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Third Edition

Solutions

Intermediate

Essentials Teacher's Book

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Introduction to *Solutions Third Edition*

A note from the authors

Welcome to *Solutions Third Edition*. Teachers' responses to *Solutions* and *Solutions Second Edition* have been overwhelmingly positive. *Solutions Third Edition* has evolved, based on teacher feedback, whilst retaining the key features that teachers value in the *Solutions* series:

- engaging topics and texts
- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching and learning approach with plenty of extra practice material
- a guided and supported approach to speaking and writing

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- provided 100% new content
- included a Listening lesson in every unit which will develop your students' listening skills
- included a Word Skills lesson in every unit which explores the grammar of key vocabulary and includes dictionary-based exercises
- addressed mixed ability, with extra support for all levels and suggested extension activities in the Teacher's Guide
- increased the amount of language recycling and included a *Recycle!* activity to consolidate grammar students have studied earlier in the course
- provided added flexibility with a bank of Culture lessons with supporting DVD documentary clips at the back of the Student's Book and extra activities on the Classroom Presentation Tool

Solutions Third Edition has benefited from collaboration with teachers with extensive experience of teaching and preparing students for exams. We would like to thank Christina de la Mare for sharing her expertise in writing the procedural notes in the Teacher's Guide.

We are confident that the result is a forward-thinking and modern course that will prepare your students for the future and provide you with all the support that you need. We hope that you and your students enjoy using it!

Tim Falla and Paul A Davies

The components of the course

- Student's Book
- Workbook with audio available online
- Student's Book and Workbook e-Books
- Teacher's Pack
 - Essentials Teacher's Book: answer keys and audio scripts for both the Student's Book and the Workbook
 - Teacher's Resource Disk: full teaching notes, photocopiable worksheets, DVD worksheets, Twenty-first century skills projects, Course Test audio
 - Workbook Audio
- Class Audio CDs
- Course Tests
- Course DVD
- Classroom Presentation Tool
- Student's and Teacher's Websites (www.oup.com/elt/teacher/solutions)

Solutions Third Edition – new features

New for the Student's Book

- New *Listening* lesson – with a focus on sub-skills to develop students' listening skills. Lessons include strategies, exam-like practice and speaking activities.
- New *Word Skills* lesson – students learn the grammar of key vocabulary in context, including word building and phrasal verbs. Students also develop their dictionary skills.
- New *Culture Bank* – nine Culture lessons linked to the topic and language of the main units. These ready-to-use lessons can be used at any point in the course, giving teachers the flexibility to choose when to use them.

New for the Workbook

- More listening practice.
- Five *Exam Skills Trainers* and two *B2 Exam Skills Trainers* providing further practice of typical exam tasks.
- Nine *Unit Reviews* to encourage students to reflect on their progress.
- Five *Cumulative Reviews* for Units 1–1, 1–3, 1–5, 1–7 and 1–9.

New for the Classroom Presentation Tool

- Optional lesson openers – additional lead-in activities to motivate students and recycle language.
- Optional lesson closers – quiz-style round-up activities to consolidate what students have learned in the lesson.
- Optional task support – for example, useful language or extra ideas to help students complete classroom tasks.



Introduction

Map of resources

IA Vocabulary

Student's Book, page 4; Workbook, page 4

IB Grammar

Student's Book, page 5; Workbook, page 5

IC Vocabulary

Student's Book, page 6; Workbook, page 6

Photocopiable: Vocabulary Review

ID Grammar

Student's Book, page 7; Workbook, page 7

Photocopiable: Grammar Review

Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Holidays

Exercise 2 1.02 page 4

Anna had a more enjoyable holiday.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

boat trip, music festival, theme park

For further practice of describing visitor attractions: Vocabulary Builder IA page 121

- 1 1 atmospheric 2 beautiful 3 boring 4 busy
5 cheap 6 crowded 7 disappointing 8 expensive
9 historic 10 impressive 11 peaceful 12 remote
13 romantic 14 spectacular 15 touristy
- 2 1 cheap, expensive 2 busy, crowded, touristy
3 boring, crowded, disappointing, expensive, touristy

Exercise 5 page 4

- 1 a castle 2 a theme park 3 kayaking 4 mountain biking
5 a bike ride 6 an excursion 7 a bike
8 beach volleyball 9 cards 10 the beach

Exercise 6 page 4

visit a museum, go on a boat trip, visit a theme park

Exercise 7 page 4

1 We visited the Tower of London ...; ... and we visited a theme park a couple of times. 2 Yes, it was great, thanks. I went on a city break ... No, we went to London. ... and went windsurfing. We went on a boat trip too. It was too expensive. I hung out with my friends. We went to a music festival ...; Yes, it was OK. 3 But I didn't do much. We didn't go away. Just a shame the holidays weren't longer. 4 Did you have a good holiday? What did you

get up to? Did you have a good time? / Did you go on the London Eye?

For further practice of the past simple:

Grammar Builder I.1 page 126

- 1 1 visited 2 was 3 could 4 sent 5 studied
6 sunbathed 7 went
- 2 1 didn't visit 2 wasn't 3 couldn't 4 didn't send
5 didn't study 6 didn't sunbathe 7 didn't go
- 3 Did you do any sport during the week? Did you have a big breakfast? Did you phone anybody yesterday? Did you send any texts? Did you buy anything last weekend?

IB Grammar

Present tense contrast

Exercise 2 1.03 page 5

He forgot they were supposed to revise together on Saturday.

Transcript

See Student's Book, page 5.

Exercise 3 page 5

PS starts; haven't got; don't like; is; makes; That's; gives; don't mind; need to do; have; know; That's why; don't remember; get back; can't; have to help PC aren't wearing; You're always forgetting; I'm not feeling; (What) are you doing; is giving; we're revising; I'm going away; you're always forgetting; are decorating; There are 7 negative and 1 interrogative form.

Exercise 4 page 5

a present simple b present continuous c present continuous d present simple e present simple f present continuous g present simple

Exercise 5 page 5

(Possible answer)

Sentence a expresses a fact. Sentence b expresses annoyance or jealousy that the person is always going shopping with Cathy.

Exercise 6 page 5

like, mind, need, know, remember – They describe a state, not an action, and they are used in the present simple. We do not normally use them in the present continuous.

For further practice of dynamic and state verbs:

Grammar Builder I.2 page 126

- 1 1 are (you) going; need 2 Do (you usually) wear
3 don't understand 4 are (you) smiling
5 Are (you) coming; don't like 6 leaves
- 2 1a works b is working 2a are having b have
3a am taking b take 4a arrive b is arriving
5a are (you) listening (to) b listens
- 3 1 tastes 2 are you looking at 3 has
4 is appearing 5 I think 6 I don't see

Exercise 7 page 5

1 am meeting; Do you want 2 walk; are going 3 love; cost 4 don't want; is raining 5 Are you enjoying; do you prefer 6 don't believe; is always inventing 7 are you laughing; don't understand 8 am catching; arrives

IC Vocabulary

Adjectives

Exercise 2 1.04 page 6

He's terrified because he now has to sing a song on his own.

Transcript

See Student's Book, page 6.

Exercise 3 page 6

anxious, excited, frightened, terrified, upset

Exercise 5 1.05 page 6

1 envious 2 confused 3 relieved 4 embarrassed
5 suspicious 6 excited

Transcript

Speaker 1 Ooh, that's a really nice phone. Is it new? Yes, it's the latest model, isn't it? I wish I had one like that. One day, maybe ... if I win the lottery.

Speaker 2 Hang on, this doesn't make sense. Tom said he was waiting for me at the café. Now I'm at the café and he's sending me messages saying 'where are you?'. And there's only one café in this part of town. It's all very strange.

Speaker 3 Here's my passport! It was in my jacket pocket all along! I thought I'd lost it. Now I remember, I put it in my pocket as I was leaving the plane. Phew! I was so worried for a while.

Speaker 4 Hey, Tom! Come over here a minute and help me with this. Oh, I'm so sorry. I thought you were somebody else. He looks a bit like you. I mean, from behind. Sorry, madam. My fault. Silly mistake.

Speaker 5 I think somebody's been using my phone. Look – it says 'incorrect password'. But I haven't entered the password yet. Somebody else entered one and it was incorrect. Hmm. But who? Who was in this room while I was in the kitchen?

Speaker 6 It's my birthday tomorrow. I can't wait! I'm having a big meal with all my friends. We're going to a Mexican restaurant in town. We went there last year too. It was such a laugh!

