

> Coursebook answers

Unit 1: Sports and free time

B Speaking and vocabulary

- 1 The pictures show: 1 squash racket and ball; 2 someone solving a Rubik's Cube; 3 young people watching something on a tablet; 4 family playing a board game; 5 people at a sports match.
- 2 Students' own answers.
- 3 Students' own answers.
- 4 Students' own answers.

Language focus

- 1 The first sentence means that the speaker had a memory of doing something; the second means that the speaker did not forget to do something.
- 2 verb + *-ing*: avoided; begin; denied; discuss; enjoy; suggested
to + infinitive: afford; permitted; arranged
noun + to + infinitive: advised; taught; urged
- 3 verb + *-ing*: consider; dislike; dread; mind; recommend; miss; resent
to + infinitive: demand; dread; threaten
noun + to + infinitive: allow; demand; force; recommend
- 4 Students' own answers.
- 5 Example answers:
 - *I hate eating shellfish.*
 - *I hate to eat shellfish.*

There is no change in meaning, and either form can be used.

- *Maria forgot to meet her friend.*
- *Maria forgot meeting her friend.*

The two sentences have different meanings. In the first, Maria did not meet her friend because she forgot to do it. In the second, Maria has no memory of meeting her friend (that is, she has forgotten that she met her friend).

- *Adnan regrets telling Peter to go.*
- *Adnan regrets to tell you that Peter cannot go.*

The two sentences have different meanings. In the first, Adnan feels sorry about telling Peter to go. In the second, Adnan is telling you something now, and he is sorry about it.

- *She starts screaming when she's hungry.*
- *She starts to scream when she's hungry.*

There is no change in meaning, and either form can be used.

- *Samira tried opening the window.*
- *Samira tried to open the window.*

The two sentences have different meanings. In the first, opening the window was one thing Samira did; she may also have done other things (e.g. opening the door). In the second, Samira attempted to open the window but was unsuccessful.

- *Fabio continued to run very fast.*
- *Fabio continued running very fast.*

There is no change in meaning, and either form can be used.

C Speaking: Making suggestions and expressing preferences

- 1 Making a suggestion: Why don't we; let's; what do you think about; I suggest; Would you like to
Expressing a preference: I'd rather; I'd prefer; To be honest
- 2 Students' own answers.
- 3 Students' own answers.

4

| | Making a suggestion | Expressing a preference |
|-----------------|---|--|
| infinitive | Why don't we go to the cinema? Can't we go to the cinema? I suggest we go to the cinema. Let's go to the cinema. | I think we should go to the cinema. I'd rather go to the cinema |
| to + infinitive | Would you like to go to the cinema? | I'd prefer to go to the cinema. I'd like to go to the cinema |
| -ing form | I suggest going to the cinema. What do you think about going to the cinema? Do you feel like going to the cinema? | I don't feel like going to the cinema. |

5 Students' own answers.

6 Students' own answers.

D Reading 1

1 Students' own answers.

2 a seven; b paragraphs 3, 4 and 5; c picture 1; d A winner at all costs

3 Students' own answers.

4 Students' own answers.

5 professional = describing activities that need special training; unfamiliar = not known to you; opponent = someone you play against in sport; suffering = experiencing in a negative way; determined = wanting to do something very much; promise to = a decision to definitely do something; movements = changes of position; marketing = encouraging people to buy things; discipline = personal control; association = a group; inspire = encourage and motivate; generation = age group; not used: a target or goal; totally; to get better at something; an approach or technique

6 Students' own answers.

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

8 a a sport (to add to her fitness regime)

b one from: both sports use a racquet/a ball; can be played by two players/four players

c about 20 million

d two from: burn plenty of calories; mentally intense; physically intense

e she was a beginner/not very good

f in 2020 at a Professional Squash Association event

g to inspire the next generation (of women athletes)

9 See Activity D8.

10 Students' own answers.

E Reading 2

1 a feat; b hence; c pastime; d monetary; e regardless

2 Students' own answers.

3 a 1980; b solving a Rubik's Cube in the fastest time possible; c less than 3.5 seconds

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

5 a More than one billion people have played with a Rubik's Cube.

- b** Some people try to discover the minimum number of moves required to solve a cube.
- c** The fastest solvers in 19 countries competed in 1982.
- d** A Rubik's Cube is cheap if you buy it online.
- e** You do not need to solve a cube quickly in order to join a competition.
- 6** Students' own answers.

Exam-style question

- 1** in the main Market Square (opposite City Hall)
- 2** Sunday
- 3** the food, arts and crafts market
- 4** vegetarian food
- 5** the Christmas period
- 6** Any three from: reputation for quality; reasonable prices; improved public transport; opportunity to talk to the product-makers

Unit 2: Digital life

B Speaking and vocabulary

- 1** The pictures show: 1 teenage girl using a smartphone (possibly watching a film); 2 two young people in a cinema, wearing 3D glasses; 3 football fans watching a match on an outdoor screen; 4 a young person making a video call; 5 someone using a console to play a computer/video game.
- 2** Students' own answers.
- 3** Students' own answers.
- 4** Students' own answers.
- 5** Students' own answers.
- 6** Students' own answers.
- 7** Students' own answers.
- 8** Students' own answers.

C Reading 1

- 1** Students' own answers.
- 2** A: couldn't afford to buy a television; I'm a great reader
B: from science to geography; spoilt for choice
C: there are a lot more celebrities on our screens; I learnt nothing about cooking
D: They are essential; meetings or sharing documents

- 3** **a** D; **b** C; **c** A; **d** B
- 4** Students check their answers to C2 and C3.
- 5** Example answers:
- b** believes that online content can teach us whatever we want
- c** communicates globally for work
- d** feels fortunate to have so much digital content to choose from
- e** thinks that entertainment is different nowadays
- f** gives a reason for not having a television while studying
- g** has difficulty choosing a programme to watch
- h** is too busy for TV news programmes
- i** watched something online and did not learn anything

- 6** Blog A: a – I'm never without a book; f – television was still a relatively new thing
Blog B: b – There really is no excuse not to be well-informed about current affairs, or whatever your particular interest might be; d – we are definitely spoilt for choice; g – I often can't decide which programme I most want to watch

Blog D: c – linking up with colleagues in different parts of the world; h – I just don't have time to read a newspaper or watch the TV news

- 7** Students' own answers.
- 8** Students' own answers.

D Reading 2

- 1** Students' own answers.
- 2** **a** ignored; **b** refer to; **c** percentage; **d** remote; **e** transformed; **f** dose; **g** impression
- 3** Students' own answers.
- 4** **a** true (paragraph 1); **b** true (paragraph 2); **c** false (paragraph 2); **d** true (paragraph 2); **e** true (paragraph 3); **f** false (paragraph 4); **g** true (paragraph 4)
- 5** **a** The family television has been the focal point of living rooms across the world for decades. (1)
b The features and functions of television have been completely transformed by technology. (2)
c These screens are designed to provide an experience similar to an evening in the local cinema. (2)

- d** many people said that it wouldn't last. But all these years later, it seems to be here to stay. (3)
- e** many people multi-task – they watch television while very openly using their smartphone or tablet at the same time. (4)
- 6** g, c, b, e, f, a; not relevant: d and h
- 7** There are two headings; four notes for the first and three for the second (total seven notes).
- 8** **a** Ways television has been transformed by technology; **b** Reasons television is still popular
- 9** Ways television has been transformed by technology – three from: television screens are now curved, not flat; better viewing angles; amazing picture quality; televisions are now very thin.
- Reasons television is still popular – two from: high-performance TVs are being released all the time; provides a daily dose of entertainment; brings families together; televisions have become more interactive.
- 10** In the first bullet point, there are two different points in one note (curved not flat *and* sound systems), and it has been written as a full sentence rather than in note form. In the second, the same point has been separated into two points. Also, only one point should be written on each answer line.
- 11** Students' own answers.
- 12** Students' own answers.

Language focus: Adverbs

- 1** **a** verb; **b** verb; **c** adjective; **d** verb; **e** verb; **f** adverb; **g** adjective
- 2** **a** definitely; **b** remotely; **c** supposedly; **d** recently; **e** completely; **f** certainly
- 3** Example answers:
- a** Elena thought the new café would be cheap, but it was incredibly/really/very/unexpectedly expensive.
- b** Siphiwe usually plays well, but today he's playing very/incredibly/really/unexpectedly badly.
- c** When Rasheed and Ranya arrived at their hotel, they were surprised to see that everything was incredibly/really/very dirty/absolutely/really stunning.
- d** The mountains in the middle of the island were absolutely/really stunning.

- e** The room had been painted in a strange way: the walls were all completely/totally different colours.
- f** George did not tell anyone that he was going to visit us. He arrived totally/very/completely unexpectedly.
- g** The film was much too long and was very/really/incredibly boring.
- h** Only Sayeed agreed with Fiona. Everyone else totally/completely disagreed.
- i** The results of the survey showed that older people really/usually prefer to visit smaller shops.
- j** Tataleni tried to be independent, but his elder sister Nangula really didn't care.
- 4** Students' own answers.

Exam-style questions

Reading, multiple matching

a C; **b** D; **c** A; **d** B; **e** A; **f** D; **g** C; **h** B; **i** D

Reading, note-taking

The gaming bed: what the reviewer dislikes about it:

- requires a lot of space
- only available at a very high price/costs around \$2000
- only comes in one colour scheme/only in black and red

The gaming tent: positive comments:

- easy to set up and take down
- cuts out most external light and noise
- allows you to focus completely on the game
- under \$100/seems very affordable

Unit 3: Food

B Speaking and vocabulary

- 1** The pictures show: 1 a bowl of rice; 2 a sandwich/roll; 3 a chicken burger; 4 samosas; 5 kebabs.
- 2** Students' own answers.
- 3** Fast food: pretzel, shawarma, chips, pizza
Healthy food: boiled egg, satay, goulash; vegetable pie; moussaka.
Both: falafel, banana, hotpot; miso soup
- 4** Students' own answers.

- 5 Students' own answers.
- 6 All five statements are true. **a** paragraph 5; **b** paragraph 4; **c** paragraph 3; **d** paragraph 2; **e** paragraph 6
- 7 actual = real; considerably = by a large amount; consuming = eating; fooled = tricked; guaranteed = sure to happen; harmless = safe, unthreatening; majority = largest part; pressure = stress; simply = just, only; underestimated = thought was less or smaller than it was
- 8 **a** harmless; **b** majority; **c** consuming; **d** actual; **e** underestimated; **f** guaranteed; **g** pressure; **h** considerably; **i** simply; **j** fooled
- 9 Students' own answers.

C Writing: Review

- 1 Example answer:

| Restaurant information and features | Vocabulary |
|-------------------------------------|---|
| location | central part of town, outskirts of the city, inside the shopping mall |
| prices | very cheap, overpriced, special deals and offers |
| staff | very friendly and polite, quite rude and impatient, only one person available |
| food choice/variety | wide range of food, no vegetarian options, some of the food was sold out |
| restaurant seating | tables not cleaned, very uncomfortable seats, plenty of space for everyone |

- 2 (Following are suggestions – other answers are possible)

| Positive | Negative |
|--------------------|---------------------|
| attractive | ugly |
| convenient | inconvenient |
| cheap | overpriced |
| local | far away |
| healthy | unhealthy |
| quiet | loud |
| delicious | disgusting |
| fashionable | unfashionable |
| helpful | unhelpful |
| calm | busy |
| polite | rude |
| fresh | stale |
| satisfying | unsatisfying |
| cosy | unwelcoming |
| interesting | boring |
| extensive | limited |
| reasonable | unreasonable |

- 3 Students' own answers.
- 4 The writer has used a question as an effective way to immediately engage the reader.

