for everyone, First, I will talk about the dangers to our health. I shall also argue that a vegan diet is not necessarily good for the environment. The next speakers will explain why it is also impractical and rather unnatural. To begin with, a strict vegan diet is hardly a healthy way to eat, so it's difficult to imagine that it's an eating plan we should all adopt. It is almost impossible to get all the important nutrients, especially proteins and some vitamins, on a diet that is based on plants alone. New studies confirm that vegans often suffer from various health problems such as memory loss, dry skin, or tiredness. They also need to take lots of supplements and plan their meals very carefully.

We are convinced that what we need to be healthy is a balanced diet which includes plants as well as animal products.

My second argument is about the environmental impact of a vegan diet. More and more people go vegan because they are concerned about the environment. However, they rarely ask the question where all the exotic fruit and vegetables they buy come from. The problem is that many of these foods such as avocadoes, mangoes, goji berries or quinoa need to be transported from different parts of the world, which increases CO<sub>3</sub> emissions. So, in fact, buying a burger which comes from a local farm is much better for the environment than eating an avocado that travelled from another part of the world! To conclude, let me stress that a vegan diet can not only be dangerous to human health, it also has some environmental costs.

### Unit 5

### **5C GRAMMAR**

- (1) 2.19 Exercise 2, page 66

  N = Natalie T = Tom D = The Dean
- **N:** Tom! Sorry! What time is it? 8.45? So I'm only fifteen minutes late!
- Morning. You're always fifteen minutes late! I told you 8.30 on purpose.
- **N:** You know me so well. Coffee? The café opens at nine o'clock.
- T: I'm sorry to disappoint you but at nine we'll be listening to the welcome speech. It starts in five minutes.

- **N:** Hmm. 9.15 then?
- T: I'm afraid we won't be drinking coffee at 9.15 either. According to my plan, at 9.15 we'll be exploring the campus and the library. The tour starts at ten past.
- N: After that?
- **T:** I'm going to queue for the talk on Veterinary Medicine.
- **N:** Wow! You've got it all planned out, haven't you? Will they be doing other subject talks at 10?
- T: You want English Literature, right? Let's have a look. Yep, also at 10. Room 141.
- **N:** Perfect. What would I do without you, Tom?
- **T:** Ha! So we'll have finished the talks by 11 and we could go for coffee.
- **N:** What a great idea! I'll have had enough of open day by eleven o'clock anyway.
- T: Had enough? Are you joking? It's the sports facilities at 11.30, followed by lunch. Then at one o'clock, I want to visit the information desks and talk to a student ambassador. Then at two we're touring the halls of residence.
- **N:** What? I thought this was basically a day off!
- **T:** Shh. It's starting.
- D: Ladies and Gentlemen. Welcome to Langchester open day. For the next four years you will be studying for your undergraduate degrees. It is a time that most people remember forever. We hope that by the end of today, you will have decided to spend that time here at Langchester University. Now, I know most of you probably have a detailed plan already, but just let me go over some of the main events and times of the day.

#### **5D SPEAKING**

- **2.21** Exercise 3, page 68
- See **15** page 236
- 2.22 Exercises 4–5, page 68
- See **16** page 237

# 5E LISTENING AND VOCABULARY

- 2.24 Exercises 3 and 6, page 69

  R = Rosa MC = Mike Connolly
- Today we're talking about the world of work: how it's changing and how it might change in the future. With me is economist Mike Connolly. Welcome to the show, Mike.

MC: Thanks, Rosa.

- **R:** There's a lot of talk about the gig economy. What is it, exactly?
- MC: Well, the term 'gig economy' dates from the financial crisis of 2009. It describes an economy in which it's difficult for people to find full-time jobs with permanent contracts. Many people, especially the young, have several part-time jobs or change frequently from one temporary job to another.
- **R:** Many gig economy workers are self-employed, right?
- MC: Yes, employers want flexibility so they employ a lot of freelance workers who hire out their time to different companies. Employers also prefer to pay their workers only when they need them. That's why many companies offer zerohours contracts. These are contracts in which you agree to work for an employer but the employer doesn't guarantee you any work.
- **R:** And of course, if you don't get any work, you don't get any money.
- MC: Yes. Unpaid shifts are becoming more common, too. That's when you agree to work for a certain time, a day or a week, for no payment.
- R: That sounds good for the employer but what's in it for the worker?
- MC: Well, you have the opportunity to show that you're the right person for the job, which is good. And you might end up getting the job, which is better. But you could end up with no money and no job at the end of your shift, and that's not so good.
- R: The gig economy isn't all negative, is it?
- MC: Of course not. There are advantages. For a start, you get a lot of work experience in all sorts of jobs. And if you work freelance, it may not be necessary for you to commute, you may be able to work from home. Instead of a routine nine-to-five job, you are your own boss. You're free to decide when and where to work.
- **R:** Like a musician playing gigs?
- MC: Exactly. However, as most musicians will tell you, you don't turn down gigs because you never know when the next one will come along. So of course, there are also disadvantages to working in the gig economy. You may have to work long hours for low wages without getting paid overtime or holiday pay, even working around the clock when you have a deadline to meet. And at other times you may not have enough work or earn enough money. Even so, it's probably better than being unemployed.

- **R:** How many people work in the gig economy?
- MC: In the last twelve months, 4.4 per cent of people in this country have worked in the gig economy, that's 2.8 million people, and over fifty per cent of them were young, aged from eighteen to thirtyfour. Unfortunately, I'm afraid this tendency towards part-time, temporary work will almost certainly continue in the future.
- R: Thanks, Mike. Now, if you work in the gig economy, call us now on 0161715286 and tell us about your experiences. That's all for today and ...

# 2.25 Exercise 7, page 69 R = Rosa C = Carla MC = Mike Connolly

- R: And our first caller is Carla. She's an Italian living in Manchester and she has several jobs. Hi, Carla.
- C: Hello.
- R: How many jobs do you have?
- C: I've got three different jobs. During the day I work as a freelance translator. I translate from English to Italian. But that's only part-time and I don't earn enough money with that to live in London so three evenings a week, I work as a salsa instructor in my local sports centre. It's great fun. And I also work as an entertainer at a ...
- **R:** An entertainer?
- Yes, I perform magic tricks, tell stories and sing songs at children's parties.
- **R:** What's it like having so many jobs?
- C: It's very tiring but I think I'm lucky because I'm working at things that I'm good at and that I love doing.
- **R:** What are your working hours?
- C: The salsa classes are from six to eight on Mondays, Wednesdays and Fridays. The children's parties are usually at the weekends, but I sometimes do them on Tuesdays or Thursdays after school hours.

  And I do the translating whenever I can, especially in the mornings.
- **R:** Do you sometimes need to meet deadlines in your job?
- C: Yes, translators have to meet deadlines all the time so I sometimes have to work at night.
- R: Do you accept every job that comes along?
- **C:** No, I don't accept every job, but I find it hard to turn down work.
- **MC:** Hi, Carla, Mike Connolly here. Do you ever get paid overtime?
- **C:** No. Well, yes, occasionally, if one of the other instructors is ill, I'll work their shift.

- MC: Do you think you'll end up getting a full-time job with good pay one day?
- C: Probably, but I'm not really looking for one right now. I like the variety I have with my three jobs. I mean, I never get bored and I often ...

### **5G WRITING**

### (1) 2.27 Exercise 2, page 72

To go on to higher education and apply for a place at a UK university, you have to write a 'personal statement' to go with vour online application. In it, you've got to write about yourself, explain your interest in a particular course and say why you deserve to receive an offer. This all needs to be done in a formal but enthusiastic style. No wonder it gives some school-leavers nightmares! Your personal statement should scream 'choose me!' You should explain why you're excited about the subject you want to study. Did you read an interesting article, watch an inspiring lecture or complete a fascinating project at school? Remember, if you aren't enthusiastic about your subject, you've probably chosen the wrong course. Your personal statement should provide evidence of your knowledge, skills and achievements. Do you have relevant experience from education, work or other activities? Did this experience teach you to be a good communicator, leader, or essay writer? How do these skills make you a better candidate for your chosen course?

A good starting point is to write down anything and everything connected with your passion for your chosen subject and why you feel you would be good at it. Use these notes to write your first draft.

### Unit 6

# 6A GRAMMAR AND VOCABULARY

# 2.29 Exercise 5, page 79 J = Jodie P = Paul L = Louise D = Dylan

- J: Good news! They've cancelled my concert.
- **P:** That's not good news!
- **J:** It is for you.
- L: She's right! If the concert's off, we'll be able to go to Paris!
- Yeah, well, we would be able to go to Paris if Dylan didn't have a match.
- **J:** He's not playing.
- P: What? Why not?
- **J:** Because he's got a lot of studying to do.

- L: Dylan! If you didn't want to play, why didn't you tell us?
- D: | ...
- **P:** I don't think that's a good idea, Dylan! You won't become a good player if you start missing matches.
- D: | ...
- **J:** If I were you, I'd book your tickets straightaway.
- L: You're right. If we don't book soon, the price will go up.
- **P:** OK. I'll call your gran.
- J: Gran? Why?
- P: Well, if your gran can't look after you, we won't be able to go to Paris.
- J: Oh! OK, fine.
- P: Wait a minute! All of a sudden, the two of you seem terribly keen for us to go away for the weekend. Why?
- J: Because you never go away on your own and we just want you to have a great wedding anniversary!
- **D:** Yeah, you really deserve it.

**L&P:** Oh, thanks kids.

### **6B READING AND VOCABULARY**

### (1) 2.32 Exercise 8, page 80

In 2009, a couple in England found a lottery ticket on the ground outside a shop. There was no one around so they picked it up and took it home. Later, they found out that they had the winning number. It was worth a lot of money. They wondered what to do. Should they take it back to the shop and try to find the rightful owner of the ticket? Or should they keep the money for themselves? They decided to keep the money. After all, they thought, nobody could possibly know it wasn't their ticket. So, they returned to the shop and cashed in the prize. However, the person who lost the ticket knew the number of the winning ticket, the time he bought it and the shop where he bought it. It was clear the ticket didn't belong to the couple. When they tried to get the money, the police arrested them for stealing. At the trial, the judge gave them an elevenmonth suspended sentence, which meant they would only go to prison if they committed another crime.

### **6C LISTENING AND VOCABULARY**

### (1) 2.33 Exercise 2. page 82

#### P = Presenter

Welcome to the Money Show. People in the UK spend over 7 billion pounds a year on lottery tickets, yet there is only a 1 in 45,000,000 chance of winning the largest prize, or jackpot. To put that in perspective, you are more likely to become an astronaut, win an Olympic gold medal, get struck by lightning or win an Oscar. Of course, a few lucky winners do take home huge amounts of money. But does it make their dreams come true, or does it ruin their lives? Today, we take a look at how careful choices can make a lottery win a good thing and how poor choices can lead to unhappiness.

### (1) 2.34 Exercise 4–5, page 82

### P = Presenter DG = Dale Glover

- ... we take a look at how careful choices can make a lottery win a good thing and how poor choices can lead to unhappiness. With us is Dale Glover, author of After the Jackpot. Dale, unlike most books about lotteries, this is not a guide to winning, is it?
- DG: No. The book tells the stories of some of the biggest lottery winners in recent history and examines how winning changed their lives for better or worse.
- And did you find the answer to the old question of whether money buys happiness?
- **DG:** Well, many winners discover that material possessions don't bring them satisfaction, and that the lifestyle they thought they wanted doesn't actually suit them. For example, UK teenager Jane Park won a million pounds when she was only seventeen. Her initial excitement quickly turned to sadness and now she's sorry she won.
- Really?
- **DG:** Jane made some poor choices. She bought an expensive car, but was ashamed to drive it because people stared at her. She went on a luxurious holiday, but felt embarrassed because the other guests at the hotel were not like her. She even bought two properties, generally a wise investment, but then moved back into a small flat with her mum because she was lonely. I'd say Jane's story shows that the luxurious way of life many of us think we want, can actually be a disappointment.

- I think our listeners might find it difficult to feel sympathy for a lottery winner.
- **DG:** Well, like many winners, Jane's relationships have also suffered. She has the same friends, but finds it harder to get on with them now. It's also hard for winners like Jane to trust new people. They find themselves asking 'are they interested in me, or my money?' Jane and others have even faced cyberbullying from strangers who are jealous. For some winners, this envy can even affect family relationships, though thankfully not in Jane's case.
- Presumably some of the people in your book have made better choices and are enjoying their wealth
- **DG:** Absolutely. Firstly, many winners choose to remain anonymous. A good example is the eighteenvear-old who won 22 million pounds in 2013, the biggest win ever by a UK teenager. He has given generously to charity, also a good choice, and no one knows who he is, so he has avoided the pressure of media attention. The winners whose dreams have come true have often thought ahead, taken financial advice and made good investments. Many older winners stop working, but experience has shown it is wise to stay active through travel, an interest, or charity work. With millions of pounds in your pocket and nothing to do, it's easy to take up unhealthy
- P: I'm sure. Of course, another option is to just give it all away, ha!
- **DG:** Well, in 2017, a nineteen-year-old in the US won half a million dollars. He invested \$5,000 dollars himself and gave the rest to his parents to thank them for everything they had done for him and his sister.
- How wonderful!

### **6E SPEAKING**

- (1) 2.36 Exercise 2, page 84
- See **20** page 238
- **4** 2.37 Exercise 3, page 84
- See **21** page 238

### **REVISION 6**

### (1) 2.38 Exercise 7, page 91

Thanks for inviting me this evening.

and part-time agony aunt, which is

a rather outdated way to describe

trying to help people with all sorts

someone who makes a living by

As you know, I'm a social worker

I:

of problems! I have a web page, which isn't aimed at any particular age group. Readers send me an email about something that's bothering them and I reply as soon as I can. I make a big effort to give them constructive advice that will really help them deal with their problems and move on. I'm proud to be following in the footsteps of some eminent aunts such as the late Aunt Abby in America, and 'Cathy and Claire,' who wrote for the iconic 70s teen magazine in the UK, Jackie. However, although our mission is essentially the same, to help people, I believe there are a few important differences between

now and the past.

To begin with, I don't work for a magazine but I have my own website and use social networks. What's more, and much more important, teens don't need information about how love and relationships work as they did last century. They have the world at their fingertips, so they don't need me for that. So, the kind of problems I help with are different and are usually much more sophisticated. For example, I helped a young reader the other day who is a cyberbullying victim. However, everyone who gets in touch with me has one thing in common. They are all seeking reassurance, just like they were in the past.

Something you may be wondering about is why teens still bother with agony aunts. Although many will talk to their friends and families, not all of them want to. Of course, it depends on the problem. And as for social workers, well, we often deal with situations that are more formalised or already problematic. A teen won't get in touch with the social services unless there is something seriously wrong, and even then, he or she might not. So, agony aunts fill a gap and therefore I believe they have an important role in society.

Finally, I'd like to say that it isn't only teens who ask for help. People of all ages come to me with their problems. One big issue these days is loneliness, a growing problem in our society which affects the old and young alike.

To conclude, as long as you are sympathetic and really keen to help, you can be a good agony aunt.

### Life Skills 5-6

- **2.39** Exercises 5–6, pages 92–93 H = Host S = Sally
- H: Today Sally, a life coach, is with us to talk about setting goals. Hi, Sally. It seems that achieving the goals we set ourselves can often be a problem?
- S: Hi! Yes, that's true we all make plans and then for some reason fail to stick to them. How many times have you said things like, 'I've got to learn a new language' or 'I need to get fitter. That's my New Year's resolution!' Think carefully did you actually achieve those goals or not?
- **H:** To be honest? Not really. So, why might that be?
- Perhaps our goal is too big and impossible to reach, or maybe it's just too vague. Sometimes we start working towards it and then give up, demotivated by a lack of progress. What is important is that we think carefully about how we can achieve our ambitions. There is, however, one clever way of creating personal, educational or career goals that leads to success. You simply need to make sure your goals are SMART S-M-A-R-T.
- **H:** SMART? I haven't heard that acronym before. What does it mean?
- You're right, it's an acronym that is, the letters stand for different things that we should consider when setting goals.
- **H:** That sounds interesting. Let's start with the letter S. What does it stand for?
- sto OK, so 'S' stands for 'specific'. A goal should be clear and you need to know exactly what you want to accomplish. Think about this example: I want to get fitter. OK, but how much fitter, what exactly do you want to do, etc.? So maybe your goal should be 'I want to run my first three kilometres without walking! Or perhaps: 'I want to take part in a school cycling competition'? It's also a good idea to break your bigger goals down into smaller, doable steps.

