

**АНГЛИЙСКИЙ ЯЗЫК. 10 КЛАСС.
КЛЮЧИ, АУДИО- И ВИДЕОСКРИПТЫ**

Unit 1

1A GRAMMAR AND VOCABULARY

1 SPEAKING

2 THINK BACK

2 brother

3 boyfriend/husband

4 cousin

3 It's a wedding

4 1-d

2-c

3-b

4-a

5 Grammar box

6 (1.2)

2 're doing

3 don't usually eat

4 tastes

5 Do you; agree

6 don't

7 make

8 like

7 (1.3)

2 's dancing

3 isn't dancing

4 looks

5 think

6 Does, come

7 's studying

8 (1.4)

1 F

2 H

3 C

4 E

5 I

6 D

7 A

8 B

9 SPEAKING

1B READING AND VOCABULARY

1 SPEAKING

2 C

3 A - 1

B - additional title

C - 3

D - 2

E - 4

F - 6

G - 8

H - 7

I - 5

4 1 - glasses

2 – become/be friends

3 – a good friend

4 – real people

5 – stay/keep in touch

5 1 - agree

2 - I don't agree

3 - agree

4 - agree

5 - agree

6

7 1 – make friends with

2 - get

3 - spend

4 - keep

5 - turn

6 - let

7 - be

8 - share

9 - rely

8 1 - yes we go to the same school

2 - yes we are of the same sex

3 - yes we are of the same nationality

4 - yes we are the same age

5 - yes we are the same height

6 - yes we weigh the same

7 - no our hair is different colors

8 - no our eyes are different colors

9 - yes we are wearing glasses

10 - no we live far away from each other

11 - no we don't like sports

12 - no we listen to different music

13 - no we wear all kinds of clothes

14 - no we laugh at a lot of things

15 - no we have different goals

9 1. VK, WhatsApp, Snapchat, Zoom, Mail.ru

2. Explain the whole situation to the teacher with a friend

3. I agree, because this is my friend

1C VOCABULARY (Family, personality)

1 1 - divorced

2 - stepfather

3 - half-sister

4 - twin

5 - widow

6 - adopted

7 - single mother

2 photo A: Meg's daughter Rose; photo B: Chloe's stepfather

3 Positive: generous, gentle, helpful, kind, loving, sweet

Negative: bossy, nervous, rude, selfish, vain, touchy

Neutral: shy, strict

4 *Example*

A *You're helpful and kind.*

B *Thanks a lot! You're a bit shy.*

A *No, I don't agree. I'm nervous but I'm not shy.*

1 -

2 + -

3 -

4 +

5 1 He buys himself lots of things.

2 She talks to herself when she's doing something difficult.

3 He looks at himself in the mirror when he's driving!

4 Rose loves to be by herself

6 1 - yourself

2 himself

3 herself

4 themselves

5 myself

6 ourselves

7 itself

7 SPEAKING

1D GRAMMAR

1 SPEAKING

1 - Yes I'm a fan of memes.

2 - Celebrities

2 - 3,4

3 Grammar box

4 1- anybody (C)

2 - nothing, nowhere(D)

3 - someone (B)

4 - everyone (A)

5 1 - anywhere

2 - everyone

3 - something, anything

4 - anyone

5 - nothing

6 - somebody

6 SPEAKING

1 yes

2 yes

3 yes

4 yes

5 yes

6 no

1E LISTENING AND VOCABULARY

1 SPEAKING

1. I speak two languages. Russian, English.

2. Belarusian, Ukrainian. They are similar to Russian.

3. 8-9 years old. Yes, this is right age.

4. Of course, it's good. Colloquial speech is formed.

2 1. David is 17, and Anna is 16.

2. They live in the south of Spain.

3. They speak English, French and Spanish.

3 (1.5) 1. David is 17, and Anna is 16.

2. They live in the south of Spain.

3. They speak English, French and Spanish

4

5 (1.6) 1 - c

2 - b

3 - a

4 - a

6 1 - No, I don't know

2 - No, I don't want to

3 - Yes, I agree. It develops intelligence.

4 - No, not perfect. I haven't studied English for a long time.

5 - Because there is a fast pronunciation.

6 - I'm looking it up in the dictionary.

7 - I'm correcting this error.

8 - I'm confusing you. I use English words in Russian.

1F SPEAKING

1 When we meet someone for the first time, we talk about them: who is he/she? From where? How old is it? Studies/works, what is the name of his/her family, etc.

2 2, 5, 7

3 (1.7) See Ex.2

4 (1.8) In the first conversation, Emma shows no interest, so Evan asks unrelated questions in an attempt to start the conversation. In the second conversation, Emma shows interest and the conversation flows naturally

5 (3 1.9) Cait is interested in meeting the new guy because she uses echo questions and other phrases for expressing interest.

6 (4 1.10) The meeting isn't a success because the new guy, Connor, is Cait's brother

7 (1.11) 1. Have you?

2. Do you?

3. Is she?

4. Does she?

5. Do they?

6. Are you?

7. Do you?

8 (1.12) PRONUNCIATION

9

1. A We speak English at home.

B Do you? Amazing!

2. **A** My dad runs marathons.

B Does he? Wow!

3. **A** Everyone in my family is vegetarian.

B Are they? Amazing!

4. **A** My mum's an artist.

B Is she? Cool!

5. **A** I live in a loft apartment.

B Do you? Cool!

6. **A** My dad collects matchboxes.

B Does he? Wow!

7. **A** We've got two hamsters.

B Have you? Awesome!

8. **A** My granddad is really into in-line skating.

B Is he? Wow!

9. **A** My mum comes from Belorussia.

B Does she? Cool!

10. **A** I'm interested in Russian history.

B Are you? Wow!

10 1. **A** I'm interested in mountain biking.

B Are you? Awesome!

2. **A** I love to read.

B Are you? Cool!

3. **A** I'm really into music.

B Are you? Wow!

4. **A** I'm a big fan of Tony Stark.

B Are you? Amazing!

5. **A** I collect stamps

B Are you? Cool!

6. **A** I support my friends and family always.

B Are you? Amazing!

1G WRITING AND VOCABULARY| An informal email of introduction

1 No. We don't have an exchange program with a school in another country. I think this is a good idea, because foreign students and Russians are starting to get in better contact with each other.

2 Varese is a city located in northern Italy. Known since 922. In the XI-XII centuries, this area of insubria was the domain of the Counts of Lavagna, from whom the rival families of Fieschi and Pinelli descended. Under the protection of UNESCO, there are mountain chapels of the XVII century in the vicinity of Varese, attracting many Catholic pilgrims.

3 1 They're pen pals.

2 to tell him about himself, his family and his home town and to give him advice on his forthcoming visit 3 in December

4 They both like electronic music and they're both open and friendly.

5 He's revising for exams.

6 His mum's a doctor, his dad's a supermarket manager, they live in a city centre apartment, they have a dog.

7 It's near a beautiful lake and mountains, it's good for walking or mountain biking.

8 walking boots and warm clothes

4 age 1, personality, school, favourite school subject, interests, parents/family, recent news, the town/region.

5 WRITING | An informal email of introduction

6 1. so

2. Because

3. So

4. So

5. Because

7 1. There aren't many interesting *buildings* here but the *countryside* is fantastic.

2. The *nightlife* here is full of adventure.

3. At night, *people* walk and enjoy the atmosphere.

8 **host**: invite you to dinner, offer you a drink, show you round the house/town

visitor: give you a gift/some flowers, pay you a visit, ring the doorbell, talk about their trip

both: arrange the visit, introduce you to his/her family, say hello

9 REFLECT|Culture

10

1 *Revision*

VOCABULARY AND GRAMMAR

1 1. husband

2. Kids
3. Niece
4. Uncles
5. Cousins
6. Close
7. Best
8. Friendship
9. Widow
10. Single

2 1. generous

2. vain

3. Rude

4. Shy

5. Helpful

6. Selfish

3 1. Do you know

2. Are you listening

3. Always comes

4. Isn't raining

5. Smells bad

6. Are studying

7. Don't visit

4 A 1 spends, 2 doesn't go, 3 goes

B 4 Is she suffering

A 5 isn't

B 6 is she doing

A 7 is drinking, 8 loves

B 9 Do you ever worry

A 10 don't

5 1. nobody

2. Anything

3. Everyone

4. Somewhere
5. Anyone
6. Everywhere

6 1. himself

2. Itself
3. Themselves
4. Ourselves

USE OF ENGLISH

7 1. founded

2. heavily
3. entire
4. victorious
5. Definitely
6. Creativity

READING

8 1. E

2. F
3. A
4. C

Extra offers: B, D

SPEAKING

9 1. I live in Moscow

2. I take the subway to school
3. Moscow is a beautiful and majestic city
4. I like to learn English
5. My friend is kind, playful, loyal. I love her very much

WRITING

10 Depending on which exams you are preparing your students for, ask them to write 100–150 words.

Unit 2

2A GRAMMAR AND VOCABULARY

1 THINK BACK

2 The class sits in the lab and works. People feel good. Story 3.

Past Simple

3 1. The past

2. a was

b were

c wasn't

d picked up

e did, hurt

f didn't

g didn't shout

4 Grammar box

5 ask – asked; break – broke; do – did; fall – fell; forget – forgot; get – got; give – gave; go – went; happen – happened; have – had; hit – hit; miss – missed; pay – paid; put – put; ride – rode; sit – sat; stand – stood; start – started; take – took; tell – told; try – tried; want – wanted

6 (1.13) PRONUNCIATION

Happened, tried,

missed,

started, wanted

7 (1.14) PRONUNCIATION

8 (1.15) 1 did, 2 went, 3 did you do, 4 filled, 5 put, 6 turned, 7 did it work, 8 didn't, 9 made, 10 fell

9 (1.16)

2 Were Ellie's students good? Yes, they were.

3 How did Ellie feel after she fell? A little embarrassed.

4 What did Jill want to do with the posters? Put them up on the wall.

5 Why did the chair move? Because it had wheels.

6 Who did Jill tell to laugh? The kids.

7 Where was Chris's class yesterday? In the laboratory.

8 What did Chris see on the window? A fly.

9 What did Chris do? He picked a textbook and tried to hit the fly, but he missed it and broke the window.

10 2 Who did some pair work?

3 What happened after Jill stood on the chair?

4 Who said it was OK to laugh?

5 What landed on the window in Chris's class?

6 Who broke the window?

11 do a project, an exercise, an experiment

check a worksheet, an exercise, your answers

compare in pairs/groups, your answers

hand out a worksheet

open your textbook

pay attention

put up a poster on the wall, your hand

take notes

work in pairs/groups

12 SPEAKING

2B VOCABULARY| Education

1 I think it's possible to do both

2 I recognized Natalie Portman. I find her story particularly surprising.

3 1. F

2. F

3. T

4. F

4 clever, brainy, smart

5 1. She's not very bright

2. I'm not a very brainy student

3. You're not very good at sport

4. He's not handsome/ He's not very good-looking.

6 good/bad

Top

Get/have

Attend/skip

Revise for

Take/pass

7 Example *Does anybody in your family have a degree? Did you get a good mark in the last ... test? Which sports are you good at?*

8 REFLECT|Society

2C GRAMMAR

1 I'm not sure, but I'd like to study online.

Used to

2 b

3 Grammar box

4 got – used to get; studied – used to study; studied – used to study

5 1. Before he became an actor, George Clooney used to sell shoes.

2 When she was younger, actress Kate Beckinsale used to dream of being a writer. She won the WH Smith Young Writers' competition twice in her teens.

3 Rowan Atkinson, the actor who plays Mr Bean, used to study Electrical Engineering at Oxford University.

4 Rap star Kanye West used to study English at Chicago State University. His mother used to work there as a professor. But in 1997 he left the university without a degree.

5 Rock star Sting used to teach English at a primary school. But in those days people didn't use to call him Sting. What did they use to call him? They used to call him 'Mister Sumner', or just 'Sir'!

6 Declan used to get bad marks, revise for tests at the last minute, behave badly in class, count the days until the holidays. Declan didn't use to get top marks in Maths, do all his homework, go to classes on time, show his school report to his parents

7 SPEAKING

A Did you use to enjoy singing?

B Yes, I did. I sang in the school choir.

A Did you use to like painting and drawing?

B Yes, I did. I used to draw in school.

A Did you use to do much homework?

B Yes, I did. We were given a lot of homework at school.

A Did you use to cycle to school?

B No, I didn't. I walked to school.

A Did you use to live near your friends?

B No, I didn't. I live apart from my friends.

A Did you use to love listening to stories?

B Yes, I did. I really loved and love to listen to stories.

A Did you use to write the name of your favourite bands on your pencil case?

B No, I didn't. I don't have any favorite bands.

A Did you use to be scared of older children?

B No, I didn't. Older children are the same children as younger ones.

2D READING AND VOCABULARY

1 SPEAKING The most famous universities in the world are Harvard, Oxford, Cambridge and the Sorbonne. I would like to study at Harvard, because there is a high quality of education, prestige, guaranteed employment in high-paying positions, the opportunity to study science or make a brilliant career, and other prospects that open up for graduates.

2 I think this article is about sports competitions between Oxford and Cambridge.

3 c

4 No, I don't want to change my answer.

5 A - 5

B - 2

C - 1

D - 3

F - 6

G - 4

One extra heading: E.

6 1 Over 190 years ago.

2 International games often last five days.

3 Traditionally, the most important sports in Oxbridge (Oxford + Cambridge) are cricket, athletics and rowing.

4 Cambridge

5 The blues in Oxford are dark blue ribbons, sports prizes.

6 Hugh Laurie.

7 Oxford.

8 The weather was bad. In fact, it was so foggy that nobody could see the ball or the other players.

7 SPORTS AND GAMES: cricket, American football, windsurfing, badminton, hockey, cycling, volleyball, rugby, chess, cheerleading, athletics, rowing, Boat Race.

8 1. won

2. Compete

3. Plays/played

4. Organised, took part

5. Lose

9 victory, contest, rivalry

10

11 (1.18)

12 SPEAKING

2E LISTENING AND VOCABULARY

1 a A cheat is a person who does something dishonest to win something.

2 (1.19) 1 He took drugs. 2 He lost all his titles. 3 athletics, football, etc.

3 1. gold medal T

2. World record F

3. World Cup T

4. First half F

5. Red card F

6. Goal F

4 (1.20) See ex.3

5 (1.21) 1. b

2. c

3. c

4. a

5. b

6. c

6 1. Roger Federer, Cristiano Ronaldo , Michael Schumacher

2. I like the football player Cristiano Ronaldo

3. Manuel Pellegrini

4. No we're not sports fans

5. No I wouldn't like to be a referee.

7 SPEAKING I was cheated at school in grades 5-11. I felt bad. I didn't do anything. No, we're not friends.

8 REFLECT | Values 1. agree

2. Disagree

3. Disagree

4. Agree
5. Agree
6. Disagree

2F SPEAKING

1 These are students. They talk about studying

2 (7 1.22) 1, 3, 6, 8

3 (7 1.22) 1. completely forgot

2. I didn't realise

3. It was my fault.

Oh, never mind.

4. I'm really sorry. That's alright, Miss Smith. We all make mistakes. It can happen to anyone.

4 (1.23)

2 It can happen to anyone.

3 Oh well! Never mind!

4 Don't worry about it.

5 A Where were you on Saturday? I waited twenty minutes.

B Sorry. I completely forgot.

A OK, don't worry about it.

6

7 REFLECT | Society 1. Yes, in Russia, people often apologize.

2. No, not easy.

3. Last time I said sorry long ago.

4. No, I didn't.

5. You can not accept an apology only if the offense is very serious.

2G WRITING | A biography

1 a biographical story of an inspirational life

2 See ex.1

3 1 ten years later, finally, after

2 and, what's more

3 that's why, because of

4 Why she wrote about him, his early life, the key thing Jim did, his later life, summing up.

5 Writing box

6 (1.24)

2 1992

3 basketball

4 2008

5 200

6 Media

7 WRITING TASK

2 Revision

VOCABULARY AND GRAMMAR

1 1. Do, hand in

2. Pass, got, failed

3. Work, answer, check

4. Copy, cheat

5. Pay, take, put up

2 1. windsurfing

2. Baseball

3. Badminton

4. Ice hockey

5. Volleyball

6. Cheerleading

3 1 team

2 races

3 match

4 competitions

5 record, medal

6 beat, scored

7 took part

Two extra words: prize, win.

4 break – broke; do – did; forget – forgot; happen – happened; hit – hit; laugh – laughed;
push – pushed; put – put; see – saw; take – took; tell – told; want – wanted

5 1. Did you have...

2. No, I didn't.

3. Why? What happened?

4. Were,

5. ran,

6. fell,

7. Was,

8. Was,

9. Was,

10. Went,

11. Arrived,

12. Was,

13. Did she do,

14. Gave.

6 3 didn't use to be

6 didn't use to go

7 did she use to study

8 used to study

USE OF ENGLISH

7 1. Glorious

2. Beginning

3. Russian

4. Historical

5. Number of

LISTENING

8 (1.25) 1 - b

2 - a

3 - c

4 - b

5 - c

9 (1.26) Dictation

SPEAKING

10

WRITING

11 Depending on which exams you are preparing your students for, ask them to write 100–150 words.

Russian Files

SPORTS AND HOSPITALITY

A LEAD-IN

1. We often have guests, mostly relatives.
2. My mother usually makes salads, appetizers and casseroles.
3. No I've never accepted foreigners.
4. I've never had a party.
5. Before the arrival of guests, you need to prepare food and clean up.

B VOCABULARY TO REMEMBER

C READING Focus on Pronunciation/Intonation

D OLYMPIC MASCOTS Focus on Divergent Thinking, Argumentation Strategies and Presentation Skills

a. In what way does each of the mascots reflect the spirit of Russia? - The mascots of the Olympic Games in Sochi were the Hare, the Polar bear and the Leopard. These animals are common and widely known in Russia. The symbols of the Paralympic Games were the Ray of Light and the Snowflake.

Which of them do you think is the most Russian one? - I believe that the most Russian mascot is the Polar bear.

b.

E WRITING Focus on Punctuation

F CREATIVE THINKING

LIFE SKILLS. How to Give a Presentation

1-2

- 1 1. The last time I gave a presentation last month. I felt confident.
2. Speaking skills are important in all situations. Speaking correctly makes it easier to understand the other person.
- 2 1. different from
2. good
3. can
4. not OK
5. with someone else
6. not OK

3 see ex.2

4 1 Practise in front of a mirror and watch your body language.

2 Time your speech.

3 Organise your ideas into a clear introduction, main body and conclusion.

5 (8 1.27) **1** Is competition good for children? Should students take a break before going to university? **2** Is competition good for children? Pros: competition is part of our academic and working lives; thanks to competition, we can improve our skills; it can be motivating for those students who are able to win because they are very good at maths or sports and enjoy taking part in school contests. Cons: there are some students who are just not good at competing; They often forget things which normally they would remember. Losing in competitions can cause them to feel less talented than others and less confident; Experts say that it is better to compete with ourselves rather than with other people. Should students take a break before going to university? Pros: you're used to studying – you're in the 'learning zone', and if you take time off, it may be harder to get back into studying habits; it might be more difficult to get a place at university; if you finish education earlier, you can start your career earlier too. Cons: some students decide to take a break for a year and travel to other countries to do some part time work; you can get different types of work experience and learn about your strengths and weaknesses; you can become more responsible and mature so that when you return to studying you have a better attitude

6 (8 1.27)

7 e, b, b, e, e, b, e, b

8

9 Project

Unit 3

3A GRAMMAR AND VOCABULARY

1 book a hotel, train ticket, bus ticket, walking in the woods, pick mushrooms/berries, take a steam bath.

2 SPEAKING

3 I love horses very much, so after looking at the photo I really liked the galloping herd of horses and the story itself.

Past Continuous and Past Simple

4 1 - b

2 - a

5 1 - b

2 - Taking the photo was shorter. We use the Past Simple to talk about the shorter action.

6 Grammar box

7 1 No, she wasn't eating lunch. She was eating an ice cream.

2 No, she wasn't looking at the camera. She was looking at the water.

3 No, Steve's mum wasn't driving the car when the horses appeared. His dad was driving the car.

4 No, the horses weren't running away from the car. They were running straight at/towards the car.

5 No, he wasn't staying in a hotel. He was staying on his uncle's farm.

6 No, the sun wasn't coming up when he saw the rainbows. It was going down

8 A Were you sleeping at ten o'clock last night?

B No, I wasn't I was studying Maths.

9 (1.28)

1 were travelling

2 was feeling

3 went

4 was looking

5 saw

6 was swimming

7 was watching

8 jumped

9 got

10

1. catch

2 was driving

3 was waiting

4 was riding

5 were sailing

3B VOCABULARY | Travelling

1 THINK BACK

2

3 1. a school trip to an outdoor centre in Wales. 2. a package holiday to a Greek island.

4 Transport: go/travel by bus, taxi, underground, plane take the underground, a train, a coach, a bus, a taxi leave miss the bus get a taxi board the plane take off fly to Crete land an hour late
Accommodation: put up the tents arrive at the campsite check in a hotel Activities: go kayaking,

windsurfing, mountain biking, hiking, sightseeing visit museums put on your sunscreen/bikini
sunbathe

5 I go

2 got

3 stayed

4 for

5 taking off

6 flying

7 arrived

8 at

9 boarded

10 put on

11 in

6 SPEAKING

1. We booked a trip at a travel agency.
2. We stayed at a hotel.
3. We went to the disco.
4. It was a great trip.

3C SPEAKING AND VOCABULARY

1 The majority of people who come to our country are African-Americans, English, Tajiks, Uzbeks, Belarusians, Armenians and Ukrainians.

2 A waiting room

B taxi park

C tube station

D Left Luggage

E travel centre

F tourist office

3 (10 1.29)

1 to Glasgow

2 the time of the train, the platform it leaves from, the nearest hamburger restaurant, how far it is to the Brunswick Centre, the nearest taxi rank

3 They can't understand English accents.

4 The person they understand perfectly is not English – she's Portuguese.

4 (10 1.29) 1 2 3 4 6 8

5 1 next

2 catch

3 say

4 platform

5 far

6 there

7 nearest

8 walk

9 where

6 (1.31) PRONUNCIATION

7 (1.32)

1. The bus stop is close to the house.

2. Yes there is.

3. 2h 5min

4. Bus through New York

8 c 198 A: 3C Exercise 8, page 41

Follow the instructions. Use the Speaking box on page 37 to help you.

1 You're a tourist. You're visiting a new city. You go to the Tourist Information Centre and ask about the following:

- a bus to take you from the city centre to the airport
- the time of the next tour of the Castle
- how far it is to the Royal Park

2 You work in the Tourist Information Centre. A tourist asks you some questions. Give him/her this information:

- Tram number 23 goes near the zoo.
- There isn't a leaflet but all the information is on the website.
- The National Museum is open from ten to four on Sundays.

c 200 B: 3C Exercise 8, page 41

Follow the instructions. Use the Speaking box on page 37 to help you.

1 You work in the Tourist Information Centre. A tourist asks you some questions. Give him/her this information:

- Bus number 175 goes from the city centre to the airport.

- The tours of the Castle are once every two hours. The next one is at 2 p.m.
- The Royal Park is 25 minutes by bus number 180.

2 You're a tourist. You're visiting a new city. You go to the Tourist Information Centre and ask about the following:

- a tram to go to the zoo
- a leaflet with information about different bus tickets
- the opening and closing times of the National Museum on Sundays

3D GRAMMAR

1 Foggy Albion, 2. 5 o'clock, 3. Winter in England, 4. England is a paradise for animals, 5. Foxes on the streets of London, 6. Censorship in England, 7. Polite Englishmen, 8. A little about languages in England, 9. Red telephone box, 10. "Boxes" in which the English live.

2 (1.33) 1 Banksy

2 Adele

3 Sherlock Holmes

4 Stonehenge

5 Rolls Royce

6 King's Cross

7 Stratford-upon-Avon

8 tea

3 A which, that

B who, that

C where, which, that

D whose

4 1 a noun/pronoun

2 a noun/pronoun

5 Grammar box

6 1 Correct, that

2 where

3 which

4 whose

5 Correct, that/who

7 (1.34) 1 Where, Buckingham Palace

2 which/that, Liverpool

3 Who/that, J.K.Rowling

4 whose, Ed Sheeran

8 SPEAKING

3E LISTENING AND VOCABULARY

1 SPEAKING

1. When I travel I feel relaxed.
2. I prefer to travel by train. Buses often stand in traffic jams or get into accidents.
3. The last time I traveled, I got to the airport on time.

2

1. Hand luggage
2. Budget airline
3. Trolley
4. Boarding pass
5. Departure lounge
6. Security
7. Check-in (desk)
8. Arrivals
9. Gate
10. Book a flight
11. Delayed
12. Cancelled

3 (1.35)

1. Booked
2. Budget
3. Boarding pass
4. Check-in (desk)
5. Security
6. Departure lounge
7. Delayed
8. Cancelled
9. Hand luggage

10. Trolley

11. Gate

12. Arrivals

4 (1.36)

1. Two

2. Plane

3. Problems

5 (1.36)

1 b

2 c

3 b

4 c

5 a

6 b

6 SPEAKING

you miss your train, you can't get a seat, it's too crowded, it's fully booked, you can't find your ticket, you feel ill on the coach, your flight/bus is delayed, you get on the wrong bus

7 allow plenty of time for your journey, book a seat, book your ticket early, check for up-to-date travel news, not travel in the high season, make a list and pack carefully, pay attention

3F READING AND VOCABULARY

1 SPEAKING

1. We get rid of bad thoughts, relax and breathe in the fresh air.

2. I would like to visit Egypt, Greece, Turkey, and Japan.

2 b

3 1-b

2 - d

3 - c

4 - c

5 - a

6 - b

4 1 - state

2 - border

3 - overland

4 - visa

5 - valid

6 – set out

7 - solo

8 - hitchhike

9 - hospitable

5 1 - hitchhike

2 - valid

3 - hospitable

4 - border

5 - set out

6 - visa

7 - overland

8 - solo

9 – state

6 (1.38) 1 clean water

2 thirty-seven

3 1981

4 the USA

5 twice

6 www.wateraid.org

7

8 REFLECT|Values 1 - charity is important to teach people to do good.

2 - I would like to join a charity, but so far there is no opportunity.

3G WRITING AND VOCABULARY | A blog post

1 Yes, I would visit this place. It's very beautiful.

2 1 - Russia

2 - Lukas is a friend of Andrey

3 – He flew.

4 - 4 days

5 – Cold; it was raining and snowing

6 – Yes, he had a brilliant time.

3 How he got there, what he did, what the people were like, overall impression.

4 1. amazing - spectacular; 2. attractive - scenic; 3. fun - enjoyable; hospitable - welcoming

5 1 - hospitable

2 - fantastic

3 - wonderful

4 - scenic

5 – amazing

6 REFLECT|Culture 1 – They smile and say ‘hello’ when you pass.

2 - In Russia we generally say ‘hello’ to people we know but sometimes we say ‘hello’ to people hiking in the mountains....

avoid eye contact, bow, ignore, kiss (on the cheek/ hand), say ‘hi’, shake hands (with), smile, wave

3 - Greetings are important because it is a sign of education and politeness.