- 5 The description contains four pieces of information: the restaurant's name (Burger Delight); the fact that it opened last weekend; it is open midday to midnight every day; soft drinks are free for the next month.
- 6 Suggested answers (some alternatives are possible): **a** disappointed; **b** inconvenient; **c** ugly; **d** clean; **e** attractive; **f** busy; **g** friendly; **h** helpful; **i** limited; **j** boring; **k** excellent; **l** delicious; **m** reasonable; **n** overpriced
- 7 Like: *I was pleasantly surprised* . . . (alternatives: *I really enjoyed* . . . , *It was a pleasure to* . . . , etc.)
Dislike: *I was disappointed* . . . (*It upset me to see* . . . , *The . . . was frustrating*, etc.)
- 8 Students' own answers.
9 Students' own answers.
10 Students' own answers.
11 Students' own answers.
12 Students' own answers.
13 Students' own answers.

Language focus: Linking devices

- 1 Sequence: In addition; Finally; To sum up
Contrast/comparison: However; moreover; Although; On the other hand; Nevertheless; But
Cause/effect: Consequently; because; as a result
- 2 Students' own answers.
- 3 **a** Although; **b** However; **c** however; **d** Although
- 4 *while* or *even though* or *despite* in *spite of the fact that* can replace *although* in a and d; *nevertheless* or *nonetheless* or *yet* could replace *however* in b and c.
- 5 Paragraph order:
1 *How can this place call itself an Italian restaurant* . . .

2 *Gusto is located* . . .

3 *So why won't we go back?* . . .

4 (a) . . . , (b) . . . *this restaurant* . . .

Suggested linking devices (other answers are possible): **a** To sum up; **b** even though/although; **c** Moreover/In addition/Furthermore; **d** Last weekend/Recently; **e** However; **f** Firstly/First of all; **g** As a result/Consequently; **h** In addition; **i** Moreover/Furthermore; **j** But/However; **k** although; **l** Finally/In the end; **m** moreover/in addition/furthermore.

D Speaking: Expressing opinions and agreeing/disagreeing

- 1 To my mind; If you ask me; In my opinion; do you know what I think?; For me
- 2 OK, but have you considered other things?; I couldn't agree more; I guess you're right; I'm sort of with you on that point; No way!
- 3 Students check their answers.
- 4 Students' own answers to D1 and D2.
- 5 Students' own answers.

Exam-style question

Students' own answers.

Unit 4: Transport

B Speaking and vocabulary

- 1 The pictures show: 1 bullet train/high-speed train; 2 a group of people on motorcycles; 3 a woman on a scooter; 4 a hovercraft; 5 a rocket launching to space.
- 2 Students' own answers.

3 Suggested answers:

| Air | People | Rail | Road | Water |
|-----------------|----------------|-------------|--------------|--------------|
| cabin | <i>captain</i> | conductor | <i>coach</i> | cabin |
| crew | conductor | platform | conductor | captain |
| helicopter | crew | station | cyclist | crew |
| hot-air balloon | cyclist | tourist | driver | cruise liner |
| passenger | driver | tram | lorry | ferry |
| pilot | motorist | underground | motorist | passenger |
| tourist | passenger | | passenger | pilot |
| | pedestrian | | vehicle | rowing boat |
| | pilot | | | yacht |
| | tourist | | | |

4 Students' own answers.

5 Students' own answers.

6 Students' own answers.

C Reading

1 a B (airship); b A (100 metres); c C (A and B)

2 a storeys; b toughest; c comfort; d reality; e breathtaking

3 a reality; b comfort; c breathtaking; d toughest; e storeys

4 Students' own answers.

D Listening 1

1 Suggested answers:

a Which methods of transport are being talked about?b Which of the people enjoyed themselves?c Which speakers do not mention the name of a country or town?

2 a 1 = train; 2 = hot-air balloon; 3 = coach; 4 = camel

b Speakers 2 and 4 enjoyed themselves.

c Speakers 2 and 4 do not mention the name of a country or town.

3 Speaker 1: a Platform 13E; b four; c (quite) excited; d the platform was empty; e he went to the booking office to make enquiries; f he had misread the time on the tickets.

Speaker 2: a the trip was a birthday present; b 16; c because they had never enjoyed flying; d 30 minutes; e exhilarated, delighted (not given – students may infer).

Speaker 3: a it was cheaper and they would be able to see countryside; b four (slow, uncomfortable, difficult to sleep, no toilet or washing facilities); c every 4–5 hours; d nearly 48 hours.

Speaker 4: a afternoon; b hot and humid; c twin sister; d slowly ('at a leisurely pace'); e the beautiful scenery and the sky.

4

| | Speaker 1 | Speaker 2 | Speaker 3 | Speaker 4 |
|--------------------------|------------------------------------|------------------------|--|-------------------------|
| Departure time | 8:30 a.m. | 9:00 a.m. | | afternoon |
| Length of journey | | 30 minutes | 48 hours | about two hours |
| Arrival time | | | | before dark |
| Weather/ time of year | <i>beautiful summer day</i> | <i>sunny, May</i> | | hot and humid |
| Speaker's feelings | excited, then anxious | worried, then happy | not worried, tired and uncomfortable | amazed |
| Speaker with who? | <i>wife and three children</i> | | | twin sister (Amelia) |
| Cost | | free (a gift) | \$275 | |

5 Students check their answers.

6 Students' own answers.

7 Students' own answers.

E Listening 2

1 Students' own answers.

2 a 40%; b 62%; c twice; d 3000; e 250 000

3 Students' own answers.

4 Students check their answers.

5 a B; b A; c C; d A; e B; f C; g C; h B; i B; j A

Language focus: The passive voice

1 a was estimated (past); b are caused (present); c is helped (present); d was forced (past); e are being taken (present); f were not included (past); g are also being introduced (present); h have been trained (present)

2 a Some can be seen; are sometimes seen; b are to be believed; are already being sold; c can be changed; d being built; was finished

3 (Some alternatives are possible.) a was manufactured; b has been stolen / was stolen; c are injured; d is used; e is increasing / has been increasing; f can be heard; g were booked / had been booked; h cannot be rushed / will not be rushed

Speaking: Showing surprise

1 The thing that surprised me more than anything . . . ; What surprised me most . . . ; I couldn't believe . . . ; I had no idea . . .

2 Students' own answers.

3 a are provisional figures and subject to change (below the table in italics) = the information is still being checked and is not final
 b fatalities (first column, second row) = deaths
 c Section 41 RTA – Detention of vehicles (first column, third row) = RTA means Road Traffic Act; detention is when the police take charge of a vehicle
 d road traffic offences (first column, fourth row) = an offence is something done against the law, so this refers to illegal actions by road users (drivers)

- e** fixed charge notices (sixth row) = automatic charges and fines of a specific amount for people who break certain rules, such as driving without a seatbelt on
- 4 a** Students' own answers. They might suggest: driving too fast; ignoring traffic lights; overtaking in a dangerous way; driving while tired.
- b** 'Careers'
- c** leaflets, papers, books, articles
- 5** Students' own answers.
- 6** Students' own answers.

Exam-style question

- 1** 1 A; 2 C; 3 B; 4 A; 5 C; 6 A; 7 C; 8 C

Unit 5: Holidays

B Speaking and vocabulary

- 1** The pictures show: 1 four men on a large rock, mountains in the background, with birds (perhaps eagles or hawks); 2 people on a boat exercising/doing yoga; 3 a diver looking at an underwater wreck/part of a ship; 4 the Great Wall of China; 5 a market with cheese; 6 people climbing/hiking in a volcanic landscape; 7 quad bikes in the desert/sand dunes.
- 2 a** vi Volcano climbing in Ecuador (picture 6);
b i Hunting with eagles in Mongolia (picture 1);
c v Slow food cheese festival in Italy (picture 5);
d ii Yoga cruise in Turkey (picture 2);
e iii Underwater photography in Australia (picture 3);
f vii Sand-dune racing in Saudi Arabia (picture 7);
g iv Aerial tourism in China (picture 4)
- 3** Students' own answers.
- 4** Students' own answers.

C Listening 1

- 1** Possible answers:
- a** Aerial tourism means taking tourists up in a plane or helicopter to view sites of interest from above.
- b** Students might suggest general things such as natural features or buildings, or they might name specific sites of interest in their local region.

- c** In the air, the view is constantly changing, not static; you get to see the context – the things that surround the site of interest.

- 2** Students check their answers to Activity C1.

- 3** amazing = job; dramatic = scene;
 normal = workday; stunning = scenery;
 spectacular = views; popular = attractions;
 ground-level = sightseeing; static = angle

- 4** Suggested answers:

Full name: Wang Yanghua

Work location: Guilin, southern China

Licence obtained: seven years ago

Normal day starts at: around 7 a.m.

Takes tourists in Guilin to see: scenery: lakes, rivers, hills, views

Popular attractions in Beijing: National Stadium, Great Wall of China

Advantages of aerial sightseeing: more dynamic, panoramic, gives everything a context

- 5** Students check their answers to Activity C4.

- 6** aerial + tourism; breathtaking + lakes; rolling + hills; interesting + thing

Language focus: Words ending in -ing

- 1** a D; b D; c A; d D; e B; f C; g C; h B
- 2** a amazing (D); b seeing (A); c talking (A);
 d preserving (B); e opening (C); f bringing (C); g getting (B); h interesting (D)

D Listening 2

- 1** 1 = beach, snorkelling; 2 = documentary, guide, cameraman, wildlife; 3 = password, credit card; 4 = cameraman, documentary, wildlife; 5 = chef, restaurant
- 2** a 2; b 5; c 1; d 3; e 4
- 3** Students listen and check their answers to D1 and D2.
- 4** 1 a A; 1 b C; 2 a B; 2 b B; 3 a A; 3 b C;
 4 a B; 4 b A; 5 a C; 5 b A

E Speaking

- 1** Example answers:
 What are your plans for when you finish school?

Can you tell me something about your friends/family/hobbies?

What are your plans for this evening/next weekend?

What kind of books/music do you like?

What is your favourite subject at school?

- 2 Students' own answers.
- 3 **a** Which town do you live in? / In which town do you live?
b What are your plans for next weekend?
c Talk to me about your favourite school subjects.
d What's your name?
e How do you spell your family name?
f How many brothers and sisters/sisters and brothers do you have?
g Describe how you travelled here today.
h What career would you like to follow?
i What did you do last weekend?
j Tell me what you enjoy doing in your free time.
- 4 Students' own answers.
- 5 See Activities E3 and E4.
- 6 **a** car; **b** playing on my computer; **c** science; **d** I want to be a doctor; **e** I visited my grandparents; **f** I don't know.
- 7 Example improved responses:
a My mum gave me a lift in her car.
b I enjoy playing on my computer as well as going fishing with friends.
c My favourite subjects at school are all science: biology, chemistry, physics. I love them all!
d I want to be a doctor, like my cousin.
e I visited my grandparents. They live in a small village not far from my home.
f I haven't decided yet but I have exams soon, so I need to study.
- 8 Maria's responses are better because they are more detailed.
- 9 Actually; Well; To be honest; Hmm; So far; Let me think; Next weekend?
- 10 Students listen and check their answers to Activity E9.
- 11 She repeats keywords from the question.

