

1 Finding and selecting information

Page 4: Understanding charts and tables

- 1 28% = basketball; 8% = handball
- 2 a) 2
b) Table tennis, handball, basketball, tennis and swimming
c) Swimming
d) Basketball
e) Swimming

Page 5: Understanding graphs and diagrams

- 1 Text, graph, text
- 2 True, false, true

Pages 6–7: Skimming and scanning: understanding headings

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

Page 8: Skimming and scanning: understanding headings

- 3 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?
- 4 a) Monday, 7am
b) James, the scuba diving instructor
c) Students learn about breathing and entering the water
d) 12 o'clock
e) 7 am on Tuesday
f) If they can swim ten lengths

Page 9: Identifying facts and opinions

- 1 In order: opinion, fact, fact, opinion
- 2 Fact 1

- 3 60% suggests a large number, even though only five people may have been questioned (as in Fact 2).

- 4 a) Words to be underlined: *absolutely, obviously*
b) Ask

- 5 Students' own answers

Page 10: Going further

- 1 No set answer, but facts such as 'Yesterday a group of twenty students came into the town' to be used.
- 2 *It is absolutely clear, in my view, that this disgraceful event should never have been allowed to take place.*
- 3 No set answer but *strange, disgraceful, thugs screaming, stabbing the air*
- 4 a) *absolutely, immediately*
b) In some editions of the Workbook, there are no actual imperative forms, but the following verbs imply imperatives: *act immediately; get these thugs to face up*

Page 11: 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*
- 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.

Page 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)

Page 14: Close reading for detail

- 1 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 40km.
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 enjoying 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 15: Writing concise answers

- 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 16: Identifying intentions

- a) *It is likely*
b) *It is likely*
- 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
- In order: false, true, true, false, false

2 Inferring and implying

Page 17: Understanding what is implied but not actually written

- Hopeful; lonely; bored; bitter; peaceful; alone; cold; happy; pale; unwell
- Answers depends on student's interpretation
- No set answer
- No set answer

Page 18: Going further

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

Page 19: Understanding texts from clues

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

Page 20: Inferring viewpoint

- a) Stronger
b) *Surely that's not too much to ask?*
- concerned about; do more; It is vital that*
- a) A
b) Nuisance calls; junk mail
- No set answer, but possibilities include: suspicious, fearful, negative.

- No set answer, but possibilities include: frustrated, indifferent, patronising, concerned (depending on what the students reads into his behaviour).

Page 21: The power of imagery

- anxious* and *terrified* most likely
- 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) The trees were like rows of soldiers ready to attack.
- The path is straighter; the trees are smaller.

3 Using information

Page 22: Transferring information accurately

- Errors have been highlighted in the student's version.

Original version	Student's answers	Errors
22 Hannover Terrace, London	22 Hanover Terrace, London	1 error ('n' missing from <i>Hannover</i>)
Tariq Hassan Sulleiman is the School Principal	Tariq Hassan Sullieiman is the School principle	3 errors (<i>Sulleiman</i> spelt wrongly; <i>Principal</i> spelt wrongly; no capital for <i>Principal</i>)
Tshwane is the African name for the Apies River as well as the name used for the Pretoria area.	Tishwane is the African name for the Apies river as well as the name used for the pretorai area	5 errors ('i' put in <i>Tshwane</i> ; no capital for <i>river</i> ; <i>Pretoria</i> spelt wrongly and no capital; full stop missing at end)
My telephone number is 0788451990 and my email address is jjbrown@net workspeak.com	My telephone number is 0788415990 and my email address is jjbrown@net workspeak.com	2 errors (5 and 1 transposed in phone number; 'd' missing from <i>address</i>)
Her job is Managing Director of Trucktrail Corporation	Her job is Managing Director of Truck Trail Corporation	2 errors (<i>Trucktrail</i> spelt as two words; <i>Director</i> spelt wrongly)

- The job: French and English speaking diving instructor
Where: Pearl Diving Centre, Koh Tao, Thailand
Skills and experience needed: physically fit, excellent swimmer, 5 years' experience as instructor
Who to contact: Mario Wilson, Centre Manger, 088699934

Page 23: Key question words

- 1 The name of a place, with some detail about it
2 *At what time ...* or *When ...*
3 A price with a unit of measurement, such as £ or \$ or cents
4 *How much ... weigh?*

- 5 A number in years, or years and months
 6 Number of a house/apartment, with a road and town
 7 Full name
- 2 Highest number: 10
 Lowest number: 1
 Number with two digits: 10
 Answer to sum 2 + 2: 4
 False: only 10 numbers

Page 24: 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 cafe 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 words); *freetown* (capital F needed); *Fruit* (no capital needed); *tropicaljuices* (space needed between words); *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).