Exercise 7 page 6

friendly, punctual, confident, brave

Exercise 8 page 6

1 amusing 2 amazing 3 embarrassed 4 moving
5 surprised 6 bored 7 annoying

Exercise 9 page 6

flexible – inflexible; honest – dishonest; kind – unkind; loyal – disloyal; organised – disorganised; patient – impatient; reliable – unreliable; sensitive – insensitive

For further practice of adjective endings:

Vocabulary Builder IC page 121

- 4 1 meaningful 2 hopeless 3 meaningless
4 snowy 5 drinkable 6 affordable 7 adventurous
8 mountainous 9 impressive 10 supportive
- 5 1 courageous; supportive 2 mountainous;
dangerous 3 friendly; likeable 4 wonderful;
watchable 5 snowy; hazardous 6 helpful; careless

ID Grammar

Articles, will and going to

Exercise 3 1.06 page 7

1 the 2 a 3 the 4 – 5 the 6 the 7 a 8 the
9 an 10 the 11 – 12 the
Toby and Leah are going cycling on Sunday afternoon.

Transcript

Leah What are you up to at the weekend, Toby?

Toby I'm going to go for a bike ride on Saturday. Do you fancy coming too?

L I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.

T That doesn't sound like the best way to spend your weekend. Gardening is hard work! And according to the forecast, the weather isn't going to be good.

L I know. But the neighbour is going to pay us for it. And my dad's a gardener so he's got all the right tools.

T Really? I'll come and help you. I mean, if that's OK with you and your dad ...

L Sure. We'll share the money with you: £10 an hour. But what about the bike ride?

T I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

L Yes, please. I love bike rides. But let's go in the afternoon. I'll be exhausted when I wake up!

Exercise 4 page 7

1 a/an 2 the 3 the 4 a/an 5 no article 6 a/an
7 the 8 the

Exercise 5 page 7

1 a; the 2 –; a; the; an 3 –; a 4 A; a; –; the; the
5 an; the; an 6 a; the

For further practice of articles:

Grammar Builder I.3 page 127

1 ... so we had dinner in ... The restaurant was quite expensive – the water was about £5 a bottle ... the food was fantastic! For me, the best part ... and he's a chef so he knows ... My brother ordered steak because he hates fish ... leave the restaurant until 11:30 at night.

Exercise 6 page 7

a 1: ... the weather isn't going to be good. 2: The weather will probably be better ... I'll be exhausted ... b 1: I'm going to go for a bike ride ... I'm going to help my dad ... We're going to do some work ... the neighbour is going to pay us ... 2: We'll share the money ... I'll go on Sunday ... c I'll come and help you.

Exercise 7 page 7

1 isn't going to stop (a) 2 are going to spend (b), 'll have (a) 3 'm going to drop (a), 'll take (c) 4 'm going to go (b), won't be (c) 5 Are you going to invite (b), won't come (a)

For further practice of will and going to:

Grammar Builder 1.4 page 127

1 1 'll buy 2 'll have 3 'm going to have
4 'm going to do 5 Are (you) going to revise
6 'm going to go 7 'm going to meet 8 'll get
9 'll give 10 isn't going to be / won't be

1

Generations

Map of resources

1A Vocabulary

Student's Book, pages 8–9; Workbook, page 8
Photocopiable: 1A (Ages and stages)

1B Grammar

Student's Book, page 10; Workbook, page 9
Photocopiable: 1B (Past tense contrast)

1C Listening

Student's Book, page 11; Workbook, page 10

1D Grammar

Student's Book, page 12; Workbook, page 11
Photocopiable: 1D (*used to*)

1E Word Skills

Student's Book, page 13; Workbook, page 12

1F Reading

Student's Book, pages 14–15; Workbook, page 13

1G Speaking

Student's Book, page 16; Workbook, page 14

1H Writing

Student's Book, page 17; Workbook, page 15

Culture 1

Student's Book, page 112
DVD and DVD worksheet: Unit 1

Classroom Presentation Tool Unit 1

End of unit

Unit Review: Workbook, pages 16–17
Photocopiable: Grammar Review
Photocopiable: Vocabulary Review
Exam Skills Trainer 1: Student's Book, pages 18–19
Cumulative Review I–1: Workbook, pages 112–113
Progress Test and Short Tests: Unit 1

1A Vocabulary

Ages and stages

Exercise 1 page 8

a human being

Exercise 2 1.07 page 8

See transcript.

Transcript

- | | |
|--------------------|-----------------------|
| 1 be an infant | 6 be in your twenties |
| 2 be a toddler | 7 be middle-aged |
| 3 be a young child | 8 be elderly |
| 4 be in your teens | 9 be a centenarian |
| 5 be an adult | |

Exercise 3 page 8

(Possible answers)

In picture A, she is an infant. In picture B, she is a toddler. In picture C, she is a young child. In picture D, she is a teenager. In picture E, she is in her twenties. In picture F, she is middle-aged. In picture G, she is elderly. In picture H, she is a centenarian.

Exercise 4 page 8

(Possible answers)

- A be born; be brought up (by); go to university; grow up; learn to drive; leave home; leave school; start school
- B buy a house or flat; get engaged; get married; get your first job; settle down; split up; start a family
- C get divorced; have a change of career; inherit (money, a house, etc.); start a business
- D become a grandparent; retire
- E emigrate; fall in love; move house; pass away

Exercise 5 1.08 page 9

1 a 2 c 3 c 4 c

Transcript

- 1 My name's Bilal and I live in Bradford in the north of England. Both sets of my grandparents emigrated from Pakistan in the 1960s, just before my parents were born. My dad worked on the buses and my mum stayed at home and brought up the family. Dad would like a change of career but it's a bit late for him now to change jobs. I think he's just looking forward to retiring. I've got a sister who's 25. She didn't leave home until last summer, when she got married. My dad wants me to go to university in Birmingham and study law. But I think I'd like to start my own business, creating computer games.
- 2 **Boy** Tell me a bit about your background, Sandra.
Girl Well, I grew up in the village where my family has lived for generations. My great-great-grandad moved here from Birmingham in the 1930s, looking for work.
B What kind of work did he find?
G He found a job on a farm, just outside the village. He settled down, married a local girl and started a family. They worked incredibly hard and over the years they managed to save quite a bit of money and eventually bought a small farmhouse with some land.
B And does your family still own that land?
G Yes, it does. My great-great-grandparents had a son. When he got married, he bought more land and now the farm is quite big. I don't have any brothers or sisters so one day I'll inherit it and keep it running.
- 3 My mum met my dad while she was on holiday in France. She's British and he's French. They fell in love, got engaged after a week and were married a month later. And then I was born! They named me Charlotte as it's both an English and a French name. Anyway, unfortunately the marriage didn't last. They split up when I was just a toddler and got divorced a few months later. I was brought up by my mum after she moved back to the UK. It was tough for her being a single parent. But she went to university, got a degree and then became a teacher. She met my step-dad at university and they've been married for about 10 years.

4 My name's Callum. My mum's parents were from poor working-class families in Glasgow. They left school at sixteen and didn't go to university. But they started a successful business and didn't retire until they were in their seventies. My mum inherited quite a bit of money when they passed away, but she didn't want to work in the family business and sold it. She moved south and settled down in Liverpool. She got married and took an office job. But she soon wanted a change of career. I think she was fed up with the cold, wet weather too, because she persuaded my dad to emigrate to Australia when I was two. I'd love to visit Glasgow and Liverpool one day and see where my mum and her parents lived before emigrating.

For practice of noun plural forms:
Vocabulary Builder 1A page 121

- 1 1 -s, ancestors 2 -es, boxes, buses, lunches, kisses, wishes 3 -es or -s, videos / potatoes 4 -s, toys 5 -ies, countries 6 -ves, knives

Exercise 6 1.08 page 9

- 1 emigrated 2 didn't leave; got 3 grew up 4 bought 5 fell; got 6 was; moved 7 left; didn't go 8 started; didn't retire

Transcript

See exercise 5.

1B Grammar

Past tense contrast

Exercise 2 page 10

She's 122 years old. She had the longest lifespan in the world.

Exercise 3 page 10

- 1 past simple 2 past continuous 3 past simple 4 past continuous 5 past perfect
- a ... she married Fernand Calment and then gave birth ...
 b ... the US army was still fighting Native Americans and Alexander Bell was working on a new invention ...
 c While she was serving in the shop in 1888, she met ...
 d ... who had come in to buy pencils. Yvonne had had a son, but both she and her son had died many years earlier.

Exercise 4 page 10

When Tom left school, he learned to drive. = First Tom left school, then learned to drive. When Tom left school, he was learning to drive. = Tom left school during the period when he was learning to drive. When Tom left school, he had learned to drive. = When Tom left school, he already knew how to drive.