Exam-style question

1 B; 2 C; 3 A; 4 B; 5 C; 6 B; 7 B; 8 C; 9 A; 10 B

Unit 6: Learning and study skills

B Speaking and vocabulary

- 1 1 = Winston Churchill (British political leader)
2 = Estée Lauder (US cosmetics businesswoman)
3 = Richard Branson (British businessman)
4 = Malala Yousafzai (Pakistani women's activist)
5 = Louisa May Alcott (US author)
6 = Nelson Mandela (South African political leader)
7 = Benjamin Franklin (US inventor, writer and politician)
8 = Dorothy Parker (US writer)
- 2 Students' own answers.
- 3 **a** 5; **b** 1; **c** 7; **d** 3; **e** 4; **f** 2; **g** 6; **h** 8
- 4 Students' own answers.
- 5 Students' own answers.
- 6 Students' own answers.

C Reading 1

- 1 Students' own answers.
- 2 Students' own answers.
- 3 active learning: a, d, e; passive learning: b, c, f
- 4 **a** absorb = to take in, understand
b confidence = certainty
c current = at this time
d dilemma = a serious problem
e dramatically = greatly, considerably
f fortunate = lucky
g ignore = to show no interest
h process = to perform a series of actions
i reflecting = thinking carefully
j struggle = to try hard
- 5 **a** confidence; **b** struggle; **c** dilemma; **d** fortunate; **e** current; **f** absorb; **g** process; **h** dramatically; **i** ignore; **j** reflecting
- 6 **a** 2; **b** 5; **c** 6; **d** not used; **e** 4; **f** 3; **g** 1
- 7 **a** false (most people quickly forget what they have learnt); **b** false (information overload limits our capacity for learning); **c** true; **d** true; **e** false (taking risks can make us more

knowledgeable); **f** false (learning approaches will be different depending on the individual)

8 Students' own answers.

D Reading 2

- The pictures show: 1 note-taking; 2 using sticky notes; 3 using a laptop/tablet; 4 drawing; 5 using graphic organisers; 6 using the library.
- a** false (Nira draws her own pictures); **b** true; **c** true; **d** false (Nira finds science, geography and history more difficult than languages); **e** false (Nira finds dates difficult to remember); **f** false (she includes keywords with her drawings); **g** false (many of her classmates do the same, but not all); **h** true
- Students correct the false statements as above.
- note-taking; graphic organisers; drawing
- a** 4; **b** 1; **c** 3; **d** 2
- a** C; **b** A; **c** B; **d** D
- Students' own answers.
- Students' own answers.
- Students' own answers.

Language focus: The zero and first conditionals

- If everything is just a click away, our brain will forget or ignore most of the information.
 - In my opinion, you can't miss something if you have never had it.
 - Success will definitely not come their way if they aren't prepared to make an effort outside the dance studio.
- a** is + will forget; **b** can't miss + have (never) had; **c** will (definitely not) come + are (not) prepared
- zero: present simple + present simple
 - first: present simple + *will* + infinitive
 - zero: present continuous + present simple
 - first: present continuous + *may* + infinitive
 - zero: imperative + present continuous
 - zero: present simple + present perfect
 - first: present simple + *might* + infinitive
 - first: *will* + infinitive + present simple
- Students' own answers.

Exam-style question

1 A; 2 A; 3 B; 4 A; 5 B; 6 C

Unit 7: Interviews

B Speaking and vocabulary

- The pictures show young people doing the following activities: 1 cleaning up a beach; 2 handing out leaflets; 3 gardening/working in a garden; 4 working/cooking in a kitchen; 5 making a delivery on a bicycle; 6 working with/looking after animals.
- Students' own answers.
- Students' own answers.
- 1 Personal information; 2 Education and qualifications; 3 Work experience; 4 Hobbies and interests; 5 Languages; 6 Referees

C Listening 1

- combining = iii mixing or joining;
 - demonstrates = v shows; **c** common = ii frequent; **d** applicant = i candidate, interviewee; **e** voluntary = vi unpaid; **f** summary = iv overview
- 1 Personal information; 2 Education and qualifications; 3 Work experience; 4 Hobbies and interests; 5 Languages; 6 Referees
- Students' own answers.
- a** A; **b** B; **c** A; **d** C; **e** A; **f** C; **g** C; **h** A
- Students' own answers.

D Writing

1 Suggested answer:

Personal details

Name: Sophie Labane

Date of birth: 19 October 2006

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Education and qualifications

2010–17: Manzini Primary School

2017–22: Manzini High School

2019 Checkpoint English, Science and Maths

2022 Examinations in Cambridge IGCSE

English as a Second Language, Maths,

History, Physical Sciences, Global Perspectives

Work experience

2020–22: Helped with babysitting in my local community centre.

2021–22: Worked as a barista in my uncle's coffee shop.

Hobbies and interests

I am a keen fan of my local basketball team, the Bosco Steels.

I love reading books, especially historical non-fiction about Africa.

Other skills

I speak Swazi as my home language and am learning Cambridge IGCSE English as a Second Language. However, I am also trying to learn French on my own.

I hold a Global Computer Driving Licence (2021)

Referees

Mr Ndumiso Mahlosane (head teacher at my school).

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Dr Nosibusiso Shongwe (family doctor).

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2 Students' own answers.

3 Students' own answers.

E Listening 2

1 Example answers:

Tell me which sports interest you.

How up-to-date with sports fashions are you?

When did you finish school?

What subjects did you like and do well in at school?

Which international sports clothing companies do you know?

2 Example answers:

Tell me which sports interest you.

I love all sports, but I really enjoy swimming in particular.

How up-to-date with sports fashions are you?

I think I'm quite up-to-date – I read online fashion blogs.

When did you finish school?

I graduated last summer.

What subjects did you like and do well in at school?

I was never very good at science, but I enjoyed art and design and got excellent grades in my Cambridge IGCSEs.

Which international sports clothing companies do you know?

There are so many, it's difficult to know where to start!

3 Students' own answers.

4 Students' own answers.

5 He introduces himself politely; he gives some information about himself; he speaks clearly and accurately; he answers the questions fully; he uses a relaxed style but is still quite formal and polite; he has questions prepared.

6 Students compare their answers in pairs.

7 Students' own answers.

8 Students' own answers.

9 Students' own answers.

F Writing: Informal writing

1 a body; b conclusion; c introduction; d body; e introduction; f conclusion; g body

2 format = informal email about job interview, 120 to 160 words

audience = friend

content = responses to the three prompts

3 a It was great seeing you last weekend.

b Well, it was yesterday, and this is what happened.

c The interview was at the company HQ near my house, so I knew where to go.

d It was frightening, but they kept smiling!

e They also asked me why I wanted the job and if I could do it.

f Anyway, homework calls!

g Let me know your plans.

4 You remember that interview; As you suggested; I don't need to tell you; Let's meet soon; Let me know your plans.

5 I waited anxiously; terrified; I was amazed; delighted

6 Students' own answers.

7 Students' own answers.

G Speaking

- 1 Students' own answers.
- 2 Students' own answers.
- 3 Students' own answers.

H Listening 3

- 1 Arrange → a practice interview.
Arrive → on time.
Do not be → over-confident.
Prepare → handwritten notes and questions.
Write → a professional-looking CV.
Research → interview techniques.
Dress → smartly.
- 2 Students check their answers to Activity H1.
- 3 a A; b B; c C; d A; e C; f A; g B; h C

Language focus: Imperative verb forms

- 1 a second; b pronoun; c first; d starts
- 2 a warning; b request; c recommendation/suggestion; d recommendation/suggestion; e order/command; f request; g advice; h recommendation/suggestion
- 3 Example answers:
 - a Please stop talking so loudly! / Be quiet!
 - b Take some aspirin. / Go and lie down.
 - c Have another slice. / Try some more.
 - d Help yourself to anything you want. / Have a seat. / Make yourself comfortable.
 - e Listen carefully. / Go online and find the map.
 - f Try asking yourself why it happened. / Talk to someone at school.

Exam-style questions

Listening, interview

- 1 B; 2 A; 3 C; 4 B; 5 C; 6 A; 7 A; 8 C

Writing, formal writing

Students' own answers.

Unit 8: Work

B Speaking and vocabulary

- 1 The jobs pictured are: 1 waiter; 2 teacher; 3 construction worker; 4 firefighter; 5 piano/music teacher; 6 personal assistant.
- 2 Students' own answers.
- 3 Students' own answers.
- 4 a trucker (picture 2); b astronaut (picture 3); c accountant (picture 6); d pharmacist (picture 5); e dentist (picture 1); f baker (picture 4)
- 5 Example answers:
 - b An astronaut travels in space.
 - c An accountant works with numbers.
 - d A pharmacist gives medicines to patients.
 - e A dentist looks after someone's teeth.
 - f A baker bakes bread and other things.
- 6 Students' own answers.

C Reading 1

- 1 a ii; b v; c vii; d i; e vi; f viii; g iv; h iii
- 2 Students' own answers.
- 3 1 drone delivery operator
2 app developer
3 social media manager
4 chief listening officer
5 Zumba® instructor
6 food blogger
7 online nutritionist
8 wellbeing expert
9 offshore wind farm engineer
10 sustainability director
Students make their own notes.
- 4 'Today's new jobs'
- 5 a 5; b 1; c 6; d 2; e 4; f 3
- 6 Students' own answers.

Language focus: Present perfect

- 1 a B; b A
- 2 So much has changed . . .
you would probably have done so
the job . . . has only existed
they have had a huge impact on business

which has gone on to create
 new job roles have been created (passive)
 These changes have brought about other
 new jobs
 Zumba® instructor has been recognised
 (passive)
 have seen more and more people following
 careers
 Changing attitudes have also led to the
 creation of

- 3 a has; b have; c been; d past; e verb
 4 a have turned; b have expected; c has not
 evolved; d have not occurred; e have emerged;
 f have been; g has been shown; h have not
 changed; i has not been; j have been made;
 k have found

D Reading: Note-taking

- 1 Students' own answers.
 2 a true (paragraph 1); b false (paragraph 2);
 c false (paragraph 3); d true (paragraph 4);
 e true (paragraph 5); f true (paragraph 6);
 g false (paragraph 7)
 3 a 6; b 3; c 1; d 2; e 7; f 4; g 5
 4 Students check their answers to Activity D2.
 5 *Traditional* refers to something that has
 remained unchanged for a long period of time,
 so a *traditional path* is a route or method that
 is not new.
Tend means *likely to happen*, so *larger*
companies tend to favour means that
 companies are more likely to prefer or support
 this particular type of student.
Old-fashioned refers to something that is not
 up-to-date, and *route* is a path or method.
Land here is used as a verb meaning to get
 or achieve something good, so *land your first*
assignment means to get or achieve your first
 piece of work.
Strike up means to start something – here,
 relationships.
 6 a a Master's degree or a PhD
 b they don't help to make you a better
 cosmetic scientist
 c because everyone wants to look good
 d in online trade journals or magazines
 e synthesis chemist
 f so you can send it to HR departments

- g it might lead to permanent employment if
 it's a large company
 h professionals use them; they post careers
 information; you can build relationships
 through these sites; you can find the
 names of the companies on them

- 7 1 Carefully read the question and underline
 key words.
 2 Look at the headings.
 3 Check the number of notes required under
 each heading.
 4 Read the text.
 5 Underline relevant information for each
 heading
 6 Write your points under each heading.
 8 Students check their answers to Activity D7.
 9 Students' own answers.
 10 Students' own answers.
 11 Jobs in the cosmetics industry:

- number of jobs is increasing
- many different companies employ
 cosmetic scientists
- variety of jobs available
- jobs such as formulator and synthesis
 chemist

Education and qualifications required:

- Chemistry, Chemical engineering,
 Biology, Microbiology, Physics all
 common degrees
- Master's or PhD in Cosmetic Science
 preferred
- degrees do not make someone a better
 cosmetic scientist

E Listening and speaking

- 1 Students' own answers.
 2 Students' own answers.
 3 a three (engineer, scientist, technician);
 b walking on the moon
 4 a the same as a young man
 b make things work, using power and
 materials
 c no, there are many types – aerospace,
 chemical, civil, computer, electrical,
 industrial, mechanical
 d no, a scientist is a knowledge seeker,
 finding out why things happen, asking
 questions

- e technicians support scientists and engineers – they operate machines, work in labs, construct equipment, build models, support research
 - f education – maths and science are important at school, then college or university for a degree and Master's degree
- 5 Students' own answers.
- 6 Students check their answers and the accuracy of their role play.