Page 25: Changing from third person to first person

- 1 b) My friends were just as bored as I was. So, when the curator turned his attention to another school group, we all crept away to the cafe.
 c) At the cafe, we all sat there laughing and giggling. Then, to our shock, our teacher walked in and told us we had to leave.
 d) *Mistake in some editions of the book – starter phrase should be 'My friends and I ...'*
 Correct answer: My friends and I found ourselves back in the museum doing the same boring tour. The worst thing was, our teacher made us start the tour from the beginning again!
- 2 *I go ...*
I love ...
I am ...
I have completed ...
I have ...
I like ... by myself

Pages 26–7: Finding information, transferring it to a form

Set answers for form:

Section A

- Full name: Dannii Tyler
- Age: 13
- Date of birth: 15th September 2000
- Address: 15 Kathy Freeman Avenue, Geelong, near Melbourne, Australia
- Parents: Michael (Tyler), Arika (Tyler)
- School: Geelong High
- Number of triathlons: 1–2

Section B

- Took part in one on the 15th–16th October
- Performance:
 Cycling: *satisfactory*
 Swimming: *good*
 Running: *poor*
- Needs to improve on: speed and endurance in running

Section C: Student's own answer

Page 28–29: Making notes under headings

- 1 Student's own answer
- 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 shelter; install benches; improve signs
- Going further: student's own answer

Page 30–33: 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 onto 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 used detailed research with larger organisations.
- 7 a) It is a bad heading because it is about more than just films in 1996.
 b) Poor notes: a better version: *success of 'Twister' brought storm chasing to a wide audience.*
 c) Irrelevant – not about storm chasing.
 d) Title of series is incorrect – it was called, 'Storm Chasers', so correct version should mention this.
- 8 Student's own answer

Section 2

Writing for accuracy

1 Sentences

Page 34: What is a sentence?

1 and 2:

- Statement; statement; exclamation; diary entry [*not dictionary, as in some editions of the workbook*]
- Question; question; statement; adventure story
- Instruction; instruction; instruction + exclamation; list
- Exclamation; statement; question; diary entry

Page 35: Types of sentence

1 Examples:

- waved/ran/walked
- cheered
- started

2–4 Student's own answers

Page 36: Complex sentences

- 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.

2 Student's own answers

3 Order of sentences:

- Compound; simple; complex
- Simple; complex; compound; simple; simple
- Complex; simple; compound; simple

Page 37: Developing sentences with phrases

- Common nouns:** book, cup, lemonade, engine, lunch table-cloth

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

Collective nouns: flock, gang, tribe, audience

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

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

2 Students' own answers

Page 38: Using pairs of words or phrases

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

Pages 39–40: More ways of joining sentences

- Growling, the dog gnawed its bone.
 - Running away from the dog, Hussain tripped over a rock.
 - Dancing along with the music, Frederick enjoyed every minute.
 - Opening the window, Marina looked out and shouted to her friends.
 - Hissing, the snake slithered in through the window.
 - Panting heavily, the runner slowed down.
 - Putting down his pen, Scott sighed and left the exam room.
- Standing (not 'stood' – a mistake often made in English)
 - Winning
 - Helping
 - Loved and admired
 - Pleased

3 Student's own answer

Page 41: Joining ideas to make more interesting sentences

1 and 2 Student's own answers

Page 42: Using the active and the passive

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

2 Paragraphs

Page 43: What is a paragraph?

- C
- As requested, here is our three-stage plan for repairing the school swimming-pool.*
 - 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 on both the bottom of the pool and around it. Finally, we will return to fit the new diving board.*

Page 44: Linking ideas using connectives

- Suggested connectives (but others are possible):
 - as a result*
 - Therefore*
 - Finally / Eventually*
 - On the other hand*
 - At first, Moreover*
- ... *so* (L); *Nevertheless* (C); *As a result* (L); *Moreover* (D); *Yet* (C); *In the end* (T); ... *after a while* (T).