Exercise 5 page 10

- 1 moved; was growing up 2 had learned / learned; bought 3 left; went; studied 4 were (you) living; got 5 got; had fallen; were working 6 wanted; emigrated

For further practice of past tense contrast:
Grammar Builder 1.1 page 128

- 1 1 had; was learning 2 got; was living 3 was raining; decided 4 were (you) doing; saw 5 didn't hear; was listening 6 broke; was skiing 7 was working; met 8 weren't listening; asked
- 2 1 had already got engaged; emigrated 2 couldn't buy; had forgotten 3 was; had split up 4 had started / started; left 5 had inherited / inherited; bought 6 retired; had become 7 had settled down / settled down; decided 8 had spent / spent; went
- 3 1 a 2 b 3 a 4 b 5 a 6 a

Exercise 6 page 10

- 1 was 2 wrote 3 left 4 got 5 was working 6 met 7 had been 8 retired 9 didn't stop 10 became 11 died 12 had lived 13 said

Exercise 8 page 10

(Possible answer)

She was born in 1934 in France. At the age of 17, she left school and got a job in a large department store. While she was living in Paris, she met my grandfather. She got married in 1960.

1C Listening

Family tensions

Exercise 1 page 11

(Possible answer)

It allows parents to lock their children's phones at times when they should be doing other things such as studying. Some children might need this app because they spend too much time on their phones instead of doing other things.

Exercise 3 page 11

- positive** calm, complimentary, enthusiastic, grateful, nostalgic, optimistic, sympathetic
negative accusing, aggressive, arrogant, bitter, miserable, nostalgic, pessimistic, sarcastic, urgent

Exercise 4 1.09 page 11

- 1 pessimistic 2 aggressive 3 complimentary 4 sympathetic 5 grateful 6 urgent

Transcript

Speaker 1 We've got a big family dinner tonight. I expect there'll be an argument. There usually is. That's why I hate these dinners. They always end badly.

Speaker 2 Hey! Get out of my chair! I want to sit there. I can't see the TV if I sit on this side of the table, can I? Come on, hurry up!

Speaker 3 You're looking well. Is that a new shirt? It's very nice. I love the colour – it really suits you.

Speaker 4 I'm so sorry you didn't pass your test. You must be very disappointed. But don't worry, you can take it again next month – and I'm sure you'll pass it then.

Speaker 5 Thank you so much for inviting me round for dinner. I was going to buy some chips from the takeaway, but this is much nicer – and healthier too. Thanks!

Speaker 6 The match is going to start in five minutes. We need to finish eating and go into the living room. Quick! We don't want to miss the start. Come on!

Exercise 5 1.10 page 11

Transcript

See Student's Book, page 11.

Exercise 6 1.11 page 11

Speaker 1: b; Speaker 2: c; Speaker 3: a; Speaker 4: d

Transcript

Speaker 1 We all know what it's like to argue with our family. It's just part of life, isn't it? Well, not necessarily. Sometimes, family arguments can become a habit ... a habit that is harmful and upsetting for the people involved. Our three-week course will teach you some simple tricks and techniques for breaking that habit. Do the course on your own or better still, persuade other members of your family to come along with you.

Speaker 2 When I was younger, I had a lot of arguments with my parents ... and with my sister too. I won a few of them, but mostly I lost. Then I realised what I was doing wrong: I wasn't preparing for the arguments. So I started treating them more like exams. I actually started revising for my family arguments! I prepared all my reasons, my examples. You really should take the same approach – it works like magic! Now I hardly ever lose an argument at home.

Speaker 3 Hi, Poppy, it's me. Look, this family meal is on Sunday ... that's this Sunday. Mum and Dad will be there, and so will Grandad. I'm not sure about Uncle John. But then, we've never been sure about Uncle John. Anyway, I really need to know that you're going to be there. Without you, it might be a disaster. You know how Grandad always tries to start an argument when we're out. He's much better when you're there. So give me a call and tell me you're coming. Please!

Speaker 4 I left home when I was seventeen after an argument with my parents, and to be honest, it was the best thing that happened to me. I had to grow up quickly! At nineteen, I started my own business. Now I live in a £5-million house in London and run a business with more than a thousand employees. That family argument gave me the push I needed. Of course, I've got a lot of talent too!

Exercise 7 1.11 page 11

Speaker 1: C; Speaker 2: A; Speaker 3: D; Speaker 4: B

Transcript

See exercise 6.

1D Grammar

used to

Exercise 1 1.12 page 12

nostalgic

Transcript

See Student's Book, page 12.

Exercise 2 page 12

affirmative You used to have great hair! I used to spend ages getting it just right. And I used to share clothes with my brother. I used to do that too.

negative I didn't use to have much money.

interrogative Did you use to spend a lot of money on them?

Exercise 4 1.13 page 12

1 used to live 2 Did (you) use to go 3 didn't use to pay
4 didn't use to have 5 used to wait 6 used to do
7 used to be

Transcript

Mum I used to live opposite the Palace Cinema when I was ten.

Alice Did you use to go there often?

M Yes. But we didn't use to pay. It wasn't our fault – we didn't use to have any money for tickets.

A So how did you get in?

M We used to wait outside the fire exit and run in when somebody opened it!

A I can't believe you used to do that! You're always telling me how important it is to be honest!

M Well, yes. I used to be very naughty, but I grew out of it.

For further practice of used to:

Grammar Builder 1.2 page 129

- 1 used to have 2 used to be 3 used to like
4 didn't use to invite 5 didn't use to go 6 used to listen
7 did you use to listen 8 used to enjoy
9 Did you use to go 10 used to take
- 1 use to live 2 used to cost 3 didn't use to play
4 didn't use to sell 5 used to go 6 used to drink
7 used to cook 8 didn't use to win

Exercise 5 page 12

1 used to live 2 used to be 3 didn't use to eat
4 used to like 5 used to enjoy 6 used to spend
7 didn't use to speak 8 didn't use to have

Exercise 6 1.14 page 12

1 be used to 2 used to 3 get used to 4 used to; be used to
5 be used to 6 used to 7 used to; get used to

Transcript

1 My grandma is used to living on her own.

2 We used to live in an enormous house.

3 These new shoes feel strange, but I'll get used to them.

4 I used to hate this flat, but I'm used to it now.

5 I found the job really difficult at first. I wasn't used to working so hard!

6 Did you use to wear glasses?

7 I didn't use to enjoy walking to work, but I got used to it.

1E Word Skills

Phrasal verbs (1)

Exercise 1 page 13

(Possible answer)

He lives his life in reverse: he is born old and dies a baby.

Exercise 2 page 13

1 gets on with 2 walks out on 3 go through with
4 lives up to 5 run out of 6 signs up for 7 catches up with
8 fits in with 9 put up with

Exercise 3 page 13

1 one 2 two 3 transitive 4 after

Exercise 4 page 13

look up to search for information in a book **look up to** to respect and admire somebody **get away** to succeed in leaving or escaping from somebody or a place **get away with** to do something bad and not be punished for it **make up** to invent something, often something that is not true **make up for** to do something that corrects a bad situation **get up** to get out of bed **get up to** to be busy with something, especially something secret or bad **go in** to enter **go in for** to do or have something as a hobby or interest **go back** to return to a place **go back on** to break a promise, an agreement, etc.

Exercise 5 page 13

1 make up for 2 go in for 3 looked up 4 go back on
5 get up to 6 make up

For further practice of phrasal verbs:

Vocabulary Builder 1E page 121

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

Exercise 6 page 13

- Which famous people do you look up to?
- Which sports or games do you go in for?
- What did you get up to last weekend?
- What kind of behaviour is the most difficult to put up with?
- What kind of people do you find it easiest to get on with?

1F Reading

Adolescence

Exercise 2 page 15

c

Exercise 3 page 15

- A Links to 'they have lost': ... but they are probably feeling a sense of loss ...
- B Extra sentence (does not link to any highlighted words)
- C Links to 'made decisions' and 'telling you to': ... decide things for yourself ... don't want to be told what to do ...
- D Links to 'physical change' and 'emotional changes': ... body changes ... think and feel differently ...
- E Extra sentence (does not link to any highlighted words)
- F Links to 'opinions' and 'idealistic': ... developing your own views ... your own sense of right and wrong ...
- G Links to 'in the company of' and 'privacy': ... to spend more time on your own.

Exercise 4 page 15

1 D 2 G 3 C 4 F 5 A

Exercise 5 page 15

- 1 adolescence; adolescent 2 dependence; dependent
3 freedom; free 4 emotion; emotional 5 privacy; private
6 ideal; ideal / idealistic 7 impatience; impatient
8 concern; concerned 9 safety; safe
10 irritant / irritation; irritated / irritating 11 critic / criticism; critical
12 distrust; distrustful

1G Speaking

Role-play

Exercise 2 page 16

(Possible answers)

getting to know your exchange student doing hobbies together
useful things to take with you carrying a dictionary
going to school in England eating in the canteen, wearing a uniform
advice about staying with an English family keeping your room tidy, helping with housework

Exercise 3 1.16 page 16

She discusses all the topics. She mentions doing hobbies together, eating in the canteen and wearing a uniform.

Transcript

Boy So, did you have a good time in England?

