

Section 1 Reading skills and strategies

1 Finding and selecting information

Pages 4–5: Skimming and scanning: understanding headings

- 1
- Basketball camp location
 - Spanish lessons
 - Meals
 - Residential accommodation
 - Useful information (or possibly FAQs or Residential accommodation)
- 2
- 4
 - 6
 - 3
 - 7
 - 5
- 3
- Up to 10 people
 - A four-person mini apartment
 - Sunday 17th July to Saturday 30th July
 - Various trips: cultural visits, beach barbecue, beach trip, excursion to an amusement park
 - English

Page 6: Finding information

- 1 No set answers, but possibilities include:
- **What** ... nationality are the Spanish teachers?
 - **When** ... do the one-week courses take place?
 - **How** ... can you find out the price?
 - **Where will** ... the barbecue take place?
 - **How many** ... hours of basketball tuition will there be?

Page 6: Going further

- 2
- Monday, 7am
 - James, the scuba diving instructor
 - Students learn about breathing and entering the water.
 - 12 o'clock
 - 7am on Tuesday
 - If they can swim ten lengths

Page 7: Identifying facts and opinions

- 1 In order: opinion, fact, fact, opinion
- 2 Fact 1
- 3 Students' own answers

Pages 7–8: Going further

- 4 60% suggests a large number, even though only five people may have been questioned (as in Fact 2).
- Words to be underlined: absolutely, obviously
 - Ask
- 5 Students' own answers

- 6 No set answer, but facts such as ‘Yesterday a group of twenty students came into the town’ to be used.
- 7 *It is absolutely clear, in my view, that this disgraceful event should never have been allowed to take place.*
- 8 No set answer but *strange, disgraceful, thugs screaming, stabbing the air* could be mentioned.
- 9 a) *absolutely, immediately*
b) *act immediately; get these thugs to face up to*

Page 9: Emotive language

- 1 No set answer, but these would all be suitable: *mob of students; disgraceful event; these thugs*
- 2 In order: negative, positive, neutral
- 3 In order: *dreadful; passionate; totally; wonderful; pleaded for*

Page 9: Going further

- 4 No set answer, but check that students include each of the types of language listed: powerful nouns or adjectives, imperative verbs and powerful adverbs.

Pages 10–12: Close reading for detail

- 1 a) 1000 kilometres
b) 26
c) Any two of: Great Britain (UK), Mongolia, Australia, South Africa and Spain
d) Great Britain (UK)
- 2 a) About 100
b) She was attracted by the extreme physical challenge.
She wanted the opportunity to experience one of the last nomadic cultures / ride across a true wilderness.
c) About 14 days
d) With nomadic families in their tents
e) Any two of: sleeping in tents; eating mutton; drinking traditional fermented horse’s milk
f) Skill and endurance
g) Some of the key points are as follows:
There is no fixed timescale; competitors take between five and 14 days to complete the race.
The riders don’t ride the same horse, but swap horses every 40 kilometres.
The horses are semi-wild, not trained race horses.
It is not a test of the horses’ speed, but of the riders’ skill and endurance.
- h) Any two of the following points:
They may take time to enjoy the cultural experience.
They may enjoy the adventure more than the race.
They have paid money (and want to get their money’s worth).

Page 13: Writing concise answers

- 1 a) 5 September
b) Two weeks (14 days)
c) To win the race; for the cultural experience and adventure; to raise money for rural communities in Mongolia.

Page 14: Identifying intentions

- 1 a) *likely*
b) *likely*

- 2 Modals as follows:
- *I'll (be riding)* – will definitely do this
 - *we'll (be staying)* – will definitely do this
 - *I would (love)* – would like to do
 - *I can't (do this)* – will definitely not do (unless ...)
 - *won't (let me)* – will definitely not do
 - *I could (take)* – might do in the future
- 3 In order: false, true, true, false, false

2 Inferring and implying

Page 15: Understanding what is implied but not actually written

- 1 Hopeful; happy; lonely; bored; bitter; peaceful; alone; unwell; cold; pale
- 2 Answers depends on students' interpretation
- 3 No set answer
- 4 No set answer

Page 16: Going further

- 5 No set answers, but students should base their inferences on the 'clues' in the headline.

