

UNIT 1

Audio 1.01

- 1 What time do you get up in the mornings?
- 2 How do you get to work?
- 3 When do you get home in the evenings?
- 4 Do you often go out at night?
- 5 What do you do at the weekends?
- 6 Who do you spend the most time with?

Audio 1.02

We all have busy lives – work, family, friends. So, what keeps us positive and helps us to relax during difficult times? What – or who – do we think is most important to us? We spoke to some people to find out ...

Audio 1.03

Presenter: Right, we have our first caller. Hello, caller one.

Caller 1: Oh, hi. I sit at a computer all day so as soon as the day ends, I get out into the fresh air and relax. I'm lucky because I'm surrounded by fields and trees. In winter, I go out at lunchtime, because it's dark at the end of the day and I don't feel like going out then.

Presenter: Great, thanks. And now caller number two.

Caller 2: Yes, hi. Something that keeps me positive in difficult times is singing. My friends will tell you that I sing any type of music, any place – even if I don't know the words. They tell me to be quiet and they never sing along with me, but I think they like my singing really. I might join a singing group next year. It'd be nice to sing with other people for a change.

Presenter: OK, thank you. Hello to caller three.

Caller 3: Hello. Even when I'm busy, I find time to go online and play a game – whatever my friends are playing at the time. I can relax and keep in touch with people. My friends are all really funny, and they almost always make me feel better the moment we start talking. But we all do what we can to win, too.

Presenter: Ah, good luck. Caller four, are you there?

Caller 4: Yes, thanks. The most important people to me are my children. They take after their father with their dark hair and big brown eyes, but they're both a bit crazy! They're two and four, so looking after them means that my partner and I don't get enough sleep. But seeing them grow up happy and healthy is the best thing in my life and helps me to feel relaxed and happy, too.

Presenter: Great! And finally, caller five.

Caller 5: Yes, hello! I get up every morning and go for a run around the city, even when it's cold and wet. It helps me to relax, feel good and get ready for whatever happens next. Sometimes, I also go for a run in the evenings if I feel stressed.

Audio 1.04

- 1 I'm lucky because I'm surrounded by fields and trees.
- 2 I might join a singing group next year.
- 3 I can relax and keep in touch with people.
- 4 The most important people to me are my children.

Audio 1.05, 1.06 and 1.08

- 1 **A:** Excuse me, do you mind if I sit here?
B: No, not at all.
A: Are you here for the conference?
B: Yes, I'm here with some colleagues.
A: Is it your first time here?
B: No, I've been many times. What about you?
A: It's my first time. I've just started my own company, so it's a good way to find and meet new customers.
B: Could I just check your programme?
A: Help yourself.
B: Thanks. Ah, I'm sorry, but I've got to go. The talk I really want to see starts in five minutes.
A: No problem. Nice to meet you.
B: And you!
- 2 **A:** How was your weekend?
B: Good, thanks. Yours?
A: Not bad. The coffee machine in the staff room isn't working. Do you know where I can get a cup of coffee?
B: Yes, there's a small kitchen at the end of the hall for students.
A: Great! Shall I make us both one?
B: Be my guest! Oh, there's John. We need to talk about one of our students. I'd better go. Don't worry about the coffee.
A: No problem. I'll make you one next time.
B: Thanks!
- 3 **A:** Excuse me, is anyone sitting here?
B: No, go ahead.
A: It's a lovely morning, isn't it?
B: Beautiful!
A: Are you here for the interview?
B: Yes. How about you?
A: I'm here for the interview, too. What time's yours?
B: Ten thirty. I'm early. What about yours?
A: Mine's at eleven. I'm Matt, by the way.

- B:** I'm Carrie. Nice to meet you.
A: Oh ... the person on reception just called your name.
B: Oh yes, thanks. I've got to go.
A: Good luck!

Audio 1.07

- 1 See you later.
- 2 Go ahead.
- 3 Enjoy your weekend.
- 4 Be my guest.
- 5 I've got to go.
- 6 No problem.

Audio 1.10

A 'tiny house' is the name for a very small home that is becoming popular these days. These homes are probably not much larger than one room in your home, but they usually include a living room, kitchen, bathroom and bedroom. One reason that people choose to live in such homes is because they're cheap to buy. Often, they're on wheels, so you can move them from one position to another easily. This means that you can easily park them next to a house, or at the end of a garden if you don't own any land.

Audio 1.11

Presenter: Today we're talking about alternative lifestyles. With me is Adele Winters, who doesn't live in a flat or house like most people. She lives in a very small home on wheels. Adele, why did you decide to buy this type of home?

Adele: Well, there are lots of reasons why a tiny house is a good idea. For some people, it's about living a simple life without a lot of things around them. For others, it's because they cost less. I bought a tiny home because I wanted to be a homeowner and I didn't have enough money for anything else.

Presenter: Tiny homes can be good for the environment too, can't they?

Adele: Yes, they use less energy, and owners buy less stuff because they have no space. I can't believe I only own three pairs of shoes these days!

Presenter: Who built your home?

Adele: I wanted to build it myself because I love doing things with my hands, but I have a really busy job and I didn't have enough time. So, I got a company to build it for me. It was a bit different from what I wanted, but I loved it from the start.

Presenter: What do you love the most about your home?

Adele: My home is small, but it has everything I need so it's quite comfortable to live there. I've got a bath in my bathroom which is unusual for a tiny house. It's a small bath, but it's there! And because everything is smaller, it makes it so much easier to clean. That's my favourite thing.

Presenter: I can imagine! Are there things you don't like about your tiny house?

Adele: My home's in the back garden of my friend's parents' house. It's a huge garden, but I worry that they'll ask me to leave in the future and I won't have anywhere to go. I know that some people want more space, but that's not a problem for me. There's a lot of space outside to enjoy.

Presenter: Your partner recently moved in with you. What happens if you need some time away from each other?!

Adele: My friends ask me the same thing! Our living room is also our bedroom, so we don't have another room to go to except for the bathroom! So, one of us usually goes out for a walk.

UNIT 2

Audio 2.01

- 1 Everyone had eaten before we arrived.
- 2 We were waiting for a bus for ages.
- 3 He'd heard the song many times before.
- 4 I was looking forward to going out.
- 5 We were expecting it to rain.
- 6 She'd slept a lot, so she wasn't tired.

Audio 2.02

You all know what an internet meme is, don't you? For example, someone takes a photo and they add words to it to make it funny, and then share it online. Everyone shares it and it goes around the internet. Well, this happened to a photo of me. A few years ago, I was working in a restaurant. One day, I took an order from a big family and I went off to get their drinks. I took a large tray and put about ten different drinks on it. While I was walking to the table with the drinks, another waiter pushed into me. One glass fell over and it pushed another glass over, which pushed another over, and suddenly all the glasses were falling on the floor. The noise was awful. Everyone went quiet, turned and looked at me. I looked down and saw the glass everywhere and felt so silly. A couple of hours later, my manager showed me a photo he'd taken on his phone. I had a really silly look on my face, but it was funny. My boss decided to make a meme from this photo. He added the words 'If you think you're having a bad day, look at this guy!' to the photo and put it on the restaurant's social media pages. He'd asked me if it was OK and I'd said yes. In just a few hours, 20,000 people had shared the image and then the number went up and up. I couldn't believe people liked it so much.

The next day, people came into the restaurant to get a photo with me which made it hard for me to do my job. My manager thought they'd all buy food. When they didn't buy anything, he wasn't happy. The next day, I was walking down the street when a guy shouted, 'If you think you're having a bad day, look at this guy!' That happened quite a lot for a few weeks. It was funny at first, but I hated it in the end. I didn't like people looking at me. But soon another meme became popular and people forgot about me. When I think about this experience now, I think it was fun. I felt like a film star for a short time.

Audio 2.03

- 1 A few years ago, I was working in a restaurant.
- 2 While I was walking to the table with the drinks, another waiter pushed into me.
- 3 One glass fell over and it pushed another glass over ... and suddenly all the glasses were falling on the floor.
- 4 A couple of hours later, my manager showed me a photo he'd taken on his phone.
- 5 In just a few hours, 20,000 people had shared the image.
- 6 The next day, people came into the restaurant to get a photo with me.

Audio 2.04

- 1 I've just watched a funny film.
- 2 Have you ever tried to write a story?
- 3 We haven't seen any of these films.

Audio 2.05

- 1 **Manager:** Ah, Arin, you're here. Finally.
Arin: Hi Mary. I apologise. My train was delayed.
Mary: That's fine.
Arin: I think I'll get the bus tomorrow.
Mary: OK, if you think it's best.
Arin: What did you want to talk to me about?
Mary: I got a call from Mr Hill this morning to say that he received 200 boxes of paper, not twenty.
Arin: Oh dear, I'm really sorry. I think that was my fault. I probably read 200 on the order form and not twenty.
Mary: Well, it's a bit of a problem, and one that I'm not very pleased about.
Arin: Yes, I'll call Mr Hill and say sorry, and then I'll arrange for the boxes to come back to us later today.
Mary: Yes, please do. And be more careful next time.

- 2 **Arin:** Hello, can I speak to Mr Hill, please? It's Arin from New Office Products.
Receptionist: Yes, just a moment.
Mr Hill: Hello, Arin?
Arin: Yes.
Mr Hill: Sorry to keep you waiting. I was in a meeting with some of the staff.
Arin: No problem. I heard about the boxes of paper and wanted to discuss them with you.
Mr Hill: Yes, we definitely ordered twenty and not 200.
Arin: I know, I checked. I made a mistake when I put the information into the computer. Sorry about that.
Mr Hill: Never mind. These things happen.
Arin: I'll get someone to pick up 180 of the boxes today and I'll make sure we don't charge you for them.
Mr Hill: Good, thanks. While you're on the phone, the office chairs we ordered two months ago arrived this morning.
Arin: Ah, right, well there was a delay with the order. I did let you know.
Mr Hill: Yes, that's not the problem. We were happy to wait for them. The problem is that we ordered six but got sixteen. We don't have anywhere to put them.
Arin: Oh no! Let me check to see what happened. I'll call you back.

Audio 2.06

- 1 Sorry to keep you waiting.
- 2 I'm really sorry. I got lost.
- 3 Sorry I'm late. My train got cancelled.
- 4 It was my fault. Sorry about that.

Audio 2.07

- Professor:** Hello, is that Alex?
- Student:** Yes, it is.
- Professor:** It's Professor Brown. You're late to our meeting.
- Student:** Yes, sorry about that. The traffic's terrible this morning and the bus isn't moving.
- Professor:** OK, no problem. We can talk on the phone. You haven't sent your project to me.
- Student:** I apologise. It's my fault. I got the wrong date. I thought we had to send it by the 15th, not the 5th.
- Professor:** Well, never mind. You can have a few more days.
- Student:** That would be great thank you.
- Professor:** Come to my office when you get here and we can agree on the date.
- Student:** I'll be there as soon as possible.
- Professor:** Great. See you soon.

UNIT 3

Audio 3.01

- 1 Do you speak many languages?
- 2 Where do you take your lessons?
- 3 Does she drive you to work?
- 4 How can I help you to feel better?
- 5 What do you remember about our trip to Rome?
- 6 Do you have any money I can borrow?

Audio 3.02

- A: Let's organise the online quiz we talked about.
- B: OK, when shall we do it? Next Saturday. The first?
- A: We could, but it might be too soon. People might have plans.
- B: It's Ania's birthday on Sunday the 9th. We could have a quiz for her birthday party.
- A: Good idea! Ania would like that. But let's do it the day before. It's better on a Saturday.
- B: OK, the 8th then. That reminds me, I'm meeting up with my old school friend Ryan next week.
- A: Oh, nice! Say hello to him for me.
- B: I will. OK, so moving on to the next decision. What time shall we start and how long should we go on for?
- A: Hmm, I'd say start at seven and go on for two hours. Or is that too long?
- B: We could give everyone a break, but maybe ninety minutes is enough. Sixty minutes seems too short.
- A: I think you're right. Let's start at eight instead. It'll give everyone time to have dinner.
- B: I agree.
- A: How many people shall we have in a team? Rick and Olga have four kids, but I think six people in a team is too many. They could divide into two teams, though.
- B: OK. I think we should say no more than three.
- A: I think four is a better number.
- B: OK, fine. What kinds of things should we ask questions about?
- A: Do you want the quiz to be serious or fun?
- B: We don't want it to be too hard. Let's start with ten questions about all kinds of things, including history and geography, science and nature. Then we can have ten questions about music, ten questions about sport and so on.
- A: Sounds good. By the way, did you watch the match last night? Terrible game.
- B: I stopped watching halfway through, it was so bad.
- A: So, what shall we do about the questions? Do you want to write them? Or shall I? You're better at this than me. You should do them.

- B: Let's divide them. You do half and I'll do the other half. That seems fairer to me!
- A: All right, if we have to. This is completely off topic, but I read yesterday that the department store in town is closing. Did you know that?
- B: No, really? That's terrible. I get some of my clothes from there.

Audio 3.03

- 1 That reminds me, I'm meeting up with my old school friend Ryan next week.
- 2 OK, so moving on to the next decision. What time shall we start and how long should we go on for?
- 3 By the way, did you watch the match last night?
- 4 This is completely off topic, but I read yesterday that the department store in town is closing.

Audio 3.04

- 1 Are you going to cook tonight?
- 2 What are you doing later?
- 3 When are you seeing the doctor?
- 4 What are you going to watch?

Audio 3.05

- Guide: So, I think you've seen everything now. I'll leave you here at the library so you can go inside and take a look around.
- Student 1: Do you know if we can borrow e-books?
- Guide: I think so, but you'll need to speak to someone there. Do you have any other questions before I go?
- Student 2: I've heard there's a gym on campus. Is that right?
- Guide: Not on campus, but there's one just a few minutes from here.
- Student 2: Great! Can you tell me what time it opens?
- Guide: I'm not sure, but if you ask at reception, someone will be able to help you. I know another student asked them about dance classes yesterday and the staff on reception were really helpful.
- Student 3: Oh, they do classes? I'd like to know if they do pilates classes there.
- Guide: They do.
- Student 3: Fantastic!
- Student 1: Er, I think I'm going to get some food before I look around the library. Can you tell me where the best place for lunch is?
- Guide: Yes, do you remember the café I showed you in that building over there?
- Student 1: Yes.
- Guide: That's probably the place you want. It does hot and cold meals, or snacks if you prefer.
- Student 1: Do you know if they sell vegetarian food?

Guide: I think so.

Student 1: Great.

Student 3: One last thing ... Can you tell us how we get to the campus shop from here? I've forgotten already!

Guide: Yes, it's in that building over there. On the right of the halls of residence.

Student 3: Thanks!

Audio 3.06

- 1 Can you tell me if we can borrow e-books?
- 2 Can you tell me what time it opens?
- 3 I'd like to know if they do pilates there.
- 4 Can you tell me where the best place for lunch is?
- 5 Do you know if they sell vegetarian food?
- 6 Can you tell us how we get to the campus shop from here?

Audio 3.07

Receptionist: Hello.

Student: Hi! I'd like to ask some questions about the gym.

Receptionist: Sure. Go ahead.

Student: Could you tell me what time it opens?

Receptionist: Yes. It opens at 7 a.m. and closes at 9 p.m.

Student: Great! Do you know if there are any running machines?

Receptionist: I do. There are three running machines and three cycle machines. It's not a huge gym, but it's quite modern.

Student: Thanks. Also, I'd like to know how much it is.

Receptionist: £100 for the year, or £4 each time you use it.

Student: Fantastic! Can you tell me if there are any dance classes?

Receptionist: Yes, there are. The times are on our website.

Student: Can I ask if they are included in the yearly fee?

Receptionist: No, they cost extra. £3 each time.

Student: OK, great. Thanks!

Audio 3.09

Presenter: With me today is life coach, Gavin James. He's here to tell us what he thinks are the five most important things in life. Gavin, what are they?

Gavin: Well, I can tell you that it's not having lots of money! The first one is having a reason to get up every day and work hard. When you work hard, you can be successful. And this makes you feel great.

Presenter: What kinds of reasons are there to get up?

Gavin: Everyone has different reasons. For me, it's helping my patients and being a good dad.

UNIT 4

Presenter: That's great. What's the second most important thing?

Gavin: Education. It gives us the knowledge and skills we need to find work, but it also gives us the knowledge and skills we need to make good decisions in life, and to solve problems.

Presenter: Are you talking about school?

Gavin: School is a big part of our education, but we need education when we're adults, too. We learn throughout our whole lives. It can be learning on a course, but also learning from watching TV, reading books and so on. We don't always need a teacher. We can teach ourselves.

Presenter: So, we should never stop learning?

Gavin: Never!

Presenter: What's the third most important thing?

Gavin: Friends. And I don't mean lots of friends. I mean one or two good friends. Studies tell us that friends keep us healthy.

Presenter: How?

Gavin: They help us to relax when we feel stressed, and that helps our body and our mind, because stress can be bad for both of those things.

Presenter: Can family help us in the same way?

Gavin: Yes. Families listen to us and love us. They often help us to make decisions, too.

Presenter: So, what are your final two important things?

Gavin: The first is health. We can't always control our health, but we can do our best to be healthy by eating well and doing exercise in our free time. A short walk every day will help. We don't have to run ten kilometres!

Presenter: OK. And the final one?

Gavin: Sleep.

Presenter: Sleep?

Gavin: Yes. Without good sleep, we feel really tired all the time. We can't focus on our work or home life. We get more stressed and we get angry a lot more, and this stops us from getting on well with other people. A good night's sleep is really important in life.

Audio 3.10

- 1 When you work hard, you can be successful.
- 2 Studies tell us that friends keep us healthy.
- 3 Without good sleep, we feel really tired all the time.
- 4 A good night's sleep is really important in life.

Audio 4.01

- 1 You should study hard.
- 2 You shouldn't give up.
- 3 You mustn't do that again.

Audio 4.02

Hello. I'm Raj and in last week's podcast, Anya and I talked about how we can plan success carefully. In this week's podcast, we're going to talk about success that happens by accident.

Audio 4.03

Raj: Anya, last week we said that we can plan for success, and I do believe that, but it's not always true, is it?

