

**English File third edition**  
**Advanced Student's Book answer key**

**1A**

Page 4 exercise 1a

- 1 **Frida Kahlo is the third** woman from the left in the bottom row.
- 2 It is unfinished as you can see some bare canvas at the back and some of the faces are blank or have been painted over.
- 3 **The people are her father's parents, her mother's parents, her parents. They are arranged like a family tree.**
- 4 **The unborn child might represent Frida. Two of the blank faces represent her sister Cristina and Cristina's son Antonio. The last blank face is unclear.**

Page 4 exercise 1b

**Frida 6**

- her maternal grandparents Antonio and Isabel **2**  
her parents Matilde and Guillermo **3**  
her paternal grandparents **1**  
her niece Isolda **7**  
her nephew Antonio **9** her sister Matilde **4**  
her sister Adriana **5**  
her sister Cristina **8**

Page 4 exercise 1c

- 1 **Mexico**
- 2 **1907**
- 3 **third**
- 4 **four**
- 5 **polio**
- 6 **18**
- 7 **bus**
- 8 **tram**
- 9 **medicine**
- 10 **paint**
- 11 **1949**
- 12 **finished**
- 13 **1954**
- 14 **47**

Page 4 exercise 1d

- 1 **The unborn child is below her father, to whom she was very close.**
- 2 **Her father's family were from Germany and Hungary.**
- 3 **Her mother's family were from Spain.**
- 4 **It was unhappy.**

5 They were very close, but Frida was jealous of Cristina.

### Page 5 exercise 2c

- 1 I totally agree.
- 2 That's just what I think, too.
- 3 Absolutely!
- 4 I see your point, but...
- 5 I see what you mean, but...
- 6 I agree up to a point, but...
- 7 I'm not sure I agree with you.
- 8 I'm afraid I don't really agree.
- 9 I don't really think you're right.

### Page 5 exercise 3a

1 Yes, all options are possible.

There is no difference in meaning or register between *don't have* and *haven't got*, but in 'haven't got' *have* = auxiliary and in 'don't have' *have* = main verb.

The use of *haven't* on its own without *got* is possible but not very common except in a few fixed expressions like *I haven't time... I haven't a clue*.

2 Yes, both options are possible.

There is a difference in meaning. *I've been making* emphasizes the duration of the action, and it may not be completed, i.e. there may still be food being made. *I've made* emphasizes that the action is completed.

In both cases 've = auxiliary verb

3 Yes, both options are possible. There is no difference in meaning; however, *have we got to* is less common in American English.

*Have we got to* is more formal.

*Have we got to* = auxiliary verb; *Do we have to* = main verb

4 Yes, both options are possible. There is a difference in meaning:

*I've had a portrait painted* = an artist has done it for me

*I've painted a portrait* = I've painted it myself

In 'I've had...painted' *I've* = auxiliary and *had* = main verb and in 'I've painted' *have* is an auxiliary verb.

### Page 6 exercise 5c

- 1 conscientious /ʃ/
- 2 determined /ɪ/
- 3 thorough /ə/
- 4 easy-going /z/
- 5 steady /e/
- 6 spontaneous /aɪ/

## 1B

### Page 8 exercise 1b

- 1 C (the 999 operator)
- 2 A (the checkout girl)
- 3 B (the university lecturer)

Page 8 exercise 1d

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

Page 8 exercise 1e

- 1 look down on
- 2 breaks my heart
- 3 keep up with
- 4 does my head in
- 5 gets wearing
- 6 life or death
- 7 build up
- 8 go blank

Page 9 exercise 1f

beauty counter manager **6: She dislikes her job as she is lying to women.**  
dentist **1: They know that they are hurting the patient, but they have to do it. They don't enjoy inflicting pain.**  
driving instructor **3: They prefer teaching women how to drive.**  
IT support worker **5: Some people ask for help before trying to work things out themselves.**  
pizza delivery man **4: they don't like it when people ignore them or slow them down.**  
taxi driver **2: Sometimes they hear too many personal stories.**

Page 9 exercise 2a

- 1 demanding
- 2 colleagues
- 3 quit

Page 9 exercise 2c

- 1 clock off
- 2 rewarding
- 3 be laid off
- 4 skills
- 5 unpaid

Page 10 exercise 3a

- 1 *My company*
- 2 **Well-being**
- 3 **Giving something back**
- 4 **Personal growth**
- 5 **My manager**
- 6 **Leadership**
- 7 **My team**
- 8 **Fair deal**

Page 11 exercise 3d

**Lisa is the PR Manager for the Danish, Swedish, and Turkish markets.**

**How she feels about the company: 5**

**How she feels about her job: 5**

Page 11 exercise 3e

- 1 **exactly one year**
- 2 **She wanted to work somewhere that focused on travel.**
- 3 **She went to South America.**
- 4 **flexible working; free fruit; being able to work from your home country**
- 5 **She values the flexible working policy most highly because it gives her freedom and is based on trust.**
- 6 **They have offices in different parts of the world and they need to work together across time zones.**

Page 11 exercise 3f

- 1 **that is related to travel**
- 2 **is now usual or expected**
- 3 **action that is carefully planned to get an advantage over sb else**
- 4 **the amount of work that has to be done by a particular person**
- 5 **problem / worry; deal with**

Page 11 exercise 4a

**so is the missing word, and is used to introduce a result clause**

Page 11 exercise 4b

a result: **consequently, therefore**

a reason: **as, due to**

a purpose: **in order to, so as to**

a contrast: **despite, even**

Page 11 exercise 5b

**I want to find a job nearer home so that I don't ...**

I didn't tell my boss how bad I thought his idea was, so as not to ... Being a junior doctor is very demanding, partly because of ... Even though I was offered a good salary, I ...

House prices in London have gone up dramatically and as a result young people ...

Staff will be given a bonus payment in December due to the ...

I wasn't offered the job in spite of having ...

The company has not been able to find a buyer, therefore it will ...

### Page 11 exercise 5c

- 1 I want to find a job nearer home so that I don't **have to spend so much time commuting**.
- 2 I didn't tell my boss how bad I thought his idea was, so as not to **lose my job**.
- 3 Being a junior doctor is very demanding, partly because of **the long hours**.
- 4 Even though I was offered a good salary, I **decided not to accept the job**.
- 5 House prices in London have gone up dramatically and as a result young people **can't afford to live there**.
- 6 Staff will be given a bonus payment in December due to the **rise in annual profits**.
- 7 I wasn't offered the job in spite of having **all the necessary qualifications**.
- 8 The company has not been able to find a buyer, therefore it will **be closing down in two months' time**.

## 1 Colloquial English

### Page 12 exercise Part 1b

Eliza's overwhelming memory of her childhood is of being with her family on the farm surrounded by travelling musicians, listening to music, singing, and playing.

### Page 12 exercise Part 1c

- 1 He started playing the guitar in the 50s. In the 60s he helped to create the folk music scene in London. He was friends with Bob Dylan and Paul Simon.
- 2 The Watsons are a folk group from her mother's side of the family. They are from Hull. They were important in the 60s folk revival and in the development of folk clubs in the north of England.
- 3 Her mother's grandmother brought her mother up as her parents had died.
- 4 Her mother's uncle played the trumpet. Her mother's father played the banjo. He used to listen to music on the radio and learn the songs he heard.
- 5 Her grandmother used to sing *The Spinning Wheel* when Eliza was young.
- 6 The farm had three houses in a row – one for Eliza and her parents, one for her mother's brother and his family, and one for her mother's sister and her family. They kept a lot of animals. There was always singing and music being played at the farm.
- 7 Her parents' friends were travelling musicians, who often stayed on the farm.

### Page 12 exercise Part 2b

- 1 No, she wanted to be a writer.
- 2 To bring Eliza up, and because she didn't want her to grow up touring and travelling.
- 3 Six
- 4 She sang all the songs.
- 5

5 She now tries to only work at weekends and during school holidays, so that she can take care of her children during the week.

6 Sleep

Page 12 exercise Part 3a

When she was growing up, there were always a lot of musicians around, so now she doesn't like working alone.

Page 12 exercise Part 3b

1 T

2 F (She has a 13-piece band.)

3 T

4 F (The Watersons were her mother's relatives.)

5 F (She plays two musical instruments – the violin and the guitar.)

6 T

7 F (She is showing an interest.)

8 T

Page 13 exercise 2a

1 basically

2 really

3 I mean

4 apparently

5 in a way

6 of course

7 As to

8 anyway

Page 13 exercise 2b

*basically* introduces an important or fundamental point

*really* introduces an interesting or unexpected fact

*I mean* introduces more details or clarification

*apparently* introduces something that she learnt from someone else (she doesn't remember it herself, but she's been told)

*in a way* shows that she is uncertain

*of course* introduces a clear fact

*as to* introduces a point she wants to address

*anyway* shows that she's introducing a new angle on the topic

Page 13 exercise 3a

Kent, Marylin, and Hannah mention foreign ancestors.

Kent — Sweden

Marylin — Luxemburg

Hannah — Russia

Page 13 exercise 3b

- A** has an ancestor who died in a famous disaster.  
**T** has traced their family tree back 1,000 years.  
**M** has tried unsuccessfully to contact some distant relatives.  
**H** has used [www.ancestry.com](http://www.ancestry.com) to research their family tree.  
**K** thinks their ancestors worked on the land.

### Page 13 exercise 3c

- 1 quite into
- 2 entirely sure
- 3 little bit
- 4 guess what
- 5 go much further

### 2A

#### Page 14 exercise 1a

- 1 referred
- 2 broccoli
- 3 acceptable
- 4 unnecessary
- 5 consensus
- 6 occurrence
- 7 embarrass
- 8 manoeuvres
- 9 definitely
- 10 separated

#### Page 14 exercise 1b

~~revue~~ review, ~~sea~~ see, ~~threw~~ through, ~~your~~ you're, ~~no~~ know, ~~it's~~ its, ~~weigh~~ way, ~~telled~~ told, ~~sew~~ so

#### Page 14 exercise 2c

- 1 he was surprised at how much English spelling varied
- 2 Fashion and snobbery have always been important in English life, and they are important for spelling, too.
- 3 writers looked at Latin spelling to help them
- 4 For a long time it was acceptable to spell words in different ways.
- 5 Even today, some words can be spelt in different ways.
- 6 on the internet everyone has a 'vote' on how words should be spelt

#### Page 14 exercise 2d

- 1 The reviewer feels sorry for students of English as English spelling is so hard to learn.
- 2 She gives the example of Dan Quayle, a US vice-president, who misspelt *potato* and was never taken seriously again.

## Page 15 exercise 3b

**1** dishonest /dɪs'ɒnɪst/

Rule: the letter *h* is nearly always pronounced /h/. Common exceptions: *heir, honest, honour, hour, exhausted*, etc.

**2** power /'paʊə/

Rule: the letters *ow* are often pronounced /əʊ/ as in *blow, window, below*, but are also often pronounced /aʊ/ as in *frown, towel, now*. Occasionally, the same letters have different pronunciations according to the meaning, e.g. *row* /raʊ/ (= argument) but *row* /rəʊ/ (= a line of seats). These are called homographs.

**3** river /'rɪvə/

Rule: the letter *i* + consonant + *e* is usually /aɪ/. Common exceptions: *river, give, live* (the verb), *since*, etc.

**4** whose /hu:z/

Rule: the letters *wh* are nearly always /w/, but occasionally /h/, e.g. *whose, who, whole*.

**5** All the same pronunciation

Rule: the letter *j* is always pronounced /dʒ/.

**6** chorus /'kɔ:rəs/

Rule: the letters *ch* are usually pronounced /tʃ/, but occasionally /ʃ/, e.g. *machine, chef, cliché*, when the words are of French origin, or /k/, e.g. *chemist, architect*, when the word comes from Greek.

**7** sure /ʃʊ:/

Rule: the letter *s* at the beginning of a word is nearly always /s/. The only two exceptions are *sugar* and *sure*, where the *s* is pronounced /ʃ/.

**8** All the same pronunciation

Rule: the letters *aw* are always /ɔ:/ when they come at the end of a word, or when *aw* is followed by another consonant.

**9** reporter /rɪ'pɔ:tə/

Rule: the letters *or* are usually pronounced /ɔ:/, but are usually /ɜ:/ after a *w*, e.g. *work, word, world*.

**10** All the same pronunciation

Rule: the letters *ir* are always /ɜ:/ when they are followed by a consonant, but are pronounced /aɪə/ when followed by an *e*, e.g. *require*.

## Page 15 exercise 4a

there

## Page 15 exercise 4b

**1** they're

**2** there

**3** their

## Page 16 exercise 5a

**1** Collocations = combinations of words in a language that happen very often and more frequently than would happen by chance

**2** Phrasal verbs = a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning

**3** Synonyms = a word or expression that has the same or nearly the same meaning as another



Register = **the level and style of a piece of writing or speech, that is appropriate to the situation that it is used in (formal or informal)**

4 Idioms = **a group of words whose meaning is different from the meanings of the individual words**

### Page 16 exercise 5b

#### 1 Collocations

- 1 **speak**
- 2 **Tell**
- 3 **talk**
- 4 **say**
- 5 **tell**
- 6 **speak (talk)**
- 7 **say**
- 8 **talk**

#### 2 Phrasal verbs

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

#### 3 Synonyms and register (a and b)

- 1 **D (*error* is more formal)**
- 2 **A (*respond* is more formal)**
- 3 **E (*request* is more formal)**
- 4 **B (*tongue* is more formal)**
- 5 **C (*lexis* is more formal)**

#### 4 Idioms

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

### Page 17 exercise 6b

- 1 Mairi **Scotland**
- 2 Jerry **England (RP)**
- 3 Lily **the USA**
- 4 Andrea **Australia**
- 5 Diarmud **Ireland**
- 6 Paul **South Africa**

### Page 17 exercise 7b

- 1 **She finds native speakers with broad regional accents difficult to understand.**
- 2 **She is very comfortable with her own accent.**
- 3 **It all depends on how close the accent is to received / standard pronunciation (RP) – the closer it is, the easier she finds the person to understand.**

Page 17 exercise 7c

*No Country for Old Men*: She still doesn't know what Tommy Lee Jones said in the last scene.  
a Polish-English phonetics class: She took this class at university and learnt a lot about mistakes she was making.

sounding posh: People said she sounded posh when she first came to England. She didn't think they were complimenting her.

strong regional or foreign accents: These can be hard for her to understand.

Page 17 exercise 7e

4 On the whole she appreciates it.

5 She finds the number of words in English difficult.

6 She isn't a different person, but she behaves and communicates in a different way.

7 She tells a story about finding her partner's Scottish family extremely hard to understand, not just because of their accent, but because they used words that were completely new to her.

Page 17 exercise 7f

She assumes they want to be mean and point out that her English is not that good.

She learnt it yesterday when she was reading a description of the film *The Raiders of the Lost Ark*.

Her emails in Polish are direct and straight to the point.

Her partner's family, who are from a small Scottish village, used these expressions.

Page 18 exercise 1b

1 The chocolate bars had numbers on them because the boys had to be able to identify them when they tasted each one and judged it.

2 The control bar was to check or 'control' that the boys were writing sensible comments.

3 The boys had to taste each chocolate bar, give it a score out of ten, and write a comment about it.

4 It was clever because the boys were chocolate experts with valuable opinions (and were judging the chocolate for free).

5 They were very enthusiastic and took it very seriously.

## 2B

Page 18 exercise 1c

1 He imagined it to be like a laboratory – long and white – with pots of chocolate cooking on stoves and men and women in white lab coats walking between the pots, tasting, mixing, and inventing.