Page 17: Understanding texts from clues

- 1 a) 75
 b) A bus pass
 c) In a high-rise flat
 d) Arthritis
 e) Widow; no children; no grandchildren
 f) Someone to talk to

Page 17: Going further

- 2 No set answer, but B is the closest to the content of the article – the others are either wrong (e.g. E) or too general (i.e. C). A possible order, working from the top is: B, C, A, D, E.

Page 18: Inferring viewpoint

- 1 a) stronger
 b) *Surely that's not too much to ask?*
- 2 *concerned about; do more; It is vital that*
- 3 a) A
 b) Nuisance calls; junk mail
- 4 No set answer, but possibilities include: suspicious, fearful, negative.
- 5 No set answer, but possibilities include: frustrated, indifferent, patronising, concerned (depending on what students read into his behaviour).

Page 19: Use of clear and vivid vocabulary

- 1 The most likely words are *anxious* and *terrified*.
- 2 a) No set answer but something like: 'and she imagined sharp teeth snapping at her'.
 b) It was looping and curved, like the shape of a serpent, and was difficult to follow.
 c) She was running away from the tricks her mind was playing on her.
 d) It is less emotional and she talks about events that happened in the past. She is more confident and less worried.

Page 19: Going further

- 3 The path is straighter; the trees are smaller.

3 Using information

Pages 20–21: Multiple matching questions

- 1
- a) B
 - b) A
 - c) C
 - d) A
 - e) B
 - f) C
 - g) D
 - h) A
 - i) D
 - j) B

Page 21: Going further

Students' own answers

Pages 21–22: Handwriting

- 1 No set answers
- 2 Correct text should be: *I have just started this wonderful new job in Freetown. I am working in an eco-friendly café making fruit smoothies and tropical juices for tourists. I love meeting new people; yesterday a party of 20 Russian schoolgirls invaded us and we were so busy!*
- Mistakes in first text:
Eco-Friendly (no capitals needed); *smoothies* (hard to read); *Yesterday* (no capital after semi-colon).
 - Mistakes in second text:
i (should be capital I); *newjob* (space needed between 'new' and 'job'); *freetown* (capital F needed); *Fruit* (no capital needed); *tropicaljuices* (space needed between 'tropical' and 'juices'); *Tourists* (no capital needed); *Yesterday* (no capital after semi-colon); *school-girls* (usually one word); *invadd* (hard to read but probably misspelt); *wewere* (space needed between 'we' and 'were'); *So* (no capital needed).

Pages 22–24: Making notes under headings

- 1 Students' own answers
- 2 Who readers should contact: Editor, Miles Smith; or Assistant Editor, Orla Martinez
Problems: no benches; toilets up a steep hill; only elevator in library is broken; bus shelter graffiti; timetable in small print
Actions: visit older people; clean up bus shelter; install benches; improve signs

Page 24: Going further

- 3 Students' own answers

Page 25–28: Organising information, creating headings

- 2 B
- 3 Reasons include:
- to witness a tornado first-hand
 - to see cloud structures and skylscapes
 - to watch a barrage of hail/lightning.
- 4 Those who do not chase storms for money:
- provide valuable on-the-spot information
 - upload photos and footage of storms or data that
 - help agencies predict or track storms.

Those who do it for money:

- sell photos or footage to TV or news networks
 - sell photos to picture agencies.
- 5 a) The second paragraph begins with the present tense but moves on to the past tense for most of it, e.g. *worked*.
- b) People
- c) Possible answer: *Famous storm chasers*
- 6 Point 1: Most people remember the excitement/fear of their first storm.
Point 2: First real chaser – David Hoadley.
Point 3: Neil B Ward worked with organisations and enabled more detailed research.
- 7 a) It is a bad heading because it is about more than just films in 1996.
b) *'Twister' brought storm chasing to a wide audience.*
c) It is irrelevant because the film 'Independence Day' is not about storm chasing.
d) The TV series 'Storm Chasers' led to more storm chasing by the public.
- 8 Students' own answers

Section 2 Writing for accuracy

1 Sentences

Page 29: What is a sentence?