Anya: No, Raj. Sometimes success comes when you don't have a plan at all, for example when scientist Percy LeBaron Spencer invented the microwave oven by accident. He was doing an experiment with technology used on planes and boats, when he saw that the chocolate in his pocket got really hot. He tried using the technology to cook other things, and the microwave was born!

Raj: And I'm happy it was. I couldn't live without my microwave!

Anya: Really? I never use mine. Anyway, success can also be the result of a mistake.

Raj: Yes, scientist Édouard Bénédictus dropped some glass equipment onto the floor, but it didn't break into a thousand pieces as usual. He realised that the glass had a chemical from an experiment on it, and the chemical had kept all the pieces together. That's how safety glass was invented.

Anya: What was the chemical?

Raj: No idea! I've always been terrible at science.

Anya: Yes, I find it impossible, too!

Raj: Sometimes success comes when people explain things badly. Tea seller Thomas Sullivan sent customers small amounts of tea in little bags to taste. He wanted them to take the tea out of the bags first, but they didn't understand this. They put the whole bag in hot water, and so, the tea bag was made.

Anya: That's my favourite story of all.

Raj: I think it's the best one, too.

Anya: Success can also happen when something is necessary. When Ruth Wakefield didn't have enough chocolate to make chocolate biscuits, she had to cut up the small amount of chocolate she had into really small pieces. The result was not chocolate biscuits, but chocolate chip cookies – one of the most popular biscuits today.

Raj: I love chocolate chip cookies! It's good that she carried on and didn't just decide to give up and go and do something else instead. We need these cookies in our lives!

Anya: I prefer my biscuits without any chocolate, but lots of people like them, so it was a good thing they were invented.

Audio 4.04

- 1 What's the problem?
- 2 The orange juice is over there.
- 3 The aeroplane's just taken off.
- 4 The children have arrived.
- 5 What's the time?
- 6 I've never seen the ocean.

Audio 4.05

One of my favourite games is one that my family created. We call it 'Draw the phrase'. It's not serious, just a bit of fun, but I love it. There are two teams with at least two players in each team, but you can have more if you like. To start with, each player writes six phrases on a piece of paper, like *make a phone call* or *make up your mind*. Then they give their phrases to one of the players in the other team. Each team needs paper, something they can draw with, like a pencil, because they're going to draw pictures. They also need a clock. One player in Team A starts. The player has to draw a picture that shows every phrase on their piece of paper, so for example, for *make a phone call*, they draw a picture of someone making a phone call. They have three minutes for this. Their team has to guess the phrase. If you're drawing, you can't speak. If you're guessing, you have to say your guesses out loud. You score by guessing each phrase correctly and getting points. You get one point for each correct phrase. After that, the other players take their turn to draw pictures of the phrases on their piece of paper. The goal is to get the most points. So when everyone has finished, add up all the points and see who wins. The game doesn't last long. It depends how many players there are. It's usually around forty minutes or less.

Audio 4.06

- 1 You can play alone.
- 2 Anyone can call out an answer.
- 3 Players can't win before the time ends.
- 4 The other team can guess and get a point.
- 5 You can't have more than six players.
- 6 The first player can't have a second go.

Audio 4.07

A: So, how do you play volleyball?

B: Well, there are two teams of six people. It's played on a court.

- A:** And what do you need to do?
B: You have to hit the ball over the net into the other side of the net, but you can only use your hands or arms.
A: How many times can each team hit the ball?
B: Three times to get it to the other side of the court.
A: And how do you get a point?
B: You score by getting the ball over the net so the other team can't return it.
A: How do you win a match?
B: The aim of the game is to score points, and the team with the most wins.
A: How long does it go on for?
B: It lasts between sixty and ninety minutes.

UNIT 5

Audio 5.01

- 1 I'd like to know where Jack is.
- 2 Maria is the one whose sister works in the bank.
- 3 I don't know which biscuits to have.
- 4 I think Pete is the person who owns this café.
- 5 I don't remember when your birthday is.

Audio 5.02

campaign	plumber
charity	pollution
environment	mechanic
knowledge	transport

Audio 5.03

Presenter: City life can be fun and exciting, but it can also be busy, tiring and expensive. This week's podcast is about how we can make city life better for us all. I'm joined by three people to tell us their stories. Peter, tell us how you've made city life better.

Peter: There aren't many green spaces where I live. So, my neighbours and I made our own. Getting the government's help takes time, but it's not too difficult to put plants in our windows, or on the top of buildings or in car parks for people who love nature to enjoy together. It's a great community activity, and there's lots of online help.

Presenter: That's great, Peter! Thanks. Now, Teresa, you wanted more books in your area.

Teresa: Yes. I've loved books since I was a child. We used to have a library bus that came near here with books we could borrow, but it suddenly stopped coming. Wages are low in this area so people can't buy many books. When I heard about book cupboards, I was excited.

Presenter: What are book cupboards, Teresa?

Teresa: They're cupboards people put at the end of their gardens, or in parks, full of books for adults and children. Anyone can take a book without paying anything, but when they do, they have to put one in that they don't want anymore. I put a book cupboard in my garden next to the street. I love seeing people's faces when they find a book in the box they want to read.

Presenter: That sounds wonderful. Michael, your project involved art.

Michael: Yes. Art galleries can be expensive and full of tourists. And not everyone has time to join a local art club. I made my own gallery. I started by putting up my own art in my window so people could look at it when they walked past. Then one Saturday, I invited everyone in the local area to bring some art they had made to the park. Each person left their art on a table and chose another person's piece of art to take home with them.

Presenter: That's a great idea, Michael!

Michael: Well, I knew we'd get art from people young and old, but I thought they'd all bring paintings. Actually, there were also photographs, metal work, and things made of glass, which surprised me.

Presenter: OK, so now that you've explained your projects, let's talk more ...

Audio 5.04

- 1 There aren't many green spaces where I live.
- 2 I've loved books since I was a child.
- 3 When I heard about book cupboards, I was excited.
- 4 Art galleries can be expensive and full of tourists.

Audio 5.05

- 1 That is good news!
- 2 I'm sorry to hear that.
- 3 That's wonderful news.
- 4 Wow, that's awesome.
- 5 Congratulations!
- 6 What a shame!

Audio 5.06

A: I've got some amazing news to tell you. My sister's had her baby.

B: That is good news!

A: Yes, it is. Unfortunately, the baby was born a bit early, so he has to stay in hospital for a little while.

B: I'm sorry to hear that. I hope he's OK.

A: He's fine. The doctors just want to check him.

B: Oh, that's wonderful news.

A: I've got some more news. I'm getting married.

B: Wow, that's awesome. Congratulations!

A: Thanks! But bad news, I'm afraid. We don't have enough money to get married now. We have to wait for another two years.

B: Oh, what a shame! I've just bought a new suit!

Audio 5.08

A seven-year-old boy in Florida saved his father and little sister when strong river water took them away from their boat. The boy swam for about an hour before he got to land and then ran to a house to call for help. The local Fire and Rescue Service were able to find the father and four-year-old sister still in the river and bring them back to safety.

A woman who recently got engaged and then dropped her ring into a lake has got it back. The woman was getting on a boat the day after getting engaged, when the ring fell off her finger and into the water. It took a local man just twenty minutes to swim to the bottom and find it. The woman and her partner described the diver as 'brilliant'.

People often rent rooms in other people's homes. A new app lets them rent other people's gardens. The aim of the app is to help those people who want gardens, and others who have gardens but can't look after them. The app's creator wants to bring people together and make communities stronger.

A dog that has been in an animal centre for ten years has finally found a family to love her. Bess arrived at the centre needing medical care. For a long time, this female dog was very nervous around people and other dogs, but after a social media campaign, Bess has finally found a family to love and take care of her.

Parents buying things for their new babies in California yesterday were surprised to find money in the products. A couple had put a total of \$1,000 into lots of different products in different shops as secret surprises. They said they knew how hard it was to be new mums and dads and they wanted to make some new parents' lives a little easier.

And finally, a cleaner who lost her job got a big surprise yesterday when she received a new home. The woman, who had cleaned a block of flats for twenty years, moved into her sister's home when she lost her job with the building management company. But the people who live in the flats love the woman so

much that they got together and paid two years' rent on an empty flat in the building for her and her family.

Audio 5.09

- 1 The woman was getting on a boat the day after getting engaged, when the ring fell off her finger and into the water.
- 2 The aim of the app is to help those people who want gardens, and others who have gardens but can't look after them.
- 3 The app's creator wants to bring people together and make communities stronger.
- 4 For a long time, this female dog was very nervous around people and other dogs ...
- 5 Parents buying things for their new babies in California yesterday were surprised to find money in the products.
- 6 And finally, a cleaner who lost her job got a big surprise yesterday ...

UNIT 6

Audio 6.01

- 1 We used to live in Italy.
- 2 I never used to like art very much.
- 3 I used to do a lot of sport at school.
- 4 She never used to speak to me.
- 5 They used to visit us often.
- 6 He used to love spending time outside.

Audio 6.02

- 1 The first syllable is stressed: artist, photograph, talent, talented
- 2 The second syllable is stressed: artistic, creative, imagine, imaginative
- 3 The third syllable is stressed: creativity, photographic

Audio 6.03

Most of us would love to be more creative than we already are. But what makes us creative? Are we born creative? Or do we learn to be creative? In today's podcast, scientist Alicia Falstaff is going to tell us what research says about the brain and how creativity works.

Audio 6.04 and 6.05

Presenter: So, Alicia, how do our brains make us more creative?
Alicia: Well, we've learnt a lot about the brain over the last twenty years because of new technology, but it's quite a new science and what we learn changes all the time. We know that creativity doesn't happen in just one part of our brains. It happens in many parts.
Presenter: Right, so lots of parts work together.

Alicia: Exactly, and it depends on what you're doing too. We use different parts of the brain for different creative activities.

Presenter: Right.

Alicia: We know that when different parts of the brain talk to each other, we're more creative. So, connections in the brain are important.

Presenter: Interesting. So, does this mean that we're born creative?

Alicia: We're all creative, but the brain we're born with can make us more creative. However, our brains don't stay the same throughout our lives. Our experiences can change their shape, so our experiences can make us more creative, too.

Presenter: Well, that's great news then. So, we can learn to be more creative.

Alicia: Yes. Think about some of the most creative people you know – artists, musicians, etc. Maybe they were creative from a young age, but they became more creative during their lives because of their experiences. They became better at it.

Presenter: So, there's hope for me yet!

Alicia: There are certain activities that we know can help to make children more creative. When they watch other people being creative for example, and when they play of course. And also, when they watch certain films – imaginative films about worlds that aren't real.

Presenter: Can adults become creative while doing the same things?

Alicia: That isn't clear. We know that adults are more creative when they go outside and have some fresh air, and when they get a good night's sleep. And also, when they move their phones away from them. We're creative when we empty our minds and let new ideas enter. That doesn't usually happen when we're using technology.

Audio 6.06

- 1 In my view, the venue was too small.
- 2 What did you think of the concert music?
- 3 What makes you say that you didn't like it?
- 4 I guess it's good we're not all the same.
- 5 The reason is the singing was really horrible.

Audio 6.07 and 6.09

- A:** What was the last film you saw?
B: It was that action film that came out on Friday. I saw it at the weekend.

A: Oh yes? What did you think of it?

B: I thought it was terrible.

A: Why did you think that?

B: Because the story was impossible to understand.

A: Oh dear, that's not good. How was the acting?

B: In my view, the acting was good, but there was very little speaking. It was all action. For me, that doesn't make a good film.

A: Really? I like a lot of action in my films!

B: Do you? I suppose we're all different.

Audio 6.08

- 1 I thought it was terrible.
- 2 In my view, the acting was good.
- 3 For me, that doesn't make a good film.

UNIT 7

Audio 7.01

- 1 If I knew which hotel to choose, I'd tell you.
- 2 When I go down to the pool, I'll ask about the closing time.
- 3 If you carry the bags, I'll take the suitcase.
- 4 I'd love to go to Thailand if I could.
- 5 She'd be a tour guide if she had the chance.
- 6 I'll see you when you get back from your holiday.

Audio 7.02

- A:** Were there are a lot of cars on the road this morning?
B: No, it was surprising. There were only a few.
- A:** Were there enough people to help you finish the job today?
B: There were too many people! There wasn't enough for them all to do.
- A:** Did you get plenty of food at the party?
B: No, it was mostly gone when I got there. I had hardly any.
- A:** Did you make a lot of friends on your travels?
B: I made a few. We had fun.
- A:** Were there a lot of different meals on the menu at the hotel restaurant?
B: Actually, there were too many. It was hard to choose.
- A:** How much sleep did you get on the plane?
B: Not enough. I wanted lots of sleep, but I just couldn't relax.

Audio 7.03

Monterrey is a city in the north east of Mexico with a population of just above one million. Although it doesn't get the same large number of tourists as some

other Mexican cities, there is plenty to see and do here. In the city centre is a square – one of the biggest in the world. It's a space full of interesting buildings, old and new, and pretty gardens. One high point of a visit to Monterrey is a boat ride along a manmade river to Fundidora Park, which is amazing.

Audio 7.04

Nico: How was your work trip to Mexico, Anna?

Anna: It was great! You know, I usually read about a city I am going to visit, but I was so busy before I went that I didn't have time to even think about Monterrey. The size surprised me. I guess I'd imagined it to be smaller. I liked it, though.

Nico: What were the people like?

Anna: Lovely! I mean, most of the colleagues I spent time with had travelled there from other Mexican cities, so only one person was from Monterrey itself, but they didn't seem very different from each other.

Nico: Did you have any free time?

Anna: I did, I had a free day and a couple of free evenings, so I managed to explore a few places while I was there.

Nico: Where did you go?

Anna: Well, I went to the square in the middle of the city. That was interesting. Then I took a boat ride from there along the Santa Lucía river. It's not a real river, it's manmade, but it was the best part of the trip for me. I love being on water. I ended up at Fundidora Park which was huge!

Nico: Sounds great.

Anna: It was! Oh, I was invited to eat out at a restaurant next to the river one evening, but I didn't feel very well and didn't go. That was a shame.

Nico: Oh no, did you eat something bad?

Anna: No, I was just really tired that day from all the travelling. I needed some sleep. I actually loved the food. Too much!

Nico: You ate a lot of it then?

Anna: I did! I mean, I've eaten Mexican food myself at home but not as good as the real thing. I particularly enjoyed breakfast. It was so different to my normal cereal! Some of the food was a bit hotter than I usually prefer, but I didn't mind.

Nico: Did anything surprise you while you were there?

Anna: Not really. I mean, the weather was warm but not hot, which I'd expected in October, and I knew the people would be nice because I'd met them online before. I guess one thing was the city buildings.

I imagined them to be a lot older, but they were actually quite new.

Nico: Sounds like a fun city to visit.

Anna: It was. I hope I get to go again, but not for a while. It was a long trip and I need a week off at the local beach before then!

Audio 7.05

Mika: I'm hoping to go to Tokyo next year.

Ed: Are you? I've been there. You should definitely go.

Mika: Oh, really. What would you recommend I do there?

Ed: Well, there are a few things you absolutely have to see.

Mika: OK.

Ed: Firstly, you must visit popular shopping areas like Shibuya.

Mika: Great, thanks.

Ed: And, of course, you should definitely visit some of the traditional buildings too, like Senso-ji. You can buy traditional souvenirs from there, too.

Mika: That's a good idea.

Ed: Don't leave without visiting the fish market. You have to get up really early in the morning but you can see all the fresh fish for sale and you can eat the freshest sushi possible there, too.

Mika: Oh, wow, how amazing.

Ed: Make sure you visit the National Garden in Shinjuku. It's a traditional Japanese garden, but it has plants and trees from other countries, too.

Mika: That sounds interesting.

Ed: It's a lovely place to walk. You should take a train to Hakone if you can, to see Mount Fuji – the famous mountain in Japan – and also try out the natural hot baths there. They're amazing.

Mika: That sounds great.

Ed: You really have to go out and see the nightlife in Tokyo, too. It's really good. Karaoke is one of the most fun things to do in the city.

Mika: But I can't sing!

Ed: It doesn't matter. You can rent a room with just you and the people you're with, so no one else will hear you!

Audio 7.06

- 1 Oh wow! How exciting!
- 2 That sounds interesting.
- 3 That sounds good.
- 4 OK, that's a good idea.
- 5 Great, thanks.

Audio 7.07 and 7.08

A: I've heard you're going to New York next week. Do you want some recommendations?

B: Yes, please!

A: You absolutely have to visit the Empire State Building. The view's amazing.

B: Great, thanks.

A: And you should definitely take a boat and go and see the Statue of Liberty. You get a good view of the city from the water, too.

B: That sounds good.

A: You must go to a baseball game, to get the real New York experience.

B: That sounds interesting.

A: I think it's one of the best things you can do. And don't leave the city without visiting Central Park. You can rent a bicycle and cycle round the park, or you can rent a boat on the lake.

B: Oh wow! How exciting!

Audio 7.09

One of the main reasons why people don't travel is money, so on today's podcast, I'd like to share five tips on how to travel without spending a lot. You won't stay in a five-star hotel with room service and huge breakfasts, but you'll be comfortable and safe, which is all you need to have a great trip. Tip 1 is to find a job. If you work while you're travelling, you'll have enough money to buy food and your accommodation might be free too, although not always. You can live with a family and look after their children. Or you can work on a farm and pick fruit. You'll be busy and you won't have time to go sightseeing every day, but you'll have some time off to enjoy the local area.

Tip 2 is to look for accommodation that doesn't cost very much. There are websites where you can find a room in someone's home, at a much cheaper price than a hotel. Be careful when you decide where to stay. Do research to check that people who stayed in those rooms before were happy with their experience and felt safe and comfortable.

Tip 3 is about food. Food can cost a lot when you have to eat in a café or restaurant three times a day, so don't eat in those places. Cook your own meals. You'll still be able to try some of the local food if you shop at a supermarket, and you'll spend much less money, which is what you want. You should still do this even if you don't have a kitchen in your accommodation. Just make cold meals.

Tip 4 is about transport. Try not to take transport if you can. Walk. It's free! If you do have to take transport, try to use the bus to travel around. Look for tickets that let you travel anywhere in the town or city for a few days or a week. They're often much cheaper.