2 He sometimes imagined himself creating the most delicious chocolate ever in one of these laboratories.

3 He imagined Mr Cadbury tasting the chocolate and then jumping for joy as the best chocolate in the world had just been invented. He also imagined Mr Cadbury congratulating him and doubling his salary.

4 It gave Dahl the idea for his novel *Charlie and the Chocolate Factory*.

Page 18 exercise 1d

- 1 picture
- 5 rush
- 2 bubble away
- 6 leap
- 3 concoct
- 7 slap
- 4 grab

Page 19 exercise 2a

- 1 I was looking for, I remembered, I began
- 2 I used to picture, I used to imagine

Page 19 exercise 2b

- 1 the past perfect and the past perfect continuous
- 2 would + infinitive and past simple + adverb of frequency

Page 19 exercise 3a

- 1 From the age of about seven till I was 16 ...
- 2 When I was little ...
- 3 When I was a young child ...
- 4 From the age of about nine ...
- 5 When I was at primary school ...
- 6 When I was a kid ...

Page 20 exercise 4b

- 1 adulthood, neighbourhood
- 2 friendship, membership, partnership, relationship
- 3 boredom, freedom, wisdom
- 4 curiosity, generosity, possibility
- 5 awareness, happiness, illness, kindness, sadness
- 6 celebration, frustration, imagination, temptation
- 7 achievement, amazement, disappointment, excitement, improvement

Page 20 exercise 4c

- 1 adult – adulthood
- 2 celebrate – celebration
- 3 curious – curiosity
- 4 disappoint – disappointment
- 5 free – freedom
- 6 happy – happiness
- 7 relation – relationship

The endings *-hood, -ship, -dom, -ment, and -ness* never affect the stress of the word they are added to.

Multi-syllable nouns ending in *-tion* and *-ity* are always stressed on the syllable before the ending. This sometimes causes the stress to shift, e.g. celebrate – celebration, inform – information, curious – curiosity, possible – possibility.

Page 20 exercise 4e

- 1 *angry*

- 2 **ashamed**
- 3 **dead**
- 4 **dangerous**
- 5 **believe**
- 6 **hate**
- 7 **lose**
- 8 **remember**

Page 20 exercise 4f

- 1 **loss**
- 2 **amazement**
- 3 **relationship**
- 4 **possibility**
- 5 **danger**
- 6 **disappointment**
- 7 **belief**
- 8 **imagination**

Page 21 exercise 5a

Speaker 1

Age: **About three**

Memory: **letting go of a balloon he had just been given at a funfair**

Emotion(s): **sadness**

Speaker 2

Age: **three or four**

Memory: **her uncle pretending to read a book to her, but making it all up**

Emotion(s): **annoyance**

Speaker 3

Age: **nearly three**

Memory: **moving into a new flat, where the electricity wasn't working**

Emotion(s): **excitement, then disappointment**

Page 21 exercise 5d

- 1 **back to the age of two to four**
- 2 **Because we don't have a clear sense of ourselves as individuals and because we usually can't use the past tense yet.**
- 3 **a) strong feelings, e.g. happiness, unhappiness, pain, surprise, fear**  
**b) the birth of a baby brother or sister, a death, or a family visit. Festive celebrations.**
- 4 **Mostly visual**
- 5 **Because they might not be real memories but something someone has told us or we have seen in a photo.**

## **1&2 Revise & Check**

Grammar

Page 22 exercise a

- 1 **have**

- 2 as
- 3 because
- 4 though
- 5 so
- 6 their
- 7 one
- 8 himself
- 9 would / used to
- 10 there

#### Page 22 exercise b

- 1 ...to have them repaired
- 2 ...we won't have to do the washing-up
- 3 ...haven't seen him since...
- 4 ...despite the heavy traffic / despite the traffic being heavy / despite the fact that the traffic was heavy
- 5 ...was cancelled due to the fog
- 6 ...so as not to be recognized
- 7 If one learns a few phrases...
- 8 ...see each other...
- 9 ...by themselves
- 10 ...would bake...

#### Vocabulary

##### Page 22 exercise a

- 1 taking risks
- 2 spontaneous
- 3 self-sufficient
- 4 change his mind
- 5 sympathetic
- 6 determined
- 7 resourceful
- 8 deep down

##### Page 22 exercise b

- 1 pain
- 2 temper
- 3 heart
- 4 earth
- 5 head
- 6 tongue
- 7 stick

##### Page 22 exercise c

- 1 off
- 2 qualifications
- 3 sack
- 4 promoted
- 5 for

- 6 **Job-hunting**
- 7 **monotonous**
- 8 **staff**

Page 23 exercise d

- 1 **neighbourhood**
- 2 **fear**
- 3 **friendship**
- 4 **loss**
- 5 **Freedom**
- 6 **excitement**
- 7 **memory**

Can you understand this text?

Page 23 exercise a

**The main advantage of learning a second language is that it slows the ageing of the brain.**

Can you understand this text?

Page 23 exercise b

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

Can you understand this film?

Page 23 film

- 1 **T**
- 2 **T**
- 3 **F**
- 4 **F**
- 5 **T**
- 6 **F**
- 7 **F**
- 8 **T**
- 9 **F**
- 10 **F**

### 3A

Page 24 exercise 1b

- 3 **She wanted to help herself get over the break-up.**

Page 24 exercise 1c

- 1 **a turned out**
- 6 **c ridiculed**

- 2     **b pain**
- 7     **c avoided**
- 3     **a getting**
- 8     **b get over**
- 4     **a included**
- 9     **c replaced**
- 5     **b according to**
- 10    **a Though**

Page 25 exercise 2b

- 1     *faux pas* / ,fəʊ 'pɑː/ = an action or remark that causes embarrassment because it is not socially correct
- 2     *déjà vu* / ,deɪʒɑː 'vuː/ = the feeling that you have previously experienced sth that is happening to you now
- 3     *rendezvous* / 'rɒndɪvuː/ = an arrangement to meet sb at a particular time and place
- 4     *entrepreneur* / ,ɒntreɪprə 'nɜː/ = a person who makes money by starting and running businesses, especially if this involves taking financial risks
- 5     *cliché* / 'kliːʃeɪ/ = a phrase which has been used so often it loses its meaning and interest
- 6     *bouquet* /bu 'keɪ/ = a bunch of flowers arranged in an attractive way
- 7     *fiancé* /fi 'ɒnseɪ/ = the man that a woman is engaged to (*fiancée* for a woman)
- 8     *fait accompli* / ,feit ə 'kɒmpliː/ = sth that has already happened or been done and that you cannot change

Page 25 exercise 3a

- 1     get **your own back**
- 2     get **over**
- 3     get **even**
- 4     get **back together**

Page 26 exercise 5e

- 1     **venue**
- 2     **appearance**
- 3     **kind**
- 4     **manners**
- 5     **pretend**
- 6     **judgement**

Page 26 exercise 5f

- 1     **The best place for a first date is a quiet bar or a little local place.**
- 2     **Looking good shows you care and makes a good impression.**
- 3     **Don't lie or give the other person false hope.**
- 4     **Be polite to your date and the people around you.**
- 5     **Don't exaggerate because if the relationship lasts, you will have to live with your lie.**
- 6     **First impressions can be wrong, so don't make up your mind immediately.**

Page 26 exercise 5h

- 1     **short and sweet (idm; informal) = pleasant, but not lasting a long time**
- 2     **win (anyone) over (phr verb) = to get sb's support or approval by persuading them that you are right**

- 3 following through (phr verb) = to finish sth that you have started
- 4 footing (the) bill (idm; informal) = to be responsible for paying the cost of sth
- 5 dress up (phr verb) = to present sth in a way that makes it seem better or different
- 6 make up (our) minds (idm) = to decide sth
- 7 rule (someone) out (phr verb) = to state that sth is not possible or that sb / sth is not suitable
- 8 missing out (phr verb) = to fail to benefit from sth useful or enjoyable by not taking part in it

Page 27 exercise 6a

- 1 C
- 2 B
- 3 A

**3B**

Page 28 exercise 1b

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

Page 29 exercise 2b

capture, captive / captor, captive, capture  
command, commander, commanding, command  
execution, executioner, execute  
history, historian, historic / historical  
looting, looter, loot  
rebellion, rebel, rebellious, rebel  
revolution, revolutionary, revolutionary, revolt  
siege, besieged, besiege  
survival, survivor, surviving, survive  
victory, victor, victorious

Page 30 exercise 4a

One image shows Mel Gibson as William Wallace wearing a kilt, but kilts weren't commonly worn till the 16th or 17th century, and Braveheart is set in the 13th century.

The other shows Princess Isabella of France as a grown woman – in the film she has an affair with Wallace – but in reality she was only three years old at the time and was living in France.

Page 30 exercise 5a

2



Page 31 exercise 5b

1, 2, 4, 7

Page 31 exercise 5c

Adrian is positive.

Page 31 exercise 5d

- 1 People think the film is showing what truly happened and believe the film reflects history.
- 2 extremely inaccurate (in this context)
- 3 the idea that people have the right to choose
- 4 a significance / meaning in today's time
- 5 being so inaccurate that it wasn't really history anymore
- 6 a question of individual judgement

Page 31 exercise 5e

- 1 The most famous scene is when Kirk Douglas and all his friends stand up and say 'I am Spartacus, I am Spartacus'.
- 2 Because there are very few accounts of the real Spartacus.
- 3 His whole career was invented in the film.
- 4 Some people thought *Braveheart* was about the idea of Scotland as an independent country.

Page 31 exercise 6a

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

## 2&3 Colloquial English

Page 32 exercise Part 1a

Classics refers to the study of ancient Greek and Roman culture, especially their languages and literature. A classicist is an expert in ancient Greek and Roman language, literature, art, architecture, or culture.

Page 32 exercise Part 1b

Professor Beard thinks the right way is to ask people questions about their contemporary culture and geography. The wrong way is to look at obscure and complicated ancient literature.

She thinks we can learn how to deal with a lot of political issues we have nowadays.

Page 32 exercise Part 1c

- 1 ...once had a Roman fort or military camp there.
- 2 ...the Romans made it the capital.
- 3 ...assassinate politicians and take over.
- 4 ...tell the Senate about it and then execute the leading conspirators without trial.

5 ...modern day terrorism.

Page 32 exercise Part 2a

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

Page 32 exercise Part 2b

- 3 She says '...for men there's considerable disadvantages about the past...'
- 4 She focused on ordinary people.
- 7 She says it 'has formed how we look at every other assassination since...'

Page 32 exercise Part 3a

- 1 not particularly important
- 2 *Gladiator* because she thought it was a good re-creation of ancient Rome and because it showed a realistic image of Roman combat.
- 3 She is very pleased about it because it brings history into the popular consciousness and it shows that it can be enjoyable.

Page 33 exercise Part 3b

- 1 boring in an unfashionable way
- 2 or something of a similar type
- 3 people
- 4 too sentimental
- 5 its advantage or strength
- 6 a long story, especially one that is exaggerated or invented

Page 33 exercise 2a

- 1 awful
- 2 classic, plot
- 3 facing
- 4 civil
- 5 wrongs
- 6 celebrity
- 7 picture
- 8 serious

Page 33 exercise 3a

- R a sailor from one of Nelson's ships
- D Bess of Hardwick
- A Julius Caesar
- He Nelson Mandela
- Ha Queen Elizabeth I

Page 33 exercise 3b

**Ha** doesn't mention a specific time they would like to go back to.  
**A** would like to listen to some philosophers talking.  
**D** is studying the period they would like to go back to.  
**R** would like to have been able to walk on quiet, peaceful roads.  
**He** would like to go back to the most recent historical period.

Page 33 exercise 3c

- 1 **social climber**
- 2 **be around**
- 3 **be counted**
- 4 **very cocky**
- 5 **a big name**

**4A**

Page 34 exercise 3b

university studies: **She didn't do as well in exams as she could have done because of sounds breaking her concentration.**

relationships: **She hasn't had any long-term relationships because she often feels the need to be alone, away from the sounds her partner is making.**

work: **She has had many jobs, looking for the quietest office possible.**

where she lives: **She has moved house many times in search of peace and quiet.**

Page 34 exercise 3c

- 1 **B**
- 3 **D**
- 5 **C**
- 7 **G**
- 2 **H**
- 4 **A**
- 6 **E**

Page 35 exercise 4a

- Speaker 1: **dogs barking**  
Speaker 2: **cell phone ringtones such as songs or TV theme tunes**  
Speaker 3: **car horns**  
Speaker 4: **a mosquito buzzing in the bedroom at night**  
Speaker 5: **the sound of a colleague eating noisy snacks**

Page 35 exercise 4b

- 1 **Speaker 3**
- 2 **Speaker 5**
- 3 **Speaker 1**
- 4 **Speaker 4**
- 5 **Speaker 2**

Page 36 exercise 5d

The man in the Spiderman costume was taking part in a stunt to promote Fathers 4 Justice. This organization campaigns for fathers' rights (for example, for access to children after a divorce), mainly using stunts and protests, which are often conducted in costume.

The blue car was a marketing stunt to launch the Chevrolet Orlando. It was made of 1.5 tonnes of Play-Doh™, took eight modellers two weeks to make, and is the world's biggest Play-Doh model.

The polar bear on the London Underground was a publicity stunt to promote a new TV series called *Fortitude*, a thriller set in a Norwegian town on the Arctic Circle. The bear took eight weeks to build, and has two people inside, who practised for five days to make their movements seem exactly like a real polar bear's.

Page 36 exercise 6b

'Talk to me London' wants strangers in London to talk to each other, have conversations, and create a friendlier city.

Page 36 exercise 6d

The 'Talk to me London' badge: **It is a badge you wear to say you are happy to chat to anyone.**  
How Polly has benefited from talking to strangers: **She has made new friends and new business connections.**

Mediterranean countries and Madrid: **Mediterranean countries are friendlier. However, Madrid suffers from the same problem as London, so a similar organization was set up a couple of years ago.**

Her reaction to negative media coverage: **She wasn't surprised as she was expecting it.**

What she would say to people who don't want to talk: **That's OK. If you don't want to talk, you don't have to.**

Page 37 exercise 6e

Started a conversation: **James, Anneka**

Was approached: **Philippa, Alise**

Page 37 exercise 6f

- 1 Ph
- 2 An
- 3 Ja
- 4 An
- 5 Ph
- 6 Al
- 7 Ja
- 8 Al

Page 37 exercise 7a

Alex: **feels quite positive – he / she had conversations with strangers when living in London, and hates Vienna, where nobody talks to you.**

Mark: **feels very negative and would never want to talk to strangers.**

Bella: **also feels negative, but only because she thinks 'Talk to me London' isn't needed.**

Page 37 exercise 7b

- 1 I'd say that...
- 2 If you ask me,...
- 3 Personally, I think that...
- 4 Personally speaking,...
- 5 In my opinion,...
- 6 In my view...
- 7 I feel that...
- 8 My feeling is that...
- 9 As far as I'm concerned...

## 4B

### Page 38 exercise 1a

A spoiler is information that you are given about what is going to happen in a book, film, television series, sports match, etc., before you have read or seen it.