- **H:** Steps like planning to go running or cycling twice a week?
- S: Yes, for example. Then we've got M 'M' stands for 'measurable'. It's important to keep track of your progress. You need to think about how and when you'll know you've achieved your goal. In our case, it's clear. You can just use a fitness tracker to check if you can run the three-kilometre distance.
- **H:** OK. What about A?
- Well, 'A' stands for 'achievable'. Your goal must be something which is possible to reach - you need to make sure you have the time and skills to achieve a goal. Can you train twice a week or go to the gym regularly? If your goal is 'I want to win a school running competition,' and you've only just started running – then maybe it's a non-starter! As a rule, I think we should choose challenging but realistic goals. In other words, it's not a good idea to set goals which are too easy or too difficult, because this can be demotivating.
- **H:** I think you're absolutely right!
- S: Ok, so next, we have an 'R' for 'relevant', important that is. Think how achieving this goal will help you, is it worth the time and the effort? Is it something that matters to you, and not just something that is suggested by other people?
- **H:** I guess it's not a good idea to work towards a goal that you don't care about, right?
- **S:** Exactly. And finally, we have a T.
- **H:** Right 'T' must have something to do with time?
- S: Correct! 'T' is for 'time-bound'. We need to give ourselves a time limit for achieving this goal. Can you set deadlines so you can check your progress? Will you achieve it in a month, a year, by the end of the school semester? So, let's see what are the things you'd like to achieve this year, Bob?
- **H:** Well, I quess ...

### Unit 7

# 7A GRAMMAR AND VOCABULARY

**3.1** Exercise 4, page 95

TC = Thomas Cooper K = Kids G1 = Girl 1 B = Boy G2 = Girl 2 T1 = Teacher 1 T2 = Teacher 2

- TC: Hi, I'm Thomas Cooper from Channel 9. Could I ask you some questions about hair-facing?
- **K:** Yes, sure.
- TC: Is hair-facing popular?
- **G1:** Yes, hair-facing is becoming really popular here.
- **B:** Yeah, and I think it'll last because it's fun.
- **G2:** Yes, lagree.
- **G1:** That's right.
- **TC:** How long have you been doing it?
- **G2:** I only started hair-facing a few days ago. I'd always looked down on it until I tried it.
- TC: What's it like?
- B: It's cool.
- G2: Yeah.
- **G1:** I feel more relaxed with my hair over my eyes.
- **TC:** You're a teacher here. What do you think of this hair-facing fashion?
- **T1:** I don't like it. I can't see my pupils' faces so I don't know if they're sleeping in class.
- TC: Oh, dear.
- **T1:** To be honest, I would ban it if I could.
- **T2:** Oh, come on Frank. Don't criticise it if you've never tried it.

### **3.2** Exercise 7, page 95

And finally, newsreader Jack Gómez from Channel 9 in Florida has become an internet sensation after laughing during a news programme. Jack told us that after he had read the headlines the night before his throat had felt dry so he had decided to take a drink. He pointed out that there was always a glass of water on the desk while he was reading the news but he didn't usually touch it. He said that he had been in a hurry and had spilt the water all down his shirt. His producer warned him not to laugh but Jack explained that once he had started laughing, he couldn't stop. He claimed it was the first time anything like that had ever happened to him and promised that it wouldn't happen again in the next day's programme. Jack confessed that he couldn't believe he was the human

interest story on his own TV channel.

# 7C LISTENING AND VOCABULARY

### **3.4** Exercises 2–3, page 97

### T = Terence

1

T: Hi and welcome to Arts World.

Today, we're looking at how artists and performers use social media to promote their work and become successful. Here's a quick look at some of the people in the show.

#### T = Terence K = Keira

- T: Keira, it's not easy to become popular so how did you make a name for yourself?
  - By trying hard and not giving up. I spent years selling my paintings on the street but I didn't have any useful contacts so there was no way that any important galleries were going to show my work. But then I created a new social media page just for my paintings. I put a lot of time and thought into it. I added high-quality photos of my paintings and videos of me talking about my work. And a few months ago I got my first break when the people at this gallery contacted me. They'd seen my page and they said they loved what I was doing and now they've put on this major exhibition of my paintings here in London. I'm so glad I spent all that time on my computer!

### T = Terence A = Andy

2

- **T:** How did you become a TV star, Andv?
- Well, I trained as an actor and my first part was in a play at the Edinburgh festival. Unfortunately, it wasn't a great success. But the next day I was in a café reading the papers and although the play was a huge flop, I got good reviews. They said I was funny. So that's when I decided to become a stand-up comedian. I spent a few months telling jokes in clubs. It started off OK but in the end, it came to nothing. So, I started my own YouTube channel and posted some videos of me telling jokes and funny stories. I didn't get many views at first but then I started getting more likes and positive comments and before long it really took off. The producer of a comedy series saw it and offered me a part in his show. And now I'm starring in my own show. We've just finished filming the first episode, actually. Have you seen the trailer?

#### 3

### T = Terence S = Selena

- **T:** Selena, you've been writing novels and short stories for years, you've taken part in dozens of literary competitions but you've only just become successful. How come?
- **S:** I suppose you could call it success through social media.
- **T:** What do you mean?
- S: Well, when I wrote my first novel, Digital Sunshine, I thought it was great but nobody wanted to publish it. That was a bit of a setback but I didn't give up. I started my own blog – it's called *Selena 4U*, by the way – and that got a lot of people interested in my work. Then I self-published my novel online. Lots of people downloaded it for free and told their friends how much they'd enjoyed it. Eventually, a major publisher took it on and I haven't looked back since. I'm the author of a best-seller and I'm working on a new book called Light and Life.

#### 4

### T = Terence Tr = Tracy

- **T:** Tracy, you released your first record back in 2015. Was it a success?
- Tr: Not at all! Our friends liked it but it only sold about a hundred copies and my mum bought most of them! What a disaster! So, after that we went back to square one and started playing concerts and performing other people's songs. But then our friend Tony, who's a film director, made a video of one of our songs, 'Love Life'.
- **T:** That was in 2017, wasn't it?
- Tr: Yes, it was. Oh no, actually, we filmed it the year before, in late 2016.

  Anyway, we used social media to create interest in the video and then we managed to get some money together to pay for pop-up ads on YouTube. It worked. The video went viral in 2017 and now we're big stars! Every show's a sell-out!

### **3.5** Exercise 5, page 97

### To = Tony T = Terence

- **To:** Well, Terence, I made my first film three years ago but I was too young and the film was a complete disaster.
- **T:** How did you become successful?
- **To:** I got my first break with a music video. Fortunately, it went viral. It was a huge success.
- **T:** So that's what made you famous, right?
- **To:** Yes, the video really helped me make a name for myself. After that I haven't looked back.
- **T:** What are you doing now?

**To:** I'm working on an adaptation of Selena Starr's new best-seller for a live-streaming network. It's the best novel I've ever read.

### 7D READING AND VOCABULARY

# (1) 3.7 Exercises 6–7, page 98 V1 = Visitor 1 V2 = Visitor 2

- **V1:** What's this then? Ha! Call that art? There's nothing to it.
- **V2:** You don't like it? I think it's very expressive. I mean, OK it's not very sophisticated, but it's certainly meaningful and atmospheric too.
- **V1:** Atmospheric? I don't get it. I mean, it's just a pair of glasses on the floor!
- **V2:** Well, it speaks to me. It's about the experience of viewing art how we feel when we really take time to, you know, look. I think it's profound.
- V1: Well, I don't feel anything. There's nothing spectacular about it. It leaves me cold.
- V2: The artist is saying, 'look with your own eyes, the innocent eyes of a child,' sort of like 'make up your own mind' ... about art. It really gets you thinking.
- **V1:** It looks like it was done by a child.
- **V2:** I think you're being negative.
- **V1:** I could do better myself. Are you sure it's really part of the exhibition?

### **7E GRAMMAR**

## (1) 3.8 Exercise 2, page 100 M = Michael B = Bella

- M: Bella! Are you OK? How did it go?
- **B:** Hi, Michael, I'm fine.
- M: So, what happened?
- B: Well, I arrived and there were, like, loads of other people. I went to register and they wanted to know where I was from, and all that, and then they asked if I'd auditioned the year before. And then they told us to wait until our names were called.
- M: Were you nervous?
- **B:** Totally. But there were loads of helpers around and they kept asking me whether I needed anything.
- M: That's nice. Did you wait a long time?
- **B:** About an hour. And then it was time for all the dancers to go to the green room.
- **M:** What's the green room?
  - before you go on the stage. Oh yeah, this is funny; I asked them why it was called the green room and the guy said he didn't know but the previous day one male dancer had been so nervous that he had turned very green. So maybe that was why!

## (1) 3.9 Exercise 5, page 100 B = Bella M = Michael

- B: I asked them why it was called the green room and the guy said he didn't know but the previous day one male dancer had been so nervous that he had turned very green. So maybe that was why!
- **M:** And then what happened?
- **B:** After about ten minutes a girl came and asked if I was ready and then I went out onto the stage. I was so nervous!
- M: I bet. But did you ...?
- Anyway, the judges were really nice. One of them wanted to know how long I had been dancing for and then another one asked me what type of dance I was going to do and also what music I had chosen. And then ...
- M: Hmm?
- **B:** And then I thought it had all gone wrong.
- M: What?
- **B:** Well, the music began and I turned, tripped over my own feet and fell on the floor.
- M: Oh no!
- I know. What a disaster! Anyway, one of the judges came straight over and asked if I had hurt myself. I said no and then she asked if I wanted to start again.
- **M:** Thank goodness it was only a temporary setback.
- **B:** I know, I was so relieved. I think I danced better than I'd ever done before.
- **M:** And did you get through to the next round?
- B: Yay!
- M: Woohoo! Well done superstar!

### **7F SPEAKING**

(1) 3.10 Exercise 3, page 101

See **24** page 239

### Unit 8

# 8A GRAMMAR AND VOCABULARY

**3.13** Exercise 6, page 109

### K = Kyle M = Myra

- **K:** Myra, have you seen what's happening? A huge picture of a hamburger is being painted on the outside of the gym!
- **M:** So? The gym hasn't been painted for years. It needs a coat of paint.

- K: Yeah, but all last month we were being encouraged to eat a healthy diet. How's a huge hamburger going to do that? Personally, I think all the adverts should be removed from the school.
- **M:** The school's signed a contract and nothing can be done.
- K: But it wasn't democratic! The decision was taken in a private meeting last month. Were we consulted? No, we weren't!
- M: I like the adverts. They're colourful!
  And next week every student
  will be given a free backpack.
  Anyway, I don't think teenagers are
  influenced by adverts.
- **K:** You can't be serious! Of course, they are.

# 8B GRAMMAR AND VOCABULARY

**3.14** Exercises 3 and 5, page 110

1

I love reading and I do it every day, so I get through a lot of books. Friends often advise me to buy second-hand books or use the library, but I love that new book smell and feel too much, so I go on the Internet to look for things on special offer, you know, like two for the price of one. I spend most of my savings on these websites! There's nothing I'd rather buy than books. One day I want to live in a house filled from floor to ceiling with books.

2

I'm not really into shopping, even online, but I meet my mates at the shopping centre on Saturdays. We go for coffee and sit around, talk about video games, books we are reading, sports or whatever. Actually, the coffee is a ripoff considering it is made with just hot water and a few beans, but we like the place and we usually have something sweet - they have nice cookies and cakes. Then a bit later, we go for lunch a burger or a pizza; fast food is generally cheap even if it's not healthy. On Sundays I always go to the gym to burn off the calories from Saturday. My sister says I should just stop doing both things and save my money instead!

3

Just like my brother, I'm a fan of developments in the gaming industry. I buy several gaming magazines each month and I'm always online, on the bus or wherever, learning about what's new. The reviews are my favourites, and I even enjoy the adverts. I like to know exactly what titles the big companies are working on. I don't buy used games because I want the very latest. However, the newest games are really expensive so you can

spend a fortune if you're not careful. Car racing games are my favourite – until I'm old enough to take my test – then I'll need to save up for a real car.

4

So my friend is a hairdresser and he showed me this great app. It tells you exactly which shops have special offers on any particular day. I mean, good quality personal care products are usually very expensive, so if there's a discount, that's great. I always like to save money on products if possible. My friends always let me know if they find a good deal. My brother thinks it's all a waste of money and that I should be saving up for a car instead, but you should see the state of his hair and skin. He doesn't seem to understand that if you want to look good in the future, you have to take care of yourself when you're young.

5

I admit I spend most of my spare cash on the way I look. I enjoy taking care of myself. I watch what I eat and try to keep myself in shape by doing sports regularly. I don't have a lot of money, so I follow my brother's advice and get most of my clothes from charity shops. I don't have any problem with the fact that they've been worn before. That's what washing machines are for! It takes time to go bargain hunting, but it pays off when you get a good deal. I paid next to nothing for a pair of designer jeans last weekend.

### **8E SPEAKING**

(1) 3.17 Exercise 2, page 114

See **27** page 241

**3.18** Exercise 3, page 114

See **28** page 241

### **8F GRAMMAR**

(1) 3.21 Exercise 2, page 115 K = Kerry M = Max D = Dakota

- **K:** It's five past eight. Max is in the studio! Max, did you watch *Get What You Pay For* last night?
- M: I did. Wasn't it interesting?
  Some people have more money than sense! I mean, the things that people pay for these days! Will you be having your Christmas decorations put up by a professional this year, Kerry?
- **K:** No, but sometimes you do need an expert, don't you? I mean, I'm getting my car serviced next week because, well, I don't know anything about car mechanics.

- Well, sure, or sometimes it's not really possible to do something yourself, you know, like most people, I get my hair cut by the hairdresser because ...
- **K:** Oh, you do? Because looking at you, you know, I thought maybe you did it yourself ...
- **M:** Ha ha. You obviously haven't had your eyes tested in a long time.
- **K:** Oh, very clever.
- M: I mean paying to have your hair cut seems fair enough, but, paying to have your dog walked!
- **K:** What's wrong with that?
- M: It's lazy! And a waste of money.
  Walking is one of the pleasures of owning a dog.
- K: Not if you're working all day long and the poor dog is stuck at home. Anyway, I have my shopping delivered. Does that make me lazy?
- **M:** Actually, so do I, so that's not a good example ...
- K: Ha ha ha!
- M: What about that guy who has his social media accounts managed for him? He must have money to burn!K: Well, he was a TV presenter and we
- Well, he was a TV presenter and we all know how busy and important TV and radio presenters are ...
- M: Sure, Kerry, sure ...
  - No but seriously, I don't see anything wrong with paying someone to manage your online image if you can afford it. Let's see what some of our listeners think. I've got Dakota on line 2. Dakota, do you have your social media accounts managed?
- **D:** Ha ha, no, no I don't.

### **REVISION 8**

### **3.22** Exercise 7, page 121

#### H = Host DT = David Thomas

- **H:** This evening in our series *Business*Breaks, our guest is a successful
  young businessman, David Thomas.
  David, welcome!
- DT: Hello.
- **H:** David, what exactly do you do?
- DT: Well, I'm the Managing Director of a medium-sized IT consulting company, which I set up five years ago when I finished my Master's degree. I'm also fascinated by cryptocurrencies, which I still buy and sell in any spare moments I have. It's a kind of addiction! As you may imagine, my work as Managing Director takes up a lot of my time, but I also help out at a local charity when I can. Volunteer work is very rewarding.
- **H:** David, can you tell us a little about cryptocurrencies?