Exam-style questions

Reading, open response

- 1 14
- 2 under a road bridge
- 3 seeing skaters having great fun (using something he designed)
- 4 (the shape of a big) ocean wave (he saw)
- 5 that it will bring too many rules into the sport
- 6 three from: includes non-skateboarding facilities (like basketball courts or climbing walls), combines elements of two styles, basing overall plans on the natural local landscape; use of colours (on ramps and other structures).

Reading, note-taking

Food products Rachel has helped to develop during her career (three from):

- soups
- (new varieties of) yoghurt
- vegetarian burgers
- energy snack bar

How the food industry has changed during Rachel's career:

- consumer demand for natural ingredients is much higher
- was very male-dominated, but situation is different now/more women colleagues
- many more regulations regarding quality and safety
- labels have to provide detailed nutritional information – much more than before

Unit 9: Communication

B Speaking and vocabulary

- 1 The pictures show: 1 semaphore (using flags); 2 smoke signals; 3 messenger pigeons; 4 an ancient tablet with characters (cuneiform); 5 fire signals; 6 a town crier.
- 2 Students' own answers.
- 3 The pictures show: 1 the first telephone; 2 communications/social media apps including Facebook; 3 WhatsApp; 4 the first commercial radio station; 5 an early mobile phone; 6 email; 7 the first printing press; 8 text messaging
- 4 a 8; b 4; c 5; d 3; e 7; f 6; g 1; h 2
- 5 1450 = e; 1876 = g; 1920 = b; 1965 = f; 1983 = c; 1992 = a; 2004 = h; 2009 = d
- 6 Students' own answers.

C Reading

- 1 Students' own answers.
- 2 a A; b A; c A; d B; e A; f B; g A; h B
- 3 Students' own answers.
- 4 a 2; b 6; c 3; d 4; e 1; f 5
- 5 digital native; interactive; tech savvy
- 6 a true; b true; c false; d false; e true; f false
- 7 a A; b B
- 8 Students' own answers.

Language focus: Reporting verbs

- 1 Students' own answers.
- 2 a A; b C; c B; d B; e A; f C; g B; h A; i C; j A
- 3 Students' own answers.

D Writing: Reports

- 1 Order of stages: b, a, e, f, c, d
c = body
d = conclusion
f = introduction
- 2 Content: what they learnt during the trip;
suggest improvements
Audience: teacher
- 3 a things you learnt; b experiences; c thoughts; d experiences; e thoughts; f suggestions; g suggestions; h things you learnt
- 4 Students' own answers.

- 5 a trip
b last week
c we were amazed to discover
d make a semaphore flag
e Furthermore
f difficult to know when speech
g On the other hand
h some of us were disappointed
i However
j prepare questions in advance
k Moreover
- 6 Students' own answers.
- 7 Content: what was learnt from the trip; how to improve it
Audience: teacher
- 8 Example answers (many alternatives are possible):
b A visit to a mobile-phone factory
c whole class, visit to mobile phone factory, two weeks ago, one-hour drive from school, project on communications
d saw factory process from start to finish, able to ask plenty of questions; learnt about different phone components and how technology has changed
e enjoyable and a good learning experience; make the visit longer
- 9 Students' own answers.
- 10 Students' own answers.
- 11 Students' own answers.

Exam-style question

Students' own answers.

Unit 10: Education

B Speaking and vocabulary

- 1 Students' own answers.
2 a 4; b 5; c 3; d 2; e 1
3 Students' own answers.

C Listening 1

- 1 Students' own answers.
2 Speaker 1 = picture 4; Speaker 2 = 5 (also possibly 1 and 3); Speaker 3 = 1

(or 3); Speaker 4 = 3 (or 1 or 5);
Speaker 5 = 2; Speaker 6 = 6

- 3 All are true except c and h.
4 Students listen and check their answers to Activity C3.
5 c = The Programme for International Student Assessment measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.
h = It is widely accepted that boys are more likely to be online gamers than girls.
6 Students check their answers.
7 Students' own answers.

Language focus: More conditionals

- 1 Students' own answers.
2 a third: past perfect, *might* + present perfect
b second: *would* + infinitive, past
c second: past, *would* + infinitive
d third: *could* + present perfect (passive), past perfect
e second: *might* + infinitive, past
f third: past perfect, *could* + present perfect
3 *If* suggests probability and that the event (not learning something new) may not happen; *when* suggests that it (not learning something new) has happened before and is likely to happen again.
4 Students' own answers.
5 Students' own answers.

D Speaking: Interview

- 1 Students' own answers.
2 Students' own answers.
3 a Fatima; b in the Coursebook
4 students not required to give a presentation or give a speech; talk about a topic to classmates; about ten minutes; cannot choose own topic; do not need topic knowledge; one minute to plan; no written notes; respond to task during talk; no right or wrong answers; use opinion expressions
5 Students check their answers.
6 Students' own answers.
7 Students' own answers.

E Listening 2

- 1 Students' own answers.
- 2 air conditioning; assignments; cosmopolitan; digital age; learn Arabic; weather is awful
- 3 Students listen and check their answers to Activity E2.
- 4 **a** false; **b** true; **c** false; **d** true; **e** false; **f** true
- 5 **a** 6; **b** 1; **c** not used; **d** 2; **e** 5; **f** 3; **g** 4; **h** not used
- 6 Students' own answers.

Exam-style question

Students' own answers.

Unit 11: Human achievements

B Speaking and vocabulary

- 1 Students' own answers.
- 2 The record attempts are: 1 = keeping a basketball spinning on a toothbrush; 2 = tallest hat in the world; 3 = world's longest pizza; 4 = largest number of people in a line dance.
- 3 **a** hold a record = to maintain a previously held record
break a record = to complete and do better than the last record
equal a record = to achieve the same level as before
set a record = to do something faster or better than others before.
b–d Students' own answers.
- 4 **a** 2.21; **b** 20; **c** 20.91; **d** 70; **e** 7876; **f** 30
- 5 Students check their answers.
- 6 Students' own answers.
- 7 Students' own answers.

C Reading 1

- 1 The pictures show: 1 club swinging; 2 swimming obstacle course; 3 rope-climbing; 4 tug-of-war; 5 tandem bicycle sprint; 6 trampolining.
- 2 **a** a rope = picture 4
b a helmet = picture 5
c gloves = picture 3
d a safety net = picture 6
e a swimsuit = picture 2
f clubs = picture 1
- 3 Student A:
precursor (noun): something that comes before another of the same kind
premise (noun): the reason or given argument
resemble (verb): to have a similar appearance as something else
sabre (noun) = a type of sword
multiple (adjective) = more than one; many times
Student B:
braided (adjective) = joining and overlapping a material to make it stronger
debut (noun) = the first time
strain (verb) = to make an unusually great effort
misleading (adjective) = giving the wrong idea or meaning
precise (adjective) = exact; very controlled
- 4 **a** debut; **b** misleading; **c** resemble; **d** precursor; **e** strain; **f** multiple; **g** sabre; **h** braided; **i** precise; **j** premise

5

| Sport | Olympic debut (where + when) | Final Olympic appearance | Equipment | Other information |
|-----------------------------------|---------------------------------|-----------------------------|---------------------|--|
| <i>Solo synchronised swimming</i> | Los Angeles + 1984 | 1992 | None | <i>Swimmer performs 'water ballet'</i> |
| <i>Tandem bicycle sprint</i> | Olympics in 1906 | 1972 Games in Munich | Two-seater bicycles | Race over two kilometres |
| Race walking | 1904 | Still present | None | Women do not do the 50-kilometre race |
| Rope-climbing | Olympic sport in 1896 | 1932 | Braided rope | Rope was shortened from 15 to 8 metres long. |
| Club swinging | 1904 Olympics | Ending in 1932 | <i>Clubs</i> | Appeared in Olympics twice |
| Roller hockey | <i>Barcelona + 1992</i> | Barcelona 1992 | Roller skates | Same rules as ice hockey |
| Swimming obstacle course | 1900 Games in Paris | 1900 Games in Paris | <i>Boats</i> | Done in the River Seine |
| Trampolining | 2000 | Still compete | Trampoline | technique and perfect body control are vital for success |
| <i>La canne</i> | 1924 Olympics | Has never appeared since | A cane | Based on French martial art |
| Tug-of-war | 1900 | 1920 | A rope | <i>Country could win multiple medals</i> |

6 a tug-of-war; b trampolining; c *La canne*; d solo synchronised swimming; e roller hockey; f club swinging; g race walking; h rope climbing; i tandem bicycle sprint; j swimming obstacle course

7 Students' own answers.

D Reading 2

1 The pictures show: 1 a geographical map of Iceland; 2 an Atlantic puffin; 3 fishermen off the coast of Iceland; 4 an Icelandic bathtub (outside).

2 a A; b B; c A; d B; e B; f A; g B

3 Students' own answers.

4 Students' own answers.

5 Students' own answers.

6 Students' own answers.

7 a very windy; b fisherman; c he walked on volcanic rock in bare feet; d five (Friðþórsson and four others); e because the air temperature was below freezing; f two fishermen quickly disappeared; g five hours; h it can be caused by frozen air; i he was not moving; j he had no symptoms of hypothermia

8 Students' own answers.

Language focus: Past perfect simple and past perfect continuous

- 1 a His clothes, which had been soaked with seawater, **were frozen to his skin.**
b Guðlaugur had been fishing with four other fishermen when their boat **capsized and started to sink.**
- 2 To form the negative of the past perfect simple and continuous, add not after had.
Examples:
He had not played football for many years. (past perfect simple)
He had not been paying attention. (past perfect continuous)
- 3 Past perfect simple: had survived; had been soaked; had (probably) been unable; had been filled; had punched; had found; had been cut off; had sunk
Past perfect continuous: had been losing; had been making
- 4 Example answers:
1 Jim had celebrated his 19th birthday just one week before the match.
2 Jim had been diving across the goal mouth, when he saved the goals.
3 She had promised her friends she would return.
4 Gabriela had been working for three years as a volunteer doctor.
5 Maha had won the previous year's Egyptian Business Award.
6 Maha had been studying in Egypt before working in Dubai.
7 Param had invented many devices at school.
8 Param had been studying mechanical engineering when he was approached by international companies.