3 Student's own answers

Page 45: 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 help 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 46: 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, again
 e) Children, in general
- 2 a) The writer's viewpoint is that the holiday was wonderful.
 b) The weather was great; the room clean and comfortable; the hotel staff helpful.
 c) The specific detail is how the wedding ring was broken and was sorted out by the 'young man on the desk'.

Page 47: Going further

- 3 a) Text should be underlined as follows:
 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) Student's own answer
- 4 Student's own answer
- 5 Student's own answer

Page 48: Linking opinion 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 Student's own answer
- 4 Student's own answer

3 Vocabulary

Page 49: Synonyms

- 1 Synonyms in order:
 - Prince *palace*
 - Very poor person in a city *slum*
 - An average person... *flat*
 - Very poor person out of town *shack*
 - An important official *residence*
 - 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 Student's own answer

Page 50: Going further

- 4 & 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] milk shake. He really is nice [generous].
- 6 Either B or C could be chosen, depending on which appeals most to students.
- 7 Student's own answers

Page 51: Using better vocabulary

- 1 Suggested sorting – but many could go in even more categories.

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

- 2 a) *Take two, mix, leave ... to simmer, bring to the boil, allow to cool down, boil again, cream comes to the top, turn off, let ... stand, removing*
 b) *Rival teams, stadium, crowd, kick-off, goal*

Page 52: Going further

- 3 Student's own answer
- 4 Suggested words, in order:
 B passionately, G iniquitous, J unfair, H unjust, E remote, D transport, C transfer, I adversely, A travel

4 Avoiding ambiguity

Page 53: Types of prepositions

- 1 a) to
b) by
c) by, [up] to
d) onto
e) [up] to
f) after, at
- 2 b) *at the party* (position)
in the pasta (position)
for a laugh (means)
with water (means)
in the face (position)
by bus (means)
near her (position)
in school (position)
for ruining (means)

The following two prepositions don't fit into this categorisation:

except for Carlo, *In spite of this* (means)

Page 54: 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. Before [as] people arrive, give them a plastic glass when they come over [through] the door.

Decorations need to be hung across [between] each corner of the room so they meet in the top [middle] of the classroom. After [as/while] people are eating, make sure that there are no spilled drinks under [on] the floor.

- 2 Student's own answer

Pages 55–6: Idioms

- 1 a) C b) D c) E d) B
e) G f) A g) F
- 2 a) B b) A c) A d) B
- 3 *singing from the same hymn sheet* = sticking to the same ideas and viewpoint
play our cards right = make the right decisions
it'll be a piece of cake = success will be easy
dead easy = really easy

- 4 Student's own answer

Page 57: 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

Page 58: 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
- 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 three is the Eiffel Tower [or the newest / most recent of the three is The Shard].

Page 59: Prefixes

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

Page 60: Useful prefixes

- 1 A universal = agreed by everyone (i.e. people took a single viewpoint)
B monotonous = speaking in one tone
C bilingual = speaking two languages
D semicircles = half circles
E multinational = operating in many countries
F uniforms = the same forms of dress
G semiconscious = only half conscious
- 2 heliport = helicopter + airport
smog = smoke + fog
motel = motor + hotel
chunnel = channel + tunnel
guesstimate = guess + estimate
breathalyser = breath + analyser

5 Clear punctuation

Page 61 Sentence punctuation

- 1 Suggested response:
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 of lorries, seem to think they own the roads! What are the local council going to do about it? Nothing, as usual!

Page 62: Commas and apostrophes

1 Suggested response:

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'd not 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 left after ten minutes.

Page 63: Colons, semicolons, brackets and dashes

1 Suggested response:

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 response:

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 64: Going further

3 Student's own answer

Section 3

Form, reader and purpose

1 Form, reader and purpose

Page 65: Formal and informal ways of writing

- 1 a) B
b) C
c) E
- 2 I am writing with regard to an incident ...
- 3 Student's own response

Page 66: Different forms and styles

- 1 a) B
c) F
e) C (or possibly E)
- b) E (or possibly C)
d) A
f) D
- 2 Examples of each:
 - a) *It'd* = it would; *we've* = we have; *we're* = we are
 - b) *Today is Bangkok; Don't know where you'll be...*
 - c) *It'd be cool ...; it's dead hot; we're dying to see you*
 - d) *make a mountain out of a molehill*