- **DT:** Sure. It's a term we hear a lot these days. Basically, it's a digital currency with no controlling authority. Banks, and therefore very importantly - bank charges, aren't involved, which makes these currencies very attractive for doing business in. It makes paying and accepting payments a lot cheaper, you see. The first digital currency, Bitcoin, appeared in 2009. There are others now, such as Ether and Litecoin. My business is growing all the time, and one reason for this is that transactions can be done using cryptocurrencies. Of course. crypto technology is considered to be very secure too, which is just as important as low costs.
- **H:** So why doesn't everyone use cryptocurrencies then?
- DT: Although the currency is very secure, it is digital, so in the unlikely event of a computer crash it could, theoretically, disappear. So, it's important to have a back-up copy of all the currency units. Hacking is also a remote threat. Perhaps most importantly, what these currency units are worth changes all the time. You can get rich quickly or lose all your money if you don't understand the market trends.
- H: You managed to do very well out of cryptocurrencies, David. Can you tell us about it?
- DT: Yes, that's right! I bought quite a few currency units way back in the beginning, when they were cheaper and often regarded with suspicion. I've always been careful with money, so I hung onto my units until, one day, their value suddenly went up! Then I began to trade them. I would invest when the market was down, wait for it to go up and then sell. If I didn't time my deals well, I could be short of funds, but eventually I managed to raise enough money to open my company, and all of a sudden, I had some money to burn.
- **H:** Can young entrepreneurs still make money from cryptocurrencies?
- DT: There is still money to be made through buying and selling, although it's much harder than it was in the past. If you decide to try this, you must keep up with politics and the law in the country you live in or wish to trade in. You see, cryptocurrencies aren't legal in some places in the world, which is a great shame. But even if they are legal, you have to be careful because laws can change quickly, and you could get into trouble. And ignorance is never an excuse.

- **H:** So why don't you work with cryptocurrencies full-time?
- **DT:** Well, as I mentioned at the beginning, digital currencies are a source of fascination for me rather than anything else. For me they symbolise the technological world we live in. They are the reason I am where I am today, but I don't want to trade them fulltime, at least not at the moment. I feel I've gone as far as I can with them. Now I want to use all my energy and skills to manage my business. You see, I'm living my dream. My greatest ambition was always to have my own company and I'm determined to make a success of it.

### Life Skills 7-8

- 3.23 Exercise 4, page 122
  P = Presenter S1 = Speaker
  S2 = Speaker S3 = Speaker
- P: There are some small everyday problems that make our life a little more stressful. We often don't realise how much easier things could be until someone comes up with a genius solution. The answers to these problems often lie in creative thinking. A slight change to an existing product often makes a huge difference. Here are some surprising ideas that make you wonder: why haven't I thought about that myself?
- S1: It's difficult to keep park benches dry. Someone would need to go round all the time wiping them with a cloth. To solve the problem, a rotating park bench was designed. If you go to a bench after the rain and it's wet, all you need to do is just turn a handle and the bench rotates giving you a nice dry surface to sit on. Sounds great, doesn't it?
- S2: One problem we often have is not knowing where to put your bag when you sit down on a chair, for example in a café or a restaurant. When you try to put it over the back of a chair, the bag often slips off or the balance of weight is wrong and the chair tips over. So, someone came up with a clever answer to have a V-shaped cut-out in the back of the chair so you can just put your bag strap into this. Simple but effective!

S3: It can be very annoying when shop assistants ask you if you need any help when you're fine and are just looking or know exactly what you want and don't need any help. So one shop decided to offer its customers two types of baskets to carry. One has a colour that means, 'I'm fine, and don't need any help.' The other means: 'Please, help me.' All you need to do is choose a basket and no one will bother you when you're shopping!

#### Unit 9

# 9A GRAMMAR AND VOCABULARY

(1) 3.24 Exercise 3, page 125

Welcome to Chat Radio's Amazing Stories. Today, the story of a Spanish family who survived the 2004 Asian tsunami and were later the subject of hit film *The Impossible* starring Ewan McGregor and Naomi Watts. On 26 December 2004, Maria Belón and her family were relaxing by the pool at a Thai beach resort when they heard an unusual and frightening sound. They turned and saw a wall of water ten metres high rushing towards them. The terrifying wave smashed into the resort, carrying the family with it. Maria was held underwater for three minutes before she made it back to the surface. If she had been underwater any longer, she might have drowned.

Amazingly, she saw her eldest son, Lucas nearby, and managed to swim across the strong currents and save his life. Afraid of a second wave, the badly injured mother and her son managed to climb a tree and wait for help.

Meanwhile, Quique, Maria's husband, had held on to the couple's two voungest sons until the force of the water separated them. Quique, alive but alone, was sure the rest of his family had drowned. Suddenly though, over the noise of the water, he heard his son Tomas calling for help. Together again, they also climbed a tree and waited. Incredibly, half an hour later, they heard Simon, the youngest of the three boys crying out and managed to pull him to safety. Soon after, Quique and his sons made it onto the roof of their hotel. Maria and Lucas were still safe, but Maria urgently needed medical help. She was unable to walk and Lucas wasn't able to move her. If a brave Thai man hadn't carried Maria, they couldn't have got to a hospital.

Desperate to find Maria and Lucas, Quique made the difficult decision to leave Tomas and Simon with others on the roof of the hotel. After hours of searching the hospitals with the help of locals and other tourists, Quique finally found Maria and Lucas alive.

All five members of the family survived the disaster and Maria recovered from her injuries. The family says they learnt what real generosity was that day. The Belóns would not have survived, if others hadn't helped them.

It's quite a story. Do you think the Belóns did everything right? What would you have done if you had been in their situation? Call in and tell us what you think.

#### **3.25** Exercise 7, page 125

In 2018, during the wettest time of year in Thailand, twelve Thai boys and their football coach became trapped by flood water in a ten-kilometre-long cave. Rescuers found their bikes and shoes at the entrance, where there was also a sign telling people not to enter during the wet season. Nine days later, rescue divers finally found the boys three kilometres inside the cave. Most of the cave was underwater, but in some places, there were pockets of air above the surface. This meant that to escape the boys needed to use diving equipment to swim through narrow gaps and against strong currents. None of them had ever dived before and only some of them knew how to swim. It took several days to prepare them, and sadly, one rescuer drowned during the operation. Happily, though, after eighteen days underground, all twelve boys and their coach were brought out of the cave alive and well.

# 9B LISTENING AND VOCABULARY

# **3.26** Exercises 2–3, page 126 A = Andy WS = Wendy Smith

**A:** My guest today is Wendy Smith, the producer of *Surviving Disaster*, the exciting new TV series. Hi, Wendy.

WS: Hello, Andy.

**A:** What's the show about?

**WS:** It's about how to survive natural disasters. In the first episode, we look at earthquakes.

**A:** What should you do to survive an earthquake?

**WS:** It depends where you are. If you're inside, stay inside, don't panic and run out into the street. The three words to remember are drop, cover and hold.

**A:** Drop, cover and hold?

WS: Yes, drop under a table or desk to protect yourself, cover your head and hold onto the legs of the table to stop it moving when the ground shakes

A: It's a good idea to stand in a doorway, isn't it?

WS: A lot of people think that but it's not true. A doorway can protect you but the problem is the door might move suddenly and hit you, so it's safer under a table. If you're in a high building, go down the stairs. Don't take the lift because you'll be trapped if it stops working.

**A:** What should you do if you're outside?

WS: Get in the open, away from buildings, you don't want them to fall on you. And watch out for power lines. You could die from an electric shock if one falls to the ground and you touch it. If you're driving, stop the car. But don't get out, it's safer to stay inside. And don't stop your car on or under a bridge. And most importantly, keep calm and try to help others, especially children and the elderly.

### 3.27 Exercise 4, page 126 A = Andy WS = Wendy Smith

WS: We also take a look at some amazing survival stories. For example, in this week's show we tell the story of Evans Monsignac, the world's longest-ever earthquake survivor. And the number to remember in his story is twenty-seven.

A: Twenty-seven?

WS: Yes, Evans was twenty-seven years old. He survived for twenty-seven days under the ruins of a building after the January 2010 earthquake in Haiti. And he lost twenty-seven kilos. He only weighed forty kilos when they rescued him.

A: How on earth did he manage to survive for so long? I suppose he had water to drink.

WS: Yes, obviously, there was some water there. He wouldn't have survived for twenty-seven days if he hadn't had any water. But the only water he had was dirty. It came from the toilets, and it made him ill when he drank it. Obviously, it would have been better if he'd had tap water or bottled water. But the dirty water was better than nothing.

**A:** Over a hundred thousand people died in that earthquake, right?

- **WS:** Yes, perhaps more. It's not always easy to give an exact number of victims in a disaster like that one. In the series we look at all sorts of disasters, both those with thousands of victims and those in which very few people die.
- A: Why is it that very similar natural disasters can cause thousands of deaths in one place and hardly any victims in another?
- ws: The simple reason is because some countries are better prepared than others. The differences can be quite shocking, in fact. That's something else we look at in the series: how governments and other organisations make sure people are ready for disasters and know what to do. And we also take a look at what's done in different countries afterwards to clean up, to return the environment to its natural state and to protect animals.
- **A:** Japan, for example?
- WS: Yes. When there's an earthquake in Japan, people stay calm because from a young age, they learn what to do. Japanese children have earthquake drills at school every month.
- **A:** So they know to drop, cover and hold?
- **WS:** Exactly. And they know how to evacuate their school, they know to go to an open space if they're outside. The fire service frequently takes groups of kids to earthquake simulation machines so they know what to expect.
- A: Really?
- **WS:** Yes, and it might seem surprising to us but all schools and offices and many private homes have emergency survival packs with food, water, medical supplies and special helmets.
- A: Fantastic.
- **WS:** Also, Japanese buildings are built to resist earthquakes. Big buildings move like trees in the wind. So, the buildings don't fall down and there's not so much destruction.
- A: And people don't get hurt.
- WS: Not usually, no. I mean, there might be a few minor injuries but nothing too serious. The Japanese are very organised and efficient. It's very impressive. Immediately after an earthquake, all the TV channels and radio stations stop broadcasting their usual programmes and switch to an official earthquake channel that gives people information about what to do and warnings about what not to do.

- **A:** It all sounds very interesting. That's Surviving Disaster, Wendy's amazing new series on Channel 9, starting tonight at 8 p.m. You must be very excited.
- **WS:** Yes, I am. I'm sure it's going to be very popular. And I must say I'm pleased it's on at eight and not any later. That way kids can watch it with their parents and ...

#### **9D GRAMMAR**

## **3.28** Exercise 6, page 128

#### Do = Donnie Da = Dad

- **Do:** I wish I was at home. It's so cold.
- **Da:** It's not that cold. Put your hat on.
- **Do:** If only it wasn't so windy.
- **Da:** Hmm, yeah. Let's stop for a rest out of the wind behind this tree.
- **Do:** I wish my bag didn't weigh so much.
- **Da:** Huh, it's not as heavy as mine, son. I've got all the food
- **Do:** If only the dog would stop barking.
- **Da:** What do you expect? He's excited to be in the country.
- **Do:** We're in the middle of nowhere. I wish we'd gone to Boston.
- **Da:** If we'd gone to Boston, we'd have spent a fortune.
- Do: Hmm.
- Da: What's wrong, son? Don't you like the country? Look at the view! It's beautiful!
- **Do:** Yeah, but ...
- Da: What?
- **Do:** Well, I wish my friends were here. If they were here, it would be more fun. No offence, Dad.
- Da: None taken.
- **Do:** Oh! I wish I could use my phone.
- Da: Hmm.
- **Do:** If only the battery hadn't run out.
- Da: Donnie?
- **Do:** Yes, Dad?
- **Da:** I wish you would stop complaining! Here, have a cheese sandwich!
- **Do:** Yes, sorry, Dad. Thanks. It is a nice view.

#### **9E SPEAKING**

#### **3.29** Exercise 2, page 129

See **30** page 241

#### **3.31** Exercise 5, page 129

- 1 You shouldn't've done that.
- **2** You should've done that.
- **3** You should've told me.
- 4 You shouldn't've told me.
- **5** If I'd known, I would've stayed at home.

- **6** If I'd known, I wouldn't've stayed at home
- 7 I wouldn't've asked you to come.
- **8** I would've asked you to come.

#### **9F READING AND VOCABULARY**

## **3.34** Exercise 5, page 131

It's an article written by a woman called Carrie Kane. That's why I read it actually, because her name sounds like the footballer, Harry Kane, Anyway, she was born and bred in London and she always loved the hustle and bustle of the big city and especially the nightlife. But then one day, she had a bad trip to work and so she went to live on a small island up in Scotland, you know, because she had a bad trip to work, I think. And there was something about a dream, too. So, she ended up on this island and even though there weren't any cars or night clubs or anything like that, she really liked it there. She sometimes dreams of London, especially the nightlife but she's happy there with her new life.

#### (1) 3.35 Exercise 6, page 131

It's an article about a young woman from London who felt unhappy with her life. One day she saw a music video and thought the place where it had been filmed was really beautiful. She found out that it was a small, remote island called Easdale on the west coast of Scotland. After seeing a video made by the islanders to attract new residents, she was so impressed by the community spirit that she decided to spend a holiday there. The island was so lovely and calm and the people were so friendly, she decided to move there. Although there are not many job opportunities on the island, she manages to earn a living by making jewellery. She misses some things about London but she's delighted with her new life.

#### Unit 10

#### **10B VOCABULARY**

## **4.1** Exercise 2, page 140

R = Rex

R: Silence! Or you'll be locked in your classrooms. Shut it! I'm Rex Hardcastle, T-Rex to my friends. Quiet! A few years ago, I tried to rob a post-office and got caught. I'm here today to tell you that crime does not pay Alright, relax. Ha ha ha. You must think I'm horrible! Not nice to be shouted at like that, is it? Well, it happens all the time in prison. My life of crime started when I was sixteen and this older kid wanted me to steal a T-shirt ...

## **4.2** Exercise 2, page 140

#### R = Rex

My life of crime started when I was R٠ sixteen and this older kid wanted me to steal a T-shirt. I was too weak to say no, and I was soon shoplifting regularly. I was caught on security camera once, but the police only gave me a warning. My parents wanted to help, but I didn't listen. I joined a gang. To become a member, you had to steal a car and that soon became another source of income. Then the others wanted to rob a post office. They said I had to help or I'd be out of the gang, so ... I did it. And we got caught. Once I was under arrest the police held me in custody at the police station and detectives questioned me. I had to make a statement saying what had happened and then they charged me with attempted robbery. Then they released me on bail to wait for mv trial.

#### 4.3 Exercise 4, page 140

#### R = Rex

Six weeks later the judge found me quilty. I was hoping for community service or a suspended sentence but I was imprisoned for twelve months. It was hard at first, but I attended rehabilitation and did well. I got out four months early, though I did have a curfew, which meant I had to be home between 6 p.m. and 6 a.m. I wore an electronic tag so the police could track me. Then, I got involved with this scheme - and here I am today. So listen to me! You do not know the value of your freedom until it is taken away from you. Learn from my mistakes and stay out of trouble.

#### **10C GRAMMAR**

## 4.4 Exercise 2, page 141 Je = Jess Ja = Jackie C = Chris

Je: Mum? Dad? What's wrong?

- Ja: Oh Jess! We've been burgled. All my jewellery is gone! And some money, too.
- They must have broken in while we were at the shops. We just got back a few minutes ago.
- Je: Were the doors locked?
- Ja: Yes, and all the windows were shut.
- **Ie:** They can't have got in through the front door. The lock's fine, there's no damage.
- **Ja:** They might not have broken in. They could have found a key.

- **C:** How could they have found a key? That's impossible!
- Je: They might have got in through the back door. Or they may have broken a window.
- **C:** No, Jess, we checked. The back door's fine.
- Ja: And they can't have got in through a window. There isn't any broken glass.
- **C:** Wait! I know how they got in.
- Ja: How?
- C: On the way to the shops, I realised I'd forgotten my wallet, so I went back to get it. I unlocked the door, but I didn't close it behind me. I left it wide open. It was only for a few seconds, just enough time to go to the bedroom to get my wallet. The burglars must have seen the open door and walked right in.
- Je: OK, that makes sense but ...
- C: What?
- **Je:** How did they get out?

#### **4.5** Exercise 5, page 141

#### Je = Jess Ja = Jackie C = Chris

Je: How did they get out?

- **C:** It's obvious. They must have gone out of the front door.
- **Je:** Are you sure the door was locked when you got home?
- C: Yes
- **Je:** How many spare keys do you keep in the house?
- Ja: Just one.
- Je: And is that key still here?
- Ja: Yes, here it is.
- Je: So, if the door was locked and the burglars didn't have a key, they can't have left by the front door and locked it behind them.
- **Ja:** They might have climbed through a window.
- **C:** All the windows are closed from the inside so they can't have got out that way.
- Je: So, logically, they must have been here when you got home.
- **C:** We didn't see anyone.
- **Je:** They could have hidden behind the living room curtains.
- **Ja:** They can't have hidden there. We'd have seen them through the window.
- **C:** I'm sure nobody's left the house since we got back.
- **Je:** Then the burglars may not have left. They could still be here.
- **C:** That must be the police.
- Ja: What's that noise?