### Page 38 exercise 1c

- 1 Over 800 students read one of three types of short story. For each story, there was a spoiler paragraph. The students read the stories either with or without the spoiler. They then had to rate the stories. The stories with spoilers were rated as more enjoyable. Knowing the ending made the process of reading more, not less, pleasurable.
- 2 The writer suggests that readers might be able to pay more attention to the quality of the writing and to the details of the story as a whole. Readers might also notice clues about what might happen and enjoy identifying them.
- 3 We don't really need to avoid spoilers – they may increase our enjoyment.

### Page 39 exercise 2b

- 1 moving
- 2 thought-provoking
- 3 heavy-going
- 4 gripping
- 5 entertaining
- 6 intriguing
- 7 implausible
- 8 fast-moving
- 9 depressing
- 10 haunting

### Page 39 exercise 2d

- 1 The author's talk was boring.
- 2 He warned me that the plot was implausible.
- 3 I always feel I ought to read more.
- 4 I caught him reading in bed with a torch.
- 5 It's a haunting story about war.
- 6 We all thought the ending was awful.

### Page 39 exercise 4a

- 1 B
- 2 C

- 3 E
- 4 A
- 5 D

Page 39 exercise 4b

The normal order of subject and (auxiliary) verb has been inverted and the verbs are in the interrogative (question) form. Putting a negative adverbial phrase at the beginning makes the sentence more dramatic.

Page 41 exercise 6d

Version 2: *implore* becomes *beg*, *merely* becomes *just*, *immobile* becomes *unmoving*

Version 3: two 'I's are removed from first sentence, *rucksack* becomes *backpack*

Version 4: *didn't beg you to stay* becomes *didn't beg you not to go*

Version 5: *dressed* becomes *got dressed*, *went away* becomes *left*

Version 6: *mute* becomes *silent*, *took* becomes *picked up*

Page 41 exercise 6e

Part 2 D

Part 3 A

Part 4 C

Part 5 E

Part 6 B

Page 41 exercise 6f

- 1 beg
- 2 still, unmoving
- 3 just
- 4 backpack
- 5 left
- 6 silent

Page 41 exercise 6g

- 1 tasked with
- 2 identical
- 3 conceivable
- 4 accurate
- 5 done with

Page 41 exercise 7c

- 1 c
- 2 c
- 3 a
- 4 c
- 5 b
- 6 c
- 7 b
- 8 a

## 3&4 Revise & Check

### Grammar

#### Page 42 exercise a

- 1 to
- 2 caught
- 3 to clean
- 4 used to
- 5 renewed

#### Page 42 exercise b

- 1 Basically
- 2 all in all
- 3 he might have got lost
- 4 The waiter probably didn't notice
- 5 ✓
- 6 Somebody must be baking. / Somebody must have baked.
- 7 ✓
- 8 ✓
- 9 Not only did we see the sights
- 10 ✓

#### Page 42 exercise c

- 1 to arrive
- 2 to have heard
- 3 work
- 4 had they got
- 5 had (have) I seen

### Vocabulary

#### Page 42 exercise a

- 1 know
- 2 together
- 3 hold
- 4 nerves
- 5 over
- 6 way
- 7 by
- 8 chance

#### Page 42 exercise b

- 1 arrows
- 2 ceasefire
- 3 siege
- 4 refugees
- 5 casualties
- 6 blew up
- 7 surrender
- 8 missiles

Page 42 exercise c

- 1 **slammed**
- 5 **rattled**
- 2 **whispered**
- 6 **screeched**
- 3 **whistled**
- 7 **buzzed**
- 4 **sighed**
- 8 **creaked**

Page 43 exercise d

- 1 **thought-provoking**
- 2 **depressing**
- 3 **intriguing**
- 4 **gripping**
- 5 **moving**
- 6 **implausible**

Page 43 exercise b

- 1 **B**
- 2 **E**
- 3 **G**
- 4 **C**
- 5 **A**
- 6 **D**

Page 43 exercise

- 1 **Over 300**
- 2 **8 years old**
- 3 **national and international figures, local writers and performers**
- 4 **the Middle Ages**
- 5 **1760**
- 6 **100**
- 7 **The city's Cathedral**
- 8 **1998**
- 9 **2014**
- 10 **the fundamentals of plot development**

**5A**

Page 44 exercise 2a

- A **You think you can do it, but can you really?**
- B **Increased efficiency, increased satisfaction**

Page 44 exercise 2b

- 1 **F (Chatting whilst walking is a natural everyday occurrence.)**



- 2 T
- 3 T
- 4 F (Researchers found that people trained in mindfulness had a better memory for details and could focus for longer on each task.)
- 5 T
- 6 F (If you don't enjoy what you are doing, your mind will start to look for more interesting things to do.)

Page 44 exercise 2c

- 1 with
- 3 of
- 5 of
- 2 on
- 4 on
- 6 with

Page 45 exercise 3a

- unwrap: to take off the paper, etc. that covers or protects sth
- inhale: to take in air, smoke, an aroma through your nose
- pop (sth) into: (inf) to put sth somewhere quickly, suddenly or for a short time
- melt: to become or make sth become liquid as a result of heating
- chew: to bite food into small pieces in your mouth with your teeth to make it easier to swallow
- swallow: to make food, drink, etc. go down your throat into your stomach

Page 45 exercise 3c

- 1 Choose a type that you've never tried before, or one that you've not eaten recently.
- 2 Look at it – its colour, shape, what it feels like – as if you were seeing it for the very first time.
- 3 Notice how the wrapping feels, see the chocolate itself. Look at it and smell it.
- 4 Look at it and then put it in your mouth. Try to keep it on your tongue and let it melt.
- 5 Notice how your hand knows where to put the chocolate. Put it on your tongue and let it melt. Notice if you chew and the flavours.
- 6 Swallow it when the chocolate has completely melted.

Page 46 exercise 6c

- Speaker 1: waiting at home for a delivery
- Speaker 2: a bad internet connection
- Speaker 3: people jumping a queue
- Speaker 4: waiting for appointments
- Speaker 5: waiting for her husband to get ready
- Speaker 6: waiting in check-in queues at airports

Page 46 exercise 6d

- 1 Speaker 6
- 2 Speaker 1
- 3 Speaker 5
- 4 Speaker 3

- 5 **Speaker 4**
- 6 **Speaker 2**

Page 46 exercise 7b

- 1 **any**
- 2 **at**
- 3 **on**

Page 47 exercise 8a

- 1 **need to = rule 2, make up = rule 1, and lost time = rule 2**
- 2 **hard time = rule 2**
- 3 **run out = rule 1, out of = rule 1**
- 4 **Could I = rule 1, time off = rule 1**
- 5 **At times = rule 2, times I = rule 1, giving up = rule 1**
- 6 **Time's up = rule 1, Please stop = rule 2**
- 7 **waste time = rule 2, time on = rule 1**
- 8 **It's only = rule 1, matter of = 3, break up = rule 1**
- 9 **have a = rule 1, good time = rule 2**
- 10 **It's about = rule 1, about time = rule 2, learned to = rule 2**

Page 47 exercise 8b

- 1 **Not at all.**
- 2 **First of all...**
- 3 **Pick it up.**
- 4 **in an hour**
- 5 **on our own**

## **5B**

Page 48 exercise 1b

**Women look for a partner with a good education and a healthy bank balance.**

Page 48 exercise 1c

- 1 **JM**
- 3 **JL**
- 5 **JL**
- 2 **JM**
- 4 **JL**
- 6 **JM**

Page 48 exercise 1d

- 1 **If it is true (that women want to marry for money or status), then it follows that men want to marry beneath themselves – someone less well-educated than them and who earns less than them.**
- 2 **We think that they are wives that are for show, for men to be proud to be seen with, rather than real companions.**
- 3 **Adjust your work–life balance so it that is good for you, rather than working all hours to make money, which is what your bank manager would probably like.**

- 4 If you marry a rich man, you may be marrying someone who only sees you as a useful person – a mother, a homemaker, etc.
- 5 the broken dreams of women in their forties or fifties who have been abandoned by their husbands in favour of younger women
- 6 If you earn your own salary, you don't have to explain to anybody what you spend it on.
- 7 I wouldn't be very happy if my daughter married a person who left school or college before finishing his studies.

Page 49 exercise 1e

*juggling* literal meaning: throwing a set of three or more objects such as balls into the air and catching and throwing them again quickly, one at a time meaning here: trying to deal with a job and taking care of a family at the same time so that you can fit all of them into your life

*collide* literal meaning: crash into each other meaning here: happen at the same time and you can't deal with them both

*high-flying* literal meaning: flies very high meaning here: very successful

*littered with* literal meaning: to leave things in a place, making it look untidy meaning here: full of

*sour(est)* literal meaning: having a taste like a lemon meaning here: bad-tempered and unhappy

*shoulder* literal meaning: the part of the body between the top of each arm and the neck meaning here: take responsibility for sth

Page 49 exercise 2a

1 and 5 refer to things that really happened in the past.

The others are all hypothetical situations.

2, 3, 4, and 6 refer to the present / future.

7 and 8 refer to the past.

Page 50 exercise 3a

- 1 Don't use sth or spend money carelessly because it's not easy to get.
- 2 He doesn't like spending money.
- 3 It must cost a lot of money (also *It must have cost a fortune.*).
- 4 They aren't earning enough money to be able to buy the things they need.
- 5 We owe money to our bank because we have spent more than we have in our account.
- 6 They are charging far too much (for sth).
- 7 We are going to have to spend less because we don't have enough money.
- 8 They are spending more than they can afford.

Page 50 exercise 3c

- 1 broke (*penniless* too formal)
- 2 a loan (*mortgage* is for a house / flat)
- 3 in the red (*in the black* = you do not owe the bank money)
- 4 a lump sum
- 5 loaded (*affluent* too formal)
- 6 exchange rate
- 7 standard
- 8 pounds (*quid* too informal)

Page 50 exercise 5a

They both work in microfinance and want to fight poverty helping poor or low-income people borrow money.

Page 50 exercise 5b

- 1 mid-70s / mid-seventies
- 2 giving aid
- 3 to credit
- 4 borrow from
- 5 paying back
- 6 lump sum
- 7 regular payments
- 8 large amount
- 9 larger loan

Page 51 exercise 5c

1 **The Dominican Republic (DR)**

Situation: She was making food in her kitchen and selling it to factory workers.

Business: With the loan she was able to set up a 'cantina' in her living room to sell food and other things, e.g. beer. With a new loan she built an extra room on top of her house and rented it out. Eventually she was able to build a new house and rent out the old one, which will give her security in her old age.

2 **Jordan**

Situation: She was young and looking after her much older husband who was sick. She could not earn money for herself or her children as it is not considered proper for a woman to go out and work.

Business: With the loan she bought cosmetics and sold them from home to her neighbours (mainly women). This gave her extra money to use herself.

3 **India**

Situation: The woman and her husband were uneducated. The husband and their son worked in the informal economy selling vegetables.

Business: With the loan she bought materials and embroidered saris at home and sold them direct to a store. This way she was able to double her income without doubling her work as she did not, as in the past, have to go through a 'middle man', who took half the profit.

Page 51 exercise 6b

answer: US /'ænsər/ UK /'ɑ:nsə/ The first vowel sound is different.

started: US /'stɑ:rdɪd/ UK /'stɑ:tɪd/

can't: US /kænt/ UK /kɑ:nt/ The vowel sound is different.

Page 51 exercise 6d

- 1 UK
- 2 UK
- 3 US
- 4 US
- 5 UK
- 6 UK

- 7 US
- 8 US
- 9 US
- 10 UK
- 11 US
- 12 US
- 13 UK
- 14 US
- 15 US

## 4&5 Colloquial English

Page 52 exercise Part 1b

Because it has a negative impact on the body, makes people ill.

Page 52 exercise Part 1c

- 1 ...having too much to do, too little time, money problems, and commuting.
- 2 ...there are more opportunities to be stressed. / there are many more distractions, especially related to technology.
- 3 ...just relax / switch off.
- 4 ...we are more likely to become ill.
- 5 ...then we are tired the next day, which makes us more stressed.

Page 52 exercise Part 2a

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

Page 52 exercise Part 2b

- 2 F (He mentions exercising, walking for ten minutes, and meditating.)
- 4 F (He felt very stressed about going on the subway / underground.)
- 5 F (His stress management group suggested he should travel in the first or last car of the train as it is less crowded.)

Page 53 exercise Part 3b

- 1 There is no particular age at which people are most stressed.
- 2 Studying, feeling pressure to do well in exams, so you can get a good job in the future and earn good money.
- 3 Stress can make it very difficult to focus and remember information. Stressed students might be unable to remember information in an exam.
- 4 It teaches students how to give (five-minute free) back rubs and about other stress reduction and wellness resources.
- 5 Students have said that they feel less stressed and they are able to cope with their stressors and complete their tasks.

Page 53 exercise 2b

- 1 text
- 2 life
- 3 blood, heart
- 4 stress
- 5 management
- 6 breathing
- 7 college
- 8 support

Page 53 exercise 3b

**Si** blocks out a particular sound.

**M** has a favourite meal.

**St** goes on holiday.

**J** tries not to think about anything.

Page 53 exercise 3c

- 1 drown out
- 2 non-stop
- 3 up against
- 4 stressing me out
- 5 or so

## 6A

Page 54 exercise 1d

- 1 go into child mode
- 2 do your share
- 3 squirrel away money
- 4 beyond belief
- 5 stress you out
- 6 on an empty stomach
- 7 lose your cool
- 8 handed in

Page 55 exercise 3a

- 1 x I was always made to load
- 2 ✓
- 3 x I don't mind you not tidying
- 4 x I hate my parents talking to me
- 5 ✓
- 6 x I want you to stop
- 7 x I suggest you revise
- 8 ✓

Page 56 exercise 4a

**TED** stands for **Technology, Entertainment and Design.**

Page 56 exercise 4b

- 1 H
- 2 A
- 3 E
- 4 C
- 5 B
- 6 F
- 7 I
- 8 D
- 9 G

Page 56 exercise 4c

- 1 watching the news
- 2 Time was much more memorable.
- 3 He took a picture every day for a month.
- 4 climbing Mount Kilimanjaro and writing a novel
- 5 Don't go to sleep until you've written your words for the day / 1,667 words.
- 6 Because he can now call himself a novelist.
- 7 Small changes are more likely to persist.

Page 57 exercise 6b

- 1 second-hand
- 2 long-distance
- 3 last-minute
- 4 self-conscious
- 5 worn-out
- 6 home-made
- 7 air-conditioned
- 8 high-risk
- 9 narrow-minded
- 10 well-behaved

Page 57 exercise 6c

In compound adjectives both words are stressed although the main stress is usually on the second word, e.g. second-hand.

*Air-conditioned* has the stress on the first word.

Page 57 exercise 6e

- 1 hands-free
- 2 dead-end
- 3 feel-good
- 4 ground-breaking
- 5 high-pitched
- 6 labour-saving
- 7 high-heeled
- 8 low-cost
- 9 eco-friendly
- 10 life-changing

## 6B

### Page 58 exercise 2b

- 1 rung
- 2 up
- 3 hung up
- 4 cat
- 5 run out
- 6 match
- 7 truck

### Page 58 exercise 3b

He changed into his gym clothes.

He went to Battersea on foot.

He thought about what he was going to eat at the pub.

He felt self-conscious while he was waiting outside for his friend.

He waited for some time, but then gave up.

He regretted having missed the pub food.