E Reading and listening

- 1 a Gabriela; b Param; c Jim; d Maha; e Maha; f Gabriela; g Jim; h Param; i Gabriela; j Maha
- 2 Students' own answers.
- 3 Francesca: *I really do believe that he is a special type of person.*

Stefano: *I really don't agree that there's anything special about him.*

- 4 Francesca: hard work and studying; not much time to go out; missed out on things; successful now; own company
Stefano: clever and smart made him successful; creative technical ability; made decision himself to give up fun – was not forced
- 5 Students' own answers.

Exam-style question

a D; b B; c C; d A; e C; f D; g B; h A; i B

Unit 12: Organisations and volunteers

B Speaking and vocabulary

- 1 organisation: a group; b members; c purpose
volunteer: d person; e helping; f willingly
- 2 1 = teaching (possibly overseas)
2 = beach clean-up
3 = serving meals to people/working in a soup kitchen
4 = cleaning a sea turtle tank/working with animals
5 = World Wide Opportunities on Organic Farms (WWOOF): a worldwide movement that tries to connect people with organic farmers, promotes cultural exchanges and builds a global community of ecological farmers using sustainable practices.
6 = World Association for Girl Guides and Girl Scouts (WAGGGS): aims to give girls and young women training in life skills, leadership and citizenship.
7 = World Wide Fund for Nature (WWF): a nature organisation that tries to protect communities, wildlife and the places where they live.
8 = Médecins Sans Frontières: an organisation that provides care to people in places where there are war, natural disasters or other difficulties around the world.
- 3 Students' own answers.

C Reading

1 This grid shows the kind of information students may find out.

| Country | Location | Size | Population | Climate | Geography | Wildlife |
|---------|----------------|-----------------------------|--------------|------------------------------|-----------------------------------|---|
| Vietnam | Southeast Asia | 331 699 km ² | 96.5 million | Varied – depending on region | Mostly hilly and densely forested | High level of biodiversity |
| Jordan | Middle East | 89 342 km ² | 10.1 million | Mostly Mediterranean | Arid flatlands and mountains | Abundant fauna and flora |
| Italy | Western Europe | 301 340 km ² | 60.3 million | Mediterranean | Varied mountainous and coastal | Highest level of faunal biodiversity in Europe |
| Brazil | South America | 210 147 125 km ² | 211 million | Mostly tropical | Vast and varied geography | Different ecosystems including the Amazonian forest |

- 2 a top to bottom: North America; South America; Europe; Africa; Asia; Australia; Antarctica
 b Vietnam = Asia; Jordan = Asia; Italy = Europe; Brazil = South America
 c Antarctica has no countries.
 d–e Students' own answers.
- 3 Student A: currently = b; outreach = d; throughout = l
 Student B: boost = f; confidence = c; craft = j
 Student C: agriculture = e; caring for = i; nurseries = h
 Student D: based = g; range = a; unique = k
- 4 Students check their answers to Activity C3.
- 5 a D Brazil
 b A qualified and experienced
 c C Italy
 d B Amman (capital of Jordan)
 e B they can teach the women cooking, art and craft-making or computer skills
 f C they might cultivate vegetable gardens and care for plant nurseries
 g D local children and adults from underprivileged communities will benefit
 h A it will enhance their job prospects and opportunities for further study
- 6 Students' own answers.
- 7 Students' own answers.

D Listening

- 1 1 fundraising; 2 building friendships; 3 helping others; 4 outdoor exercise
- 2 a mutual; b specifically; c leadership; d participants; e duration; f embraces
- 3 a duration; b specifically; c embraces; d participants; e mutual / leadership
- 4 a a studio in Kampala; b every four years; c 12 days
- 5 a four years; b understanding; c young people; d 1920

- 6 Students' own answers.
 7 a programmes; b theme; c activities; d cultures; e environment; f online; g 200; h their website www.scouts.org
 8 Students check their answers to Activities D4–D7.
 9 Students' own answers.

E Reading

- 1 Example answers: 1 the environment; 2 recycling/caring for nature; 3 health/education/helping others
 2 Students' own answers.
 3 civil defence: j fires, accidents and earthquakes; c damaging the island's environment
 quality of life: b Cypriot civilisation; e how other people live
 nature exploration: d hiking expeditions; g physical beauty
 protection of the environment: h Save the Planet; a plastic bags
 general knowledge: f Olympic Games; i sport to medicine
 4 Students check their answers to Activity E3.
 5 Example answers:
the groups aims: to be independent, democratic and modern; to offer knowledge and new ideas to young people in Cyprus; to reinforce idea of good citizenship; to raise awareness of the environment
how the members are grouped: divided into four age groups; more than 150 members in five groups; each group has a leader and two or three assistants
who the groups' leaders are: people experienced in working with young people; university or college graduates; people with high ideals who want to give something back to society
 6 Students' own answers.
 7 Students' own answers.
 8 Students' own answers.

Language focus: Non-defining relative clauses

- 1 a true; b true; c true; d false (a relative pronoun is always needed); e false (they can also be in the middle of sentences)

- 2 a Today I am very happy to welcome to our Kampala studio Namono Alupo, who works for the Scout organisation.
 b I've heard about something called the World Scout Jamboree, which takes place every year.
 c There is a programme of events from September to June, when members meet every Saturday afternoon.
 d Each group is directed by a leader and two or three assistants, all of whom have considerable experience in working with children of all ages.
 e The exploration of Cypriot civilisation, which includes regular visits to archaeological sites, traditional villages and museums, is the focus of 'quality of life'.
 3 Example answers:
 a The tandem bicycle sprint, which is one of the hardest races, has many participants.
 b Param Jaggi, who is a real role model, was a very hard worker.
 c Iceland is an island country, which has a very low population density.
 d Jim Douglas, who became successful, was also a hard worker.
 e New Cairo, which has developed this past century, was unknown until quite recently.
 f Role models, who can be found in all areas of life, should set a good example.
 g The World Scout Jamboree, which started 100 years ago, is a huge success story.
 h Cyprus, which is a small Mediterranean island, has an interesting history.
 i Volunteering, which requires dedication, can be a very rewarding experience.
 j Fundraising, when done professionally, can raise excellent revenue.

F Writing: Essay

- 1 a Who is the audience?
 b Is my essay going to be persuasive or offer a balanced argument?
 c How shall I introduce the topic?
 d What will I include in the main paragraphs?
 e What is my conclusion going to be?
 2 Students' own answers.

- 3 a persuasive
b that youth organisations are not relevant to modern society
c technology provides education; gyms are better places for organised physical activity
d writer's phrases (possible replacements): In my opinion (I believe); Another argument (A different approach); While I agree with this (While this is true); perhaps we should question (we can query)
e However (But); Not only do they . . . but they also (Nonetheless)
f At one time; While
g we hear; we should question; another argument; it is generally believed
- 4 Students' own answers.
- 5 a nowadays; b people often maintain; c However; d two points of view; e On the one hand; f I believe; g Furthermore; h many people argue; i On the other hand; j I am against the idea; k Personally, I believe; l Nevertheless; m What matters most; n In conclusion; o while; p As a result
- 6 Students' own answers.
- 7 Students' own answers.

Exam-style question

Students' own answers.

Unit 13: Success and fame

B Speaking and vocabulary

- 1 Students' own answers.
- 2 1 Louis Armstrong: American musician, singer and actor; Left school when he was 11
2 Sarah Attar: Competed in London 2012 Olympics; From Saudi Arabia
3 Jeff Bezos: Has degree in electrical engineering and computer science; Interested in space travel
4 Zaha Hadid: Iraqi-British architect; Studied at the American University in Beirut
5 Idris Elba: Actor in *Star Trek* and *Fast and Furious* movies; Kickboxer, rapper and author of children's books

6 Greta Thunberg: Born in January 2003; Organises environmental activities

- 3 Adjective forms: confident; dedicated; determined; fearless; independent; selfish; skilful/skilled; strong
- 4 Students' own answers.
- 5 Students' own answers.
- 6 Students' own answers.

C Reading: Note-taking

- 1 a honour; b ferocious; c retirement; d prolific; e ambassador; f praised; g territories; h award
- 2 Students' own answers.
- 3 a territories; b award; c ferocious; d prolific; e retirement; f ambassador; g praised; h honour
- 4 a because of their personality, their wealth, their glamour, or the number of social media followers they have
b Portuguese
c Mozambique and Angola were Portuguese territories, so inhabitants were considered Portuguese.
d because of his incredible goal-scoring records
e because of his physical and mental strength
f the 1966 World Cup
g the European Golden Boot
h speed, technique, athleticism, accurate right-footed shot
i because of his fair play and humility
- 5 *Family and nationality, Physical skills and Achievements*
- 6 Family and nationality: *born in Mozambique; Angolan father*
Physical skills: *Accurate right-foot shot; Athleticism*
Achievements: *638 goals in 614 matches for club; Bronze Ball award*
- 7 Students' own answers.

D Reading and vocabulary

- 1 Students' own answers.
- 2 a circumstances (noun): special or unusual situations
b household (noun): a group of people who live together

- c** maintained (verb): caused a situation to continue
d severe (adjective): very bad
e signals (noun): objects or gestures to indicate action
f struggle (verb): try very hard
g survivor (noun): someone who continues to live successfully despite difficulties
h frustrated (adjective): angry or disheartened

3 Students read and check their definitions.

4 **a** 2; **b** 7; **c** not used; **d** 1; **e** 3; **f** 4; **g** not used

5 **a** campaigner = someone who organises events in order to achieve something, e.g. to collect funds or raise awareness

influential = having the power to affect how someone thinks or how something develops

de-stigmatise = to reduce the negative or unfair treatment of people or things

rudimentary = very basic

b someone with a lot of knowledge and skills in a particular subject = specialist

at the present time = currently

damaged so it doesn't work properly = impaired

started doing something = set about

learn = pick up

c

| Adjective | Noun | Adverb | Verb |
|-------------------|-------------------|-------------------|-----------------|
| <i>rapid</i> | | rapidly | |
| quick | quickness | <i>quickly</i> | quicken |
| <i>proficient</i> | proficiency | proficiently | |
| disabled | <i>disability</i> | | disable |
| previous | | <i>previously</i> | |
| persuasive | persuasion | persuasively | <i>persuade</i> |
| difficult | <i>difficulty</i> | | |
| funded | funding | | <i>fund</i> |

6

| Adverb | Adjective | Noun |
|----------------|---------------------|---------------------------|
| completely (2) | complete, completed | completion |
| only (2) | only | |
| properly (2) | proper | |
| badly (2) | bad | |
| currently (3) | current | current |
| visually (3) | visual | visual, vision, visionary |
| nearly (3) | near | |
| fully (4) | full | |
| quickly (5) | quick | |
| previously (5) | previous | |
| extremely (6) | extreme | extremity |
| poorly (7) | poor | |

7 Students' own answers.

Language focus: Discourse markers showing contrast

- 1 Even though; In spite of; On the other hand
- 2 Possible answers:
 - a Despite/In spite of
 - b However/Nonetheless/Nevertheless
 - c Despite/In spite of
 - d However/Nonetheless/Nevertheless
 - e although/even though
 - f Although/Even though
- 3 a She had to struggle to overcome many obstacles. However, she obtained a university degree. / In spite of having to overcome many obstacles, she obtained a university degree.
 - b Although she could only communicate using signs, her young friend helped her to become successful. / She could only communicate using signs. Nevertheless, her young friend helped her to become successful.
 - c In spite of Sullivan also being visually impaired, she taught Keller how to communicate. / Even though Sullivan was also visually impaired, she taught Keller how to communicate.
- d–e Students' own answers.