7 A 3

B 5

C 1

D 4

E 2

8 WRITING TASK

Revision

VOCABULARY AND GRAMMAR

1 A 1 - double 2 fully 3 city 4 check-in 5 budget 6 tourist 7 safari 8 boarding 9 hand

B 10 hotel 11 luggage 12 rank 13 holiday 14 airline 15 bag 16 park 17 station 18 room

2 1 - travel, 2 - pack, 3 - take, 4 - stay, go, 5 - sunbathe, climb, 6 - go, see 7 - visit, go, 8 - buy, watch

3 1 - taking off/landing 2 put on 3 book 4 sailing, riding 5 took 6 arrived/left 7 missed 8 check in

4 1 was shining, were driving, started

2 was cycling, saw, wasn't looking, was going, crashed

3 fell, was sitting, was still sleeping, reached

4 were you doing, called, was packing, was listening, didn't hear

5 1 that

2 who/that

3 whose

4 (which/that)

5 which/that

6 where

USE OF ENGLISH

6 1 - trading,

2 - incredibly,

3 - beautiful,

4 - famed,

5 - golden,

6 - wonderful

READING

7 1 - b

2 - c

3 - c

4 - b

5 - a

SPEAKING

8

WRITING

9 Depending on which exams you are preparing your students for, ask them to write 100–150 words

Unit 4

4A GRAMMAR AND VOCABULRY

1 **SPEAKING** 1 - Yes, I like chocolate. I like the chocolate bar Alyonka.

2 - We spend not so much on chocolate and other snacks.

3 – As a gift we give chocolates on special occasions like birthdays and St. Valentine’s Day.

2 because chocolate bars (and boxes) are getting smaller

3 • because companies want to make more money

• because people are more health-conscious and don’t want to eat fattening snacks

• because cocoa production fell due to bad weather, so the prices of chocolate went up

Comparison of adjectives

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

5 Grammar box

6 1 smaller

2 larger

3 as big

4 thinner

5 more surprising

6 smaller

7 more expensive

8 big

9 small

10 tastier

11 as delicious

12 greater

13 healthier

14 less expensive

7 1 newest

2 most popular

3 richest

4 most expensive

5 finest

8 1 It's not cheap enough.

2 The soup is too cold.

3 Bananas are less expensive than they used to be.

4 I'm thinner than I was before.

5 Dad is less busy than Mum.

9 1 Fruit is healthier than chocolate.

Chocolate isn't as healthy as fruit.

2 Nuts are healthier than crisps.

Crisps are not as healthy as nuts.

3 Salad is healthier than chips.

Chips are not as healthy as salad.

4 Water is healthier than cola.

Cola is not as healthy as water.

5 A sandwich is healthier than a hamburger.

A hamburger is not as healthy as a sandwich.

6 Cream is healthier than yoghurt.

Yoghurt is not as healthy as cream.

7 Tomatoes are healthier than potatoes.

Potatoes are not as healthy as tomatoes.

10 SPEAKING

11

4B VOCABULARY|Food and drink

1 1 - I have breakfast at 8 o'clock.

2 - I eat breakfast at home.

3 - We usually eat an omelet or porridge for breakfast.

4 - Yes, it is.

2 bread, sushi, fish, squid, beetroot, tomatoes, meat, chicken, pizza, pies, dumplings, pilaf, ravioli, cabbage rolls.

Photo A: porridge, melon

Photo B: bacon, sausages, beans, mushrooms

Photo C: olives, cucumber, bread, sugar

3 1 - A, 2 - C, 3 - B

I like the Turkish breakfast the most because ...

4 (2.1) PRONUNCIATION

/ʌ/: honey, mushroom, nuts

/e/: lemon, lentils

/æ/: ham, jam

5 SPEAKING

bitter/sweet delicious/disgusting crunchy/smooth fizzy/still fresh/dry hard/soft heavy/light mild/spicy

A I love honey, it's sweet and delicious.

B I don't like Mexican food. It's very spicy.

A I prefer crunchy peanut butter.

4C GRAMMAR

1 The strangest breakfast I know about is my dad's. He eats ...

Quantifiers

2 Nouns

Countable: watermelons, olives, tomatoes, cucumbers, croissant, beans mushrooms

Uncountable: cheese, porridge, milk, sugar, melon, bush tea, bread, butter, honey, jam, coffee, cereal, bacon, toast

3 Quantifiers

Countable: a couple of, a few, many, too many

Uncountable: a little, a little bit of, much, too much

Both: a lot of, lots of, any, enough, some

4 Grammar box

5 1 Yes, there is some melon in Amantle's breakfast.

2 Aylin eats lots of bread for breakfast.

3 Sam has a couple of eggs for breakfast.

4 No, there aren't any bananas in Sam's breakfast.

6 1 Enough

2 a lot of

3 too much

4 a few

5 some

6 a little bit

7 a couple of

8 lots of

9 much

10 enough

7 There isn't enough cola. There aren't enough eggs. There are too many watermelons. There is too much butter. There isn't enough juice. There aren't enough crisps. There are too many rolls. There is too much cheese. There isn't enough fruit.

8 SPEAKING

C.198 Exercise 8, p. 55, A: Follow the instructions. Use the Grammar box and Watch out! on page 51 to help you.

You are at the supermarket but you don't know what to buy for the party tonight. Make a list of things that you need, then call Student B and ask if the things on your list are in the house or not.

Is/Are there any ...?

How much/many ... is/are there?

C.200 Exercise 8, p. 55, B: Follow the instructions. Use the Grammar box and Watch out! on page 51 to help you.

You are at home. There isn't much food there. Student A is at the supermarket but he/she doesn't know what to buy for the party tonight. Write a list of eight things that are in the fridge and the cupboard.

Then answer Student A's questions. There is/are some ... There isn't/aren't any ... There is/are a lot of ... but there isn't/aren't much/many ...

4D READING AND VOCABULARY

1 SPEAKING 1 - I don't really like shopping. Because as soon as you go to the store, you buy more than you wanted.

2 - I like shopping for food. I hate shopping for clothes.

2 c

3 1 - G, 2 - C, 3 - A, 4 - E, 5 - F, 6 - B

Extra heading: D

4 1- Because he was a student and he could choose to work during quieter weeks.

2 because it was in the most boring town in England

3 good memory and good writing skills

4 it's never boring

5 when he returns to a shop and sees that the service is better thanks to his reports

5

6 1 service

2 chain store

3 department store

4 changing room

5 customer

6 shopping mall

7 discount

8 queue

9 checkout

10 shop assistant

7 1 discount

2 queues, checkouts, shop assistants

3 changing room

4 shopping mall

5 department store

8 SPEAKING

9 REFLECT|Society

Shopping is a popular free-time activity in many countries and that's a good thing.

I (don't) think it's a good thing because ...

4E LISTENING AND VOCABULARY

1 SPEAKING

It's a second-hand/ charity shop.

1 - I throw away unnecessary clothes that I don't wear.

2 - No, I don't buy it.

3 - Yes they are common.

2 fashionable/unfashionable

3 (2.3) 1 F

2 F

3 T

4 T

5 F

6 T

4 (2.4) belt, handbag, scarf, underwear, blouse, hat, bracelet, sweatshirt, earrings, pyjamas, raincoat, tights.

5 (2.4) 2, 3, 5, 6, 7, 9, 10

6

7 (2.5)

1 designer label sweatshirt

2 bargains

3 stylish and original

4 quality

5 experiment

6 help other people

8 SPEAKING 1 - I usually buy clothes in the shopping center.

2 – No, it doesn't matter.

3 - Clothing can tell you a lot about a person.

4F SPEAKING

1 The family are buying shoes for the boy. It seems the parents rather than the boy are choosing the shoes.

2 (14 2.6)

1 The boy is feeling annoyed and fed up.

2 He doesn't like them

3 (15 2.7) Watch or listen to Part 2 of the conversation. Was your guess in question 2 in Exercise 2 correct?

4 (16 2.8) 1 – 1 2 3

2 – 1 2 3 4 5 6

3 – 2 4 5

4 – 1 2

5 – 2 4 5

5 (2.9) 1 too

2 so

3 think

4 don't

5 me

6 agree

7 opinion

8 point

9 be

10 suppose

6 In groups of three, practice reading the conversation in Exercise 5 with other phrases from the Speaking box.

7 In pairs, look at the statements below. Take turns to give your opinion and ask your partner if he/she agrees or disagrees with you.

8 In groups, discuss the questions.

1 Are shopping malls changing traditional shopping streets in the centre of your town?

2 Do you prefer shopping in big department stores and hypermarkets or in small independent shops? Say why.

3 Is shopping online more fun than going shopping in a town centre?

4G WRITING AND VOCABULARY|A formal of complaint

1 SPEAKING Unboxing is removing a new purchase from its box or packaging and examining it in front of other people on a social media site. Yes, I've seen people unboxing things online. I think it is an interesting activity.

2 (2.10) 1 because she's looking forward to opening the box of knives

2 because the company sent her spoons instead of knives

3 - c

3 1 the poor service, the fact she received spoons instead of knives not once but twice, the fact she couldn't get through to anyone when she phoned the company, the fact she had to pay for the phone calls

2 improve the quality of their service, give prompt refunds or exchanges, employ human call centre staff instead of using automated responses

3 send her the knives she ordered and give her compensation

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

5 1 - To make matters worse...

2 - This was most inconvenient...

3 - I look forward to your reply...

4 - This is unacceptable...

5 - Unfortunately... sadly

6 Writing box

A - 4, B - 1, C - 6, D - 3, E - 2, F - 7, G - 5

7 1 Returns policy, purchased, exchange

2 refund, product, receipt

3 ordered

8 1 The

2 a, the

3 a, the

4 the, a

5 a, the

6 a, the, the

9 SPEAKING

In pairs, use the phrases from the Writing box and Exercise 7 to role play a phone call to a company and complain about a faulty purchase. Take turns to be the customer.

10 WRITING TASK Write a letter of complaint about either your faulty purchase from Exercise 9 or the problem below. Use the Writing box and Watch out! to help you. You ordered a pair of trainers online. They cost £49.99. They arrived the next day but they were the wrong size (too big). You sent them back. A week later another pair arrived, but they were too small. You returned them. Finally, they sent you the right size, but they were the wrong colour.

VOCABULARY AND GRAMMAR

1 Fruit and vegetables: cucumber, grapes, lemon, olives, apple, pear, carrot, potatoes

Sweet things: doughnut, honey, muffin, sugar, sweets, chocolate, candy

Fried foods: chips, doughnut, bacon

2 a bar of chocolate

A bottle of water

A can of beans/cola

A jar of honey/olives

A packet of biscuits/crisps

A carton of juice/milk

3 1. tights, scarf, hat, raincoat

2. tie, suit

3. second-hand clothes, bargains, designer, bracelets

4 1. changing room

2. shop assistant

3. checkout

4. department store

5. chain store

6. shopping mall/centre

7. discount

8. receipt

9. refund

10. queue

5 1. too hot

2. Your meal looks more nutritious than mine

3. This bottle of cola is not big enough for me.

4. To me, cleaning is less exciting than cooking.
5. No other supermarket sells fresher vegetables.
6. This restaurant is the most crowded in our town.

6 1 a much

2 a How much

3 c Lots of

4 b too many

5 b any

6 c any

7 c a bit of

8 b enough

9 c much

7 1 - best

2 many

3 than

4 more

5 little

6 some

7 few

8 The

9 a (если сосиска) / some(если колбаса)

10 couple

11 as

12 bit

13 much

14 any

15 lot

USE OF ENGLISH

8 1 known 2 initially 3 political 4 historic 5 peculiarities 6 primarily 7 recently

LISTENING

9 (2.11) 1 a

2 b

3 a

4 a

5 b

6 c

7 c

8 b

9 b

10 a

SPEAKING

10 Read the information below. Then in pairs, do the speaking task.

WRITING

11 You recently had a terrible meal in a restaurant. Write a letter to a family member explaining why the meal was so bad and what you did about it.

Depending on which exams you are preparing your students for, ask them to write 100–150 words.

Russian Files

TRAVELLING AND FOOD

A LEAD-IN

- 1 My favourite dish from my childhood is fried potatoes
- 2 They are borsh, chicken/fish/vegetable soup. My favorite one was chicken soup.
3. She would cook pelmeny.
- 4 I think it would be stewed meat, they say it is poor man's meal.
- 5 The first one I tried was an omelette.

B VOCABULARY TO REMEMBER

To whip - to mix cream -взбивать крем

To grate - to rub cheese, vegetables etc against a sharp surface in order to break them into small pieces

-натереть

To baffle - if smth baffles you, you cannot understand or explain it - озадачить

To freak - to become suddenly angry or afraid - рассердиться, испугаться

To puzzle - to confuse someone- приводить в замешательство

C READING

B. 1 Olivier salad and kholodets are made with meat.

2 An omelette, boiled or fried eggs are likely to be served for breakfast.

3 It's herring under fur coat, it's made of fish.

4 I use dough for pies, varenyky, pelmeny, pancakes.

5 Russian vinaigrette includes pickled vegetables.

D SPEAKING

E WRITING

F CREATIVE THINKING Focus on Creativity

LIFE SKILLS/How to Understand Advertising

1 Most often I see billboards and posters. I think they are the most attractive ones. As for TV commercials and internet adverts, they are the most irritating ones

2 (2.12) 1 A new computer game.

2 It had good reviews on his forum and the adverts made the game look amazing.

3 It was a waste of money and he doesn't want to and/or can't spend any more money on it. Plus, he didn't actually need another computer game.

3 1 - Certainly. It's such a thrill to buy a thing because of an advert. When you wear the make up the celebrity uses you feel like a star too.

2 - It goes without saying, everybody makes mistakes and I am not an exception. I buy them on the spur of the moment, impulsively.

4 (2.13) Advert 1 Reason for buying: It comes in loads of colours, has 128 gigs of memory, thousands of apps and super-high quality both front and back. and photo features. A phone for cool people.

Advert 2 Product advertised: sport shoes Reason for buying: They are ultralight and ultra-comfortable, and professional sportspeople wear them. Maybe they make you fast, too.

Advert 3 Product advertised: cakes Reason for buying: Tasty, healthy (full of vitamins and minerals), and will fill you with energy. They're also easy for parents to prepare.

5 In groups of three, discuss the questions.

1 Would you buy any of the products from Exercise 4? Say why.

2 Do you believe all of the information about each product? Say why.

3 Could any of the products have a negative effect, e.g. on people's health or on our planet?

6 D - 1, B - 6, C - 4, A - 2

7 1 - only, 2 - advert, 3 - technique, 4 - reviews, 5 - features, 6 - wisely

8 In pairs, write a radio commercial or a short advert to advertise one of the products or services below. Use one of the advertising techniques from the text in Exercise 6. Share your ideas with the class. Who had the best advert? Say why.

- a luxury car

- new perfume for men
- an exotic family holiday
- online banking services

9 DEBATE

10 • They advertise a summer house

- The advert promises the customer quality and comfort
- The advert uses a technique which appeals to our self esteem and tells us that we need to buy the product to be cooler.
- I think the product is worth buying and the advert itself makes us believe that it won't be a waste of money

Unit 5

5A GRAMMAR AND VOCABULARY

1 SPEAKING My home is messy, as there are lots of things I can't do without. Unnecessary things are papers, cushions, scarves, bags, jackets, vases etc.

2 • Furniture and decorations - wardrobe, curtains, carpet, rug, desks, bookshelves, bed

- Fixed things - windowsill, radiator, stairs,
- Places for things - drawer, hanger, surface, fridge

3 1 - a tidy home, you only have things you like, you don't need to spend so much time on housework, you can afford better things, you can be happier

2 - I'm a well-organised person.

3 - I tidy up my room every day.

4 - I usually hold onto things.

5 - I give it to my friends or relatives.

Modal verbs

4 1c -should

2a-have to

3d-shouldn't

4b-don't have to

5f-could

6a - must

7e-mustn't

5 Grammar box

6 1 have to **2** could **3** mustn't **4** should **5** must **6** don't have to, shouldn't

7 (2.14) 1 should

2 must

3 don't have to, could

4 shouldn't

5 have to

6 should

7 mustn't

8 SPEAKING 1 – Agree. I have to tidy up my bedroom every day.

2 – Agree. I must throw all my rubbish in the same special bin

3 – Agree. I must always do the dishes as soon as I finish eating, I don't like to leave them unwashed

4 – Disagree. The more the better

5 – Disagree. There is always something that we need.

6 – Disagree. Far be it from being true.

5B VOCABULARY | Household chores

1 SPEAKING Yes, it would work in our home. I would like to get Wi-Fi password as soon as possible, so I would try to do all the chores on the list.

2 1 tidy up your room

2 dust the furniture

3 walk the dog

4 vacuum the carpets

5 take out the rubbish

6 make your bed

7 empty the washing machine

8 polish your shoes

3 clean the cooker/the floor/the house/the surfaces

do the cooking/the dishes

iron a shirt

mop/sweep the floor

set/clear the table

wash up/dry the dishes

wipe the cooker/the surfaces /the table

4 I always make my bed, empty the washing machine, vacuum the carpets and walk the dog.
I think wiping the surfaces is the worst chore.

5 You use

- a dishwasher to wash the dishes
- a freezer to freeze food
- a fridge to keep food and drink cold and fresh
- an iron to iron clothes
- a kettle to boil water
- an oven to cook or warm food
- a vacuum cleaner to clean/vacuum floors and carpets
- a washing machine to wash clothes

6 In groups, think of chores we don't have to do anymore because of technology. Use the vocabulary from Exercises 3 and 5.

Thanks to the vacuum cleaner we don't have to sweep the floor with a brush, and thanks to the washing machine, we ...

7 REFLECT|Society

In groups, discuss the questions.

1 Do you think teenagers should help at home?

2 Should teenagers earn their pocket money by working at home? Say why

5C GRAMMAR

1 SPEAKING

Describe the photo. Then in pairs, ask and answer the questions. Use the phrases on page 55 to give your opinions.

1 Is it easy or hard for young people to move out of their family home and start living on their own?

2 What are the good/bad sides of sharing a flat with people your own age?

2 Read the article. Does it mention any of your ideas from Exercise 1?

Past modal verbs

3 1 - I could eat when I wanted.

2 - You couldn't stay out late

3 - You had to eat meals at regular times

4 - I didn't have to tidy my room

4 Grammar box

5 (2.15) 1 had to, could

2 couldn't

3 had to

4 had to, could, didn't have to

5 couldn't

6 Use the phrases below and the verbs from the Grammar box in Exercise 4 to make sentences about the time when you were ten. Then in pairs, compare your sentences.

do a lot of homework, go to bed early, play in the street, tell your parents where you were going, watch anything you wanted on TV, wear make-up, wear school uniform, wear what you wanted

When I was ten years old, I didn't have to do a lot of homework.

7 In groups, say what other things you had to/ didn't have to or could/couldn't do when you were ten.

A I had to feed the hamster.

B I didn't have to do that but I had to take the dog for a walk.

C I couldn't do that because we didn't have a dog

5D SPEAKING

1 1 - When guests come to stay in your house you should clean the room/have fun/give them time to relax/make a special meal/put out a towel/take them out. You shouldn't be noisy/leave a mess on surfaces/sleep a lot.

2 - When you stay at a friend's house, you should bring a gift/have fun. You shouldn't be noisy/leave a mess on surfaces/sleep a lot.

2 (18 2.16) The boy is a guest and the woman is a host, perhaps on an exchange visit or a language stay. The boy feels very nervous

3 (18 2.16) 1 is it alright, of course

2 please don't

3 Do you mind if, I don't mind

4 (19 2.17) 1 alright

2 go ahead

3 can I

4 you can't

5 you mind

6 of course

7 you mind if

8 I do

5 Exercise 5, p.74, A: Use the language from the Speaking box on page 68 and the prompts below to ask Student B for permission. Respond appropriately to Student B's permission requests.

take this chair, use your dictionary for a moment, borrow your English notebook for a few days, come round to yours after school, give you a call this evening, stay in your house this weekend

Exercise 5, p.74, B: Use the language from the Speaking box on page 68 and the prompts below to ask Student A for permission. Respond appropriately to Student A's permission requests.

take this book, use your phone for a moment, ask you a question, borrow your notes to revise for the test, give you a call at 3 a.m., go on holiday with you next summer

6 Work in pairs. Imagine you're staying at your partner's house. Use the prompts below to ask for, give or refuse permission. Take turns to be the host and the guest.

1 You really need a shower but you don't have a towel in your suitcase.

2 You're hungry. There are some bananas on the table.

3 Your favourite programme is on TV. You want to watch it.

4 You feel really tired.

5 You're cold but you forgot to bring a sweater.

6 You want to call home but the battery on your phone is dead

5E LISTENING AND VOCABULARY

1 SPEAKING 1 I don't get any exercise.

2 I don't feel unfit.

3 I wouldn't mind burning off calories with aerobics.

2 Read the introduction to Heather's blog. Check you understand the highlighted words related to working out. Then in pairs, ask and answer the questions.

1 Do you always warm up before you exercise or play sports? What do you do?

2 What are the advantages of joining a gym or having a personal trainer?

3 Look at the ways for getting fit in the blog menu. Which of them do you do?

3 (2.18) 1 c

2 b

4 (2.19) 1 c

2 d

3 a

4 b

5 (2.19) 1 space

2 move furniture

3 yoga mat

4 cartons of milk

5 doing them

6 (2.20) 1 noun 2 adjective 3 verb

7 (2.20) a 3 b 1 c 2

8 (2.21) 1 casters - small wheels fixed to the bottom of a piece of furniture so that it can move

2 essential - necessary

3 quid - pounds

4 roll up – turn over to make a tube or cylinder

5 abdominal – of the stomach

9 SPEAKING In pairs, ask and answer the questions.

1 Do you think a home gym is a good idea? Say why.

2 What are the best ways to keep fit in your opinion?

5F READING AND VOCABULARY

1 SPEAKING 1 - D, 2 - B, 3 - A, 4 - C

2 In pairs, say what you think the places in the photos have in common. Then quickly read the first paragraph of the article and check your ideas.

The people living there have long life expectancy.

3 1c, 2c, 3b, 4b, 5c

4 (2.23) PRONUNCIATION 1 - enjoy, 2 - diet, 3 - different, 4 - respected, 5 - generation

5 1 - dairy products, 2 - soft drinks, 3 - get exercise, 4 - full up, 5 - stay fit, 6 - go on a diet, 7 - fast food, 8 - low in sugar, 9 - sleep well

6 SPEAKING In groups, read these 'blue zone' tips for healthy living. Which things do you do already? Which are the most difficult to follow? Which would you like to do?

- Drink water instead of soft drinks.
- Sleep for eight hours.
- Eat a lot of nuts.
- Switch off your TV/phone during meals.
- Walk instead of taking a bus or going by car.
- Don't eat too much (or any) meat.
- Watch something funny on the Internet as part of your day.
- Stop eating snacks.
- Eat just two meals a day.

- Go without food on one day a week.
- Eat five pieces of fruit every day.
- Spend more time with your neighbours.

7 REFLECT|Society In groups, answer the questions.

- 1 Do elderly people have an important role in your society? Do people respect them?
- 2 Is it a good thing for grandchildren to spend a lot of time with grandparents? Say why.
- 3 Would you be happy to spend more time with your grandparents?

5G WRITING AND VOCABULARY|A note/short message

- 1 The young people are the relatives of the patient.
- 2 They are at the hospital enquiring about their Dad's health.
- 3 It's quite obvious that his state is satisfactory so there's nothing to worry about.

2 1 - Sam 's mum wrote a message to Sam.

2 - Sam wrote a note to himself

3 - Sam wrote a note to himself

4 - Sam wrote a message to his neighbour Lucy

5 - Sam wrote a message to his neighbour Lucy

6 - Sam's mum wrote a message to Sam's dad

7 - Sam wrote a message to his mum

3 1 - It's possible he had a heart attack

2 - chocolates, grapes, a book

3 - It leaves at 11.30 and arrives at at 15.40

4 - Sam's cat

5 - feed the cat and water the plants

6 - He'd like his mum to pick him up

4 1 there was

2 I have

3 Do you... you

4 the

5 Lucy... the

6 I

7 The... are... the

8 The... Is... the

9 I am... the... It

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

6 (2.24) 1 - pains, 2 - ambulance, 3 - tests, 4 - temperature, 5 - results, 6 - symptoms... indigestion,

7 - prescription, 8 - pills, 9 - appointment

7 (2.25) Listen to the doctor again. In pairs, note down what she says using bullet points. Then go to page 190 and check.

P. 190: indigestion not a heart attack

Doctor recommends:

- take 2 pills 3 times a day
- no appointment with GP
- don't eat a lot late at night
- avoid alcohol, fried foods, chocolate
- try to lose weight
- get more exercise
- give up smoking

8 REFLECT|Society

9

10 WRITING TASK

Revision

VOCABULARY AND GRAMMAR

1 1 - vacuum cleaner, 2 - sink, 3 - cooker, 4 - iron, 5 - microwave(oven) , 6 - drawer, 7 - kettle, 8 - fridge

2 1 - dog, 2 - dishes, 3 - rubbish, 4 - furniture, 5 - bed, 6 - washing machine, 7 - carpet, 8 - dishwasher

3 1 -lose, 2 - go, 3 - burn, 4 - warm, 5 - join, 6 - work, 7 - do, 8 - sleep

4 1 - You must get more exercise.

2 We don't have to wash the dishes now.

3 He should eat more fruit.

4 You mustn't eat that- it's poisonous.

5 Sophie's a vegetarian, so we could make a salad.

5 1 - have, 2 - don't, 3 - can, 4 - couldn't, 5 - had, 6 - did, 7 - shouldn't, 8 - should, 9 - mustn't, 10 - could, 11 - must

USE OF ENGLISH

6 1 settlement

2 foundation

3 administrative

4 relatively

5 neighbour

6 generally

7 location

8 enables

READING

7 1 too much time at school, too much homework, doing household chores

2 harder

3 Northern Europe

4 their parents

8 1 - to live, 2 go home/visit their families

3 was difficult/hard/impossible

4 couldn't study

5 had to

6 ran away

7 earn money/ make contacts

SPEAKING

9 In pairs, role play the situation below. Then change roles and do the task again.

Student A You are at home and want to do some exercise. You would like to use some of the fitness equipment that your brother/sister has. Ask him or her if you can use it.

Student B is your brother/sister.

- Explain that you want to do some exercise.
- Ask if you can use a piece of his/her fitness equipment.
- Say when you can return it.
- Thank your brother/sister. Student B You are Student A's brother/sister. Student A wants to borrow a piece of your fitness equipment. Use the phrases below to help you.
- Hi, (name). Do you want something?
- So how can I help?

- Sure, go ahead. But I need it back by tomorrow evening.
- You're welcome

WRITING

10 You want to go camping next weekend but you can't find your tent. Write a note to a friend in which you:

- explain the situation
- ask permission to borrow his/her tent
- ask if he/she has a sleeping bag you could borrow
- promise to look after his/her things

Depending on which exams you are preparing your students for, ask them to write 70–90 words.

Unit 6

6A GRAMMAR AND VOCABULARY

1 1 - I think they wanted to look more impressive, to attract the attention

2 - I don't feel like doing it.