Finally, tip 5. Go online and connect with other people. You might not know anyone in the place you want to visit, but maybe one of your friends has a friend who lives there. You can ask that person if they know anywhere cheap to stay. Maybe they'll offer you a room in their home and then you've got your cheap accommodation, too.

Audio 7.10

- 1 You can live with a family and look after their children.
- 2 Be careful when you decide where to stay.
- 3 Try not to take transport if you can.
- 4 Go online and connect with other people.

UNIT 8

Audio 8.01

- 1 A: Could you swim when you were a child?
B: No, I couldn't, but I can swim well now.
- 2 A: Are you able to help me for a minute?
B: Sorry, I can't. I can help you tonight.
- 3 A: Were you able to see the dentist yesterday?
B: Yes, I was.

Audio 8.02

The Wood Workshop is not a video channel I ever thought I'd love, but I do. The presenter shows us how to create different things from wood. We never see the person's face, or hear their voice, we only see their hands, the wood and some tools. The videos last for over fifteen minutes which is longer than other similar videos, but because I don't want to miss seeing the final result, I watch to the very end.

Audio 8.03

- Ed: Today, we're talking about watching online videos of people making things. I love these kinds of videos and I know you do too, Jo.
- Jo: Yes, that's right Ed, I watch a lot of videos online of people making things – making meals, making animals out of paper ... I watched someone making a metal ball the other day for some kind of machine! It looked so smooth when it was finished. I wanted to touch it!
- Ed: Why do we enjoy these videos so much?
- Jo: Good question! I think it's because we learn how people do things that we can't do. I don't want to make a metal ball myself, but I enjoy seeing the process of how other people do it. And they're so skilful!
- Ed: But there are plenty of videos where people show amazing skills

that I DON'T watch and I have no interest in, like sports. What's different?

Jo: Hmm ... I think it's because there's a final product we can see with our eyes, and usually it's really beautiful. Like the metal ball.

Ed: That's a good point.

Jo: And also, what we see is perfect, when most things in our lives aren't perfect.

Ed: What do you mean, Jo?

Jo: If I make cake at home, everything's a mess. When we watch someone make cake in a video, everything looks perfect. Everything is in order. I read that our brains like this kind of order, and it makes us feel that everything is OK in the world.

Ed: Interesting! I do feel very calm when I watch these videos. They relax me, that's for sure. If I've had an awful day at work, I just put one of those videos on and I start to feel better.

Jo: Maybe we should take a course and learn to do something new ourselves. Maybe that would relax us more.

Ed: Good idea, what would you choose to do?

Jo: Well, Ed, I should probably say something with food, because I eat a lot! But I'd love to be able to make something from wood. What about you?

Ed: You know those delicious cakes you see people making?

Jo: Yes.

Ed: I want YOU to make one so I can eat it!

Jo: Ha!

Ed: I'd like to make things with paper like they do in Japan.

Jo: You mean origami? OK, then let's learn!

Audio 8.04

- 1 This cat video has been watched by lots of people.
- 2 Marie has just shown me a really sad video.
- 3 Some of us make our own videos.
- 4 This video was only made this morning.

Audio 8.05

- 1 A: My phone isn't working.
B: What's wrong with it now?
Have you dropped it in the bath again?!
- A: No! I'm trying to use this app. Every time I open it, it crashes. It's really annoying.
- B: Have you tried switching your phone off, then on again.
- A: Yes, I did that but it didn't help.
- B: Maybe you need to delete the app and try downloading it

again. It sometimes helps if you do that.

A: Yes, I'll try that. Thanks.

2 A: There's a problem with my phone. It keeps running out of charge much faster than it did in the past.

B: That's not right.

A: No.

B: Have you checked which apps use a lot of power?

A: Yes, none of them use more than the others.

B: Maybe you need to close all your open apps.

A: How do I do that?

B: Press here twice, now you can see them all. Wow, you've got a lot of apps open! Close them all. I think it'll help.

B: Yes, I'll do that now. Thanks.

3 A: I've just dropped my phone in the bath.

B: Was the bath full of water?

A: Unfortunately, yes. I think it's broken.

B: Oh dear! Quick. Put it in a bowl of rice. It sometimes works if you do that. The rice helps with the water.

A: OK, I'll try that now.

Audio 8.06

- 1 The screen on my mobile phone isn't working.
- 2 Have you checked the apps you have open?
- 3 Try switching off your phone and restarting it.
- 4 It sometimes works if you delete the app.

Audio 8.07

- 1 No, I didn't take a photo, I took a video.
- 2 No, I closed my apps. I didn't delete them.
- 3 My laptop's working. It's not broken.
- 4 I didn't download the video, I shared it.

Audio 8.08

- A: There's a problem with my phone.
- B: What is it?
- A: I can't use any apps. They take a long time to open and then crash.
- B: Have you tried switching it off and on again?
- A: Yes, but it didn't solve the problem.
- B: Have you deleted any apps you don't need it? It sometimes works if you do that.
- A: I've tried, but the problem is still there.
- B: Maybe you need to save everything to your computer, delete everything from your phone and start again.
- A: Yes, I'll try that. Thanks.

UNIT 1

Lesson 1A

VOCABULARY

- 1A 1 b (A *colleague* or *teammate* can't increase a person's pay.)
 2 b (Only *close* is used with the word *friends*.)
 3 c (You cannot become a *couple* with a daughter or parent.)
 4 a (Only *colleagues* describes people in the company you work for.)
 5 b (Although you work with *colleagues* and *partners*, *teammates* describes the people you play a sport with.)
 6 c (When you are young at school, you don't have children or a daughter.)
- 1B 2 look up 4 got on well
 3 don't take after 5 stay in touch
- 2 1 reliable 6 funny
 2 helpful 7 kind
 3 easy-going 8 generous
 4 patient 9 bossy
 5 rude 10 tidy

GRAMMAR

- 3A 1 c (The present continuous is used because the speaker is talking about right now.)
 2 a (The speaker is describing a current state, but because *prefer* is a state verb, it cannot be in the present continuous form.)
 3 b (The speaker is talking about a current state, so the verb must be in the present simple form.)
 4 c (The speaker is describing a current action, so the present continuous is needed.)
- 3B 1 'm/am saving (present continuous for a temporary activity happening around now)
 2 'm/am living (present continuous for a temporary activity happening around now)
 3 're watching (present continuous for temporary activity happening around now)
 4 like (present simple for a present state)
 5 's/is studying (present continuous for temporary activity happening around now)
 6 's/is usually (present simple for a present state)
 7 always wins (present simple for a regular habit)
 8 doesn't know (present simple for a present state)
 9 'm/am not working (present continuous for an activity at the time of speaking)
 10 'm practising (present continuous for a temporary activity happening around now)

PRONUNCIATION

- 4 1 do you
 2 do you get
 3 do you get
 4 Do you often go
 5 do you do
 6 do you spend

LISTENING

- 5A b
- 5B a 2 ('Something that keeps me positive in difficult times is singing.')
 b 4 ('Seeing them grow up happy and healthy ... helps me to feel relaxed and happy, too.')
 c 3 ('Even when I'm busy, I find time to go online and play a game ... We all do what we can to win, too.')
 d 5 ('I get up every morning and go for a run around the city ... It helps me to relax.')
 e 1 ('As soon as the day ends, I get out into the fresh air and relax.')
 5C 1 T (She says she's surrounded by fields and trees.)
 2 F (She doesn't feel like going out after work in the winter because it's dark.)
 3 F (He sings any type of music)
 4 F (His friends never sing with him. He's going to join a group.)
 5 F (He plays whatever game his friends are playing at the time.)
 6 T (He says they're really funny.)
 7 F (She says they take after their father.)
 8 T (She says she doesn't get enough sleep because the children are both young.)
 9 F (He says he runs even when it's cold and wet.)
 10 F (He only runs sometimes in the evenings.)
- 6 1 I'm lucky because I'm surrounded by fields and trees.
 2 I might join a singing group next year.
 3 I can relax and keep in touch with people.
 4 The most important people to me are my children.

WRITING

- 7A 1 because 4 also
 2 as well as 5 for example
 3 too
- 7B Current projects 6
 Job/Studies 2
 Name 1
 Regular activities 5
 Home town 4
 Personal beliefs 3
- 8 Sample answer
 My name's Jed Nowak and I'm a musician in a band called *Honest Truth*. I believe that music brings

people together and makes them happy. The world is a better place with music in it.
 I grew up in Warsaw and moved to the UK when I was 12 years old. I started playing the guitar at school when I was 14. I wasn't very good at it at first, but I loved it and I worked hard to become better. When I was 17, my friends and I started our band. Rock music is my favourite, but I like all kinds including hip hop, rap and classical. Soon, we hope to get a contract with a record company. Until then, we'd love you to listen to our music. You can find it on our video channel, HonestTruthMusic.

Lesson 1B

VOCABULARY

- 1 1 mechanic (Mechanics fix cars.)
 2 plumber (Plumbers repair things that use water.)
 3 gardener (Gardeners grow plants.)
 4 chef (Chefs need a good understanding of taste and they cook.)
 5 musician (Musicians play instruments (like the guitar) in a band.)
 6 journalist (Journalists have to be good writers.)
 7 financial consultant (Financial consultants use maths and have to be good with numbers.)
 8 shop assistant (Shop assistants help customers.)
- 2A 1 out, work
 2 volunteer
 3 full-time
 4 wages
 5 responsible
 6 career
 7 profession
 8 part-time
 9 qualification/qualifications
 10 run
- B 1 b (If you work sixteen hours a week, your job is part-time, not full-time.)
 2 a (Wages are the money you get paid every week/month for a job.)
 3 b (Only c is followed by *for* and fits the meaning of looking after the shop.)
 4 a (The teaching profession describes the job of teaching.)
 5 c (Only c goes with *college* and describes what you need before you can become a plumber.)
 6 c (Alex hasn't got a job, so he's out of work.)

PRONUNCIATION

- 3 1 assistant 4 journalist
 2 consultant 5 mechanic
 3 financial 6 musician

GRAMMAR

- 4A 1 learning (follows the preposition *in*)
 2 Working (verb as the subject of a sentence)
 3 starting (follows the preposition *before*)
 4 to get (follows the verb *decided*)
 5 living (follows the verb *imagine*)
 6 to have (follows *would like*)
 7 seeing (follows the verb *miss*)
 8 Hearing (verb as the subject of a sentence)
- B 1 c (*hope* is followed by to infinitive)
 2 a (*promise* is followed by to infinitive)
 3 c (*After* is followed by an -ing form)
 4 b (*avoid* is followed by an -ing form)
 5 b (*decided* is followed by to infinitive)
 6 c (*stop* is followed by an -ing form, when it means 'finish')
- C 1 to do (follows the verb *agree*)
 2 helping (follows the preposition *about*)
 3 seeing (follows the verb *imagine*)
 4 teaching (follows the preposition *at*)
 5 to do (follows the verb *decide*)
 6 to be (follows the verb *expect*)
 7 to have (follows the verb *plan*)
 8 relaxing (follows *spend time*)

READING

- 5A a
- 5B 1 c (comes after *in* and before *Italy*)
 2 e (comes after preposition *in* and sentence refers to *Years later*)
 3 f (refers to *second week*)
 4 b (refers to a place where people share information)
 5 a (refers to number of cafés)
 6 d (refers to *someone*)
- 5C 1 Naples ('Caffé sospeso was once popular in Naples.')
 2 2010 ('... a few businesses in Naples started doing it again in 2010.')
 3 December ('A year later, the local government decided to call 10 December 'Caffé Sospeso Day'.)
 4 Facebook ('So, in 2013, he started a Facebook page called ...')
 5 1,400 ('... and 1,400 cafés around the world joined in.')
- 6 parent ('... a parent who spends everything they have on their children ...')
- 5D 1 suggested 4 honest
 2 horrible 5 found out
 3 following 6 popular

Lesson 1C

VOCABULARY

- 1A 1 the weather
 2 sport or music event
 3 the news
 4 politics
 5 food and eating out
 6 clothes and fashion
 7 work or studies
- B 1 studies (refers to studies at university)
 2 event (comes after *music*)
 3 experiences (comes after *holiday*)
 4 news (goes with *stories*)
 5 weather (comes after *the* and it is talking about rain)

HOW TO ...

- 2A a 3 (The two people say they're waiting for an interview.)
 b 1 (The woman says she needs to go because there's a talk she wants to see.)
 c 2 (The woman asks how the man's weekend was, which is usual for people who know each other.)

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

PRONUNCIATION

- 3 1 See you later.
 2 Go ahead.
 3 Enjoy your weekend.
 4 Be my guest.
 5 I've got to go.
 6 No problem.

SPEAKING

- 4A 1 anyone/someone
 2 ahead
 3 isn't
 4 about
 5 What/How
 6 way
 7 meet
 8 got

4C-4D Students' own answers

Lesson 1D

GRAMMAR

- 1A 1 b (*fairly* is the only option that comes before an adjective)
 2 a (*a lot more* is the only option which comes before a noun)
 3 a (only *quite* comes before an adjective)
 4 c (only *relatively* comes before an adjective)
 5 c (only *quite a* comes before an adjective + noun)
 6 b (only *a bit* comes before *more*)
- 1B 1 I've got quite a big family.
 2 I spend a lot less time with my friends now.
 3 I'd like to be a bit more relaxed.
 4 We have quite an alternative lifestyle.

- 5 I have a lot more work to do these days.
 6 We want a house with a lot more space.

- 1C 1 quite a (is followed by an adjective + noun)
 2 a lot less (= a large amount less)
 3 quite an (is followed by an adjective which begins with a vowel sound + noun)
 4 a bit more (= a small amount more.)
 5 pretty good (*pretty* is followed by an adjective, to mean the same as *quite*)
 5 quite (is followed by an adjective)

LISTENING

- 2 ~~bigger~~ larger ~~dining~~ living ~~rent~~ buy ~~place~~ position ~~put~~ park
- 3A positive
- 3B 1 c (She says that wanted to buy her own home and didn't have enough money for anything else.)
 2 a (She says that she can't believe she only owns three pairs of shoes these days.)
 3 a (She says that she wanted to build it herself, but didn't have time so she asked a company to do it.)
 4 b (She says that her favourite thing is keeping it clean.)
 5 c (She lives on her friend's parents' land and worries that they'll ask her to move.)
 6 b (She says that either she or her partner goes for a walk.)

UNIT 2

Lesson 2A

VOCABULARY

- 1A 1 embarrassing (describes the photo which makes Kat feel embarrassed)
 2 surprising (describes the party which made Kat feel surprised)
 3 excited (describes Kat's feeling)
 4 disappointed (describes Rich's feeling)
 5 annoying (describes Rich's boss who makes Rich feel annoyed)
 6 boring (describes the night of work which made Rich feel bored)
 7 frightened (describes Inna's feeling)
 8 amazing (describes Inna's ability to keep a secret, which made Kat feel amazed)
- 1B 1 worried 6 calm
 2 jealous 7 nervous
 3 sleepy 8 terrified
 4 silly 9 proud
 5 upset 10 exhausted

ANSWER KEY

- 1C 1 terrified (Adi is saying he was very scared.)
 2 nervous (This is the opposite of relaxed.)
 3 exhausted (Adi is replying to Mari's question about feeling tired and saying he felt really tired.)
 4 angry (This must be negative because he uses *but*.)
 5 proud (This adjective is followed by *of*.)

GRAMMAR

- 2A 1 c (This action happened before *last night*.)
 2 a (The second action happened at the same time as the first.)
 3 c (The second action was interrupted by the first.)
 4 a (The second action happened before the first.)
 5 b (The first action was interrupted by the second.)
 6 c (The past perfect is used after some thinking verbs such as *realise*.)
- 2B 1 was sitting (This is an interrupted action.)
 2 saw (The action happened after the writer *went outside*.)
 3 had put (The action happened before the writer *went outside and saw*.)
 4 had happened (The verb comes after the verb *discover* and describes an event that happened before the writer discovered what she found.)
 5 had done (The action happened before the writer *wanted to know*.)
 6 watched (The action happened after the one before.)
 7 had recorded (The action happened before the writer watched the video.)
 8 was doing (The action was happening when the writer *found out* the situation.)
 9 had done (The action happened before the writer found out.)
 10 couldn't (The action happened after the writer found out the situation.)

PRONUNCIATION

- 3 1 had
 2 were
 3 had (The speaker says 'He'd heard'; 'd is a contraction of *had*.)
 4 was
 5 were
 6 had (The speaker says 'She'd slept a lot'; 'd is a contraction of *had*.)

LISTENING

- 4A a 4 b 6 c 1 d a e 5 f 2
 4B 1 b ('... another waiter pushed into me.)

- 2 b ('I looked down and saw the glass everywhere and felt so silly.')
 3 a ('I couldn't believe people liked it so much.')
 4 a ('My manager thought they'd all buy food. When they didn't buy anything, he wasn't happy.')
 5 c ('When I think about this experience now, I think it was fun.')
 4C 1 ago 3 suddenly 5 In
 2 While 4 later 6 next

WRITING

- 5A a While (describes an action in progress)
 b By the time (up to a time)
 c After that, (describes what happens next)
 d One day, (introducing a story in the past)
 e in the end, (introducing what happened at the end of a story)
 f As soon as (immediately after, or at the same time as)
 g When (at the time something else happens)

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

- 6A Students' own answers

- 6B Sample answer
 One day, we were travelling to our next holiday destination by boat. While we were looking at the view on our right, the boat suddenly hit a rock under the water and turned on its side. As soon as it happened, we all fell into the water. At first, I froze. After that, I started swimming like crazy. By the time I got to the side of the river, I was exhausted and lay on the ground for a few seconds before I checked on everyone else. Some people needed help to get out of the water, but in the end, everyone was safe. When we had all calmed down from our terrible experience, someone told us the river was full of crocodiles. We decided to travel the rest of the way by bus.

Lesson 2B

VOCABULARY

- 1A 1 show (A is talking about a TV programme.)
 2 hero (A is talking about the police boss who's the hero of the show.)
 3 performances (B is asking about the acting, and the actors' performances.)
 4 characters (A is talking about the officers in the team in the show.)
 5 plots (A is talking about the story.)
 6 ending (A is talking about what happened just as the show finished.)