1 and 2:

- a) Statement; statement; exclamation; letter
- b) Question; statement + question; statement + statement; adventure story
- c) Instruction; instruction; instruction + exclamation; list left by parents while on holiday
- d) Exclamation; statement; question; diary entry

Page 30: Types of sentence

(Simple sentences)

- 1 Suggested answers:
- a) waved/ran/walked
 - b) cheered
 - c) started

(Compound sentences)

2 Students' own answers

Pages 30–31: Going further

3 and 4 Students' own answers

(Complex sentences)

- 5 *Although it was raining – we managed to keep dry.*
Even though we queued for five hours – we couldn't get any tickets.
Because we were forced to wait – we missed the last train home.
- 6 Students' own answers
- 7 Order of sentences:
- a) Compound; simple; complex
 - b) Simple; complex; compound; simple; simple
 - c) Complex; simple; compound; simple

Page 32: Developing sentences with phrases

1 *Common nouns:* book, cup, lemonade, engine, lunch, tablecloth

Proper nouns: Koreans, Cape Town, Walt Disney, Sydney, Paris

Collective nouns: flock, gang, tribe, audience

Abstract nouns: motherhood, belief, love, suspicion, boredom

Not nouns: tasty, dull, believable, lovely, bored, better (adjectives); under (preposition); curiously (adverb)

2 Students' own answers

Page 33: Using pairs of words or phrases

- 1
- a) *If you want to go, then I will come with you.*
 - b) *After I have washed my hair, then I will go out to the shops.*
 - c) *Either we could have pizza at the Italian restaurant or we could have curry at home.*
 - d) *Although he is not very good at sports, nevertheless he always does his very best.*
 - e) *Not only does my friend enjoy playing volleyball, but he also enjoys taking part in competitions.*

Page 33: Going further

2 Students' own answers

Page 34: More ways of joining sentences

- 1
- a) Growling, the dog gnawed its bone.
 - b) Running away from the fierce dog, Hussain tripped over a rock.
 - c) Dancing along with the music, Frederick enjoyed every minute.
 - d) Opening the window, Marina looked out and shouted to her friends.
 - e) Hissing, the snake slithered in through the window.
 - f) Panting heavily, the runner slowed down.
 - g) Putting down his pen, Scott sighed and left the exam room.

Page 35: Going further

- 2
- a) standing (not 'stood' – a mistake often made in English)
 - b) Winning
 - c) Helping
 - d) Loved and admired
 - e) Pleased
- 3 Students' own answers

Page 36: Joining ideas to make more interesting sentences

1 Students' own answers

Page 36: Going further

2 Students' own answers

Page 37: Using the active and the passive

- 1 *Passives: The shark was observed; Local coastguards were alerted; the shark was guided; before any harm was done*
- 2
- a) C: news report
 - b) News reports are factual; the passive verb forms give the text a more objective and factual feel.
- 3
- a) Active forms: *I thought; I saw; I guess; Tourists were swimming; I called; they acted; they guided; it could do*
 - b) A: eye-witness report

2 Paragraphs

Page 38: What is a paragraph?

- 1 C
- 2 a) *As requested, here is our three-stage plan for repairing the school swimming-pool.*
b) *As requested, here is our three-stage plan for repairing the school swimming pool. We will start by emptying the pool. Secondly, we will replace all tiles, both on the bottom of the pool and around it. Finally, we will return to fit the new diving board.*

Page 39: Linking ideas using connectives

- 1 Suggested connectives (but others are possible):
 - a) *as a result*
 - b) *Therefore*
 - c) *Finally / Eventually*
 - d) *On the other hand*
- 2 *so (L); Nevertheless (C); As a result (L); Moreover (D); Yet (C); In the end (T); after a while (T)*
- 3 Students' own answers