3 - My new hair-do was the last thing I did to change my look

2 1 - grow a beard, take care of his skin, build up his muscles

2 - get a piercing, get her hair cut short, lose weight

3 - get in shape, join a gym, be more sociable, energetic and outgoing, study harder

4 - look for a job next summer

5 - tidy her room

3 Eddie has a beard. Chelsea has cut her hair short. They look more energetic and outgoing.

4 (2.26) 1 - He invites her to have a meal at a Mexican restaurant and then go to a place called Mario's.

2 - She's not keen on Mexican food, finds Stan a bit annoying and wants to study and do exercises.

5 a 4, b1, c3, d2

6 Grammar box

7 Wednesday

Chelsea's going to Ed's house at 5 p.m. They are working on a project.

Thursday

She isn't going on a school trip to London because it's cancelled.

Friday

She's seeing a Batman film with Ed at multiplex at 8 p. m.

Saturday

She's going at the hairdresser's at 10.30.

Sunday

She's playing tennis with Julie. They're playing at 4 p. m.

8 1 - I'm not going to go...

2 I'm going to get up

3 are going to join

4 is going to get

5 are you going to do

6 are you going to be

9 1 - I'm not going to do anything special tomorrow

2 - I'm going to the hairdresser's at 5p.m tomorrow

3 - My kid brother is going to be an astronaut when he grows up

4 - It's my mom's birthday next week and I'm going to give her a bouquet of flowers

5 - I'm going to have an exam on Tuesday, at 10a.m

10 build up your muscles

change your look

dye your hair

get a suntan/in shape/your hair cut/a piercing

grow a beard/your hair/a moustache/your hair long

lose/put on weight

take care of your hair/your skin

take up a sport

11 SPEAKING

6B READING AND VOCABULARY

1 1 He's reading or writing a message on his phone.

2 I do. I'm a procrastinator. I waste time chatting with friends, going out and whaling away the time.

2 A procrastinator is a person who always puts things off.

3 1D, 2A, 3F, 4 G, 5B

4 1 - He played a computer game

2 He made a plan

3 He watched videos on YouTube

4 He ate a biscuit

5 He ate some orange squash

6 He went to the toilet

7 He called a friend

8 He tidied up his room

5 clutter, landing

yells, ignore

dreadful, sensible

6 squash- a sweet non-fizzy drink made of concentrated fruit juice

clutter-untidy things

landing-a flat space between two flights of stairs

glance-look quickly

yell-shout

ignore-not to pay attention

peckish-hungry

dreadful-very bad

sensible-reasonable or rational

7 1 - dreadful

2 sensible

3 yell

4 clutter

5 peckish

6 ignores

8 1 give up

2 carry on

3 put off

4 clear it up

5 check it out

9 In pairs, say if the sentences in Exercise 8 are true for you.

I don't really agree with number 1. I don't give up easily.

10 SPEAKING In groups, look at these tips to help procrastinators and grade them from the most to the least useful. Can you add any more tips?

6C GRAMMAR AND VOCABULARY

1 Cartoon 1

The slim girl is optimistic and the plump girl is pessimistic

Cartoon 2

The slim girl is pessimistic and the plump one is optimistic

I'm usually optimistic

Future predictions: *going to and will*

2 a1

b2

3 1f

2c

3e

4b

5d

6a

4 1 - We're going to

2 - I'll

3 - we won't

4 - You're going to

5 - will

6 - It's going to

5

You usually buy a house when you settle down in a place

I celebrate my birthday every other year

I'll find a job after I graduate from college

People usually get married in their(early/ mid-/late) twenties

You usually go to university when you are a teenage boy or girl

You usually have kids when you are a young adult

I don't need to move away from home or move in with friends, I am happy at my home

You usually pass your driving test if you are a confident driver

You usually rent a flat if you prefer to be on your own

People retire in their early/late sixties

You vote in elections at the age of 18

6 SPEAKING In groups, talk about you and people you know using going to and will and the vocabulary from Exercise 5.

6D LISTENING AND VOCABULARY

1 I like the one by Oscar Wilde as it sounds very optimistic

2 I'm an optimist, so the glass is half full.

p.190: An optimist sees the glass half full. A pessimist sees it half empty. A realist sees the glass completely full: half water and half air.

3 positive:

Affectionate, calm, cautious, cheerful, loving, self-confident

negative:

anxious, insecure, miserable, tense, Upset

4 (2.28) 1 F

2 F

3 T

4 F

5 T

6 T

5 (2.29) 1 It's better to be an optimist

2 People who are too optimistic may take unnecessary risks or waste time with impossible dreams.

6 (2.30) 0 Dictation. Listen to the joke from the talk again and write down what you hear.

7 adore, feel positive, hate, can't stand, feel like, looking forward to, don't care, feel excited about

8 SPEAKING In pairs, use the ideas below to make predictions with will or going to. Then say if you think your partner is an optimist, a pessimist or a realist.

6E VOCABULARY | Feelings and emotions

1 Alan - doubtful

Leanne - happy

Bernadette - shocked

Harry - amazed

Gina - unsatisfied

Colin - interested

Ian - stressed

Dawn - depressed

2 (2.31) PRONUNCIATION

Ear, beard, pierced/ face, pale, straight/ eye, nice, smile/ hair, fair, square/ mouth, eyebrow/ nose, shoulder, toe.

3 (2.32) 1 Colin 2 Leanne 3 Alan 4 Bernadette 5 Ian 6 Dawn 7 Gina 8 Harry

4 **THINK BACK** Work in pairs. Student A, describe someone from the photos using the language from Exercise 2. Student B, guess which person your partner is describing. Then change roles.

5 In pairs, take turns to describe your classmates. Guess who your partner is describing.

A She's got fair hair, blue eyes and a lovely smile. She isn't wearing glasses. I think she looks a bit like Adele. B Is it Clara?

6 Check you understand the adjectives for feelings and emotions below. Then choose the best adjective for each person in the photos above.

amazed bored delighted depressed disappointed excited exhausted frightened interested pleased relaxed stressed surprised worried

A I think Alan looks relaxed.

B No, I don't agree. I think he looks bored

7 In pairs, take turns to mime the adjectives from Exercise 6. Guess what feeling your partner is showing.

A You look stressed.

B No, not exactly.

A You look frightened.

B Yes, that's it.

8 1 - bored

2 boring

3 worried

4 exciting

5 relaxing

6 amazed

7 interesting

8 surprised

- 9 1 Our classes are so boring
- 2 A picnic is really exciting
- 3 I was amazed when I saw it
- 4 I'm a bit worried because of my diploma
- 5 I felt really surprised when I got a present from her
- 6 I feel totally relaxed when I'm on holiday
- 7 My teacher is the most interesting person I know
- 8 I'm really interested in reading

10 SPEAKING In pairs, use the adjectives from Exercise 6 to talk about your feelings.

6F SPEAKING

1 In the first photo friends are talking in a café. In the second photo, one of the girls is driving a car in busy traffic. Perhaps she's taking a driving lesson or taking her driving test. In the first photo the girl feels anxious/nervous/ worried/stressed. In the second photo she is concentrating hard and probably feels nervous and stressed.

2 (23 2.33) 1 F

2 T

3 T

4 F

5 T

6 F

3 (23 2.33) 1 don't think

2 definitely

3 sure you'll, probably

4 won't, will definitely, probably won't, maybe

5 almost certainly, may

6 might

7 definitely, possible

8 sure

4 1 They probably won't be late

2 You might be surprised

3 I'm sure they won't recognize me

4 I'll probably do it really badly

5 You'll definitely have a good time

6 You'll certainly do better than you think

5 (24 2.34) In groups, say if you think Kim will pass or fail her driving test. Use phrases from the Speaking box. Then watch or listen to Part 2 of the story and check.

6 In groups, ask and answer the questions. Use phrases from the Speaking box.

6G WRITING|An informal invitation

1 1 We sometimes have parties on various occasions: New year, birthdays, public holidays

2 They are similar to the party in the photo

2 Yes, Ronald's email is a good invitation

3 1 I'm having a party

I'd like you to come

I really hope you can make it

2 Thanks for inviting me

I'll definitely be there

Do I need to bring anything?

3 I really appreciate the invitation

It's very nice of you but unfortunately I won't be able to make it

Thanks anyway

4 1 next Friday

2 at this house at 8 p.m.

3 from a dance class they all go to

4 Maureen; she might be late because she's taking her driving test

5 Janey; she's going to London with her boyfriend

5 1 I'm taking my driving test on Friday. I'm going to London with my boyfriend.

2 It's going to be great fun.

3 I'll definitely be there. I won't be able to make it.

4 I might be a little late.

5 We probably won't be back until very late.

6 We're going to see a play.

6 REFLECT|Culture In groups, ask and answer the questions about parties in your country.

7 It doesn't have a subject or title; it isn't clear; it doesn't mention the time the party starts; it doesn't give a phone number or address

8 WRITING TASK

9 WRITING TASK

Revision

VOCABULARY AND GRAMMAR

1 1 change

2 take up

3 build up

4 get

5 put on

6 take care of

7 grow

8 get

9 get

10 dye

2 1 cheerful

2 tidy

3 energetic

4 self - confident

5 affectionate

6 calm

7 cautious

3 1 stressed

2 amazed

3 disappointing

4 delighted

5 interesting

6 depressing

4 1 on

2 off

3 about

4 up

5 forward

6 out

7 down

8 out

9 on

5 1 Are you doing

2 I am

3 meeting

4 having

5 going to have

6 doing

7 going

8 going to get

9 going to vote

10 going to get

11 'm not

6 1 are taking

2 are going to climb

3 are eating

4 is going to eat

5 are coming

6 is going to open

7 'm going to take

7 1a will be

1b are going to lose, isn't going to be

2a will win, will beat

2b is going to blow, are going to win

USE OF ENGLISH

8 1 separated

2 population

3 approximately

4 geographical

5 named

6 number of

LISTENING

9 (2.35) 1 15 May

2 1994

3 art exhibition

4 holiday/weekend

5 six

6 famcom@southradio.com

SPEAKING

10 In pairs, look at two photos showing family life. Student A, describe photo 1. Student B, describe photo 2. Then answer the questions below.

1 How do you think the people are feeling?

2 What is going to happen next?

WRITING

11 Do the task below.

You receive an invitation from an English friend to spend two weeks in July at his/her grandparents' house at the seaside.

Write a reply to your friend in which you :

- thank him/her for the invitation
- accept the invitation
- say how you plan to get there
- ask your friend what to take with you

Russian Files

WHAT MAKES A PERSON ATTRACTIVE

A. LEAD-IN

B. Reading

C. Writing

D. Writing

E. Creative task

LIFE SKILLS

1 In pairs, say how often these are true for you – often, sometimes or never.

1 I feel I don't have time for anything.

2 I do everything at the last moment.

3 I don't have time to rest.

4 I waste time on unimportant things

2 (2.36) 1 John

2 John

3 Peter

3 Are you more like John or Peter? How do you feel about this?

4 In pairs, read the opinions about planning your time.

Do you agree or disagree with them?

1 When we don't have a plan, we usually do nothing.

2 Planning takes too much time.

3 When you have a list of things to do, you don't have to remember about them anymore because they are on your list!

4 Good planning helps you to have more free time.

5 Planning kills creativity

5 1C, 2B, 3E

A, D are extra ones

6 (2.37) 1 every day

2 energy

3 break

4 Important

5 relax

6 Tick off

7 1 List B looks more realistic

3 List A - it should be shorter and there should be more time for longer tasks(homework and revising for the test

The priority task (revising for the test) should be the main task on the list and it should be planned earlier rather than for the evening

List B - It could be more specific, it could say which pages tt revise for the test and what to do for the History project

8 (2.38) Listen to the expert's opinion on the to-dolists from Exercise 7. Which is better according to her opinion? Why? Did you give similar answers?

9 Project

Unit 7

7A GRAMMAR AND VOCABULARY

1 (3.1) The photo shows a young man shaking hands with someone in an office. The man looks very happy. Perhaps the man got a job

Present Perfect (Simple) (1)

2 a2, b1, c1

3 Grammar box

4 already-affirmative

ever - interrogative

just - affirmative

never - negative

yet - negative/ interrogative

5 1 They've opened a big new sports shop

2 Rob's found a job

3 No, he hasn't

4 He's left for work

5 They haven't paid him yet

6 He's had a few interviews

6 It's great when you give someone a pay rise/make a profit/open a factory/take on more staff.
It's sad when you are out of work/lose your job/sack an employee

7 1 has lost

2 haven't found

3 has given

4 has sacked

5 have opened

6 hasn't made

7 have taken

8 1 have you heard

2 has just left

3 flew

4 has she gone

5 Has she found

6 started

7 lost

8 has already learnt

9 Have you found

10 haven't started

11 I've never liked

9 I ever

2 yet

3 yet

4 already

5 just

6 never

10 SPEAKING

7B GRAMMAR

1 I'd like to work for a multinational company. You get paid much and there's a perspective for the promotion

2 a3, b2, c1

3 I is

2 since

3 for

4 Grammar box

5 Jeff doesn't work here anymore

6 (3.3) 1 He's had sixteen jobs since he left school.

2 He's had his current job since January.

3 She's lived in Japan for three years.

4 No, she hasn't had a holiday since she started that job/for ten months.

5 He's been away from Ireland for fifteen months.

6 He's been a lifeguard for two weeks.

7 No, he hasn't seen his family for a long time.

7 1 Barry has been out of work since January

2 I've worked here for four months

3 How long have you been a teacher?

4 Josh has been in an interview for one hour/since 10 o'clock

5 My dad's been a policeman since he was 25 years old

8 SPEAKING

7C LISTENING AND VOCABULARY

1

2 (3.4) 1a, 2b

3 (3.4) 1 pilot

2 farmer

3 33

4 4.3

5 construction

6 3.1

7 35

4 (3.5) d

5 (3.5) 1 b

2 c

3 b

4 a

5 a

6 a

6 1 part-time

2 boss

3 takes care other

4 co-workers

5 pay

6 earn

7 full - time

8 career

9 working hours

10 company

11 working conditions

7 SPEAKING

7D VOCABULARY I Workplaces

1 Production of raw materials:

Fish farm, mine

Processing (making things) :

Building site, food processing plant

Services:

Ambulance, bank, corner shop, garage, hair salon, nursery

2 In pairs, say in which workplaces from Exercise 1 you would like/not like to work and why.

I wouldn't like to work in a mine. It's really hard work and I don't like enclosed spaces.

3 THINK BACK In groups, check you understand the jobs in the box. What other jobs can you think of?

4 (3.6) PRONUNCIATION

Agent, lawyer, surgeon

Courier, hairdresser, manager, secretary

Assistant, mechanic, attendant

Engineer

Librarian, receptionist

Paramedic, politician

5 (3.7) PRONUNCIATION

Put the underlined words from the box in Exercise 3 in the correct column of the table above. Listen and check.

6

7

7E SPEAKING

1 In groups, discuss the advantages of working on your own or as part of a team. Say which you prefer and why.

A I think working on your own allows you more freedom.

B I agree, but working in a team motivates you better

2 1 Poster C best represents teamwork for me because when people work together they can manage any task, solve any problem however hard it is

3 (26 3.8) 1 a secretary and her boss

2 because he hasn't got an Internet connection, so he can't see them

3 poster A (skydivers)

4 in the sky above some countryside or town, probably somewhere in Britain or Ireland, perhaps Scotland

5 that it's not bad

4 (27 3.9) 1 shows

2 the background

3 might, maybe

4 to say

5 are all wearing

6 look

7 think

8 seem

9 perhaps

10 looks

5

6 A: p. 110

B: 105

7F READING AND VOCABULARY

1 Look at the photo on page 101 and read the quote below it. In groups, discuss what it means.

2 1F, 2 T, 3 T, 4 F

3 1c, 2c, 3c, 4a, 5 a

4 1 do

2 plant

3 organise

4 set up

5 spend

6 serve

7 water

8 work

9 collect

10 teach

5 1 CV

2 employer

3 experience

4 training

5 key skills

6 career prospects

6 1 working

2 a make, b get c find d make

3 done

a I've never done any volunteer work

b but I'd like to do it because it would make my life and the life of other people happier I would learn key skills for my future job.

7 SPEAKING

8 Find out information about one of these things. Then make a presentation about it in class.

International Volunteer Day the US Peace Corps Subbotniks in Eastern Europe Rotary International

another international volunteer organisation a volunteer organisation in your town, region or country

websites offering volunteer jobs abroad for young people

7G WRITING AND VOCABULARY | A formal email of application

1

2

3 1 apply for the job

2 previous

3 completed a course

4 consider myself to be

5 attend an interview

6 look forward to

4 Writing box

5 Rewrite the email from Exercise 4 using the advice in the Writing box.

6

7 REFLECT | Society

8 WRITING TASK

Revision

VOCABULARY AND GRAMMAR

1 1 The other jobs are dangerous

2 career - the other words describe people

3 babysitter - you don't have to study to be one

4 factory - it's a place

5 company - the others are economy sectors

6 prospects - the others are adjectives

2 1a 2e 3 c 4 i5 d 6b 7 g 8 f 9h

3 1 find

2 apply

3 consider

4 look

5 get

6 have

7 earn

8 do

9 work

10 be

4 1 punctual

2 enthusiastic

3 chatty

4 creative

5 patient

6 sociable

5 1 started

2 has been

3 I 've only worked

4 lost

5 Have you ever had

6 hasn't opened

7 have you had

8 've already had

6 1 long

2 far

3 last

4 ever

5 haven't

6 always

7 never

8 since

9 ago

10 yet

11 just

12 yet

13 already

USE OF ENGLISH

7 1 Initially

2 approximately

3 undoubtedly

4 incidently

5 literally

6 famous

READING

8 1a 2c 3b 4 b 5a

SPEAKING

9

WRITING

10

Unit 8

8A GRAMMAR AND VOCABULARY

1

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

3

Verb patterns: the infinitive and the *-ing* form

4 1b 2c 3a

5 all three

6 (3.11) 1 to be

2 to become

3 working

4 watching

5 to pass

6 failing

7 forget

8 studying

9 do

10 to take

11 giving up

12 to make

7 1 formulas

2 discovered

3 laboratory

4 experiment

5 results

8 1 doing

2 analysing

3 study

4 studying

5 becoming

6 to watch/watching

7 to win

8 to work

9 doing

8B VOCABULARY I Computers

1 I've got a cable, a laptop, a printer. I'd like to have a USB flash drive

2

3 1 empty

2 post, update

3 store

4 create

5 tap, swipe, drag, expand

6 share

7 cut, paste, copy

4

5 (3.12) PRONUNCIATION

6 (3.13) 1 short vowels: click, copy, crash, disk, drag, expand, hotspot, junk mail, laptop, link, tablet, web

2 long vowels and diphthong s: online, page, paste, profile, save, share, store, swipe, update

7 SPEAKING

8C SPEAKING

1

2

3 (30 3.14)

4 (30 3.14) 1 F 2 T 3 F 4 T

5 I'm sorry, I'm not sure I understand. Can you explain what the difference is?

5G means 'fifth generation'

I don't know what you mean

What's that exactly? Could you tell me what it does?

6 (3.15) 1 mean

2 for

3 stands

4 explain

5 kind

6 sure

7 by

8 lets

7

8

8 D READING AND VOCABULARY

1

2 The first text shows how social media can play a positive role and the second text shows how it can be negative

3 1 opinion

2 fact

4 1 fact

2 opinion

3 opinion

4 fact

5 fact

5 1 muscles

2 record a video

3 at least three

4 celebrities

5 accept the challenge

6 1 up to nine hours a day

2 celebrities

3 when you really can't stop

4 three

5 because they have a fear that they will miss something interesting

6 When they can't check their phone

7 1 viral

2 follow

3 trending

4 updates

5 sites

8 1 stand for

2 miss out

3 carrying out

4 going on

5 turned into

6 joined in

8E GRAMMAR

1

2 (3.17)

3 (3.18) He wants her to help him decide what to wear for his sister's wedding

The first conditional

4 a 3, b 1, c 2

5 1 No

2 the Present Simple

3 the Future with will

6 Grammar box

7 (3.19) 1 laugh, won't be

2 I'll buy, laugh

3 will your sister think, go

4 won't help, don't listen

5 don't stop, I'll get

8

9

10 SPEAKING

8F LISTENING AND VOCABULARY

1 1 sandbox game (picture B)

2 shooter

3 sports (picture A)

4 puzzle (picture D)

5 platform (picture C)

6 racing

2

3 1 consoles, handheld

2 genres

3 educational

4 3D

5 multiplayer

6 gamer

4 (3.20) 1 B

2 C

3 A

5 (3.20) Education – teach you about different subjects

Social life – help you make friends, show you how to win or lose, reduce violence and crime

Work – improve hand-eye coordination, teach creativity, problem-solving, leadership, etc

6 SPEAKING

8G WRITING AND VOCABULARY|An opinion essay

1

2

3 B

4 Technology is everywhere nowadays, but are we too dependent on it?

5 a2 b3 c4 d1

6 In my opinion

I'm not suggesting

After all

Firstly

Secondly

Finally

However

It seems to me

In addition

To sum up

In many ways

But

I believe

7 1 believe

2 people say

3 However

4 In many

5 First of

6 Secondly

7 more

8 In conclusion

9 After

10 seems to

8 1 plug

2 socket

3 adaptor

9 SPEAKING

10 WRITING TASK

Revision

VOCABULARY AND GRAMMAR

1 disk, headphones, keyboard, laptop, printer, speakers, touchscreen

2 1 carry

2 discover

3 tap

4 expand

5 follow

6 go

7 paste

8 store

9 click

10 crash

3 1 astronomers

2 educational

3 upload

4 mathematicians

5 networking

6 physicist

4 1 watching

2 do

3 to buy

4 studying

5 to get

6 be

7 doing

8 to meet

9 doing

10 to help

5 1 help, help

2 lend, I'll call

3 will you pay, give

4 play, won't win

5 'll win, don't try

6 don't like, will you do

7 won't go, don't pay

8 don't practise, won't get

6 1 If it costs too much, I won't buy it

2 It'll crash if you do that

3 We'll get wet if we don't take an umbrella

4 What will you do if it rains this weekend?

5 If you do that, you'll be sorry

6 If she doesn't forget the console, we'll play a tournament

7 You won't learn if you don't pay attention

8 If I give you this game, will you give me that comic?

USE OF ENGLISH

7 1 importance

2 entertaining

3 original

4 improvements

5 painting

6 appearance

LISTENING

8 (3.21) 1 c 2 a 3 c 4 b 5 c 6 a 7 b 8 a 9 b 10 c

9 (3.22)

SPEAKING

10

WRITING

11

Russian Files

JOBS AND THE MEDIA

A. LEAD-IN

D. DISCUSS

E. WRITING

LIFE SKILLS|How to Choose a Future Career

1 work on your own

work in a team

wear a uniform

work in an office

work outdoors

work part-time

work full-time

work with children

work with animals

manage people

I'd like to work part-time so that I could spend more time with my family

2

3 (3.23) a 5, b 1, c 3, d 4, e 6, f 2

4

5

6 1 C, B

2 B

3 C

4 B

5 A,B,C

6 C

7 A Harrison Ford

B J. K. Rowling

C Steve Jobs

8

9

Unit 9

9A GRAMMAR AND VOCABULARY

1

2

3

Past Perfect

4 1b

2b

3 a

5 Grammar box

6

7 (3.24) 1 had painted

2 had sold

3 had he made

4 had become

5 had gone

6 had made

7 hadn't expected

8 1 started, had given

2 published, sold, had gone

3 was, had started

4 had become had already given

5 had earned, bought

9 1 had created

2 had had, lost

3 was, had already decided

4 spent, had had

5 became, had never studied

10.

11. REFLECT | Society

11 (32)

9B VOCABULARY | Creative jobs

1 THINK BACK

2 a) film

director

lighting technician

playwright

screenwriter

stunt performer

b) theatre

stage manager

c) music

composer

conductor

songwriter

sound engineer

3 1 actor/actress

2 musician

3 dancer

4(film) director

5 photographer

6 artist

4 1 live

2 parts

3 play

4 lines

5 based

6 remakes

7 landscape

8 tripod

5

6

9C GRAMMAR AND VOCABULARY

1

2 a soap opera/drama series

3 a 5

b 1

c 4

d 2

e 6

f 9

g 10

h 7

i 8

j 3

4 a - 1 is a quote and 2 is a report

b - in the report the verb is in the past and in the quote is in the present

5 Grammar box

6 (3.26) 1 would be

2 was

3 had said

4 before

5 couldn't

6 didn't want

7 wasn't listening

8 loved

9 had died

7 1 Trudy told Pete that she was his mother, he was her son and they were family

2 Bob said he couldn't take it anymore

3 Kevin told Phil that Pete was looking for him

4 Sid said that he had made a decision

5 Katys said that they would keep on fighting and that they wouldn't give up

6 Zade told Jenny that Jim had stolen her

money and then he had run away

7 Donna told Mat that he had no idea what he was talking about

8 Mrs P told Lily that she didn't like talking about other people but she had heard some news

8 (3.27)

9 SPEAKING

9 D READING AND VOCABULARY

1 1 My favorite instruments are the piano, the guitar and the flute

2 I can play the piano

3 No, I haven't. I'm too shy to perform in public

2 1 a violinist/musician

2 Stradivarius violins are better and more expensive than Guadagnini violins, which are also very good

3 b

4 1d

2c

3 a

4 d

5 c

5 1 orchestra

2 performs

3 audience

4 concert halls

5 soloist

6 rehearses

6

7 SPEAKING

9E SPEAKING

1

2 (34 3.29)

3 (35 3.30) 1 a) Leanne invited him to go to the theatre

b) Mum invited him to go to the cinema

c) Dell invited him to go to a rap concert

2 Johnny said that a) theatre isn't his cup of tea and he didn't feel like going out; b) he couldn't because he had other plans; c) he would love to but he had to visit his parents

4 SPEAKING BOX

5 (36 3.31)

6 (3.32)1 Do you want to go

2 I'd love to; I'm sorry

3 some other time

4 Do you fancy

5 sounds like

6 love to

7 (3.33) PRONUNCIATION

8

9F LISTENING AND VOCABULARY

1 fantasy/science fiction

classics/romance

comics and graphic novels

poetry

biography

action and adventure/historical

I usually read classics/romance, poetry, biography, historical literature. I never read fantasy, comics, action and adventure.