Girl It was great. I stayed with a really nice family. And I got to know my exchange student quite well.

B Did you spend a lot of time together?

G Yes, we did. We had similar hobbies. For example, we both liked playing basketball, so we did that every weekend. It was good fun!

B I hope I get on well with my exchange student. I'm going to stay with him next term.

G You ought to find out about his hobbies. I think you should send him an email.

B Yes, that's a good idea. Maybe he likes tennis. I play tennis a lot.

G Well, don't forget to take your tennis racket with you. And anything else you need for your hobbies.

B Do you think I should take some food from home with me? I'm worried that I'm going to miss it!

G No, I don't think you should do that. It's easy to buy all kinds of food in the supermarkets in England.

B What's English food like?

G It's OK. At school, we had lunch in the canteen every day. The food was quite good.

B What was the school like?

G It was quite a small school. I was the only exchange student there. And everybody noticed me, because I wasn't wearing a uniform! But they were really friendly. And the lessons were interesting, but they were all in English, of course. I had to concentrate really hard.

B That sounds tiring.

G Yes, it was. But you get used to it. Don't worry!

B Have you got any other advice for me?

G Yes. You ought to take a present for the parents.

B Oh, OK. What should I buy for them?

G Just something small ... something for the house.

B OK. Good.

G And remember to say 'please' and 'thank you' when you're staying with them. The English are very polite!

B Great. Thanks for the advice!

Exercise 5 1.16 page 16

1 ought to find out

2 think you should send

3 Do you think I should take; don't think you should do

4 ought to take

5 should I buy

Transcript

See exercise 3.

1H Writing

A message

Exercise 1 page 17

(Possible answers)

to practise their English, to learn about life in other countries, to have someone to visit in the future

Exercise 2 page 17

information about you, your family and why you are looking for a penfriend

Exercise 3 page 17

Yes. He asks for information about Newcastle and what it's like living there.

Exercise 4 page 17

Adam: Could you please ...?

Dominik: Would you mind (+ -ing form)?

Exercise 5 page 17

(Possible answers)

Would it be possible for you to describe your earliest memory? Could you please describe your ideal day out? Would you mind telling me about your taste in music?

Exercise 6 page 17

He develops the points.

Exercise 7 page 17

1 b 2 e 3 c 4 a 5 d

Exam Skills Trainer 1

Reading

Exercise 1 page 18

C

Exercise 2 page 18

1 E 2 B 3 A 4 F 5 D

Listening

Exercise 3 page 18

C is correct

A is incorrect because the extract says the writer missed out on getting to know her family.

B is incorrect because the writer describes one negative aspect of her upbringing, so it was not all positive.

Exercise 4 1.17 page 18

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

Transcript

1 **James** I can't believe you don't know how to swim when you grew up near the coast.

Cara I know, but I've always found water totally scary.

J Do you know why, Cara?

C According to my parents, when I was about two years old I fell into a neighbour's pool, and they only found me at the

last minute. After that, my mum and dad went mad every time I got near the water. And when my aunt tried to take me for swimming lessons, there was a terrible argument. So for me, swimming and trouble are pretty much the same thing.

- 2 Of course it's normal for young friends to fall out. A friend may promise to do something and then go back on their word. Or perhaps you've decided a new friend is the greatest person ever, then they don't live up to your expectations. The truth is that adults learn to put up with disappointments like these, but young people haven't yet learned that friendships go through difficult times.
- 3 Of course you get older customers who've had the same hairstyle since their twenties, and they just can't see that it makes them look old-fashioned now. Maybe doing their hair like that used to make them feel stylish – because everyone was wearing it that way at the time. But even when they're middle-aged or retired, you can encourage these customers to change a bit. Show them pictures of a similar modern hairstyle in a fashion magazine, or rearrange their hair in front of the mirror – then tell them how great it looks!
- 4 **Man** I've noticed you always have audio books in your car. You must really enjoy listening to stories while you drive.
Woman I do. Actually, I think it comes from when I was a child. My dad used to read to me every night before I went to sleep, so I connect it with a really happy and peaceful time.
M Hmm. Perhaps that's why I find it difficult to listen to them. I can't remember anyone reading to me at all. I always read to myself at night.
- 5 **Woman** Did you use to enjoy sport when you were a child? I've noticed you don't go in for any sports nowadays.
Man No, I didn't really do much sport – just what we had to do at school. I enjoyed things like tennis, but I wasn't much good as part of a team, so I hated football.
W I was mad about football. I played it from the age of five, and in secondary school I was the captain of the girls' team. I feel quite jealous when I watch my kids playing now. Maybe I should take it up again.
- 6 The writer got his first job in a supermarket when he was fifteen, and he was already feeling pessimistic about his future as a writer. Today, young people like you hope to go to university, but in the author's day, he knew his family could never afford to send him to university. He thought that he might spend his life working in boring jobs just to support himself. But then he met Walters, a quiet man with a job at the local library. And from that first meeting, things began to change.

Use of English

Exercise 5 page 19

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

Speaking

Exercise 7 page 19

1 ought 2 should 3 don't 4 advice 5 to 6 about

Writing

Exercise 9 page 19

1 B 2 C 3 B

2

Leisure time

Map of resources

2A Vocabulary

Student's Book, pages 20–21; Workbook, page 18
Photocopiable: 2A (Love it or hate it)

2B Grammar

Student's Book, page 22; Workbook, page 19
Photocopiable: 2B (Present perfect and past simple contrast)

2C Listening

Student's Book, page 23; Workbook, page 20

2D Grammar

Student's Book, page 24; Workbook, page 21
Photocopiable: 2D (Present perfect simple and continuous)

2E Word Skills

Student's Book, page 25; Workbook, page 22

2F Reading

Student's Book, pages 26–27; Workbook, page 23

2G Speaking

Student's Book, page 28; Workbook, page 24
Photocopiable: Functional Language Practice (Expressing preferences, raising objections and coming to an agreement)

2H Writing

Student's Book, page 29; Workbook, page 25

Culture 2

Student's Book, page 113
DVD and DVD worksheet: Unit 2

Classroom Presentation Tool Unit 2

End of unit

Unit Review: Workbook, pages 26–27
Photocopiable: Grammar Review
Exam Skills Trainer 1: Workbook, pages 28–29
Progress Test and Short Tests: Unit 2

2A Vocabulary

Love it or hate it

Exercise 2 page 20

A bowling **B** board games **C** photography
D camping **E** BMXing **F** read books

Exercise 3 page 21

do ballet, drama, gymnastics, martial arts, photography, weights
play basketball, board games, cards, chess, ice hockey, a musical instrument, table tennis, volleyball

go ballroom dancing, BMXing, bowling, camping, cycling, horse riding, ice skating, rollerblading, running, shopping, skateboarding

Exercise 4 page 21

(Possible answers)

- A** board games, cards, chess
- B** ballet, ballroom dancing, a musical instrument
- C** use social media, video blog, watch videos online
- D** bake cakes, collect figures, cards, stamps, etc., draw, hang out with friends, make clothes, read books, read magazines, text your friends, use social media, video blog, watch videos online, board games, cards, chess, a musical instrument
- E** cycling, BMXing, camping, hang out with friends, horse riding, ice skating, photography, rollerblading, running, skateboarding
- F** bake cakes, collect figures, cards, stamps, etc., cycling, draw, make clothes, read books, read magazines, photography, running, weights
- G** basketball, gymnastics, bowling, ice hockey, ice skating, martial arts, table tennis, volleyball, weights

Exercise 6 1.18 page 21

Speaker 1 going camping **Speaker 2** watching horror films
Speaker 3 using social media **Speaker 4** going shopping
Speaker 5 playing a musical instrument

Transcript

Speaker 1 I can't understand why people are so keen on sleeping in a tent in a field in the middle of the countryside, with no proper toilets or bathroom. My parents love it, and they go every summer. And they always visit the same campsite! I mean, what's the point? You never sleep well, and you inevitably get cold and wet. I can't stand it. I'd much rather stay in a hotel. Luckily my parents never make me go with them.

Speaker 2 Don't get me wrong, I love going to the cinema or watching DVDs, but that kind of film really doesn't appeal to me. Frankly, I find them absolutely terrifying. And I don't like being scared when I'm trying to relax at home. Not only that, they're nothing like real life. The stories are always completely unbelievable. I mean, how many zombies have you seen walking down your local high street? None.

Speaker 3 My brother's a big fan and uses it all the time. He's always chatting about nothing at all, uploading terrible photos from his phone. And then he adds stupid comments on other people's posts and photos. He spends far too much time glued to his computer screen. I do use it but not very often. I prefer to talk face to face than chat online.

Speaker 4 My girlfriend absolutely loves it. She can't get enough. She's always going into shops, looking out for a bargain. The problem is, I loathe it. I can't think of anything worse. I hardly ever buy things in actual shops because I find the whole experience deeply depressing. I only go into a shop if I know exactly what I want so that I can get out as quickly as possible. I usually buy things from websites now instead. It's much easier.