Page 40: Structuring paragraphs

- 1 *Edson Arantes do Nascimento is a famous footballer. P1*
He scored 1281 goals in 1363 games. P2
He was born in poverty. P1
He played with a sock stuffed with newspapers. P1
He is better known as Pelé. P1
He is the top scorer of all time. P2
He could not afford a football. P1
He became very wealthy. P2
He was born in Brazil. P1
He is well known for supporting causes to improve the social conditions of the poor. P2
He dedicated his 1000th goal to the poor children of Brazil. P2
- 2 Student's own answers

Page 41: Paragraphs with viewpoints and reasons

- 1 a) It tells us the writer feels he should be given more pocket money.
b) It refers to him being in the situation in which he had more pocket money.
c) His friends
d) His friends
e) Children, in general
- 2 a) The writer's viewpoint is that the holiday was wonderful.
b) The weather was great; the room was clean and comfortable; the hotel staff were helpful.
c) The specific detail is that the broken wedding ring was sorted out by the 'young man on the desk'.

Page 42: Going further

- 3 a) Our city break was dreadful for many reasons. For a start, the weather was foul, our room was dirty and small, and the hotel staff were rude and unhelpful.
b) Students' own answers
- 4 Students' own answers
- 5 Students' own answers

Page 43: Linking opinions with evidence

- 1 Statements in order:
Our teacher, Mr Voronin, ... D
I never sleep well ... A
Our science exam ... C
You don't see ... B
- 2 Students' own answers

Page 43: Going further

- 3 Students' own answers

3 Vocabulary

Page 44: Synonyms

- 1 Synonyms in order:
 - a prince *palace*
 - a very poor person in a city ... *slum*
 - an average person ... *flat*
 - a very poor person living out of town *shack*
 - an important official *residence*
 - an older person ... *bungalow*
- 2 There is no single correct order, but possible sequences are:
 - a) nervous – alarmed – afraid – scared – panicky – terrified – petrified
 - b) miserable – depressed – unhappy – sad – tearful – grief-stricken – distraught
 - c) positive – cheerful – pleased – contented – happy – delighted – ecstatic
- 3 Students' own answers

Page 45: Going further

- 4 and 5 Suggested words for all the uses of nice are given in the paragraph below:
 My friend Luis is very nice [kind] to me. He and I had a nice [fantastic] time last Saturday when he took me to the nice [modern/smart] burger bar in that nice [smart/modern] shopping mall near us. It's really nice [well-designed] inside. Everything is nice [fresh] and clean and it looks so nice [up-to-date] and smart. And the food smells nice [appetising], too. And the taste! Well, the burgers we had looked nice [delicious] and tasted nice [scrumptious]. Luis paid for all we had, including an extra big nice [creamy] milkshake. He really is nice [generous].
- 6 Either B or C could be chosen, depending on which appeals most to students.
- 7 Students' own answers

Page 46: Using better vocabulary

- 1 Suggested answers, but some words could go in even more categories.

Building	Football	Cookery	Fashion
design architect style measure level door line elevator	style goalkeeper line simmer (as in tension) red card	style measure level heat simmer pot	design style measure trend vintage make-up accessory foundation

foundation pot			
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2 In order: *vintage; style; trend; make-up; foundation; football; goalkeeper; red card*

Page 52: Going further

3 Students' own answers

4 Suggested words, in order:

B passionately, G iniquitous, J unfair / unjust, H unjust / unfair, E remote, D transport, C transfer, I adversely, A travel

4 Clear communication

Page 48: Types of prepositions

- 1 a) to
- b) by
- c) by, to
- d) on
- e) to
- f) Before, At

2 a) *It all happened during the party. Someone had put too much chilli in the pasta for a laugh, and we were soon coughing and spluttering! I knocked my fizzy drink off the table and someone slipped on the sticky mess. At school the next day, in the lunch break, we found out who was responsible – Ana. She'd had to leave the party early, before nine o'clock, because she was going home by bus, so she hadn't seen the chaos she'd caused.*

b)