E Listening

- 1 c 1 mountains; 2 gorges; 3 gravel; 4 mud; 5 lakes; 6 deserts; 7 glaciers
- 2 Students' own answers.
- 3 Students check their predictions from Activity E1.
- 4 a India
 - b 91 days
 - c during the solo ride
 - d a battle took place
 - e four from: glaciers; valleys; mountain passes; snow; plains; mud; slush; desert; lakes
 - f three from: world's highest battlefield; villages; monasteries; water crossings; highways; narrow roads
 - g the region is covered in snow the rest of the year
 - h it has a double hump

Exam-style question

What Garret looks like (three from):

- charming smile
- (usually dressed in) designer clothes
- strikingly handsome
- very relaxed and self-confident

What Garrett has done to help him deal with the pressure he faces:

- attended daily fitness sessions at a gym
- took up meditation with a particular focus on his breathing
- carefully avoided consuming junk food
- sees his family on a regular basis

Unit 14: Medical care

B Speaking and vocabulary

- 1 The pictures show: 1 someone having their blood pressure taken; 2 alternative/natural medicines/herbs and spices; 3 a scientist working in a laboratory; 4 a surgical procedure being performed; 5 a child receiving an injection/vaccination; 6 paramedics with a patient and an ambulance.
- 2 Students' own answers.
- 3 Students' own answers.
- 4 Students' own answers.
- 5 Students' own answers.
- 6 Students' own answers.

C Listening 1

- 1 a A = casualty; B = patient patient; casualties
 - b A = accident; B = incident incident; accidents
 - c A = care; B = treatment treatment; care
- 2 Students' own answers.
- 3 a José; b they agree that both jobs seem very attractive
- 4 (some alternatives may possible) a emergency calls; b casualty; c care; d provide; e build; f closely; g situation; h support; i rely; j scene
- 5 Students check their answers to Activity B4.
- 6 Students' own answers.

D Listening 2

- 1 Students' own answers.
- 2 **a** discovery; **b** discovery or procedure; **c** discovery; **d** invention; **e** discovery; **f** invention; **g** procedure; **h** invention; **i** discovery; **j** discovery
- 3 (names given for information only)
 - 1 e bacteria 1674 (Anton van Leeuwenhoek)
 - 2 f stethoscope 1819 (Rene Laennec)
 - 3 c antiseptic 1865 (Joseph Lister)
 - 4 d glass contact lenses 1887 (Adolf Fick)
 - 5 b X-rays 1895 (Wilhelm Roentgen)
 - 6 h electric hearing aid 1898 (Miller Reese Hutchison)
 - 7 i blood types 1901 (Karl Landsteiner)
 - 8 j vitamin D 1921 (Edward Mellanby)
 - 9 a penicillin 1928 (Alexander Fleming)
 - 10 g kidney transplant 1952 (Joseph Murray)
- 4 **b** Why is the girl going to the doctor? (a reason, e.g. pain, headache, not feeling well)
 - c** Who is going to give the first talk at the school? (a person, e.g. teacher, nurse, student)
 - d** Which medical invention does the girl think is the most important? (an object, e.g. stethoscope)
 - e** Where did the boy first find out about the medical discovery? (a place or context, e.g. at school, in a book)
 - f** What did the girl enjoy most on her day trip? (an action, e.g. visit somewhere, eat something)
- 5 **a** C (on the train); **b** A (X-ray appointment); **c** C (research scientist); **d** C (stethoscope); **e** B (on TV); **f** A (the museum)
- 6 Students' own answers.

E Reading

- 1 The pictures show: 1 someone washing their hands; 2 sportspeople putting on sun cream; 3 someone sneezing without covering their face; 4 a girl brushing her teeth; 5 a girl eating healthy food; 6 someone having a medical check-up.
- 2 Students' own answers.
- 3 Students' own answers.

- 4 **a** observed; **b** rapid; **c** households; **d** offended; **e** firmly; **f** breakthrough; **g** era; **h** spread
- 5 **a** 2; **b** 4; **c** 8; **d** 5; **e** 3; **f** 1; **g** 6; **h** 7
- 6 **a** Vienna General Hospital
 - b** because they believed that disease was spread through bad smells in the air
 - c** by asking doctors to wash their hands and instruments in a chlorine solution
 - d** they believed that they were clean, unlike the dirty working-class poor
 - e** handwashing became the norm and more was understood about hygiene
 - f** because antibiotics were introduced
 - g** reduces infection risk by about 25%
 - h** to increase and highlight the importance of handwashing
- 7 Students' own answers.

Language focus: Future in the past

- 1 **a** *the expectation was* and *thought*
b *it would be boring* and *he was going to be*
- 2 **a** will; **b** past; **c** future; **d** correct; **e** past continuous
- 3 Example answers:
 - a** My parents were planning to move to Australia but they decided to stay in Bahrain.
 - b** My sister was thinking of becoming a doctor but she changed her mind.
 - c** I thought we would/were going to eat out tonight. / I thought we were eating out tonight.
 - d** He believed he would/was going to pass all his exams.
 - e** I knew you wouldn't/weren't going to help him with his homework.
 - f** Ali said Hamed would/was going to come/ was coming with him but he came alone.
 - g** She promised she would text her parents as soon as she arrived.
 - h** I already told Sami that when he arrived we were going/would go to the cinema.

F Writing: Informal email

- 1 context: school careers talk; audience: a friend; reason for writing: to explain what they saw the paramedics doing

- 2 Other things that students should do: keep to the word count; write an email; use informal language; use the picture for ideas.
- 3 **a** Dear Giannis; Dear Mum and Dad; Dear Uncle Alvaro; Dear Elizabeth; Hi there
- b** Example answers:
- i** I'm sorry I haven't emailed you for so long but *I've been really busy preparing for my exams.*
- ii** I've been thinking about replying to you for ages but *I've just started a new part-time job.*
- iii** It was really lovely to get your *email with so much news.*
- iv** Thanks very much for your email and I hope *that you're feeling better now.*
- c** Example answers:
- i** Anyway, I wanted to drop you a line to *tell you about the careers talk we had at school.*
- ii** I was thinking that you might be interested in *hearing about our school visit to the local hospital.*
- iii** I hope you don't mind if I *ask you for your advice about my career plans.*
- iv** I'm just emailing to let you know that *I took your advice and I've decided to change my choice of A Levels.*
- v** I've been longing to tell you about *my new part-time job at the medical centre.*
- 4 Possible answers: Regards; Best wishes; See you soon; Take care; Best; As ever; Love
- 5 Example answers:
- a** Dear Lydia
- b** Thanks so much for your email
- c** I've been really busy at school preparing for my exams.
- d** Anyway, I was thinking that you might be interested in
- e** Love from Maria
- 6 C, A, B
- 7 The student has given the necessary information:
explain why the paramedics came:
paragraph C
describe what the paramedics showed:
paragraph A
how the student feels about becoming a paramedic: paragraphs A and B

8 Students' own answers.

Exam-style questions

Listening, dialogue

- 1 C (stomach);
- 2 D (path along the cliff)
- 3 A (nurses uniforms)
- 4 B (yoga)
- 5 D (on an app)
- 6 C (the brain)
- 7 B (meditation)
- 8 A (nurses)

Writing, informal writing

Students' own answers.

Unit 15: Healthy lifestyles

B Speaking and vocabulary

- 1 The pictures show: 1 exercise; 2 healthy eating; 3 being out in the sunshine/getting enough vitamin D; 4 doing relaxation exercises; 5 getting enough sleep; 6 drinking plenty of water.
- 2 Possible answers: **a** 3; **b** 2, 3; **c** 4; **d** 1, 4; **e** 1, 2, 4; **f** 2, 3, 6; **g** 2, 6; **h** 2, 5, 6; **i** 1, 2, 4; **j** 1, 4; **k** 4; **l** 2, 5, 6
- 3 Students' own answers.

C Reading

- 1 Students' own answers.
- 2 **a** afield; **b** wither; **c** fatigue; **d** principal; **e** clusters; **f** boost; **g** alleviated; **h** harvest; **i** aesthetic; **j** delicacy
- 3 Ginger: a, b, e, h and i
Honey: c, d, f, g, j
- 4 **a** Student A (ginger): **a** delicacy; **b** clusters; **c** aesthetic; **d** wither; **e** alleviated
Student B (honey): **a** harvest; **b** principal; **c** afield; **d** boost; **e** fatigue
- b** Students check their answers to Activity C3.

c

| Ginger | Honey |
|--|---|
| i Widely used in ancient China; dates back to 6th century BCE; introduced to Mediterranean before 1st century CE; 1585 Jamaican ginger first oriental spice grown in Americas. | i Cave paintings show beekeeping in Spain 7000 BCE; honey bee fossils 150 million years old; earliest record of keeping bees 2400 BCE near Cairo, Egypt. |
| ii Asia, China, Japan, India, South America, Africa, Mediterranean region, Middle East, Americas, Europe. | ii Spain, Cairo (Egypt), Greece, Sicily, Roman Empire, Europe. |
| iii Ginger plant; rhizome gathered and boiled and scraped to stop growth. | iii Made using nectar of flowering plants, saved inside beehive |
| iv Juice from roots used as spice; root pickled in vinegar; brewed in boiling water to make tea; dry ginger root used in cooking bread; sweets and cakes; also used in medicine and healthy living. | iv Natural sweetener; mixed with cheese to make cheesecake; gift; ingredient in medicine; natural source of carbohydrates; boosts performance and endurance; reduces muscle fatigue. |
| v Students' own answers. | Students' own answers. |

5 Students' own answers.

6 Students' own answers.

D Listening

1 Students' own answers.

2 **a** **i** when days are shorter; **ii** cloudy day/being in the shade**b** **i** the cost; **ii** outdoors**c** **i** fruit and nuts; **ii** one a day**d** **i** 42; **b** colour not available3 **a** 2; **b** 1; **c** 3; **d** 2; **e** 3; **f** 1

Language focus: Quantifying phrases

1 **a** the phrase *different fruit and nuts* is plural; **b** the verb is singular (*is*)2 **a** many (other) luxuries; **b** a wide range of (different) uses; **c** the majority of studies; **d** plenty of sweetmeats and cakes; **e** many areas

3 Students' own answers.

4 Students' own answers.

5 Example answers: a bottle of vinegar; a slice of apple pie; a bar of chocolate/soap; a jar of marmalade; a scoop of ice cream; a kilo of potatoes; a litre of milk; a carton of juice

6 **a** a few minutes of; **b** a variety of/a large number of; **c** a large number of/a majority of; **d** one of the

E Listening and speaking

1 Students' own answers.

2 **a** 5; **b** 3; **c** does not fit; **d** 2; **e** 4; **f** 13 **a** Layla; **b** Sara; **c** Hana; **d** Miska; **e** Adam; **f** does not match4 **a** Hana; **b** Miska; **c** Adam; **d** Layla; **e** Sara

5 Students check their answers to Activity E4.

6 Students' own answers.

G Reading

- The question refers to how optimistic or pessimistic someone is.
- a** v; **b** iii; **c** ii; **d** i; **e** iv
- a** ii; **b** i; **c** iv; **d** iii; **e** v
- Students check their answers to Activities G2 and G3.
- a** false (we do not really understand why this happens); **b** false (it does not mean that the future is bleak); **c** true; **d** true; **e** false (nobody's life is always 100% 'glass full'); **f** false (we should acknowledge our weaknesses and find strategies to overcome them)
- Students' own answers.