### Page 59 exercise 3c

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

### Page 59 exercise 3d

- 1 do the right thing
- 2 putting on my gym clothes
- 3 using my long, fast walk as a reason
- 4 although it is a place that sells expensive, good quality pies
- 5 the situation (waiting for my friend) becomes unbearable / impossible in the end
- 6 eating everything in my fridge as fast as possible
- 7 impossible to imagine
- 8 not a definite agreement, but the beginning of a discussion

### Page 59 exercise 4a

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

### Page 59 exercise 4b

2 is a mixed conditional (a combination of a second and a third conditional). It refers to a hypothetical situation in the present (*If my laptop wasn't so new*) and the consequence it would



have on the past (*I wouldn't have bothered to get it repaired*). *If my laptop wasn't* could also be *If my laptop weren't* with no change of meaning.

3 is a first conditional (if + present simple, will / going to + infinitive). It is used to talk about a possible present or future situation and its result.

4 and 5 are second conditionals (*if* + past simple, *would* + infinitive). They are used to talk about hypothetical or improbable situations in the present / future, and their consequences.

Refer to past situations:

1 and 6 are third conditionals (if + past perfect, would have + past participle). They are used to talk about hypothetical situations in the past and their consequences.

#### Page 60 exercise 5b

- 1 to
- 2 on
- 3 with
- 4 to
- 5 of
- 6 on
- 7 of
- 8 on
- 9 with
- 10 to

#### Page 60 exercise 6a

- 1 shopping
- 2 the internet
- 3 food
- 4 cosmetic surgery (just about improving appearance, not medical need)
- 5 video games
- 6 risk sports
- 7 the gym

#### Page 60 exercise 6c

- 1 dopamine /'dɒpəmi:n/ = a chemical in the brain which makes you feel good
- 2 to quit a substance or a behaviour = to stop taking it or doing it
- 3 withdrawal symptoms /wɪð'drɔ:əl/ = unpleasant effects of giving up something you're addicted to
- 4 to wean sb off sth /wi:n/ = to slowly help somebody to stop taking or doing something
- 5 a life-threatening condition = a medical condition which could cause death
- 6 to go cold turkey = to stop an addictive behaviour very abruptly
- 7 nicotine patches /'nɪkəti:n/ = a kind of plaster which people use to try to stop smoking. They are stuck on the skin and release nicotine into the body.
- 8 to have counselling = to get professional advice about a problem
- 9 to have a relapse /'ri:læps/ = to become ill again after having previously improved

#### Page 61 exercise 6e

- 1 T
- 2 T

- 3 F (Their first reaction is anger, depression, unhappiness.)
- 4 T
- 5 F (It depends on the addiction.)
- 6 T
- 7 F (For some people going cold turkey is the best solution.)
- 8 T

Page 61 exercise 7a

Being *addicted to* or *hooked on something* suggests a physical or psychological dependence, and an inability to stop (e.g. *I'm completely addicted to chocolate biscuits*) whereas being *obsessed with something* means thinking about it all the time (e.g. *Our seven-year-old is obsessed with Manchester United*). Sometimes the difference is small, e.g. *She's addicted to / obsessed with her new smartphone* are both possible.

Page 61 exercise 7b

- 1 She talks continuously
- 2 I think about it all the time
- 3 She looks at it all the time
- 4 I can't avoid doing it
- 5 extremely enthusiastic
- 6 has an obsession with

## 5&6 Revise & Check

### Grammar

Page 62 exercise a

- 1 c
- 2 b
- 3 a
- 4 b
- 5 b
- 6 a
- 7 b
- 8 c
- 9 a
- 10 c

Page 62 exercise b

- 1 to be spending
- 2 started
- 3 to learn
- 4 travelling
- 5 pay
- 6 doesn't mind
- 7 would...win
- 8 hadn't been wearing
- 9 Had...told
- 10 wouldn't / couldn't live / wouldn't be living

## Vocabulary

### Page 62 exercise a

- 1 with
- 2 behind
- 3 out
- 4 for
- 5 by
- 6 on
- 7 at
- 8 about

### Page 62 exercise b

- 1 cost
- 2 loaded
- 3 Fares
- 4 bucks
- 5 a mortgage
- 6 income
- 7 budget
- 8 donation

### Page 62 exercise c

- 1 minded
- 2 self
- 3 hand
- 4 worn
- 5 behaved
- 6 life
- 7 home

### Page 63 exercise d

- 1 cut
- 2 get
- 3 speak
- 4 proud
- 5 hooked
- 6 addicted
- 7 keen

Can you understand this text?

### Page 63 exercise a

They both stay calm and don't take their work home.

### Page 63 exercise b

- 1 a
- 2 c
- 3 b
- 4 a

- 5 b
- 6 c
- 7 b
- 8 b
- 9 a
- 10 b

Can you understand this film?

Page 63 exercise a

- 1 public speaking
- 2 clearly and confidently
- 3 London in the year 1904
- 4 same skills
- 5 think, breathe, speak
- 6 interesting feedback
- 7 body language
- 8 make an impact
- 9 positive note
- 10 grow in confidence

## 7A

Page 64 exercise 1d

- 1 Because it stands for *Quite Interesting* and the writers think all facts are interesting. It is also IQ backwards (IQ = intelligence quotient, the numerical measurement of somebody's intelligence).
- 2 Everything you think you know is probably wrong, and everything is interesting.
- 3 You are more likely to be killed by an asteroid than by lightning; Julius Caesar was not born by Caesarean section.
- 4 That human beings, especially children, are naturally curious and want to learn.
- 5 Schools can make an interesting subject boring by making Sts memorize facts, and if Sts are forced to learn something, they will probably be less successful.

Page 64 exercise 1e

- 1 play than work
- 2 children themselves
- 3 when and how
- 4 theory without practice
- 5 stop dead

Page 64 exercise 1f

- 1 Because learning should never feel like hard work.
- 2 Because if they follow their curiosity, they will learn things because they are interested in them.
- 3 Because children shouldn't be made to go to school every day if they don't want to. There wouldn't be any exams, only projects chosen by the children.
- 4 Because children would learn all theories through practical activities.
- 5 Because there should be no official school leaving age. Young and old could continue to learn together.

Page 65 exercise 1a

- 1 **How interesting!**
- 2 **What a ridiculous idea!**

Page 65 exercise 1b

- 1 **The adjective has extra stress. The intonation goes up.**
- 2 **The /w/ sound is added because *interesting* begins with a vowel, and when a word ending in *w* is followed by a word beginning in a vowel, the words are linked and a /w/ sound is inserted between them.**

Page 65 exercise 3b

- 1 ***dis, il, un, in***
- 2 ***bi* = two, *anti* = against, *re* = again, *mis* = wrongly, *sub* = under, *micro* = tiny**

Page 65 exercise 3d

- 1 **misjudged**
- 2 **rewrite**
- 3 **illegible**
- 4 **inconvenient**
- 5 **unsociable**
- 6 **ill-equipped**
- 7 **uphill**
- 8 **understaffed**
- 9 **overcharged**
- 10 **outdoor**

Page 66 exercise 4b

- 1 **metal / aluminium**
- 2 **knife**
- 3 **100ml**
- 4 **duty-free**
- 5 **photos**
- 6 **mobiles / phones**
- 7 **17**

Page 66 exercise 4c

- 1  
applied too strictly: **Rules 1, 2, and 5**  
unnecessary: **Rules 3 and 6**  
**dangerous: Rules 4 and 7**
- 2  
butter knives: **a pilot with a butter knife is much less dangerous than a pilot in control of a plane**  
jogging in an area where there are hippos: **jogging in itself is healthy, but if it is by a river with hippos, it becomes dangerous**  
taking children to the beach: **there are more rules about this than for working on an oil rig, which the authors would consider more dangerous**

large trucks in cities: **these are very dangerous and should be banned, although they probably won't be for political reasons**

unpasteurized cheese: **it is illegal in the US, but guns aren't, although they are far more dangerous**

traffic near schools: **people worry less about this than about dangerous dogs, although the traffic causes far more accidents**

#### Page 67 exercise 4d

- 1 **beep**
- 2 **grimace**
- 3 **limp**
- 4 **confiscate**
- 5 **ban**
- 6 **reinforce**
- 7 **impose**
- 8 **cite**
- 9 **interfere (with)**
- 10 **calm**

#### Page 67 exercise 5a

1 **The same in meaning, but *It is not permitted* is more formal.**

2 **The same register, but a slight difference in meaning: *you'd better* is stronger than *you ought to* and suggests that something negative may happen if you don't, i.e. *You'd better finish your water before we go through security because they will make you throw it away.***

3 **The same register, but a slight difference in meaning: *We're not supposed to walk...* suggests that we know we mustn't walk along the river, but we are still doing it.**

4 **The same meaning and register.**

5 **The same register, but completely different meaning:**

*We should have...* = it was an obligation but we didn't do it, e.g. looking back, it would have been a good idea to leave early.

*We had to...* = it was an obligation and we did it.

## 7B

#### Page 68 exercise 1b

- A **Photo 4**
- B **Photo 6**
- C **Photo 1**
- D **Photo 3**

#### Page 68 exercise 1c

A **Photo 3** Title: Kobe **Frog** by **Dutch** artist Florentijn Hofman It's ten metres high and was made for the roof of a **museum** in Kobe in **Japan**.

B **Photo 5** Title: Blaenau Ffestiniog **Circle** (Blaenau Ffestiniog is a place in **Wales**.) by British artist **Richard Long** It was part of an exhibition of art created from different landscapes, called **Heaven** and **Earth**.

C **Photo 1** Title: **Incommunicado** by **Palestinian** artist Mona Hatoum It's a sculpture by an artist who was born in **Beirut**; but exiled from her homeland to **London**.

**D Photo 6** Title: **Pharmacy** by British artist Damien Hirst It's like a real room with some unusual things, such as three **stools** with **bowls** of **honey** on them and a machine for **killing flies** suspended from the ceiling.

Page 68 exercise 1d

c (about as easy)

Page 68 exercise 1e

- 1 On the walls.
- 2 To go with someone else, or with a group of people, and to talk, to ask each other questions.
- 3 To find out what the artist is saying.
- 4 They might find that the idea the cot represents beautiful.

Page 69 exercise 2a

- 1 look like
- 2 looks as if
- 3 look at
- 4 looking you'll start seeing things which look strange

Page 69 exercise 2b

1 *look as if* is followed by a clause (*It looks as if it might be a hospital cot*). *looks like* is normally followed by a noun (*It doesn't look like a modern cot*). However, in informal English it can also be followed by a clause (*It looks like it might be a modern cot*). *look at* = to turn your eyes in a particular direction. It is a conscious action. We look at a view, a photo, etc.

*see* = to become aware of or understand sb / sth by using your eyes. It is not necessarily a conscious action – you can see something without looking at it.

*see* can also be used like *watch*, e.g. a match, a TV programme.

- 2 The other four senses are *smell, hearing, taste, and touch*.
- 3 Verbs associated with them are: smell: *smell, sniff* hearing: *hear, listen, sound* (*It sounds like thunder*) taste: *taste* touch: *touch, feel*

Page 69 exercise 3b

- 1 computer /ə/: picture, sculpture, architecture, capture, culture, feature, furniture, future, leisure, measure, nature, pleasure, signature, structure, temperature, texture, treasure
- 2 tourist /tʊə/: allure, endure, immature, impure, obscure, secure, sure

Page 69 exercise 3c

- 1 In column 1, the stress is on the first syllable in all the words.
- 2 The *t* makes a /tʃ/ sound before *-ure* and the *s* makes a /ʒ/ sound.
- 3 In column 2, the stress is on the last syllable.

Page 69 exercise 4a

a portrait = a painting, drawing or photograph of a person, especially of the head and shoulders

a landscape = a painting of a view of the countryside

a still life = a painting or drawing of objects such as flowers, fruit

### Page 70 exercise 5b

Werner Spies: an expert on 20th century art and a specialist in the works of Max Ernst. In 2003 he went to authenticate *La Forêt* thought to be by Ernst, and said that it was by him.

Helene Beltracchi: a rich, German woman, who was selling *La Forêt*. She had inherited it, with a lot of other paintings, from her grandfather.

Werner Jägers: Helene's grandfather, a rich industrialist, who collected paintings, including *La Forêt*, which he had to hide during the Second World War

Alfred Flechtheim: an important art dealer in Germany in the 1920s and 30s. He sold a lot of artwork to Werner Jägers and they became friends. He moved to London in 1933.

Wolfgang Beltracchi: Helene's husband. He (and his wife) received €1.7 million from a Swiss gallery owner for *La Forêt*.

### Page 70 exercise 5c

1 It was undated, but Spies thought it had been painted in 1927; however, some of the paints used in it had only generally been used after 1945.

2 Helene had inherited it from her grandfather Werner Jägers, who may have bought it from the dealer Alfred Flechtheim.

3 Spies concluded the painting was definitely by Max Ernst. He based it on the fact that Ernst had painted a lot of paintings of forests, the colours were intense, and it was very powerful.

4 After Spies authenticated it, a Swiss gallery owner bought it. He then resold it. In 2006 it was shown in the Max Ernst Museum.

### Page 70 exercise 5d

The 'little problem' was that the painting was a forgery. It had been painted by Wolfgang Beltracchi.

Helene Beltracchi is out of prison, but Wolfgang is still in prison.

### Page 71 exercise 5e

1 Wolfgang found out when he was a teenager that he was very good at copying paintings – he copied a Picasso in two hours. Later he went to art school where he sold some of his paintings.

2 He forged paintings and sold them to art dealers in Berlin.

3 Wolfgang met Helene Beltracchi in 1992 and fell in love. They got married and he took her surname.

4 He did not copy paintings, but created original works. He would study other works by the painter to find out how he had created them, and he sometimes even went to the painter's hometown to study the light there.

5 The photo was a forgery. It was really of Helene herself and not her grandmother. Wolfgang had used an old camera and old paper.

6 The labels were fakes. He had made them look old by putting tea and coffee on them.

7 Wolfgang forged *Red Picture with Horses* and sent it to an auction. The company that bought it tested the paint on the painting and found some Titanium White, which was used much later than when the painting had, in theory, originally been painted.

8 They have no regrets. Wolfgang has no plans, but is sometimes tempted to return to forgery.

### Page 71 exercise 5f

1 in a couple of hours



- 2 **Within** days
- 3 **about** a year **later**
- 4 in **just** a **few** minutes
- 5 **until** the **forties**
- 6 **by** the **end** of the **year**

Page 71 exercise 7a

- 1 **blue**
- 2 **black**
- 3 **red**
- 4 **white**
- 5 **black** and **white**
- 6 **white**
- 7 **grey**
- 8 **red**

## 6&7 Colloquial English

Page 72 exercise Part 1a

**He has written books, produced art for galleries, museums, and hospitals.**

Page 72 exercise Part 1b

**To learn how to draw and do a lot of drawing.**

Page 72 exercise Part 1c

- 1 **...both an artist and an illustrator.**
- 2 **...he was finding his own way of drawing and he wanted to illustrate his own book.**
- 3 **...had their first book published.**
- 4 **...young people ask him for advice.**
- 5 **...of him / of Quentin Blake.**

Page 72 exercise Part 2a

- 1 **F**
- 2 **T**
- 3 **F**
- 4 **F**
- 5 **T**
- 6 **T**
- 7 **F**
- 8 **F**

Page 72 exercise Part 2b

- 1 **He says that the illustrator may want to talk to the author.**
- 3 **He drew what he thought the characters looked like and then he would talk to Roald Dahl about it.**
- 4 **He got into the mood of the books on his own.**
- 7 **It got in the way / It was problematic.**
- 8 **They were based on a pair of Roald Dahl's shoes.**

Page 73 exercise Part 3a

- 1 He has to be able to identify with them.
- 2 He identifies with them as he is drawing a character.
- 3 He never draws from life.
- 4 He drew on a screen in a TV studio about 40 years ago, but he no longer draws digitally.
- 5 He likes the way they feel on the paper.
- 6 They influenced him when he started drawing.
- 7 André François turned up at the exhibition.