Time	Place	Means
during	in	by
at	off	
in	on	
before		

Page 49: Using prepositions

1 A suggested version is as follows – words that need to be replaced are underlined with suggested alternatives in brackets:
 The tables need to go over [under] the windows at [in] the left-hand wall. Place the paper plates next to [on] the tables in piles so people can pick them up as they come out [in].
 Knives and forks need to be put beyond [next to] the plates. When people arrive, give them a plastic glass when [as] they come over [through] the door.
 Decorations need to be hung across [from] each corner of the room so they meet in [at] the top of the classroom. After [While] people are eating, make sure that there are no spilled drinks under [on] the floor.

2 Students' own answers

Pages 50–51: Idioms

1 Text 1: *bites off more than she can chew; her bark is worse than her bite*
 Text 2: *went down like a lead balloon; add fuel to the fire*

2 *singing from the same hymn sheet* = thinking about something in the same way
play our cards right = make the right decisions

it'll be a piece of cake = success will be easy
dead easy = really easy

3 Students' own answers

Pages 51–52: Comparatives

- 1
- a) more interesting
 - b) more expensive / dearer
 - c) simpler / easier
 - d) more often
 - e) closer / nearer
- 2 Suggested words:
better than; heavier; heavier; harder than; better; stronger; warmer

Pages 52–53: Using comparatives and superlatives

- 1
- a) far more interesting
 - b) much bigger
 - c) slightly quicker
 - d) any longer / more
 - e) no worse
 - f) any louder

Page 53: Going further

- 2 The Shard is tall, at 310 metres, but the Eiffel Tower is taller at 320 metres. However, it isn't as tall as the Burj Khalifa. In terms of age, the oldest of the three is the Eiffel Tower [or the newest / most recent of the three is The Shard].

Pages 53–54: Prefixes

- 1
- a) inconvenient
 - b) disloyal
 - c) unkind
 - d) impatient
 - e) impossible
 - f) unreal
 - g) unfit
 - h) illogical
 - i) insecure
 - j) impolite
 - k) unfair
 - l) disorganised
- 2
- a) disorganised
 - b) unfit
 - c) impolite
 - d) unreal
 - e) disloyal
- 3
- a) rewrite
 - b) international
 - c) repainted
 - d) co-produce

Pages 54–55: Useful prefixes

- 1 A universal = agreed by everyone (i.e. people took a single viewpoint); unicycle = a vehicle with one wheel (a bicycle has two wheels)

- B monotonous = boring because only one tone is used when speaking
- C bilingual = speaking two languages
- D semicircle = a half circle
- E multinational = operating or existing in many countries
- F uniforms = a set of clothes that is the same for everyone
- G semi-conscious = only half conscious

Page 55: Going further

- 2 heliport = helicopter + airport
smog = smoke + fog
motel = motor + hotel
chunnel = channel + tunnel
hi-speed = high + speed

5 Clear punctuation

Page 56 Sentence punctuation

- 1 Suggested answer:
It is very dangerous riding a bike in our town; in fact, it's an absolute nightmare. You would think drivers would look out for young people on bikes, but they don't. Are we invisible or something? It doesn't take half a minute for drivers to glance in their mirrors, but they just don't care. I wear bright clothing and make hand signals, but it doesn't make any difference. Drivers, especially lorry drivers, seem to think they own the roads! What are the local council going to do about it? Nothing, as usual!

Page 57: Commas and apostrophes

- 1 Suggested answer:
Even though it was raining, we all went to the beach. Luka brought bread, cheese, salad and iced tea. Dino, however, brought nothing, which made us all mad. I'd brought a snack and so had Shan. Dino's excuse was that he hadn't had time to go the shop. However, it didn't matter. Tourists' hats were getting blown off, so we knew a storm was coming and we left after ten minutes.