Exam-style questions

Speaking, short talk

Students' own answers.

Reading, open response

- 1.5 million; **2** it would increase the risk of a bone injury because of a medical condition he has;
- 3** at a summer camp (for teenage vegans); **4** on family holidays (in places where there aren't many vegan options); **5** (anything made of) leather;
- 6** three from: that it doesn't provide certain nutrients, especially protein, fear that a vegan diet is expensive, the choices vegans have must be limited, just eating plant-based products is unnatural

Unit 16: Animal life

B Speaking and vocabulary

- The pictures show: 1 blobfish; 2 aye-aye; 3 marabou stork; 4 elephant seals; 5 proboscis monkey; 6 snake-necked turtle.
- a** 5; **b** 1, 4 and 6; **c** 3; **d** 6; **e** 4 and 6; **f** 1
- Students' own answers.
- Students' own answers.
- a** endangered; **b** extinction; **c** habitats; **d** nocturnal; **e** polls; **f** trawling; **g** agile; **h** considerable; **i** massive; **j** content; **k** endemic; **l** arboreal
- a** Students' own answers.
b Roti island snake-necked turtle – critically endangered due to international pet trade;

aye-aye – in danger of extinction; blobfish – nearly extinct due to deep-sea trawling

c–e Students' own answers.

C Reading 1

- bright* and *smarter*
- Students' own answers.
- Students' own answers.
- Students' own answers.
- a** C; **b** D; **c** A; **d** C; **e** D; **f** B
- Students check their answers to Activity C5.

D Listening

- Students' own answers.
- a** A; **b** B; **c** B; **d** A; **e** B; **f** A
- a** tradition; **b** dominance; **c** piled up; **d** yelling; **e** continuous; **f** structured
- Students check their answers to Activity D3.
- a** running away; **b** communicate; **c** drumming; **d** location; **e** real purpose
- a** iv; **b** iii; **c** i; **d** vi; **e** ii; **f** v
- a** i; **b** ii; **c** iv; **d** v; **e** iii; **f** vi

E Reading 2: Multiple matching

- 1 snail; 2 blue whale; 3 octopus; 4 honeybee; 5 flamingo; 6 ant; 7 bat; 8 cat; 9 panda; 10 horse
- a** bat; **b** blue whale; **c** cat; **d** snail; **e** panda; **f** horse; **g** honeybee; **h** octopus; **i** flamingo; **j** ants
- a** flamingo; **b** snail; **c** honeybee; **d** octopus; **e** snail; **f** flamingo; **g** octopus; **h** honeybee
- Students check their answers to Activity E3.
- Students' own answers.
- a** snail; **b** flamingo; **c** snail; **d** honeybee; **e** octopus; **f** flamingo; **g** snail; **h** octopus; **i** honeybee; **j** octopus
- Students' own answers.

Language focus: Adjectives with nouns

- Possible answers:
Opinion: ugliest animal; macabre-looking stork; amazing creatures; incredible 20 times; excellent sense of touch
Size: long necks; second-largest seal

Condition/quality: deciduous forest; elaborate nest; intertwined twigs; dead leaves; nocturnal primate; distinctive aye-aye; naked pink head; dominant male; warm summer months; tight spaces; strong knees; shallow saltwater; muddy locations

Shape: dagger-like bill; curved neck

2 Students' own answers.

3

| Adjective | Noun | Adverb | Verb |
|----------------|------------------|------------------------|------------------|
| <i>tight</i> | <i>tightness</i> | <i>tightly</i> | <i>tighten</i> |
| international | | <i>internationally</i> | |
| cultivated | cultivation | | <i>cultivate</i> |
| amazing/amazed | <i>amazement</i> | amazingly | amaze |
| <i>strong</i> | strength | strongly | strengthen |
| incredible | incredulity | <i>incredibly</i> | |

4 a accidental; b versatile; c challenging; d local; e slow; f extinct

5 Students' own answers.

Exam-style questions

Reading, multiple matching

a C; b B; c D; d B; e A; f C; g A; h C; i D

Reading, multiple choice

1 A; 2 C; 3 B; 4 C; 5 A; 6 B

Unit 17: The environment

B Speaking and vocabulary

1 The pictures show: 1 air pollution; 2 water pollution; 3 deforestation; 4 forest fires; 5 global warming; 6 tyre pollution.

2 Students' own answers.

3 Students' own answers.

4 a continent = Europe, Asia, North America; country = Canada, Russia, India; region = the Arctic; something else: the Atlantic Ocean, the Pacific Ocean

b–f Students' own answers.

C Reading 1

1 Students' own answers.

2 a energy; b electricity; c cleanest; d renewable; e light; f cooling; g water; h industries

3 a v; b vii; c ii; d iii; e vi; f viii; g iv; h i

4 a Increased costs; b Saving land; c India's success; d From coal to sun; e Great economic benefits; f All about water; g Other disadvantages; h Environmental risks

5 1 = Saving land; 2 = From coal to sun; 3 = All about water; 4 = Great economic benefits; 5 = Increased costs; 6 = Environmental risks; 7 = Other disadvantages; 8 = India's success

6 a paragraphs 5, 6 and 7; b B 6; c paragraphs 3 and 4; d C 9

D Reading 2: Note-taking

- a** heading 2 (paragraph 5); **b** heading 1 (paragraph 4); **c** cannot be used; **d** heading 1 (paragraph 3); **e** heading 2 (paragraph 6)
- Advantages of placing solar panels over water:
 - enormous financial savings
 - more water for farmers
 - growth of algae reduced
 - risks of diseases in water reduced
 Financial, environmental and other challenges:
 - more expensive than locating panels on land
 - necessary to cut or remove plants and trees
 - dust and dirt affect panel efficiency
- Students' own answers.

Language focus: Reference words

- Personal pronouns: *it; you*
Possessive pronouns: *his; yours*
Possessive adjectives: *their; his; her*
Demonstrative pronouns: *those; this*
- Personal pronouns: *he, she, we, they, them*
Possessive pronouns: *hers, ours, theirs*
Possessive adjectives: *your, its, our*
Demonstrative pronoun: *these*
- a** possessive adjective = owners; **b** demonstrative pronoun = water evaporation is reduced; **c** personal pronoun = water can flow easily; **d** demonstrative pronoun = panels; **e** personal pronoun = solar panels, **f** personal pronoun = metal support frames; **g** possessive adjective = Gujarat
- Students' own answers.

E Reading 3

- Students' own answers.
- Students' own answers.
- a** A; **b** B; **c** A; **d** C; **e** C
- Students check their answers to Activities E1 and E2.
- a** it (the study); **b** their (countries across Europe); **c** they (extreme weather events); **d** them (birds); **e** its (Denmark's)
- f** their (half of Danes); **g** its (France's); **h** its (the bloc); **i** this (target of a 20% cut

in greenhouse gases); **j** our (the EU); **k** This (damage to societies, etc.); **l** we (the EU)

- a** that they are already suffering from the impact of climate change
b because it affects our daily lives
c Students' own answers.
d Mild winters stop them migrating to warmer climates, but then they can't cope with the colder weather when it does come.
e because they are low-lying
f significant loss of snow; greater chance of avalanches
g the areas worst affected by flooding due to rising sea levels
h due to a combination of its geographical and economic factors
i that the EU will adopt ambitious targets for reducing carbon emissions
j societies; the environment; future prosperity
- Students' own answers.

F Writing: Report

- a** opinion/fact; **b** fact/opinion; **c** reader; **d** suggestions; **e** language; **f** audience
- Purpose:** to offer recommendations; to give information; to provide explanations; recommendations
Features: title; introduction; paragraph, introductory phrase or sentence; sub-headings
- What you need to include:** information about a trip to visit a flood area; what you saw; suggestions about to help prevent future flooding
Who is going to read it: readers of a school e-newsletter
- Students' own answers.
- Students' own answers.
- a** different machines were in use; **b** creating a dangerous mix of electricity and water; **c** Firstly; **d** helps to strengthen the land; **e** Furthermore/In addition; **f** In addition/Furthermore; **g** in order to reduce the risks
- What to include:** what was learnt from the trip and what could be improved
Who is going to read the report: readers of the school website
- Students' own answers.

9 Students' own answers.

10 Students' own answers.

Exam-style questions

Reading, note-taking

1 Concerns that people had at first about the beekeeping project:

- the costs involved
- very time-consuming (for both students and teachers)
- student interest would be very limited.

2 Business skills that the beekeeping project helps to develop (four from):

- financial planning
- fundraising
- purchasing resources
- keeping records
- marketing a product
- setting prices
- ideas for reinvestment.

Writing, formal writing

Students' own answers.

Unit 18: Feeding the world

B Speaking and vocabulary

1 The pictures show: 1 field of wheat/other crop with several large combine harvesters (large-scale farming); 2 a large number of chickens in an indoor facility (factory farming); 3 sheep grazing in a field (moving around freely); 4 polluted water flowing into a river (fertilisers); 5 people working on the land (home farming); 6 organic food for sale (free from chemicals).

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

3 Students' own answers.

4 Students' own answers.

C Listening

1 a sustainable; b purchase, consume; c reliable; d intensive; e droughts

2 a people fishing the seas and lakes; food-producing activities expanded

b consistent supply of water; risk of disease

c temperatures are rising; extremes of weather

d global trade; we can enjoy pretty much anything we want

3 Students listen and check their answers to Activity C2.

4 The four questions are the ones in Activity C2. Students' notes will vary.

5 a A; b B; c B; d C

D Reading

1 Students' own answers.

2 Students' own answers.

3 Students' own answers.

4 Corrected statements:

a Our insatiable appetite for meat has pushed scientists to invest huge amounts of time and effort into finding a substitute.

b Seafood and fish can be grown from their muscle tissues.

c Those people who choose not to eat meat, vegetarians and vegans, are getting quite excited about these revolutionary changes in food production.