- B 1 fairytales (Grandparents read aloud a fairytale to a child, but not a plot or performance.)
 2 storyteller (A storyteller tells a story in an interesting way from beginning to end.)
 3 plot (Only a plot appears in both a book and a film.)
 4 hero (Only a hero can die in a film.)
 5 ending (Only *it* can be used to say the ending was funny. For hero or storyteller, we use *he* or *she*.)
 2 1 comedy (This is a funny film that makes people laugh.)
 2 documentary (This is a film that gives information about the world.)
 3 romantic comedy (This is a funny film about love.)
 4 biopic (This is a film about a real person's life.)
 5 action film (This is a film with a lot of action in it, e.g. fast cars, fights.)
 6 drama (This is a film about a serious story that can sometimes be real, but actors play the characters.)
 7 mystery (This is a film about a mystery the characters try to solve.)
 8 adventure film (This is a film where the characters go on a journey to try to find something.)

GRAMMAR

- 3A 1 c (*Today* isn't finished yet. It's unfinished time, so the present perfect is used.)
 2 a (*This view* tells us that the speaker is looking at it in the present time and is talking about in their lifetime up to now.)
 3 a (*Last night* is finished time so the past simple is used.)
 4 b (This is a past action which is relevant to the present, so the present perfect is used.)
 3B 1 've/have seen (This refers to an unfinished time – during the person's life so far.)
 2 were/have been (Both tenses are possible here. The past simple is used if the speaker is thinking about watching the films – a completed action. The present perfect is used if the speaker is thinking about their lifetime – an unfinished time.)
 3 haven't/have not seen (This refers to an unfinished time – the person's life so far.)
 4 went (past finished action)
 5 visited (past finished action)
 6 took (past finished action)
 7 felt (past finished action)
 8 've sat (This refers to an unfinished time – the person's life so far.)

- 4 1 I've just watched a funny film.
2 Have you ever tried to write a story?
3 We haven't seen any of these films.

READING

- 5A 1, 4, 5 (The article is about writing a story; 2, 3, 6 are different topics.)

- 5B a 5 (The paragraph talks about what to do to check the story once you've written it.)

- b 4 (The paragraph talks about writing an introduction and ending.)

- c 2 (The paragraph talks about making a plan.)

- d 3 (The paragraph talks about adding details to a plan.)

- e 1 (The paragraph talks about ways of thinking of ideas.)

- 5C 1 F ('It's not a good idea to copy other people's stories ...')

- 2 F ('Don't just use your own experiences ... Look at and listen carefully to the things around you, too.')

- 3 F ('Some people start noting down a lot of details from the start, but it's best to write just a few important things ...')

- 4 T ('Making some simple pictures ... can help you to see it more clearly in your mind.')

- 5 T ('It can often help to begin with the ending of your story and then go back to the start ...')

- 6 T ('Keep a note of everything ... It's not good if the hero has black hair at the start and brown hair at the end!')

- 7 F ('... it's the start that gets people interested, so this is just as important and often takes just as much time to write.')

- 8 F ('Not everyone likes this kind of ending, though.')

- 9 F ('Read it to make sure everything is clear ... Then, read it again and think about the language ...')

- 10 T ('And don't just read your story twice.')

Lesson 2C

VOCABULARY

- 1A 1 got (get lost)
2 make (make an urgent call)
3 made (make other plans)
4 got (get held up)
5 made (make a mess)
6 got (get off at the wrong stop)
7 made (make plans)

- 1B 1 made (made a terrible mess)
2 held (got held up in traffic)
3 mistake (made a mistake)
4 got (got off at the wrong bus stop)
5 wrong (get the wrong day)

HOW TO ...

- 2A 1 train ('My train was delayed.')
- 2 is ('That's fine ...')
- 3 200 ('I got a call from Mr Hill this morning to say that he received 200 boxes of paper, not twenty.')
- 4 isn't ('Well, it's a bit of a problem and one that I'm not very pleased about.')
- 5 accepts ('Never mind. These things happen.')
- 6 is ('Good, thanks.')
- 7 wasn't ('The problem is that we ordered six but not sixteen.')
- 8 phone ('Let me check what happened. I'll call you back.')

- 2B 1 apologise, delayed 5 Sorry
2 really, fault 6 Never
3 keep 7 back
4 mistake

PRONUNCIATION

- 3 1 a 2 b 3 a 4 b

SPEAKING

- 4A 1 sorry about that
2 traffic's terrible
3 no problem
4 apologise
5 my fault
6 as soon as possible

- 4C-D Students' own answers

Lesson 2D

GRAMMAR

- 1A 1 c (*during* = within a time period, i.e. the break.)
2 b (*on* + a specific day)
3 a (*until* = up to a certain time)
4 b (*between* = a time with a start and finish point)
- 1B 1 until/till (*until/till* = up to a certain time)
2 during (*during* = within a time period)
3 in (*in* + a period to time to show when something will happen)
4 after (*after* + specific time/event)
5 in/during (*in/during* + a decade)
6 before (*before* + specific time/event)

READING

- 2A 1 H ('... is now the home of just a few')
2 S ('... the 632-metre-high Oriental Pearl Tower opened and was the only tall building in the area. Now there are tall buildings all around it.')
- 3 H ('Plants are growing over and inside the buildings')
- 4 A ('... was pushed into different directions to help grow food ...')
- 5 S ('It has twice the population that it had around twenty years ago ...')
- 6 A ('... but fishing near the city of Aralsk is now possible again.')

- 7 S ('... and is one of the fastest growing cities in the world.')
- 2B 1 2,000 ('was once the home of over 2,000 people')
2 10 ('The lake is now just 10 percent of its past size ...')
- 3 632 ('In 1996, the 632-metre-high Oriental Pearl Tower opened ...')
- 4 87 ('A plan to make the lake bigger ... The plan has cost \$87m.')
- 5 3 ('tourists take a three-hour journey from Shanghai')
- 6 26 ('It has twice the population that it had around twenty years ago, with 26 million people ...')

REVIEW 1-2

GRAMMAR

- 1 1 love (*love* is a state verb, so uses the present simple form)
2 Do, grow (We use the present simple for habits.)
3 'm/am thinking (We use the present continuous for temporary actions happening around now.)
4 don't grow (We use the present simple for habits.)
5 'm learning (We use the present continuous for temporary actions happening around now.)
6 'm working (We use the present continuous for temporary actions happening around now.)
7 want (*want* is a state verb, so uses the present simple form)
- 2 1 having (an *-ing* form follows the verb *miss*)
2 to come (*to* infinitive follows *would love*)
3 walking (an *-ing* form follows the verb *avoid*)
4 Cleaning (verb as the subject of a sentence)
5 getting (follows the preposition *before*)
6 to help (*to* infinitive follows *agreed*)
- 3 1 b (We use *pretty* + adjective.)
2 b (*a lot more* can come before *often*)
3 a (We use *fairly* + adjective.)
4 c (*quite a lot less* is a phrase)
- 4 1 was working (action in progress in the past)
2 went (a main, finished action in the past)
3 were walking (a longer action that was interrupted)
4 had known (a situation that existed before the writer saw the school friend)
5 hadn't seen (a situation that existed before the writer saw the school friend)
6 was (a main, finished action in the past)

- 5 1 on (*on* + a date)
 2 until/till (*until/till* = up to a time)
 3 at (*at* + a time)
 4 Before (*before* + a specific time)
 5 during/in (*during/in* = within a period of time)
 6 in (*in* + a month)
- 6 1 have (present perfect + *heard*)
 2 to (to infinitive follows *choose*)
 3 In (*in* + a decade)
 4 was (past continuous with *doing*)
 5 're/are (forms present continuous with *reading*)
 6 a (*quite a* + adjective + noun)

VOCABULARY

- 7 1 plots
 2 characters
 3 hero
 4 ending
 5 TV shows
 6 storytellers
- 8 1 b (run a business)
 2 c (be out of work = have no job)
 3 a (get held up)
 4 b (make a mistake)
 5 a (be responsible for something)
 6 b (look up to someone)
 7 c (get on very well with)
 8 a (stay in touch with)
- 9 1 part-time (If you work part-time, you only work part of the week.)
 2 embarrassed (If you feel silly and your face goes red, you're usually embarrassed about something.)
 3 romantic (This is a film about love, with some funny parts.)
 4 lost (*get lost* describes not being able to find a place)
 5 make (*make an urgent call* means to call someone on the telephone because it's important)
 6 exhausted (This means very tired.)
- 10A 1 b (shop assistant)
 2 e (food or eating out)
 3 c (TV show)
 4 d (horror films)
 5 a (take after someone)
 6 f (be in love with someone)
- B 1 mechanic (a mechanic repairs cars)
 2 upset (people get upset after an argument)
 3 career (= a job or a profession)
 4 colleagues (= the people we work with)
 5 bossy (= to tell people what to do)
 6 proud (= be pleased about someone you are related to)
- C 1 weather (Only *weather* comes after *the*.)
 2 helpful (Only *helpful* is followed by *for*.)
 3 get (*get on well with* is an expression.)

- 4 patient (Only *patient* is positive, like *calm*.)
 5 rude (Only *rude* is negative, like *angry*.)
 6 volunteer (= someone who does a job without being paid)
 7 friendly (Only *friendly* fits the meaning of the sentence.)
 8 politics (This is the only option that fits the meaning of this, and the next sentence.)

UNIT 3

Lesson 3A

VOCABULARY

- 1 1 note down (This phrase goes with *information in a book or on your phone*.)
 2 general knowledge (This phrase goes with *of the world* and is talking about facts we know about the world.)
 3 solve (We *solve a problem*.)
 4 data (This has a similar meaning to *information*.)
 5 mind (It is talking about our minds solving a problem even when we don't think about it.)
 6 guess (It is talking about guessing the meaning of a new word although we might not be exactly right.)
 7 choice (The word *choice* comes after *make* and the word needed is singular.)
 8 options (The word *options* comes after *take* and a plural form is needed.)
 9 memory (This comes after *long-term*.)
 10 score (This is similar in meaning to *grade* which comes before it.)
- 2A 1 memorise (a verb form is needed)
 2 revision (a noun form is needed)
 3 understanding (a noun form is needed)
 4 solution (a noun form is needed)
 5 knowledge (a noun form is needed)
 6 preparation (a noun form is needed)
- B 1 revision (Only *revision* fits the meaning of the sentence and comes after *did*.)
 2 informed (Only *informed* fits the meaning of the sentence and is followed by a pronoun (*us*).)
 3 memory (Only *memory* fits the meaning of the sentence. Neither *information* nor *knowledge* can come after *a* as they're both uncountable.)
 4 memorise (Only *memorise* fits the meaning of the sentence.)
 5 choice (Only *choice* fits the meaning of the sentence.)
 6 guess (Only *guess* fits the meaning of the sentence and comes after *have*.)

GRAMMAR

- 3A 1 What kind of music do you usually listen to?
 2 Who told you about the accident?
 3 What are you looking for?
 4 What have you done about the problem?
 5 What gave you the answer to the question?
 6 What are you all talking about?
- B 1 c (This is a subject question, so no auxiliary verb *do* or subject pronoun is needed.)
 2 a (Only *a* provides the right word order.)
 3 b (This is a subject question, so no auxiliary verb *did* or subject pronoun is needed.)
 4 b (*Belong* is followed by the preposition *to*, which comes at the end of the question.)
- C 1 Did you go
 2 did you see
 3 did you think of
 4 did you go with
 5 you go to
 6 paid for
 7 did you do
 8 did you chat about

PRONUNCIATION

- 4 1 Do you speak many languages?
 2 Where do you take your lessons?
 3 Does she drive you to work?
 4 How can I help you to feel better?
 5 What do you remember about our trip to Rome?
 6 Do you have any money I can borrow?

LISTENING

- 5A a 5 ('So, what shall we do about the questions? Do you want to write them?')
 b 3 ('How many people shall we have in a team?')
 c 1 ('OK, when shall we do it?')
 d 4 ('What kinds of things should we ask questions about?')
 e 2 ('What time shall we start and how long should it go on for?')
- 5B 1 b (The 1st is too soon. The 9th is Ania's birthday, but the day before is better because it's a Saturday.)
 2 c (The man suggests 7-9, but they decide it's too long. It's better to start at 8 so everyone has time for dinner and go on for 90 minutes.)
 3 a (They decide that four is best because some people will get together to form a team. Six is too many.)
 4 a (They agree to start with general knowledge questions, and then move onto ten questions on music, sport, etc.)

- 5 c (The woman says that it's fairer that way.)
 6 b (The man says he read that a department store is closing.)
 5C 1 reminds (part of the phrase *That reminds me ...*)
 2 moving (part of the phrase *Moving on to ...*)
 3 way (part of the phrase *By the way ...*)
 4 off (part of the phrase *This is completely off topic.*)

WRITING

- 6 1 F 2 F 3 I 4 F
 5 I 6 I 7 F 8 I

- 7A 1 Yes (e.g. *I'm, I'd, It's*)
 2 Yes (*info*)
 3 No (*Hope to hear from you soon.*)
 4 Yes (e.g. *Thanks very much, the* contractions, the short forms)
 5 No
 6 No (*It's too informal.*)

7B Sample answer
 Dear Sir/Madam,
 I am interested in applying to study art history at the college. Before I formally apply, I would like to ask some questions. Your advertisement does not mention any details about the course. Could you tell me how long the course is and when the lessons are? I would also like to know what kinds of subjects students study on the course and if there is an exam at the end. Finally, small classes are important to me. Please could you tell me how many students there are in a class?
 Thank you for your attention and I hope to hear from you soon.
 Yours faithfully,
 Matt Bidford

Lesson 3B

VOCABULARY

- 1A 1 d (make up my mind)
 2 b (select something, i.e. the food)
 3 f (makes sense)
 4 a (made the right choice)
 5 c (advantages and disadvantages)
 6 e (considered all the options)
 1B 1 choose (Only *choose* is followed by *to get*.)
 2 consider (Only *consider* fits the meaning of the sentence.)
 3 make (Only *makes* goes with *sense*.)
 4 focus (Only *focus* is followed by *on*.)
 5 mind (Only *mind* comes after *make up your*.)
 6 decision (Only *decision* comes after *make a*. *Sense* follows *make* but with no *a*.)

- 2 1 decision (*Make a decision* – the writer is talking about deciding what university to go to.)
 2 choices (The writer mentions going to a local university or going to one far from home.)
 3 advantages (The writer mentions the advantages of each choice.)
 4 disadvantage (The writer is mentions one big disadvantage of each choice.)
 5 make up (*make up my mind* = make a decision)
 6 focus (The writer mentions thinking about only the course – *on* comes after *focus*.)
 7 made sense (The writer mentions that it was the sensible decision.)
 8 chose (The writer mentions that they made this decision – *chose* must be in the past in this sentence.)

GRAMMAR

- 3A 1 a (*Might* describes a possible future plan, but one the speaker isn't sure of.)
 2 c (This describes an arrangement, so the present continuous is used.)
 3 c (This describes a future plan made at the time of speaking, so *will* is used.)
 4 b (This describes a future plan or prediction made at the time of speaking.)
 5 a (This describes a future plan, so *going to* is used.)
 6 b (This describes a future arrangement, so the present continuous is used.)
 3B 1 I think I'll have the pasta salad.
 2 I might not come to class tomorrow.
 3 They're going to see a film tonight.
 4 What are you going to do this weekend?
 5 Tom and I are meeting a friend for lunch.
 6 Will you give me a call tomorrow?

- 3C 1 b (It's a plan because the speaker has decided it, but it's not arranged as there's no date. The speaker just says *sometime*.)
 2 a (It's an arrangement as both the speaker and Amelia have agreed on a place and time.)
 3 d (The speaker is not sure. It's possible, but not 100% sure.)
 4 c (The speaker decides to go to the door as they speak.)
 5 d (Dan is not sure about his plans. It's possible he'll come, but he isn't sure.)
 6 a (This is an arrangement as Marie has already made the appointment.)

PRONUNCIATION

- 4 1 Are you going to cook tonight?
 2 What are you doing later?
 3 When are you seeing the doctor?
 4 What are you going to watch?

READING

- 5 a
 6A b (The article is about the best decisions. The paragraph headings suggest four different decisions that were not everyday decisions.)
 6B 1 D (Amelia believed she had to stop doing sport, but after seeing other people playing basketball in wheelchairs, she realised she didn't have to give it up.)
 2 A (André gave up going out with friends to start a business and feels it was the right thing now the business is successful.)
 3 C (Josh made the decision to end a friendship which had an effect on his friend, but it was right for both of them.)
 4 B (Maria got her wish to study abroad but found it hard to make friends at first and she missed her family.)

- 6C 1 crazy 5 school
 2 staff 6 angry
 3 hard 7 sports
 4 students 8 gym

Lesson 3C

VOCABULARY

- 1 1 campus (The place where the university buildings are.)
 2 library (The place with books and computers.)
 3 study (A study area is where people work quietly.)
 4 employment (The employment office is where someone helps students to find work.)
 5 halls (The halls of residence are where students live.)
 6 sports (The sports centre is where people do sport, games and exercise.)
 7 gym (The gym is the place with bikes, running machines and weights for exercise.)
 8 theatres (Theatres are places where people watch plays and concerts.)
 9 language (A language school is a place where people can take English lessons.)
 2 1 surgery (This follows *doctor's* and is a doctor's office.)
 2 lane (This follows *cycle* and is the place on the road where bicycles go.)
 3 rental (This comes between *car* and *office* and is the place where people rent a car.)

ANSWER KEY

- 4 rank (This follows *taxi* and is the place where taxis wait for customers.)
5 station (This follows *petrol* and is the place where drivers buy petrol.)

HOW TO ...