Page 73 exercise Part 3b

- 1 Some are more interesting than others. He has to imagine that he is them as he draws them.
- 2 He isn't illustrating children's books because he loves children and he doesn't have children. He just identifies with them.
- 3 He invents everything he draws.
- 4 He wouldn't mind drawing digitally.
- 5 It helps him to feel the scratch the quills, nibs, and reed pens make.
- 6 Ronald Searle influenced him a lot in the 50s. André François is probably the artist who had the biggest effect on Quentin Blake. He died a few years ago.
- 7 The gallery owner invited André François to the exhibition.

Page 73 exercise 2a

- 1 it published
- 2 to 30
- 3 to work
- 4 into the mood
- 5 in the way
- 6 get a different kind
- 7 his address

Page 73 exercise 2b

- 1 Someone published it for us.
- 2 I reached 30.
- 3 making it more successful
- 4 feel the atmosphere
- 5 preventing sb from doing sth
- 6 obtain a different sort of
- 7 I obtained the details of where he lived.

Page 73 exercise 3a

- La** *Garfield*, Jim Davis  
**Mar** *The Lord of the Rings*, JRR Tolkien  
**Lo** *The Little Prince*, Antoine de Saint-Exupéry  
**Mau** *Alice in Wonderland*, Lewis Carroll  
**Mau** *The Happy Prince and Other Stories*, Oscar Wilde  
**Se** *Where the Wild Things Are*, Maurice Sendak

Page 73 exercise 3b

- Lo** it's a collage of photos  
**Se** it's of the place which its owner was visiting then  
**Mar** it has two predominant colours  
**La** it shows an activity which its owner also does  
**Mau** it wasn't originally owned by them

Page 73 exercise 3c

- 1** very fond of  
**2** the same time  
**3** unique and timeless  
**4** stuck with me  
**5** use of colour

**8A**

Page 74 exercise 2b

- A** have a full health check  
**B** go to my doctor with a long list of symptoms  
**C** sunbathe  
**D** take sleeping tablets  
**E** follow a low-carb diet  
**F** have cosmetic surgery  
**G** see a counsellor

Page 74 exercise 2c

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

Page 74 exercise 2d

the advantages outweigh the disadvantages: **there are more advantages than disadvantages**  
it makes the doctor's heart sink: **it makes the doctor feel depressed**  
People underestimate the risk: **People don't realize how dangerous it is.**  
Don't take my word for it: **Don't believe me.**  
Nothing to do with: **There is no connection with**

Page 75 exercise 3a

acupuncture **It's a Chinese method of treating pain and illness which uses special thin needles which are pushed into the skin in particular parts of the body.**  
aromatherapy **It's a technique which uses natural sweet smelling oils for controlling pain or for rubbing into the body during massage.**  
chiropractic **It involves treating some diseases and physical problems by pressing and moving the bones in a person's spine or joints.**

homeopathy It's a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition.

hypnotherapy It's a kind of treatment that uses hypnosis, that is putting people into an unconscious state, to help with physical or emotional problems.

osteopathy It's the treatment of some diseases and physical problems by pressing and moving the bones and muscles.

Page 75 exercise 3b

**Speaker 1:** chiropractic; for a slipped disc; successful

**Speaker 2:** osteopathy and acupuncture; bad back, bad cold, and painful sinuses; successful

**Speaker 3:** no; she doesn't believe in it

**Speaker 4:** acupuncture; swollen foot; unsuccessful

Page 75 exercise 3c

1 Speaker 3

2 Speaker 1

3 Speaker 4

4 Speaker 2

5 Speaker 3

6 Speaker 1

7 Speaker 4

8 Speaker 2

Page 76 exercise 4b

+ to + infinitive: afford, agree, happen, manage, pretend, refuse, tend, threaten

+ gerund: avoid, be worth, can't help, can't stand, deny, imagine, involve, look forward to, miss, practise, regret, risk, suggest

+ infinitive without to: had better, needn't, would rather

Page 76 exercise 4c

1 ✓

5 to park

2 being told

6 to keep

3 to have stopped

7 worrying

4 ✓

8 to become

Page 77 exercise 5b

**A** Eat five portions of fruit and vegetables a day.

**B** Drink eight glasses of water a day.

**C** Eat 2,000 calories a day.

**D** Sleep eight hours a night.

**E** Do 30 minutes of exercise five times a week.

**F** Children should only use a computer for two hours a day.

Page 77 exercise 5c

- A** We should really be eating more than five portions a day of fruit and vegetables, and possibly ten.
- B** We should really be drinking whatever we want when we feel thirsty.
- C** The number of calories we should really be eating depends on our weight, height, the amount of activity we do, and our metabolism. Some people need more than 2,000 calories a day, some less.
- D** We should really be sleeping about eight hours a night.
- E** Do 30 minutes of exercise five times a week and more if you spend most of the day sitting down.
- F** We should just decide what is best for our children, and for ourselves.

Page 77 exercise 5d

- 1** making
- 2** make
- 3** do
- 4** do
- 5** Do
- 6** make
- 7** make

Page 77 exercise 6b

- 1** mule (= very stubborn)
- 2** sheet (= very pale)
- 3** fish (= drinks a lot, refers to alcohol)
- 4** post (= can't hear at all)
- 5** log (= sleeps very well) (You may also want to teach the alternative simile *sleep like a baby*.)
- 6** bat (= can't see at all)
- 7** gold (= very well-behaved)
- 8** rake (= very thin)
- 9** flash (= very quickly)
- 10** dream (= works very well)

Page 77 exercise 7b

Unstressed words with /ə/ sound: **as, as, a, to, to, the, about**  
 Stressed words with the /ə/ sound: **husband, stubborn, doctor**

**8B**

Page 78 exercise 2b

- 1** Travellers think they're superior to tourists, but in fact it's the other way round.

Page 79 exercise 2c

- 1** T (line 1: ...travellers are the people that got there first.)
- 2** F (line 8: There is no evidence...to suggest that the quality of appreciation is any the less because tourists turn up in large groups.)
- 3** F (line 13: They gained financial security...)
- 4** T (line 18: By contrast, tourists – with all their varying needs – bring cash in buckets.)

- 5 F (line 21: They maintained...that they were having a wonderful time.)
- 6 F (line 24: ...there's no moral or qualitative hierarchy of holiday pleasures. Flying to Alicante is in no way inferior to flying to Ulan Bator.)
- 7 T (line 30: Tourists like one another. Travellers apparently don't like anybody, unless they are natives.)
- 8 F (line 33: I'm generally delighted to run into other Britons...)
- 9 T (line 38: The purest expression of the tourist experience is, perhaps, the package holiday – reviled by all...)
- 10 T (line 41: I've lost count of the occasions I've been in a hotel bar..., sharing most convivial moments with fellow passengers. Across the bar, lone-travelling couples have looked on, as jealous as hell.)

Page 79 exercise 2d

- 1 stand off from
- 2 turn into
- 3 run into
- 4 look on
- 5 go on about
- 6 pass through
- 7 turn up

Page 80 exercise 4a

- 1 ✓
- 2 I'll let
- 3 It's now leaving
- 4 I'll be waiting
- 5 to start
- 6 to board

Page 80 exercise 5b

- 1 He was travelling to the UK from Spain. He was with his wife and two children. It was 23 December.
- 2 He got a text message from his brother. It worried him because his brother mentioned that there was a terrible storm in London.
- 3 When they were getting near to Gatwick Airport.
- 4 He told them that the plane was going to circle Gatwick for a while.
- 5 Clive felt terrible. He thought the plane was going to crash.
- 6 The pilot decided not to land and went straight up into the air.
- 7 They were frightened and some people shouted.
- 8 The pilot said he couldn't land at Gatwick as it was too windy and the airport had closed.
- 9 Amsterdam / Holland
- 10 Because it was less windy and they had been given permission to land.
- 11 They felt very relieved and applauded.
- 12 They were told to stay on the plane because it was going to refuel and fly back to Gatwick.
- 13 They could get off the plane, but they wouldn't get a hotel.
- 14 They all decided to get off the plane.
- 15 They stayed in a hotel at Amsterdam airport. Then they got a train to Belgium and there they got on the Eurostar to London.

## 16 They got home on Christmas Eve / 24 December.

### Page 80 exercise 5c

- 1 gale-force winds = **extremely strong winds**
- 2 approaching = **getting near to**
- 3 circle = **to move in a circle; to go round and round**
- 4 turbulence = **a series of sudden and violent changes in the direction that air or water is moving**
- 5 shot back up = **rose again suddenly**
- 6 gaining height = **getting higher and higher**
- 7 we're off to = **we're leaving for**
- 8 bumpy = **uncomfortable with a lot of sudden unpleasant movements**
- 9 relieved = **feeling happy because something unpleasant has stopped**
- 10 dilemma = **a situation in which you have to make a difficult choice between things of equal importance**

### Page 81 exercise 7a

- 1 a *quay* b *key*
- 2 a **wait** b **weight**
- 3 a **bored** b **board**
- 4 a **break** b **brake**
- 5 a **fair** b **fare**
- 6 a **piece** b **peace**
- 7 a **court** b **caught**
- 8 a **site** b **sight**
- 9 a **through** b **threw**
- 10 a **suite** b **sweet**
- 11 a **serial** b **cereal**
- 12 a **whether** b **weather**

## 7&8 Revise & Check

### Grammar

#### Page 82 exercise a

- 1 **to have apologized**
- 2 **go**
- 3 **to use**
- 4 **to be going out / to go out**
- 5 **to sit down**
- 6 **admitting**
- 7 **to have seen**
- 8 **calling**
- 9 **to be seen**
- 10 **to start**

#### Page 82 exercise b

- 1 **not permitted**
- 2 **You should have listened**
- 3 **we didn't need to get up**

- 4 ✓
- 5 ✓
- 6 I can hear
- 7 tastes like
- 8 ✓
- 9 It's about to
- 10 ✓

### Vocabulary

#### Page 82 exercise a

- 1 misspelt
- 2 demotivated
- 3 outnumbered
- 4 overrated
- 5 undercharged
- 6 discontinued
- 7 rescheduled
- 8 illogical

#### Page 82 exercise b

- 1 still life
- 2 self-portrait
- 3 red herring
- 4 white elephant
- 5 black market
- 6 red tape

#### Page 82 exercise c

- 1 blister
- 2 stitches
- 3 surgeon
- 4 rash
- 5 mule
- 6 post
- 7 log
- 8 dream

#### Page 83 exercise d

- 1 beaten
- 2 set
- 3 hit
- 4 touristy
- 5 cancel
- 6 recharge
- 7 breathtaking
- 8 sample

Can you understand this text?

#### Page 83 exercise a



**He concludes that it is worth having travel insurance.**

Page 83 exercise b

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

Can you understand this film?

Page 83 exercise a

- 1 T
- 2 T
- 3 F
- 4 T
- 5 T
- 6 T
- 7 F
- 8 T
- 9 T
- 10 T

## 9A

Page 84 exercise 1b

**It implies that the writer doesn't like animals.**

Page 84 exercise 1c

his attitude to dogs **3**

his current feelings about kittens **1**

future plans about pets in his household **7**

people's preference for animals over children **5**

his general attitude to cats **2**

his children's attitude to animals **6**

his childhood experience of pets **4**

Page 84 exercise 1d

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

Page 85 exercise 1e

- 1 I am content
- 2 I am positively averse
- 3 care very little about
- 4 adore
- 5 I was sceptical
- 6 I can live with that

Page 85 exercise 2d

- 1 donkey
- 2 duck
- 3 fish
- 4 chickens
- 5 horse
- 6 lion
- 7 rat
- 8 birds
- 9 bark
- 10 tail

Page 86 exercise 3a

- 1 to
- 2 to
- 3 is
- 4 does
- 5 should
- 6 have
- 7 so
- 8 are

The function of these words is **to avoid repetition.**

Page 86 exercise 4a

- 1 A Do you like dogs?  
B No, I don't, but my husband does.  
A So does mine. We have three Alsatians.
- 2 A I went to Iceland last summer.  
B Lucky you. I'd love to go there. Did you see any whales?  
A No. I wanted to, but I got seasick, and I mostly stayed in my cabin.
- 3 A Allie doesn't have any pets, does she?  
B She does have a pet. She has a hamster.  
A Ugh. I don't like hamsters.  
B Neither do I. They're too much like mice.

Page 86 exercise 5d

- 1 **Being vegetarian is better for your health**

**Vegetarian diets are healthier, and 70% of cancers are diet related. Being vegetarian reduces the risk of e.g. obesity, coronary artery disease, high blood pressure, diabetes, and certain types of cancer.**

**Being a vegetarian also means being slimmer.**

**Vegetarians live on average 13 years longer than meat eaters.**

**2 It reduces pollution**

Chemical and animal waste from farms is responsible for a lot of polluted rivers and streams and is one of the greatest threats to water quality today.

**3 It's cheaper**

If you give up meat, you could save money, up to £2,000 a year.

Page 86 exercise 5f

**1 A diet which includes all the main food groups is much healthier**

Omega 3, found in fish, is good for our physical and mental health.

Meat eaters have stronger bones.

**2 Fruit and vegetable farms are also bad for the environment**

The majority of fruit and vegetable farms still use pesticides and insecticides.

Chemicals used by these farmers get into water supplies.

Growing fruit and vegetables uses a lot of water. This can lead to shortages or even droughts.

Vegetarians produce more gases like hydrogen, carbon dioxide and methane.

**3 Being vegetarian in the UK is very expensive**

The prices of fruit and vegetables have gone up a lot in recent years, but meat prices haven't.

Page 87 exercise 6a

**1 very strongly**

**2 particularly strongly**

**3 completely**

**4 entirely**

**5 absolutely**

**6 quite**

## **9B**

Page 88 exercise 1b

Ways of preparing food: **grilled, steamed, stir-fried, mashed, purée, smoked, poached, baked, stuffed**

Vegetables: **avocado, rocket, chilli peppers, garlic, peppers, onions, potatoes, green beans, aubergine**

Fruit and nuts: **raspberry, coconut, lemon, cashew nuts, pistachios, plum, almond, apple, blackberry**

Sauces and dressings: **vinaigrette, balsamic, hollandaise, custard**

Fish and seafood: **mussels, sardines, salmon**

Page 88 exercise 2a

**1 vegetables**

**2 chocolate**

**3 comfortable**

**4 interesting**

**5 temperature**

**6 different**

**7 dictionary**

**8 medicine**

Page 88 exercise 2c

- 1 vegetables
- 2 chocolate
- 3 comfortable
- 4 interesting
- 5 temperature
- 6 different
- 7 dictionary
- 8 medicine

Page 89 exercise 3b

- 1 fish
- 2 bread
- 3 vegetarian
- 4 outside
- 5 tap
- 6 complain
- 7 staff

Page 89 exercise 3c

ordering steak in a restaurant: **It is a waste as you can easily buy one, cook it yourself, and it will be good.**

an ex-girlfriend of his: **She always eats all the bread on the table and then is too full to finish her main course.**

meat-eating chefs: **They cook the best vegetarian food.**

smokers: **They ruin your meal if you sit outside.**

bottled water: **It is free money for a restaurant.**

free main courses: **If you complain nicely and politely, about e.g. fish that isn't fresh, you will probably get another main course for free.**

waitresses and foreign staff: **Don't flirt with waitresses and don't ask foreign staff where they're from.**

Page 89 exercise 3c

- 1 fiddly
- 2 gobbles
- 3 chew
- 4 stuff
- 5 fuss

Page 90 exercise 5a

- 1 a recipe book
- 2 a tuna salad
- 3 children's portions
- 4 Both are possible, but with a different meaning: a coffee cup = a cup used for coffee, probably empty; a cup of coffee = a cup with coffee in it
- 5 a chef's hat
- 6 a tin opener
- 7 Both are possible and mean the same, but the second is more common.
- 8 a friend of John's

Page 90 exercise 6a

food that makes you feel good, often because it reminds you of a person or place that you love

Page 90 exercise 6b

- 1 B
- 2 E
- 3 F
- 4 C
- 5 A

Page 91 exercise 6c

- 1 Scotch bonnet chillies
- 2 ginger
- 3 monkfish
- 4 oysters
- 5 Haribo Gummy Bears

## 8&9 Colloquial English

Page 92 exercise Part 1b

Arthropods are animals with lots of hinged legs (legs with joints in them) and hard outsides, e.g. crustacea, spiders, and insects.