#### **10E SPEAKING**

4.8 Exercises 2-3, page 144

See **34** page 243

# 10F LISTENING AND VOCABULARY

## **4.11** Exercise 4, page 145

H = Host PB = Polly Brunner L = Liam
H: Welcome to the show. Today.

- should sixteen- and seventeenyear-olds in Europe be given the
  right to vote in local and general
  elections? Current opinion polls in
  the UK suggest only a minority of
  people think so.
  With us is Polly Brunner
  a campaigner for youth rights from
  the organisation All Our Voices. Polly,
  is there anywhere in Europe where
- **PB:** Yes, there is. In 2011, Austria became the first EU country where sixteenand seventeen-year-olds have the right to vote in all elections.

sixteen- and seventeen-year-olds

can vote in their country's elections?

- **H:** And your organisation thinks this law should be extended to the rest of Europe?
- PB: Yes, we do. Statistics show that lowering voting age has encouraged many young Austrians to get involved in politics.
  We believe that sixteen- and seventeen-year-olds across Europe should have the right to vote in elections that decide their future.
- **H:** Many people claim that sixteen is not mature enough to understand important election issues such as tax, housing and employment.
- PB: If a country has good schools that give young people the education and the information they need, then I'd argue that isn't necessarily true. In fact, better education and access to online information mean young people have the chance to make better informed choices than previous generations.
- **H:** We're taking calls on the issue today and Liam from Liverpool is on the line. Liam, how old are you?
- **L:** Hi, I'm seventeen.
- **H:** And do you think you should have the right to vote?

- L: Absolutely. I totally disagree with people who say we aren't mature enough to understand the issues. Thanks to our education, we probably know as much as the average adult voter. I imagine there are a significant number of over-eighteens who don't really understand what they are voting for. For example, surveys show that many adults don't understand political issues, even the most basic ones. There are also lots of adults who should vote, but can't be bothered and then complain about the government. Low turnout is a problem that young people could help solve.
- PB: Yes, well I must say I agree with Liam's first point. Research carried out in Scotland demonstrated that when young people were allowed to vote in the independence referendum in 2014, many of them actively looked for information to help them make their decision. In some cases, they even influenced their parents using the information they found.
- **H:** I think many people would agree.
- PB: In the UK, if parents agree, a sixteen-year-old can join the army or get married, and working sixteen- to eighteen-year-olds have to pay taxes. Though the system is different to the one used for adults, a sixteen-year-old can be arrested and taken to court if they commit a crime. To us at All Our Voices these laws suggest that sixteen- to seventeen-year-olds in the UK and across Europe should also have the right to vote.
- **H:** Thank you, Polly. We'll come back to you after a bit of music ...

## **4.12** Exercise 5, page 145

Statistics show that lowering voting age has encouraged many young Austrians to get involved in politics. We believe that sixteen- and seventeen-year-olds across Europe should have the right to vote in elections that decide their future.

#### **REVISION 10**

# 4.14 Exercise 7, page 151 H = Host JS = Jackie Smith

- **H:** This evening in our series *Crime Today*, our guest is the well-known crime journalist, Jackie Smith. First of all, a big thank you for coming!
- JS: My pleasure!
- **H:** Jackie, we hear stories on the news almost every day about law-abiding citizens being beaten up and robbed. Is crime increasing?
- Well, although police data indicates there has been a steady fall in the number of recorded crimes in general, some types of crime are undoubtedly on the increase. Research shows that the number of burglaries and vehicle-related crimes such as car theft and violent crimes is going up very quickly. What's more, and far more worryingly, statistics confirm that knife and firearm offences are on the rise too. Listeners might have seen a TV documentary I made recently about violent gangs in London. My research proved their crimes are usually very wellplanned. I think it would be safe to assume they are carried out by aggressive individuals who frequently have a criminal record.
- **H:** So, what lies behind the increase in violent crimes such as murder, stabbings and shootings?
- Well, the government seems to believe that changes in the kind of drugs consumed and how they are sold is important. They consider some types of drugs cause people to behave more aggressively. This could be true, although I would also argue that some types of music play a large part in glamorising violence. Of course, I think the social media in general is also to blame. Finally, some criminologists believe cuts to both youth services and police community support officers are responsible. This can't be the only reason, but it might play a part.
- **H:** Jackie, what brings young people to get involved in crime in the first place?

- Well, a small percentage of them begin a life of crime when they are at primary school. They do this for different reasons although it's safe to say that many children and teens who turn to crime are disadvantaged in various ways. For instance, they could have grown up in local authority care. What's more, once they get involved in crime, the chances of a second offence are high. These young people might eventually end up in custody a long way from home. This can lead to isolation from their families which makes them more vulnerable to the influence of gangs.
- **H:** Jackie, what can we do to stop crime?
- Deterrents such as longer prison sentences and life imprisonment for crimes like murder or even the death penalty are not the way to go, as far as I'm concerned. Although the system isn't perfect, I see the area to work on is that of teaching our young people crime is wrong. We must support them at school so they have good job opportunities when they leave. We should also develop more programmes to reintegrate those who have already offended into school and society. That's what will really stop a criminal from doing the same again. Community service can help in less serious cases provided it's well-supervised and appropriate both for the individual and in relation to the crime committed.
- **H:** Jackie, can you tell us about what you do in your spare time?
- I'm a youth worker! I set up projects JS: for kids and teens in the community where I live. I do all sorts of things, from organising summer sports camps for those whose families can't afford a holiday, to putting on plays at local venues - written by and starring the young people themselves. What's really important is to engage them. I don't see a youth club just as somewhere for the kids to go and hang out. It has to be a place where they want to go and will have something to do. Otherwise perhaps they'll get into trouble anyway.
- **H:** Thank you Jackie. And now we'll move on to a story that ...

#### Life Skills 9-10

## **4.15** Exercise 6, page 152

#### I = Interviewer PA = Professor Ashton

- I: Today's interview is with a communication and media expert. Professor Ashton, welcome. So, at present we hear this term a lot, but what actually is fake news?
- PA: OK, so this term refers to news stories published on social media which are especially written in order to mislead or misinform people. What's interesting, while some of these stories are easy to spot as they sound completely unbelievable, the Internet is also full of so-called bad news which is not all invented, but full of factual errors and misleading images. These are more difficult to identify as fake news.
- I: But why would someone want to write such stories? I suppose money plays a role here?
- PA: Yes, it is the key factor.
  Unfortunately, you can make quite a lot of money by inventing stories and putting them on the Internet.
  Sensationalist viral content drives traffic to a website. The more people visit a site and click on the ads, the more money the publisher of the website earns. The problem is so serious that there are even fake news factories in some countries where people are employed and trained to write fake news stories.
- I: So is there anything you can do to stop these people?
- PA: Well, one positive development is that the largest Internet companies such as Google and Facebook are now taking action to make it harder for fake news sites to make money from advertising.
- **I:** And there's the whole political thing that seems really dangerous?
- PA: Exactly! During elections in various countries, fake news and rumours have been spread on social media to damage the reputation of a political opponent. In such cases, the consequences are quite serious for the whole country as false information may influence the outcome of an election.
- Is this a new problem because of the Internet and the spread of social media?

- PA: Oh, no, not at all. In Roman times, the emperor Octavian used misinformation to help him beat his political opponent, Marc Anthony. He produced a document that was supposed to be Marc Anthony's will, and the contents turned the people against him. But this may well have been a complete fake. The problem is that now with the Internet it has become so easy for anyone to spread any kind of information, true or false. There are no barriers. To illustrate this, I can give you a simple example of a story written by a celebrity singer who had apparently refused to give any money to charity. The story spread all across social media as people shared the story, many just wanting to attract more followers. As you can imagine, this affected the sales of the singer's latest album. It turned out that the story had been written and spread by one of a rival's fans.
- So, how can we spot what is fake news and what is real?
- PA: Well, I think we must learn not to trust everything we read online, but there are a few ways that can help you tell the difference between real and fake news. I would suggest that if we are unsure that we should click on ...

## **Culture Spot 1**

4.17 Exercise 6, page 155

DS = David Swan A = Annie G= Gary

DS: Hi there. I'm David Swan and I'm going to tell you how to make the perfect cup of tea. Most of us just boil some water, pour it into a mug with a tea bag, push it around a bit with a spoon then squeeze the tea bag and take it out. Splash in some milk, add one or two teaspoons of sugar, stir well and drink. Right? Oh no, wrong! Scientists tell us that we should first run the water from the tap for a while - this adds oxygen. Boil the water and add to the cup with a tea bag. Leave it for two minutes. Then take out the tea bag, add the milk and leave for six minutes. This means the tea reaches sixty degrees. This is perfect for the flavour. Don't leave the tea bag for too long or it will taste horrible. And also – never boil the same water twice when you make another cup! Now, I think we have Annie with a question?

- A: Yes, hi! My mum says that you should always put the milk in first, before the water or tea. Isn't that right?
- DS: Aha! Good question! At first people used to put milk in first because they used china cups and they didn't want to crack the china with boiling water. But the china got better in quality and in fact it was a sign of how rich a person was. Milk after the water showed that you could afford good quality cups! Seriously it's better for the taste to add milk later.
- A: Thanks. I'll tell her!
- **DS:** But in the end everyone should make tea according to what they like. Line number 2 is that Gary?
- **G:** Yes, I'm going for afternoon tea at a tea shop for my sister's birthday. Are there any table manners I ought to know about tea drinking?
- DS: Lucky you! Well, to be really 'correct,' you mustn't touch the sides of the cup when you stir your tea. It makes a noise, and also some tea might spill out! You shouldn't stir in a circle, but across the cup. And don't, don't ever 'slurp' your tea! Everyone will look at you! It's better to sip it politely definitely no gulping either you're not in a race to go anywhere! Also please, don't dunk a biscuit in your tea a big no-no in posh places.
- **G:** Ha! My sister, Ella, says you should hold out your little finger when you drink tea. Is that right? I told her it was rubbish!
- **DS:** Nope sorry Ella your brother's right.
- **G:** For once!
- **DS:** Just make sure you don't drop the cup!
- **G:** Thanks! I knew I was right!

## **Culture Spot 2**

# **4.19** Exercise 5, page 157 A–F = Speakers A–F

1

- **A:** I hear you got tickets to the Awards last week! Wow! How was it?
- Absolutely amazing! They cost a fortune, but it was well worth it. The O2 arena is enormous, and the atmosphere was electric! Jason and I spent all night celebrity spotting and of course the music was just brilliant. There was a great mix of older, established artists and rising stars. The highlight for me was Dua Lipa getting two awards and then performing. She is so cool, and I love her music and lyrics – catchy and standing up for young women everywhere. Her dance routines are excellent too. I think she'll go down in music history.
- A: Yeah she's certainly beating her competition. She's come a long way since she started out. And had a string of hits. Not like some of these one-hit-wonders.

2

- C: You know me I don't usually watch award ceremonies they're a bit boring lots of speeches and clapping and celebrities competing with each other to wear the best outfits! But last week I was flipping channels and I caught the music awards on Channel 15. They were just about to announce the lifetime achievement award for a female artist. Guess who won?
- OK, so I'm thinking Adele, Amy Winehouse or maybe Beverley Knight?
- C: Nope. Here's a clue. She first topped the charts in the 1980s, but not on her own
- **D:** Do I know her?
- C: Definitely. You love her. Right, another clue you'll get it this time, a music video of her with short orange hair and in a man's suit made her a household name with the song ...
- D: 'Sweet Dreams' yes! Annie Lennox. First with the Eurythmics and then solo. She's still going strong today! What a worthy winner. I have to say 'Walking on Broken Glass' is my dad's all-time favourite song.

3

- E: I streamed the Awards last night. Everyone was saying how awesome Stormzy had been, I had to see him. He certainly stole the show, didn't he!
- F: And how! The music, the staging all the rain! It was so impressive. I love that he's so passionate about what he's saying with his music. He talks directly to the politicians and he really gets people thinking about big issues in society ... And he won two awards! It's really putting Grime on the map. The early artists took a long time to break into the music industry but today people are really listening to the music.
- E: Yeah, it's about time young people's voices were heard. Wow. I've got to watch it again. Also, Drake is well worth watching, as is Little Simz, the rapper brilliant!

## **Literature Spot 2**

4.21 Exercise 2, page 160
MD = Mr Diaz M = Morgan
J = Jasmine F = Flo

**MD:** So today's book up for discussion is The Mystery of Edwin Drood. I hope everyone's read it?

- M: I'm sorry, I didn't have time. I do love Dickens though! I think his characters are so funny and clever. And his books teach you so much about Victorian England. I think the best Dickens novel is *Great Expectations* that has got some real characters in it, and a great storyline.
- J: Oh, no, it's got to be Nicholas Nickleby! It's brilliant! But Drood is close, in my opinion.
- **M:** People say it's quite special. Why's that?
- F: I've read it and, yeah, I agree it's excellent! I did a bit of research on it, too. And the reason it's special is, well, first of all, because it was his very last book.
- M: Oh, really I didn't realise that!
- F: And secondly because it hasn't got an ending. The author died before he could finish it. And that's even more frustrating because it's a whodunnit a murder mystery and now we'll never know who did it, how and why! How cool is that?
- M: Very. Now I have to read it!

4.22 Exercise 3, page 160

M = Morgan F = Flo MD = Mr Diaz

**M:** And what did you come up with in your research, Flo?

- F: Well, straight after Dickens died of a stroke in 1870, people tried to write endings to the story, and they're still trying! In the book, Edwin Drood disappears. His body is not found and everyone thinks he has been murdered. There have been more than 200 different suggestions about what happened to him! There's even been a musical, called *Drood*, where the audience vote on who they think the murderer is!
- **M:** Wow! It really did get people thinking!
- F: And a few years back, a UK university started a 'Drood enquiry'! It was crowd-sourced they asked the public to vote online for who they thought killed Edwin Drood and they got over 15,000 responses, can you imagine?!
- M: Amazing! And what was the result?
- F: Well, they voted mostly for Mr Jasper, the choirmaster at a cathedral. He is jealous of his nephew, Edwin Drood, because he, Jasper, is in love with Drood's fiancée, Rosa.

**MD:** And what do *you* think happened?

**F:** Oh, the possibilities are endless.

- M: I guess there are various clues in the book, like in all good detective stories?
- F: Yes, there are, and also Dickens himself gave a few hints to his friends - but he definitely didn't give too much away! Here! Read this page for example
- **MD:** Has anyone else got any thoughts? How about you, Jasmine?

## STUDENT'S BOOK VIDEO SCRIPT

#### Unit 1

# 1A GRAMMAR AND VOCABULARY

#### **▶ 1 GRAMMAR VIDEO** page 5

N = Narrator J = Julia Nat = Nathan C = Chiara Ni = Nicole D = David Ch = Chantelle M = Matt Ja = Jake R = Rosie P = Pip

**N:** What's everyone wearing this year?

- J: I think everyone's wearing a lot of colour, a lot of floaty styles, really embracing the summer vibes. Lots of pastels, just cool chic colours.
- Nat: I think people are wearing chunky trainers that resemble a dad kind of style, baggy oversized clothing to complement their bodies. Ripped jeans are also in this season, I see a lot of people wear ripped jeans and boots for winter.
- C: I think everyone's wearing predominantly street wear, so I think obviously it's sneakers that are in I think they always have been but this year mostly like colourful things as well. People are trying to express themselves more and more, so it's taking a nice turn, I think.
- Ni: This year I'd say especially coming in sight the autumn/winter, kind of lots of jackets like this one, no, no coats so much now, a lot of kind of distressed clothing is quite popular as well, so I think ripped, worn kind of clothing, something that's more comfortable. People are going for a lot of comfort, I find.
- D: This year everyone seems to be going back to the 90s style of fashion, so I think everyone's wearing flared jeans, baggy clothes, flannel shirts and heavy jackets and things like that.
- **Ch:** I think a lot of people are wearing snakeskin leopard prints it's kind of that's all in at the moment.
- M: I mean I hope everyone's wearing and expressing themselves in their own way – yeah, in their own personal styles.
- **N:** What clothes styles are you wearing this season?
- Ja: I'm wearing jeans, boots, old T-shirts are fines, and just jackets I like.
- Ju: I'm traveling at the moment, so I'm like trying to wear just something that's comfortable, so something quite loose that I can walk around in, active wear, so like gym tights, sneakers, that kind of thing.
- **R:** Some of the clothes I like wearing this year are comfy but stylish

- clothes, with maybe fun patterns or things. I don't like anything too fancy because I think it gets in the way of practical life.
- P: This year I'm mostly wearing cropped jeans and like baggy, loose-fitting T-shirts, and that's my main look this year.