- 3A 2 gym ('I've heard there's a gym on campus. Is that right?')
4 library ('Do you know if we can borrow e-books?')
5 place to eat ('Can you tell me where the best place for lunch is?')
7 shop ('Can you tell us how we get to the campus shop from here?')
- 3B 1 if we can borrow e-books
2 what time it opens
3 if they do pilates classes there
4 where the best place for lunch is
5 if they sell vegetarian food
6 how we get to the campus shop from here

PRONUNCIATION

4 1 P 2 N 3 P 4 N 5 N 6 P

SPEAKING

- 5A 1 like 4 know
2 me 5 you
3 if 6 ask

5C-5D Students' own answers

Lesson 3D

GRAMMAR

- 1A 1 both (We can separate *put away*, so both are correct.)
2 a (We cannot separate *stick with*, so only a is correct.)
3 b (We cannot separate *look after*, so only b is correct.)
4 a (We cannot separate *log onto*, so only a is correct.)
5 a (We can separate *write down*, but a pronoun must come after the verb. Only a is correct.)
6 both (We can separate *pick up*, so both are correct.)
- 1B 1 went off 4 picked, up
2 got up 5 get on
3 put, on 6 switched, on
- 1C 1 c (Only c is possible because we can separate this verb, but a pronoun must come before the particle.)
2 b (Only this is possible as the form must be verb + object + particle.)
3 c (Only this is possible because we cannot separate the verb and particle, so the object comes after the particle.)
4 a (We need an object, and because we can separate the phrasal verb and the object is a pronoun, the pronoun comes before the particle.)

- 5 c (The meaning of a doesn't make sense in the sentence. Only c works because the object is a pronoun and the pronoun must come before the particle.)
6 a (Option b isn't possible because there's no object. Only a is possible because we cannot separate this phrasal verb, so the object comes after the particle.)

LISTENING

- 2A 2 ('The first one is having a reason to get out of bed every day and work hard.')
3 ('What's the second most important thing? ... Education.')
5 ('What's the third most important thing? ... Friends. ... Can family help us in the same way? Yes.')
6 ('What are your final two important things? ... The first is health.')
8 ('And the final one? ... Sleep.')
- 2B 1 good ('When you work hard, you can be successful. And this makes you feel great.')
2 the right choices ('... it also gives us the knowledge and skills we need to make good decisions in life.')
3 isn't ('We don't always need a teacher. We can teach ourselves.')
4 a few ('And I don't mean lots of friends. I mean one or two good friends.')
5 more ('They help us to relax when we feel stressed.')
6 decide ('They often help us to make decisions, too.')
7 a little ('A short walk every day will help. We don't have to run ten kilometres!')
- 2C 1 When you work hard, you can be successful.
2 Studies tell us that friends keep us healthy.
3 Without good sleep, we feel really tired all the time.
4 A good night's sleep is really important in life.

- 1B 1 c (*Strict* here means the speaker follows the rule they believe is important.)
2 a (Only *gave* goes with *up* to mean 'stop doing something'.)
3 b (*Bad* can only be used to describe a *loser*.)
4 a (Only *hard* can follow *work*.)
5 c (Only *do* can be followed by *very well*.)
6 a (Only *carry* is followed by *on*, to mean 'continue'.)

- 1C 1 gives up 5 failure
2 competitive 6 talented
3 bad loser 7 did well
4 success 8 carry on

GRAMMAR

- 2A 1 a (*have to* is used for things that are necessary)
2 b (*needn't* is used for things that are not necessary)
3 b (*shouldn't* is used for things that are a bad idea)
4 a (*don't need to* is used for things that you can do, but aren't necessary)
5 a (*mustn't* is used for things that are not allowed)
6 b (*don't have to* is used for things that you can do, but aren't necessary)
- 2B 1 b (*mustn't* describes something which is not allowed)
2 a (*should* describes something that is a good idea)
3 a (*don't need to* describes something that you can do, but it's not necessary. Note that *don't have to* also describes this, but in the sentence *to* is missing)
4 b (*needn't* describes something that you can do, but isn't necessary)
- 2C 1 should practise speaking
2 don't have/need to be
3 shouldn't spend hours studying
4 should study
5 have to/need to/should/must
6 don't have/need to look up

PRONUNCIATION

- 3 1 should (l) 3 mustn't (t)
2 shouldn't (l)

LISTENING

- 4A 2 ('... success that happens by accident.')
- 4B 1 b (Percy LeBaron Spencer was working on technology usually used in boats and planes when it cooked his chocolate.)
2 c (Édouard Bénédictus dropped some glass on the floor.)
3 c (The glass didn't break because it had a chemical on it.)

UNIT 4

Lesson 4A

VOCABULARY

- 1A 1 failure (noun of *fail*)
2 give up (stop trying)
3 carry on (continue)
4 competitive (tries hard to win or be successful)
5 bad loser (get angry after losing)
6 talented (having a natural ability)

- 4 d (The owner of the tea company didn't explain the tea should come out of the bag before going in water.)
 5 a (Ruth Wakefield had to make cookies with what she had.)
 6 a (Ruth Wakefield had to cut up the chocolate into small pieces.)

- 4C 1 A ('... but it's not always true, is it? ... No, Raj. Sometimes success comes when you don't have a plan at all.')
 2 D ('I couldn't live without my microwave. ... Really? I never use mine.')
 3 A ('I've always been terrible at science. ... Yes, I find it impossible, too!')
 4 A ('That's my favourite story of all. ... I think it's the best one.')
 5 D ('I love chocolate chip cookies! ... I prefer my biscuits without any chocolate.')
 6 A ('It's good that she carried on and didn't just decide to give up. ... But lots of people like them, so it was a good thing they were invented.')

WRITING

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

6A Students' own answers

6B Sample answer

Hi Alex,
 Great to hear from you.
 Congratulations on moving to my country! I hope you're enjoying it here.
 You asked me for some advice about meeting people. I know you like sports. Maybe you can join a sports club of some kind. You'll meet people that way and get some exercise, too. You can find out what clubs there are at the local sports centre, so you need to find out where that is.
 I know that you work from home, so how about doing some voluntary work? If you offer to do something in the local area, you'll meet new people. Or, you could go and say hello to your neighbours. You might find someone around the same age as you in your building or street.
 All the best,
 Sam

Lesson 4B

VOCABULARY

- 1A 1 launched a new website
 2 went live
 3 created the webpages
 4 find information
 5 create an account
 6 go viral

- 1B 1 take (This is the only verb that goes with *photos*.)

- 2 share (This is the only verb that is followed by *information*.)
 3 made (This is the only verb that goes with *a call*.)
 4 send (This is the only verb that goes with *a message* and means 'give'.)
 5 download their app (This is the only phrase that fits the meaning of the sentence.)
 6 texts (This is the only noun that goes with *receive*)

- 2 1 leader 4 creator
 2 discovery 5 successful
 3 development 6 introduction

GRAMMAR

- 3A 1 the 2 - 3 an 4 - 5 a
 6 the

- 3B 1 d (The superlative adjective is *the best dessert*)
 2 f (The place is *New York*.)
 3 a (The apple is one of many and this is the first time it is mentioned.)
 4 e (This is generally about cats and dogs, and not about one cat or one dog.)
 5 b (The job is *a nurse*.)
 6 c (This is about a specific supermarket, not supermarkets in general.)

- 3C 1 c (There is just one *time* and the speaker and listener both know what they are talking about.)
 2 c (*the* comes before a superlative adjective)
 3 b (It is the first time the elephant is mentioned.)
 4 a (*a* comes before a job)
 5 c (There's only one moon.)
 6 a (It is the first time the house is mentioned and it is one of many.)

PRONUNCIATION

- 4 1 ðə 4 ðə
 2 ði: 5 ðə
 3 ði: 6 ði:

READING

- 5 1 tins (of food)
 2 (the) power
 3 (a/the) tin opener/electric tin opener
 4 (their) mobile phones

- 6A 1 E (coffee)
 2 C (hairdryer)
 3 D (glasses)
 4 A (digital map on a phone)
 5 F (music apps)
 6 B (search engines)

- 6B 1 F (She also gets lost when she's on foot.)
 2 F (He prefers to use the one that he thinks is the best.)
 3 T (She mentions her hairdryer and her microwave.)
 4 T (She says that glasses are a strange choice.)

- 5 F (She mentions riding her bike and seeing her friends.)
 6 F (He says his machine makes better coffee.)
 7 T (She says her life would be boring without music.)
 8 F (She says she doesn't want to listen to her own voice.)

Lesson 4C

VOCABULARY

- 1A 1 match (A is asking about a netball match B's team played.)
 2 champions (B won so her team are the champions.)
 3 lost (B is saying that it was great to win because they lost last year's final.)
 4 supported (A is talking about fans watching the match.)
 5 part (This word is part of the phrase *take part in*.)

- 1B 1 pitch
 2 players
 3 stick
 4 pass
 5 score (Hockey players try to score a goal.)
 6 goalkeeper (The goalkeeper tries to stop the other team from scoring a goal.)
 7 referee (The referee checks that the teams follow the rules.)
 8 wins (The team with the most goals wins.)
 9 draw (Teams draw when they have the same number of goals.)

HOW TO ...

- 2A 1 two/2 4 clock
 2 two/2 5 points
 3 draw 6 forty/40
 B 1 are 5 to
 2 with 6 by
 3 has 7 that
 4 can't 8 goal

PRONUNCIATION

- 3 1 can 3 can't 5 can't
 2 can 4 can 6 can't

SPEAKING

- 4A 1 played 3 can 5 aim
 2 have 4 score 6 lasts

4C-D Students' own answers

Lesson 4D

GRAMMAR

- 1A 1 c (The present perfect is used after the superlative adjective.)
 2 b (*Worst* is the correct superlative form of the adjective *bad*.)
 3 a (*Has* must follow *she* and *ever* always comes after *has/have*.)
 4 c (*Most expensive* is the superlative form of *expensive*.)

- 1B 1 the nicest, 've ever received
2 the rudest, 've/have ever met
3 the biggest, 's/has lived
4 the worst, 've/have ever eaten
5 the best, 've ever worked
6 the hardest, 've met

READING

- 2A 1 e (it refers back to an old car)
2 d (the drivers refers to the drivers of the cars that fail; them refers to the cars that fail)
3 b (the heat and sand there refers to the Sahara Desert)
4 a (which refers to the 16,000-kilometre journey)
5 f (them refers to their cars)
6 c (this is adding information to the first part of the sentence)
- 2B 1 the Banjul Challenge ('... they travel from either Plymouth in the UK or Tarifa in Spain.)
2 the 24 Hours of Lemons ('The winners get \$400-600.)
3 the Mongol Rally ('This is because the creators of the event want drivers to find out about the different countries.)
4 the lawnmower race ('People ... ride them in races.)
5 the Banjul Challenge ('Between October and January, the coldest months ...')
6 the Mongol Rally ('There's no special route ...')
7 the Mongol Rally ('£500 to organisations which help to look after the planet.')

REVIEW 3-4

GRAMMAR

- 1 1 laughing about (The preposition *about* goes at the end of the question.)
2 said (*Who* refers to the subject so there is no auxiliary verb *do*.)
3 are you (*What* refers to the object, so there is an auxiliary verb *be*.)
4 listen to (The preposition *to* goes at the end of the question.)
5 do you want to (*Who* refers to the object so there is auxiliary verb *do*.)
6 drank (*Who* refers to the subject so there is no auxiliary verb *do*.)
- 2 1 I'm not **going** to see Jack until later in the week.
2 I'm meeting Rachel at four for coffee.
3 They're not sure, but they **might** go out with Tom later.
4 We haven't got any milk - I'll go and get some now.
5 Who's coming to the party tonight?
6 We're seeing the film that starts at 8 p.m.

- 3 1 b (look after - the object comes after both parts of the phrasal verb)
2 e (look up - the object can come between the verb and particle)
3 a (take off - the object comes after both parts of the phrasal verb with this meaning)
4 f (took off - this phrasal verb has no object)
5 c (pick up - the object can also come between the verb and particle)
6 d (put away - when the object is a pronoun, it must come between the verb and particle)
- 4 1 must/have to
2 mustn't/must not
3 don't have to/don't need to/needn't
4 don't have to/don't need to/needn't
5 must/have to
6 mustn't/must not
- 5 1 This is the best birthday I've ever had.
2 You've got the bluest eyes I've ever seen.
3 This meal is the most expensive we've ever eaten.
4 Peru is the furthest/farthest Jon's ever travelled.
5 This is the prettiest village I've ever been to.
6 Today is the worst day we've ever had.

- 6 1 the (part of the fixed phrase *one of the*)
2 The (We know which message the article is talking about.)
3 The (We know which buyer the article is talking about - the buyer of the first tweet.)
4 a (We use *a* with jobs.)
5 - (We use no article with *Malaysia*.)
6 a (This is the first time something is mentioned.)
7 a (This is the first time something is mentioned.)
8 the (we know what money the article is talking about, the \$3 million.)
9 an (This is the first time something is mentioned, and it is one organisation of many; organisation starts with a vowel sound so we use *an*, not *a*.)
10 - (This is talking about families in general.)

VOCABULARY

- 7 1 b (went live)
2 a (goes viral)
3 a (doctor's surgery)
4 c (petrol station)
5 c (makes a lot of sense)
6 b (make up your mind)
7 c (did quite well)
8 b (worked hard)

- 8 1 match (This follows *win*.)
2 scored (This comes before *goals*.)
3 goalkeeper (the person stopping two goals)
4 Fans (The text is talking about people who were happy/unhappy and it is plural (*but were happy*) so it must be *fans*.)
5 leadership (Only an uncountable noun fits the gap as there is no article.)
6 competitive (An adjective is needed.)
- 9A 1 station (railway station)
2 mall (shopping mall)
3 general (general knowledge)
4 halls (halls of residence)
5 areas (study areas)
6 square (town square)
- B 1 tion 3 arations 5 tion
2 er 4 ise 6 ise
- 10 1 B (Only *give up* fits the meaning of the sentence.)
2 A (Only *decision* and *call* follow *make the*.)
3 D (*Option* is the only word which fits the meaning.)
4 B (Only *succeed* is possible here as you can't *score*, *launch* or *shoot* in a race.)
5 C (*Take* is part of the expression *take part in*.)
6 D (Only *focus* can come before *on*.)

UNIT 5

Lesson 5A

VOCABULARY

- 1A 1 c (This is the only verb which goes with *article*.)
2 a (This is the only word which describes something on the front of a newspaper.)
3 a (This is the only job which involves interviewing someone.)
4 b (This is the only verb which describes putting a photo online.)
5 c (This is the only verb which goes with *out* and which fits the meaning of the sentence.)
6 a (This is the only noun which describes something you write for a blog.)
- 1B 1 fake (Goes with *news* and it is not true.)
2 online (People find fake news in newspapers or online.)
3 post (Goes with *blog*.)
4 journalist (Describes a person who writes a story.)
5 headlines (Describes what is above a story.)
6 find (Goes with *out* to form a phrasal verb that goes with information.)

- 7 published (An action that newspapers do when they put a story in the paper, either on paper or online.)
8 content (This means the information in the article.)

GRAMMAR

- 2A 1 c (Refers to the café.)
2 b (Refers to Jill's husband.)
3 c (Refers to the news story.)
4 a (Refers to a day.)
- 2B 1 - (The relative pronoun *who* is not necessary because it refers to the object of the sentence.)
2 which/that
3 - (The relative pronoun *who* is not necessary because it refers to the object of the sentence.)
4 which/that
5 whose (It refers to the man's car which is a possessive.)
6 - (The relative pronoun *that/which* is not necessary because it refers to the object of the sentence.)
- 2C 1 which/that teach (Refers to the articles, which are a thing.)
2 whose job is (Refers to the friend's job, so it is possessive.)
3 which/that I know (Refers to places, which is a thing, and not an actual place.)
4 when/that we first met (Refers to day, which is a time.)
5 who/that shares (Refers to the neighbour, who is a person.)
6 where you can find (Refers to a place on the website.)

PRONUNCIATION

- 3 1 /w/ (where) 4 /h/ (who)
2 /h/ (whose) 5 /w/ (when)
3 /w/ (which)

READING

- 4A 1 d (The first line of the article says that we enjoy strange stories, but feel sad when they're not true.)
2 e (The art was painted by a monkey.)
3 b (The trainer thought the horse could do maths, but it couldn't.)
4 f (A journalist told people on TV that pasta was growing on trees in Switzerland.)
- 4B 1 French ('... by new French artist Pierre Brassau.')
2 (a) dancer ('... the way the artist painted was similar to the way a dancer dances')
3 (a) monkey ('... it looked like a monkey had painted the pictures.')
4 (a) zoo ('... had got a monkey from a zoo to paint them.')
4C 1 F (The article says that almost all the journalists were positive. One wasn't.)
2 T

- 3 F (One journalist continued to believe the paintings were the best in the gallery.)
4 T
5 F (He believed the horse was clever.)
6 T
7 F (It appeared on a serious news programme.)
8 T
9 F (They continued the joke and told them to put pasta in tomatoes to grow a spaghetti tree at home.)
- 4D 1 modern ('In 1964, journalists saw four modern art paintings ...')
2 truth ('After learning the truth, one journalist still believed the monkey's paintings were the best in the gallery.')
3 add ('Hans's trainer ... gave Hans numbers to add together.')
4 study ('Van Osten allowed a group of scientists to study Hans ...')
5 temperatures ('... which were growing a lot of spaghetti that year because the temperatures were higher than normal.')
6 joke ('Of course, none of this was real. It was 1 April and an April Fools' joke.')
3 F (One journalist continued to believe the paintings were the best in the gallery.)

Lesson 5B

VOCABULARY

- 1A 1 pollution 4 rainforest
2 activist 5 donate
3 waste 6 charity
- 1B 1 b (A *campaign* is an organised series of events or actions.)
2 b (We can only keep the *environment* clean, not the *climate* or *pollution*.)
3 a (*Disasters* goes with *natural*.)
4 a (Only *levels* and *waste* come before *of*. Only *levels* fits the meaning of the sentence.)
5 c (*Jams* is the only word which goes with *traffic*.)
6 b (Only *recycled* fits the meaning of the whole sentence.)
- 1C 1 change
2 smoke
3 transport
4 resources
5 disaster
6 rubbish

GRAMMAR

- 2A 1 c (The direct speech was 'We don't need your help'. The present simple verb changes to the past simple in the reported speech.)
2 a (The direct speech was 'I'm going to a concert later this evening'. The auxiliary verb changes from present to past.)
3 b (Only *told* is followed by an object pronoun - *us*.)