They are important because they make up three quarters of all animals in the world. / They are the biggest animal group in the world.

Page 92 exercise Part 1c

- 1 Examples of animals with a spine: bats, cats, rats, mammals, amphibians, fish, birds. He thinks they are less important because they make up only 2.9% of all species.
- 2 When he was on a field trip in his first year at university. Ants caught his attention.
- 3 Normally new species are named after the country they are found in or how they look. He has five named after him.
- 4 Their habitat is being destroyed and they are disappearing very quickly and we may never even discover some of them.

Page 92 exercise Part 2a

He isn't particularly sympathetic.

Yes, once. He was afraid of a fer-de-lance snake.

Page 92 exercise Part 2b

- 1 T
- 2 T
- 3 F (He thinks it is justifiable for people who live in countries with dangerous spiders.)
- 4 F ('In the UK, however, there are no spiders which can injure you at all.')
- 5 F (He cured one girl of her phobia in a day.)
- 6 T
- 7 F (The snake didn't like the head torch.)

8 F (He froze and then put the leaf back on the snake.)

Page 93 exercise Part 3b

1 He has killed millions because he has to so that he can work on them and describe them.

2 He will catch the insect and let it go outside the house. He kills fleas as they are a pest.

3 It is an ecological theory meaning if you use more energy collecting food to feed yourself and your family than you get back from eating it, it isn't worth it.

4 People don't eat insects in cold countries because they say they are dirty and look strange. Also insects in the West are small so they aren't worth eating. Insects in hot countries are large and swarm, so can be collected very easily. People have been doing this for millions of years.

5 He thinks a mealworm in a snack is a good way to start eating insects.

6 He cooked the crickets with some garlic, salt and pepper. He then gave them to the children who ate all of them.

7 The mother couldn't believe her son had eaten crickets as he refuses to eat broccoli at home.

Page 93 exercise 2a

1 pretty, out

2 going

3 something

4 bit

5 so

6 whatever

7 whole

8 like

Page 93 exercise 2b

1 quite sure / certain in the natural world

2 by saying

3 approximately / about

4 rather

5 about

6 something like that

7 all of it / everything

8 said / replied

Page 93 exercise 3a

**K** saw an animal which really impressed them by the elegant way it moved

**L** saw a group of animals which were extremely near where they were.

**T** saw a group of animals which seemed very large despite being small for their breed.

**J** saw an animal completely unexpectedly, while they were travelling across the country

**A** saw an animal despite having been warned that they probably wouldn't see any

Page 93 exercise 3b

**James.**

**Teit and Alex mention East Africa.**

**Lauriann mentions New Zealand and Africa.**

**Karen mentions Madagascar.**

Page 93 exercise 3c

- 1 **stuff like that**
- 2 **chances, very slim**
- 3 **top of my list**
- 4 **not that interesting**
- 5 **spot them**

## 10A

Page 94 exercise 1b

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

Page 94 exercise 1c

- 1 **D**
- 2 **E**
- 3 **B**
- 4 **B**
- 5 **D**
- 6 **D**
- 7 **E**
- 8 **B**

Page 94 exercise 1d

What they like most about living in Mairena: **the weather; living in a small community; learning how to farm**

What they don't like about living in Mairena: **the time spent travelling to get to shops; the paperwork and bureaucracy**

What they miss about the UK: **friends and family; pubs; polite dog walkers; in London, cultural diversity; the choice of restaurants**

Whether or not they will go back to the UK: **maybe, but probably not**

Page 95 exercise 1e

- 1 **next to nothing (next to nothing = almost nothing)**
- 2 **stumbled on (= to discover sth unexpectedly)**
- 3 **having a ball (have a ball = enjoy yourself a lot)**
- 4 **had a hankering (have a hankering = have a strong desire)**
- 5 **consumer detox (= a removal of the desire to buy things)**
- 6 **ruled it out (rule sth out = to say that sth is not possible)**
- 7 **bigger hurdle (= a bigger problem that must be solved or dealt with before you can achieve sth)**

**8** turn your back (turn your back on sth = to reject sth that you have previously been connected with)

Page 95 exercise 2b

- 1** David who convinced me it was a good idea
- 2** that really made a difference was when we had children
- 3** really like about the UK is is that sense of cultural diversity
- 4** why I can't see us going back is definitely Dan and Tom

Page 96 exercise 5b

- 2** She felt amused.
- 4** She felt disappointed.
- 3** She felt emotional.
- 5** She felt emotional again.
- 1** She felt uncomfortable.

Page 97 exercise 5c

- 1** Your home country has abandoned you by making you look for citizenship elsewhere and you are not being loyal to your home country by acquiring another passport.
- 2** She felt uncomfortable.
- 3** The US is much more openly patriotic than the UK, so a smiling portrait of the Queen set against a Union Jack seemed American.
- 4** Because they thought the ceremony seemed a bit silly, especially when someone started playing classical music on a CD player.
- 5** She felt disappointed because it wasn't as impressive or moving as she had expected it to be. She had expected to be extremely happy and proud.
- 6** She wanted to stay in the UK permanently and she wanted to be able to travel easily.
- 7** Because Khaled had almost certainly gone through the same experience as Kamila. His simple and touching statement of welcome probably released emotions that she had been holding in until that moment.

Page 97 exercise 5d

- 1** entered
- 2** dispiriting
- 3** acquiring
- 4** seek
- 5** primary
- 6** melancholy
- 7** gravely
- 8** reflecting on
- 9** the proceedings
- 10** on returning home

Page 97 exercise 6a

a foreigner = is sb from another country

an outsider = is sb who is not accepted as a member of a society or a group

a stranger = is sb you don't know; sb who is in a place they haven't been to before



Page 97 exercise 6b

- 1 a **suite** b **suit**
- 2 a **besides** b **beside**
- 3 a **lie** b **lay**
- 4 a **currently** b **actually**
- 5 a **announce** b **advertise**
- 6 a **affect** b **effect**
- 7 a **embarrassed** b **ashamed**
- 8 a **deny** b **refuse**
- 9 a **compromise** b **commitment**
- 10 a **economical** b **economic**

Page 97 exercise 6c

- 1 **affect**
- 2 **embarrassed**
- 3 **commitment**
- 4 **advertised**
- 5 **actually**
- 6 **refuse**

**10B**

Page 99 exercise 1b

- 1 **Pilates**
- 2 **step**
- 3 **yoga**
- 4 **circuits**
- 5 **weights**
- 6 **tennis**
- 7 **spinning**
- 8 **squash**

Page 99 exercise 1d

- 1 **thigh**
- 2 **vigorous**
- 3 **training**
- 4 **flexibility**
- 5 **stretch**
- 6 **press-ups**
- 7 **sit-ups**
- 8 **trunk**
- 9 **lungs**
- 10 **spine**

Page 99 exercise 2a

- 1 **strengthen**
- 2 **strength**

Page 99 exercise 2b

<b>strong</b>	<b>strength</b>	<b>strengthen</b>
<b>long</b>	<b>length</b>	<b>lengthen</b>
<b>deep</b>	<b>depth</b>	<b>deepen</b>
<b>short</b>	<b>height</b>	<b>shorten</b>
<b>wide</b>	<b>width</b>	<b>widen</b>
<b>high</b>	<b>high</b>	<b>heighten</b>
<b>weak</b>	<b>weakness</b>	<b>weaken</b>
<b>thick</b>	<b>thickness</b>	<b>thicken</b>
<b>flat</b>	<b>flatness</b>	<b>flatten</b>

Page 99 exercise 2c

- 1 shorten
- 2 length, width
- 3 height
- 4 weaken
- 5 depth
- 6 thicken
- 7 flattened
- 8 weaknesses
- 9 widened
- 10 shortness

Page 100 exercise 3b

- 1 b
- 2 a
- 3 a
- 4 b
- 5 a
- 6 b
- 7 a
- 8 a
- 9 b
- 10 b
- 11 a
- 12 b
- 13 a
- 14 a
- 15 b

Page 100 exercise 4a

- 1 which
- 2 who / that
- 3 whose
- 4 –

- 5 who
- 6 what
- 7 -

Page 101 exercise 5c

- 1 D
- 2 HA
- 3 A
- 4 A
- 5 A
- 6 A

## 9&10 Revise & Check

### Grammar

Page 102 exercise a

- 1 ✓
- 2 immediately after seeing it
- 3 I hope not
- 4 a tin opener
- 5 a glass of wine
- 6 which is a bit strange
- 7 ✓

Page 102 exercise b

- 1 so
- 2 have
- 3 ✓
- 4 ✓
- 5 car keys
- 6 ✓
- 7 what
- 8 who

Page 102 exercise c

- 1 reason I didn't bring sunscreen was / is
- 2 person I spoke to was
- 3 What I don't like about him is
- 4 All I said was (that)
- 5 It was a boy from my school who (that)

### Vocabulary

Page 102 exercise a

- 1 calf
- 2 kennel
- 3 neigh
- 4 claws
- 5 species

- 6 hunt
- 7 beak
- 8 chopping board
- 9 simmer
- 10 grate
- 11 stuff
- 12 melt
- 13 whip
- 14 mince

Page 102 exercise b

- 1 besides
- 2 lay
- 3 currently
- 4 deny
- 5 economical
- 6 ashamed
- 7 effect
- 8 announced

Page 103 exercise c

- 1 strength
- 2 shorten
- 3 height
- 4 thicken
- 5 depth
- 6 weakened
- 7 width
- 8 lengthen

Can you understand this text?

Page 103 exercise a

**CAD (Computer-Assisted Design); The 'Haptic Sports Garment'; RFID tags (Radio Frequency Identification Technology); High-speed cameras**

Can you understand this text?

Page 103 exercise b

- 1 E
- 2 A
- 3 F
- 4 B
- 5 C

Can you understand this film?

Page 103

- 1 **Russia, Austria and Puerto Rico**
- 2 **the first immigrant processed at Ellis Island**
- 3 **12 million**

- 4 because it was the busiest year
- 5 first and second class
- 6 It was used as the Registry Room.
- 7 signs of physical weaknesses or illnesses, especially tuberculosis or trachoma
- 8 'undesirables', including criminals, and political radicals
- 9 two thirds
- 10 Isaac Asimov – science-fiction writer, Maksymilian Faktorowicz – Max Factor cosmetics, Elia Kazan – film director

## 1B Writing

### Page 112 exercise b

- 1 Information about qualifications and skills (her studies and level of English)
- 2 Information about her work experience
- 3 Why she thinks she would be suitable for the job

### Page 112 exercise c

- 1 I made many American friends during this period... (irrelevant)  
He is, in fact, my uncle. (irrelevant)  
I would definitely not panic when things got busy! (inappropriate, too informal)
- 2 advertised on your website  
a high level of spoken English  
in the United States for six months  
an exchange programme  
marketing assistant and administrator  
The director of the company  
enthusiastic about travel  
apart from my work experience  
calm and conscientious  
(any) further information

### Page 113 exercise e

- 1 *I am writing to apply for the post of receptionist.*
- 2 I have recently graduated from university, where I completed a degree in Business Studies.
- 3 I have a high level of spoken English.
- 4 I have some relevant experience.
- 5 My tasks have included dealing with clients by phone and email.
- 6 I would welcome the chance to be part of such a high-profile company.
- 7 I attach a full CV.
- 8 If you require any further information, I would be happy to provide it.
- 9 I look forward to hearing from you.

## 2B Writing

### Page 114 exercise b

The best title is *How childhood has changed*. *Children of the past* doesn't work because a lot of the article is about today's children. *My childhood* is not appropriate, as the article is about childhood in general.

### Page 114 exercise c

- 1 The direct question engages the reader and tells him / her exactly what the article will be about. The question is answered in the conclusion.
- 2 Paragraph 1 focuses on the writer's memories of his childhood, and gives examples of how he spent his free time, e.g. playing board games with his brothers and sisters, playing in the street, etc.
- 3 Families are smaller and there are more only children, because parents both work nowadays, or haven't got time to bring up a big family. As a result, children spend a lot of time alone. Children don't play outside anymore, because parents think playing outside is dangerous.
- 4 Sts should have underlined: *First, As a result, Another major change, This is due...to the fact, so, Finally.*

### Page 115 exercise d

- 1 these days, today
- 2 boys and girls, youngsters, young people
- 3 by themselves, on their own

### Page 115 exercise e

- 1 enormously
- 2 neighbourhood children
- 3 racing
- 4 hardly ever
- 5 hazardous
- 6 common for both parents
- 7 idyllic

## 4B Writing

### Page 116 exercise b

- 3 The strong points of the book
- 2 The basic outline of the plot
- 2 What happens in the end
- 1 Where and when the story is set
- 3 The weaknesses of the book
- 4 Whether the reviewer recommends the book or not
- 1 Who the author is
- 2 Who the main characters are
- 2 How much the book costs
- 4 Who the book will appeal to

### Page 116 exercise c

*Which is, who are, and which was have been left out.*

### Page 117 exercise d

- 1 Believing him to be the murderer...
- 2 Armelle, forced to marry a man she did not love, ...

- 3 Simon, realizing (that) the police...
- 4 First published in 1903, it has been...
- 5 Hearing the shot, ...
- 6 Based on his wartime diaries, ...

Page 117 exercise e

*totally* increases the strength of the adjective and *slightly* reduces the strength of the verb.

Page 117 exercise f

- 1 ✓
- 2 *very* should be crossed out. It can't be used with strong adjectives like *fascinating*, *amazing*, etc. which already mean 'very interesting', 'very surprising', etc.
- 3 ✓
- 4 *incredibly* and *extremely* should be crossed out. Like *very*, they can't be used with strong adjectives. They are used with 'normal' adjectives as stronger intensifiers than *very*.

## 6B Writing

Page 118 exercise c

The best introduction is the first one. It introduces the topic as specified in the title, and engages the reader's attention by posing the relevant question. Introduction 2 is less suitable as all it does is spell out the structure of the essay, and introduction 3 doesn't address the topic as stated in the title, but appears to be more of an introduction to an essay on our lives before the invention of the smartphone.