2 (3.34)

3 (3.35) author, beginning, chapter, (main) character, cover, hero, novel, (opening) line, paragraph, (writing) style, title

4 (3.36) 1 b

2 c

3 b

4 b

5 c

5 (3.37) Dictation

6 SPEAKING

9G WRITING|A short review

1

2

3

4 * C

*** B**

**** A**

5 WRITING BOX

6 really

7 1 fascinating

2 surprising

3 scary/terrifying

4 brilliant

5 silly

6 awesome/ good

7 funny

8

9 WRITING TASK

Revision

VOCABULARY AND GRAMMAR

1 Visual art: brushes, easel, landscape, watercolour

Music: Instrument, Soloist, Composer, Conductor, Violin, Piano, Grand piano

TV shows: Cartoon, Documentary, Game show, Drama series, Reality TV, Chat show

Literature: Children's, Fantasy, Poetry, Classics, Biography

2 1 bestseller

2 style

3 character

4 line

5 band

6 recorded

7 concert

8 hit

3 1 play

2 paint

3 performed

4 is

5 reads

6 buys

7 goes

8 see

9 visit

10 waste

11 watches

4 1 The film is absolutely terrible

2 The plot is totally ridiculous

3 The actors are absolutely brilliant

4 Some of the dialogues are totally hilarious

5 The ending is really amazing

6 The monster is absolutely terrifying

7 The music is really fascinating

5 1 had retired, took up

2 hadn't heard, saw

3 left, had already won

4 woke, had finished

5 had only had, joined

6 1 Phil told Mandy that he had never met anyone as beautiful as her

2 Carl said he could see them and they were fighting in the street

3 Amelia told Ralph that they had a problem and they didn't know what to do

4 Gordy said that he hadn't killed her, that he hadn't been there the day before and that he was innocent

5 Jemma told Jules that she thought he was set but she wouldn't go out with him

USE OF ENGLISH

7 1 beautiful

2 economical

3 incredibly

4 religious

5 wonderful

6 immense

READING

8 1 nine years ago

2 the audience very small

3 three: Tam, Hank and Bud

4 everyone had paid for a ticket and you never knew who was in the audience

9 1 last episode

2 to vote

3 won a prize

4 years ago

5 the winners

6 two more episodes

7 the music business

SPEAKING

10

WRITING

11

Russian Files

ART

A. LEAD-IN

D. Speaking

E. SPEAKING/WRITING

F. WRITING

LIFE SKILLS HOW TO USE ONLINE RESOURCES

1

2

3 (4.12) A 3, C 1, D 2

4

5 1 small portion

2 school

3 resources

4 copyright

5 licence

6 sources

6

7

8 When listing your digital sources, include the following information: □the author □the title of the work □ the type of medium (e.g. online image, video, podcast) □the date when it was created or posted □the organisation which published the information □the URL address □the date when you accessed the information

CULTURE SPOT 1

1 1 primary school - five years old; secondary school - eleven years old

2 A - levels are exams for pupils who want to go to university

2 1 It's the number of universities in 1960

2 it's the number of 18- year - olds who get a place at university

3 it's the number of students in the UK who are from abroad

4 it's the number of students in Britain who drop out (leave university without finishing their course)

3 1F

2T

3 T

4T

5F

6T

4

2 halls of residence - typical university accommodation

3 lectures - lessons at university to which students come at one time

4 Bachelor's degree - the degree you get after 3 or 4 years at university

5 drop out - leave university without graduating

6 graduates - students who received a degree

5

6 (4.14) 2 Medicine 3 everything is quite close 4 warm, friendly atmosphere 5 art cinema 6 great music scene 7 public transport 8 lively student life (difficult to concentrate on your studies)

7 REFLECT|Culture

CULTURE SPOT 2

1.

2. ta – thank you Yo! – Hi! a bit – very mate – friend

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

4.

5. 1 Sorry, 2 a bit, 3 all right, 4 interesting/ quite good

6.

MY CULTURE 1

4

- 1) You can get some water from the well.
- 2) People store food in a cellar.
- 3) Though the situation is very bad, it seems to take a turn for the better now.
- 4) In a village people have very many chores to do.
- 5) It takes place every year, so it is a yearly event.

MY CULTURE 2

4.

- 1) We went on a/an outing to London.
- 2) You should allocate tasks among members of the group.
- 3) The loss of money forced her to sell her house.
- 4) I'm not an expert, but I appreciate fine works of art.
- 5) Do you have access to the Internet?
- 6) We studied our cultural heritage.
- 7) The car industry is in decline.

5.a

b.

MY CULTURE 3

3.

- 1) Can you say the alphabet in reverse order?
- 2) The rushing water broke the barrier.
- 3) There are innumerable errors in the book.
- 4) This should expedite the process.
- 5) At that time, all serious artists aspired to go to Rome.

4.

MY CULTURE 4

4.

- 1) He's a **graduate** in Philosophy.
- 2) The movie **became the hit** of the summer.
- 3) We **set** a new tradition.
- 4) The match attracted over 40,000 **spectators**.
- 5) I **congratulate** you on the happy event.
- 6) They work best under **pressure**.
- 7) I failed to grasp the film's central **concept**.

5.

(Suggested answers)

- 1) The famous Scarlet Sails Festival is created to *celebrate youth and congratulate school graduates on the beginning of their adult life journey.*
- 2) The festival is based on *the fairy tale by Alexander Green, Scarlet Sails.*
- 3) However, in 1979, the celebration was *suspended, and returned only in 2005.*
- 4) Nowadays, the festival organization is divided into two parts.....: *it starts with a big concert on Dvortsovaya Square, followed by the spectacular show on the Neva River.*
- 5) The spectacular show lasts for *about 20-30 minutes* and involves *an impressive range of elements: pyrotechnics, light, orchestra, water show and, of course, the culmination is the appearance of a beautiful ship under scarlet sails.*

LITERATURE SPOT 1

1.

2.

LITERATURE SPOT 2

1.

2.

1 WATCH AND REFLECT/Friendship Between Generations

1 SPEAKING 1 It's about a family dinner

2 I interact with my grandma and grandpa regularly.

2 I in a nursing home

2 they give concerts in return for their housing

3 they talk a lot

4 art, music

5 a son

3

4 1 Loneliness

2 residents

3 bonds

4 shared interest

5 starting point

6 community

5 SPEAKING

6 WRITING TASK

2 WATCH AND REFLECT/The Journey to University

1 REFLECT|Culture

2 1 Genetics 2 B 3 B 4 Politics 5 A 6 A 7 A 8 Therapy 9 C 10 E

3 I usually prepare for important tests or exams alone. I don't like to be interfered with.

4 1 dream

2 apply, sitting

3 offer, expected

4 straight - A, grades

5 reality

5 SPEAKING

6 WRITING TASK

03 Watch and Reflect/A Great Adventure

1 SPEAKING It's about Alaska.

2 I learned a lot about the Arctic Circle from Jack London's stories. About the hardships and dangers they face mining gold there. Courageous people whose life is full of adventure.

3

4 1 Arctic

2 intriguing

3 experience

4 way of life

5 reject

6 simple life

7 cabin

8 dog sledge

9 tools

10 respect

11 impressive

5 SPEAKING

6 WRITING TASK

4 WATCH AND REFLECT*/Round-the-clock Shop*

1 SPEAKING

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

3

4 1 customer-friendly

2 swipe

3 unmanned

4 round - the - clock

5 high - tech

6 self - service

5 SPEAKING

6 WRITING TASK

5 WATCH AND REFLECT*/An Average Diet*

1 SPEAKING

2 1 salt 2 week 3 waist 4 headache 5 heavier

3

4 1 keep

2 cut

3 avoid

4 follow

5 affect

5 SPEAKING

6 WRITING TASK

6 WATCH AND REFLECT*/It's Time to Change*

1 SPEAKING

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

3

4 1 in favour of

2 step outside his comfort zone

3 check it out

4 no way

5 care about

6 figure out

7 At the end of the day

5 SPEAKING

6 WRITING TASK

7 WATCH AND REFLECT/*Love Your Job*

1 SPEAKING

2 1 Since he was a boy.

2 twenty-five years

3 Feeding

4 they were born

5 Peru

6 lucky

3

4 1 with

2 up

3 to

4 of

5 of

6 to

7 out

8 in

5 SPEAKING

6 WRITING TASK

8 WATCH AND REFLECT/*Gadgets for the Classroom*

1 SPEAKING

2 1 a

2 b

3 b

4 b

5 a

6 c

3

4 1 development

2 connection

3 reality

4 projector

5 communication

5 SPEAKING

6 WRITING TASK

09 WATCH AND REFLECT *A Star's in Town*

1 SPEAKING

2 1 Gibraltar

2 Jessie

3 lifeguard

4 The Noiz

5 to school

3

4 1 gigs

2 venue

3 supporting

4 diva

5 in person

6 setting up

7 on stage

8 fan

5 SPEAKING

6 WRITING TASK

STUDENT'S BOOK AUDIO SCRIPT

Unit 1

1E LISTENING AND VOCABULARY

1.5 Exercise 3, page 10

P = Presenter D = David Da = Dad

P: David and Anna are teenagers. David's seventeen and Anna's sixteen. They live in the south of Spain. Their family is pretty normal. Except for one thing ...

Da: Time to eat!

D: Coming!

Da: Where are Mum and Anna? What are they doing? It's getting cold!

D: Maman! a table! ... ¡Anna! ¡Ven a comer!

P: They speak three languages: English, French and Spanish ... So, how come you speak ...

1.6 Exercise 5, page 10

P = Presenter D = David A = Anna

P: ... three languages: English, French and Spanish ... So, how come you speak three languages?

D: Well, we live in Spain but ...

A: We were born here.

D: Yes, but our dad comes from Scotland ...

A: And our mum is French.

D: So, Dad always speaks to us in English, and ...

A: And Mum always speaks to us in French.

P: What language do you speak together?

D: Spanish.

A: English.

Well, both. It depends who we're with. When we're with Spanish speakers, you know, friends or our grandparents here, we speak Spanish because they don't understand English or French, but when we're with English speakers like our dad or our family in Scotland, we speak English.

D: And with Claire we speak in French.

P: Claire?

A: Our cousin from France. She lives in Toulouse.

D: When we're alone, I prefer to speak to Anna in Spanish, but she always answers in English. I don't know why.

A: Because I like to keep my languages separate and English is for you and Dad.

P: Which language do you speak better?

A: Spanish.

D: Yes, I agree and then English. We speak French fluently but we sometimes make mistakes and we don't pronounce French perfectly.

A: Speak for yourself! My pronunciation is perfect!

P: Which language do you enjoy speaking the most?

A: I don't mind. I like speaking all three languages.

D: Yes, be honest, Anna. You just love speaking.

P: Do you ever mix up the languages?

D: Oui.

A: A veces.

D: Yes, sometimes we can't find the right word so we use a word from a different language.

A: But we don't do that with someone if they don't understand that language.

P: How often do you go to Scotland or France?

A: We don't go to France very often but we visit Scotland every year.

P: How do you feel about being trilingual?

A: It's cool. I think it's good for everyone to learn languages. I'm learning German at school.

D: Yes, it's great. We can speak to our family in Scotland and France, and ...

A: And we don't need to study for our English or French exams!

1F SPEAKING

1.7 Exercise 3, page 11

Ev = Evan Em = Emma

Ev: My name's Evan. I'm Sara's cousin.

Ev: I love weddings.

Em: Hmm ...

Ev: Sara and I are exactly the same age.

Ev: I'm really into music.

Ev: I love rap. I make music on my laptop.

Em: Right.

Ev: Oh, look! There's Leo. I need to talk to him ... Bye!

1.8 Exercise 4, page 11

Ev = Evan Em = Emma

Ev: My name's Evan. I'm Sara's cousin.

Em: Oh, that's interesting! I'm Emma. I work with Sara.

Ev: Really? Cool ... I love weddings!

Em: Do you? Me too.

Ev: Look, the band are starting to play.

Em: Are they?

Ev: I'm really into music.

Em: Are you? I'm into music too.

Ev: Awesome! I love rap. I make music on my laptop.

Em: Wow! I'd really like to hear your music, Evan.

Ev: Oh, I love this song! Do you want to dance, Emma?

Em: Yes, sure. Why not?

1.9 Exercise 5, page 11

See ▶ 3 page 225

1.10 Exercise 6, page 11

See ▶ 4 page 225

1.11 Exercise 7, page 11

M = Man W = Woman

M: I've got a twin sister.

W: Have you? Amazing!

M: We come from Canada.

W: Do you? That's really interesting!

M: My sister's really into football.

W: Is she? Cool! Me too.

M: She supports Manchester City.

W: Does she? Wow!

M: Our parents play in a rock group.

W: Do they? Awesome!

M: I'm teaching myself Chinese.

W: Are you? Really?

M: I collect nineteenth-century banknotes.

W: Do you? Why?

Unit 2

2A GRAMMAR AND VOCABULARY

1.15 Exercise 8, page 19

E = Eric F = Fay

E: Last Monday I did a Physics experiment with my class ...

F: Uh huh?

E: ... but it all went wrong.

F: How? What did you do?

E: I filled a glass with water and I put a card on the glass. I told the students to watch. Then I quickly turned the glass upside down.

F: Did it work?

E: No, it didn't. I made a mistake and the water fell on the floor!

F: Oh no!

E: It was very embarrassing. Normally the air pressure stops the water from falling out but I did it too quickly.

1.16 Exercise 9, page 19

1 When did the school inspector observe Ellie's class?

2 Were Ellie's students good?

3 How did Ellie feel after she fell?

4 What did Jill want to do with the posters?

5 Why did the chair move?

6 Who did Jill tell to laugh?

7 Where was Chris's class yesterday?

8 What did Chris see on the window?

9 What did Chris do?

2D READING AND VOCABULARY

1.18 Exercise 11, page 22

B = Boy G = Girl

B: Are you thinking of a woman?

G: No, I'm not.

B: OK, so he's a man. Is he a sports star?

G: Yes, he is.

B: Does he play tennis?

G: No, he doesn't.

B: Does he play football?

G: Yes, he does.

B: Is he from a country in Europe?

G: No, he isn't.

B: Is he from South America?

G: Yes, he is.

B: Is he from Argentina?

G: No, he isn't.

B: Is he Brazilian?

G: Yes, he is.

B: Did he win the Champions League last year?

G: I don't know, sorry.

B: Does he play for a team in England?

G: No, he doesn't.

B: Does he play for a French team?

G: Yes, he does.

B: Does he play for Marseille?

G: No, he doesn't.

B: Does he play for Paris Saint-Germain?

G: Yes, he does.

B: Is it Neymar?

G: Yes. OK, that was fourteen questions. Well done. Now it's your turn to think of someone.

2E LISTENING AND VOCABULARY

1.19 Exercise 2, page 24

T = Terry GS = Gwen Stephens

T: On this day in 2005, American cyclist Lance Armstrong won the Tour de France for the seventh time and became the best cyclist in history. But he did it by cheating. He used to take drugs. So, in 2012 they took

away all of his titles. Today we're taking a look at sporting cheats with our guest, psychologist Gwen Stephens. Hi Gwen.

GS: Hello, Terry. Great to be here.

T: You recently wrote a book called Why do people cheat? Which cheats do you describe in your book?

GS: Lots of them. In sport and in other walks of life. Lance Armstrong, obviously, and Canadian athlete Ben Johnson, who won the gold medal in the Olympic Games in 1988. He ran one hundred metres in 9.79 seconds and broke the world record but only because he took drugs. Then there's Diego Maradona, who, of course, used to be the best footballer in the world. In the 1986 World Cup in Mexico, he played for Argentina against England. There were no goals in the first half but in the sixth minute of the second half Maradona scored a goal with his hand.

T: The hand of God!

GS: That's right. The English players wanted the referee to give Maradona a red card but the referee gave the goal and in the end Argentina beat England 2-1. Maradona said it wasn't his hand, it was the hand of God.

T: Maradona was a brilliant footballer. He really didn't need to cheat, did he?

GS: No, that's right, Terry. I mean, a few minutes later, he scored a fantastic goal without cheating.

T: So why do people do it? Why do they cheat?

1.20 Exercise 4, page 24

T = Terry GS = Gwen Stephens

T: Which cheats do you describe in your book?

GS: Lots of them. In sport and in other walks of life. Lance Armstrong, obviously, and Canadian athlete Ben Johnson, who won the gold medal in the Olympic Games in 1988. He ran one hundred metres in 9.79 seconds and broke the world record but only because he took drugs. Then there's Diego Maradona, who, of course, used to be the best footballer in the world. In the 1986 World Cup in Mexico, he played for Argentina against England. There were no goals in the first half but in the sixth minute of the second half Maradona scored a goal with his hand.

T: The hand of God!

1.21 Exercise 5, page 24

T = Terry GS = Gwen Stephens

T: So why do people do it? Why do they cheat?

GS: Well, almost everyone cheats sometimes. If you illegally download a song or a movie, you're a cheat. Students that copy their homework are cheats. It's not as bad as taking drugs to win the Tour de France seven times but it's still cheating. One reason we do it is it's easier. It's easier to copy your homework than to do it yourself. The truth is that if they think nobody can catch them, then some people cheat. Here's a good example. In 1980 a woman called Rosie Ruiz was the winner of the Boston marathon with a time of two hours, thirty-one minutes and fifty-six seconds. It wasn't a world record but it was the fastest time ever by a woman in that race.

T: So when did they find out that she cheated? The next day?

GS: No, it was eight days after the race when we found out that Rosie was a cheat. She didn't run the race, she rode on the subway and only ran the last couple of miles. She wanted to win the easy way without training hard!

T: Amazing!

GS: People cheat because they want to be famous, successful and rich and they don't think they can do it by being honest. So, Rosie Ruiz and Lance Armstrong cheated because they didn't think they were good enough to win. Another good example of that is the story of Danny Almonte in Little League baseball.

T: Little League, that's a baseball competition for kids, right?

GS: Yeah, for kids aged twelve and under. In 2001 Danny's team finished in third place in the World League and Danny was the star player. But then they discovered he was fourteen, that's two years too old to play Little League baseball. He didn't think he was good enough to be a star in his own age group so he lied, he cheated.

T: Do people cheat today more than they used to?

GS: Yes, because there's more pressure to succeed today than there used to be.

T: So, we can't stop cheating. Is that what you're saying?

GS: It's hard but I think we can stop cheating if we make society less competitive, if we use honour codes in schools, drug tests in sport and publicity campaigns to persuade people not to cheat. And new technology can help too.

2F SPEAKING

1.22 Exercises 2–3, page 25

See  7 page 226

1.23 Exercise 4, page 25

1

S = Sam F = Fiona

S: Oh, Fiona. I'm really sorry that I forgot your birthday.

F: That's OK.

2

N = Noah J = Jim

N: I dropped a glass and it broke. Sorry about that.

J: It can happen to anyone.

3

H = Hailey C = Claire

H: I'm really sorry, Claire. You told me not to tell anyone and I told Alice about it by mistake.

C: Oh well! Never mind!

4

R = Robin W = Will

R: Aah! You kicked my hand!

W: Oh no! I'm really sorry. It was an accident. I didn't mean to do it. I wanted to kick the ball. Is your hand OK, Rob?

R: Don't worry about it. I've still got my other hand.

2G WRITING

1.24 Exercise 6, page 27

D = Dad T = Tanni

D: Who's that, Tanni?

T: Hannah Cockroft.

D: Hannah who?

T: Hannah Cockroft. C-O-C-K-R-O-F-T.

D: Never heard of her.

T: Dad! She's one of Britain's greatest ever Paralympians.

D: Oh! Right. So why are you reading about her?

T: It's for a school project. We have to write a biographical essay about somebody inspirational, so I chose her.

D: Seems like a good choice. What information have you got?

T: Well, she's a wheelchair racer. She has five gold medals from two Paralympic Games and she also holds three world records. She was born in Halifax in 1992. When she was born, she suffered two heart attacks and that damaged her brain. The doctors told her parents that she could never walk or talk.

D: Really?

T: Yes, but she learned to walk and talk and when she was at secondary school, she really got into sport. She competed in swimming and athletics and she also played rugby and ...

D: Rugby? That's amazing!

T: Yeah, wheelchair rugby, of course.

D: Oh, yeah! What about football?

T: No, I don't think she played football, wheelchair rugby and ... basketball. In 2007 she took part in the UK School Games and tried a racing chair for the first time. And she loved it. In 2008 she bought her own chair and she gave it a name – Sally!

D: Ha!

T: Then when she was just nineteen years old, she took part in the London Paralympic Games, where she won two gold medals and broke the world record in the one hundred and the two hundred metres. She also broke the world record for the four hundred metres but that was four years later in the Rio Olympics, where she won three more gold medals.

D: What does she do now?

T: She studied Sports at college but at the moment she's doing a degree in Media and Journalism at Coventry University.

D: Wow! That's an impressive story ...

REVISION 2

1.25 Exercise 8, page 31

1

G = Guide T = Tourist

G: ... and in sport one hundred and fifty-eight Oxford graduates won Olympic gold medals. In politics, twenty-seven British Prime Ministers studied here.

T: How many were women?

G: Women? Two. Margaret ...

T: Only two?

G: Well, before 1878 there weren't any female students. It was only in 1920 when women could sit exams and get degrees at Oxford. And as recently as 1974 some colleges were only for men.

T: Really?

2

I just finished it ... my project for P.E ... I started writing about the cyclist Laura Kenny 'cause she's from here, from Harlow but it was too obvious, so I decided to write about Javier Fernandez, the Spanish ice-skater ... Yeah! ... Then I changed my mind and went for that American swimmer, Katie Ledecky, she's amazing but I didn't have enough time to write about her, so in the end I went back to our local cycling hero.

3

T = Teacher A = Aidan

T: Aidan, do you want me to talk to your parents?

A: No, Miss.

T: Last week I caught you running in the corridor.

A: I was late for ...

T: And yesterday I took your phone off you to stop you listening to music during my class.

A: It wasn't music, it ...

T: And this morning you copied your homework from Jules.

A: Yeah, I'm really sorry about that, Miss.

T: It's just not good enough.

4

F = Frank R = Ruby

F: Do you ever cheat, Ruby?

R: Me? Never! Not at school, anyway. I never copy in exams or from the Internet. I'm too afraid.

F: What about games?

R: I don't play games very often but when I play cards with my little brother, I sometimes cheat. He's so annoying when he wins. I feel like cheating at football in P.E. But I don't because I don't care about winning.

5

M = Mark L = Lucas

M: Oh, I forgot to ask, Lucas, how was the game?

L: Brilliant. We won 6–1, and I scored three goals.

M: Fantastic!

L: Yeah, and guess who the manager of the other team was.

M: Dunno. Who?

L: My girlfriend's father.

M: Really?

L: Yeah, he wasn't a happy man.

M: Was your dad there?

L: Yeah, he was. In fact, he was the referee!

M: Ha! No wonder you won! What a joke!

L: No, but ...

1.26 Exercise 9, page 31

Pau Gasol used to want to be a doctor. After he passed his school exams, he began to study Medicine at the University of Barcelona. He never got a degree because he left university to play professional basketball.

Life Skills 1–2

1.27 Exercises 5–6, page 33

See  8 page 226

Unit 3

3C SPEAKING AND VOCABULARY

1.29 Exercises 3–4, page 37

See  10 page 227

1.32 Exercise 7, page 37

1

A: Excuse me. How far is it to the bus station?

B: About ten minutes on foot.

2

A: Is there a map of the underground?

B: Yes, here you are!

3

A: Excuse me. What time is the next coach to Leeds?

B: Half past four.

4

A: Is there a tram we can catch to the Old Town?

B: Yes, you can get the sixteen.

3D GRAMMAR

1.33 Exercise 2, page 38

1 Banksy is a graffiti artist who likes to be anonymous. He's from Bristol but you can see his art on streets, walls and bridges of many cities in the world.

2 Adele is a female singer that has a great voice and is popular all around the world. She was born in London in 1988.

3 Sherlock Holmes is a famous detective whose residence is at 221B Baker Street, London. He wasn't a real person. He only exists in books and films and on TV.

4 Stonehenge is a prehistoric monument which is over 4,000 years old. It's near Salisbury in the south of England.

5 Rolls Royce is a company that makes very expensive cars and aeroplane engines. It started in Manchester in 1906.

6 King's Cross is a train station in London which is famous for Platform 9¾ in the Harry Potter books and films.

7 Stratford-upon-Avon is the town where William Shakespeare was born. It's a place where you can see lots of Shakespeare plays.

8 Tea is a drink the English love. The average English person drinks 876 cups of tea a year.

1.34 Exercise 7, page 38

1

A: What's the name of the place where the Queen lives?

B: Buckingham Palace. That's the place where the Queen lives.

2

A: What's the name of the city which is famous for the Beatles?

B: The city which is famous for the Beatles is Liverpool.

3

A: What's the name of the author who wrote the Harry Potter books?

B: The author who wrote the Harry Potter books is called J. K. Rowling.

4

A: What's the name of the singer whose songs include 'Castle on the Hill' and 'Shape of You'?

B: The singer whose songs include 'Castle on the Hill' and 'Shape of You' is Ed Sheeran.

3E GRAMMAR

1.36 Exercises 4–5, page 39

T = Tom K = Kate

FA = Flight Attendant

PA = Passenger Announcement

T: Excuse me. Is this row 24?

K: Yes, that's right. I'm in Seat 24C.

T: I must be in the seat next to you, by the window, then. I'm Tom, by the way.

K: Hi, I'm Kate.

T: I was sure I was going to miss this flight.

K: It sounds like you're lucky it was delayed!

T: Yes! I had to take all my things out of my rucksack at security. They thought there was a strange object in my hand luggage. Do you know what the 'dangerous object' was? My toothpaste! I had to run all the way from security to the gate. I didn't even have time for a coffee!

K: Poor you!

T: Honestly, something goes wrong every time I fly! I think the worst time was when I went to New York. When I was leaving to go to the airport, it started raining, so I ran back inside and changed into my waterproof jacket. Hours later, when I got to the check-in desk at the airport, I suddenly remembered my passport was in the other jacket! I couldn't get on the flight. I had to go home and book a new ticket!

K: Oh no! A funny thing happened to my dad one time when he was flying from Istanbul back home to Edinburgh. He had to change flights in Frankfurt and he was sitting in departures, watching a film on his laptop or something. He thought he had about two hours to kill before his flight took off. But unfortunately, he forgot to change the time on his phone and it was actually an hour later than he thought! They were calling his name, 'Can Mr McGregor please go immediately to Departures,' but he didn't hear because he was wearing headphones, so he missed the flight!

T: It's easy to make stupid mistakes!

K: Hmm.

T: I can't believe how cheap this flight is, by the way. Only £150 for a return ticket to Grenada! That's amazing

K: You think so? I only paid £115.

T: Wow! It's usually a lot more – about five hundred I think ...

FA: Hello. Could you fasten your seatbelt please, Sir?

T: Yes, of course. Eh ... what time do we arrive? I'm really looking forward to swimming in the Caribbean.

FA: I'm sorry. Did you say the Caribbean?

T: Well, yes, we're flying to the island of Grenada in the Caribbean ...

FA: We're actually flying to the city of Granada in Spain. I think perhaps you booked the wrong flight, Sir.

T: What! I don't believe it.

PA: Can I have your attention please, Ladies and Gentlemen. There will now be a short safety demonstration. Can I ask you to turn off all laptops and mobile phones ...

T: Oh well, I suppose it's a chance to see a new place!

K: And another great story for you to tell!

3F READING AND VOCABULARY

1.38 Exercise 6, page 40

During his trip around the world, Graham raised money for the charity WaterAid. It's an international organisation that helps millions of people around the world to get clean water and safe toilets. It also teaches people the importance of good hygiene. The charity, whose president is Prince Charles, operates in thirty-seven countries in Africa, Asia, Central America and the Pacific region. It began in 1981 and is based in London but it also has offices in Australia, Japan, Sweden and the USA. WaterAid often organises sports activities to raise money for its projects. It has a magazine *Oasis* that comes out twice a year. It is one of Britain's most popular charities. To find out more visit the website www.wateraid.org.

Unit 4

4E LISTENING AND VOCABULARY

2.3 Exercise 3, page 54

S = Sophie M = Maxine

S: Hello, and welcome to this week's Fashion Feature with me, Sophie Ryder. These days more and more young people are turning to charity shops for fashion ideas and it's not surprising because it's cheap and – above all – fun! Earlier this week I met with Art student Maxine Carter to ask why she buys all her clothes from charity shops. Hi, Maxine.