- 4 c (The direct speech was 'I'll be at work until 7 p.m.', so *will* changes to *would*, or the contraction 'd.)
5 b (The direct speech was 'I'm playing football'. The present continuous changes to the past continuous.)
6 c (The direct speech was 'I've been to over twenty different countries'. The present perfect changes to the past perfect.)
- 2B 1 was organising (The present continuous changes to the past continuous.)
2 'd/had stopped buying (The present perfect changes to the past perfect.)
3 could meet us (*Can* changes to *could*.)
4 'd/had broken (The past simple becomes the past perfect.)
5 'd/had been (The past simple becomes the past perfect.)

PRONUNCIATION

- 3 campaign, environment, knowledge, plumber, mechanic

LISTENING

- 4A 1 b 2 a 3 a
- 4B 1 c ('City life can be fun and exciting, but it can also be busy, tiring and expensive.')
2 a ('... for people who love nature to enjoy together. It's a great community activity ...')
3 a ('I've loved books since I was a child.')
4 a ('Anyone can take a book without paying anything, but when they do, they have to put one in that they don't want anymore.')
5 c (Each person left their art on a table and chose another person's piece of art.)
6 b ('... but I thought they'd all bring paintings. Actually, there were also photographs, metal work ...')
- 5 1 There aren't many green spaces where I live.
2 I've loved books since I was a child.
3 When I heard about book cupboards, I was excited.
4 Art galleries can be expensive and full of tourists.

WRITING

- 6 1 The problem is that (This introduces the problem and comes before a clause.)
2 Unfortunately (This describes a wish the writer doesn't want to be true, and it is followed by a comma.)
3 The issue (This is the subject of the sentence which refers to the problem already discussed.)

- 4 One idea is to (This introduces an idea and is followed by an infinitive verb.)
 5 It would also be good (This introduces another idea and is followed by an infinitive verb.)
 6 We could do (This introduces a suggestion and includes the verb, so cannot fit gaps 4 or 5.)

7A-B Students' own answers. See text in Ex 6 for a model.

8 Sample answer
 I agree that people should spend more time creating positive communities with their neighbours. These days, people often think only about their own lives. They do not think about the lives of the people who live around them. This means that neighbours do not help each other any more. As well as this, some people expect the government to make their area a nice place to live, but we are all responsible for making our towns and cities a nice place to live. We should all take the time to keep our areas clean, and safe.

Lesson 5C

VOCABULARY

- 1A 1 got (get likes)
 2 had (have an argument)
 3 celebrate (celebrate a birthday)
 4 won (win a competition)
 5 failed (fail an exam)
 6 moving (move house)
 7 broken (break your laptop)
 8 got (get engaged)
 9 got (a new job)
 10 graduating (from university)
 1B 1 promoted (get promoted)
 2 lost (lose your job)
 3 get (get a new job)
 4 passed (pass exams)
 5 graduated (graduate from college)

HOW TO ...

- 2 1 giving good news
 2 responding to bad news
 3 responding to good news
 4 giving bad news
 5 responding to good news
 6 giving good news

PRONUNCIATION

- 3 1 d (That is good news.)
 2 b (I'm sorry to hear that.)
 3 f (That's wonderful news.)
 4 a (Wow, that's awesome!)
 5 e (Congratulations!)
 6 c (What a shame!)

SPEAKING

- 4A 1 news 5 Congratulations
 2 is 6 bad
 3 hear 7 shame
 4 awesome

4C-4D Students' own answers

Lesson 5D

GRAMMAR

- 1A 1 a (a future prediction with evidence, and only *going* is followed by *to*)
 2 b (a future prediction the speaker is sure about)
 3 a (a future prediction with evidence)
 4 c (a future prediction the speaker is sure about)
 5 b (a future prediction the speaker is not sure about)
 6 a (a future prediction with evidence - Iwona looks upset, an only *going* is followed by *to*)
 1B 1 'll/will 4 not
 2 to 5 'll/will
 3 will 6 going
 1C 1 I think you'll **probably** enjoy this news story.
 2 We're **definitely** not going to get there on time.
 3 There **probably** won't be printed newspapers in thirty years.
 4 You're **definitely** going to get promoted soon.
 5 We **probably** won't see Serena tomorrow.
 6 People will **definitely** want to keep watching TV news in the future.
 7 People are **probably** not going to stop using social media soon.
 8 I'm **definitely** not going to have time to see you tomorrow.

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

- 2B 1 T ('the boy swam for about an hour ...')
 2 F ('... he got to land and then ran to a house to call for help.')
 3 F ('... the day after getting engaged ...')
 4 F ('It took a local man just twenty minutes ... to find it.')
 5 T ('The aim of the app is to help those people who want gardens ...')
 6 T ('The app's creator wants to bring people together and make communities stronger.')
 7 T ('... this female dog was very nervous around people ...')
 8 F ('A couple had put a total of \$1,000 into lots of different products in different shops.')
 9 T ('A cleaner ... moved into her sister's home when she lost her job ...')
 10 F ('... the people ... got together and paid two years' rent on an empty flat in the building ...')

- 2C 1 getting 4 nervous
 2 aim 5 surprised
 3 creator 6 lost

UNIT 6

Lesson 6A

VOCABULARY

- 1A 1 studio (Only *studio* is a place. The place that an artist owns and works in is a *studio*.)
 2 designs (An architect creates designs for a building. A *composer* writes music.)
 3 arts (Music and dance are examples of the arts.)
 4 audience (Only an *audience* can shout.)
 5 subject (*Subject* describes the main person or thing in the painting. Only *subject* matches it in the final part of the sentence.)
 6 recording (Only a *recording* appears on TV.)
 1B 1 painter (It describes *someone who creates a painting*)
 2 studio (It's a place where an artist works.)
 3 art gallery (It's a place where artists show their work.)
 4 subjects (This describes the famous musicians that Simmons creates images of.)
 5 works (This describes all of the things that Fidai creates.)
 6 drawings (Something that an artist draws with a pencil.)
 7 design (Something that shows how the art will look.)
 8 styles (This describes different types of art.)

GRAMMAR

- 2A 1 b (We use *use* in its infinitive form as we do with other past simple questions.)
 2 a (This is the correct form for a past habit.)
 3 c (This describes a state that happened for a length of time.)
 4 b (This describes a past habit the speaker didn't have.)
 5 c (*Never* is in the correct place only in c, before *used to*.)
 6 b (This describes an action that happened for a length of time, so we must use the past simple.)
 2B 1 use to be (This is part of a question, so we use the infinitive form *use*.)
 2 used to draw (This describes a regular past habit.)
 3 took (This describes an action that took place over a length of time.)
 4 didn't use to like (This describes a regular past state the writer didn't experience.)
 5 used to love (This describes a regular past state.)
 6 stopped (This describes just one action, not a regular, repeated action.)

- 7 never used to enjoy (This describes a past state the writer didn't experience.)
8 used to prefer (This describes a regular, past state.)

PRONUNCIATION

- 3A 1 six 3 ten 5 six
2 eight 4 seven 6 seven

- 3B 1 We used to live in Italy.
2 I never used to like art very much.
3 I used to do a lot of sport at school.
4 She never used to speak to me.
5 They used to visit us often.
6 He used to love spending time outside.

READING

- 4 1 c
5A 1, 2, 4, 5
5B 1 b ('They both show regular scenes from everyday life ...')
2 b ('What's different is that Crewdson's photos show real life, but also something not real.')
3 c ('Many photographers ... feel both lucky and happy when they get the perfect image.')
4 a ('Crewdson takes time to plan every detail of his photographs.')
5 c ('In a lot of his photos, people do strange things, often without understanding why.')
6 c ('Crewdson's photos can make us feel like the people in the photos.')
5C 1 stories ('... and they both build stories in our minds.')
2 actors ('He has a huge group of people working with him.')
3 film ('Crewdson creates a scene a bit like a film.')
4 film character ('He says that the film ... gave him this idea.')
5 afraid ('They're often worried or frightened ...')
6 'Why?' ('... we start imagining stories about why.')
1C 1 artist (noun to describe a person)
2 creativity (noun)
3 photography (noun)
4 skilful/skilled (adjective)
5 creative (adjective)
6 imaginative (adjective)
7 talented (adjective)
8 imagination (noun)

PRONUNCIATION

2A-B

- 1 artist, photograph, talent, talented
2 artistic, creative, imagine, imaginative
3 creativity, photographic

GRAMMAR

- 3A 1 a (The usual comparative form of *easy* is *easier*, and *than* is needed.)
2 b (The superlative form needs *the*.)
3 c (This comparative form is missing *as*.)
4 b (We need *as* before and after the adverb.)
3B 1 the most creative (A superlative is needed because it's a comparison with everyone in the world. *Creative* is a longer adjective.)
2 more imaginative (A comparative is needed because it's comparing past and present. *Imaginative* is a longer adjective.)
3 the worst (A superlative is needed because it's a comparison with everyone the writer knows. *Bad* is an irregular comparative adjective.)
4 more talented (A comparative is needed because it's comparing past and present. *Talented* is a longer adjective.)
5 more carefully (A comparative is needed because it's comparing two actions (listening in the past and present). *Carefully* is a longer adverb.)
6 better (A comparative is needed because it's comparing past and present. *Good* is an irregular comparative adjective.)
7 more relaxed (A comparative is needed because it's comparing past and present. *Relaxed* is a longer adjective.)
8 less stressed (A comparative is needed because it's comparing past and present)

LISTENING

- 4A a ('... scientist Alicia Falstaff is going to tell us what research says about the brain and how creativity works.')
4B 1 T
2 T

- 3 F (It comes from our parents and our experiences.)
4 F (We can learn to be more creative and become more creative with experience, e.g. famous artists, musicians.)
5 T
6 T

- 4C 1 many
2 activities
3 shape
4 watch
5 sleep
6 technology

- 5 ~~get~~ go ~~in~~ enter
~~great~~ good ~~always~~ usually
~~have~~ move

WRITING

- 6 1 Although 3 because of
2 While 4 unless

7A-B Students' own answers. See Ex 6 for a model.

Lesson 6C

VOCABULARY

- 1A 1 outstanding 4 impossible
2 tiny 5 fantastic
3 horrible 6 fascinating
1B 1 essential 4 tiny
2 outstanding 5 impossible
3 fascinating

HOW TO ...

- 2A 1 In my view, the venue was too small.
2 What did you think of the concert music?
3 What makes you say that you didn't like it?
4 I guess it's good we're not all the same.
5 The reason is the singing was really horrible.

- 2B 1 b 2 a 3 c 4 e 5 d
3 didn't like

PRONUNCIATION

- 4 1 I thought it was terrible.
2 In my view, the acting was good.
3 For me, that doesn't make a good film.

SPEAKING

- 5A 1 What was the last film you saw?
2 It was that action film that came out on Friday. I saw it at the weekend.
3 Oh yes? What did you think of it?
4 I thought it was terrible.
5 Why did you think that?
6 Because the story was hard to understand.
7 Oh dear, that's not good. How was the acting?

Lesson 6B

VOCABULARY

- 1A 1 c (This describes the subject of the course.)
2 a (This describes the subject of art.)
3 b (This is the only positive adjective.)
4 c (Only *skilful* can describe the musician in this sentence.)
5 b (Only *imagine* fits the meaning of the sentence.)
6 c (Only *talent* can come after *a* and before *for*.)
1B 1 photographer 4 talented
2 photography 5 create
3 imagination 6 skills

- 8 In my view, the acting was good, but there was very little speaking. It was all action. For me, that doesn't make a good film.
9 Really? I like a lot of action in my films!
10 Do you? I suppose we're all different.

5B-C Students' own answers

Lesson 6D

GRAMMAR

- 1A 1 b (Use the present perfect with *since* to talk about an action that started in the past and continues now.)
2 b (Use the past simple to describe an action that happened for a period of time that started and finished in the past.)
3 c (Use the present perfect with *yet* to talk about 'at any time up to now'.)
4 a (Use the present perfect with *since* to talk about an action that started in the past and continues now.)
5 a (Use *for* to describe a period of time.)
6 c (Use *since* to describe a specific time when something started.)
1B 1 's/has had (This is an action that started in the past and is continuing now.)
2 took (This is a finished past action.)
3 haven't finished (This is an action that hasn't happened up to now, but is expected to happen soon.)
4 haven't/have not seen (This is an action that started in the past and is continuing now.)
5 hasn't/has not been (This is an action that started in the past and is continuing now.)
6 was (This is a past action that is completed.)

READING

- 2A b (The first part of the article talks about the importance of creativity in science. The second part discusses why it's important for school lessons to include a focus on creativity.)
2B 1 the arts ('When we think of creativity, we usually think of the arts, not science.')
2 artists ('Albert Einstein once described the greatest scientists as artists.')
3 experiments ('They might seem to be just fun experiments ...')
4 sound ('For some people, the sound of people eating is really stressful ...')

- 5 university ('... and continue to study science at university.')
6 science lessons ('The question is how we make sure that all science lessons include ...')

REVIEW 5-6

GRAMMAR

- 1 1 c (*who* refers to *The driver*)
2 c (*whose* refers to the woman's son - a possessive)
3 a (*when* refers to a time)
4 b (*where* refers to places)
5 a (*who* refers to friends - people)
6 a (*which* refers to an app)
2 1 'd/had never met Jamie (The present perfect changes to the past perfect.)
2 was cooking dinner (The present continuous changes to the past continuous.)
3 they were going out (*Be in be going to* changes from the present to the past.)
4 'd/would probably see Alex (*Will* changes to its past form *would*.)
5 couldn't do it (*can* changes to its past form *could*.)
6 needed to get some sleep (The present simple changes to the past simple.)
3 1 b (A negative verb is needed so c is not possible. The correct form with *never* is *never used to*, so a is also incorrect.)
2 c
3 c
4 b (This is not a past habit, but a past situation over a period of time, so we use the past simple.)
4 1 's/is going to (The noise is evidence, so the speaker uses *going to*.)
2 might (The speaker is not sure, so uses *might*.)
3 'll/will (The speaker feels certain this will happen, so uses *will*.)
4 will (The speaker feels certain this will happen, because it usually does, so uses *will*.)
5 're going to be (The speaker has evidence that they will be late, so uses *going to*.)
6 might (The speaker isn't certain, so uses *might*.)
5 1 as expensive as (They are the same price.)
2 not as tall as (Use a comparative adjective, as it is comparing how tall two people are.)
3 slower/more slowly than (Use a comparative adverb, as it's comparing the actions of two people.)
4 the furthest/farthest (Use a superlative adjective, as it compares a group of people.)

- 5 the worst (Use a superlative adjective with the present perfect.)
6 more carefully than (Use a comparative adverb.)
6 1 since (the time it started)
2 for (the period of time)
3 has (present perfect with *he*)
4 have (present perfect with *millions of people*)
5 which/that (relative pronoun which refers to *ones/games*)
6 most (superlative adjective)

VOCABULARY

- 7 1 got (get engaged)
2 get (get married)
3 passed (pass a test)
4 graduated (from university)
5 had (have a baby)
6 won (win a match)
7 broke (break a mobile phone)
8 got (get promoted)
9 celebrated (celebrate a birthday)
8 1 f (traffic jam)
2 c (donate to charity)
3 h (recycle waste)
4 a (have an argument)
5 e (get likes)
6 g (climate change)
7 b (natural disasters)
8 d (fake news)
9 1 online 4 levels
2 huge 5 rubbish
3 environment
10A 1 painter studio
2 recordings venues
3 artist audience
4 image architect
5 drawing subject
6 dancer composer
B 1 talented 5 creative
2 talent 6 dancers
3 venue 7 skill
4 audience 8 photographs

UNIT 7

Lesson 7A

VOCABULARY

- 1A 1 queue 5 tradition
2 destination 6 season
3 trip 7 jams
4 tour 8 break
1B 1 sightseeing (*go + sightseeing*)
2 attractions (*tourist + attractions*)
3 festival (*with singing and dancing* tells us that it's a festival)
4 customs (*customs* can be local and people follow them)
5 trip (the speaker is talking about the whole trip away)
1C 1 resort
2 Check-in
3 luggage
4 souvenirs
5 nightlife

- 6 rent
7 rate
8 book
9 accommodation

GRAMMAR

- 2A 1 c (Use the first conditional for a possible future situation and its consequence.)
2 a (Use the second conditional for an imaginary situation and its consequence.)
3 b (Use the first conditional for a possible future situation and its consequence.)
4 c (Use the second conditional for an imaginary situation and its consequence.)
5 a (Use the first conditional with *when* for a future situation you know will happen.)
6 c (Use the first conditional for a possible future situation and its consequence.)
2B 1 will take (Use the first conditional for a possible future situation and its consequence.)
2 wouldn't eat (Use the second conditional for an imaginary situation and its consequence.)
3 'd/would buy (Use the second conditional for an imaginary situation and its consequence.)
4 arrives, 'll/will start (Use the first conditional with *when* for a future situation and its consequence you know will happen.)
5 calls, 'll/will tell (Use the first conditional for possible future situation and its consequence.)
6 could go, wasn't/weren't (Use the second conditional for an imaginary situation and its consequence.)
7 was/were, 'd/would be (Use the second conditional for an imaginary situation and its consequence.)
8 visit, 'll/will take (Use the first conditional for a future situation and its consequence.)
9 had, 'd/would drive (Use the second conditional for an imaginary situation and its consequence.)
10 'll/will make, help (Use the first conditional for a future possible situation and its consequence.)

PRONUNCIATION

- 3 1 'd 2 'll 3 'll 4 'd 5 'd 6 'll

READING

- 4A b (The photo suggests the article is funny, not serious. The title mentions *kind of tourist* (different types of people who go on holiday) and the headings all talk about types of tourists. Business isn't mentioned. Stories don't usually have headings.)

4B-C

- 1 The culture lovers ('... to feed their minds.')
2 The adventurers ('They want to be in the sea looking for sharks.')
3 The love birds ('These tourists only ever travel in pairs.')
4 The sightseers ('tourists you see hurrying to a tourist attraction.')
5 The shoppers ('with their hands full of shopping bags.')
6 The party lovers ('... go out in the evenings.')
7 The food lovers ('... and are looking for new, exciting tastes.')
8 The backpackers ('huge bags they have on their backs.')
4D 1 F ('... spend their evenings in their room resting.')
2 T ('... and anywhere else you can buy food.')
3 T ('they're frightened they might miss something.')
4 F ('Whether they're in a city, a small town or the country ...')
5 F ('These tourists don't want to lie on a beach and relax.')
6 T ('... and staying in cheap accommodation')
7 F ('They share their photos online ...')
8 F ('... and get back just in time to sit with everyone else at the hotel and have breakfast.')
7 valley (This describes the area of land between mountains which is usually low and flat.)
8 stream (A stream is a very small river and not very deep.)
9 mountains (The name for a group of mountains is a *range*.)
10 jungle (A jungle has thick plants across its floor with trees stopping sunlight coming in.)