The third conclusion is the best for the essay as it sums up what has been said and gives the writer's overall opinion. Conclusion 1 is not appropriate because it comes down in favour of smartphones, which does not reflect the aim or content of the essay, and conclusion 2 is the same. It also includes a specific argument not mentioned in the rest of the essay.

Page 119 exercise d

- 1 benefit
- 2 importantly
- 3 disadvantage
- 4 drawback
- 5 addition
- 6 more
- 7 only
- 8 favour
- 9 whole
- 10 balance
- 11 All in all
- 12 considered

## 7B Writing

Page 120 exercise b

- 1 aim of this report

- 2 assess student satisfaction
- 3 rated the teachers very highly
- 4 As regards class sizes
- 5 In terms of the duration of classes
- 6 purchasing
- 7 The majority of students
- 8 if the suggested changes are implemented

Page 121 exercise c

- 1 general
- 2 speaking
- 3 considered
- 4 view
- 5 Overall

Page 121 exercise d

- 1 purchasing new computers
- 2 to improve the registration process
- 3 reducing class sizes
- 4 changing / to change the opening hours
- 5 to last an hour

## 8B Writing

Page 122 exercise b

- A** We expect the rest of the paragraph to give examples of this, e.g. better public transport, better water systems, etc.
- B** We expect the paragraph to develop this argument and give more examples, e.g. overcrowding, excess traffic, etc.
- C** We expect some information about tourism in general.
- D** We expect specific examples of what governments are doing and the results of this, e.g. creating conservation areas.
- E** We expect the paragraph to elaborate on this statement, e.g. jobs are created in hotels and restaurants.

It will be in favour of tourism – topic sentences A, D, and E introduce paragraphs in favour of tourism, only B introduces an argument against.

Page 122 exercise c

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

Page 123 exercise d

- 1 In the introduction and the conclusion
- 2 Three
- 3 To give an opposing opinion, and then refute it



Page 123 exercise e

- 1 holidaymakers, visitors
- 2 influences
- 3 for instance
- 4 generally, on the whole

Page 123 exercise f

- 1 believe
- 2 feel
- 3 view
- 4 opinion
- 5 Personally
- 6 argue
- 7 claimed
- 8 those
- 9 may have
- 10 flaws
- 11 case

## 9B Writing

Page 124 exercise b

It is a complaint about a meal in a restaurant. The exact problems were the slow service, the fact that they were asked to leave just after they had been brought the dessert, and the cost of the dishes the waiter recommended, which were not on the menu.

Page 124 exercise c

- 1 b (more formal and avoid using contractions)
- 2 a (avoid emotional language)
- 3 a (more formal verb)
- 4 b (formal fixed phrase)
- 5 b (more formal adjective so more precise, less vague)
- 6 a (formal phrase)
- 7 a (use of passive is less confrontational)
- 8 b (passive is less personal and confrontational)
- 9 a (more formal verb)
- 10 a (less aggressive and demanding)

Page 125 exercise d

- 1 I am writing to complain...
- 2 ...according to our online reservation...
- 3 ...the waiter not only brought us the bill, but also asked us to hurry...
- 4 I feel strongly that if customers are given a table...
- 5 I look forward to hearing your views on this matter.

Page 125 exercise a

The hotel Hannah had booked was turning into a B & B, so there were noisy builders, a cold breakfast as the kitchen wasn't open, no room service or evening meal, and the manager wasn't available.

## Grammar Bank

### 1A

#### Page 140 exercise a

- 1 ✓
- 2 ✓
- 3 ✗ Does your husband have to...
- 4 ✓
- 5 ✗ How long have you had...
- 6 ✓
- 7 ✗ ...had a lot of problems...
- 8 ✗ I haven't had a holiday...
- 9 ✓

#### Page 140 exercise b

- 1 She **hasn't got / doesn't have** any brothers or sisters.
- 2 We **used to have** a family photograph taken every year.
- 3 All **drivers have to buy** car insurance.
- 4 He **hasn't seen** his father since 2009.
- 5 He **hasn't got / ...doesn't have** the right qualifications for this job.
- 6 We **don't have to do it now. / ...haven't got to do it now.**
- 7 **...we had** a swim every morning.
- 8 How long **have you been getting on / ...have you got on** badly?
- 9 I need **to have the central heating fixed** ...

### 1B

#### Page 141 exercise a

- 1 **as**
- 2 **so that**
- 3 **in spite of**
- 4 **Nevertheless**
- 5 **though**

#### Page 141 exercise b

- 1 **because of**
- 2 **consequently (formal)**
- 3 **Nevertheless (formal)**
- 4 **to**
- 5 **though**
- 6 **due to (formal)**

Page 141 exercise c

- 1 We enjoyed the play in spite of our seats being a long way from the stage. / in spite of the fact that our seats were a long way from the stage.
- 2 It took us ages to get there because of the heavy traffic.
- 3 I took the price off the bag so that Becky wouldn't know how much it had cost.
- 4 Keep the receipt for the sweater in case your dad doesn't like it.
- 5 Suzanna isn't at all spoilt even though she's an only child.
- 6 Prices have risen due to increased production costs / the increase in production costs / the fact that production costs have increased.

2A

Page 142 exercise a

- 1 ✓
- 2 you
- 3 ✓
- 4 himself
- 5 their
- 6 ✓ *him* (or *her*) might be used, but would imply that you were only talking about a man (or a woman)
- 7 They

Page 142 exercise b

- 1 their, they
- 2 herself
- 3 they
- 4 each other / one another
- 5 themselves
- 6 yourselves
- 7 You, you

Page 142 exercise c

- 1 It, There
- 2 There, It
- 3 it
- 4 It, It
- 5 There
- 6 It, There

2B

Page 143 exercise a

- 1 was sitting, had been crying
  - 2 ✓
  - 3 used to live, bought
  - 4 didn't use to look
  - 5 ✓, ✓
- 67

**6 had crashed, was pouring**

Page 143 exercise b

- 1 spent / used to spend**
- 2 had died**
- 3 cooked / would cook / used to cook**
- 4 took / would take / used to take**
- 5 was invited / had been invited**
- 6 went**
- 7 tried**
- 8 got up**
- 9 decided**
- 10 was sleeping**
- 11 wanted**
- 12 had been told**
- 13 climbed**
- 14 saw**
- 15 had been asking**
- 16 refused / had refused**
- 17 heard**
- 18 realized**
- 19 had got up**
- 20 was coming**
- 21 opened**
- 22 had caught**
- 23 had forbidden**

3A

Page 144 exercise a

- 1 is becoming**
- 2 buy**
- 3 make / persuade**
- 4 have**
- 5 received**
- 6 catch / take**
- 7 arrive / be**
- 8 bring**
- 9 be**
- 10 make / persuade**

Page 144 exercise b

- 1 got my work permit renewed**
- 2 get used to driving**
- 3 nearly got killed**
- 4 get my sister to babysit**
- 5 get all the locks changed**
- 6 got stopped**
- 7 get my eyes tested**
- 8 got bitten**

### 3B

#### Page 145 exercise a

- 1 **Basically**
- 2 **In any case**
- 3 **Obviously**
- 4 **I mean**
- 5 **at least**
- 6 **All in all**
- 7 **By the way**
- 8 **Otherwise**
- 9 **In fact**
- 10 **Talking of**

#### Page 145 exercise b

- 1 **on the whole**
- 2 **anyway / in any case / besides**
- 3 **After all / I mean**
- 4 **Talking of**
- 5 **By the way / Incidentally**
- 6 **Talking of**
- 7 **at least / on the other hand**
- 8 **Actually**
- 9 **in other words**
- 10 **All in all**
- 11 **otherwise**
- 12 **On the one hand, on the other hand**

### 4A

#### Page 146 exercise a

- 1 **Someone must have moved them.**
- 2 ✓
- 3 **I think it must be**
- 4 ✓
- 5 **She definitely won't like**
- 6 **Julian is bound to be late.**
- 7 ✓
- 8 **I think she must still be studying.**
- 9 ✓

#### Page 146 exercise b

- 1 **He probably won't have time to call in and see us.**
- 2 **She may never get over the break-up.**
- 3 **They ought to have heard the news by now.**
- 4 **I can't have left my credit card in the restaurant.**
- 5 **Your sister is bound to like the scarf.**
- 6 **The company director is unlikely to resign, ...**

- 7 He **must have been in love with her ...**
- 8 Did **you definitely lock the back door?**
- 9 ..., it's **likely that the couple will get divorced soon.**

#### 4B

##### Page 147

- 1 **Not until years later did I realize my mistake.**
- 2 **Never had we seen such magnificent scenery.**
- 3 **Not only did they dislike her, but they also hated her family.**
- 4 **Only when we read his autobiography did we understand what he had really suffered.**
- 5 **Hardly had we started to eat when we heard someone knocking at the door.**
- 6 **Rarely have I read such a badly written novel.**
- 7 **Not until you've tried to write a novel yourself do you realize how hard it is.**
- 8 **Not only was the hotel room depressing, (but) it was cold as well.**
- 9 **Only when it is unusually cold do we light the fire.**
- 10 **No sooner had he gone to sleep than the phone rang.**
- 11 **Only then did I realize the full scale of the disaster.**
- 12 **Never has he regretted the decision he took on that day.**
- 13 **Only when I spoke to the manager was the problem taken seriously.**
- 14 **Scarcely had he had time to destroy the evidence before (when) the police arrived.**

#### 5A

##### Page 148 exercise a

- 1 **seems / appears**
- 2 **would**
- 3 **seems / appears**
- 4 **said / supposed**
- 5 **According**
- 6 **thought / said**
- 7 **There**
- 8 **to**
- 9 **that**

##### Page 148 exercise b

- 1 It would **appear / seem that people who work night shifts die younger.**
- 2 The prisoners may **have escaped to France.**
- 3 The Prime Minister is **expected to make a statement this afternoon.**
- 4 It **has been announced (by the company) that the new drug will go on sale shortly.**
- 5 Stress **is believed to be responsible for many common skin complaints.**
- 6 **According to the instructions, you have to charge the phone for at least 12 hours.**
- 7 The government **appear(s) to be intending to lower the top rate of income tax.**
- 8 It **has been suggested that birth order has a strong influence on children's personality.**
- 9 There **seem / appear to be more cyclists on the road than there used to be.**

#### 5B

##### Page 149 exercise a

- 1 **realized**
- 2 **had bought**

- 3 had been able
- 4 didn't discuss
- 5 stopped
- 6 had saved
- 7 paid
- 8 knew
- 9 had gone / had been

Page 149 exercise b

- 1 I'd rather you didn't wear shoes in the living room...
- 2 I wish I could afford to...
- 3 If only we hadn't painted the room blue...
- 4 ...it's (high) time you started to look / looking...
- 5 If only he were more positive...
- 6 Would you rather we came...
- 7 I wish I had bought the tickets...

6A

Page 150

- 1 me make
- 2 me feel uncomfortable
- 3 for you to stay
- 4 Jane coming
- 5 you to think
- 6 you to pay for
- 7 you to stay
- 8 your younger sisters having
- 9 Hannah to do
- 10 you being
- 11 us to buy
- 12 us from crossing
- 13 me to call back
- 14 the car breaking down
- 15 answering their mobiles
- 16 was made to do
- 17 that you get / you to get

6B

Page 151 exercise a

- 1 ✓
- 2 if the camp wasn't / weren't so crowded
- 3 ✓
- 4 ✓
- 5 if she hadn't got injured last month
- 6 ✓
- 7 They would have got divorced ages ago
- 8 If the storm hadn't been at night
- 9 ✓

**10** if I'd known I was going to have so many problems with it

Page 151 exercise b

- 1** provided / providing
- 2** Even
- 3** long
- 4** Had
- 5** on
- 6** whether
- 7** even
- 8** Supposing
- 9** whether
- 10** Had

7A

Page 152 exercise a

- 1** ✓
- 2** 'd better not
- 3** shouldn't have
- 4** not permitted
- 5** need to
- 6** allowed to
- 7** didn't need to get
- 8** ✓
- 9** 'd better
- 10** ✓

Page 152 exercise b

- 1** have to pay
- 2** is not permitted / allowed
- 3** better not be
- 4** needn't pay me
- 5** shouldn't have said
- 6** had to change
- 7** ought to do
- 8** allowed / permitted to smoke
- 9** need to bring
- 10** supposed to wear

7B

Page 153 exercise a

- 1** ✓
- 2** ✓
- 3** I actually heard the bomb explode.
- 4** It sounds like Beethoven's 7th
- 5** ✓



**6** it feels more like plastic

**7** ✓

Page 153 exercise b

**1** ✓

**2** looks

**3** seem

**4** is looking

**5** look

Page 153 exercise c

**1** like

**2** seems / seemed

**3** shut / close / slam

**4** if / though

**5** of

**6** asking

**7** can't

8A

Page 154 exercise a

**1** to have followed / to follow

**2** to have been

**3** to be told

**4** running

**5** to be working

**6** to have saved

**7** committing / having committed

**8** to eat

**9** phoning

**10** to walk

Page 154 exercise b

**1** haven't got / don't have enough time to

**2** hate being woken (up)

**3** Do you regret not studying / not having studied

**4** without being asked / having been asked

**5** 'd love to have gone / 'd loved to have been able to go

**6** The children seem to be having a good time

**7** plan is not to have an operation

8B

Page 155 exercise a

**1** I'll be having

**2** going to watch

**3** going to ask

- 4 ✓
- 5 ✓
- 6 I'll be wearing
- 7 ✓
- 8 ✓
- 9 ✓

Page 155 exercise b

- 4 no difference
- 5 *is due to arrive* is more formal
- 7 *is to open* is more formal
- 8 *I'll be seeing* implies it's sth you know will happen, but that you have probably not planned yourself. *I'm going to see John* implies you have planned it.
- 9 no difference

Page 155 exercise c

- 1 We're about to leave
- 2 Our Head of Department is due to be promoted
- 3 Will you be going to the canteen at lunchtime
- 4 The ministers are on the point of signing
- 5 The manager will be responding to your complaint

9A

Page 156 exercise a

- 1 like it
- 2 win
- 3 taken it
- 4 I
- 5 come to dinner, come
- 6 go
- 7 be able to go
- 8 we

Page 156 exercise b

- 1 is
- 2 will
- 3 am
- 4 didn't
- 5 would
- 6 must / should
- 7 can't
- 8 does

Page 156 exercise c

- 1 hope not
- 2 used to

- 3 suppose not
- 4 'll try to
- 5 guess so
- 6 've always wanted to
- 7 told him not to
- 8 imagine so

## 9B

### Page 157 exercise a

- 1 ✓
- 2 ✓
- 3 the end of the film
- 4 the wife of my friend who lives in Australia
- 5 a colleague of my sister's
- 6 a bottle of milk
- 7 photo of the house
- 8 story book
- 9 a box of old photographs
- 10 ✓
- 11 ✓

### Page 157 exercise b

In 1, *my friend's children* = the children of a friend of mine; *my friends' children* = the children of several friends of mine

In 2 and 10 there is no difference in meaning.

In 11 *a wine glass* = a glass for wine, empty; *a glass of wine* = a glass with wine in it

### Page 157 exercise c

- 1 bottle opener
- 2 Alice and James' wedding / Alice and James's wedding
- 3 wine list
- 4 today's menu
- 5 Marketing Manager
- 6 garage door
- 7 sea view
- 8 government's proposal
- 9 cats' bowls

## 10A

### Page 158 exercise a

- 1 It
- 2 What
- 3 reason
- 4 happens
- 5 All
- 6 place

7 What  
8 me

Page 158 exercise b

- 1 The reason (why) she left her husband was...
- 2 The place (where) we stopped for lunch...
- 3 What happened was (that)...
- 4 What really annoyed me was (that)...
- 5 It was your brother who...
- 6 All I said was...
- 7 The person I like best of all my relatives...
- 8 What happens is (that)...
- 9 What you need to do right now is...
- 10 The first time I met Serena was...