Speaker 5 My brother has been learning for about a year, I think. The problem is he still can't play in tune and make a

nice sound. When he plays, it usually sounds like a cat in pain. I don't think people should learn classical instruments. It's such a waste of time. He should give up and choose something easier, like the electric guitar. That's what I did. I've joined a band at school and we sometimes hang out and play. We get together about once a month. It's great fun. At the moment, we're learning a song by the Arctic Monkeys.

Exercise 7 1.18 page 21

- 1 never goes 2 are always 3 rarely uses / doesn't often use 4 usually buys 5 sometimes plays

Transcript

See exercise 6.

Exercise 9 page 21

- 1 a basketball; b ice hockey; c volleyball 2 chess 3 cards
4 social media 5 bowling 6 figures 7 martial art
8 ballroom 9 board game 10 musical instruments

2B Grammar

Present perfect and past simple contrast

Exercise 2 page 22

He collects McDonald's memorabilia.

Exercise 3 page 22

past simple His first job was cooking Big Macs; ... he began collecting badges ...; ... Mike opened his own McDonald's restaurant ... **present perfect** ... has spent almost fifty years ...; He has already filled ...; Mike has been at McDonald's ...; ... and he hasn't stopped since; He has decorated it ...; ... they've ever seen ...

- 1 past simple 2 present perfect 3 present perfect
4 present perfect 5 present perfect

- a A year later, he began collecting badges ...; A few years ago, Mike opened his own McDonald's restaurant.
b The sixty-year-old McDonald's employee has spent almost fifty years ...; ... he has decorated it ...
c Mike has been at McDonald's since 1968; ... he hasn't stopped since!
d He has already filled nine rooms ...
e ... it's the most beautiful McDonald's restaurant they've ever seen ...

Exercise 4 page 22

- 1 A year later, A few years ago
2 almost fifty years, already, since 1968, ever

The past simple is used with 'finished time' phrases. The present perfect is used with 'unfinished time' phrases.

Exercise 5 page 22

Sentence 1 means 'Jake was swimming, but now he has returned'.
Sentence 2 means 'Jake went swimming and he has not yet returned'.

For further practice of present perfect and past simple contrast: Grammar Builder 2.1 page 129

- 1 1 seen 2 had 3 spoken 4 broken 5 ridden
6 danced 7 stopped 8 hurried

- 2 3 Has Alice and David's plane landed? Yes, it has already landed.
4 Has Jim read *The Hobbit*? No, he hasn't read it yet.
5 Has Fran tidied her bedroom? Yes, she's already tidied it.
6 Have Simon and Clare arrived at school? No, they haven't arrived yet.
7 Has Terry seen the latest Batman film? Yes, he's already seen it.

- 3 1 gone 2 been 3 gone 4 gone 5 been

- 4 1 lived 2 has just brought out; Have you heard; downloaded 3 Have you been; have just arrived
4 Have you ever visited; went 5 Did you eat; left; did
6 have had

Exercise 6 page 22

- 1 has spent 2 started 3 was 4 bought
5 purchased 6 walked out 7 felt 8 found
9 has (already almost) filled 10 has (he ever) thought

Exercise 7 page 22

- 1 Have (you ever) been 2 went

2C Listening

Eating out

Exercise 1 page 23

- A salad B pudding C sandwich D pie

For further practice of diets vocabulary: Vocabulary Builder 2C page 122

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

Exercise 3 1.19 page 23

- 1 to complain 2 lunchtime 3 a teacher
4 in a classroom

Transcript

- 1 **Waiter** Hi. Can I help you?
Man Yes. There are few problems with my food. For a start, I ordered seafood risotto, not seafood pasta.
W I'm so sorry. Shall I change it for you?
M There's no time now. I have to get back to work for a meeting this afternoon. But that's not all. These green beans on the side are almost raw – I think the chef forgot to cook them. And to make it worse, I had to wait nearly half an hour for them.
2 **Teacher** First, chop the onion and add it to your pan with some oil. You need to cook it for at least five minutes before you add the rice. Sofia! Why are you adding the rice now? What did I just say? Cook the onion for five minutes. Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it, if you're hungry at break-time. Luke, please don't sit on the desk. You need to stand up when you're cooking!

Exercise 4 1.19 page 23

- 1 There are a few problems with my food; But that's not all; And to make it worse
- 2 I have to get back to work for a meeting this afternoon.
- 3 Why are you adding the rice now? What did I just say?
Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it if you're hungry at break time.
- 4 Luke, please don't sit on the desk.

Transcript

See exercise 3.

Exercise 5 1.20 page 23

1 M 2 M 3 S 4 S 5 S

Transcript**Matthew** Hi, Scarlett. How are you?**Scarlett** Hi, Matthew. I'm on the bus. We're just passing the park, so we'll be in the city centre in about ten minutes.**M** OK, I'm already here ... but I don't mind waiting.**S** Have you chosen somewhere for dinner? What about that new Italian place on the high street?**M** No, my dad ate there last week. He said it was a real let-down. The food was nothing special ... and the service wasn't up to standard.**S** OK, forget that! When you're celebrating the end of your exams, you need somewhere good.**M** I agree. What about the French restaurant in the Palace Hotel? That's a bit special. I've heard the food is out of this world.**S** It's really expensive! Maybe we can go there next year, when I finish my exams.**M** OK, maybe. Look, why don't we just go to the Mexican restaurant again? I love the atmosphere there and the food is fine.**S** There's also the Chinese restaurant. The food is pretty average – but it's cheap!**M** Let's decide when you get here. I'm happy with the Mexican or the Chinese.**S** You should choose. It's your celebration!**M** OK. Let's go to the Mexican place. We can meet outside.**S** I'm not sure where it is. Let's meet by the post office. That way I won't get lost!**M** OK, no problem. I'll go there now and wait for you.**S** There's no hurry. This bus isn't moving! There's lots of traffic.**M** Don't worry. I don't mind waiting. I can send some messages. My parents bought me a new phone. Did I tell you?**S** No. Has your number changed?**M** Of course not. You just called me!**S** Oh yes. What did you do with your old phone?**M** I gave it to my brother.**S** Oh, that's a shame. It's a nice phone – and I don't like mine very much.**M** Sorry. I didn't think of that. Anyway, see you soon!**Exercise 6** page 23**A** a bit special, out of this world**B** fine, nothing special, pretty average**C** a real let-down, not up to standard**Exercise 7** 1.20 page 23**Italian** a real let-down, nothing special, not up to standard**French** a bit special, out of this world **Mexican** fine**Chinese** pretty average**Transcript**

See exercise 5.

2D Grammar**Present perfect simple and continuous****Exercise 2** 1.21 page 24

(Possible answer)

Ellie is more enthusiastic. She wants to see the film even though it has already started.

Transcript

See Student's Book, page 24.

Exercise 3 page 241 has 2 been 3 haven't been 4 since 5 have been
6 for 7 have been

There are six examples of present perfect continuous:
I've been waiting for ages. What have you been doing?
I've been trying to phone you since 7.30 ... I've been looking forward to it for weeks. It hasn't been raining.
I've been running for 25 minutes!

Exercise 4 page 24

- 1 How long has Ellie been waiting?
- 2 How long has Jack been trying to phone Ellie?
- 3 How long has Ellie been looking forward to the film?
- 4 Why has Ellie been looking forward to the film?
- 5 How long has Jack been running?
- 6 Why has Jack been running?

Exercise 5 page 24

- 1 She has been waiting for ages.
- 2 He has been trying to phone Ellie since 7.30.
- 3 She has been looking forward to the film for weeks.
- 4 Because it stars her favourite actor.
- 5 He has been running for 25 minutes.
- 6 Because he was late.

Exercise 6 page 24

(Possible answers)

The film has started. And I've already bought the tickets.
I haven't eaten.

For further practice of the present perfect simple and continuous: Grammar Builder 2.2 page 130

- 1 1 have been playing 2 have been saving
3 have been worrying 4 Have (you) been watching
5 hasn't been using 6 hasn't been answering
7 have been making 8 have been cooking
- 1 hasn't been snowing 2 have been wearing
3 haven't been feeling 4 has been sitting
5 have been reading 6 have been living
- 1 I've seen 2 hasn't written 3 have you been waiting
4 she's been working 5 haven't finished 6 We've been getting 7 haven't understood
- 1 Have (you) been enjoying 2 haven't finished
3 haven't started 4 've been spending
5 haven't met 6 've been playing
7 's been teaching 8 Have (you) bought
9 've been talking

Exercise 7 page 24

- 1 have only been watching it
- 2 has Alex been a member
- 3 I haven't finished my homework
- 4 have been talking to each other
- 5 have turned off the TV
- 6 have they been making movies

2E Word Skills

Compound nouns and adjectives

Exercise 1 page 25

They are sports facilities in unusual places.