#### 1D READING AND VOCABULARY

## 2 DOCUMENTARY VIDEO page 8

## Beauty belongs to everyone

N = Narrator KM = Katie Meade AR = Alan Randall M = Mum

- N: Meet Katie Meade, the first-ever model with Down syndrome. She's the face of a collection of hair products called Fearless. Katie knows that there aren't many people with Down syndrome or other disabilities in the fashion industry, but by being a model, she's hoping to show people that beauty belongs to everybody.
- **KM:** People who have disabilities can have abilities, and they are very capable of doing so much in life.
- N: The effects of Down syndrome can be different in each person. However, it usually means a person who has it grows slower than someone without it. Katie might be small, but she's very confident, kind and bursting with energy. Katie loves getting dressed up in beautiful stylish clothes, coloured trousers, elegant shirts and pretty shoes. She is also very fond of getting her hair and make-up done for the photos. Alan Randall does her hair and cuts and styles it for the photo shoot.
- AR: I've worked with a lot of models.

  Katie was definitely the first model that I had worked with with Down syndrome. I think Katie has really, like, shown that beauty is more than just an outward appearance and it also comes from the inside.
- N: The beauty brand first contacted Katie because of her work with Best Buddies an organisation that helps disabled people find work. She promotes people with different needs and shows that they all have different skills and talents, too. Everyone can offer something new and valuable if they're given the chance.
- N: When Katie was growing up, other children treated her differently because they didn't understand Down syndrome. But her friends and family loved and supported her, so she was able to stay positive.
- **KM:** I just looked past that and I'd overcome my obstacles.

- N: Part of Katy's daily life can be difficult but she's always smiling and her happy expression makes others feel good. She also helps people without disabilities understand and value those who do have them. Her parents are really proud of her, and they think that thanks to Katie, more people with disabilities will now have opportunities.
- M: So, I think with the opportunity that Katie's had, I think it's opening up the door for so many people with disabilities. Katie is extremely positive, probably the most positive person, never down, just always adds, bring sunshine to everybody she meets. I'm just proud to call her my daughter.
- **K:** Katie knows she's now in a great position to help others and start creating positive feelings between different people in our society.
- **KM:** I want the world to see people with disabilities have abilities, and beauty belongs to everyone!
- **N:** Do you think Katie's story can change attitudes towards disabled people?

#### **1F SPEAKING**

# **VIDEO** Exercise 3, page 11

P = Pete S = Sam Pen = Pennv

- **P:** Did you guys see that article about the fashion victims?
- **S:** What's that about?
- P: It was this whole thing about kind of what we're talking about, fashion victims, how people will go to such lengths for fashion. They mentioned this thing where loads of people queued outside a shop to get these special models of trainers, I think it was.
- Pen: Yeah, I think, they were special model of trainers that were released by ... with like a big celebrity name attached to them, so loads of people wanted them.
- P: Yeah, exactly.
- **Pen:** I didn't read the article but I remember like seeing pictures.
- **P:** I didn't even know that things like that happened but apparently, it's a big thing.
- S: I understand that, because sometimes people think it's an investment thing, so they'll buy them now and then they're worth a lot more later on in the future.
- **P:** What do you mean? Are they ...
- So, the price might be a hundred pounds for a pair of shoes now, but in a few months' time they could go up to five, six hundred pounds.

- **P:** So people actually do that?
- **S:** I've done it a couple of times.
- P: Have you?
- S: Mhm.
- P: Wow! Have you?
- Pen: No.
- **P:** What do you think?
- **Pen:** I think, good for you. I wouldn't queue that long for anything, I don't think.
- No, I get what you mean. It can be quite time-consuming ... boring waiting all day.
- **Pen:** Yeah, I gave up queuing a long time ago ...
- S: But I just think when the end result is gonna be something so profitable, it makes sense to go for it.
- P: I just think personally that it's just buying too much into media and consumerism and marketing and it just makes me feel kind of uncomfortable.
- Pen: Yeah.
- People should be able to wear whatever they want without feeling that they're gonna be judged for it.
- **Pen:** Yeah, definitely. I think the fashion victims will be the younger generation. I don't feel like ...
- That feel they have to pay for it and have to get it.
- Pen: Yeah, exactly.
- **S:** That's true.
- P: Because people look at these adverts of models, actors, musicians ...
- **S:** They see it and they want it.
- P: And they think: oh, if I have those trainers, then I can look a bit like them. Do you know what I mean?
- P: Yeah, definitely.
- **S:** That's so true.

# 2A GRAMMAR AND VOCABULARY

- **▶**4 GRAMMAR VIDEO page 19
- N = Narrator C = Chris Ni = Nicole A = Alex Al = Alizee Ny = Nicky Na = Nathan E = Eleanor
- **N:** What have scientists been working on recently?
- C: I think the most important thing to me that scientists have been working on is renewable energy and focusing on improving the sustainability of the world and ecosystems. I think that's really important. I think that's what we should be very conscious of.

- Ni: I think what scientists have been working on lately that I find the most interesting would be reducing emissions from cars, trains, more electric energy, that's what's much better.
- A: Scientists have been working on ocean cleanup things like cleaning up plastic from the oceans, that's what I'm mostly interested in.
  There's been a lot of work on that lately and it's interesting to me.
- Al: Recently scientists have been working on cancer research and I think that's very useful and obviously something that's very important for everyone around the world.
- Ny: What's important to me I think is that scientists have been working on a cure for HIV over the past ten years. They have developed prep, which is a medication which people can take if they think they're at the risk of getting HIV.
- Na: Elon Musk and his scientists have been working on a way to get to Mars to get people to go there on holidays and make transport easier to Mars to obviously expand the Earth.
- E: Something important that scientists have been working on that I'm very interested in is technology, especially the glasses that you can take photos with, and you can search the Internet, and it's all through your eyes! I still can't grasp that, I think it's so interesting. Compared to when I was a lot younger, everything is developed so much now, and it's so interesting to see where it keeps going.

#### **2B READING AND VOCABULARY**

## **5** DOCUMENTARY VIDEO page 20

#### The future of Al

N = Narrator AG = Alex Garden RC = Roberto Cingolani W = Woman iC = iCub AM = Andrew McAfee

Freshly baked pizza straight from the oven. But this pizza wasn't made by humans alone. Robots helped, too. This Californian company is using intelligent machines as chefs in their pizza delivery business. At the moment the robots spread the sauce and put the pizzas in the oven but soon they will do many more jobs. Robots are cheaper and better at many jobs. They don't get sick or take holidays. Does this mean the robots will threaten human jobs? The company says that thanks to robots, human employees can get on with more important jobs.

- **AG:** We're going to free up people to do things that are higher value. There's going to be amazing new ways of working that don't exist yet.
- N: The pizza robot is good at performing the same simple tasks over and over. But humans, and even animals, can do many different things. In Italy scientists are building AI machines that have the sort of flexibility found in nature.
- RC: What we tried to do is to reproduce functionalities that nature has developed for three billion years into artificial systems that can be used to help humans.
- This gives robots the ability to make precise movements, widening the range of tasks they can do. Robots can be very useful helping humans in situations too dangerous for them to work in, like searching sites devastated by natural disasters, such as earthquakes. For example, this robot was designed in response to the Fukushima nuclear disaster to help humans in situations too dangerous for us to work in. These new robots can understand and react to their surroundings. Their AI is advanced; they are more like a human.
- W: Hello, iCub.
- iC: I am ready.
- W: Can you please pass me something to drink?
  Thank you very much again.
  - iCub's ability to interact with humans allows him and robots like him to do more than automated jobs. They can become effective assistants or even take care of customer service. Where earlier robots used their mechanical muscles, these newer robots use their digital minds. For now though, these robots still have very limited intelligence compared to humans. They are not able to think critically or creatively. That's why jobs that need more advanced thinking, such as doctors or architects, are still out of their reach. However, robots like the iCub and the AI systems in our phones and computers are developing all the time. And these technologies learn much faster than us.
- **AM:** So, the robot revolution is happening right now. I believe it's really in its early days. We ain't seen nothing yet.
- **N:** The question is, in the future, will robots be able to replace humans in more advanced jobs?

#### **2F SPEAKING**

# **D** 6 COMMUNICATION VIDEO Exercise 2, page 25

#### K = Kevin D = Daley E = Emma

- **K:** Why don't we do something different today?
- **D:** Like what?
- K: I don't know, Daley. I've been trying to think of something interesting but nothing comes to mind. Any ideas?
- **E:** My mind's gone blank ...
- **D:** The Science Museum?
- **E:** I know we all study Science, Daley, but that's a terrible idea.
- D: Why?
- E: Because we've been there hundreds of times. I've been going ever since I was six!
- **D:** Kevin? The Science Museum?
- **K:** Yeah, I don't think much of that idea, to be honest.
- **E:** How about we ...? No. Forget it.
- **D:** The weather's good, so ...
- **E:** Pizza! How about ordering loads of pizza and playing video games all day?
- **K:** It's not a bad idea, Emma ...
- E: But?
- **K:** But it's not a good one either.
- E: Whv?
- Well, the main reason is that we play video games almost every weekend. And another reason is we had pizza yesterday. And the day before that. And the day before that.
- E: I like pizza.
- O: What do you think of going to see Bryony Fox? You know, the scientist? She's giving a talk at the university.
- E: That is by far the worst idea I've ever heard. I don't want to spend Sunday at a talk.
- **K:** Hmm, yeah, it's not quite as good as video games and pizza, is it?
- E: What do you mean it's not quite as good? It's not nearly as good. It's even worse than the science museum!
- **D:** Alright, then. Fine. Emma, what do you suggest?
- E: What about this? The Zero-G Experience. Check it out – you're in a plane that flies really high, then speeds back down to earth and you feel weightless like an astronaut in a spaceship!
- K: That's a great idea, Emma! Wait, wait, wait. How much does it cost?
- **E:** Ah ...
- **K:** How much?
- **E:** It's kind of expensive.

- **K:** How much?
- **E:** Five thousand pounds. Each.
- **D:** How about this? The world's biggest drone show! Three hundred drones at Reading airfield.
- **E:** That sounds good. Drones are fun.
- **K:** Yeah, that's the one. Come on, let's go.
- **E:** Ow! What's wrong?
- **K:** Pizza?
- **E:** Yes, you can't go wrong with pizza.

#### Life Skills 1-2

# **7 LIFE SKILLS** VIDEO Exercises 6–7, page 33

#### T = Teacher J = Jenny S1-S3 = Students 1-3

- T: Good morning, everyone. Today in class we're going to look at how to use body language when we give a presentation. We often think that what we say is the most important thing, but actually how we say it and what we do with our body can either encourage people to listen or distract them. This morning Jenny is going to give part of a presentation, and she's going to show some things we shouldn't do when giving a presentation. Thank you, Jenny.
- 1: Hello, everyone. I'd like to talk about celebrity photographs and how they influence the way we'd like to look. People are very conscious these days about their appearance. They see photographs of celebrities in magazines who normally look slim, attractive and fashionably dressed. But are these photographs telling the truth? No, the truth is that these photographs have often been altered to make the celebrities look better. The women's hair is shinier, their waists are thinner; the men have muscular arms and legs. And the clothes they are wearing always look good on them because they are very expensive and of high quality. They give us an unrealistic picture – and unfortunately lots of young people feel they need to achieve that ideal look.
- **T:** OK. Thank you, Jenny. Right everyone what did you notice about Jenny's body language?
- **S1:** She didn't look at us.
- **T:** Exactly. She looked everywhere apart from the audience.
- 52: She seemed really nervous and she didn't know when to stand still or when to move.

- Mhm. correct. Presenters need to be careful about when they move and where they stand. Well done. Jenny, great performance. So, let's look at what we need to remember about body language when we're giving a presentation. Firstly, think about your posture. Stand facing the audience. Keep an open body position with your hands at your sides, shoulders back, heads up. Keep your hands still, and your feet too. Don't fidget! This can be very distracting. Also, stand in the centre of the stage or the room; don't stand to one side of the room or behind the podium. Next, use gestures to involve the audience. The best speakers keep their palms open when they speak. Sometimes you can give the 'chopping' gesture when you want to make a point. Both hands moving down as if you're chopping. Remember – don't point at the audience. This can look aggressive. Thirdly, movement. It's good to keep moving to keep the audience's attention but not all the time! Move forwards when you want to make a point, and backwards when you're adding a comment or an example. Finally for today, facial expression. We know that eve contact is important but don't stare at one person. Scan the audience and hold eye contact with several people for a few seconds. You can use your face when you speak. When you raise your eyes, when you show interest, this makes the audience more interested in your message. And this is really important – don't forget to smile to show enthusiasm and confidence. Remember - good body language can help but the wrong body language can do the exact opposite. Jenny, would you like to give your presentation again?
- Hello everyone. I'd like to talk about celebrity photographs and how they influence the way we'd like to look. People are very conscious these days about their appearance. They see photographs of celebrities in magazines who usually look slim, attractive and fashionably dressed. But are these photographs telling the truth? No, the truth is that these photographs have been often altered to make the celebrities look better. The women's hair is shinier, their waists are thinner, the men have muscular arms and chests. The clothes they are wearing always look good on them because they are very

- expensive and of a high quality. They give an unrealistic picture, and, unfortunately, lots of young people feel they need to achieve that ideal look.
- **T:** Thanks again, Jenny. Excellent. How do we feel about this presentation?
- **S3:** She looked much more confident, and I remember what she said more than I did before.
- T: Exactly thank you! We've looked at a lot of points today, but I think I need to add one last comment whatever we do with our bodies while we're talking, perhaps the most important thing is that it needs to look natural, and not artificial! Thank you all and good luck with your future presentations!

# 3A GRAMMAR AND VOCABULARY

#### **8 GRAMMAR VIDEO** page 35 N = Narrator D = David K = Katherine A = Amine Al = Alizee C = Chantelle

- **N:** Tell me about a sports injury you had.
- D: I have had a sports injury. It was during primary school. I used to play football every week and I was never very good but for some reason someone on the opposite team singled me out and used to tackle me very very harshly. It got to the point where he tackled me so harshly once that they thought he had broken my arm. Fortunately, it was only a sprain.
- K: I had an injury in dance where I was basically running, jumping and I came down, landed on my ankle, went over on it and felt this huge click, then went into hospital to have it checked out, and luckily there wasn't any fractures or breaks, it was just like a bad sprain, so then I was just on crutches for a long time.
- A: When I was at school in France, in the South of France, in Marseille, I was playing football and I was very little now I'm 6 foot 1 I was very little at the time and I was playing against somebody that was a bit bigger than me and he went physical at me, but it was just sports, and then I banged my head against the wall and the next thing I woke up and I had ten people in front of me.

- Al: I played netball in secondary school and I had training sessions twice a week after school, and then in a match I was Goal Attack, and I was jumping up to get the ball and the defence also jumped up to get the ball. We smacked into each other and I fell to the ground and put all of my weight onto my ankle, so I hurt my ankle quite badly.
- So, I had my sports injury when I was horse riding. I fell off a horse and broke my arm, but after physio, I got back on my horse and kept riding.

#### **3E SPEAKING**

# **D9 COMMUNICATION VIDEO** Exercise 2, page 39

#### C = Customer M = Marie Ch = Cheryl DG = Delivery guy

- **C:** Excuse me, dear.
- **M:** Oh, hello! Welcome to Village Health Foods. Can I help you?
- **C:** Yes, please. Would you mind telling me where the organic kale is?
- M: I ... Yes, I think it's ... Cheryl?
- **Ch:** Vegetables are at the back, Marie.
- **M:** The vegetables are at the back. Sorry, it's my first day.
- **C:** That's alright, dear. We all have to start somewhere.
- **M:** Can I help you with anything else?
- C: That's very kind of you, dear, but I think I'll manage. Actually, there is something, yes. I'd like to know whether your fruit and veg is locally grown.
- **M:** Locally grown? I ... Well, I mean, everything we have looks very fresh, so maybe?
- **C:** Yes dear, but have you got any idea whether it's local?
- **M:** Cheryl? Are our fruit and vegetables locally grown?
- **Ch:** They're imported, Marie.
- **M:** They're imported. But they do look lovely, very colourful!
- **C:** Well, I'm sure they look lovely, but I'm afraid it's local or nothing for me.
- **M:** Oh, okay. Can I help you with anything else?
- **C:** I wonder if you have any free-range eggs.
- M: Well ... I think we ... I just don't know where ... it's my first day, you see ...
- **C:** Yes, dear. You mentioned that.
- M: I've been trying to learn where everything is, but it's really not that easy. I had thought about drawing a little map but then I forgot and then I thought, well, maybe that's a stupid idea, because ...