M: Hi, Sophie.

S: OK, here we are on the famous Kings Road in Chelsea. It's perhaps the busiest shopping street in west London and already I can see three charity shops. Is that why we're here, Maxine?

M: Well yes. This is my favourite place for charity shopping in London. First of all, there are a lot of charity shops quite close to each other, which is good. But more importantly, Chelsea is one of the most fashionable parts of London. It's famous because there are lots of expensive clothes shops and boutiques here, and also a lot of cool celebrities live in the area. You know – actors, footballers, pop stars and models ... This means that if you're lucky, you can often find amazing clothes for not much money. I once bought an original Christian Dior dress in a charity shop here for £30!

S: Wow!

M: And who knows – perhaps it once belonged to Jennifer Lawrence or Gwyneth Paltrow or someone like that? Anyway, why don't we have a look in the first shop?

S: Come on then!

2.4 Exercises 4–5, page 54

S = Sophie M = Maxine L = Luke

S: OK, well now I'm here with Maxine, actually inside a charity shop. I can see some books and DVDs. But mostly it's clothes – lots of clothes! So how did you find the most interesting things, Maxine?

M: Well, the most important thing is to be patient. As you can see, there are a lot of clothes here. And everything is all mixed up – completely different sizes, and styles and colours all mixed together. And, let's be honest, eighty percent of the clothes here aren't very nice!

So you need to have the time and patience to go through everything in the shop. Because the most interesting things are always hiding behind some terrible stuff. And don't be afraid to buy something that looks a bit old or dirty. The first thing I do when I get home is put everything in the washing machine. Clothes that look a bit shabby in the shop often look amazing when I take them out of the washing machine at home.

S: Oh wow! Look at this raincoat! The shoulders are so big.

M: Yes, that's a classic 1980s style! It makes you look like an American football player.

Look at this, Sophie! a lovely blouse for just £7! What a bargain! And a designer label sweatshirt for £10. It looks brand new to me. It costs about £120 in a chain store.

S: Wow! What size is it?

M: Er, a 12.

S: Oh, too big for me. Never mind. Any other advice, Maxine?

M: Yes, don't buy any underwear or tights or pyjamas, obviously. And I never buy second-hand shoes. They don't usually fit and anyway it isn't a good idea to put shoes in the washing machine.

S: Hmm.

M: Charity shops often have really nice accessories too. You can find fantastic handbags and scarves and bracelets and earrings. Look at this, Sophie. A really nice belt for £1.50.

S: Oh! I love it!

L: Hi Maxine.

M: Oh hi, Luke.

L: Did you see this dress? Electric blue – that's your favourite colour, isn't it? I saved it for you.

M: Wow, thanks Luke. I love it. And £15 – what a great price! You see, Sophie, it's a good idea to make friends with the shop assistants. Luke often saves cool things for me.

S: Lucky you!

M: Oh, and one final tip. Girls – check out the men's clothes. Sometimes you can find just what you're looking for! Sophie, I think this black hat is just perfect for you ...

2.5 Exercise 7, page 54

S = Sophie M = Maxine

S: Well, that was a really successful day's shopping for me. I've got a fantastic belt for £1.50, a designer label sweatshirt for £10 and a men's hat for £5.

M: Yes, you got some good bargains there, Sophie.

S: So, apart from the great prices, what's the best thing about buying clothes from charity shops, Maxine?

M: Well, first of all, I think older clothes are more stylish and original than the new clothes of today that you find in chain stores or shopping malls. For example, I really love clothes from the 1960s. They've got a lot of character, and in my opinion the quality is better too. So, charity shops are great for people who want to be original and look a bit different. What else? Well, as you said, the prices are cheap, so charity shops are a really good way to experiment with fashion and find your own style. You can buy something in a new style or colour to see if you look good in it. It doesn't matter if you sometimes make mistakes, because you never spend too much money. But of course, the best thing of all is that the money goes to charity – so you help other people every time you buy something.

4F SPEAKING

2.6 Exercise 2, page 55

See  14 page 228

2.7 Exercise 3, page 55

See  15 page 228

2.8 Exercise 4, page 55

See  16 page 229

4G WRITING AND VOCABULARY

2.10 Exercise 2, page 56

E = Ella M = Mum

E: Hi, everyone. Well I bought myself a new set of chef's knives because in a couple of weeks' time I'm going to start my college course in cooking. Step one of my plan to be the world's best chef! I got them online and I only paid eighty-nine pounds. That's a great bargain because they're really good quality. They're what professional chefs use. And now it's time for the unboxing ... Here we go. I'm taking the scissors to open the package and oh look! BestChef Knife Set – contains six knives and a sharpener. It looks good, doesn't it? Right; now it's time to open the box and actually hold these knives in my hands. Here we go ...

Oh no! I don't believe it! Spoons! Two dozen spoons! This is terrible. I can't make delicious meals with a set of spoons, can I? I need good knives. Oh no! Mum!

M: What is it, Ella? What's wrong?

E: They sent me spoons instead of knives. This is terrible. I'm going to write a bad review on the Internet. I'm going to call the police! I'm ...

M: Why don't you just send the spoons back and write an email to the company explaining the situation?

E: Oh, yes ... Of course. I'll do that first thing in the morning.

REVISION 4

2.11 Exercise 9, page 61

1

B = Boy M = Mum

B: Mum, I'm hungry. Can we have hamburgers for lunch?

M: We had hamburgers for lunch yesterday. And you had bacon and eggs for breakfast. You eat too much meat. No, we're having a tomato salad. It's healthy.

B: I don't like salads.

2

M = Man W = Woman

M: I don't know what to get. Maybe the tomato soup to start with and then sausages.

W: We just bought sausages in the supermarket.

M: Maybe the spaghetti Bolognese, then?

W: You know your spaghetti sauce is better than the ones in restaurants. Have something else.

3

W = Woman M = Man

W: I'd like to return this phone.

M: What's wrong with it?

W: Nothing. It's a brilliant phone. And it was a great price. I got it for my boyfriend but he bought himself a better one.

M: Hold on. I'll get the manager.

4

We had a meal last night ... a curry. It was very spicy. Then we ate a cake that Karen made herself. It looked delicious but it was hard for me to taste it because the curry was so hot and spicy. But I had some cake this morning. It was excellent.

5

W = Woman M = Man

W: How's your soup?

M: It's OK but there isn't enough.

W: Yes, it's a very small portion.

M: There's a little bit too much salt. And not enough pepper. Can you pass the pepper, please?

W: There isn't any pepper on the table.

6

I needed a new dress for Mo's wedding, so I drove to that new shopping centre, but before I got there, I remembered there was a sale at Dobbie's department store. I parked next to a charity shop and in the window, I saw the most beautiful dress, so I bought it.

7

SA = Shop Assistant B = Boy

SA: Can I help you?

B: Yeah, my mum bought these trousers for my birthday but I tried them on at home and they don't fit. They're the wrong size. Too big.

SA: So, you want to exchange them for a smaller pair?

B: Can I just give them back and get the money?

8

I recently purchased a QuickCoffee coffee maker from your company ... The Rome model, oh, no, that's wrong, it was the Milan model, sorry ... Anyway, it arrived on time, in fact, it arrived early but unfortunately, it doesn't work.

9

D = Dad G = Girl A = Advert

D: Ha! Look at that billboard!

G: I think billboards are ugly.

D: I don't know ... I think it's quite funny.

G: I hate adverts. Especially those pop-up ads on the computer.

D: I know what ...

A: Dobbie's summer sale!

G: Ssh! There's a sale on at Dobbie's!

A: Fantastic prices! Great bargains!

10

G = Girl B = Boy

G: Personally, I think it was a bit expensive but the pizzas were nice, don't you think?

B: Hmm ... I'm not sure about that. If you ask me, the pizzas at the supermarket are much better.

Life Skills 3–4

2.12 Exercise 2, page 62

A = Anthony P = Paulina

A: Hey, Paulina. How are you?

P: Fine, thanks. What's up? Hey, do you want to come to a concert on Friday? The band's really good.

A: I can't. I've got no money.

P: What? That's impossible. It was your birthday last week and you got some money from your family, didn't you?

A: I did, yes. But I've spent it all already. I was so stupid. I read about a really cool new computer game on a forum. Everyone on there said how great it was and how you have to play it. I saw these amazing adverts for the game too. It looked incredible, so I bought it.

P: OK. But you like computer games, so what's the problem?

A: The problem is it was really expensive and I spent all of my money on it. What I didn't know was that to really play the game you have to pay for lots of other in-game features. Without these extras, the game isn't very good. And it's not like I even need another computer game! I've got lots that I haven't completed.

P: I did something similar once with a smartphone app. Now I read reviews more carefully before I buy anything.

A: But it looked so good on the advertisement! Anyway, I can't go to the concert on Friday. Plus, I'm not good company at the moment.

P: Sorry, Ant. Maybe next time?

2.13 Exercise 4, page 62

1

T1 = Teen 1 T2 = Teen 2 S = Speaker

T1: Hey. Is that your new phone? Looks cool!

T2: Oh, yeah! It's the latest HandyXL5. I chose the Ocean Blue colour but there are over twenty colours to choose from. Royal Sky, Live Red, Yellow Rose ...

T1: Wow! What's inside?

T2: It's got 128 gigs of memory so I can download thousands of apps, and check out the camera: super-high quality both front and back. Let's take a selfie!

T1: Excellent! This phone is just awesome!

S: The new HandyXL5. Get one now and impress your friends!

2

M = Man G = Gloria Speed

M: Hello, you're running so fast. How is that possible?

GS: I'm wearing new Hype Ultra sports shoes. They're ultra-light, and ultra-comfortable. And seventy-three percent of all professional runners now wear Hype Ultra sports shoes.

M: Oh, so that's your secret.

GS: Well, yes. And the fact that I'm Gloria Speed, the Gloria Speed that won three gold medals for running in 2010 and 2014 ...

3

S = Speaker D = Dad L = Lily

S: Strawberry Snap Cakes – the best breakfast ever! They smell fantastic and leave a wonderful fresh strawberry taste in the mouth. Full of vitamins and minerals too, to give your kids all the energy they need for the day at school. And parents love them too, because they're so quick and easy to prepare.

D: Come on Lily, time to go soon!

L: Can I have just one more Strawberry Snap Cake, Dad? Please!

Unit 5

5A GRAMMAR AND VOCABULARY

 **2.14 Exercise 7, page 65**

Ma = Marty Mu = Mum D = Dad K = Karen

Ma: Hi.

Mu: Hello Marty. How are you doing?

D: Hi, son.

Ma: Come in, come in.

Mu: Oh, this flat is really nice. There's so much light and it's very clean!

D: Yes, it's a very neat flat. Karen, you should keep your room tidy like this.

K: My room is tidy!

Mu: Oh, I must have a cup of tea, son. I'm really thirsty.

D: Yes, me too.

Ma: Oh, OK ...

Mu: Marty, you're wearing the same clothes you had on yesterday! You don't have to wear the same clothes all the time, you know. You could put on that sweater your gran gave you. It's nice and warm. Where is it?

Ma: I gave it to a charity shop.

Mu: What did you do that for? Your gran made that for you! You shouldn't give away presents, you know. It's not right.

Ma: I know but I only need two sweaters. You see, I'm a minim ...

Mu: Right, the water's ready. Shall I make the tea?

K: What were you saying?

Ma: I'm a minimal ...

Mu: Marty? Where are the mugs?

Ma: Oh, eh, you have to share a mug.

Mu: What?

D: Why?

Ma: I've only got one cup. Sorry. I'm a minimal ...

D: One mug! You should get some more mugs or cups.

Ma: No, you see, I'm a minimalist.

Mu: A minimalist? What's that?

Ma: Minimalists are people who try to live a simple life. If you're a minimalist, you mustn't keep things that you don't use or things that you don't really like.

Mu: Oh!

D: Ah!

K: Ha ha!

Ma: Here! Have some tea. Mum, do you want to go first? Mum?

5C GRAMMAR

 **2.15 Exercise 5, page 67**

Life was very different in Britain in the nineteen fifties. Most teenagers had to leave school at sixteen. This was so they could start earning money. Most young people couldn't go to university in those days – there weren't as many universities then and it was harder to get a place. I started working in a garage when I was sixteen. I remember I had to give nearly all the money I earned each week to my mum! In the 1950s eighteen-year-old boys who weren't in education had to spend eighteen months in the army – it was called National Service. Girls could join the army if they wanted to but they didn't have to – it wasn't obligatory.

Life was harder because there weren't so many gadgets and appliances back then. We couldn't wash our clothes in a washing machine because we didn't have one. Kids today don't know how lucky they are ...

5D SPEAKING


 **2.16 Exercises 2–3, page 68**

See  **18** page 229

 **2.17 Exercise 4, page 68**

See  **19** page 229

5E LISTENING AND VOCABULARY

 **2.18 Exercise 3, page 69**

Hi! Heather Hunt here. Welcome back to my fitness blog. Last week we looked at getting fit by jogging and before that we talked about the advantages of going to gyms or personal trainers. But not everyone likes jogging, and gyms and personal trainers can be expensive. So, on this week's podcast I have some good news. You don't need to spend a lot of money to get fit. You can work out at home! Today I explain how to set up a home gym. It's cheap and it isn't hard at all. And I describe how to do some exercises, some simple ones first and then some more difficult ones. OK, how do you set up a home gym? Well, the first problem you ...

 **2.19 Exercises 4–5, page 69**

OK, how do you set up a home gym? Well, the first problem you probably have, especially if you live in a flat, is space. There isn't enough space for the big machines you find in gyms like exercise bikes and treadmills. Anyway, machines like that are expensive and I want to show you how to set up a home gym in a small space without spending a lot of money.

The first thing you have to do is to choose your space. It could be your spare room if you have one. If not, you can use part of your living room. That's what I do. But you should definitely choose a space with a window because you really need to breathe fresh air in your home gym. It really helps if you have furniture you can move easily. So, if you have a heavy sofa or armchair, put casters on the legs so that you can push it across the floor easily to make space.

Now, equipment. Number one on my list of equipment for your home gym is a yoga mat. It's really essential. It's not expensive – you can get one for less than ten quid – and it's really useful. You can do press-ups and sit-ups on your mat. You can stretch on it. It's a lot more comfortable than doing your exercises on the floor and it doesn't take up much space. When you finish, you just roll up your mat and put it away.

Number two: weights. You can use anything heavy: tins of soup, cartons of milk or bags of sand but I think it's a really good idea to buy at least one set of dumb-bells. They're a lot easier to hold than tins of soup.

Number three: a pull-up bar. This is a metal bar that you put across the top of a doorway so that you can do pull-ups. It's great for your arms and back and your abdominal muscles.

Number four: resistance bands: these elastic bands take up no space at all – you can keep them in your pocket, and they're really good for all sorts of exercises.

And finally, the last essential item in your home gym should be a mirror. It really helps you concentrate on the exercises if you can see yourself doing them.

OK, let's start with the first exercise. You ...

 **2.20 Exercises 6–7, page 69**

1 There isn't enough space for the big machines you find in gyms like exercise bikes and treadmills. Anyway, machines like that are expensive.

2 The first thing you have to do is to choose your space. It could be your spare room if you have one. If not, you can use part of your living room.

3 But you should definitely choose a space with a window because you really need to breathe fresh air in your home gym.

 **2.21 Exercise 8, page 69**

1 It really helps if you have furniture you can move easily. So, if you have a heavy sofa or armchair, put casters on the legs so that you can push it across the floor easily to make space.


2 Number one on my list of equipment for your home gym is a yoga mat. It's really essential.

3 It's not expensive – you can get one for less than ten quid – and it's really useful.

4 When you finish, you just roll up your mat and put it away.

5 A pull-up bar. This is a metal bar that you put across the top of a doorway so that you can do pull-ups. It's great for your arms and back and your abdominal muscles.

5G WRITING AND VOCABULARY

 **2.24 Exercise 6, page 73**

S = Sam M = Mum Da = Dad Do = Doctor

S: Mum! How's he doing?

M: Sam! Well, he's alright.

Da: I'm not dead yet.

S: No, you don't look unhealthy, you look fine. Here, I brought you some chocolates.

Da: Oh, thanks, son.

S: What happened?

Da: This morning I got some pains in my chest. It was really painful. I couldn't breathe.

M: It was an emergency, so we called for an ambulance. They took us straight to the hospital. They did lots of tests. They put a camera down his throat and gave him a blood test and ...

Da: And they took my temperature, it was a bit high, thirty-eight degrees!

M: And now we have to wait for the test results. Oh! Here's the doctor now!

Do: Well, Mr Smith, the good news is you didn't have a heart attack.

M: Oh, what a relief!

S: Fantastic!

Da: What's the matter with me, then?

Do: It's nothing serious. You just have indigestion. The symptoms of indigestion can be very similar to those of a heart attack.

Da: Indigestion? Is that all?


Do: Yes, so you can get dressed and go home. I'm writing you a prescription for some medicine. You should take two pills three times a day.

M: Should he make an appointment with our GP?

Do: No, you don't have to see your doctor. But you shouldn't eat a lot late at night. You should avoid alcohol, fried foods and chocolate. You could try to lose some weight too, get more exercise! And you must give up smoking. OK?

Da: Yes, of course. Thanks, doctor.

M: Yes, thank you, doctor.

 **2.25 Exercise 7, page 73**

Da = Dad Do = Doctor M = Mum

Da: Indigestion? Is that all?

Do: Yes, so you can get dressed and go home. I'm writing you a prescription for some medicine. You should take two pills three times a day.

M: Should he make an appointment with our GP?

Do: No, you don't have to see your doctor. But you shouldn't eat a lot late at night. You should avoid alcohol, fried foods and chocolate. You could try to lose some weight too, get more exercise! And you must give up smoking. OK?

Da: Yes, of course. Thanks, doctor.

M: Yes, thank you, doctor.

Unit 6

6A GRAMMAR AND VOCABULARY

 **2.26 Exercise 4, page 79**

C = Chelsea E = Eddie

C: Hi, Eddie.

E: Hey, Chelsea. Are you doing anything special after dinner?

C: Yes, I am. I'm dying my hair red.

E: No, you're not! Stop messing about! What are you doing this evening?

C: Nothing much. Why?

E: Because Stan's coming round at seven. It's his birthday, so we're going out for a meal. Julie isn't going because she's babysitting tonight so it's just the three of us. We're eating at that new Mexican place and then we're going to Mario's. Are you coming?

C: No, thanks. I'm not that keen on Mexican food and Stan can be bit annoying without Julie. I'm just going to stay at home, study a bit and do my exercises. Alright?

E: OK. See you tomorrow, then.

C: Yeah, have fun. Love you. Bye.

E: Bye.

6D LISTENING AND VOCABULARY

 **2.28 Exercise 4, page 83**

Thanks ... I'm going to start with a joke. Scientists did an experiment with two six-year-old twins. One was a pessimist and the other an optimist. They put the pessimist in a room full of wonderful toys. And the optimist in a room full of rubbish. Lots and lots of rubbish. When they checked on the pessimist, she was upset. She wasn't playing with the toys. 'I'm afraid I'll break them,' she said. When they checked on the optimist, she was delighted. She was happily looking through the rubbish. 'I know I'll find a good toy in here somewhere,' she said. The joke shows that optimists see the good side in every situation. As Oscar Wilde said, 'The optimist sees the doughnut, the pessimist sees the hole.'

Scientists often study identical twins to find out about personality differences. Sometimes one twin is cheerful while the other feels miserable. The optimist feels positive about life, adores challenges and looks forward to trying new things. The pessimist feels negative, is afraid of challenges and can't stand trying new things. But why are they so different? Why are some people optimists and others pessimists?

Studies show that people with more electrical activity in the left side of their brains tend to be self-confident and optimistic. And people whose right brains are more active are more cautious, insecure and pessimistic. But we also know that life experiences influence our personalities. That may explain, by the way, why older people are often more pessimistic than younger people.

We need love and affection when we're growing up. If a baby's parents are tense or anxious, it can cause changes in the brain. And those changes make it more likely the child will grow up to be negative and pessimistic. If the parents are calm and happy, loving and affectionate, there's a better chance the baby will become a positive and optimistic adult.

Now, it's not all bad being a pessimist. There is at least one advantage. You won't feel disappointed so easily. If you never expect your football team to win, they'll never let you down.

However, pessimists suffer more from stress and anxiety and that can cause bad health and shorten their lives. In one long-term study a group of young adults completed a questionnaire about their jobs, their health, their family and their attitudes to growing older. The study showed that the optimists lived about seven and a half years longer than the pessimists.

What's more, pessimists aren't usually as successful as optimists. If you believe you'll succeed, you have a good chance of doing something important with your life. But if you believe you'll fail, you probably will fail.

The good news is you can change. Pessimists can learn to be less negative. How? Well, studies show that physical exercise or yoga can help people to ...

2.29 Exercise 5, page 83

So, to sum up, it seems obvious it's better to be an optimist than a pessimist. However, it's important to find a balance between optimism and realism. If you're too optimistic, you might take unnecessary risks or waste your life chasing impossible dreams.

It's clear that optimists aren't always realistic. Luckily, many optimists often try very hard to be. And to show that's true, I'm going to finish with another joke. A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.'

Thank you.

2.30 Exercise 6, page 83

A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.'

6E VOCABULARY

2.32 Exercise 3, page 84

- 1 He's got pierced ears and a thick beard.
- 2 She's got a nice smile.
- 3 He's got dark curly hair.
- 4 Her eyebrows are very thin.
- 5 He's got a thin moustache and a big nose.
- 6 She's got fair hair and blue eyes.
- 7 She's got short dark hair.
- 8 He's wearing big round glasses.

6F SPEAKING

2.33 Exercises 2–3, page 85

See  23 page 230

2.34 Exercise 5, page 85

See  24 page 230

REVISION 6

2.35 Exercise 9, page 91

Tomorrow is the International Day of Families. Don't worry if you didn't know because I didn't know either. But every year on May the fifteenth people all around the world celebrate family life. It started in 1994 when the United Nations organised the International Year of Families. They were worried that families were losing importance in many countries because of social and economic changes. And the people at the U.N. thought an International Day could help people realise how important families are.

In Southampton tomorrow people are celebrating the day with an art exhibition, a public conference including a speech by child psychologist Amy Summers and storytelling for children. But here at South Local Radio we're having a photography competition. We want you to send us a photograph that represents what's best about family life. It can be a group photo with all your family or a portrait of just one or two people. It can show a quiet night at home or a big family wedding. It can show grandparents or little children. Anything you want as long as it shows the positive side of family life.

The first prize is a holiday weekend for twelve people in a beautiful country house in Cornwall. The second prize is a new top-of-the-range Pikon camera. And the third prize is a meal for six at family-friendly Tipper's Restaurant in Southampton.

You have until twelve noon tomorrow to send us your photo, that's just one photo per person, by the way. The address to send them to is famcom@southradio.com. That's F-A-M-C-O-M at southradio dot com. We'll announce the winners in tomorrow evening's show at 8 p.m. and you'll be able to see the best photos on our website.

Life Skills 5–6

2.36 Exercise 2, page 92

J = John P = Peter

- J:** How are you doing, Peter? Why didn't you come to Mark's birthday party yesterday?
- P:** Hi John. I couldn't. I mean, I really wanted to but when I realised I still had to do this project for my Geography class, study for a Biology test and write an essay for my English class, I got panicky and just knew I couldn't go. What about you? Are you prepared for today's classes?
- J:** Well, I knew I was going to Mark's party, so I did the Geography project on Friday. On Saturday morning I wrote the essay and then studied a bit for the Biology test in the afternoon. I did a quick revision yesterday morning to be sure I could go to Mark's.
- P:** Wow! Do you always plan everything like that, John? It sounds so boring!
- J:** I do. I spend ten minutes a day on planning the next day and then I can do everything I need to.
- P:** To me, planning is a waste of time. Anyway, how was the party?

- J:** It was really great. Mark's friends from the theatre club were there.
- P:** And what about this girl that you like? Did she go as well?
- J:** Yep. Her name's Lydia and we're going to the cinema on Thursday.
- P:** What?! You lucky thing! Why didn't I go to the party! But wait a sec, are you meeting her on Thursday? We have to do this awful History project for Friday.
- J:** I know but everything is going according to my plan and I'm going to finish it on Wednesday ...

2.37 Exercise 6, page 93

Do you sometimes think you don't have time to do all the things you want to do? Well, here are some tips to help you plan your day and, as a result, be less stressed and better organised.

First of all, it's a good idea to be systematic and spend some time on planning every day. Around three minutes in the evening is usually enough to make a list of things to do for the next day. It's better to keep your list short – no more than six to eight items as we don't deal well with long lists. So, be realistic and only write down the tasks that you have the time and energy to do. And remember, some things will take more time than you think, so always plan a little longer for your tasks.

For larger tasks, be sure to break these into smaller parts: 'revise for exams' sounds too general, but 'read History chapter six' or 'find pictures for Art project' are things you can actually do! Once you have listed the things to do, think about putting them in order of priority. To do this, group tasks together: are they very important, important or not so important? Then, decide if there are any urgent tasks, that is, you have to do them before a specific date. Obviously, you need to do the important and urgent tasks first. So, for example, it is important and urgent to revise for an exam the next day. Working on a longer-term project might be important but it is not urgent. Some tasks can wait as they are neither important nor urgent – such as checking your social media. But, and this is important, do not forget to plan some time to relax too!

At the end of the day, check your list – tick off things you have done and add new ones. Create your plan for what you have to do the next day.

2.38 Exercise 8, page 93

List A seems rather too busy – there are just too many items on the list. There's also probably not enough time planned to do them. One hour may not be enough to do your homework and revise for the test, which means your plan will become unrealistic quite quickly. Another problem is with setting priorities: the most urgent and important task, preparing for the Biology test, is not the main thing on the list! Revising for the test quite late in the evening may not be very effective. One plus is that the plan is quite specific – for example, it says exactly what you have to do to prepare for the test or how many chapters of the book you have to read. List B looks more realistic. It's shorter and there's more time planned to complete each task. The most important task, preparing for the Biology test, is on top of the list. What's more, the plan is quite flexible too. It includes extra less urgent activities you can do if there's some time left. One problem with the plan, however, is that it seems not very specific – for example, it doesn't say which pages you need to revise for the test or what work specifically you need to do on the History project.

Unit 7

7A GRAMMAR AND VOCABULARY

3.1 Exercise 1, page 94

E = Ellie R = Rob B = Ben

- E:** Have you heard? They've opened a big new sports shop outside town.
- R:** Oh, yeah, I heard about that last week.
- E:** They're looking for staff. You should apply for a job.
- R:** I've already applied. I sent in my application on Monday.
- E:** Oh, I hope you get it.

One month later

- E:** Hey, Ben. Have you heard the news?
- B:** I don't know, what's happened?
- E:** Rob's found a job!
- B:** Really? Where?
- E:** In that new sports shop. He started work yesterday.
- B:** Has Rob ever worked in a shop?
- E:** No, he hasn't. He's never had a proper job. It's his first one.
- B:** Is he at home? Can I talk to him?
- E:** No, he's just left for work.
- B:** Oh, I'm really pleased. When's he going to take us to lunch?

- E:** Hey, they haven't paid him yet! Have you found a job yet?
- B:** No, I haven't. I've had a few interviews but that's all.
- E:** It's not easy, is it?