Exercise 2 page 25

- A sea shore, tennis court, tennis player
B main road, swimming pool, tower block
C football pitch, mountain range

Exercise 3 1.22 page 25

The first word is stressed.

Transcript

See Student's Book, page 25.

Exercise 4 page 25

1 flood lights, football pitch, mountain range, safety net, sea shore, tennis court, tennis player, tower block
2 swimming pool
3 main road
Type 1 has the most examples.

Exercise 5 page 25

athletics track, basketball court, bowling alley, boxing ring, climbing wall, dance studio, golf course, ice rink, weights room
football pitch, swimming pool, tennis court

Exercise 6 page 25

(Possible answers)

25-metre swimming pool 400-metre athletics track
air-conditioned basketball court, bowling alley, dance studio, weights room
brightly lit athletics track, basketball court, boxing ring, dance studio, climbing wall, football pitch, ice rink
eight-lane swimming pool eighteen-hole golf course
full-sized swimming pool open-air athletics track, basketball court
solar-heated swimming pool
soundproof dance studio well-equipped bowling alley, dance studio, weights room

Exercise 7 1.23 page 25

a 4 b 3 c 1 e 2

Transcript

- 1 Without it, I don't think you can really claim that your school has up-to-date facilities. I mean, it affects every subject, doesn't it? And every part of school life – especially now that students are using tablets and smartphones more and more during lessons. Basically, it's something you expect to find in most places you go – even ordinary cafés and restaurants. So in a school, it's essential, I feel.
- 2 It's definitely the most popular extra-curricular activity – mostly with the boys, but a lot of girls play too. The problem is, in the winter, games often get cancelled because the ground is too wet – or sometimes because

the ground is frozen. It would be great if that didn't happen. It would be quite an expensive facility, but it would benefit a large number of students at the school.

- 3 I think a lot of schools focus too much on the more academic subjects, like Maths and Science. And if they've got money to spend on new facilities, they usually spend it on technology. That's what a lot of parents expect. But in my opinion, drawing and painting are important activities – they develop your imagination and allow you to express yourself. This is exactly the kind of facility the school needs – something which helps students to be more creative.
- 4 When people think of school music lessons, they think of learning to play the violin or the piano. But actually, music means a lot more than that – especially to young people. It's a whole industry, and lots of people work in it who don't play an instrument at all. They work behind the scenes. They're technicians. They're the ones who help singers and musicians to turn their ideas into real tracks, which people can then download and listen to. This facility would give students a chance to learn some of those skills while they're still at school.

2F Reading

Field games

Exercise 2 1.24 page 26

They are geocaching. They find geocaches with their smartphones.

Transcript

See Student's Book, page 27.

Exercise 3 page 26

- 1 a 6; b 4, 5; c 1, 2, 3
- 2 By looking for words that give clues, e.g. *The writer thinks* suggests that the question is about the writer's opinion.
- 3 question 6

Exercise 4 1.24 page 26

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

Exercise 5 page 27

1 below 2 all along 3 across, all over 4 beside 5 by

For further practice of prepositions of place:

Vocabulary Builder 2F page 122

- 2 1 in 2 on 3 in 4 on 5 at 6 in 7 at 8 in
9 among 10 between 11 in front of 12 opposite
- 3 1 opposite 2 on; in 3 at 4 between 5 in
6 among 7 in front of

2G Speaking

Stimulus-based discussion

Exercise 1 page 28

A climbing B karting C kayaking D hiking

Exercise 3 1.25 page 28

They consider kayaking, surfing, parkour, karting and hiking.

They agree on karting.

Transcript

A So, we're going to do an adventure activity on our day out. What do you think we should do?

B Well, I'm quite keen on kayaking.

A Really? I'd rather go surfing than kayaking.

B The problem with surfing is that the sea is too cold at this time of year.

A Yes, I suppose you're right. What about parkour?

B Sorry, but I don't really fancy parkour.

A Why not?

B Well, don't you think it would be dangerous? I've never done it before. I'm sure I'd injure myself.

A OK. How about karting? I like the idea of that.

B Yes, I think karting would be fun. But it's quite expensive, isn't it? Hiking is another option.

A Hiking would certainly be cheaper, but less fun in my opinion. OK, I think we need to make a decision. There's a good karting circuit near the shopping centre. I don't think it's very expensive. So, overall I think karting would be better.

B OK. That's settled then. Let's go karting.

Exercise 4 1.25 page 28

I'm quite keen on ... , I'd rather (go surfing) than (kayaking). , Sorry, but I don't really fancy ... , I like the idea of ... , Overall, ... would be better. , That's settled then.

Transcript

See exercise 3.

2H Writing

A blog post

Exercise 1 page 29

A astronomy club B school choir

Exercise 2 page 29

school choir, ballroom dancing club

The martial arts club and ice skating club are also mentioned.

Exercise 3 page 29

a One Saturday last month b In my view, ...

c As well as that, ...

Exercise 4 page 29

(Possible answers)

One Saturday; all; also in; to the school; of them; at the beginning of the next school year; who are; different school; at the stalls; to the visitors; short; great; very; lots of; including ballroom dancing and ice skating

3

The human body

Map of resources

3A Vocabulary

Student's Book, pages 30–31; Workbook, page 30
Photocopiable: 3A (Parts of the body)

3B Grammar

Student's Book, page 32; Workbook, page 31
Photocopiable: 3B (Speculating and predicting)

3C Listening

Student's Book, page 33; Workbook, page 32

3D Grammar

Student's Book, page 34; Workbook, page 33
Photocopiable: 3D (Future continuous and future perfect)

3E Word Skills

Student's Book, page 35; Workbook, page 34

3F Reading

Student's Book, pages 36–37; Workbook, page 35

3G Speaking

Student's Book, page 38; Workbook, page 36
Photocopiable: Functional Language Practice (Identifying people in photos and speculating about photos)

3H Writing

Student's Book, page 39; Workbook, page 37

Culture 3

Student's Book, page 114
DVD and DVD worksheet: Unit 3

Classroom Presentation Tool Unit 3

End of unit

Unit Review: Workbook, pages 38–39
Photocopiable: Grammar Review
Exam Skills Trainer 2: Student's Book, pages 40–41
Cumulative Review 1–3: Workbook, pages 114–115
Progress Test and Short Tests: Unit 3

3A Vocabulary

Parts of the body

Exercise 1 page 30

(Possible answer)

The footballer is lying on the football pitch. She is in pain and has probably hurt her ankle in a tackle.

Exercise 2 page 30

1 nail 2 wrist 3 calf 4 elbow 5 shoulder
6 neck 7 cheek 8 forehead 9 ankle 10 shin
11 knee 12 thigh 13 chin 14 thumb

Exercise 3 page 30

(Possible answers)

1 blood, brain, heart, intestine, kidney, lung, muscle, rib, skull, spine, stomach, throat 2 blood, brain, cheek, chin, eyebrow, eyelid, forehead, jaw, lip, muscle, scalp, skin, skull, spine, throat 3 blood, elbow, muscle, nail, skin, thumb, wrist 4 ankle, blood, calf, heel, muscle, nail, shin, skin, thigh, toe 5 blood, bottom, heart, hip, intestine, kidney, lung, muscle, rib, shoulder, skin, spine, stomach, waist 6 ankle, calf, cheek, elbow, eyebrow, eyelid, heel, hip, kidney, lip, lung, shin, shoulder, thigh, thumb, wrist 7 rib, skull, spine

Exercise 6 1.26 page 31

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

Transcript

- Few people have blood type B negative (about 5%), and even fewer have AB negative, which is the rarest blood type. The most common blood type is O positive. Approximately 36% of people have this type of blood.
- Finger nails grow at an average of about 36 millimetres a year, which is 3 millimetres in a month. That's much faster than toe nails, which grow about four times more slowly – about 0.75 millimetres a month.
- When people sing their national anthem, they often hold the left side of their chest, thinking that they are placing their hand over their heart. But in fact our heart is near the centre of our chest, just a little to the left.
- The average length of the small intestine in adults is seven metres. The average length of the large intestine is one and a half metres, so that's eight and a half metres in total.
- As adults, we have 206 bones in our bodies, but we start life with many more. We are born with nearly 300 bones, but as we grow, some of them join together, leaving us with 206.
- The blonder our hair, the more hairs we have on our scalp. Fair-haired people have on average 150,000 hairs, brown-haired people have 110,000, and black-haired people about 100,000. People with ginger hair have got the fewest: about 90,000 hairs.
- Most people don't think of their skin as an organ, like their heart, kidney, stomach and liver. But that's what it is. And it's the largest organ, by surface area and weight. The average brain weighs 1.3 kg and is the third largest organ in our body. The liver is also very large and weighs even more: on average 1.6 kg. But the surface area of skin on an average adult is between 1.5 and 2 m², and it weighs on average 10.8 kg.
- The thickness of our skin varies from about 0.5 mm on our eyelids to 4 mm or more on the soles of our feet and on the palms of your hands. But on average it is 2–3 mm thick.
- Different experts have different opinions. Some say it is the masseter muscle in our jaw, which helps us chew our food. Others say it is the muscles in our thighs, which allow us to run. Other experts believe it is the gluteus maximus in our bottom and lower back, which holds our bodies upright. What is certain is that the largest muscle is the gluteus maximus, but it is impossible to say which is the strongest because they do such different things.