Page 67

- 1 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
- 2 Quite formal – but as it is for a local audience, then it may have a more personal touch than some texts.
- 3 *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.*
- 4 B: the transcript of a conversation
- 5 C: an article in a paper
- 6 Student's own response

Page 68

- 7 Reader: brother or sister
Purpose: give information (about the visit), describe the work of art, argue your viewpoint about its merits
- 8 a) A yes
B no
C no
b) A no
B yes
C maybe
- 9 B
- 10 Student's own response

2 Variety of structures

Page 69

- 1 Student's own response
- 2 B
- 3 B
- 4 A

Page 70: Going further

- 5 Student's own response
- 6 Student's own response

Page 70: 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.

Pages 71–2

- 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.
- 4 Student's own response

Page 73: 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 Student's own response

3 Writing to summarise

Page 75

- 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 the 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
 - Driving seagulls away

Page 76

- 2 Student's own response

Page 77: Going further

- 3 Student's own response

4 Writing to inform and explain

Pages 78–9

- 1 *Many children feel afraid of the dark.*
- 2 Present tense verbs: *parents can help their child ..., This may suggest ..., that you believe ...*
- 3 *bedtime routine; comforters; toy; teddy; monsters*
- 4 All the words could be suitable for the letter.
The would fit under the following headings:

Fears	Equipment	People	Sleep	The campsite
creatures insects creepy-crawlies shadows jeep lions sounds	camping lamp torch book mosquito net	camp leader friends	book sleeping bag dreams	campfire under-growth

- 5 Student's own response
- 6 a) is / zip
b) hear / don't / keep
c) can / listening / can / chat / take
d) can't / go / sit
- 7 Student's own response

Pages 80–1

- 8 Student's own response
- 9 Student's own response

5 Writing to argue a point of view

Page 82–3: Generating ideas

- 1 & 2 Student's own response
- 3 a) A Ryad
B Ryad
C Ayesha and Mark
b) A Ryad and Mark
B Ayesha

Page 84: Linking points using connectives

- 4 a) C (link is through the looks – *pretty and cuddly-looking*)
b) A (link is through idea of survival – *die out and chance of survival*)
c) B (link is other *areas of nature* and *insects, plants and trees*)
- 5 Student's own response
- 6 Student's own response

Page 85: The end of your article

- 7 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.
- 8 Student's own response

6 Writing a personal description of an experience

Pages 86–7: 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

Pages 88–9

- 4 Student's own response
- 5 Student's own response

Section 4

Listening

1 Key question words

Page 90: Questioning words

- Where
 - When
 - Why or When
 - What
 - Who
 - How many
- Student's own response

Page 91: Spotting the clues in the questions

- How many seats are available for the concert?
 - What is the highest peak Shona has climbed?
 - When will the cafe be ready to re-open?
- 7am
- Because he saw the time, 6.30am, and ignored the fact that it was a train, not a bus as the task required.
- 5.45am
 - Tram
 - Midnight

2 Predicting answers, using inference

Page 92–93

- 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; schoolbag; 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

- What – colour – dress – Maria – buy
 - How much – return airline ticket – Moscow
 - In which year – World Championship – Istanbul
 - How much – horse – weigh
 - How far – young man – walk – car broke down
 - What – sculpture – made of
- Student's own response
- b), d), e)
- 1954 c)
purple with white spots a)
stone f)
200km e)
2 tons d)
500 dollars b)
- Blue
 - 600 euros
 - 1962
 - 700 kilograms
 - 10 kilometres
 - Glass and plastic

Page 94: Units of measurement

- 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 (or kilograms)	700	0	Unit (kg) is missing
		700 kilos	1	Kilos is a short form of kilograms
e)	10km (or kilometres)	10	0	Unit (km) is missing
		ten kilometres	1	Correct
		10 miles	0	Unit is incorrect: should be km, not miles

3 Keeping the answers brief

Page 95

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

Page 96: Recognising numbers

- 1 Students should check their choices 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

Page 97: 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

Page 98: Further practice

- 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 Cake has a green football pitch on it and six blue candles shaped like footballers.

4 Listening carefully for details

Page 99

- 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**

Page 100: Further form-filling practice

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.
King of 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

Page 101

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

Page 102: Further practice

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 103

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