Page 58: Colons, semicolons, brackets and dashes

- 1 Suggested answer:
The new library is wonderful: more shelf space, an internet zone and comfy chairs for relaxing with a favourite book. The internet zone is already popular; the computers are booked up every day. Some students come in early to do homework on them; others use them once lessons have ended.
- 2 Suggested answer:
It was peaceful at night – except for the occasional buzzing moth – and I slept like a baby. When our guide woke me at 5.30am, I felt refreshed – despite the time. Outside, our driver (a huge man in khaki shorts) waited while we climbed into the jeep.

Page 59: Going further

- 3 Students' own answers

Section 3 Writing for a purpose

1 Form, reader and purpose

Page 60: Formal and informal ways of writing

- 1 a) B
b) C
c) E

Page 60: Going further

- 2 I am writing with regard to an incident ...
3 Students' own answers

Pages 61–62: Different forms and styles

- 1 a) B
b) E
c) F
d) A
e) C
f) D
- 2 Examples of each:
a) *It'd = it would; we've = we have; we're = we are*
b) *Today is Bangkok; Such a shock*
c) *It'd be cool ...; it's dead hot; we're dying to see you*
d) *make a mountain out of a molehill*
- 3 a) A newspaper article
b) To explain different sides of the debate but argue your viewpoint (i.e. which side, if any, you think is right)
c) Local people
- 4 Quite formal – but as it is for a local audience, it may have a more personal touch than some texts.
- 5 *Yeah, well it's dead obvious, bro', that we need to look at all the different views about buses. Because people disagree, don't they? It isn't as straightforward as we all think. Like, there's those – like old folks – who need them to get around. Then, there's others who should be getting off their backsides and getting exercise. Take me – I'm really very lazy, and I live in a village, so it'd do me good to hop on my bike, break a sweat. Know what I'm saying? Course you do.*
- 6 B: the transcript of a conversation
7 C: an article in a paper

Page 62–63: Going further

- 8 Students' own answers
- 9 Your reader: brother or sister
Purpose: give information (about the visit), describe the work of art, argue your viewpoint about its merits
- 10 a) A yes
B no
C no
b) A no
B yes
C maybe
- 11 B

- 12 Students' own answers

2 Variety of structures

Page 64: Variety of structures

- 1 Students' own answers
2 D
3 B
4 A

Page 65: Going further

- 5 Students' own answers
6 Students' own answers

Pages 65–66: Time order

- 1 Seeing the work of art in the room – Arriving at the gallery (flashback) at 10 – Looking around before seeing the work of art.
2 Students read the notes
3 The first opening tells us straightaway about the writer's personal experience of finding a secret place.
The second opening is different because it considers the importance / role of a secret place on a more general level.

Page 66: Going further

- 4 Students' own answers

Pages 67–68: Variety when writing to argue or persuade

- 1 *I am convinced the idea to allow Munch Magic to put vending machines and food in our canteens is utterly ridiculous.*
2 Students' own answers

3 Writing to summarise

Pages 69–70: Writing to summarise

- 1 What falconry is:
 - Hunting animals in their natural habitat using a trained bird
 - Training the hawks to respond to commandsHow falconers train their hawks:
 - Manning; getting hawks to trust their trainer
 - Using a creance and a lure to make hawks come for foodWhat hawks are also used for:
 - Providing help to local schools in dealing with seagulls
- 2 Students' own answers

Page 72: Going further

- 3 Students' own answers
4 Students' own answers

4 Writing to inform and explain

Pages 73–74: Writing to inform and explain

- 1 *Many children feel afraid of the dark.*

2 Present tense verbs: *parents can help their child; do not pretend; this may suggest ... you believe*

3 *bedtime routine; comforters; toy; teddy; monsters*

4 All the words could be suitable for the letter. They would fit under the following headings:

Fears	Equipment	People	Sleep	Campsite
creatures insects shadows jeep lions sounds	camping lamp torch book mosquito net jeep	camp leader friends	book sleeping bag dreams	campfire undergrowth

5 Students' own answers

- 6
- a) is; zip
 - b) hear; don't worry; keep
 - c) can; listening; can; chat; take
 - d) can't; go; sit

7 Students' own answers

Pages 74–76: Going further

8 Students' own answers

9 Students' own answers

10 Students' own answers

5 Writing to argue a point of view

Pages 77–78: Generating ideas

1 and 2 Students' own answers

- 3
- a) A Ryad's
B Ryad's
C Ayesha's and Mark's
 - b) A Ryad's and Mark's
B Ayesha's

Page 79: Linking points using connectives

- 1
- a) C (The link is through the looks – *pretty and cuddly looking*.)
 - b) A (The link is through the idea of survival – *die out and chance of survival*.)
 - c) B (The link is *other areas of nature and insects, plants and trees*.)