Lesson 7B

VOCABULARY

- 1 1 a (You can *explore* an area, but you can't *accept* or *expect* an area.)
2 c (Only *funny* fits the meaning of the sentence.)
3 a (Only *notice* fits the meaning of the sentence.)
4 c (*Heard* is followed by *of*.)
5 b (Neither *choose*, nor *explore* come before that. *Realise* fits the meaning of the sentence.)
6 b (Only *surprising* fits the meaning of the sentence.)

- 2A 1 stream 5 range
2 valley 6 park
3 coast 7 seaside
4 jungle 8 countryside

- 2B 1 countryside (It's an area outside the city.)
2 waterfall (A waterfall falls into a lake of water. It's possible to swim behind smaller waterfalls.)
3 rainforest (A rainforest is hot and wet, and has animals.)
4 seaside (The seaside often has a beach but valleys do not.)
5 park (We say *national park*, not *national mountains*.)
6 coast (This describes the area between land and sea in the south of the country.)

GRAMMAR

- 3A 1 a (The meaning is negative here, so *too* is needed, e.g. more tired than I want.)
2 b (*Milk* is uncountable so we use *much*.)
3 c (We use *enough* to show that it's not the right amount.)
4 b (We need *of* after *plenty* and a *lot*, so only *a little* is possible.)
3B 1 lots of (Lexie grew up with parents in the travel business, so she had the opportunity to visit lots of different countries.)
2 a few (*Weeks* is countable.)
3 many (*Jobs* is countable.)
4 a lot of (We usually use *a lot of* with uncountable nouns in a positive sentence. We use *much* in negative sentences and questions.)
5 enough (The meaning in this sentence is 'the right amount' so we use *enough*.)
6 many (*Months* is countable.)
7 a little (The meaning must be positive as the sentence starts with *She also earned* which means as well as the money she had for accommodation, etc.)
8 plenty of (The meaning is positive so only *plenty of* is possible.)
9 very (The meaning is positive.)
10 many (*these* refers to *places* which is countable, so *many* is needed.)
4 1 a few (This is stressed.)
2 too many (This is stressed.)
3 hardly any (This is stressed.)
4 a few (This is stressed.)
5 too many (This is stressed.)
6 not enough (This is stressed.)

LISTENING

- 5 1 over - above
2 huge - large
3 largest - biggest
4 place - space
5 trip - ride
6A 1, 3, 4, 7, 8
6B 1 c (Anna says that she didn't have time to think about Monterrey before she went. a is incorrect because Anna didn't have time for this. b is incorrect because the city was bigger than Anna expected, and Anna doesn't mention her own city.)

- 2 a (She says that all except one of her colleagues were from other Mexican cities but they didn't seem very different from each other. b is incorrect because Anna says they were similar. c is incorrect because Anna doesn't mention colleagues back home.)
- 3 c (She says that the boat ride was the best part of the trip for her. She mentions a and b but these were not the best part.)
- 4 a (She says that she enjoyed eating something different to cereal in the mornings. b is incorrect because she said she'd eaten it before, not cooked it. c is incorrect because Anna said it was hotter but she didn't mind.)
- 5 b (She says the buildings were newer than she thought they would be. a is incorrect because she says she'd met her colleagues before. c is incorrect because she knew it would be warm but not hot.)
- 6 b (She says that she hopes to have a week at the local beach. a is incorrect because she doesn't want to go back to Monterrey for a while. c is incorrect because she wants to stay local.)

WRITING

- 7 1 expected 4 was
2 found 5 walking
3 to take

8A–B Students' own answers. See text in Ex 7 for a model.

9 Sample answer
I believe that travelling in your own country is better than travelling abroad. Firstly, it is often cheaper than travelling abroad. You do not have to pay for flights or long-distance train journeys. Secondly, it is possible to learn to learn more about your own history and culture. This is important because often different areas of a country are different to our own. Finally, when we stay in our own countries, we can help to support tourism. This can be good for our country's economy.

Lesson 7C

VOCABULARY

- 1A 1 F (Something that is colourful has lots of colours and is usually bright.)
2 T
3 F (It's something that people have been doing for a long time.)
4 T
5 T

- 6 F (It's wide. A narrow road usually can't have more than one or two cars side by side.)
7 F (It's noisy, and possibly stressful.)
8 T
9 F (It's narrow, not wide.)
10 T
- 1B 1 colourful (B mentions red, green and yellow.)
2 modern (B is comparing the historical buildings to modern buildings today.)
3 narrow (B says that the streets didn't need to be wide, comparing it to A's mention of narrow ones.)
4 ancient (B is talking about the street where the historical buildings are, and streets that were built when there were no cars.)
5 peaceful (B is describing the quiet streets without usual road noise.)

How to ...

LISTENING

- 2A a, b, c, e, f, h
- 3 1 absolutely 5 can
2 must 6 sure
3 definitely 7 lovely
4 without 8 fun

PRONUNCIATION

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

SPEAKING

- 5A–B 1 absolutely 4 sounds
2 should 5 leave
3 That 6 How

5C–D Students' own answers

Lesson 7D

GRAMMAR

- 1A 1 c (The subject is *The children*, which is the same as *They*, so we use *themselves*.)
2 b (The subject is *you* in the singular, so we use *yourself*.)
3 b (The subject is *My laptop*, which is the same as *it*, so we use *itself*.)
4 a (The subject is *I*, so we use *myself*.)
5 b (The subject is *We*, so we use *ourselves*.)
6 a (The subject is *My sister*, so we use *herself*.)
- 1B 1 myself (The subject is *I* so we use *myself*.)
2 himself (James is male so we use *himself*.)
3 ourselves (The subject is *We* so we use *ourselves*.)
4 themselves (The subject is *Most people* which is the same as *They* so we use *themselves*.)

- 5 herself (Anna is female so we use *herself*.)
6 itself (*The television* is a thing so we use *itself*.)
7 themselves (*My children* are they so we use *themselves*.)
8 yourself/yourselves (*You* is the subject so we use *yourself* or *yourselves* if *you* is plural.)
9 ourselves (The subject is *We* so *ourselves* is the pronoun.)
10 yourselves (The subject is *You* and because the speaker uses *all*, we know the subject is plural, so we use *yourselves*.)
- 1C 1 myself (The subject is *I*.)
2 yourself (The subject is *You*.)
3 ourselves (The subject is *Sammy and I* = *We*.)
4 herself (The subject is *one woman* = *she*.)
5 himself (The subject is *a guy* = *he*.)
6 yourselves (The subject is *you and Sammy* = *you* plural.)

LISTENING

- 2A 1 spending 4 meals
2 job 5 bus
3 accommodation 6 online
- 2B 1 F (The presenter says we won't be able to stay in five-star hotels, but we'll be comfortable and safe.)
2 F (The presenter says it might be free, but not always.)
3 T (The presenter says we should do research to check that people who stayed in the room before were happy.)
4 F (The presenter says that you can buy supermarket food, too.)
5 T (The presenter suggests making cold food.)
6 F (The presenter says that walking is the cheapest way.)
7 F (The presenter suggests buying a ticket for a week.)
8 T (The presenter suggests that our friends might have friends in who might offer us a room in their homes.)
- 3 1 You can live with a family and look after their children.
2 Be careful when you decide where to stay.
3 Try not to take transport if you can.
4 Go online and connect with people.

UNIT 8

Lesson 8A

VOCABULARY

- 1 1 b (Only *calculate* goes with *how many*.)
2 a (Only *solve* goes with *problem*.)
3 c (This forms part of a phrasal verb with *into*.)

- 4 b (Only *upload* goes with *photos* when talking about putting them online.)
 5 a (Only *arranged* goes with *for someone*.)
 6 a (You can *install*, *repair* and *replace* a heating system, but you *repair* or *replace* an old one, not a new one.)

- 2A 1 d (looking after my little sister)
 2 c (gets on very well)
 3 a (work out how to)
 4 g (come up with a new song)
 5 b (set up his own business)
 6 e (take up a sport)
 7 h (picked up golf)
 8 f (turned ... into ...)
- 2B 1 took up 5 looked after
 2 picked up 6 come up with
 3 set up 7 work out
 4 made up 8 got on

GRAMMAR

- 3A 1 a (This refers to past ability at one specific time.)
 2 c (This refers to a general present ability.)
 3 c (This refers to a past ability about a specific time.)
 4 b (This refers to a general present ability.)
 5 a (This refers to a negative past ability.)
 6 a (This refers to past ability about a specific time, so *could* isn't possible.)
- B 1 can catch/'m able to catch (general present ability)
 2 could make/was able to make (general past ability)
 3 can't do/'m not able to do (general present ability)
 4 could write/was able to write (general past ability)
 5 was able to complete (past ability at a specific time, so *could* is not possible)
 6 can't remember (a present ability to remember something)

PRONUNCIATION

- 4 1 Could 5 can't
 2 couldn't 6 can
 3 can 7 Were
 4 Are 8 was

LISTENING

- 5 like love fifty fifteen
 make create finished final
 arms hands
- 6A 1 T (Ed says he loves those kinds of videos and that he knows Jo does too, and she agrees.)
 2 F (She says that she watches people making meals, animals out of paper and watched someone make a metal ball, but she can't do those things.)

- 3 F (He says those videos don't interest him.)
 4 F (She says that when she makes cake at home everything is a mess, but everything is perfect when people make cakes in videos.)
 5 T (He says that these videos relax him.)
 6 T (Jo suggests it and Ed agrees.)
- 6B 1 metal ('I watched someone making a metal ball the other day ...')
 2 skilful ('... And they're so skilful!')
 3 see ('a final product we can see with our eyes.')
 4 awful ('If I've had an awful day at work, I just put one of those videos on ...')
 5 wood ('I should probably say food ... But I'd love to be able to make something from wood.')
 6 paper ('I'd like to make things with paper like they do in Japan.')

WRITING

- 7 1 When I was about eleven
 2 Before we could
 3 At first
 4 after a few lessons
 5 These days
 6 at the age of twenty-five
 7 I can still
- 8A-B Students' own answers. See Ex 7 for a sample answer.

Lesson 8B

VOCABULARY

- 1 1 made (We make a film, using a camera.)
 2 clips (A plural noun is needed in this gap, and only *clips* fits the form and meaning.)
 3 shared (Only *shared* goes with an object, *it*, and *with*.)
 4 commented (Only *commented* is followed by *on* and then the object.)
 5 podcast (Only *podcast* can fit the meaning of the sentence.)
- 2A 1 shut down (to turn the laptop off)
 2 restart (to switch it off and on again)
 3 edit (to cut or add video clips together)
 4 undo (to forget the last instruction you gave a computer program)
 5 charge (to put power onto the phone)
 6 Press (to push a button)
- 2B 1 plug 5 run
 2 switch 6 charge
 3 installed 7 switch
 4 unplug

GRAMMAR

- 3A 1 a (present perfect passive: (*it*) *has* + past participle)
 2 c (present continuous passive: (*it*) *is being* + past participle)
 3 c (past simple passive question: *Were* (*you*) + past participle)
 4 b (past simple passive: (*I*) *was* + past participle)
- 3B 1 was asked (past simple passive: (*I*) *was* + past participle)
 2 're/are being filmed (present continuous passive: (*We*) *are* + past participle)
 3 haven't been given (present perfect passive: (*We*) *haven't been* + past participle)
 4 're/are told (present simple passive: (*We*) *are* + past participle)
 5 's/is being made (present continuous passive: (*It*) *is being* + past participle)
 6 been asked (present perfect passive question: *Have* (*you*) *been* + past participle)
- 3C 1 are shared (present simple passive: (*they*) *are* + past participle)
 2 is used (present simple passive with time expression *each month of every year*: (*it*) *is* + past participle)
 3 have been watched (present perfect passive with time expression *in the last ...*: (*they*) *have been* + past participle)
 4 watched (past simple with the time expression *last year*; active, not passive)
 5 are being spent (present continuous passive with the time expression *at this moment*: (*they*) *are being* + past participle)

PRONUNCIATION

- 4 1 This cat video has been watched by lots of people.
 2 Marie has just shown me a really sad video.
 3 Some of us make our own videos.
 4 This video was only made this morning.

READING

- 5A c
- 5B-C 1 D 2 A 3 E 4 B 5 C
- 5D 1 simple ('Short videos with simple messages are more likely to go viral than longer videos.')
 2 guilty ('... a short video is less likely to make people feel guilty when they know they have other, more important, things to do.')
 3 share ('You want viewers to go away thinking that your video was useful or important ... they'll be more likely to share it.')

- 4 promise ('Don't promise something that doesn't happen because people will find that annoying.')
- 5 interested ('... choose something that will make viewers interested in what happens and want to click 'play'.')
- 6 week ('Lots of video makers choose early in the week, ...')
- 7 busy ('At the weekend, people might be busy doing other things.')
- 8 data ('Look at the data and learn more about when videos are watched and shared.')

Lesson 8C

VOCABULARY

- 1
 - 1 crashed (When a laptop crashes, you have to restart it.)
 - 2 working (This is the only word in the box which can be used with *isn't* to describe a problem.)
 - 3 password (This explains why A couldn't get into their email account.)
 - 4 attachment (You include an attachment with an email.)
 - 5 file (You save a file after you've worked on it.)
- 2
 - 1 socket (The place where you put a plug.)
 - 2 keyboard (A keyboard has letters on it.)
 - 3 PIN (This is the number you type into the machine when you pay by card.)
 - 4 USB storage device (The thing which you save files to.)
 - 5 cable (The thing which connects two pieces of technology together, or one piece of technology to a plug.)
 - 6 screen (The thing which you look at on your laptop, mobile or tablet to see messages, etc.)
 - 7 file (Information that you store on a computer.)
 - 8 keyboard (The part of a computer that you type with.)

HOW TO ...

- 3 Conversation 1: b, 1
Conversation 2: c, 2
Conversation 3: a, 3
- 4
 - 1 My phone isn't working.
 - 2 Every time I open the app, it crashes.
 - 3 Have you tried switching it off and on?
 - 4 There's a problem with my phone.
 - 5 Maybe you need to close all your apps.
 - 6 It sometimes works if you do that.
- 5
 - 1 The screen on my mobile phone isn't working.

- 2 Have you checked the apps you have open?
- 3 Try switching off your phone and restarting it.
- 4 It sometimes works if you delete the app.

PRONUNCIATION

- 6
 - 1 The speaker took a video. (*video* is emphasised.)
 - 2 The speaker closed the apps. (*closed* is emphasised.)
 - 3 The laptop is working. (*working* is emphasised.)
 - 4 The speaker shared the video. (*shared* is emphasised.)

SPEAKING

- 7A
 - 1 There's a problem
 - 2 I can't
 - 3 Have you tried
 - 4 It sometimes
 - 5 Maybe you need to
 - 6 I'll try that

7C-7D Students' own answers

LESSON 8D

GRAMMAR

- 1A
 - 1 c (*wouldn't mind* is followed by an *-ing* form)
 - 2 c (*like* can be followed by either an *-ing* form with *no to*, or to infinitive)
 - 3 a (*suggest* is followed by an *-ing* form)
 - 4 c (*look forward to* is followed by an *-ing* form)
 - 5 a (*delay* is followed by an *-ing* form)
 - 6 a (*begin* is followed by an *-ing* form with *no to*.)
- 1B
 - 1 b (*recommend* + *-ing* form)
 - 2 a (*improve* + *-ing* form)
 - 3 a and b (*hate* + *-ing* form or infinitive)
 - 4 b (*make sure* + infinitive without *to*)
 - 5 a (*Keep* is an imperative here, so we use the infinitive form.)
 - 6 b (*can't stand* + *-ing* form)
 - 7 b (*remember* + *-ing* to say that we have a memory of something in the past)
 - 8 a (*wouldn't mind* + *-ing* form)

READING

- 2A a (In the introduction, it mentions '... there are many advantages' and at the end the writer tells readers to learn another language because they'll learn so much and will be happy they did. The other paragraphs all provide advantages of learning a second language.)
- 2B
 - 1 ('Firstly, it helps us to communicate in our first language.')
 - 2 ('It helps us to have a better memory ...')

- 4 ('... we become better at doing several tasks at the same time.')
- 5 ('... learning other languages can also improve our chances of getting a good job.')
- 6 ('And once we're in work, it can help us to get paid more.')
- 8 ('Knowing other languages allows me to be more comfortable when I travel, and have more fun')

REVIEW 7-8

GRAMMAR

- 1
 - 1 b (a possible future situation and condition, so we use *if* + present simple)
 - 2 c (imaginary, unreal situation and condition, so we use *if* + past simple)
 - 3 a (a possible future situation and condition, so we use *will* + infinitive)
 - 4 c (imaginary situation and condition, so we use *wouldn't* + infinitive)
- 2
 - 1 much (*time* is uncountable so we use *much*)
 - 2 a few (*videos* are countable so we use *a few*)
 - 3 enough (*not ... enough* means not the right amount)
 - 4 hardly any (*hardly any* means a very small amount; *a bit of* is not possible with a plural countable noun)
 - 5 a lot of (*videos* is countable so we cannot use *much*)
 - 6 very (The meaning here is positive so we use *very*; *too* means more than we need.)
 - 7 much (The meaning is negative so we use *much*.)
 - 8 plenty of (The meaning is positive so we use *plenty of*.)
 - 9 too many (The meaning is negative – more than we need – so we use *too many*.)
- 3
 - 1 yourself (The subject is *Tom* = *you*, so we use *yourself*.)
 - 2 itself (The subject is *window* = *it*, so we use *itself*.)
 - 3 myself (The subject is *I*, so we use *myself*.)
 - 4 ourselves (The subject is *we*, so we use *ourselves*.)
 - 5 yourselves (The subject is *You and Bella* = *you* plural, so we use *yourselves*.)
 - 6 themselves (The subject is *Our neighbours* = *they*, so we use *themselves*.)
- 4
 - 1 could (general past ability. We can't use *was able* because there is *no to*.)
 - 2 wasn't able (past ability at a specific time. We can't use *couldn't* because there is *to*.)