Exercise 7 1.27 page 31

1 ankle; yesterday evening; bandage 2 head; this morning, about two hours ago; painkillers 3 thumb; last night; X-ray
4 hand; about an hour ago; cream and a dressing

Transcript

- 1 **Doctor** Good morning. What can I do for you?
Patient My ankle really hurts. I think I've twisted it.
D Let me have a look. When did you do it?
P Yesterday evening, while I was playing football.
D Yes, it's a bit swollen. You've sprained it. I'll give you a bandage for it.
- 2 **D** Good afternoon. How can I help you?
P I've had an accident. I've banged my head.
D How did it happen?
P I tripped over the cat and hit my head on the corner of a table.
D When did it happen?
P This morning. About two hours ago.
D May I take a look?
P Yes, sure.
D Is it painful?
P Ow! Yes!
D Sorry. I'll give you some painkillers.
- 3 **D** Hello, how can I help you?
P I've hurt my thumb. I trapped it in the car door last night.
D Can you show me? ... You've certainly bruised it. And you'll probably lose your nail.
P It's really painful. Do you think I've broken it?
D It might be broken. I think I'll send you to hospital for an X-ray.
- 4 **D** Good morning. How can I help you?
P I've burned my hand. I picked up a very hot saucepan.
D When did it happen?
P About an hour ago.
D It's quite a bad burn.
P What can you give me for it?
D I'll give you some cream and the nurse will put a dressing on it.

Exercise 8 1.27 page 31

a 've twisted b 've sprained c 've had; banged
d tripped; hit e 've hurt; trapped f 've (certainly) bruised
g 've broken h 've burned; picked up i did (it) happen

Transcript

See exercise 7.

3B Grammar

Speculating and predicting

Exercise 2 page 32

Using 3D printers to print human organs and body parts.

Exercise 3 page 32

a will be able; won't die b will probably be; are certain that bio-printing will revolutionise c could save, could play d might not come

For further practice of speculating and predicting:

Grammar Builder 3.1 page 131

1 2 You'll definitely pass all your exams. 3 I doubt (that) it'll rain tomorrow. 4 I'm sure (that) you'll enjoy the film. 5 Ben might come round later. 6 I may not go to school tomorrow. 7 I think (that) George will know the answer. 8 We probably won't go away this summer.

Exercise 5 page 32

1 present simple 2 will 3 might

For further practice of first conditional:

Grammar Builder 3.2 page 131

1 1 don't phone; will be 2 tell; will you promise
3 will have; doesn't rain 4 won't buy; lose
5 will you do; feel 6 give; will be able to
7 will make; sends 8 don't shout; won't get

Exercise 6 page 32

Moreover, if we can produce organs such as hearts and kidneys, patients won't die while they're waiting for an organ donor.

If they are successful, doctors could save millions of lives.

Exercise 7 page 32

1 could / can 2 will be 3 start 4 will / may / might / could become 5 learn 6 may / might / could be

3C Listening

The body's limits

Exercise 1 page 33

(Possible answers)

Both show people doing physically challenging activities in extreme conditions. In photo A, the people are walking in a desert in extreme heat. They are lightly dressed and carrying rucksacks. If they aren't careful, they could become dehydrated and even die. In photo B, there is a climber sitting outside a tent in the mountains. He's wearing an oxygen mask to help him breathe at this high altitude.

Exercise 2 1.28 page 33

Transcript

See Student's Book, page 33.

Exercise 3 1.29 page 33

1 -40°C 2 5°C 3 15°C 4 50% 5 57%
6 4,500 7 1/5 8 1/10

Transcript

There are many amazing stories of human survival, but actually our bodies are very fragile and do not cope well with extremes. Polar explorers can cope with temperatures of -40°C, but only if they keep warm. Most people will collapse if their body temperature drops by only 5°C, and if it drops by 15°C, they'll die. Heat can be just as dangerous. Temperatures of 35°C are safe provided humidity is not above 50%. High altitudes are dangerous too. We pass out when the pressure falls below 57% of normal atmospheric pressure. This happens at about 4,500 metres. Climbers can go higher because their bodies gradually get used to it, but no one survives for long at 8,000 metres. At high

altitudes, lack of oxygen is another problem. At ground level, about 1/5 of the air is oxygen. If that falls below 1/10, we die.

Exercise 4 1.30 page 33

See transcript.

Transcript

- 1 Normal body temperature for humans is 36.5–37°C.
- 2 An increase of just 0.5°C above normal body temperature can make you feel unwell.
- 3 About 5% of people who go to Accident and Emergency have a fever.
- 4 You can get frostbite if the temperature of your skin falls to 0°C or below.
- 5 In 2000, a Norwegian woman survived after her body temperature had fallen to 13.7°C.
- 6 Less than 1/3 of adults whose temperature drops below 28°C survive.

Exercise 5 1.31 page 33

Randy Gardner

Transcript

Host Professor Martin, you're interested in the limits of the human body. Is that right?

Professor Yes, that's right. So, for example, we've been asking: Is it possible to survive in a vacuum?

H And what's the answer?

P Well, sadly we know how long humans can survive in a vacuum in outer space. Three Russian cosmonauts died in 1971 when their space capsule had a major problem at an altitude of 168 kilometres. The pressure inside the capsule dropped to zero and the crew died after 30 to 40 seconds.

H What a tragedy.

P Yes, indeed. But it is possible to survive shorter periods of time in a vacuum. In 1966 a scientist was testing a spacesuit in a special room when the pressure suddenly dropped to almost zero for a period of 27 seconds. He passed out after 15 seconds and he woke up when the pressure inside the room returned to normal. He was fine.

H Good! So what else have you been studying?

P We've also been asking: how long can the human body survive without sleep?

H And what is the answer?

P Well, we can't force people to stay awake until they die, so it's impossible to know the exact limits. But we know about some extreme cases. For example, on 28 December 1963, Randy Gardner, a 17-year-old student, got up at 6 o'clock in the morning and didn't go back to sleep again until the morning of 8 January 1964. That's 264 hours.

H Amazing! How many days is that?

P About 11 days.

H He probably slept for a week after that!

P Actually, no. His first sleep after those 11 days lasted almost 15 hours.

Exercise 6 1.31 page 33

- 1 F They died after 30–40 seconds. 2 T 3 F The pressure dropped to almost zero for 27 seconds. 4 T 5 F He slept for almost 15 hours.

Transcript

See exercise 5.

3D Grammar

Future continuous and future perfect

Exercise 1 page 34

(Possible answer)

In the last photo, the people have bigger eyes, larger noses and nostrils, larger brains and foreheads and darker skin.

Exercise 3 page 34

1 will have 2 will be 3 perfect 4 continuous
future perfect 5: How will the human body have changed in 100,000 years? As a result, our eyelids will have become thicker ...; Our nostrils will have grown larger ...; The size of our skull will have increased ...; our brain will have got larger. future continuous 2: Humans will be living in other parts of the solar system.; ... we will be using a nano-chip inside our head ...

For further practice of future continuous and future perfect: Grammar Builder 3.3 page 132

- 1 1 will be studying 2 will be having 3 will be shining
4 will be visiting 5 will be packing 6 will be staying
- 2 1 will have returned 2 won't have finished
3 won't have received 4 will have done
5 won't have had 6 will have been

Exercise 4 page 34

- 1 will have finished 2 will be working 3 won't be living
4 will have told 5 will be shining 6 won't be playing

Exercise 5 page 34

in 100,000 years; In the distant future

Exercise 6 page 34

(Possible answers)

- 2 I think / don't think most people will be living to 200 100 years from now. 3 I think / don't think new diseases will have appeared in 1,000 years' time. 4 I think / don't think a human will have run 100 m in five seconds by the end of the century. 5 I think / don't think computers will be managing all major companies in the foreseeable future. 6 I think / don't think the Earth will be fighting wars against other planets 10,000 years from now.