- C: Sorry, I don't mean to be rude but I am in a hurry. Could you possibly tell me where I can find those eggs?
- **M:** Of course! Sorry. Cheryl? Free-range eggs?
- Ch: Back left, Marie.
- **M:** Back left. Shall I show you where that is?
- **C:** No, that's alright, thanks, I'll be fine. Good luck with the new job.
- **Ch:** Delivery, Marie!
- M: Oh. Yes. Right.
- **Ch:** Find out if they've brought the wholemeal bread.

**M:** Hi. Do you happen to know if you've got any wholemeal bread in there?

**DG:** Wholemeal bread? I don't really know to be honest. Sorry, it's just ... it's my first day.

**M:** Really? Well, that's alright – we all have to start somewhere!

#### **3F READING AND VOCABULARY**

## D 10 DOCUMENTARY VIDEO page 40

## **Pushing yourself to the limit**N = Narrator NK = Nikki Kimball

N = Narrator NK = Nikki Kimball DB = Dennis Ball AC = Andrea Cady

- N: This is one of the toughest sports in the world. It's long, it's hard and it can be painful. This is the long-trail ultra-marathon. A normal marathon is forty-two kilometres, but the long-trail is a hilly 440-kilometre course ten times as far as a regular marathon. That's equivalent to climbing Mount Everest twice. Nikki Kimball is one of the best professional ultra-runners in the world. She is challenging herself to break the world record for running the long-trail. The record is currently held by a man.
- **NK:** His name is Jonathan Basham and he ran four days, twelve hours and thirty something minutes, so I've got to get it under that.
- **N:** Extreme sports challenge both a person's mind and body to their limits, but Nikki believes she can break the all-time record.
- **NK:** But that's what extreme sports are about about doing stuff that people think isn't possible.
- NK: And go!
- N: After two years of training, she's off. She will endure at least four days of running through the night and day with little rest in very difficult conditions. She has a support team of thirty people. They are there to provide encouragement, medical help, food and drink at her regular rest and food spots.

- **DB:** We want to have everything prepared, ready, cooked and get her fixed up and ready to go as soon as possible.
- Nikki's nutrition is planned by the team doctor. She balances normal dishes that she enjoys eating with special sports food and energy drinks.
- AC: Basically, I think in terms of nutrition for ultrarunning there are a lot of different possibilities. I tend to favour the 'what is my body craving right now' school of thought.
- N: As well as short eating breaks, Nikki also has very short sleep breaks. Fighting tiredness is a real test of physical endurance and willpower.
- AC: I want her to keep going. I think if she stops to sleep, she's going to realise she's not going to break the record.
  - LERest is all that Nikki can think about, but she keeps going. She is close to an incredible achievement. Nikki fails to break the all-time record, but she is the fastest woman ever to finish the trail. She completes the long trail in five days, seven hours and forty-two minutes, breaking the women's record by over two full days. She hopes that her achievement will inspire people of all ages to get involved with
- running and physical activity.

  NK: Winning races doesn't matter in itself. It doesn't matter at all. But if you can inspire somebody to be healthier, that matters.
- **N:** But is such extreme physical effort the best way to encourage people to lead a healthy lifestyle?

# 4A GRAMMAR AND VOCABULARY

11 GRAMMAR VIDEO page 49

N = Narrator R = Rosie A = Amine J = Jake Al = Alex Ni = Nicole M = Matt Ali = Alizee C = Chris P = Phoebe

- **N:** If you are travelling by tube what should you and what mustn't you do?
- When traveling on the tube, I think you should be aware of the space around you and the people around you, and just be quite vigilant of, I think, making sure that you're safe and you're not putting other people in danger, especially when actually on the tube platforms. And I think you shouldn't be doing any too large movements, I think, and you should be conscious of the signs that are there for everybody's safety.

- **A:** If you're traveling in the tube, you must have your Oyster card ready, I think, and be aware of your surrounding.
- J: If you're traveling by tube, you mustn't lose your ticket because then the man will tell you off.
- **Ni:** When traveling on the tube, I think you have to be careful of your belongings, your bags and stuff like that, pickpocketing just be aware.
- You mustn't be rude, disruptive.

  M: What you shouldn't do is look people in the eye or speak to people. What you should do is keep to yourself and keep your head down, and if there's an elderly lady or pregnant lady, you should let them sit down.
- Ali: Some things you should do on the tube is always be aware of the people around you, obviously if there's an elderly person or a pregnant woman stood up, then you should offer your seat to them, and just don't be rude, don't rush because everyone's trying to get somewhere, so just be aware of the people around you, and then some

things you shouldn't do is push and

shove and try and run for the door if

they're closing because that delays

C: When using the London Underground, you should always let somebody off first before you get on and you should not eat unsociable food – by that I mean unnecessarily smelly or anything like that. Dry snacks only.

the tube.

- P: If traveling by tube, you should wear deodorant, you should probably take your rucksack off to make space. You mustn't hustle down the escalator, you mustn't stand on the left, you mustn't try and get on at last minute when the doors are closing.
- Al: When you're traveling by the tube, you must take a bottle of water with you, to keep hydrated, and you mustn't wear heels because the platforms are very short and you should keep your ticket on you at all times and you shouldn't interact with too many people because you might miss a stop.

#### **4B READING AND VOCABULARY**

12 DOCUMENTARY VIDEO page 51

#### Off the beaten track

K = Karl Watson N = Narrator M = Matt

KW: I'm about to head back to New

Zealand to go on a seven-week road trip around both the North and South islands. I'll be traveling with my kiwi friend Matt, who firstly be taking us off the beaten track to show me how

kiwis enjoy their own country.

N: Matt and Carl met in London, but
Matt moved back to New Zealand,
and lives and works in Wellington –
the capital of New Zealand. Now
Karl is getting on a plane, or several
planes, to visit his friend. After
spending a couple of days in the
city, they hit the road and head
to Tokomoro Bay, where Matt's

spending a couple of days in the city, they hit the road and head to Tokomoro Bay, where Matt's ancestors are from.

KW: What do you want me to get out of it? What do you want me to see?

of it? What do you want me to see?
What do you want to show me?

M: Well, I want to show you, I guess,
parts of New Zealand that you
wouldn't normally see if you're
a tourist. So, one thing that would be
good for you to get is actually seeing
some of the Maori side of New
Zealand. You know, the culture has
been here for twelve hundred years

is the East Cape of the North Island. It's a very awesome place; for me it's very spiritual, I have a very strong connection to the land. It's home. KW: No, it's cool, we're going completely off the beaten track,

and my tribe is Ngāti Porou, which

no phone reception, no nothing, which should be a nice break, so I'm really looking forward to it.

N: Maori are the indigenous people of New Zealand. They arrived in New Zealand from Eastern Polynesia in canoes. Matt belongs to a Maori family and he takes the opportunity to tell Karl about his heritage.

family and he takes the opportunity to tell Karl about his heritage.
He shows him around the tribe's marae, or meeting house. Matt's family still uses this one today for social and religious celebrations.
There is one more attraction waiting for Karl.

**KW:** Morning! Yeah, got up at the crack of dawn this morning to go and do some crayfishing!

N: Crayfishing with Matt's dad is a fun new experience and it brings Karl closer to the family's habits and culture.

**KW:** It's always a good start of the day when you wake up and do something you've never even done before.

- **N:** But now, it's Matt's turn to experience New Zealand from the tourist point of view. Karl is taking him on the traditional New Zealand backpacking trail.
- **KW:** That is some of the clearest, bluest water I've ever seen.
- **M:** Pretty proud to be a kiwi when you come to places like this.
- **KW:** It's gorgeous. It's like this little spot of paradise amongst the countryside here.
- **N:** For Matt, this was a whole new experience of his own country.
- **M:** When Karl comes over here and appreciates it so much and shows *me* things, it just makes me more aware, I guess, of the amazing country I live in.
- N: By bringing together Matt's local knowledge and Carl's perspective as a tourist, they have shared a trip they will never forget.

#### **4F SPEAKING**

## VIDEO Exercise 3, page 55

#### Z = Zoe A = Alex B = Brian

- Sorry I'm late. The traffic was dreadful.
- **A:** You didn't drive here, did you?
- **Z:** No, I took the bus.
- A: It's daft to take the bus. You'll never get anywhere on time. You should cycle.
- **Z:** I'm sorry, but I don't agree. I take the bus a lot and it's usually pretty reliable.
- I agree with Zoe. She's right. The bus service isn't bad.
- A: You can't be serious! Buses are a joke. You have to wait for ages and then three come along at the same time. And public transport's far too expensive, especially the underground.
- **Z:** I disagree. If you get a travel card, it's not much more expensive than cycling.
- **A:** Come off it! Cycling's much cheaper.
- B: OK, you've got a point, but the problem with bikes is they're too easy to steal.
- **Z:** You're right, Brian. I used to have a bike but someone stole it.
- A: I see what you mean, but you don't need to have your own bike. You can use the public bikes. OK, maybe they're not the best bikes in the world ...
- **B:** That's for sure.
- **A:** ... but they're not bad.

- You might be right, Alex. Maybe I'll try it. It's got to be better than sitting in your car in a traffic jam producing all those exhaust fumes.
- **A:** That's exactly how I feel. It's a crime against the environment to use a car.
- **B:** Electric cars don't cause pollution.
- A: What? You're joking, right? Of course, they cause pollution.
  Where do you think they get their electricity from?
- **Z:** OK, maybe that's true, but ...
- A: Cars cause congestion and accidents. I think we should ban all cars from the city centre!
- B: No way!
- A: Why not?
- **B:** I don't think that's realistic.
- **Z:** I don't think so either.
- **A:** Oh, sorry, guys. I've got to go. My girlfriend's picking me up.
- **B:** She's picking you up? What? On her bike?
- A: No, in a car.
- **Z:** An electric car?
- **A:** No ... It's raining!

#### Unit 5

# 5A GRAMMAR AND VOCABULARY

D 14 GRAMMAR VIDEO page 65 N = Narrator A = Alex Al = Alizee E = Eleanor M = Matt T = Tayla Na = Nathan Ma = Maya J = Julia

- **N:** What skills do you think you will need to learn for your future career?
- **A:** For my future career I'm planning on doing psychology, so I will have to learn a lot of communication skills, as well as sort of being empathetic with people.
- Al: I will need time management and being able to work under pressure, and I'm going to learn those skills by ..., through experience at uni, so when I've got deadlines writing my essays to hand in and maybe getting a part-time job because that will give me the experience of working in a different environment.
- E: So, for my future career I will need to improve my communication skills and to improve them, I'm going to talk to more people.
- 1: I think the skills that I will need in the future will be to learn about technology, to keep up to date with technology, and I'm a creative person, so I try to focus more on creative skills, skills that cannot be replaced by technology.

- T: The skills I will need to become a lawyer in future include good speaking skills, good writing skills, being able to think about a problem from lots of different perspectives, and to also remain objective when thinking about problems.
- Na: What I will need to learn is professional etiquette in corporate scenarios. I will need to learn how to conduct myself in meetings and exam conditions.
- Ma: In my future I'll need to have a very good ear, I'll need to be able to listen to music and to be able to write it down, I'll need to be able to sight read music very well.
- I: I think I will need to have really good people skills. Obviously, the world's changing all the time, the type of skills that people have or that are wanted change all the time, so I really need to just work on the type of skills which are never going to change, so talking to people, interacting with people, being able to come up with good creative ideas I'll definitely have to be doing that in the future.

#### **5D SPEAKING**

## **D** 15 COMMUNICATION VIDEO Exercise 3, page 68

#### L = Lilly C = Colin

- L: Todd? Do you know if Colin Pettifer is here yet? He was due at ... Never mind, thanks. Colin! You're a bit late.
- **C:** Yeah, the trains were a nightmare. Sorry.
- L: Anyway, I'm Lilly. Thanks for coming in today. As you know, we're ...
- C: Sorry. Hello? Yeah, yeah. Look, I can't talk now. Yeah, the interview. Yeah, now What? Yeah. Bye, Mum. Sorry.
- L: Okay, so ... Once again, thanks for coming in today. As you know we're interviewing for a gap year placement here at Fish Tank Games. Your online application was very impressive.
- **C:** Thanks, Millie. My dad and I spent a long time on it.
- L: It's Lilly, not Millie.
- **C:** Oh dear. How silly! Actually, that rhymes, doesn't it?
- L: It doesn't matter. Did you ... did you just say your father helped you with your application?
- C: Well ... no. I mean, I wrote it. He just helped me check a few things.
- L: Like what?
- **C:** Oh, just a few things. Like ... the spelling.

- The spelling. Right. It says here you eniov working with other people. Could you tell me more about that?
- Did I write that? Well, sometimes I like working with other people, but I also enjoy doing things on my own. To be honest, working with others often makes things more difficult.
- Oh? That's ... interesting. So, perhaps you could tell me a bit more about yourself Colin.
- Well, I wrote it all down on my online application So, I'm eighteen years old ...
- Colin, I've read your application and I found it very interesting but I'd like to hear more from you. For example, what are some of vour strenaths?
- Well, I'm good at gaming. I like ... I mean, I just want to work for a company that ...

## **№ 16 COMMUNICATION** VIDEO Exercises 4–5, page 68

#### C = Chen L = Lillv

- C: Oh, my phone.
- L: Chen? I'm Lilly. Nice to meet you! C:
- L: We're a bit behind schedule. Sorry to keep you waiting, I know
- you were here on time.
- C: No problem.
- L: I'll start by saying congratulations. I really enjoyed reading your application.
- C: Thank you. I'm glad to be here. I was so excited when I found out I had an interview.
- L: Enthusiasm! We love that here. So, tell me a bit about yourself.
- C: Well, I speak English, Chinese and German. I'm taking four A-levels. Oh, and I'm learning to drive at the moment. I'm taking my test next month.
- Sounds like you enjoy keeping busy. How do you find time for everything?
- I manage my time carefully. I actually think I work better under pressure. I believe most things are possible if you try hard enough, and I guess I'm a fast learner.
- You're also a member of a rock climbing club.
- Yes, that's been a really great experience. In climbing, you have to work together to stay safe. So I've learned that I work well in a team. I truly believe that two brains are better than one.
- Lagree. So, what about your weaknesses? Things that you'd like to improve?

- Well. I tend to spend too much time checking my homework, but I'm trying to speed up. And I find it difficult to talk to large groups of people. Last year, I joined a drama club to develop my public speaking skills. I'm sure I'll have improved by the time I finish school.
- Great. Right, why don't you tell me what you know about Fish Tank Games?

#### 5F READING AND VOCABULARY

## 17 DOCUMENTARY VIDEO page 70

#### Handcrafts in the twenty-first century

N = Narrator SM = Shawn Messenger EG = Eric Gorges NB = Nathan Bower

- In the era of increasing automation, many predictable and repetitive iobs may disappear. But some professions are likely to survive as they require creativity, innovation and highly developed skills. Eric Gorges is a mechanic who builds customised motorcycles. He travels to meet people who, like him, create unique handmade objects. They hope that through their work, they can create a legacy. They would like future generations to share their passion and continue doing their job. Shawn Messenger is a glassblower. She makes shapes and designs with glass. Glassblowing is an ancient craft that started 3,500 years ago. Shawn is based in Toledo, USA and started blowing glass when studying at an Art Institute.
- **SM:** So, I ended up walking into the glass department and it was love at first sight.
- She worked in a company blowing glass for ten years and then became a freelance glass blower.
- **EG:** Do you see yourself as an artist or a craftsman?
- SM: Both, both, well, I mean I'm a craftsman because I think I know how to create things using tools, but an artist because I try to come up with different ways of looking at the glass and making it different.
- It's hard work blowing big pieces of glass, so Shawn works long hours. Her job requires determination and lots of patience. She has to be competitive because machines now make a lot of glasswork. But her unique designs cannot be easily mass-produced, that's certain. Another example of a craft that can also be an art is clock-making. People have been making clocks since the fourteenth century.