2 Students' own answers

3 Students' own answers

Page 80: The end of your article

1 Students' own answers

Page 80: Going further

- 2
- a) Lia's is more personal and vivid.
Luis's is more formal and impersonal, with no direct description.
 - b) I remember my first visit to a zoo to see a panda [personal anecdote]. Those huge dark eyes [visual detail] staring out at me, pleading with me. The panda was on his own, as there was no mate for him. I felt so sorry for him.
- 3 Students' own answers

6 Writing a personal description of an experience

Pages 81–83: Writing a personal description of an experience

- 1
- a) 3
 - b) 1
 - c) 10
 - d) 5
 - e) 2
 - f) 7
 - g) 8
 - h) 6
 - i) 4
 - j) 9
- 2
- A: not suitable
 - B: suitable
 - C: not suitable
 - D: suitable
 - E: not suitable
 - F: suitable
 - G: not suitable
 - H: suitable
 - I: not suitable
- 3
- Paragraph 1: How I was looking forward to our holiday
 - Paragraph 2: An awful car ride with Mum and Dad
 - Paragraph 3: A mistake at check-in
 - Paragraph 4: An uncomfortable bed for the night
- 4
- Students' own answers

Page 84: Going further

- 5 Students' own answers

Section 4 Listening

1 Key question words

Pages 85–86: Questioning words

- 1
- a) Where
 - b) When
 - c) Why / When
 - d) What
 - e) Who
 - f) How many
- 2
- Students' own answers

Page 86: Spotting the clues in the questions

- 1
- a) How many seats are available for the concert?
 - b) What is the highest peak Shona has climbed?
 - c) When will the café be ready to re-open?
- 2
- 7am
- 3
- I think he got it wrong because he noticed the time, 6.30am, and ignored the fact that it was a train, not a bus as the task required.

- 4 a) 5.45am
b) Tram
c) Midnight

2 Predicting answers, using inference

Pages 87–88: Predicting answers, using inference

1 Here are some suggestions; students will have their own responses.

You hear a person say	At least one person is probably in	Some words / phrases that you may hear or need to use
Shall we have a pizza?	a restaurant or a food takeaway shop	toppings; cheese; cost; delivery service; mushrooms; tomato
Will I need to have a filling?	a dentist's surgery	tooth; x-ray; filling; rinse; mouth; injection; pain
Where is your homework?	a school	work; exercise; school bag; mark; detention
When is the next train to X?	a railway station	platform; announcement; delay; on time; waiting room; ticket office
What is showing on Screen 2?	a cinema	film; comedy; thriller; ticket; price; popcorn; usherette
What are you studying for your degree?	a college or university	subject; college; exam; assessment

2 Students' own answers

- 3 a) What – colour – dress – Maria – buy
b) How much – return airline ticket – Moscow
c) In which year – World Championship – Istanbul
d) How much – horse – weigh
e) How far – young man – walk – car broke down
f) What – sculpture – made of

4 Students' own answers

5 b), d), e)

- 6 1954 c)
purple with white spots a)
stone f)
200km e)
2 tons d)
500 dollars b)

- 7 a) Blue
b) 600 euros
c) 1962
d) 700 kilograms
e) 10 kilometres
f) Glass and plastic