7B GRAMMAR

3.3 Exercises 2 and 6, page 96

M = Magnus E = Ellie D = Dylan

- 1**
- M:** My dad worked for the same company for forty-five years. But ... nowadays it's hard to have a job for life. I've had sixteen jobs since I left school. I've worked as a tour guide, a waiter, a driver ... I've been self-employed since January. I've always been good with computers so now I'm a freelance web designer. The best thing about the job is that I can work at home. At the beginning, I didn't have many clients but I've been really busy recently. I'm my own boss but I haven't had a good break for weeks. I haven't made much money yet but things are looking good.

- 2**
- E:** I've loved Japan since I was a little kid, so when I lost my job in England, I came to live here. That was three years ago. At first, I taught English. Then I worked in a hotel as a receptionist. That's where I really learned to speak Japanese. After that I got a job in a multinational company. I've worked here for ten months already; it's very different from home. It's interesting but I don't like everything. For a start, we work very long hours. I haven't had a holiday since I started!

- 3**
- D:** When I left university, I decided to leave Ireland to go travelling. So, for the last fifteen months I've been a citizen of the world. I've served drinks in a bar in Spain. I've taught English in Italy and I've delivered pizzas on a motorbike in Germany. I've been in Australia since November and I've been a lifeguard on Bondi Beach for the last two weeks. I don't know when I'll go back to Ireland and get a 'proper' job. Maybe I won't. The thing is I haven't seen my family for a long time and I miss them.

7C LISTENING AND VOCABULARY

3.4 Exercises 2–3, page 97

It's five past four and I'm Terry Tait. Now, what do you think is the most dangerous job in the UK? Most people probably think it's police officer or firefighter but according to a recent study, it's neither of those. Nor is it a pilot or a deep-sea fisherman. No, according to last year's official statistics the most dangerous job you can have today in the UK is to be a farmer!

Last year thirty-three agricultural workers died at work. Farming also had the highest accident rate out of all industries at 4.3 percent. Farmers work with dangerous machinery like tractors and with dangerous animals too. If a bull or a cow gets angry, it can kill you.

The second most dangerous industry in the UK is construction. The accident rate was lower than in farming – 3.1 percent. But there were more deaths amongst construction workers – thirty-five people died last year from using dangerous machinery or falling from high buildings. You're listening to *Talk with Terri*. And after this commercial break, we're going to meet someone with a dangerous job.

3.5 Exercises 4–5, page 97

TT = Terri Tait PP = Pat Pratt

TT: Welcome back. Pat Pratt is a long-distance truck driver. She lives in London but she drives thousands of miles every month all over Europe. Welcome to the show, Pat.

PP: Thanks, Terri.

TT: How long have you been a truck driver?

PP: For almost four years now but I only started driving long distances when I joined the company I work for now. That was about a year ago. Before that I just drove vans and trucks around London and the south east.

TT: Have you always wanted to be a truck driver?

PP: No, when I left school, I worked part-time in an office as a secretary for a few months. The money was OK and I got on well with my boss but I soon realised it wasn't the career for me. It was really dull working inside all the time. I wanted to be free. I've always loved driving, so I became a truck driver.

TT: How many countries have you driven in?

PP: I don't know, really. I've never counted but I think I've been in almost every country in Europe.

TT: What's the longest journey you've ever made?

PP: Last month I drove two thousand two hundred miles from London to Murmansk in the north of Russia ...

TT: Murmansk? That's in the Arctic Circle, isn't it?

PP: That's right. And from there I went to Ankara in Turkey, that's three thousand miles, and then back to London, another two thousand miles. That's over seven thousand miles in total!

TT: Wow! What's the worst thing about your job?

PP: It can be very lonely sometimes. You don't have any co-workers to talk to. But fortunately, I'm crazy about music, so when I feel lonely, I just play some music and sing to myself.

TT: Do you ever feel afraid?

PP: Yes. It can be dangerous sometimes but I can live with that.

TT: Have you ever had any accidents?

PP: Yes, of course. There are so many crazy drivers around! But so far, I've been lucky. I haven't had any serious accidents. I'm a very careful driver and I really take care of my truck.

TT: What are the working conditions like?

PP: Not great. The hours are long, it's physically hard and truckers don't earn a lot of money. I haven't had a pay rise for a long time. It used to be better but there's a lot of competition now, so the working hours are longer and the pay's not as good as it was.

TT: What do you most enjoy about your job?

PP: It's great to wake up in the morning, look out of the window and see something new. And I enjoy meeting people, trying new food and speaking different languages too. But above all, I love travelling on the open road listening to my favourite songs. I'm going to France tomorrow. Do you want to come?

TT: What? Me?

PP: Yeah, why not?

TT: Oh, I don't know, it's very nice of you but ...

7E SPEAKING

3.8 Exercise 3, page 99

See  26 page 231

3.9 Exercise 4, page 99

See  27 page 231

Unit 8

8C SPEAKING

3.14 Exercises 3–4, page 111

See  30 page 232

3.15 Exercise 6, page 111

C = Customer SA = Shop Assistant

SA: This one's dual SIM.

C: I'm sorry. I don't know what you mean.

SA: It has two SIM cards.

C: What does that stand for?

SA: It stands for Subscriber Identity Module.

C: Can you explain what that is?

SA: Yes, it's a kind of smart card inside the phone that identifies you and stores your personal data.

C: I see.

SA: This phone comes with a turbocharger too.

C: I'm not sure I understand. What do you mean by turbocharger?

SA: A turbocharger lets you charge the battery on your phone quicker. This one gives you eight hours of battery life from a fifteen-minute charge.

C: Brilliant! I'll take it. Can I pay by card?

SA: Of course. This way, please.

8E GRAMMAR

3.17 Exercise 2, page 114

S = Sid P = Pat

S: I can't believe you've never had an anti-virus on your computer.

P: Yeah, well, I don't need one. I've never had a virus.

S: Pat! If you don't put anti-virus software on your computer, you'll get a virus sooner or later. That's for sure.

P: OK. I'll do it. But it isn't easy. Why don't you do it for me?

S: If I install all your software for you, you'll never learn.

P: OK, OK, so what do I do?

—

P: OK, so what will happen if I click on this?

S: No, no! Don't do that! If you do that, the computer will crash!

P: What! Really?

S: No, of course the computer won't crash if you click on that link. I'm just joking.

P: Very funny.

S: OK, that's it. If someone sends you a virus now, you'll be OK.

P: Cool! How much do I owe you for the virus? For the anti-virus, I mean.

S: Not much. But if you do me a favour, you won't have to pay me anything.

P: What favour?

S: It's my sister's wedding next week. And ...

3.18 Exercise 3, page 114

S = Sid P = Pat

P: Cool! How much do I owe you for the virus? For the anti-virus, I mean.

S: Not much. But if you do me a favour, you won't have to pay me anything.

P: What favour?

S: It's my sister's wedding next week. And I don't know what to wear. Could you help me out?

Pat Sure, let's have a look at what you've got.

3.19 Exercise 7, page 114

S = Sid P = Pat

S: OK, I'm ready.

P: Fine, come on out.

S: I'm coming out now.

P: Good, I can't wait.

S: Pat?

P: Yeah?

S: If you laugh at me, I won't be happy.

P: OK, I won't laugh.

S: Promise?

P: Yes, I promise. I'll buy you dinner if I laugh at you.

S: Pat!

P: I'm sorry, Sid, but what will your sister think if you go to the wedding like that?

S: But ...

P: No, Sid, seriously, if you wear those clothes, nobody will talk to you. I promise. Go and put something more normal on! How about a shirt and a jacket?

S: OK.

—

S: OK, what do you think?

P: Oh my God! It's worse! Look, Sid. I won't help you any more if you don't listen to me.

S: OK! OK!

—

S: OK, Pat. I'm coming out now. If you don't like this, I won't go to the wedding.

P: Wow!

S: You don't like it, do you?

P: No, I don't like it, I love it! You look fantastic.

S: Pat, if you don't stop kidding, I'll get angry. I really will.

P: I'm not kidding. You look absolutely amazing.

S: Oh! Well, thank you.

8F LISTENING AND VOCABULARY

3.20 Exercises 4–5, page 115

1

SD = Saoirse's Dad S = Saoirse

SD: Hi, Saoirse. Cup of tea?

S: Thanks, Dad. I got your coffee. Two for nine ninety-five.

SD: Thanks. If I ever manage to find my wallet, I'll pay you back. What's that?

S: A video game for Jimmy.

SD: Another video game! Thirty-nine pounds ninety-five! He never stops playing those stupid games. He needs to get out more. If he doesn't, he'll never make friends.

S: You're right, Dad. Jimmy does need to get out more but actually, he's made a lot of friends from playing online.

SD: Maybe but ...

S: Video games can teach you a lot, you know. How to be a good winner or loser, and ...

SD: Yes, but forty pounds!

S: It was ten pounds off so I only paid twenty-nine ninety-five! It's a good game, it's educational. Anyway, I enjoy playing games with the kids. It lets us spend time together. Why don't you play with us? If you try it, you'll probably like it.

G: No, I'm too old ...

2

T = Teacher J = Jimmy

T: So mgh means Mass times Gravity times ... Jimmy Quinn! If you don't listen, you won't understand. Physics isn't easy!

J: Sorry, Miss.

T: What are you doing, anyway? What is that? Show me! A video game! You won't get to university if you spend your time playing silly games, you know.

J: It's not silly, Miss. A lot of games are educational. You can learn physics or chemistry or geography or art ...

T: And what does this one teach you?

J: It teaches you about history and wars and ...

T: Alright. You can sit down now. And I'll give you the game back at the end of the class ... if you promise to pay attention.

J: Thanks, Miss ... Eh, Miss?

T: Yes, Jimmy.

J: I'll lend you the game if you like.

T: No, that won't be necessary, thank you.

3

S = Saoirse

S: There is less violent crime today than there used to be. And one reason for that is video games. No, really! Young people, especially young men, love playing video games so much they don't go out so often. So the streets are safer. When I was younger, I worked as a police officer and I remember on Saturday nights the police station was always really busy. But not now. Video games can also help you to find a good job in an office or a laboratory or ... No, really. When you play games, you learn to be creative, to think quickly, to find answers to problems and to lead others. Surgeons in hospitals, for example, say video games help them improve their hand-eye coordination.

REVISION 8

3.21 Exercise 8, page 121

1

It's Saturday 10 a.m. I've just woken up. Usually, the first thing I do is find my phone and read my messages but today is no-phone day, so I'm going to stay in bed with a book until mum tells me to come down for breakfast.

2

W = Woman B = Boy

W: What do you want to do when you leave school?

B: I want to study Science at university. I'd love to do Astrophysics but the thing is I'm not the best mathematician in the world. My dad says I should study Medicine.

3

G = Gran Z = Zoe

G: What'll happen if I click on this?

Z: It'll save the document without closing it.

G: Good. Now, I click here to print it, right?

Z: Yeah, that's right.

G: Oh! It's not working. What's wrong with the printer?

Z: I think it'll work better if you switch it on.

4

What's interesting is the amount of time people spend online while they're mobile. Five years ago, a typical adult spent only half an hour per week online when they were away from home or the workplace but now it's almost three hours a week. That's five or six times longer.

5

B = Boy G = Girl

B: Oh!

G: What's up?

B: It's my phone.

G: What's wrong with it? I'd love to have a phone with a screen like that.

B: The screen's alright and it takes great photos but I have to charge it every day now. The batteries only last an hour or two.

6

I was playing an online multiplayer game one day with people from all over the world. We played for hours and in the end, there was only one other player left, so we started chatting. It was my brother. He was in the next room.

7

British physicist Peter Higgs is famous for proposing the existence of a sub-atomic particle called the Higgs boson. In 2012 scientists at CERN in Switzerland detected the particle. A year later Higgs won the Nobel Prize in Physics and in 2015 he also won the prestigious Copley Medal.

8

K = Ken J = John

K: Ten dollars.

J: Aw! Come on, Ken. That console's worth a lot more.

K: OK, John, twenty.

J: I paid fifty for it a year ago!

K: If you give me these games too, I'll give you thirty dollars.

J: Deal.

K: But remember, you owe me ten dollars, so I'll give you twenty.

9

G = Girl B = Boy

G: Someone made a video of Amy and me dancing at the party. Your friend Lee sent it to me. It's really embarrassing.

B: Can I see it?

G: No.

B: Why not? Don't tell me you deleted it!

G: Of course, I did. It was terrible.

B: Maybe Lee put it on YouTube.

G: Oh, I hope not.

10

G = Girl B = Boy

G: I love Biology and Mr Diamond's a great teacher but I can't stand the practical classes, you know, when you have to cut up frogs and things like that.

B: I don't mind doing experiments but Mr Diamond is crazy about them. It's all he wants to do.

3.21 Exercise 8, page 121

In the United States almost seventy percent of teenagers between the ages of thirteen and seventeen have one or more profiles on social media. Most of them spend two hours a day or more on social networking sites.

Life Skills 7–8

3.23 Exercise 3, page 122

J = Jenny GL = Graham Long

J: With me today is careers adviser, Graham Long, and he's here to give us some tips on choosing careers. Welcome, Graham.

GL: Hi Jenny.

J: Tell us, what's a good first step?

GL: Well, first I always advise students to try and get to know themselves better. Keep asking yourself the questions: what kind of person am I, what things do I enjoy doing, what really interests me. For example, people who are imaginative, original in their thinking and like solving problems often work in education or the media. Those who are good at multi-tasking, like complex ideas and enjoy working with people often find careers in health care or human resources.

J: That makes sense. But what if you really don't have any idea?

GL: The best thing to do then is to speak to a professional and ask to take a specialised personality test. There are also some online personality tests which may help you learn a little more about yourself and may even suggest possible professions for you. But if there's still a few years before you leave school, it's enough to just start thinking about this for now.

J: Right. So, it's not about choosing a career early and following that path?

GL: Definitely not. The jobs today are completely different than ten years ago. There might not be a future for the job you have in mind now.

J: Ah ha.

GL: Use this time instead to research jobs you are interested in. Speak to people that do those jobs, try to get some work experience, for example, working part time or just offering to help out in a job related to your interests. This will help you become more confident and meet professionals in that field. Then you can see if a job is really what you believe it to be.

J: That all sounds sensible. And then, when you've got some idea? What next?

GL: Well, then you can start planning for the future. What skills or qualifications will you need? Look at some courses and think about which ones would be the best for you. And think about how you like to learn – this will help you choose between a practical college course or an academic course at university. Also, remember it's good to have a plan B in case things don't work out the way you'd hoped. This may be a different career choice or a different way leading to your dream job.

J: Choosing your future career is a BIG decision. What advice can you give to someone worried about making this choice?

GL: Take your time, be open to new ideas and experiences. It's much better to make a good decision later than a bad decision now! Also, make your own choices. Doing what your friends or parents want you to do can result in a lifetime of unhappiness ...

Unit 9

9C GRAMMAR AND VOCABULARY

3.25 Exercise 3, page 127

J = Jenny P = Pete

J: I'm fed up, Pete. I'm leaving you because I don't love you anymore.

P: I can't believe it. I need you. You're everything to me. You've always been the love of my life. I'll always love you. I can change.

J: You've hurt me too often. I didn't leave you before because I was sorry for you.

3.26 Exercise 6, page 127

J = Jenny P = Pete

J: ... hurt me too often. I didn't leave you before because I was sorry for you.

P: I promise I'll be a better man. I'm serious.

J: You said the same thing the last time. You can't change because you don't want to change. I'm not listening to you any more, Pete.

P: But Jenny, I love you.

J: Our love has died. Goodbye.

3.27 Exercise 8, page 127

H = Hayley K = Kev

H: Kev, Jenny's leaving town. She's found a new job.

K: Pete won't be happy about that. I saw him last night. He wants to get back together with her.

H: There's no way she'll take him back.

K: I can't understand why she left him.

H: She doesn't love him anymore. I think she's done the right thing.

9E SPEAKING

3.29 Exercise 2, page 130

See  34 page 233

3.30 Exercise 3, page 130

See  35 page 233

3.31 Exercise 5, page 130

See  36 page 233

3.33 Exercise 7, page 130

- 1 What's up?
- 2 Do you want to come?
- 3 How are you?
- 4 Would you like to go to the cinema with us this evening?
- 5 What is it?
- 6 Is it a girl?
- 7 Do you fancy coming to the concert tonight?
- 8 What concert? Who's playing?
- 9 How about it?
- 10 Did you get my message?
- 11 Do you want to go to the cinema this evening?
- 12 Do you fancy going there on Sunday?
- 13 Where do you want to meet?
- 14 How about outside the gallery at ten thirty?

9F LISTENING AND VOCABULARY

3.34 Exercise 2, page 131

F = Fearne B = Blair

F: Hi Blair. Mum told me you were here.

B: Mmm.

F: What are you doing?

B: I'm reading a book.

F: Is it for school?

B: No, eh ... what?

F: Is it for your English class?

B: Yes, I've got to do a report on it next month.

F: So, why are you reading it now? It's a lovely day for cycling.

B: I'm reading it because I enjoy reading. Do you mind, Fearne?

F: Is it good?

B: It's brilliant.

F: What is it?

B: It's a Nathaniel Bumppo novel.

3.35 Exercise 3, page 131

F = Fearne B = Blair

F: Is it good?

B: It's brilliant.

F: What is it?

B: It's a Nathaniel Bumppo novel.

F: Nathaniel Bumppo? Oh yeah! He's a great writer, isn't he?

B: Nathaniel Bumppo isn't a writer, he's a character. The author's name is James Fenimore Cooper and Natty Bumppo is the main character.

F: Oh, like the hero?

B: Yeah.

F: What's the title?

B: *The Deerslayer*.

F: *The Deerslayer*? Can I see it? I don't like the cover much – the picture's boring ... Let's see the opening line ... 'On the human imagination events produce the effects of time ...' It's not so easy to understand, is it?

B: Yes, he writes in a very poetic style. You should ...

F: What kind of book is it?

B: Historical fiction.

F: A historical novel?

B: Yeah.

F: What's it about?

B: Are you trying to annoy me or do you just do it naturally?

F: What do you mean?

B: I've read this paragraph three times already because you keep on talking.

F: Sorry, but Mum said it was a good idea for us to go out. It's sunny.

B: I thought Julie had invited you to go to the shops.

F: Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.

B: You told me you had to study. Why don't you do that instead of bothering me?

F: Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!

B: OK, just let me finish this chapter.

F: But you've just started it! You're right at the beginning!

B: Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park.

F: OK.

3.37 Exercise 5, page 131

I read a historical novel. The title is *The Deerslayer*. I'd never read another book by the same author but a friend told me it was really exciting, so I read it.

Unit 10

10A GRAMMAR AND VOCABULARY

4.1 Exercise 7, page 139

D = Dana A = Arlo

D: So, Arlo, you're going to tell us about a very popular series of novels, is that right?

A: Yes, that's right, Dana. *The No. 1 Ladies' Detective Agency* is a series of novels by Scottish author Alexander McCall Smith. The novels are written in a clear, easy-to-read style and are very funny. The main character is Mma Ramotswe. A kind, clever woman who is definitely not slim. She is described in the books as 'traditionally built'.

D: Where are the novels set?

A: In Botswana, Africa.

D: How many novels have been published so far?

A: Seventeen.

D: How successful are the books?

A: Very. More than 25 million copies have been sold. The series hasn't been made into a film but it has been adapted for television.

D: When was the TV series produced?

A: In 2008. Seven episodes were made for the first season. A second season was planned but it was never filmed.

10C LISTENING AND VOCABULARY

4.2 Exercise 3, page 141

P = Presenter W = Woman C1 = Crook 1 C2 = Crook 2 S = Superhero JS = Jilly Stephenson GB = Giles Baxter TS = Tara Starling

P: You're listening to Radio 9 and next up is *CrimeTime* with Jilly Stephenson, which today is taking a look at superheroes.

W: Help! My car's been stolen and my baby's in the back!

C1: What the ...?

C2: There's a little kid in the back seat!

C1: I'm not stopping.

S: Yes, you are!

JS: Superheroes: Batman, Superman, Spider-Man, Iron Man, Wonder Woman ... Lots of comics have been sold and lots of films and TV shows have been made about men and women, but mainly men, who save us from burning buildings and fight crime while wearing ridiculous costumes. And with me today to talk about why comic book crime-fighters are so popular is journalist Giles Baxter and writer Tara Starling. Hi.

GB: Hello.

TS: Hi.

JS: Giles, how popular are superheroes today?

GB: I think they're more popular than ever, Jilly. In recent years the sales of both print and digital comics have gone up. And superhero movies are incredibly popular. *The Avengers, X-Men, Spider ...*

JS: Why are they so popular?

GB: I think one reason is because we live in difficult times with crime, terrorism, unemployment ... people want someone to protect them and give them hope for a better future. Superheroes were really popular in the 1930s when the world economy was in a bad way and I think it's similar today.

JS: Right.

GB: Superheroes also have positive human qualities that we'd all love to have: Wonder Woman's honest; Spider-Man's responsible; Iron Man's clever; Batman's strong ...

JS: And they're all really good-looking.

GB: Hmm, I don't know about that but people do like the idea of having superpowers, of being able to fly like Superman, to change your body like Mystique from the X-Men or to become invisible like Sue from the Fantastic Four.

JS: Definitely.

GB: And one reason superhero movies are so popular is because of computer graphics, special effects that allow superheroes to do the most amazing things and on the screen, it looks totally real.

JS: That's true. Tara, what do you think?

TS: I don't like superheroes.

JS: Oh! Why's that?

TS: Because they're vigilantes. They decide who the bad guys are, they catch them, they hit them and sometimes they kill them. But who gives them that right? In our society we have the police and a justice system to decide if someone is innocent or guilty.

JS: That's true, but ...

TS: Superhero stories can encourage normal people to become vigilantes and vigilantes can be violent and attack innocent people. It's not right.

GB: Did you know that some vigilantes dress as superheroes to stop crime?

JS: Really?

GB: Yes. There was an example in the news the other day about a young man from Manchester. He dressed in a £200 blue-and-black costume and ...

JS: Like Batman?

GB: Yeah, he called himself the Knight Warrior and he went round the streets at night trying to stop fights and anti-social behaviour.

TS: Pff.

GB: But he was beaten up and hurt quite badly.

JS: Oh, the poor thing ...

4.3 Exercise 4, page 141

A real-life superhero is considering giving up his crime-fighting activities after he was attacked and badly hurt in Clifton last week.

Twenty-year-old Roger Hayhurst, a gardener from Swinton, began fighting crime two years ago after his mother helped him buy a £200 blue-and-black Lycra superhero costume. He adopted the name 'Knight Warrior' and started patrolling the streets of Swinton in order to break up fights and stop anti-social behaviour. At first, he worked alone but soon he was joined by his eighteen-year-old girlfriend, Rebecca, also known as 'Knight Maiden'.

Mr Hayhurst said that they had been attacked by a group of young men when they were walking through Clifton last week. He was hit in the face and badly hurt. The couple are now considering whether to continue fighting crime or not.

10D GRAMMAR

4.4 Exercise 2, page 142

D = Donna L = Leo

D: Hey, Leo, do you want to do this questionnaire?

L: Yeah, OK.

D: Alright, question one. What would you do if you saw an old woman stealing some biscuits from a shop? Would you: a) inform the store detective? b) look away and not do anything? Or c) do something else?

L: I wouldn't inform the store detective, that's cruel. But I wouldn't look away either. Stealing's wrong. I'd ask people for food if I was desperate. So, I'd buy the biscuits for the woman.

D: I agree. Good idea. Number two. What would you do if an armed thief tried to rob you? Would you: a) hand over your money and then call the police? b) shout for help and run away? Or c) do something else?

L: I'd run away and shout for help. I'm really fast. He'd never catch me.

D: I'd hand over the money and then go to the police and describe the thief. It's only money. It's not as important as your life.

L: Hmm, yeah, you're probably right.

D: OK, question three. What would you do if you saw a man attacking a woman on a train? Would you: a) talk to the man to convince him to stop? b) look away and not do anything? Or c) do something else?

L: If it was just one man, I'd try to get the other passengers to help me stop him.

D: Even if you had to fight him?

L: Yeah, I think so.

D: I wouldn't do that. It's too dangerous. I'd call the police and then I'd talk to the man and try to get him to stop.

L: That could be dangerous too.

D: Yeah, but you can't just look away, can you?

L: No.

D: Question four. What would you do if you found a case with £500,000 in it? Would you: a) take it to the police? b) start spending it immediately? Or c) do something else?

L: £500,000! Wow! I think I'd take it home and wait. If there was nothing in the news about it after a month or two, then that would mean nobody needs it, so I'd start spending it little by little.

D: Really? Not me! If I found a case with £500,000 in it, I would take it to the police. For sure. It's dishonest to ...

4.5 Exercise 7, page 142

1 Would you defend a friend if someone attacked him or her?

2 Would you tell the police if your best friend stole something?

3 Would you leave a restaurant without paying if the food was really bad?

4 Would you steal food if you were really hungry?

5 Would you be happy to rob someone if he or she was a thief?

6 Would you tell your parents if you cheated in an exam?

10E SPEAKING

4.6 Exercise 2, page 143

See  38 page 234

REVISION 10

4.11 Exercise 8, page 151

1

M = Man W = Woman

M: Tea?

W: Yes, please. Thank you. Any biscuits? Thanks. My feet hurt. I need to buy some new boots.

M: I've got a problem with my costume. I've put on some weight and ...

W: Really? I hadn't noticed.

M: Anyway, my costume's too tight.

W: If I were you, I'd get a new one.

M: I can't afford it. These costumes are very expensive.

W: Why don't you go on a diet? You could start by cutting out biscuits.

2

W = Woman M = Man

W: I called the police this morning.

M: Why?

W: I saw a strange man in a building across the street. He was there for hours, staring out of a window, without moving. I felt worried he was looking at the children.

M: Did the police come?

W: Yeah. It wasn't a man. It was a big photo of Tom Cruise, the actor. I was so embarrassed, you know, that I'd wasted the police's time, but fortunately, they saw the funny side.

3

M = Mum C = Connor

M: Connor, did you know that twenty-five percent of British people illegally download TV, films and music?

C: Yeah, Mum, it happens all the time.

M: Not all the time. Some people buy CDs. Me, for example.

C: Yeah, whatever.

M: It isn't right. It's not fair on the artists.

C: I don't know if it's right or wrong but it's not easy to stop people doing it.

M: Hmm, you're probably right.

4

G = Girl B = Boy

G: He got six months in prison!

B: Yeah! He stole a car. And it wasn't the first time.

G: He said he was just borrowing it.

B: Are you saying he's not guilty?

G: No, he did it. But six months is too much. If he was rich with a good lawyer, he wouldn't be in prison. Look at that politician. He stole millions of pounds and he wasn't sent to prison.

5

PC = Police Constable C = Caller

PC: Telford police station.

C: Hello, I want to report a crime. Oh! What a day! First, my cat dies and now this!

PC: Keep calm, sir. What's your name?

C: Thomas Jones. They broke the kitchen window and ...

PC: So, some vandals broke your window and killed your cat. Is that it?

C: What? No! I've been burgled. They broke into my house and stole my money. You've got to do something ...