- Machines now make a lot of clocks. but people like Nathan Bower continue the craft. Nathan is curious about how things work and comes from a family of self-employed people.
- **NB:** You know, I come from a long line of entrepreneurs.
- Nathan is gifted and very precise, so he makes all of his tools and clock parts by hand.
- **EG:** Do you design these patterns?
- **NB:** I do. I love sketching out and designing bespoke patterns. As far as I know, I'm the only one that's ever done that to a clock here, so it's kind of my thing and I'm kind of proud of it.
- It can take Nathan months to design and make each clock, but he loves getting down to work. His clocks will be used by people for 200 years, so he hopes he's creating a legacy.
- **NB:** Hopefully, I'm remembered and people admire my work and remember me in that way. I also very much desire to be influential and a renewing interest in my craft.
- Nathan and Shawn have learned skills that have produced iconic objects in our society, and people will continue to love and enjoy their work for years to come. That's a real legacy, isn't it?

## Unit 6

#### **6A GRAMMAR AND VOCABULARY**

▶ 18 GRAMMAR VIDEO page 79 N = Narrator D = David C = Chantelle K = Keith R = Rosie P = Pip E = Ellie Ka = Katie Ch = Chris Kat = Katherine

- N: If you could go anywhere for a weekend, where would you go and who with?
- **D:** If I could go anywhere for a weekend, I would go to Yellowstone National Park in America and I would take my fiancée because it's where she would want to go for a honeymoon and I think it would be a nice treat for her
- If I could go anywhere, I would go to Italy, somewhere by the beach, I think the sunshine would be nice, and I'd probably go with my friends.
- I'd go to New Zealand for the weekend with my girlfriend. She hasn't been here so, yeah, I would like to take her.

- R: I think I would go to New Zealand with my friend Hannah because I enjoy walking and I think it has a lot of beautiful scenery that I would love to experience for myself, and not just through pictures.
- P: If I could go anywhere for a weekend, I would go to New York with my girlfriend. I think it'd be lovely. That's where ... if I could go anywhere, that's where I would like to go.
- E: If I could go away anywhere,
  I would go to Bali because it's very
  quiet and it's a lot more relaxed
  compared to the busy lifestyle that
  I usually experience in London, and
  I would also go with my cousin.
- Ka: I think that I would go to the Alps with my best friends from university. We love to ski and I've not gone there with them yet. It's probably my favourite place in Europe and I think that would be really really good fun to spend a weekend out there in the snow.
- Ch: Personally, if I was to go away for the weekend, I would most likely go with my sister or my friends. I love booking a flight and going over to Europe. I think it's super super easy, much easier than people think it is, so a city break in Europe. Also, oh I love Edinburgh as well, I'd go to Edinburgh in a heartbeat.
- **Kat:** I want to go to Rome for the weekend, I think, for the food and for the culture, and yeah, and I would probably go with one of my best friends, or maybe my mum depending what mood I'm in.

#### **6B READING AND VOCABULARY**

## 19 DOCUMENTARY VIDEO page 80

#### Why do we lie?

#### N = Narrator DA = Dan Ariely MN = Michael Norton P = Psychologist S = Student

- This is Dan Ariely, a professor at Duke University in America. He is on a mission to understand what makes people act dishonestly or against their own morals.
- DA: How many people here have lied at least once since the beginning of 2014? How many people here think of yourself in general as honest wonderful people? The same group! How can it be? How can it be that at the same time we think of ourselves as honest, and then we recognise that we are dishonest?
- N: Dan thinks that we are able to justify small acts of dishonest behaviour because of what he calls 'fudge factors.' Fudge factors

- are excuses we use which allow us to feel like our dishonesty is acceptable. To test his theory, Dan and his team created a series of experiments called the matrix experiments, to understand how and when people lie. In this exercise, participants have half a second to pick which side of the square has the most dots. It seems simple but there's a twist.
- **DA:** We're not going to pay you the same amount for the right and for the left. But regardless of the amount, your task is to basically be as accurate and truthful as possible.
- N: Participants now face a moral dilemma. The objective of the task is to tell the truth, but if they keep selecting only the right side, there's more chance of getting a bigger reward more money. And because both sides are so similar, it doesn't feel very dishonest ...
- MN: There's a line and you have to decide whether you're going to cross it or not. You kind of want to go to the other side, and you kind of know what the right side is. Maybe I'll go to the other side sometimes.
- And in the end, it turns out that most participants cheat - not a lot, but a little bit. In fact, overall nearly seventy percent of the 40,000 people who took part in the matrix experiments lied when the circumstances made it easy to do so. To get to the root of why we lie, it can be useful to look at children. Young children are especially likely to tell little lies, sometimes called white lies or fibs. This can get children into trouble, but experts believe it is a vital part of our early psychological development. It helps us build imagination and creativity.
- P: It's very common for children, younger children, to fib. And for them, it gives them pleasure, it helps them imagine things and it helps them build their brain.
- **N:** And, as one child points out, sometimes we don't just lie to help ourselves.
- S: Sometimes you also have to lie in a way, because you're making somebody happy. Like if you're throwing a surprise birthday party, then that means you're obviously trying to help and get ready or do something. And so, you're lying to your friend to help them have a good birthday!
- **N:** Some lies are less harmful than others, but it's always worth asking yourself: why did I actually lie? or why did this person lie to me?

#### **6E SPEAKING**

# **D 20 COMMUNICATION VIDEO** Exercise 2, page 84

#### S = Sally C = Claire

- S: Claire, I wonder if you could give me some advice. I've got a bit of a problem and I don't know what to do.
- C: Oh no! What's up?
- S: Well, I really want to go to Ali's party on Saturday night ...
- **C:** Well, yeah. Everybody's going!
- S: But I'm supposed to be going to Brighton this weekend to stay with Jane, she was my best friend at primary school. I'd love to see her again but if I go to Brighton, I'll miss the party!
- C: Hmm. Oh, dear. Well, you could invite your friend to visit you and then she could come to the party, too.
- S: Yeah, I thought of that, but I'm pretty sure her parents won't let her come. They're really strict.
- **C:** Well, in that case, I think you should forget about Jane and come to the party. It's going to be fantastic.
- S: But we've been planning this weekend for ages. I can't let her down! She'll be so upset! Oh! I've no idea what to do!
- C: The best thing to do is to tell her the truth. If you explain the situation, she'll understand and you can plan another weekend some other time.
- S: Do you think so? Actually, yes, you're right! She'll understand, of course, she will. Thanks. That's really helpful!

# D 21 COMMUNICATION VIDEO Exercise 3, page 84

#### T = Tom J = Jane S = Sally

- **T:** Yes! Nice one, Jane. Great game.
- J: Thanks, it was close!
- J: Do you remember my uncle Haru, Tom? You know, the one who married the French woman last year?
- **T:** Of course, I do. You showed me the wedding photos like a thousand times.
- J: Oh yeah. Well, you know they went to live in Paris?
- **T:** Yeah, yeah. Oh, it's such a romantic city and, oh, they've got a lovely flat and, oh, he's got a great job ...
- J: Whatever! Anyway, guess what!
- T: What?
- J: He's invited me to go and stay with them next weekend. He's paying for the flights and everything!
- T: Wow!

- J: The thing is, my friend Sally is coming to stay with me that weekend!
- **T:** Hmm ...
- J: So, what do you think I should do? Do you think I should go to Paris or stay here with my friend?
- **T:** If I were you, I'd go to Paris. No question about it.
- J: But I haven't seen Sally for ages! She'd be so disappointed if I told her not to come! What could I say?
- T: Well, it's probably not a good idea to make up a stupid excuse, that's for sure. You'd better just tell her the truth. I'm sure she'll understand. It's not every day you get to go to Paris, is it?
- J: You're right, that's good advice. I'll give it a try. I'll call her as soon as I get home! Thanks, Tom.
- T: You're welcome. Good luck!
- S: Hello, Jane?
- J: Oh, hi, Sally! I was going to phone you ...

# 7A GRAMMAR AND VOCABULARY

# ▶ 22 GRAMMAR VIDEO page 95 N = Narrator K = Katie A = Alizee M = Matt P = Phoebe N = Nicole Al = Alex C = Chantelle J = Julia Ka = Katherine

- **N:** What's the one thing your parents always told you to do?
- K: My parents have always told me to work hard and be very respectful to people and I'm really glad I did because it's very important and it's really helped me out in life growing up.
- **A:** My parents always told me to be kind to other people.
- **M:** The one thing my parents always told me to do is say please and thank you.
- **P:** My parents always told me to put in a lot so that I get back a lot that's what my mum always says.
- N: They always told me to be myself and always try my best, put my 100 percent into anything I tried.
- Al: My parents always told me to say my pleases and thank-yous and I think I'm good at that.
- **C:** My parents always told me to be polite, always have my manners.
- J: My parents always told me to study really hard because it will pay off.
- Ka: My parents always told me to work hard at school, get your exams behind you, and then you can go off and do whatever you like after that.

#### **7D READING AND VOCABULARY**

## **23 DOCUMENTARY VIDEO** page 98

#### Living art

N = Narrator LM = Lisa Meade CS = Christopher Salata MS = Michael Schwartz

- N: Meet Lisa. Lisa is an artist from Los Angeles, who is making headlines by turning people into paintings. Lisa paints her subjects from head to toe. She uses bold brushstrokes to capture depth and shadow, just as she sees it in real life. Lisa's puzzling paintings make the real world look like atmospheric two-dimensional oil paintings.
- LM: I paint on people in a way that makes them look like two-dimensional paintings. I paint the shadows as they exist in real life directly onto them.
- **N:** For Lisa, the world is a canvas. All she uses for her paintings is acrylic paint and a brush.
- LM: If I were to think about how to paint a person on canvas, I would paint that directly on their body. I would include all the shadows, the highlights, straight brushstrokes, colours.
- N: Lisa paints our human subjects from top to toe, even the ears, hair and lips. To complete the paintings, Lisa paints the background in the same style, so you don't know where the painting ends and the real world begins.
- LM: And I also wrap in the background, too. The painted person works without the background, but it also adds to the effect a lot to be able to see the figure emerging from the canvas.
- N: Because Lisa paints on people, she takes a lot of photos of her work before her models wash all the paint off.
- LM: When I paint someone for a live art exhibit, obviously the artwork has to go home at the end of the day, shower and it's all over. And so I take a lot of photos to capture the spirit of the artwork.
- **N:** Twenty-seven-year-old Christopher Salata admits that he loves being painted and being a part of art history.
- CS: It's just neat to feel like I'm inside of a painting right now and a photograph at that exact same time.
- N: Her spectacular style of painting has been getting attention worldwide and winning critical acclaim.

  Michael Schwartz is an art expert and gallery owner, who thinks Lisa's work is pushing boundaries.

- **MS:** When a woman like this comes along and challenges the standard and creates something so unusual and so different, that's a really important thing for an artist.
- **N:** The future certainly looks colourful for Lisa and her unique work, but will her paintings be remembered if they only last a day before they're gone for good?

#### **7F SPEAKING**

# 24 COMMUNICATION VIDEO Exercise 3, page 101

Pen = Penny S = Sam P = Pete

**Pen:** You guys won't believe what happened last night.

S: Go on.

**Pen:** It was really embarrassing.

**S:** No ...

Pen: You know I've been working on a play with the group in the village and last night was our first performance. Just for friends and parents to come and watch. I was on stage, kind of performing a group song, where we all had to hold hands like this and, yeah, at first I just felt a bit light. I just felt I couldn't really feel my legs. I thought maybe it was nerves. But then everything in front of me started to just go black. Suddenly, I couldn't hear anything. The next thing I know, I woke up backstage. Just passed out on the floor. But my friend said, she was on stage next to me, and our, you know, director kept saying week after week 'the show must go on.' Whatever happens, you do not stop. The show must go on, So, my friend said that she felt me suddenly faint, just pass out next to her but she had in her head 'the show must go on.' So instead of taking me off stage, she just sort of propped me up next to her and just held me and like tried to carry on with the song for a while.

**S:** I can't believe you fainted.

**Pen:** I know. I felt like crying to be honest.

**S:** Did you panic?

**Pen:** Well, when I woke up I just felt really embarrassed. And my parents were watching, my friends were watching. I felt really silly.

**S:** Did you recover okay, though?

Pen: Yeah, they gave me a chocolate bar.

I think ... I think it was just nerves
and I hadn't really eaten 'cause
I was a bit focused on the play.

So, something embarrassing happened to me. I was appearing in a talent show and I was on stage. This happened a few weeks ago. The

curtains went up, the microphone was in front of me, I was singing and I was playing and there was just no noise coming out. It was the most embarrassing thing that had happened to me. I couldn't believe it but ...

**Pen:** Did they give you another chance?

- Yeah, but I was so nervous by that time that it was a mess anyway.
  I was so embarrassed. I didn't want to go back on stage.
- P: Nothing like that has ever really happened to me.
- S: Lucky you.
- Pen: Lucky you.
  - I suppose one thing that did happen, like you, with Amateur Dramatics. I auditioned for this role and I got it. And at first, I was really excited, but then when I got to the first day of rehearsals the director turned to me and said, 'Okay, ready to shave your head?'
- **S:** Honestly, I'd feel like crying.
- P: And I said, 'What?' And he said, 'Yes. This role requires you to shave your head.'
- **Pen:** And they hadn't mentioned that before?
- Well, I couldn't remember. Maybe they did but ... I was just so nervous ...
- **Pen:** So, did you do it? Or did you not do it?
- P: Yeah, I did it. I just wanted to do the part so much. But this was maybe a year ago, so obviously my hair's grown back now.
- **S:** I can't believe it.
- P: I know.
- **Pen:** 'Cause that makes, I mean, you're only gonna be doing the play two nights out of the year. But the shaved head is quite permanent.
- Yeah, it's quite a big commitment, you know?
- P: It was, but what can I say. I'm committed.
- **Pen:** The show must go on.
- P: Exactly.

## **Unit 8**

# 8A GRAMMAR AND VOCABULARY

**D** 25 GRAMMAR VIDEO page 109 N = Narrator Na = Nathan C = Caitlin P = Pip E = Ellie M = Matt J = Jake Ni = Nicole Jo = Jonathan T = Tayla

**N:** Should adverts be shown to children and teenagers?

Na: I think adverts should be shown to children, obviously depending on what they show and how it

- may alter the child's mindset but I think adverts should be shown to children
- C: Yes, I feel like adverts should be shown. I think nothing should be restricted, or age-restricted, because people will find a way to find it.
- P: Adverts shouldn't be shown to children, young children, certainly, that's what I think. I don't think they should be shown to children because they're not in the consumer bracket, it's not their money. Teenagers are slightly different because they could have their own money.
- E: I don't think adverts should be shown to children because I think that they absorb things very easily and very quickly, so if these adverts aren't properly targeted at the right market that they're supposed to be targeted at, then they could absorb something that might negatively affect them in the future.
- M: I think that adverts should not be shown to children and teenagers because they are more, say, susceptible to marketing techniques that target young people.
- J: Adverts should probably be shown but in a less targeting manner because whenever you see a TV show pop up nowadays, they're just targeting young kids to sell them stuff they don't need or will use probably about three times and put under the bed.
- Ni: I believe adverts thought should be shown to children and teenagers.

  Marketing is a big thing and I think it's so integrated into everyday life that even at an early age we should be exposed to it.
- Jo: I think it's almost impossible to have children not see advertisements. Just walking, like if you're just walking around here, you can't avoid an advertisement anyway. I think definitely that you need to make sure that the advertisements we show children are monitored in some sense and I almost feel like they shouldn't be targeted at children.
- I think adverts should be shown to children and teenagers, but I think that there perhaps ought to be restrictions on certain types of adverts, for example adverts that might portray violence or might advertise unhealthy foods, which children don't understand that they shouldn't eat, and those sorts of decisions should be made by a responsible adult.