3E Word Skills

Word families

Exercise 2 page 35

- 1 anger 2 happiness 3 depression 4 shame

Exercise 3 page 35

- 1 anger 2 anxious 3 shame 4 envy 5 happiness
6 proud 7 sadness 8 surprise

Exercise 4 page 35

(Possible answers)

- a tired – tiredness, merry – merriment b excited, exciting, dangerous, useful, harmless, funny, typical c slowly, differently d tidily – untidily, possible – impossible

Exercise 5 page 35

1 angrily 2 hopeful 3 surprised 4 anxiously
5 sadly 6 ashamed

Exercise 6 page 35

2 enviously 3 unsurprising 4 shame 5 proudly
6 annoyingly 7 unhappiness

3F Reading

Body clock

Exercise 2 page 36

c

Exercise 3 page 36

1 G 2 D 3 E 4 C 5 G 6 B 7 D 8 A 9 H 10 F

Exercise 4 1.32 page 36

(Possible answers)

1 A young child needs about an hour more sleep than an adolescent. 2 'Larks' like to go to bed early and get up early. 'Owls' like to go to bed late and get up late.
3 Because your blood is thicker and your blood pressure is higher in the morning. 4 Between 3 p.m. and 6 p.m.
5 How much you eat is more important.
6 Because they give off blue light, which keeps you awake.

Exercise 5 page 36

exercise verb **show** verb **work** noun **hard** adverb
record noun **light** noun **level** noun **rest** noun

Exercise 6 page 36

(Possible answers)

exercise noun, verb **show** verb (to give information about sth), noun (entertainment performed for an audience)
work noun, verb **hard** adverb (with great effort, energy or attention), adjective (not soft to touch; not easy)
record noun (the best performance ever reached in sth), verb (to write down or film facts or events so that they can be referred to later); to put music, a film, etc. onto a CD/DVD so that it can be listened to or watched again later) **light** noun (the energy from the sun, a lamp, etc. that makes it possible to see things), adjective (having a lot of light; pale; not of great weight; not deep) **level** noun, verb **rest** noun, verb

For further practice of homonyms:

Vocabulary Builder 3F page 122

1 1 nail 2 chest 3 head 4 hand 5 head
6 nail 7 foot 8 arms 9 hand 10 foot
11 chest 12 arms

3G Speaking

Photo description

Exercise 2 1.33 page 38

Student 2. She covers all the points, gives her opinion and her answer is more detailed, focused and structured.

Transcript

Student 1 This photo shows a group of women doing some exercise. It looks like some kind of dance class. They're in a park, or maybe in the countryside. It's most likely in the

evening, because the shadows are long. The women with black leggings and stripy tops are leading the class, I think. It looks like the others are copying them. The woman in the stripy dress, in the middle of the photo, has stopped dancing. I'd say that she's tired. Personally, I'd find this class quite difficult, I think. But I'd love to try it. It looks fun!

Student 2 In this photo, I can see some people doing exercises in a gym. I think it's a fitness class of some kind. They're in a large room with a rope near the wall. Next to the rope, two women are doing push-ups. Behind them, there's a sort of climbing frame. Two men are doing pull-ups, or something like that. The woman in the black vest-top isn't doing any exercise. She's the instructor, I would say. She looks very fit.

Exercise 3 page 38

for detailed comments

For further practice of describing appearance: Vocabulary Builder 3G page 122

2 (Possible answers)

A He has thick black hair, a beard and a moustache. He also has a tattoo on his arm. **B** She has brown hair in a short ponytail. She also has a fringe. Her skin is quite dark. **C** She has brown hair with two plaits and a centre parting. She has light skin, freckles and rosy cheeks.

Exercise 4 1.33 page 38

Student 1 It looks like some kind of; or maybe; It's most likely; I'd say that **Student 2** I think it's a fitness class of some kind; There's a sort of; or something like that; I would say

Exercise 5 1.34 page 38

photo A; The student refers to lots of sunshine and fresh air.

Transcript

Teacher Do you think the people are enjoying the class?

Student Yes, I think they probably are enjoying it.

T Why do you think so?

S Well, firstly, they've chosen to do it, so it's obviously the kind of thing they enjoy. They all look very fit, so they probably do a lot of exercise. I'd say it's their hobby. And secondly, it looks like a beautiful place to do an exercise class. There's lots of sunshine and fresh air. Personally, I'd love to be there.

Exercise 7 page 38

2 b, d, e, g 3 a, c, f, h

Exercise 8 1.35 page 38

1 1: no; 2: yes; 3: maybe 2 2 3 a job interview (1), a wedding (2), a friend's party (3)

Transcript

1 **Teacher** Do you think men care as much about their appearance as women?

Student I don't think they do, really.

T And why do you think that is?

S Well, as I see it, women are just more interested in that kind of thing: hairstyles, fashion ... Whereas for men, it's pretty boring. For example, most women spend a lot more money at the hairdresser's than men do.

T I see. Thank you. Now, tell me about an occasion when you wanted to look your best.

S Hmm. Let me see. Oh, I know. Some time last year, I applied for a part-time job at a café in town. Before my interview, I had my hair cut and put my smartest clothes on. But it didn't help – I didn't get the job!

- 2 **T** Do you think men care as much about their appearance as women?
S I think they do, really. Although they don't always admit it!
T Why do you think so?
S Well, most people believe that women are the only ones who really care about their appearance. But I don't agree. In my opinion, men are also worried about how they look.
T OK. Tell me about an occasion when you wanted to look your best.
S A few months ago, my cousin got married. I was invited, of course – the whole family was invited. I made a big effort to look good because there are always so many photographs and videos.
- 3 **T** Do you think men care as much about their appearance as women?
S The way I look at it, men do care about how they look – you know, they want to look good. But do they care as much as women? I don't think so.
T Why not?
S Because I don't think people judge men's appearance as much. Other men don't really make comments about a man's appearance. But other women make comments about a woman's appearance. There's more competition!
T OK. Tell me about an occasion when you wanted to look your best.
S I remember once when my friend had a fancy dress party. The theme was film stars, and I made a big effort. I dressed as James Bond, but everybody thought I was Mr Bean.

3H Writing

An opinion essay

Exercise 2 page 39

first element describe the problem (teenagers not getting enough exercise)

second element ways of solving this problem

Exercise 3 page 39

She thinks that the problem is serious. She proposes two solutions: making school canteens serve healthy food and giving teenagers free membership of their local sports facilities.

Exercise 4 page 39

Yes. 1: 1 is an introduction, 2 and 3 are the main body and 4 is the conclusion. 2: 2 deals with the causes and 3 suggests solutions. 3: What is more, ...; In order to ...; Furthermore, ... 4: I strongly believe ...; What I propose is ...; I would strongly recommend ...

Exercise 5 page 39

1 view 2 seems 3 see 4 my 5 widely 6 said 7 common 8 agree 9 What 10 only 11 solution 12 propose 13 would 14 said 15 In order to 16 sum 17 conclusion

The ten phrases are most people agree that; I (strongly) believe that; What is more, ...; In order to tackle this problem, ...; In my view, ...; What I propose (instead) is that; Furthermore, ...; I would strongly recommend that; To conclude, ...; It seems to me that

Exam Skills Trainer 2

Reading

Exercise 1 page 40

1 B 2 C

Exercise 2 page 40

1 F 2 G 3 C 4 B 5 D

Listening

Exercise 3 page 40

1 a, d 2 b, f

Exercise 4 1.36 page 40

1 D 2 B 3 A 4 E

Transcript

Speaker 1 All right, everyone, lift your arms up above your head and try to touch the ceiling. Excellent! If you reach high enough, you'll feel the muscles of your back. OK, great ... now keep your arms where they are and move sideways from the waist. Can you feel the muscles in your left side? Right. Now hold ... hold ... hold ... and slowly straighten up. Wonderful! Wait for a moment, then go to the other side ...

Speaker 2 Have you been trying to lose weight forever? Have you done diet after diet, and not got the results you want? Well, Nutrachum has the answer! The Nutrachum Diet Plan lets you eat what you want, when you want, all meals included. And we back it up with our money-back guarantee! Just call the number on your TV screen to get it for the amazing price of ...

Speaker 3 Everyone says that you are only as old as you feel inside, but I wish my body knew that! When you're younger you don't think about the things you've done to yourself. I injured my back in a skiing accident in my 30s, and I just decided to ignore it because it didn't hurt that badly. Well, now in my 70s, I'm really paying for it. I have to do special exercises every day, and I have to think twice before I bend over. It's a pain – literally.

Speaker 4 Yes, it's true that being overweight or obese has become more and more of an issue – but it's not just the weight itself that's the problem. If you think about it, you'll realize that carrying a lot of extra weight around is going to affect the rest of your body. Back pain, knee and ankle problems ... the list goes on. I'm afraid that if we continue like this, in 25 years we will have created one of the unhealthiest societies in history.

Use of English

Exercise 5 page 41

1 C 2 B 3 C 4 C 5 B
 1 view 2 suggest 3 tackle 4 sum

Writing

Exercise 9 page 41

1 view 2 suggest 3 tackle 4 sum