- 3 can (present ability in the positive form)
 4 couldn't (past ability at a specific time. We can't use *wasn't able* because there is no to.)
 5 was able (past ability at a specific time. We can't use *could* because there is to.)
 6 can't (present ability in the negative form)
- 5 1 trying (After *recommend*, we use an -ing form.)
 2 both (After *begin*, we can use both an -ing form or an infinitive.)
 3 hearing (After *look forward to*, we use an -ing form.)
 4 seeing (After *wouldn't mind*, we use an -ing form.)
 5 moving (After *keep*, we use an -ing form.)
 6 both (After *hate*, we can use an -ing form or an infinitive.)
- 6 1 is agreed (We don't know who agrees the design, so it's a passive form.)
 2 are made (We don't know the who makes the phone, so it's a passive form.)
 3 are put (We don't know who puts the parts together, so it's a passive form.)
 4 call (The subject is *We* and this is who calls the phone a prototype, so it's an active form.)
 5 is passed (We don't know who passes the phone around, so it's a passive form.)
 6 give (We know who gives the opinions and this is the subject of the sentence, so it's an active form.)
 7 are added (We don't know who adds the screen, battery and camera, so it's a passive form.)
 8 is installed (We don't know who installs the software, so it's a passive form.)
 9 is tested (We don't know who tests the phone, so it's a passive form.)
 10 produces (The subject is *the company* and this is who produces the phone, so it's an active form.)

VOCABULARY

- 7 1 destination 6 nightlife
 2 resort 7 rented
 3 modern 8 going
 4 accommodation 9 attractions
 5 peaceful 10 booked

- 8A 1 c (A waterfall falls from a mountain into an area where people swim.)
 2 b (A valley is below a high area and there may be fields there.)
 3 f (A jungle has a lot of trees and animal life.)

- 4 d (A stream is very narrow and may have tiny fish in it.)
 5 a (The road is high up on the land and there is a view of the coast below.)
 6 e (The sand is at the seaside.)
- 8B 1 of (heard of)
 2 across (come across)
 3 realised (realise something that you did or didn't do)
 4 notice (notice something you see)
 5 expect (not expect something to happen)
 6 explore (explore an area)
- 9 1 b (*put up* = placed)
 2 a (*came up with* = thought of)
 3 b (*work out* = decide)
 4 a (*look after* = care for)
 5 a (*take up* = start doing something, e.g. a hobby)
 6 c (*set up* = start a business/project)
- 10 1 C (It means to arrange a smartphone, story and actors.)
 2 B (Only *plug* is followed by *into*.)
 3 D (You only can only *run out of* charge of these four options.)
 4 A (Only a *cable* connects a mobile phone to a computer.)
 5 B (*Edit* is the only verb which describes cutting or joining film clips together.)
 6 C (Only *upload* is followed by *to the internet*.)

CUMULATIVE REVIEW 1-4

GRAMMAR

- 1 1 are you doing (Use the present continuous for an activity happening now.)
 2 want (Use the present simple for state verbs.)
 3 's working (Use the present continuous for an activity happening now.)
 4 's often (Adverbs of frequency come after *be*.)
 5 needs (Use the present simple for state verbs.)
 6 have (This is a state verb meaning 'possess/own', so the present simple is used.)
 7 hardly ever use (Adverbs of frequency come before the main verb.)
 8 'm leaving (Use the present continuous for an activity happening now.)
- 2 1 was living (background information to the main events in the story)
 2 had studied (a past action that happened before the main events in the story)
 3 'd/had never taken (talking about a time before the main events in the story)
- 4 needed (a main action in the story)
 5 decided (a main action in the story)
 6 walked (a main action in the story)
 7 was washing (an action in progress which is interrupted)
 8 'd/had entered (an action which happened before the writer realised his mistake)
 9 apologised (a main action in the story)
 10 left (a main action in the story)
- 3 1 b (an action that happened at a specific past time)
 2 a (a past action which is relevant to the present. Andrew is here now.)
 3 a (an unfinished time period. *Today* is still continuing.)
 4 b (an action that happened at a specific past time)
 5 b (an action that happened in the past, but we don't know when)
 6 a (a past action which is relevant to the present. Teresa's arm is broken now.)
- 4 1 did you do (question word + auxiliary verb + subject + verb)
 2 gave (In a subject question, no auxiliary verb is needed.)
 3 Did you go (yes/no question)
 4 did you go with (question word + auxiliary verb + subject + verb; the preposition *with* goes at the end)
 5 were (In a subject question, no auxiliary verb is needed.)
 6 won (In a subject question, no auxiliary verb is needed.)
 7 happened (In a subject question, no auxiliary verb is needed.)
- 5 1 're/are (*be going to* + infinitive for future plans and intentions)
 2 might (*might* + infinitive for unsure plans)
 3 's/is (present continuous for future arrangements)
 4 'll/will (*will* + infinitive for a decision made at the time of speaking)
 5 not (*might not* + infinitive for a possible future action)
 6 'll/will (*will* + infinitive for a decision made at the time of speaking)
 7 are (present continuous for future arrangements)
 8 to (*be going to* + infinitive for future plans and intentions)
- 6 1 need to/should (*need to* for necessity; *should* for advice)
 2 have to/must (strong advice)
 3 mustn't (it's not allowed)
 4 don't have to/needn't (it's allowed, but not necessary)
 5 don't have to (it's not necessary, but you can if you want)

- 6 have to/must/should (all of these describe advice; *have to/must* are stronger than *should*)
 7 doesn't need to/shouldn't (*doesn't need to* means it's possible but not necessary, e.g. she doesn't have any lessons; *shouldn't* means it's not a good idea, e.g. she's sick)
 8 don't have to (it's not necessary)

VOCABULARY

- 7 1 get on really well 5 look up to
 2 serious 6 kind
 3 funny 7 generous
 4 crazy 8 patient
 8 1 boring 5 proud
 2 exhausted 6 terrified
 3 annoyed 7 in love
 4 upset 8 surprising
 9 1 guess (try to think of an answer; noun and verb forms are the same)
 2 solution (answer to a problem; noun form after *a*)
 3 memorise/memorize (get something into your memory so you remember it; verb form after *to*)
 4 knowledge (the things you know; noun form after *my*)
 5 revise (study something to learn it; verb form after *have to*)
 10 1 campus (a place with many university buildings)
 2 surgery (a doctor's office)
 3 petrol (a petrol station is where you can put petrol in your car)
 4 chemist (a place where you can buy medicine)
 5 square (a space between buildings in a town which has a square shape)
 11 1 gone 4 download
 2 launch 5 make
 3 send
 12 1 mind 7 cancelled
 2 Nice 8 worry
 3 got 9 like
 4 talking 10 where
 5 keep 11 know
 6 problem
 13 1 out (*be out of work* is a phrase)
 2 until (preposition of time used to talk about something which happened up to a certain time and then stopped)
 3 to (*to + infinitive* is used after *decide*)
 4 ever (*Has/have ever + present participle* is used after a superlative adjective to say it was the best decision up to that point in Enzo's life.)
 5 The (The friend has already been mentioned and the readers know which friend the writer is talking about, so *the* is used.)

- 6 down (*write something down* is a phrasal verb)

CUMULATIVE REVIEW 5-8

GRAMMAR

- 1 1 who/that (refers to Jack's colleague)
 2 whose (refers to the dog's owner)
 3 when/that (refers to the time something happened)
 4 which/that (refers to a laptop, a thing)
 5 where (refers to a café)
 6 which/that (refers to a few shops; *where* isn't used in this sentence because the place is the subject of the sentence – the *shops* (a thing) sell really nice art)
 2 1 had (Emily used the present simple when speaking to Joe)
 2 had had (Emily used the present perfect when speaking to Joe)
 3 wanted (Emily used the present simple when speaking to Joe)
 4 was getting (Emily used the present continuous when speaking to Joe)
 5 would (Emily used *will* when speaking to Joe)
 6 had bought (Emily used the present perfect when speaking to Joe)
 3 1 the (This word comes before a superlative adjective.)
 2 than (This word comes after a comparative adjective when the object is stated.)
 3 more (This word comes before a longer comparative adjective.)
 4 as (This word comes after *as + adjective* when the object is stated.)
 5 less (This word comes before a comparative adjective when it's the opposite of *more*.)
 6 least (This word comes before a superlative adjective when it's the opposite of *most*.)
 4 1 've/have lived, since (*last year* is the start time)
 2 haven't seen, for (*a few weeks* is a period of time)
 3 Have, visited, yet (*yet* means 'up to now')
 4 hasn't introduced, yet (*yet* means it's expected to happen soon)
 5 have been, since (*since I was a child* is the start time)
 6 have known, for (*over ten years* is a period of time)
 5 1 many (before a countable, plural noun; negative meaning when it's after *too*)

- 2 enough (before an uncountable noun; negative meaning when it's after *not*)
 3 much (before an uncountable noun; negative meaning when it's after *too*)
 4 many (before a countable noun; negative meaning when it's after *too*)
 5 bit (after *a* and before an uncountable noun; positive meaning)
 6 hardly (before *any* and a countable noun; negative meaning)
 6 1 uploaded (active sentence – we know who uploaded the video; past simple)
 2 are watching (active sentence – we focus on who is watching the video; present continuous)
 3 aren't accepted (passive sentence – we don't focus on who is accepting the videos; present simple)
 4 has been deleted (passive sentence – we don't focus on who deleted the video; present perfect)
 5 aren't watched (passive sentence – we don't know who watches the videos; present simple)

VOCABULARY

- 7 1 headline 4 publishes
 2 journalist 5 Fake
 3 blog post 6 find, out
 8 1 activists (a group of people who want to change a situation)
 2 campaign (what the activists are doing to warn people about a situation)
 3 waste (the things people throw away)
 4 recycle (using materials again)
 5 donate (giving things you don't want to charities which sell them)
 6 levels (the amount of something)
 7 pollution (the smoke/harmful substances which come from factories)
 8 environment (the world around us)
 9 1 not nice → horrible
 2 not easy → impossible
 3 very good → outstanding
 4 interesting → fascinating
 5 small → tiny
 10 1 destination (a place to visit)
 2 culture (the local lifestyle, food, music, etc.)
 3 book (goes with *tour* to get a place on a tour before you go)
 4 monuments (buildings which help people to remember something or someone from history)

- 5 resort (a place where people stay on holiday)
6 nightlife (going out to eat out, dance etc. at night)
11 1 put (put up a shelf)
2 repair (repair something that's broken)
3 turn (turn something into something else)
4 arrange (arrange someone to do something for you)
5 solve (solve a problem)

HOW TO ...

- 12 1 tell 7 do
2 wonderful 8 Make
3 hear 9 idea
4 say 10 working
5 makes 11 tried
6 because 12 works

- 13 1 B (the information on websites on the internet)
2 C (people who travel with large bags on their backs)
3 A (Get goes with *engaged*. The other verbs don't.)
4 C (*Came up with* is a phrasal verb that means 'to think of'.)
5 A (*Skilful* is an adjective which describes someone being talented.)
6 D (Only *fascinating* can describe the positive experience of watching something.)

CUMULATIVE REVIEW 1-8

GRAMMAR

- 1 1 to become (the infinitive verb follows *expect*)
2 finishing (the *-ing* verb follows prepositions like *after*)
3 training/to train (both the infinitive and the *-ing* verb can follow *begin* without a change of meaning)
4 talking (the *-ing* verb follows *spend time*)
5 doing (the *-ing* verb follows *enjoy*)
6 to get (the infinitive verb follows *want*)
7 to become (the infinitive verb follows *decide*)
8 to think (the infinitive verb follows *seem*)
9 being (the *-ing* verb follows *miss*)
10 helping (the *-ing* verb follows *look forward to*)
2 1 quite a (*quite a* + adjective + noun)
2 lot more (*a lot more* + noun)
3 a (*a relatively* + adjective + noun)
4 bit (*a bit more* + noun)
5 quite (*quite* + adjective)
6 lot less (*a lot less* + noun; do something *a lot less* than in the past)
3 1 until (up to the time I left school)
2 during (within the time of school lessons)

- 3 In (*in* + the time phrase *summer holidays*)
4 Between (started at the end of school and finished at the end of university)
5 After (after a specific event)
6 In (*in* + *my 20s, 30s, 40s*, etc.)
7 On (*on* + a specific day)
8 After (after a specific event)
4 1 b (*it* must come between the verb and particle)
2 b (we cannot separate *break into*)
3 both (we can separate *pick up* so both are possible)
4 a (we cannot separate *look after*)
5 both (we can separate *write down*)
6 a (*it* must come between the verb and particle)
5 1 - (*people* is a general plural noun)
2 a (before a job)
3 a (one of many children)
4 - (*hours* is a plural noun)
5 the (before a superlative adjective)
6 the (before *end of*)
7 an (the first time it is mentioned; use *an* before a noun with a vowel sound)
8 A (the first time this girl is mentioned)
9 the (the second time the elephant is mentioned; we know which elephant)
10 The (the second time this girl is mentioned; we know which girl)
11 - (*friends* is a general plural noun)
12 - (don't use an article with *for lunch, breakfast, dinner*)
6 1 the worst, 've/have ever seen
2 the funniest, l've/have ever heard
3 the silliest, 's/has ever done
4 the happiest, 've/have ever looked
5 the nicest, 's/has ever said
6 the most exhausted, 've/have ever felt
7 1 're going to miss (There is evidence, so the speaker uses *going to*.)
2 'll wait (The speaker feels sure of this prediction, so uses *will*.)
3 might rain (The speaker is unsure of this prediction so uses *might*.)
4 won't (The speaker feels very sure of this prediction so uses *won't*.)
5 's not going to be (There is evidence, so the speaker uses *going to*.)
6 'll probably get (The speaker is not very sure of this prediction so uses *will probably*.)
7 won't begin (The speaker feels sure of this prediction so uses *won't*.)
8 1 didn't use to go (a past habit)
2 used to love (a past state)

- 3 spent (refers to three specific past times, not a habit)
4 used to stay (a past habit)
5 rained (refers to a specific past time, not a habit)
6 used to play (a past habit)
9 1 wasn't (an unreal or imaginary situation, so a past simple verb is used after *if*)
2 see (a possible situation, so a present simple verb is used after *if*)
3 knew, would (an unreal or imaginary situation, so a past simple verb is used after *if* and *would* is used in the other half of the sentence)
4 Will, get (a possible situation, so *will* and the present simple are used)
5 wouldn't, were (an unreal or imaginary situation, so *would* and a past simple verb is used)
10 1 yourself (The subject is *you*.)
2 ourselves (The subject is *We*.)
3 himself (The subject is *My brother*.)
4 themselves (The subject is *everyone*.)
5 myself (The subject is *I*.)
11 1 couldn't/wasn't able to (both are possible because they're talking about a general past ability)
2 was able to (*could* isn't possible because it refers to an ability at a specific past time)
3 can't (refers to a present ability)
4 Could/Were you able to (both are possible because they're talking about a general past ability)
5 can/is able to (both are possible because they're talking about a general present ability)
6 was finally able to (refers to an ability at a specific past time)
12 1 if/when (this is a first conditional sentence)
2 've/have (this refers to a past action, but we don't know when, so we use the present perfect)
3 to (the infinitive with *to* follows *want*)
4 was (part of the past continuous to describe background information)
5 a (before a singular noun we mention for the first time)
6 able (part of the phrase *being able to* to talk about ability)

VOCABULARY

- 1 1 professions (refers to people's jobs)
2 part-time (The writer works only three days a week.)
3 runs (goes with *his own business*)
4 journalist (A journalist works at a newspaper.)

- 5 responsible (goes with *for*)
 6 career (This refers to jobs in general.)
 7 chef (A chef works at a restaurant.)
 8 out of work (this refers to the fact that the cousin has no job at the moment)
 9 volunteer (This refers to the cousin's work at the hospital – she doesn't get paid for it.)
 10 plumber (A plumber installs bathrooms.)
 11 qualifications (goes with *college*)
 12 wage (goes with *earn*)
- 2 1 animation 5 comedy
 2 ending 6 plot
 3 biopic 7 action
 4 hero 8 characters
- 3 1 got 4 got
 2 made 5 make
 3 make 6 made
- 4 1 choose (*Choose* doesn't need an object, but *select* does.)
 2 mind (*Make up your mind* is a fixed expression which means to decide.)
 3 select (The meaning is *choose*; *focus* is followed by *on*, so cannot be correct in form or meaning.)

- 4 decision (The noun form is needed after *make a*.)
 5 consider (The meaning is to think about rather than choose.)
 6 choices (refers to the things you can choose from)
 7 sense (*Make no sense* is a fixed expression which means to be difficult to understand.)
 8 on (*Focus* is followed by *on*.)
- 5 1 hard 5 competitive
 2 strict 6 give up
 3 well 7 failure
 4 talented
- 6 1 video 4 rules
 2 fans 5 team
 3 match 6 board
- 7 1 moving 4 graduated
 2 failed 5 got
 3 had
- 8 1 photographer 4 images
 2 subjects 5 shows
 3 works 6 venue
- 9 1 imaginative (an adjective)
 2 artists (a plural noun)
 3 skilful/skilled (an adjective)
 4 creative (an adjective)
 5 photography (a noun)
 6 artistic (an adjective)

- 10 1 liked 5 make
 2 commented 6 clips
 3 share 7 edit
 4 podcast
- 11 1 cut 4 attach
 2 crashed 5 working
 3 forgotten

HOW TO ...

- 12A 1 For me, artistic activities are more interesting than sport.
 2 The fridge keeps making a strange noise.
 3 Could you tell me where the post office is?
 4 Is anyone sitting here?
 5 You have to hit the ball as hard as you can.
 6 It was my fault that we were late.
- 12B 1 d 2 b 3 c 4 f 5 e 6 a
- 13 1 C (*city break* describes a trip to a city for a few days)
 2 A (*narrow* describes small streets)
 3 D (*explore* is to travel around an area and find out about it)
 4 A (goes with *playing an important*)
 5 B (goes with *video*)
 6 A (goes with *run out of*)