#### **8D READING AND VOCABULARY**

## **D** 26 **DOCUMENTARY VIDEO** page 112

#### Buy or borrow?

N = Narrator PR = Patrick Robinson J = Johnny E = Emily W = Woman M = Man

- N: We all need money to live, but sometimes it's a challenge getting our money to stretch far enough to buy what we need as well as what we want without getting into debt. So, unless you're rolling in money, you may start to think, do I really need to own everything? One solution is to use what is called the sharing economy. That means we don't own everything we use; we just rent it when we need to.
- PR: What people are calling the sharing economy, which is a new phrase for what is actually a very old idea, which is just people sharing the stuff that they have with other people.
- **N:** What *is* new, however, is how fast the sharing economy is growing.
- PR: People are sharing their cars, they're sharing their clothes, they're sharing their dogs, they're sharing their time and their own skills. Literally, if it can be shared, somebody somewhere is sharing it.
- N: If you only need a car for a few hours, a car sharing app is a good idea. Apps make it easy to find exactly what you want and then make a booking. After you've booked your car, you can pick it up.
- J: How do I get into it? Where are the keys?
- **E:** If you open up the app ...
- **J:** Yes ...
- **E:** And 'honk and unlock me ...'
- J: Woah! It worked.
- With a shared car, you only pay for as much time as you use. It's not just cars you can hire for a few hours. If you need some tools for work at home, don't buy them, hire them for as long as you need. Suppose you would like some special clothes for a night out. Instead of spending a fortune on a designer outfit, you can just rent it. You'll save a lot of money and time. Housing scheme set up by the government are another example of the sharing economy. Obviously, buying a home is a big purchase. What if you don't think you will

ever have the funds for that? In

some places, there is a different

English town, the government is

type of selling arrangement. In this

selling empty houses to people for

one pound. One pound for a house?

That's only one side of the deal. The

buyers have to agree to renovate the house. This means in the end, they will spend far more than just one pound and will have to put a lot of effort into the renovation. But when it is finished, it not only looks better, but they have their own home for a lot less money than buying it in the normal way.

- Can you believe what a bargain it is? Because, you know, we always hear about how expensive housing is.
- **W:** Yeah, even with 30,000 pounds it's a big bargain, and it is life-changing.
- N: What's more, everyone living in the area benefits from it. If there are more residents, new shops and services open. So much more is going on in the neighbourhood. It boosts the local community and businesses.
- M: It's not just about having this house for a pound. There's lots of community projects that are going on alongside it, which is helping to regenerate and build the area up.
- N: There are lots of new ideas that are helping to develop the sharing economy. It makes us all think about what we really need to own, and what we just need to use for a limited time. But is it likely that in the future, we may not need to own anything at all?

#### **8E SPEAKING**

# **D 27 COMMUNICATION VIDEO** Exercise 2, page 114

#### V = Voicemail J = Janet B = Bradley E = Emilv

- **V:** Hello, you've reached M.Y.E. We can't take ...
- **J:** Hello, I'd like to make a complaint, please. Oh!
- V: ... your call right now. Please hold the line. Someone will be with you shortly.
- J: I don't believe this. I've been waiting for almost ten minutes.
- **B:** Hello, M.Y.E., Bradley speaking.
- J: Oh, hello! Sorry to bother you.
  I wonder if you could help me.
  I'm Janet Jordan. I've got a slight
  problem with the booking for
  the Horror House escape room.
  I booked six people for Saturday
  morning at eleven, but I've received
  an email confirming two bookings,
  one at eleven, and the other at
  twelve. I'd like to cancel the twelve
  o'clock booking.
- **B:** Can I have your booking reference?
- **J:** Yes, it's ... 80835231.
- **B:** One moment please.

- **B:** Sorry about that.
- J: It's OK. It was only six minutes this time.
- **B:** Yes, well, it was entirely our fault. There was a problem with our website but we've sorted it out.
- J: Perfect. Thanks.
- **B:** You're welcome.
- J: Uh oh! An email from M.Y.E. I don't believe it! They've cancelled my booking!
- **E:** M.Y.E., Emily speaking.
- **J:** Hello, could you put me through to Bradley?
- **E:** Sorry, Bradley's not available. Can I help?
- **J:** Maybe. I booked an escape room but ...
- **E:** Would you like a refund?
- J: What? No, no ... I got two bookings by mistake and now I've been told both bookings have been cancelled. I want one booking for Saturday at ...
- **E:** You can make a booking on our website. It's ...
- J: Listen, would you mind making the booking for me? Horror House, six people, next Saturday, eleven o'clock, Janet Jordan.
- **E:** One moment, please. I'll just put you on hold ...
- **J:** No! Sorry, I've been put on hold three times already.
- **E:** Janet, I'm afraid we're fully booked at eleven o'clock. I can offer you another time. How about 3 p.m.?
- **J:** No, it's got to be the morning.
- **E:** Sorry, there's nothing I can do about it
- J: I'm not happy about this. I want to talk to the manager.
- **E:** I am the manager.
- J: You're the ...? Fine. Then I'll complain to you. I'm not satisfied with your service.
- **E:** OK, I'll see what I can do.

# **28** Exercise 3, page 114 J = Janet Jo = Joe

- J: Hi, Joe! I booked the escape room for Saturday at eleven. There was a problem with the booking and I had to spend half the afternoon on the phone, but then eventually, the manager sorted it, so it's OK now. It'll be so much fun for your birthday.
- Jo: Oh! Actually, Janet, that's why I'm calling. I'm sorry but we can't make it at eleven. Do you think you could book it for the afternoon?

#### Unit 9

# 9A GRAMMAR AND VOCABULARY

## **D** 29 GRAMMAR VIDEO page 125 N = Narrator P = Pip M = Mava

N = Narrator P = PIP M = Maya
T = Tim K = Katherine E = Ellie
C = Chris D = David Ph = Phoebe
H = Holly Ma = Matt

- N: If you had known years ago everything you know today, what would you have done differently?
- P: I would probably have focused more at school on certain subjects I would have, I would have certainly applied myself a bit better.
- M: I don't really like to think about that because every choice I've made just made me the person I am now. There's probably, you know, I probably would have taken advantage of opportunities better but with hindsight, you can always, you can always say that.
- **T:** The one thing I would have done differently would have been to probably be more open-minded to things.
- I would have probably listened to my parents and worked harder at school.
- **E:** I would have studied harder for my GCSEs.
- C: I would have worked a little bit harder at college in my further education. It's all been fine but I would have liked to maybe just turn the volume up on the work a little bit harder.
- **D:** I would have probably studied harder in primary school. I didn't work very hard in primary school.
- **Ph:** I would have spent more time with my grandma when she was alive.
- H: I would not have gone to boarding school. I'd have made the decision to stay at day school.
- **Ma:** I would have studied harder, yeah, at school, definitely.

#### **9E SPEAKING**

# **D30 COMMUNICATION VIDEO** Exercise 2, page 129

#### A = Amber F = Faith M = Mum

- **A:** Boo!
- F: I wish you wouldn't frighten me like that! Oh, no, I've spilled the soup! How stupid of me!
- **A:** It's OK. It's not a big deal. It was my fault.
- **F:** But there's soup all over your sleeping baq!
- A: It's not the end of the world.
- **F:** It smells.

- **A:** I know, but it's no use crying over spilt milk. Or soup.
- **F:** I can't believe I did that. It was so careless of me.
- **A:** Forget it. It's no problem. I shouldn't have scared you like that.
- **F:** Now, we don't have enough to eat. If only I'd brought more food.
- A: It doesn't matter, really.
- **F:** We should've brought better sleeping bags. It's freezing out here.
- A: At least yours doesn't smell of soup! It's a pity we can't make a fire inside the tent.
- **F:** If only we'd waited for better weather.
- **A:** Well, there's nothing we can do about it now.
- **F:** I wish I'd never agreed to go camping.
- A: There's no point worrying about it. Chill out. It's fun ... kind of, in a weird way.
- What's that? It's a wild animal! A fox! A wolf!
- A: It's gone.
- **F:** Oh, this is terrible!
- A: At least we remembered to bring a torch so we're not sitting here in the dark.
- **F:** Oh no! The torch has gone out! Did you bring spare batteries?
- **A:** Sorry, I forgot.
- **F:** I'm really afraid of the dark.
- **A:** I'm sorry. If I'd known you were afraid of the dark, I would've bought another torch.
- **F:** Aargh! Something touched me!
- **A:** Faith, calm down. It was just my hair! Ssh! What's that noise?
- **F:** I don't know!
- M: Amber! We're going to bed soon. Do you and your friend want a cup of tea?
- A: That would be lovely, thanks Mum. And do we have a spare sleeping bag?
- **F:** And some batteries ...?

#### 9F READING AND VOCABULARY

# 31 DOCUMENTARY VIDEO page

#### Living by the coast

N = Narrator RG = Robson Green T = Therese TH = Therese's husband S = Sian

N: Therese and Sian live on the island of Anglesey in Wales. They have both escaped city life in England. High-pressure lifestyles with long working hours, deadlines and small flats are now a thing of the past. They decided they wanted to reconnect with nature and real community life, so they have come to live on the rural island of Anglesey in Wales. Robson Green meets them to find out how they are finding their new lives. Therese was born here and left the remote wilderness to live in England, where she met her husband.

- **RG:** What's the best part of living in this part of the world?
- T: It's a vibrant community. Lots going on, strong Welsh culture and appreciation of our history, and the language, and the music, and everything which is ... just makes up the whole environment really that we're in.
- **N:** Her husband had to adapt to the new landscape of open fields and the sea but now he loves it.
- **TH:** I'm definitely settled. It's taken some time to get used to it, this is different, but in so many good ways.
- N: Therese and her husband can enjoy a large detached house with a garden and spectacular views here, and miles of beach are just minutes away. The simplicity and beauty of the island is what Therese really loves and values now.
- T: The sea just adds something particularly special to a location and to be out here on an evening like this, in this light, you know, it just sums it up for me. It's just so spectacularly beautiful and simple.
- **N:** Sian is from North Wales, but came to live on Anglesey because she wanted a slower pace of life.
- S: I'd done advertising for sixteen years, eighteen-hour days, and everything was about deadlines, deadlines, fast pace, and I just wanted to reconnect with the sea and be closer to the mountains.
- **N:** Since Sian came to live on the island and started working with paddle boards, a few things have changed.
- S: Well, I used to wear heels and skirts, and look at me now neoprene leggings!
- **N:** But the impact of living in nature has been both positive and profound.
- **S:** My life has completely changed. It's slowed down. Obviously the money is a lot less, but my quality of life is so much better.
- N: Therese and Sian have made the right choices for them leaving the hustle and bustle of the big city behind, and instead living a less hectic life surrounded by breathtaking scenery. They have more space and time to enjoy the environment and the people that are important to them. What does good quality of life mean to you?

#### Unit 10

# 10A GRAMMAR AND VOCABULARY

# N = Narrator M = Maya T = Tim

Ta = Tayla S = Sandy P = Pip C = Chris Ni = Nicky

- **N:** Tell me about this photograph. Who could this man be?
- M: I can see a man, he's holding a shopping basket in a grocery store and he's taking notes, and he seems to be looking at people. He could be someone who works, like an inspector of some sort that works maybe higher up the chain of command that's just coming to see how, if the store is being run up to the standards that the chain has set in place. He could also be a security guard of some kind making sure that no one is shoplifting.
- T: In this photograph I think the person is writing down things in a notebook, so perhaps it could be a journalist, and, or another route, they could maybe be a sociologist who's watching people and trying to figure out social patterns.
- **Ta:** I think this person could be a private investigator because it looks as though they're wearing a coat, which a lot of investigators or detectives would wear in TV shows.
- P: He could be crossing off items off a shopping list, he could be making notes about other people in the store. It's hard to say what his job could be but I suppose he could be a journalist, he has the jacket and the notepad, but I think he's just a shopper with a shopping list.
- S: Okay, so he's clearly shopping and he has, I can see that he has fun bits of food, so it can't be too serious.
- C: I think this person could be a secret shopper seeing if the staff and the standard of the supermarket is up to par seeing as he's not only shopping but then also taking notes in a bit of an Inspector Gadget jacket. I mean, and he's got a camera as well, so he could be a journalist, so he might be on an undercover mission to expose some wrongdoings in the supermarket.
- **Ni:** It looks like he's studying the stock. He might be checking the dates on them or he might be checking up on the staff to check that they're doing that job correctly. It looks like he might be a mystery shopper.

# 10D READING AND VOCABULARY

## **▶ 33 DOCUMENTARY VIDEO** page 143

#### Keeping cyberspace safe

N = Narrator NH = Nigel Harrison FZ = Frank Zaborowski EO = Event organiser G = Girl B1 = Boy 1 B2 = Boy 2 AT = Andrew Tyler

- Today we all have important information and data stored in cyberspace, which is the online world of computer networks and the Internet. And because our data is stored in computers, phones, messages and websites, illegal hacking has become a big problem. Hackers are experts at getting into computer systems and finding flaws in their security systems. They help prevent identity thefts and other computer-related crimes. But unfortunately, some people use their skills to commit serious crimes. A criminal hacker could steal private information, like your passwords, bank card details, or even steal sensitive data and highly confidential information from a government. As more and more information is stored online, we need more people to work in cyber security to make sure our online world is safe from criminal hackers. So, Nigel Harrison, the British cyber security expert, co-founded a company called Cyber Security Challenge UK. They run national competitions, where anyone can join and test their own hacking abilities. He hopes these competitions will inspire more people to consider jobs in cybersecurity.
- **NH:** We're trying to encourage others to aspire to the same sorts of careers and opportunities.
- N: One competition they run for schools is the CyberCenturion. Students from all around the world can come to the UK to compete in teams of four and complete hacking tasks. This year, CyberCenturion have set up a purpose-built website for a pretend gaming company, especially for the challenge.
- **FZ:** Today, the students have a problem of protecting a gaming company's network.
- **N:** And the students have to safeguard the network from criminal hackers.
- **EO:** Three, two, one, competitors, you may begin!
- FZ: They have operating systems that are not secure. They have computers are not secure. The students have to work very hard to find and fix the vulnerabilities.

- **N:** All this has to be completed in just four hours.
- **EO:** Five, four, three, two, one ... You're done, close your lids.
- **N:** Some of the students take part in the competition every year.
- **G:** I've been doing the competition, this is my third year now. And we were originally in separate teams, but this year we decided to join together.
- **B1:** We've been coming here for three years and it's been nice to see the way the competition's grown.
- N: Everyone learns something new every time. All the competitors have impressed the organisers, but only one team can win. The winners of this event will attend the final competition in Washington in the US.
- **EO:** The first place goes to You Really Can't 'C' Me, St. George's School Edgbaston.
- **B2:** It's something I really don't think any of us were really expecting. It's an amazing opportunity for all of us and I think we're gonna have a really good time.
- AT: You might ask why we're doing this. The reason is very simple. We need the best talents and skills in this world of cyberintelligence.
- **N:** These students could go on to have careers protecting cyberspace from criminal hackers in the future a job which experts believe will be in high demand.

#### **10E SPEAKING**

# VIDEO Exercise 2, page 144

#### E = Eliza T = Tom A = Adam L = Laura

- E: So, let's talk about my campaign poster. I think we should focus on improving the school bike parking facilities. This is what they look like at the moment a total mess! As you can see, I've added myself into it digitally.
- **T:** Ha! Fake news! You can't use that Eliza.
- E: Well, obviously not, Tom. I didn't have time to organise a photo with me in it. If we decide on this image, we'll take a real one. Perhaps I could be standing and talking to some students.
- **T:** Hmm. Well, I guess it would show what a mess the facilities are.
- **E:** Right. And this one shows what they could be like.
- T: Wow!
- **E:** So which picture would make a better campaign poster?

- A: Well, I mean ... In one respect, the photos are similar because they both illustrate the issue clearly.

  But the most striking difference is that Eliza is actually in the first one ...
- T: Well, kind of. Another obvious difference is the focus of each picture. This one shows the problem, whereas the other one suggests how it might be solved.
- A: Yes, but on the other hand, Tom, this one looks as if it was just downloaded without any real effort, while that one shows our candidate out in the real world. You know, actually trying to make a difference. That's why I think it might be more suitable, I mean, more effective as an election poster.
- **E:** Good point, Adam.
- A: And you ... I'm sure you'd look really professional, and that's important if we want people to vote for you.
- I'm not sure. Perhaps it would be better to focus on the solution. Not on Eliza herself.
- E: You know what? You're right, Tom. It's not about image, is it? It's about the issues! I don't want to seem shallow.
- L: Sorry to interrupt. Photos in twenty minutes, Eliza. We need to do your hair and makeup.

#### T&A: Photos?

- **L:** For the campaign page on the school website. You've got to look good if you want to be the student representative, right Eliza?
- **E:** Yeah! Right. Sorry, I've got to go.
- T: 'It's not about image,' huh?