5 a to stop everyone from eating 'real' meat

b 'On the contrary'

c lab-grown meat and plant-based meat

d 'In addition'

e the amount of resources required to produce meat

f contrast: 'However'; extra information: 'Furthermore'

g large-scale deforestation

h 'Not only . . . but also'

i animal cells are used in the production process

j contrast: 'However'; extra information: 'Furthermore' and 'Another'

k it would become financially viable more quickly

l 'Currently'

m they ask questions

- 6 a formal. Examples: vocabulary (*insatiable, emissions, currently, while*, etc.); phrases: *it is likely that, Another drawback*, etc.)
- b yes – in the first sentence (*is the future of our food*) and the last sentence (*In my opinion . . .*)
- c The writer seems to be in favour of lab-grown meat, believing that it is the best solution to the problem of sustainable food production.
- d the writer uses the passive form (e.g. *It is strongly argued*) as well as adjectives to express what people think, say, believe or feel, e.g. *are getting quite excited, this is unappealing to some people*)

Language focus: Noun phrases

- 1 a fast-food; b plant-based meat products (alt-meat)
- 2 a Learning about global food production is something that really interests me.
- b The best thing we can do to help the situation is to take climate change more seriously.
- c Food that we produce, sell and consume locally has a much more positive impact than food that is mass produced.
- d Those factories on the hill are going to be demolished sometime soon.
- e The farmer working in the nearby fields offered to show us where the food is stored.
- 3 Students' own answers.
- 4 Example answers:
- a The young boy with black hair looked out of the square window near the door.
- b The dairy farmers from the village do not agree with the government's idea to reduce the price of milk.
- c The production of food for animals on the island is extremely diverse.
- d The school teachers spoke about the many classroom management problems that they have.
- e Singing songs in the school choir really relaxes me.

E Writing

- 1 Students' own answers.

- 2 Students' own answers.

- 3 a personal opinion: *As far as I'm concerned* (paragraph 1); *Personally* (2)
- b not relevant
- c personal opinion clearly stated: *Lab-grown meat alternatives cannot arrive soon enough* (1)
- d ideas developed, personal ideas included: *lab-grown meat, governments can and should invest* (2)
- e examples and evidence: *problems for the environment, including* (3)
- f all features included
- g linking words: *For many years, While, One solution, Personally, We know, Furthermore, Luckily, In conclusion*

- 4 For:

- *Farmed meat is unfriendly to the environment.*
- Governments can afford to support research.
- Lab-grown meat no longer impossible.
- Other food types can be lab-grown.
- Too much meat is unhealthy for humans.
- The world cannot feed everyone.

Against:

- *As meat consumption falls, less need for lab-grown meat.*
- Many jobs losses in farming and food production.
- Lab-grown meat still extremely expensive.
- Not possible yet to produce wide variety of food types.
- Research shows that meat laboratories are more environmentally unfriendly than animals.
- Some people may not like the idea of lab-grown meat.

- 5 Students' own answers.

- 6 Students' own answers.

- 7 Students' own answers.

F Reading and speaking

- 1 Students' own answers.

- 2 Students' own answers.

- 3 a sugar; b rice; c sugar; d fast food; e rice; f fast food

- 4 **a** present in many products we consume every day
b annual consumption is expanding each year by about two million tonnes
c most, if not all of this is produced on factory farms
d wasteful use of wrappers, straws, bags, boxes, tomato sauce packets and plastic is the biggest source of urban litter in many countries
e an important food staple for more than half the world's population
f uses up a lot of water, and as fresh water supplies are growing scarce, this can be a problem
- 5 Students' own answers.
 6 Students' own answers.

G Writing

- 1 three important instructions: write a report; use own ideas; word count
 The writing task in Section E was an article; this is a report.
- 2 Students' own answers.
 3 Students' own answers.
 4 Students' own answers.
 5 Students' own answers.
 6 Students' own answers.
 7 Students' own answers.

Exam-style question

Students' own answers.

Unit 19: Lifestyles

B Speaking and vocabulary

- 1 Students' own answers.
 2 Students' own answers.
 3 Students' own answers.

C Reading

- 1 **a** imitations; **b** trends; **c** tastes; **d** merchandise; **e** consumption; **f** volume; **g** brands; **h** garment
 2 Students' own answers.
 3 Students' own answers.

- 4 **a** tastes; **b** trends; **c** imitations; **d** brands; **e** merchandise; **f** consumption; **g** volume; **h** garment
 5 Paragraph 1 = **d** low-quality materials; 2 = **a** autumn, winter, spring, summer; 3 = **b** cheap, up-to-date clothing; 4 = **e** production process checks; 5 = **h** throw away and buy new; 6 = **g** recycling; 7 = **f** minimum wage; 8 = **c** environmental problems
 6 Students check their answers to Activity C3
 7 **a** to produce cheap versions
b 'fashion' clothes are readily available; negative impact on the environment (and/or workers, and/or our personal money)
c it provided consumers with a clearer picture of what was available and fashionable
d there is always something new to look at (and/or try on, and/or buy)
e the constantly changing fashions
f only a small percentage is recycled (in the USA)
g through the sheer volume of sales, and/or low salaries for workers
h because of the dangerous chemicals used in the manufacturing process
i it leaves a huge carbon footprint
 8 Students' own answers.

D Listening 1

- 1 **a** obstacles; **b** inferior; **c** ultimately; **d** whatsoever; **e** absolute; **f** complex; **g** gear; **h** nightmare
 2 Students' own answers.
 3 **a** six; **b** fashion; **c** eight; **d** on the answer line; **e** once; **f** nothing – they should not be used
 4 Speaker 1 = H; Speaker 2 = F; Speaker 3 = E; Speaker 4 = C; Speaker 5 = B; Speaker 6 = D; A and G are not used.

E Speaking and listening

- 1 Students' own answers.
 2 Students' own answers.
 3 **a** A; **b** A; **c** B; **d** B; **e** B; **f** A; **g** A; **h** B; **i** A
 4 **a** fascination; **b** tolerant; **c** openly; **d** inspiration; **e** isolated; **f** originally; **g** fearless; **h** throughout; **i** impacted

- 5 **a** false (their home *looks like* a museum); **b** true; **c** false (Kyle Kandilian sells *only some* of his cockroaches for \$200); **d** false (*most* people buy cockroaches as pet food); **e** false (there were not that many TV channels); **f** true
- 6 **a** they use oil lamps
b they read and write
c photographs/magazines of the Victorian era
d a business
e in the 1990s
f a computer or the internet
g in order to carry cash
h it isolated them from friends and family
- 7 Students' own answers.
- 8 **a** Jason; **b** Cheryl; **c** Jason; **d** Jason; **e** Cheryl; **f** Jason; **g** Jason; **h** both; **i** Cheryl
- 9 Students' own answers.
- 10 Students check their answers to Activity E8.

Language focus: The position of adjectives

- 1 **a** *different* and *rushed*; **b** the second sentence (*rushed manner*); **c** the first sentence (*look different*); **d** Nobody has to worry if they have a *different look*. The manner in which clothing is made is *rushed*.
- 2 Students' own answers.
- 3 Example answers:
- a** Everyone at the fashion show appears excited.
The fashion show was full of excited people.
- b** The food at the new Mexican restaurant tastes delicious.
All the food in the restaurant has a delicious taste.
- c** The film music was loud but it sounded amazing.
It was an amazing sound but also loud.
- d** When I put on a new pair of shoes I always feel special.
Putting on a new pair of shoes gives me a special feeling.
- e** I truly believe that the pollution problem will become worse in the future.
I expect a worse pollution problem in the future.

- f** Wearing a school uniform makes everyone look similar.
When we wear school uniform we all have a similar look.
- g** Paying so much money for a shirt seems ridiculous to me.
I would never pay a ridiculous sum of money for a shirt.
- h** I just want to be fashionable. Is that a problem?
I want to be a fashionable person.

F Speaking

- 1 Students' own answers.
 2 Students' own answers.
 3 Students' own answers.

Exam-style questions

Reading, open response

- 1 1964
 2 10 000
 3 the cold in winter
 4 (he's become) much fitter and stronger
 5 everyone is very supportive
 6 three from: thick jumpers and jackets are essential (at certain times of the year); have things that are waterproof and dry easily; have boots, trousers, shirts, gloves and so on that are made to last; (have) non-slip soles

Listening, multiple matching

Speaker 1 = D; Speaker 2 = E; Speaker 3 = C;
 Speaker 4 = B; Speaker 5 = F; Speaker 6 = H;
 A and G are not needed

Unit 20: Technology and the future

B Speaking and vocabulary

- 1 Students' own answers.
 2 Students' own answers.
 3 Students' own answers.

- 4 **a** shortens; **b** phenomenon; **c** dock; **d** vertical; **e** inconvenience; **f** neglect; **g** evaluated; **h** principles
- 5 Students' own answers.

C Reading

- 1 Text A: Costly luxury; Is the future already with us?; Power failure; Is it a 'copter or a plane?
Text B: Challenges and possible solutions; It's not really science fiction; Developments across the world; Solar power generated in space
Text C: Just like home; The oceans are unexplored; Not 20 000 leagues; You're not alone
Text D: Destroy or be destroyed; Grapefruit and shellfish; Diamonds meet their match; New fashion gear?
- 2 **a** Text B; **b** Text D; **c** Text A; **d** Text C; **e** Text B; **f** Text A; **g** Text D; **h** Text C
- 3 Text A: b, e and j; Text B: c, f and k; Text C: a, h and l; Text D: d, g and i
- 4 Students' own answers.
- 5 **a** by making it viable for scientists to work underwater for long periods of time, carrying out a variety of research missions and projects
b the ability to charge quickly and to retain the charge
c how to assemble, launch and deploy them into space, and the huge costs involved
d they are inflexible and extremely expensive
e the look like a cross between a helicopter and a small plane
f the atmosphere and clouds
g to provide security and protection from theft
h legs
i grapefruit and shellfish
j to help perform vertical take-offs and landings
k to ensure a constant supply
l it will have an underwater greenhouse
- 6 Students' own answers.
- 7 Students' own answers.

Language focus: Describing future events

- 1 **a** A; **b** E; **c** D; **d** B; **e** F; **f** C
- 2 **a** will decide (C); **b** is arriving (B); **c** are we going to finish (E); **d** finishes (A); **e** is going to meet (F); **f** is going to rain (E); **g** will read (D)
- 3 Students' own answers.

D Listening and speaking

- 1 Students' own answers.
- 2 **a** 4; **b** 5; **c** 2; **d** not used; **e** 1; **f** 3
- 3 **a** Aisha; **b** Maryam; **c** Olaf; **d** Tom; **e** does not fit; **f** Pedro
- 4 **a** Aisha; **b** Olaf; **c** Tom; **d** Maryam; **e** Pedro
- 5 Students check their answers to Activity D4.
- 6 Students' own answers.

F Reading

- 1 Students' own answers.
- 2 brain-computer interfaces; energy-storing bricks; floating farms; heart-monitoring T-shirt; screenless displays; smart glasses; space balloon; smart houses; VR gaming; wearable electronics
- 3 1 = screenless displays; 2 = brain-computer interfaces; 3 = space balloon; 4 = floating farm; 5 = heart-monitoring t-shirt
- 4 Students' own answers.
- 5 Students check their answers to Activity F3
- 6 **a** i started out, **ii** gadgets, **iii** innovation, **iv** basic; **b** something small; **c** mind-machine; **d** a computer; **e** paralysis from the neck down, including the trunk, legs and arms; **f** they are not always accurate; **g** professional athletes; **h** potentially; **i** students' own answers (but cost could be one answer); **j** rural; **k** moored; **l** three-floored; **m** nutrients; **n** open spaces, eye's retina, human brain; **o** photograph, image, laser, solid, real, flat; **p** they will be able to see things without having laser eye surgery; **q** nine (eight passengers plus a captain); **r** over 30 000 metres; **s** yes – there are 'social media capabilities'; **t** admire the views; **u** descent
- 7 Students' own answers.

Exam-style question

Students' own answers.