6

B = Boy G = Girl

B: Have you seen *Crimewave*? I think it's one of the best series I've ever seen. My uncle John's a policeman and he says it's really true to life.

G: Really? I don't think real police officers are as good-looking as that!

B: Maybe not but ...

G: I didn't like it at first. I didn't think it was anything special but then I really got into it. I never miss an episode.

Life Skills 9–10

4.12 Exercise 3, page 152

1 I don't think it's a problem that other people use my work. As a professional musician, part of what I hope to do is to inspire other people. What is important, though, is that they ask me for permission when they want to use a piece of music I wrote and mention my name. I never ask for money for something small or personal like using my song in an amateur film or college presentation but I think it's only fair that people know that what they hear is the result of my hard work.

2 I work as a travel journalist and blogger. For me, writing is not just about earning money, but a way to be creative and to share my ideas with other people. As a writer, I'm often inspired by something I've read or seen. I might read an article and want to write about the same topic, or write what I think about that article. But taking parts of someone's text word-for-word, or pretending the ideas from that are your own is something very different. That's just copying! It's actually illegal and something I would never allow.

3 I'm a film maker and I make documentaries. When I make something original, I am proud of it and I feel that I own it, so it's important I get paid for my films. This is not a hobby for me but a career. Many people just don't seem to understand that when they share my work or copy it without paying, they are actually stealing from] me. When you use something created by an artist, you should actually pay for it.

Culture Spot 1

4.14 Exercise 6, page 155

1 I'm Sam and I'm a first-year student at York University. I'm studying Medicine. I'm actually really happy I chose a campus university. First of all, the campus is lovely and quiet with lots of trees and a beautiful lake. I grew up in noisy flats in the centre of Bristol so I really appreciate how peaceful it is. I feel really safe here as well. Another good thing is that all the buildings are quite close to each

other so you never have to walk very far. It's only five minutes from my halls of residence to the library and about seven minutes to the Medical Department. It's great if you're like me and don't like getting up early! But I think the best thing is that there's a really warm, friendly atmosphere. It's like living in a little village. At the beginning of the year I got to know a lot of people very quickly and I made some great friends. The only negative side is public transport. There is a bus that goes from the university to the town centre, but it doesn't run very often in the evenings. It's a problem when I take the late train from Bristol ...

2 I'm Sion and I'm a second year Computer Science at Newcastle University. It's a typical city university and I absolutely love it here. I grew up in a small town in south Wales, so it was really exciting for me to move to a big city like Newcastle.

First of all, the city centre is really good for shopping and eating out. And there's always a lot going on. For example, there's an amazing art cinema with lots of interesting films. And I'm also really into music and there's a great music scene here – me and my friends go and watch two or three bands a week! And what can I say, the nightlife is fantastic too ... although I recently decided I need to study more in the evenings ... That's one of the main problems too, I suppose. The student life is really lively, so it's sometimes difficult to concentrate on your studies. Another problem is that you spend a lot of time on buses getting from one place to another. It's a big city and everything is far away. It takes me about forty minutes to get from my house to the university library.

Culture Spot 2

4.16 Exercise 5, page 157

1

G = Girl B = Boy

G: Sorry, I think you're sitting in my seat. Look, I've got this reservation. Seat 17A.

B: Oh, I'm so sorry. I didn't realise.

2

B = Boy S = Sam

B: Are you warm enough, Sam?

S: Actually, I'm a bit cold.

B: Sorry! I'll just close the window.

3

M = Man D = Dan

M: All right, Dan!

D: All right, mate!

4

B = Boy G = Girl

B: I've just written a poem. Do you want to read it?

—

B: What do you think?

G: Yeah, I think your poem's quite good.

Literature Spot 1

4.17 Exercise 2, page 158

L = Lucy T = Tom

L: Did you do the reading for English?

T: Yes.

L: What's wrong? Didn't you enjoy it?

T: It was alright but I couldn't understand a lot of it.

L: Why not?

T: Because of the spelling of the words.

L: What do you mean?

T: I mean, all the abbreviations. Missing out letters like the 'd' from the end of 'and' or the 'g' from words ending in '-ing'. And 'suppose' spelled S-P-O-S-E.

L: Really, Tom. That didn't make it difficult to read. You just have to imagine someone saying the words and it's obvious. I liked it.

T: The worst thing, though, was the grammar. It was really annoying. There were so many mistakes. If I wrote like that, I'd get an F. 'The others was runnin'!

L: But again, it was deliberate. That's how the character was supposed to speak. He's meant to have learning problems.

T: So, what do you think it was about? That's what Mr Harris asked us to think about, isn't it?

L: Yes. I think it's about discovering our abilities. In Forrest's case, he discovered he was good at running when the bullies were chasing him. What about you? What do you think?

T: I thought it was about school.

L: School?

T: Yes, you know, bullies, P.E., school dinners. It mentions them all.

L: Well, that's true but I think Mr Harris wants us to think about why all these things were mentioned.

T: Oh.

L: Don't worry. Come on. The lesson's going to start soon.

Literature Spot 2

4.19 Exercise 2, page 160

P = Presenter JH = James Hammond

P: Our guest on 'Book of the Week' this week is actor James Hammond who has chosen George Orwell's 1984. Welcome, James, and can you tell us about the book and your reasons for choosing it?

JH: Well, it's a terrifying and very realistic novel. It is set in London in 1984, which was the future when it was written. On page one of the novel, Orwell introduces the phrase: 'Big Brother is watching you,' which could mean 'we are looking after you and taking care of you' but really means that the government is spying on everyone. Everyone has a telescreen in their home which they can't switch off.

P: Do you think we're in danger of having a society similar to the one in the book?

JH: Yes, definitely. Many of the ideas in the book have become true. Governments and businesses are watching us all the time. They can see our Internet histories and read our emails. We pay for things by credit and debit cards so people can see what we have bought. Soon, we will need to carry a smartphone everywhere we go so we can be followed – just in case we need help, of course. And all these things make life easier so we agree to them, happily.

P: George Orwell is one of your favourite writers, isn't he?

JH: Yes. I love his books. He is also one of the few writers whose name has been made into an adjective. When a government introduces new laws allowing them to check what we do on the Internet, we call this an 'Orwellian law'. It means the law is there to watch or control us. That shows how important he and his books still are.

P: Well, my Orwellian producer is telling me that our time is up. Thank you, James.

JH: You're welcome.

STUDENT'S BOOK VIDEO SCRIPT

Unit 1

1A GRAMMAR AND VOCABULARY

1 GRAMMAR VIDEO page 5

N = Narrator JE = John E.

M = Michelle R = Ross JZ = John Z.

N: How are you feeling today?

JE: I'm feeling very good, yeah, it's a sunny day, so I'm feeling very happy today.

M: I'm feeling pretty great. I'm excited to be in London and I'm excited to see Buckingham Palace.

R: I'm feeling absolutely amazing. A rare bit of sunshine in London puts a smile on everyone's face.

N: How do you usually feel when the weather is good?

M: I normally do feel happy. I would say it's because I can wear some lightweight clothes and feel good and the mood is bright and sunny, so it feels amazing to be outside.

JZ: Well, I'm quite a happy person, so I usually feel good every day.

1B READING AND VOCABULARY

2 DOCUMENTARY VIDEO page 6

Friendship between generations

N = Narrator DP = Daniel Parvin

LB = Laura Berick TT = Tiffany Tieu

AP = Alice Palda

N: Daniel, Tiffany and Justine are playing for their usual audience today: the residents at Judson House, a nursing home in Ohio. Loneliness often becomes a problem as people grow old but at Judson House they have created a unique social environment.

DP: Judson Manor gives me free housing and 100 surrogate grandparents in exchange for regular concerts along with the other two students who live here.

N: At Judson House residents and students come together both at concerts and on a daily basis. This helps prevent possible isolation. They cook, they eat, they tidy up. Today they're having a meal together and enjoying each other's company. But this is not what makes them family.

LB: It's not even that we cook that much together, it's that we talk a lot.

N: It's listening to each other and sharing experiences that allows them to understand one another better and create meaningful bonds. A shared interest in art and music is just a starting point.

I thought it would be a really great opportunity to use my music to be part of a community. There's a lot of music lovers here but I think it definitely goes beyond the music.

N: Concerts are a chance for the younger generation to give something in return for the love and care they receive from the residents, who treat them like family.

AP: I have one son and no grandchildren and they are like grandchildren to me, the grandchildren that I didn't have.

N: In this initiative each side has something to offer: experience, attention, patience, love and care. But how deep can friendship between generations be?

1F SPEAKING

3 COMMUNICATION VIDEO

Exercise 5, page 11

S = Suzy C = Cait

S: Hey, Cait.

C: Oh, hi.

S: There's a new guy in our photography class. He's really nice. You must meet him – you've got a lot in common!

C: Really?

S: Yeah! He's interested in ecology and he loves animals

C: Does he?

S: He's vegetarian, of course.

C: Cool!

S: And guess what? His Dad's French too!

C: Is he? Amazing!

S: And he takes absolutely *fantastic* photographs.

C: Does he?

S: Oh, and one more thing. He's *really* good looking!

C: Awesome!

4 COMMUNICATION VIDEO

Exercise 6, page 11

S = Suzy C = Cait

S: And he takes absolutely *fantastic* photographs.

C: Does he?

S: Oh, and one more thing. He's *really* good looking!

C: Awesome.

S: Oh, I don't believe it. He's walking through the door now. Cait, meet Connor!

S: Do you guys know each other?

C: Yes. Connor is my brother.

S: That's amazing. Two awesome people in the same family!

Unit 2

2A GRAMMAR AND VOCABULARY

5 GRAMMAR VIDEO page 19

N = Narrator D = Desy JE = John E.

M = Michelle R = Ross

N: What did you do last weekend?

D: Last weekend I went out with my friends to the shopping centre and we went shopping and we got food as well.

JE: I played tennis last weekend and then I cycled home afterwards.

M: Last weekend I visited my cousins in San Francisco, and we walked around Fisherman's Wharf and we ate at a Chinese restaurant and we visited the Golden Gate Bridge and we went to Twin Peaks, where we saw a beautiful view of San Francisco.

R: Last weekend I went to Notting Hill Carnival. I enjoyed some of the day and for the rest of the day I was working. I saw a lot of happy people, a lot of happy faces and it was a great happy day in general.

2D READING AND VOCABULARY

6 DOCUMENTARY VIDEO page 22

The journey to university

N = Narrator C = Chelsea A = Amy

J = Joe JM = Joe's Mum

N: For young people around the world, going to university is a common dream. 500,000 UK students made this dream a reality in the last year alone. But how do they make the transition from school to university? This year, Chelsea, Joe, and Amy are studying for their final exams at Fairfax Sixth Form College, near Birmingham. These exams are called A levels. Students apply to university months before sitting the exams. Universities offer places based on the students' expected grades.

Chelsea is a straight-A student who originally applied to study Medicine. Even though Chelsea had good grades and the necessary work experience, strong competition meant that she didn't get a place.

C: I never thought I'd be in the situation where I wouldn't get to uni. I really felt knocked back and I was in floods of tears every day.

N: Chelsea changed her plans and applied to study Medical Genetics. She now needs an A and two Bs in her A levels to take up her place at Sheffield University.

Amy wants to study Occupational Therapy.

A: I've really, really, struggled under the pressure.

N: She needs three C grades. It's a realistic goal, but as tuition fees can cost £9,000 a year, Amy is worried about getting into her first-choice university.

Joe plans to go to the prestigious Oxford University, to study History and Politics. Joe didn't expect such a famous university to accept a regular boy like him.

J: When I opened the envelope, the initial response was one of surprise.

N: Joe now needs straight As to secure his place at Oxford. But can he make the grade?

N: After several weeks of waiting, students are finally getting their A level results. Chelsea worked very hard and expected straight As.

C: I got two As and two Bs.

N: This is not straight As, but Chelsea got the grades she needed to study Medical Genetics. Joe needed three As.

J: I got four A stars!

N: His results were better than expected, so he can go to Oxford. And Amy needed three Cs.

A: I've got two Cs, and an E, and Biology was my E.

N: Amy's Biology grade was lower than the university wanted. Perhaps they had fewer candidates than expected because after calling them ...

A: I have got a place, I have got a place. Thank you!

N: For these students, the effort to get into university has paid off.

JM: We couldn't be any happier.

2F SPEAKING

▶ 7 COMMUNICATION VIDEO Exercises 2–3, page 25

T = Teacher N = Nathan S = Simon E = Emily H = Headmaster

T: Nathan, this isn't your own work. You just copied and pasted an article from Wikipedia. I'm very disappointed.

N: Sorry, Miss. It was really stupid of me.

T: It isn't right. It's cheating. I want you to do this project again.

T: So, I'm just waiting for your project, Simon. Have you got it for me?

S: Eh?

T: Your project on Argentina? The deadline was today.

S: I'm sorry. I completely forgot.

T: Ah, good afternoon, Emily.

E: Sorry, Miss. I didn't realise it was so late.

T: I see. You didn't realise it was five to ten. OK, sit down.

T: What's going on? Nathan, why is your book on the floor?

N: It wasn't, me, Miss!

E: Sorry, Miss, it was my fault. It was an accident.

T: Oh, never mind. Just sit down, please so we can start the class. Oh, for goodness' sake! What is it now?!

Oh, headmaster. I'm really sorry!

H: That's alright, Miss Smith. We all make mistakes. It can happen to anyone.

Life Skills 1–2

▶ 8 LIFE SKILLS VIDEO Exercises 5–6, page 33

T = Teacher J = Jenny

1

T: Good morning everyone! Jenny is giving her presentation this morning, so I'd like you all to listen and then give us some feedback. Good luck, Jenny!

J: Yes. The topic of my presentation today is competition. Is competition good for students?

I would like to start by pointing out that today students are obliged to compete a lot. There are class tests, exams, sports competitions at school almost every week. Parents and teachers want students to compete and win all the time. Some people think this is a good thing as competition is part of our academic and working lives. They get nervous and do not do their best. Sorry. Competition is part of our academic and working lives. In the future, we will have to compete for places at a university and jobs. We shall have to prove that we are better than others. Thanks to competition, we can improve our skills. But other people do not agree that competition has a positive effect on students. It can be motivating for those students who are able to win because they are very good at Maths or sports and enjoy taking part in school contests. However, there are some

students who are just not good at competing. When they have to take exams, they get nervous and do not do their best. They often forget things which normally they would remember. Losing in competitions can cause them to feel less talented than others and less confident. That is why it is certainly not encouraging for them.

It is also important for children to learn to cooperate. Experts say that it is better to compete with ourselves rather than with other people. As we all know, in our future lives we shall have to work in teams and then it will be important for us to work together. Competition in a team is not a good thing because we end up fighting, which is...

T: I'm going to have to stop you there, I'm afraid, Jenny. Your time is up. Any comments?

2

T: So, Jenny! Time for your next presentation. So, listen up everyone and good luck!

J: Today I'd like to talk about the question: should students take a break before going to university? Let me begin by saying that lots of students go straight to university when they finish secondary school. It's expected, it's normal, it's what their parents did and what most of their friends are planning to do. But just because everyone else does something, that doesn't necessarily mean it's right for you, does it? Imagine we all do the same as everyone else. That sounds very boring, doesn't it? So, let's have a look at the pros and the cons. Yes, of course, there are lots of reasons why going straight to university is a good idea. Firstly, you're used to studying. When you're a student, you develop useful study skills – for example, you learn how to manage your time, make notes and remember things best. If you like – we're in the 'learning zone', and if we take time off, it may be harder to get back into studying habits. It might even be more difficult to actually get a place at university. Secondly, if you finish education earlier, you can start your career earlier. That's got to be a good thing! However, some students decide to take a break for a year and travel to other countries to do some part-time work. For example, my brother took a year's break and worked in Australia. He picked oranges! He loved it! He met some great people

and saw lots of beautiful places, and he earned some money to help support himself at university. The only problem is that now he hates oranges!

Students who take a break also mention the value of getting different types of work experience and learning about their strengths and weaknesses. They become more responsible and mature so that when they return to studying they have a different, a better attitude. So, to conclude, the decision to take a gap year is not an easy one for a young person to make, so take the time to think what's right for you. OK, that's it from me today. Thanks for listening. Any questions?

T: Great! Thanks very much, Jenny.

Unit 3

3A GRAMMAR AND VOCABULARY

▶ 9 GRAMMAR VIDEO page 35

N = Narrator M = Michelle JE = John E. D = Desy R = Ross

N: Tell me about a magical moment that happened to you on holiday.

M: So, a magical moment that happened to me while I was on holiday. I visited Disneyland with my father and my younger brother and as we were watching the parade, I was walking with my brother and father and Mickey Mouse looked over at us and waved to us.

JE: When I was in Provence with my friends, we went to this beautiful lake called Lac de Sainte-Croix, and I was on a boat and we were sailing on the lake and the sun was glistening off the water and that was a magical moment for me in Provence.

D: A magical moment I had on holiday was when I was swimming in the sea and it was really blue and clear and you could see all the fish under me as well and the sand was so soft and I really loved it.

R: A magical moment when I was on holiday was when I was walking through the Amazon jungle. I saw some amazing wildlife, the natural beauty of the Amazon itself. I also walked the Inca Trail up Machu Picchu and again saw some beautiful sights in terms of mountains and jungle as well.

3C SPEAKING AND VOCABULARY

▶ 10 COMMUNICATION VIDEO Exercises 3–4, page 37

H = Hazel J = Joe TA = Ticket Agent A = Alda

H: Excuse me. What time is the next train to Glasgow?

TA: Five fifty-nine!

H: I'm sorry, I didn't catch that. Can you say it again, please?

TA: Five fifty-nine!

H: ... fifty-nine! Two tickets for the five fifty-nine to Glasgow, please.

H: Thank you!

TA: You're welcome!

J: Oh! Which platform does the train leave from?

TA: It's bye.

J: I'm sorry. We're from California. We find it hard to understand English accents.

TA: It's bye.

H: Eight B!

TA: That's right. It's bye.

H: It's bye! Thank you!

J: We've got two hours to wait. Are you hungry?

H: Yeah, I am. Let's go eat.

J: Burgers?

H: Excuse me. We want to get lunch. Where is the nearest hamburger restaurant?

A: There's one in the station but there's a really good one in the Brunswick Centre.

J: How far is it to the Brunswick Centre?

A: It's not far. It's about ...

H: Is there a bus we can catch to get there?

J: Or maybe we can take a cab. Where's the nearest taxi rank?

A: The taxi rank is over there. But you can walk. It's only five minutes. But maybe you should leave your bags in the Left Luggage?

J: Yeah, maybe. Where is the Left Luggage?

A: Next to Platform 16.

J: Thanks for your help. You're real kind.

H: Yeah. And it's so nice to finally speak to someone we can understand. What part of England are you from?

A: Eh ... I'm not from England.

J: No? Where are you from?

A: I'm from Portugal.

3F READING AND VOCABULARY

▶ 11 DOCUMENTARY VIDEO page 40

A great adventure

N = Narrator D = David

AA = Alexander Armstrong J = Jenna

N: Alexander Armstrong is a television presenter who visits the world's most spectacular places. On one of his journeys, Alexander travelled the Arctic circle to meet the people who live there and experience their way of life. In Alaska he visited an intriguing couple who, two years earlier, decided to reject modern culture. They went to live a simple life – fifty kilometres from the nearest town. They took him to their base by dog sledge, then by foot.

D: OK guys, hike up! How did you like the walk?

AA: That was beautiful. Absolutely beautiful.

N: David and Jenna live simply. For carrying water, they made a tool called a yoke.

AA: What's that?

D: That's a shoulder yoke. A couple of years ago we were carrying buckets of water up the hill ...

J: Try it on.

D: ... and then I finally decided maybe it'd be worth a try to just ...

J: It fits David better than me.

AA: Oh it fits me like a glove, suspiciously well.

J: Wait till you get a lot of water in it!

N: Alexander wanted to learn more about how the couple lived and to hear their backstories. David tells Alexander that he grew up in the countryside, but he wanted to live somewhere even more wild.

D: It's kind of stressful for me in town. I don't know, there's so much going on.

N: While he was staying in this wilderness, Jenna and David offered Alexander a supper and an overnight stay – arctic style. The cabin was too small for guests. Instead, Alexander got a mattress made of branches in a tent.

AA: Oh, look at that.

N: For his Arctic dinner, Alexander had to eat what lives locally. On the menu was beaver ...

D: Have you ever tried beaver before?

AA: No.

J: Oh, first!

D: Here you go.

J: It's going to be hot.

N: The night outdoors was so cold that Alexander couldn't sleep. But not sleeping had a benefit ...

AA: Oh, look, there they are again. That's the most extraordinary poetic thing. It's cold and you don't really sleep, and you have a nose that streams horrifically all night. It's really hard work. I have respect for these guys. What they do, I mean this is hard core. This is not for the hobbyists. Impressive.

N: So, who do you think had the greater adventure: Alexander, who travelled to the Arctic, or Dave and Jenna, who continue to live there?

Unit 4

4A GRAMMAR AND VOCABULARY

▶ 12 GRAMMAR VIDEO page 49

N = Narrator JE = John E. M = Matius R = Ross

N: Which was the best and the worst meal you had last week?

JE: The best meal I had last week was a delicious and fresh salad at my father's house, and then the worst meal I had, we went to a restaurant and it was disgusting. It was overcooked and soggy and not so tasty.

M: I had a fairly great meal at the local café here fairly close by, which was fairly great; I had a meat pie with a lot of mashed potato, which was much better than the breakfast I had the same morning at our hostel, which was pretty much not even fresh.

R: The best meal I had last week was for my girlfriend's birthday, twenty-ninth birthday. We had this amazing Argentinian steak, which is a lot better than, say, British cuts that we have here and it's a lot more succulent and a lot more tender. Compare that to my worst meal, having a steak at a chained restaurant, which was very dry, very tough to eat.

4D READING AND VOCABULARY

▶ 13 DOCUMENTARY VIDEO page 53

Round-the-clock shop

N = Narrator RI = Robert Iljason PK = Peter Kovacs M = Man

N: Big towns and cities are full of department stores and shopping centres. Customers are used to comfort, speed, wide choice and a round-the-clock service. But what about smaller towns and villages? In such places there aren't as many

shops as in big cities and they aren't open twenty-four hours a day. In Viken, a small village in Southern Sweden, Robert Iljason realised this was a problem and decided to open a high-tech, customer-friendly store.

RI: OK, so I open my app and when I want to open the door I just swipe. After a few seconds the door clicks and then I can enter.

N: OK, so this is the store. I have about 450 products. Everything you need in a country store. A small variety of everything, basically. So this is where it all started. I was alone with my kid one of the first times when it was seven months old and I dropped the last can of food. I kind of panicked, so I went to the car together with the screaming child and I had to go with it to the nearest city, which is twenty minutes away from here, because it was late at night. So, during that trip I decided I want this kind of store closer.

N: An app on your phone is all you need. You choose a product, pick it up and scan it. The purchase is saved on your phone. No tills, no shop assistants, no cash. You will receive an invoice for your shopping at the end of the month.

RI: It's an unmanned store built on trust with no cash. Everything is done through the app. There is the issue of theft of course. I know who's in the store. But I also have cameras looking at the shelves. And it can actually pick up when someone takes an item from the shelf. It knows who picked it up and when they picked it up and what they picked up. In that way I know if they have paid for it or not.

N: Robert's idea is perfect for small villages. In places like Viken there aren't enough customers to have a regular store with shop assistants open twenty-four hours a day.

PK: You have to be able to make a profit even though if you only have 50 or 100 customers a day. If you have people working in the store, I think you have to have 300, 400 or 500 customers and that's impossible in a small village.

N: The elderly inhabitants too are glad to have the new store in Viken.

M: It's a marvellous idea and it will facilitate living for very many elderly people living alone. And I think it will be good for them. But if they can manage this technique to get in, I don't know.

N: Will other small towns and villages follow the example of Viken with its round-the-clock self-service store? Will unmanned shops become a common sight in big towns and cities in the future?

4F SPEAKING

▶ 14 COMMUNICATION VIDEO

Exercise 2, page 55

M = Mum S = Scott

M: Scott! Sit up straight. What's the matter with you?

S: I don't want to be here.

M: You know we need to buy you some new shoes for school.

S: I don't agree. My trainers are fine.

M: Fine! Look at them – they're old and scruffy! You can't wear ...

S: Oh, I suppose so. But ...

M: What?

S: To be honest, I don't like the shops in the shopping mall. There are some great shoe shops in the town centre. Maybe we could go there?

M: No, there's never anywhere to park in the town centre and the shops are too expensive.

S: I could go with Toby.

M: Remember last time you went shopping with Toby? You bought those weird trousers that you never wear.

S: Hmm. You've got a point.

M: What do you think of these ones?

▶ 15 COMMUNICATION VIDEO

Exercise 3, page 55

M = Mum S = Scott D = Dad

M: What do you think of these ones?

S: They're really uncool.

M: I disagree. Personally, I think they're very fashionable. What's your opinion, Bob?

D: I agree. There's nothing wrong with them, Scott. They're a good price too. Try them on.

S: They're too small.

M: Excuse me! Have you got these in a size 11? Excuse ...? Oooh! Frankly, the service here is terrible.

D: Absolutely. If you ask me, the shop assistants are more interested in chatting than serving customers.

M: I totally agree. And don't you think it's hot in here?

D: You're right. In my opinion, all shopping centres are too hot. And this music's starting to annoy me ...

M: Me too!

S: So why don't we go to those great little shoe shops in the town centre?

D: I'm not sure about that.

S: It might be fun. We could have a coffee in that café next to the charity shop Mum likes. Just think – fresh air, trees. And no saxophone music. What do you think?

D: Let's go!

▶ 16 COMMUNICATION VIDEO

Exercise 4, page 55

See ▶ 14–15 page 234

Unit 5

5A GRAMMAR AND VOCABULARY

▶ 17 GRAMMAR VIDEO page 65

N = Narrator M = Michelle JE = John E. Al = Alua Am = Amber

N: What should you do to lead a happy life?

M: To live a happier life, I should eat healthy, exercise more, travel more and study as much as I can.

JE: I think to lead a happy life one should find something they love to do and hopefully get paid well enough for doing it.

Al: To live a happy life what you should do is you should have a good education, a type of education that you're passionate about; you should try to find a job that makes you enjoy your time there and also that helps other people as well.

Am: To lead a happy life, we should all be kind to one another and look out for one another, and make sure that we're doing things that make us happy.

5D SPEAKING

▶ 18 COMMUNICATION VIDEO

Exercises 2–3, page 68

K = Konrad ED = Erin Doyle

K: Hello. Mrs Doyle?

ED: You must be Konrad. I'm so pleased to meet you.

K: Is it alright if I come in?

ED: Yes, of course. Come in. Make yourself at home. Can I take your coat?

K: No, please don't. It's a bit cold.

ED: How was your trip?

K: Very tiring ... Do you mind if I keep my shoes on for now? My slippers are in my suitcase.

ED: No, I don't mind. Of course not.

K: Thank you.

▶ 19 COMMUNICATION VIDEO

Exercise 4, page 68

K = Konrad ED = Erin Doyle

ED: Right, so this is your room.

K: Oh, it's very nice but is it alright if I close the window?

ED: Oh! Sure, go ahead.

K: Thank you. My mother says it's very cold and wet in Ireland. I don't want to catch a cold.