Page 89: Units of measurement

1 Answers are as follows:

Q. no.	The right answer	Answer to be marked	Your mark	Reason
b)	600 euros	six hundred euros	1	Correct although written out in full
		E600	1	E is a short form of euros
		600	0	Unit (euros) is missing
d)	700kg (<i>or</i> kilograms)	700	0	Unit (kg) is missing
		700 kilos	1	Kilos is a short form of kilograms
e)	10km (<i>or</i> kilometres)	10	0	Unit (km) is missing
		ten kilometres	1	Correct
		10 miles	0	Unit is incorrect it should be km, not miles

3 Keeping the answers brief

Page 90: Keeping the answers brief

- 1 b)
- 2 B
- 3 a) 600 euros
b) About 700kg
c) 10km
d) Glass and plastic

Page 91: Recognising numbers

- 1 Students should check their answers in a dictionary.
- 2 Students should check spellings carefully.

1	first	5	fifth	9	ninth
2	second	6	sixth	10	tenth
3	third	7	seventh	11	eleventh
4	fourth	8	eighth	12	twelfth

Pages 92–93: Going further

- 3 a) b)
1 2 two
2 3 three
3 13 thirteen
4 22 twenty-two
5 140 one hundred and forty
6 80 eighty
7 13 thirteen

	8	10,000	ten thousand
	9	several million	several million
	10	50	fifty
4		a)	b)
	1	1st	first
	2	4th	fourth
	3	8th	eighth
	4	91st	ninety-first
	5	20	twenty
		20th	twentieth
	6	9th	ninth
	7	29th	twenty-ninth
		2008	two thousand and eight
	8	1st	first
		1896	eighteen ninety-six
	9	30th	thirtieth
		1998	nineteen ninety-eight
	10	23rd	twenty-third
		1616	sixteen sixteen
		52	fifty-two
5	1	5.30	
	2	£200 (£100 each)	
	3	She fell off her skateboard and twisted her ankle.	
	4	She will wear a bright red and black scarf.	
	5	Plastic cup, plates and sleeping bag.	
	6	The cake has a green football pitch on it and six blue candles shaped like footballers.	

4 Listening carefully for details

Pages 94–95: Listening carefully for details

- 1 Richard works as a beekeeper.
Bees are used for producing crops.
Suffered from many stings.
Number of bees missing: 50,000,000
Number of US states where same thing happened: 24
- 2 One mark only for:
Number of US states where same thing happened: twenty-four
- 3 The Tour de France
Where it takes place:
 - Traditionally takes place in France, but some stages in nearby countries such as Britain.
 - Goes through towns, cities and mountains all over France.
 - Length of tour: 2000 miles
 Teams and riders:
 - About 200 riders take part
 - Nine riders in each team
 Winners:
Overall winner wears yellow jersey.
The 'King of the Mountains' wears white jersey with red dots.
Several people have won more than once.
Conditions:

Temperatures can be very hot and the landscape varies with steep hills and treacherous valleys.

5 Listening to monologues

Pages 96–97: Listening to monologues

- 1 Speaker 1 B
Speaker 2 F
Speaker 3 G
Speaker 4 A
Speaker 5 E
Speaker 6 C
Unused letter is D.

Part A

Chocolate and the heart

Recent research suggests that moderate amounts of chocolate can prevent heart disease. There are chemicals which act as anti-oxidants. These can prevent damaging substances building up and polluting the body.

The reduction in risk of heart attack

Eating 100g of dark chocolate per day can reduce the risk by 21%.

Other benefits

Other chemicals can create a feel-good factor.

Problems

The high amount of sugar in chocolate can cause tooth decay.

Part B

New research:

Some researchers were concerned that testing people on chocolate wasn't very reliable.

The benefits might be all in the mind.

So they suggested it would be better to have imitation chocolate too and use fake / imitation bars that looked like real ones to give people they tested.

Good advice

It is best to have chocolate after a meal.

It's also a good idea to buy dark chocolate as it has less sugar in it.

It is very difficult to leave unfinished chocolate in the fridge.

So buy smaller bars as this means you will eat less, and it won't matter if you finish them.

6 Listening for multiple-choice answers

Page 98: Listening for multiple-choice answers

- 1 a) B
b) A
c) B
d) C
e) B
f) A
g) C
h) B