10B

Page 159 exercise a

- 1 ✓
- 2 ✗ that goes to Birmingham
- 3 ✗ which was absolutely true
- 4 ✗ who is very bright
- 5 ✗ The employee to whom I spoke / (who / that) I spoke to
- 6 ✓
- 7 ✓
- 8 ✗ eats what I cook
- 9 ✓
- 10 ✗ whose fans sing the best
- 11 ✗ What we love about living in Paris
- 12 ✗ none of which I enjoy

Page 159 exercise b

- 1 They gave us a present, which was a complete surprise.
- 2 My girlfriend, who is an architect, is very intelligent. (My girlfriend, who is very intelligent, is an architect.)
- 3 It's too hot in my flat, which makes it impossible to sleep.
- 4 The car which / that crashed into mine was a Mini.
- 5 The police officer (who / that) I spoke to was working on the reception desk / The police officer to whom I spoke...
- 6 Our computer, which we only bought two months ago, keeps on crashing.
- 7 The things (which / that) I left on the table aren't there any more.
- 8 That's the electrician who did some work for my mother.
- 9 I've got two brothers, neither of whom can swim.
- 10 The houses, which were built in 1870, are still in very good condition. (The houses, which are still in very good condition, were built in 1870.)

## Vocabulary Bank

Personality: 1 Adjectives

Page 160 exercise b

- 1 *thorough*
- 2 **resourceful**
- 3 **self-sufficient**
- 4 **steady**
- 5 **determined**
- 6 **bright**
- 7 **sympathetic**
- 8 **conscientious**
- 9 **gentle**
- 10 **straightforward**
- 11 **spontaneous**
- 12 **sarcastic**

Personality: 2 Phrases

Page 160 exercise b

- 1 *tends*
- 2 **taking**
- 3 **refuses**
- 4 **changes**
- 5 **take**
- 6 **seems**

Personality: 3 Idioms

Page 160 exercise b

- 1 **F**
- 2 **B**
- 3 **A**
- 4 **C**
- 5 **D**
- 6 **E**

Work: 1 Adjectives describing a job

Page 161 exercise b

- 1 **C**
- 2 **A**
- 3 **B**
- 4 **F**
- 5 **D**
- 6 **E**

Work: 2 Collocations

Page 161 exercise b

- 1 *unpaid*
- 2 **qualifications**

- 3 experience
- 4 career
- 5 management
- 6 permanent
- 7 job
- 8 full
- 9 clocking
- 10 positions
- 11 for

Work: 2 Collocations

Page 161 exercise c

- 1 leave
- 2 contract

Work: 3 The same or different?

Page 161 exercise b

- 1 S *Colleagues* and *co-workers* mean the same thing, but *co-workers* is American English.
- 2 S *Quit* and *resign* mean the same thing, but *quit* is more informal.
- 3 S *Staff* and *workforce* mean the same thing.
- 4 S *Be laid off* and *be made redundant* mean the same thing, but *be laid off* can be temporary and *be made redundant* can't.
- 5 D *Be out of work* and *be off work* are different. *Be out of work* means you don't have a job or have lost the one you had and *be off work* means a temporary absence because of illness or if you are having a baby.
- 6 S *Be sacked* and *be fired* mean the same thing, but *be fired* is more common in American English.
- 7 D *Get promoted* and *get a rise* are different. *Get promoted* means get a better job in the same company. *Get a rise* means get an increase in salary.
- 8 D *Skills* and *qualifications* are different. *Skills* are particular abilities, *qualifications* are exams you have passed or studies you have completed.
- 9 S *Hire somebody* and *employ somebody* mean the same thing, but *to hire somebody* can be temporary, for example *to hire a lawyer*.
- 10 S *Perks* and *benefits* mean the same thing, but *perks* is more informal.

Phrases with get: 1 Expressions with get

Page 162 exercise b

- 1 get *the impression* = think, have an idea or opinion
- 2 get a shock = be very surprised, especially by sth unpleasant
- 3 get the chance = have the opportunity
- 4 get the joke = understand a joke
- 5 get to know = discover what sb or sth is really like
- 6 get hold of = make contact with
- 7 get rid of = throw away, make yourself free of sb / sth
- 8 get my own back on = take revenge on sb
- 9 get into trouble with = find yourself in a situation in which you can be criticized or punished
- 10 get out of the way = move to one side to allow sb or sth to pass

Phrases with get: 2 Idioms with *get*

Page 162 exercise b

- 1 **I** *Get real* = see things as they really are, don't act in a stupid / unreasonable way
- 2 **J** *Get a life* = used to talk about your own life or to tell sb to do sth more exciting with their life
- 3 **A** *get nowhere (not get anywhere)* = to make no progress or have no success
- 4 **F** *get on sb's nerves* = to annoy sb
- 5 **D** *get your act together* = to organize yourself more effectively in order to be able to achieve sth
- 6 **C** *get on like a house on fire* = to get on very well with sb
- 7 **E** *get a move on* = you tell sb to get a move on when you want them to hurry
- 8 **B** *to be getting on (always in the continuous form)* = to be getting old
- 9 **H** *get the message* = understand what sb is trying to tell you
- 10 **G** *get your own way* = get or do what you want, especially when sb has tried to stop you

Phrases with get: 3 Phrasal with get

Page 162 exercise b

- 1 **J**
- 2 **A**
- 3 **K**
- 4 **D**
- 5 **B**
- 6 **C**
- 7 **L**
- 8 **E**
- 9 **F**
- 10 **G**
- 11 **I**
- 12 **H**

Conflict and warfare: 1 Weapons

Page 163 exercise b

- arrow **4**  
machine gun **9**  
bow **2**  
missile **7**  
bullet **3**  
shield **8**  
cannon **1**  
spear **6**  
helmet **5**  
sword **10**

Conflict and warfare: 2 People & events

Page 163 exercise c

- a**  
1 **casualties**  
2 **refugees**

- 3 **forces**
- 4 **troops**
- 5 **commander**
- 6 **the wounded**
- 7 **civilians**
- 8 **snipers**
- 9 **survivors**
- 10 **ally**

- b**
- 1 *rebellion*
  - 2 **coup**
  - 3 **revolution**
  - 4 **ceasefire**
  - 5 **civil war**
  - 6 **siege**
  - 7 **treaty**

Conflict and warfare: 3 Verbs  
Page 163 exercise b

- 1 *overthrew*
- 2 **broke out**
- 3 **shelled**
- 4 **retreated**
- 5 **surrendered**
- 6 **blew up**
- 7 **declared**
- 8 **looted**
- 9 **captured**
- 10 **defeated**
- 11 **released**
- 12 **executed**

Sounds and the human voice: 1 Sounds  
Page 164 exercise c

- 1 *tick*
- 2 **sniff**
- 3 **click**
- 4 **splash**
- 5 **bang**
- 6 **creak**
- 7 **buzz**
- 8 **hoot**
- 9 **tap**



- 10 slurp
- 11 hiss
- 12 drip
- 13 roar
- 14 whistle
- 15 hum
- 16 slam
- 17 crunch
- 18 snore
- 19 rattle
- 20 screech, crash

Sounds and the human voice: 2 The human voice

Page 164 exercise b

- 1 *scream*
- 2 yell
- 3 giggle
- 4 whisper
- 5 mumble
- 6 groan
- 7 stammer
- 8 sob
- 9 sigh

Expressions with time: 2 Prepositional phrases

Page 165 exercise b

- 1 *on*
- 2 before
- 3 By
- 4 at
- 5 off
- 6 in
- 7 from, to
- 8 at
- 9 from, to
- 10 behind
- 11 at

Expressions with *time*: 3 Expressions

Page 165 exercise b

- 1 *I*
- 2 **B**
- 3 **J**
- 4 **D**
- 5 **F**
- 6 **G**

- 7 E
- 8 C
- 9 A
- 10 H
- 11 L
- 12 K

Money: 1 Nouns

Page 166 exercise b

- 1 *budget*
- 2 **grant**
- 3 **loan**
- 4 **fee**
- 5 **fare**
- 6 **savings**
- 7 **donation**
- 8 **fine**
- 9 **instalment**
- 10 **deposit**
- 11 **will**
- 12 **lump sum**

Money: 2 Money in today's society

Page 166 exercise b

- 1 a consumer society = **a society where buying and selling material goods is considered very important**
- 2 standard of living = **the amount of money and level of comfort that a particular person or group has**
- 3 income = **the money sb earns from work, from investing money, or from business**  
inflation = **the rise in the prices of goods and services in a particular country which results in a fall in the value of money**  
cost of living = **the amount of money people need to pay for food, clothing, and somewhere to live**
- 4 can't afford = **not have enough money to be able to buy or do sth**
- 5 manage their accounts = **deal with their money in the bank**  
balance = **the amount of money that sb has in their bank account at a particular time**  
make transfers = **move money from one place to another**  
make payments = **pay a sum of money**
- 6 interest rates = **the percentage of extra money that you pay back when you**
- 7 in debt = **the situation of owing money, especially when you cannot pay**  
mortgage = **a legal agreement by which a bank or similar organization lends you money to buy a house, etc., and you pay the money back over a particular number of years**
- 8 shares = any of the units of equal value into which a company is divided and sold to raise money. People who own shares receive part of the company's profits  
stock market = **the business of buying and selling shares in companies and the place where this happens (also called the stock exchange)**
- 9 currency = **the system of money that a country uses**  
exchange rates = **the amount of money you get when you change one currency into another**
- 10 went bankrupt = **to be without money to pay what you owe**

the recession = a difficult time for the economy of a country, when there is less trade and industrial activity than usual and more people are employed

### Money: 3 Adjectives

Page 166 exercise b

- 1 *rich* / **wealthy**
- 2 **affluent**
- 3 **well-off**
- 4 **loaded**
- 5 **poor**
- 6 **penniless**
- 7 **hard up**

### Money: 4 Slang

Page 166 exercise b

- 1 **Five thousand pounds**
- 2 **five dollars**
- 3 **five pounds**
- 4 **fifty thousand pounds**

### Phones and technology: 1 Collocations

Page 167 exercise b

- 1 *charge*
- 2 **give**
- 3 **make**
- 4 ✓
- 5 ✓
- 6 **missed**
- 7 ✓
- 8 ✓, **signal**

### Phones and technology: 2 Phrasal verbs

Page 167 exercise b

- 1 *hang up*
- 2 **cut off**
- 3 **top up**
- 4 **run out**
- 5 **get through**
- 6 **speak up**
- 7 **put you through**
- 8 **log in**
- 9 **free up**
- 10 **scroll down**

### Prefixes: 1 Negative prefixes

Page 168 exercise b

*im-*: **immobile, immoral, impersonal, impractical, illegal, illegitimate, illiterate, illogical**  
*il-*: **illegal, illegitimate, illiterate, illogical**

**ir-:** irrational, irregular, irrelevant, irreplaceable

**in-:** inappropriate, incapable, incoherent, incompetent, inhospitable

**un-:** unattractive, undo, unofficial

**dis-:** disagree, discontinue, disembark, dishonest

Prefixes: 2 Prefixes which add other meanings

Page 168 exercise b

- 1 D
- 2 I
- 3 T
- 4 L
- 5 Q
- 6 C
- 7 E
- 8 H
- 9 O
- 10 N
- 11 K
- 12 M
- 13 B
- 14 G
- 15 P
- 16 F
- 17 R
- 18 A
- 19 S
- 20 J

Travel and tourism: 1 Verbs and verb phrases

Page 169 exercise b

- 1 set off
- 2 extend
- 3 go
- 4 go on
- 5 cancel
- 6 postpone
- 7 wander round
- 8 chill out
- 9 soak up
- 10 sample
- 11 hit
- 12 get away
- 13 recharge

The three idioms mean:

hit the shops = **go shopping**

get away from it all = **to have a holiday in a place where you can really relax**

recharge your batteries = **to get back your strength and energy by having a holiday**

Travel and tourism: 2 Describing places

Page 169 exercise b

- 1 *overrated*
- 2 **dull**
- 3 **touristy**
- 4 **spoilt**
- 5 **lively**
- 6 **off the beaten track**
- 7 **overcrowded**
- 8 **breathtaking**
- 9 **picturesque**
- 10 **tacky**
- 11 **remote**
- 12 **unspoilt**

Animal matters: 1 Animals, birds, & insects

Page 170 exercise b

- 1 *puppy*
- 2 **kitten**
- 3 **foal**
- 4 **calf**
- 5 **lamb**
- 6 **chick**

Animal matters: 1 Animals, birds, & insects

Page 170 exercise d

- 1 *bee*
- 2 **horse**
- 3 **canary (also many animals kept in captivity, and pets like guinea pigs, hamsters, other birds, etc.)**
- 4 **dog**
- 5 **goldfish (also all other fish, turtles, etc.)**
- 6 **blackbird (also other birds, and some insects, e.g. wasps, and small mammals, e.g. mice)**

Animal matters: 1 Animals, birds, & insects

Page 170 exercise f

- 1 *mouse*
- 2 **dog**
- 3 **horse**
- 4 **cat**
- 5 **lion**
- 6 **pig**
- 7 **bird**

Animal matters: 1 Animals, birds, & insects

Page 170 exercise h

- 7 a beak
- 5 horns

- 10 claws
- 8 paws
- 2 a fin
- 1 a shell
- 9 fur
- 3 a tail
- 6 hooves
- 4 wings

## Animal matters: 2 Animal issues

### Page 170

- 1 protect = **to make sure that sb or sth is not harmed or injured**  
environment = **the natural world in which people, animals and plants live**  
animal charities = **organizations which collect money to help animals, e.g. the World Wildlife Fund**
- 2 animal rights activists = **people who demonstrate, often violently, for the rights of animals to be treated well, e.g. by not being hunted or used for medical research**
- 3 treated cruelly = **handled in a cruel or violent way**
- 4 live in the wild = **live in their natural environment, not in zoos, etc.**
- 5 endangered species = **kinds of animals that may soon no longer exist, e.g. the tiger, the polar bear**
- 6 hunted for sport = **killed for enjoyment rather than for food, e.g. foxes in the UK, wild boars and birds in the Mediterranean countries**
- 7 bred in captivity = **kept in order to reproduce**
- 8 inhumane conditions = **very cruel circumstances**

## Preparing food: 1 How food is prepared

### Page 171 exercise b

- 6 baked figs
- 5 peeled prawns
- 13 barbecued pork ribs
- 4 poached egg
- 12 boiled rice
- 19 roast lamb
- 1 chopped parsley
- 17 scrambled eggs
- 8 deep-fried onion rings
- 7 sliced bread
- 14 grated cheese
- 18 steamed mussels
- 3 grilled fillet of fish
- 16 stewed plums
- 11 mashed potatoes
- 9 stuffed chicken breast
- 20 melted chocolate
- 15 a toasted sandwich
- 2 minced beef
- 10 whipped cream

## Preparing food: 2 Utensils

Page 171 exercise b

- 6 a baking tray
- 9 a kettle
- 5 a chopping board
- 7 a bowl
- 1 a colander
- 10 a saucepan
- 2 a frying pan
- 4 a sieve
- 8 a food processor
- 3 a whisk