ED: These are your towels ... and this is your bathroom.

K: Oh, very nice ... Sorry to ask but can I have a shower? It was a long trip and ...

ED: I'm sorry, you can't. There isn't a shower, just a bath.

K: Oh! Well, do you mind if I have a bath, then?

ED: No, of course not.

K: Thank you. Do you mind if I use your Wi-Fi connection?

ED: Yes, I do! Just joking. That's no problem!

5F READING AND VOCABULARY

▶ 20 DOCUMENTARY VIDEO page 70

An average diet

N = Narrator IM = Ian Macdonald AG = Arun Ghosh AH = Amanda Hamilton

N: Leading a healthy lifestyle is about keeping fit but also about what we eat. We mustn't forget that both exercise and diet are equally important in the long run.

IM: The real challenge is to communicate to people just how important it is to modify your diet to reduce the risks of long term health.

N: According to recent studies, the average diet in the UK is not good for people's health. The problem is not the amount of calories, about 2,245 a day, but where people get them from. Studies show they eat 26 percent too much sugar, 29 percent too much saturated fat and 14 percent too much salt. On the other hand, people don't eat enough fibre nor the recommended five pieces of fruit or vegetables a day. As a consequence, people have to cut down on fat, sugar and salt, and should avoid processed food in order to lead a healthier life. Amanda Hamilton is a British nutritionist. She leads a healthy lifestyle with plenty of exercise and follows a protein rich diet of

whole foods. Amanda wanted to find out just how bad for our health an inadequate diet can be. So as an experiment, she decided to go on the average British diet for a week. Before she started, Amanda had to have a full health check. The doctor measured her height, weight and waist, and performed the necessary tests and ensured she was in perfect health to begin with. But will her diet this week change all that?

AG: It's difficult to know whether a week will be enough. I am expecting is to show some changes, exactly what they'll be, I'll be very interested to know as well by the end of it.

AH: I'm just about to have my very first breakfast on the great British diet, which is, breakfast biscuits! Never had biscuits for breakfast before. Well, they taste good actually, got to say.

N: But a couple of days later she started to feel like everything she ate tasted the same and she had a terrible headache.

AH: I'm off to go and get a painkiller probably for the first time in about five years. The one word that comes to mind is that this way of eating is stressful.

N: Amanda is back at the clinic and even before she finds out the results she already suspects the diet's impact on her body is negative. Her stress levels are higher and she's experiencing headaches for the first time in years. The results confirm the physical toll such a diet can take on our bodies: she has put on two kilos, her waist has grown by two inches and her cholesterol levels have gone up and are now worryingly high.

AH: That's terrible! That's incredibly worrying.

N: Amanda can now go back to her regular lifestyle, and the experiment proves her point: a bad diet can very quickly affect our health, and our general sense of wellbeing.

Unit 6

6A GRAMMAR AND VOCABULARY

▶ 21 GRAMMAR VIDEO page 79

N = Narrator S = Shaena B = Ben A = Aluya J = Jake G = Gladly

- N:** What are you doing tonight?
S: Tonight, I'm seeing a show with my cousin, then we're going to Camden for drinks.
B: Tonight, I'm seeing my friends and we're going to go to a restaurant and have a nice meal.
A: Tonight, I'm seeing my friend Lily. We are having dinner in a lovely restaurant in central London.
J: Tonight, I am meeting my friend for dinner and then afterwards I'm not sure.
G: I'm going out with my friends and I'm having some dinner.

6B READING AND VOCABULARY

▶ 22 DOCUMENTARY VIDEO page 80

N = Narrator G = Gina R = Rodman B = Beekeeper

It's time to change

- N:** Everyone has their own routine and personal habits. Although it is difficult to change them, sometimes it's a good idea to try something different. Like Rodman and Gina. They're adopting a greener family lifestyle for a TV show called Urban Conversion. Rodman doesn't care much about the environment. But his wife, Gina, is in favour of a life that is environmentally responsible and closer to nature.
G: It definitely feels like it's time to make a change.
N: Rodman has promised to learn how to live a more eco-friendly life but he'll have to step outside his comfort zone to succeed. In this episode, Gina wants to persuade Rodman to keep bees so that she can get locally produced honey from their backyard.
G: Come check this out. You know what this is?
R: I have no idea what this is.
N: So, she bought a beehive.
G: We're gonna populate this hive and find a special place in our backyard.
R: There's no way we're putting bees in our backyard.
N: The problem is, Rodman can't stand bees.
R: Do I want bees in my backyard? No, I don't want bees in my backyard!
G: Who wouldn't want bees?

- N:** Gina asked Rodman to meet a beekeeper to learn to relax more around bees.
R: These bees by the way, they don't seem to be bugging me much.
N: Rodman isn't as frightened of the bees as he expected. He even feels comfortable enough to take his hood off.
R: How many bees are in there? That looks like a lot of bees.
B: About 20,000.
R: There's 20,000 bees in this one box?!
B: Yeah.
R: These bees don't care about what I'm doing. You know, they're not out to get me. They're only working to maintain their hive. And when I realised this, my fear was replaced with the basic respect.
N: He's even delighted by the experience.
R: You asked me a month ago if I was even gonna keep bees, I would have said there's no way. There's no way I'm putting bees in my backyard. But now I'm kind of excited about it.
G: I'm really proud of Rodman, I think this is a huge step for him.
N: Before, Rodman was afraid of changing his life so radically. However, the experience has proved to be positive.
R: I made a promise to my wife that I'd come out and learn how to do this, try to figure it out, it's going to be a lot of work. But at the end of the day, you know if you think about it, it's going to be worth it. It will be worth it.
N: Rodman is proof that opening up to new ideas can create more satisfaction and excitement in our lives. So, what is stopping us from trying new things?

6F SPEAKING

▶ 23 COMMUNICATION VIDEO

Exercises 2-3, page 85

S = Suzy R = Rob K = Kim

- S:** Hey, Kim.
R: Hi!
K: Hi.
S: What's up with you?
R: Yeah, you seem anxious.
S: What are you worried about?
K: I'm sitting my driving test tomorrow morning and I don't think I'll pass.
S: I thought you passed the theory already?
K: Yeah, I did but it's the practical test. In the town centre!

- R:** Oh, thanks for telling me. I'll definitely stay away from the high street tomorrow morning.
R: Ow! I'm just joking.
S: Don't worry about it, Kim. I'm sure you'll pass. Well, probably pass.
K: I'm sure I won't pass. Something will definitely go wrong. I probably won't manage to start the car or maybe I'll drive into a tree.
R: No, Kim. You almost certainly won't drive into a tree. You may drive into a lamppost or ...
R: Ow!
K: Do you think it'll be sunny tomorrow?
S: It might be sunny, yes.
R: No, on the weather forecast, they said it'll definitely rain tomorrow. It's possible there'll be a bad storm.
K: Oh! I hate driving in the rain!
R: Ow! Stop it!
K: Oh, I'm sure it'll be a complete disaster.

▶ 24 COMMUNICATION VIDEO

Exercise 5, page 85

E = Examiner K = Kim S = Suzy

- E:** Turn left here, please. And turn right at the traffic lights. Park here, please.
K: Here?
E: Yes, please.
—
E: OK, Miss Jackson. You did very ...
K: Hello!
S: Hi, Kim! How was your test? Did you pass?
K: I think so, yes! Oh!
E: I'm sorry.
K: 'Serious fault - spoke on telephone while in control of vehicle ...' I'll call you back.

Unit 7

7A GRAMMAR AND VOCABULARY

▶ 25 GRAMMAR VIDEO page 95

N = Narrator M = Matthew G = Gladly J = Jake A = Andre L = Lilly H = Hamza

- N:** Have you ever had a summer job?
M: Yes, I have, I worked in a sports shop.
G: I have had a summer job, yeah, I used to work at little like seasonal stores and stuff like that.
J: Yes, I have had a summer job and I worked in a café.
A: Unfortunately not, no. I've done voluntary work instead in a shop.

- L:** I have actually had a summer job. I worked two years ago in a graphic design studio in Bromley.
H: Yes, I have. I worked in a bar for two months, and I really enjoyed it.

7E SPEAKING

▶ 26 COMMUNICATION VIDEO

Exercise 3, page 99

M = Michelle MrC = Mr Campbell

- M:** Hi, Mr Campbell. It's Michelle here. I'm just calling to see if you saw the photos.
MrC: Photos? What photos?
M: The photos for the motivational poster for your office. You asked me to make a selection and to send them to you. I've just sent you an email with three photos in an attachment. Have you seen them?
MrC: Oh, no, I'm sorry, Michelle. I'm playing golf. There's no Internet connection here so I haven't seen the photos. Can you describe them to me?
M: OK. Well the first one shows a large group of skydivers. They ...
MrC: Sorry, did you say skydivers?
M: Yes, that's right.
MrC: OK, go on.
M: So, in the centre of the photo there's a big group of skydivers. There might be forty or fifty of them. They've just jumped out of a plane but they haven't opened their parachutes yet so they're falling down. They're wearing brightly-coloured suits - red, yellow, blue - and they're all holding hands, or trying to hold hands. In the background, far below the people, there's some countryside and a town. It's very green. It looks like Britain or Ireland. Perhaps it's Scotland. This photo looks quite cool. It's really colourful. I like it.
MrC: What's the caption? What does it say?
M: It's a quote from Henry Ford. It reads 'Working together is success.'
MrC: OK, not bad. What's the second photo like?
▶ 27 COMMUNICATION VIDEO Exercise 4, page 99
MrC = Mr Campbell M = Michelle
MrC: ... not bad. What's the second photo like?
M: It shows some young people in a boat. In the background, you can see some trees so they might be on a river or maybe it's a lake. In the boat there are some big strong men - it's hard to say how many but I think there are eight - and one

small man - he's wearing a cap. The boat seems very small and thin and the men are all wearing the same shirts. They look like a rowing team. I think they've been in a race. They've just stopped rowing and they seem very happy - some of them are holding their arms up - so perhaps they've won the race. I love this one. It looks really fantastic. The caption is a quote from Helen Keller. It reads 'Alone we can do so little, together we can do so much.'

MrC: Yeah, that sounds good. I like it.

M: The third photo shows some people in an office ...

MrC: No, that's no good. Get the one with the rowing team. Thanks, Michelle.

7F READING AND VOCABULARY

▶ 28 DOCUMENTARY VIDEO page 100

Love your job

N = Narrator A = Adrian J = Jamie

- N:** Adrian has known he wants to work with animals ever since he was a boy, and he never gave up on his dream.
A: I don't say it very often but I'm proud that I stuck to what I'm doing.
N: It is common for children to dream about their future careers. When given a chance to perform his dream job for a day, Jamie went for zookeeping.
J: It's really really fun because I've never done this like ... before in my life.
N: His friend Amber chose to be a theme park manager and even got to test the rides. But childhood dreams don't become future careers very often.
A: Just thinking back at school and, you know, all my classmates. We all chose a career we wanted to do. I think I'm probably the only person who is still doing what they wrote down in their little exercise book as a job.
N: Adrian has worked at London Zoo for twenty-five years. London Zoo, is one of the oldest and most famous zoos in the world. Among its collections of rare primates, big cats, and reptiles, is the bird section. Adrian is now head of the bird section. At the zoo Adrian takes good care of seventy endangered Humboldt penguins. He is in charge of feeding and monitoring them. He has known many of these birds since they were born.
A: Morning, Ricky!
N: Adrian is very committed to what he's doing. He even knows all the penguins' names. This makes it easier to tell who has already eaten and who still needs to have breakfast. At home, Adrian's love of birds even extends to his own back garden.
A: So, this is my, this is my London Zoo at home. There we go, this is one of my favourite ones. This is a Gouldian Finch. So, it's one of my pride and joys that one.
N: Adrian rather enjoys taking a little work home. His is not exactly the average nine-to-five job! The Humboldt penguins are not only Adrian's passion but also his concern.
A: This is why I got into the job as a zookeeper, to save this species.
N: Adrian decided to travel to Peru to find out more about what threatens these birds in the wild.
A: I've read lots and lots of books and I've seen lots and lots of black and white pictures but it's never as good as actually going out yourself and seeing first hand, you know, where a penguin lives. Penguins right on the end! There they are, that's what I've come all this way to see. Woohoo! I finally get to see them! It's been a big journey to get here, it's a childhood dream, it's a career dream.
N: The trip to Peru has allowed Adrian to realise his dream and continue to grow in his profession.
A: I'm lucky, I'm lucky to be able to do what I wanted to do.

Unit 8

8A GRAMMAR AND VOCABULARY

▶ 29 GRAMMAR VIDEO page 109

N = Narrator J = Jake A = Aluya M = Matthew G = Gladly H = Hamza

- N:** Would you prefer to be a scientist or an artist?
J: I'd prefer to be an artist because I'm interested in music and I play the guitar.
A: Well, I would prefer to be an artist because I find that profession a bit more interesting, yes, because I enjoy photography and writing so it might be closer to my interests.
M: I would prefer to be a scientist mainly because I prefer like scientific methods and the research process.

- G:** I really enjoy being an artist but I love science. I do love science.
- H:** I would prefer to be a scientist as I am starting to study engineering and I hate art. I like to make things.

8C SPEAKING

▶ 30 COMMUNICATION VIDEO

Exercises 3–4, page 111

C = Customer SA = Shop Assistant

- C:** I wonder if you can help me. I need to get a new phone. I'd like to buy a smartphone.
- SA:** What kind of phone are you looking for? 4G? 5G?
- C:** I'm sorry, I'm not sure I understand. Can you explain what the difference is?
- SA:** 5G means fifth generation. It gives you more capacity and higher speed for wireless Internet access.
- C:** Oh, right. Well, 5G then, I suppose.
- SA:** What kind of O.S. do you want?
- C:** I'm sorry. I don't know what you mean.
- SA:** What kind of Operating System?
- C:** Oh, operating system! This one, I suppose.
- SA:** OK, this one's got a five-and-a-half-inch HD screen ...
- C:** Sorry, what does HD stand for again?
- SA:** HD? It stands for High Definition. Look how clear the picture is. It's got a resolution of twenty-five sixty by ...
- C:** It looks wonderful. Has it got a camera?
- SA:** Yes, of course. It's got a dual lens camera.
- C:** Dual lens? What's that exactly? Could you tell me what it does?
- SA:** It's a kind of camera that lets you take 3D photos.
- C:** Brilliant! I love it! How much is it?
- SA:** £719.
- C:** Oh! That's not cheap. Have you got anything a little less expensive?

8D READING AND VOCABULARY

▶ 31 DOCUMENTARY VIDEO page 113

Gadgets for the classroom

N = Narrator
RR = Romesh Ranganathan
Ss = Students J = Johanna
S1 = Student 1 S2 = Student 2
P = Presenter

- N:** Every day, new gadgets are making their way into our lives, thanks to the constant development of technology. Meet Romesh Ranganathan. He used to teach Maths to students at this school.

Romesh is taking part in an experiment that involves returning to school to find out how new gadgets can help students to learn.

- RR:** Morning class, it's Mr Ranganathan here, your teacher for today. It is register time guys. I want you to register yourselves using the fingerprint scanner by the door, OK?
- Ss:** Yeah.
- RR:** See you soon, bye!
- Ss:** Bye!
- N:** The 'double robot' allows Romesh to speak directly to students without leaving the staff room. As long as he has a wi-fi or 4G connection. But now it's time for Romesh to test gadgets designed for use inside the classroom.
- RR:** If you take your little high-tech pens, open your books, what I want you to do is copy down what I'm doing.
- N:** Romesh uses a touch screen whiteboard to demonstrate some mathematics, before setting the class some questions. Normally, Romesh would need to walk around the room to check everyone's work. But now, he can use his tablet to view the students' interactive notebooks.
- RR:** Johanna, obviously mastered it. I'm very impressed, well done.
- J:** Thank you very much
- N:** The smart pens and tablet mean that Romesh can offer immediate help to individual students. Next, Romesh will test out virtual reality headsets and a touch screen projector in Maths class.
- RR:** Question number one is, I'd like you to tell me the difference between the diameter of the Sun and the diameter of Venus.
- N:** The students wearing the headsets will travel around a three-dimensional galaxy and read out facts and figures to their teams. Their teams must add up the numbers using the touch screen projector surface.
- S1:** Venus?
- S2:** 12,104.
- RR:** You're both correct, so well done, but the girls answered first so the point goes to them.
- N:** Using virtual reality for a lesson is exciting. But it's time to find out which of the teaching tools were the most effective.
- P:** What about the glasses, those amazing, you know ...
- RR:** Well, those glasses were great. I think whenever you have anything that increases children's

interactivity if they're engaged with something, it's great. The only thing I would say about those goggles is that there are only two for that whole class.

- N:** It would be more engaging for students to each have a pair of virtual reality goggles. But what about the smart pens?
- RR:** With that I could just see everything, you know, everything what everyone was doing. I could bring up as many pages as I wanted and I could give instant feedback. And that, you know, helps keep children engaged.
- N:** The tech market is full of items that improve communication and the smart pens clearly proved their worth by increasing in-class connectivity. The likes of robots, fingerprint scanner and virtual headsets could obviously change our classrooms but can they really help us learn more effectively?

Unit 9

9A GRAMMAR AND VOCABULARY

▶ 32 GRAMMAR VIDEO page 125

N = Narrator A = Alice J = Jake
M = Matthew S = Shaena B = Ben
G = Glady

- N:** Finish the sentence: By the time I was ten, I had learned ...
- A:** By the time I was ten, I had learned how to ride a horse.
- J:** So, by the time I was ten, I had learned how to snowboard.
- M:** I had learned to ride the bike.
- S:** By the time I was ten, I had learned to speak Mandarin.
- B:** So, by the time I was ten, I had learned how to play the violin.
- G:** By the time I was ten, I had learned to swim in freezing waters of Lake Tahoe.

9D READING AND VOCABULARY

▶ 33 DOCUMENTARY VIDEO page 128

A star's in town

N = Narrator JM = Jessie McLaren

- N:** It's the day of Gibraltar's first music festival. Fans are queueing round the block to see Jessie J, the famous popstar. But for some of them, there is a more important Jessie playing at the festival: local rising star, Jessie McLaren. Jessie is 17. He is still at school and worked as a lifeguard over the summer. But what he really wants is to be a rock

star. And he's on the right path. He is going to support Jessie J at the festival today with his band, The Noiz. He did not expect it would be him to support Jessie J.

- JM:** I just couldn't believe it.
- N:** Jessie's dad is a successful musician, so music runs in the family.
- JM:** I don't remember the first time when I got the guitar and said, 'I want to learn now.'
- N:** Gibraltar is a small community and Jessie told everyone that he was playing at the festival. He is sure he will see many relatives and acquaintances in the audience.
- JM:** My girlfriend's auntie, my best friend's cousin, my friend's girlfriend and everyone will be there and just familiar faces everywhere.
- N:** But going on stage at an international festival is also an opportunity to grow. A record company manager could be at the concert and take an interest in the band. As he walked towards the stadium on the day of the festival, Jessie was as nervous as he was excited, and wondered if he would get to meet Jessie J in person. Jessie J turns out to be a real diva. She arrives on a huge private jet and waves to her fans from a penthouse balcony while she waits for the time of the concert. Meanwhile, Jessie and his band are a little more modest. They walked to the venue and are busy setting up their own equipment to get ready for their biggest gig so far.
- P:** They're called The Noiz!
- N:** While they are not as famous as Jessie J ...
- JM:** Alright, Gibraltar!
- N:** ... they are local artists and a large crowd has turned up to support them.
- JM:** I'm just feeling great, man. That was brilliant.
- N:** With a performance like that, Jessie might turn out to be as talented as his father, who is very proud of his son today. The encouragement from all the people who had helped him earlier and who turned up at the concert has really boosted Jessie's confidence.
- JM:** I want to be doing that for the rest of my life so that was just a starter of knowing what I want to be doing, so it was good.

- N:** The festival gave Jessie and his band a chance to play for a huge audience. Hopefully they did more than fill up the schedule and this concert was just the first step in a long music career. But for now, it's back to school for this budding rock star.

9E SPEAKING

▶ 34 COMMUNICATION VIDEO

Exercise 2, page 130

J = Johnny K = Keira

- J:** Come on!
- K:** Hi, this is Keira. I can't talk right now but leave a message and I'll get back to you as soon as I can.
- J:** Hi, Keira. This is Johnny. We met at Tina's party. I don't know if you remember me but I enjoyed talking to you at the party and I feel like seeing you again. We'll talk later, OK? Bye.

▶ 35 COMMUNICATION VIDEO

Exercise 3, page 130

J = Johnny L = Leanne M = Mum
D = Dell

- J:** Hi, Leanne. What's up?
- L:** Hi, kid. I've got a spare ticket for the theatre tonight. Do you want to come?
- J:** Thanks, Leanne, but I don't really fancy it, to be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight ... Oh! I've got another call. See you. Hi.
- M:** Hello. How are you?
- J:** Fine. What is it?
- M:** Would you like to go to the cinema with us this evening?
- J:** No, I'm sorry, Mum. I can't.
- M:** There's a good film on. Your dad says it's ...
- J:** That sounds great but I've got other plans. I'm ...
- M:** Is it a girl?
- J:** Mum! Oh! I've got to go. See you on Sunday, yeah?
- M:** OK, Johnny. Be good.
- J:** Hey, Dell.
- D:** Hey, Johnny. Do you fancy coming to the concert tonight?
- J:** What concert? Who's playing?
- D:** Nines.
- J:** Em ...
- D:** How about it? You love rap.
- J:** Thanks Dell, I'd love to, but I've got to visit my parents tonight.
- D:** No problem. See you.
- J:** Cheers.

▶ 36 COMMUNICATION VIDEO

Exercise 5, page 130

J = Johnny K = Keira

- J:** It's Keira ... Hi! Hi, Keira. Did you get my message? Yes, of course, you did.
- K:** Yes. Thanks for calling, Johnny. It was a surprise but it was nice.
- J:** Do you want to go to the cinema this evening? Or the theatre? Or there's a good rap concert on. Nines.
- K:** I'd love to but I'm sorry, I can't. I'm going out with my mum. Maybe some other time?
- J:** Yeah, sure ...
- K:** There's an exhibition at the Art Gallery. My friend Angie said it's fantastic. Do you fancy going on Sunday?
- J:** That sounds like a great idea. I'd love to.
- K:** Cool. Where do you want to meet?
- J:** Em ...
- K:** How about outside the Art Gallery at ten thirty?
- J:** Yes, great, fantastic.
- K:** Great. See you on Sunday.
- J:** OK, looking forward to it. Bye.
- K:** Bye.

Unit 10

10A GRAMMAR AND VOCABULARY

▶ 37 GRAMMAR VIDEO page 139

N = Narrator An = Andre Al = Alice
M = Matthew J = Jake

- N:** What's the best book that has ever been written?
- An:** From what I've read, I think the best book that's been written is *The Murder of Roger Ackroyd* by Agatha Christie.
- Al:** The best book that has ever been written is a murder mystery that I'm reading at the moment by a Scandinavian author.
- M:** In my opinion, the best book that has ever been written would be *Catcher in the Rye* mainly because it's very relatable and I just find it quite easy to read.
- J:** The best book that's ever been written, well that I've read, is *The Master and Margarita* by Mikhail Bulgakov, and it's about the devil turning up to Moscow during Soviet Union times.

10E SPEAKING

▶ 38 COMMUNICATION VIDEO

Exercise 2, page 143

KJ = Katy Jennings

DD = Daphne Dodds

- KJ:** This is Katy Jennings and this is my project on how to prevent crime. I'm interviewing Constable Daphne Dodds.
- DD:** Hi.
- KJ:** First question. It's dark when I walk home from school. I don't feel safe. Have you any tips on what I could do to feel safer?
- DD:** Well, listen, it's better not to walk at night on your own. You might meet a mugger with a knife. If I were you, I'd walk home with a friend or get a lift from an adult. But honestly, the key to preventing crime is to be vigilant, keep your eyes open.
- KJ:** Could you give me some advice? Recently, my bag was stolen. Have you any ideas on how to stop that happening again?
- DD:** Always keep an eye on your things! Pay attention! For example, I don't think it's a good idea to leave your bag there. It's the wrong place. A thief can grab it. It's better to keep your bag here. And you shouldn't leave your phone on the table. You look away for a second ... and it's gone!
- KJ:** Thanks for the advice. Next question.
—
- KJ:** Last question. There are pickpockets on the underground. I've been robbed twice. What should I do?
- DD:** Well, I don't think you should stop taking public transport, but it's a good idea to keep your bag in front of you and your hands in your pockets. And of course, you should be vigilant! Don't be guilty of making life easy for criminals.
- KJ:** OK, thanks!
- DD:** Remember! Be careful! Don't leave things lying around!
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- DD:** Oops! Forgot my bag! Bye.
- KJ:** Bye.

10F READING AND VOCABULARY

▶ 39 DOCUMENTARY VIDEO

page 128

The mystery of the missing art

P = Presenter **TL** = Tim Llewellyn

DM = David Mitchinson **W** = Witness

- P:** The Henry Moore Foundation: seventy-two acres of gardens in quiet Hertfordshire, where nothing ever happens. Or does it? Welcome to *The Greatest Mysteries of the World of Art*. Today we bring you one of the most impressive art thefts in British history. On Thursday night on 15 December 2005 two vehicles arrived at a gated yard near the road where a sculpture had been stored temporarily, ready to be placed in a new location. One of the vehicles was a lorry with a crane on the back. It was used to lift the heavy sculpture and place it on the back of the lorry. This was the sculpture they took: *Reclining Figure*, worth an estimated three million pounds. Henry Moore was the most influential British sculptor of the twentieth century, and on his death in 1986, he left his collection to the foundation. He forbade however to make any new copies of his work. When the *Reclining Figure* vanished, the thieves took a national treasure. It weighed two tons and was three metres long, but the size and weight of the sculpture was not enough to stop the thieves from taking it.
- TL:** It was sitting in this yard, awaiting to be placed actually in this field where we are right now.
- P:** When the foundation discovered that the sculpture had vanished, neither the director nor the curator could believe it.
- DM:** Total disbelief. I've never heard anything like it before. This was a very heavy sculpture. A modern sculpture is not something which is normally stolen and we're out here in rural Hertfordshire. Absolute disbelief.
- TL:** It's very big and very heavy, and to the best of my knowledge, no theft of this kind has ever taken place.
- P:** At the foundation, it was a while before someone realised the sculpture was gone.
- TL:** I got a telephone call in the late afternoon to say that it had been discovered that the piece had been taken.
- P:** There was a witness. A man walking his dog that night saw the sculpture on the road.
- W:** Quite late at night about half-past eleven and suddenly heard a loud engine noise.
- P:** The police inspector who carried out the investigation admitted that despite finding the vehicles, the thieves were not caught. The missing sculpture was never found. The police believe it was probably melted and sold as scrap metal for something as little as three thousand pounds. The tragic loss of the sculpture inspired German artist Fritz Bauhaus to create a sculpture of his own. The same weight as Moore's *Reclining Figure*, *Pure Moore* is entirely made out of 221 identical bronze pieces. Luckily, the public can still access Henry Moore's work in the open air as he intended, both in the foundation's gardens and in locations all over the world. As a consequence of the theft, stronger security measures are now in place to protect metal sculptures everywhere, but what is the point of art if it has to remain hidden?