

Unit 1

Developing vocabulary and listening p7

3 and 4 ► 01

Anna: I love my family a lot, but I recently moved into my own flat near the beach because all my friends live there. Also, it's easy to get to work because my bus stops right outside the flat! The flat's a bit small, but it's got a kitchen, one bedroom and a living room. It's enough for me. And I love the independence. I can do what I want when I want to. I don't mean stay out till late – but just cooking, watching what I like on TV, you know.

Ethan: OK, well I now live in a flat with my cousin and it's all right, but we hate cleaning or tidying up! So I take my washing to my mum's house! She's such a great mum! I moved out really because I was having a lot of arguments with my parents. You know – about when I come home, what clothes I wear and so on – even about politics! Now, our relationship is much better. We never argue when we meet. I go round there every weekend for lunch and we have a cool time.

Alex: The reason I moved out was the noise. I have three brothers and sisters and they are so noisy! It's not their fault. They're kids! But I'm at university and I need to study a lot so now I share a flat with another friend who is doing the same course as I am. The difference in my work is amazing. I can concentrate more and there's a big improvement in my marks! Good decision.

Grace: I moved mainly because of work. I'm a restaurant manager and I finish late every night. When I was at home it was difficult not to wake people up when I got back. I have a very young sister and she doesn't sleep very well. She wakes up very easily. It wasn't fair for her really. Also – because I have late nights, I like to sleep late in the mornings. I get very tired! And that's hard when my sister is running around getting ready for school! So, now I'm in a flat and it's good for everyone!

Developing speaking p9

1 and 3 ► 02

A: Hi! My name's Pete. What's your name?

B: Hi, I'm Marie.

A: Have you got any brothers or sisters?

B: Yes, I've got a brother and a sister.

A: Do they go to your school?

B: No, they're older than me. They go to university.

A: How often do you see them?

B: My brother comes home at weekends. But my sister, Jenny, only comes home once a month.

A: What do you do in the evenings?

B: I usually go round to my friend's house and we do our homework together.

A: Do you like computer games?

B: Not really. But I watch a lot of films on my tablet. What about you?

A: I spend a lot of free time playing computer games. I love them!

PRONUNCIATION p9

5 ► 03

1 What do you do?

2 Where do you live?

3 What sports do you like?

4 Where does your dad work?

5 How do you travel to school?

DESCRIBING PICTURES p9

7 ► 04

This is a family and they are having a meal together. There's a mum and dad and two young children and I can also see an older woman and another man. Perhaps they are the grandmother and an uncle? I imagine they're at home, probably the mum and dad's home, because it looks like a modern kitchen/dining room. I think they're having dinner or maybe lunch because there's some bread on the table. I think they're enjoying their meal because they're smiling and laughing about something. I imagine they're also happy because they're spending some time together as a family.

Unit 2

Developing vocabulary and listening p15

3 and 4 ► 05

I love crime fiction, in books and on television. I enjoy working out puzzles and I love finding out who committed the crime, how and why! My favourite at the moment is the Inspector Rebus series. I've read all of them. The writer is Ian Rankin, a Scottish author. The stories are great. They all take place in Edinburgh and I found out a lot about the city while I was reading the series. It sounded lovely and I decided to visit the place. When you read these books you find out a lot about the popular parts of Edinburgh but also about the parts the tourists don't see, too! When I was walking round the city, I was thinking about all the different places Rankin described in the Rebus books.

Inspector John Rebus is not a traditional detective. He has a lot of bad habits and he doesn't care about his appearance. He's definitely not vain like some other detectives! But he's very clever. He looks

into all sorts of crimes. And he comes across some interesting people while he's looking for robbers and thieves! One of these is the boss of a big criminal gang, called Ger Rafferty. Although they're very different, Rebus and Rafferty get to know each other very well. They even help to solve some crimes together! Rafferty turns up in lots of the books. I think he and Rebus are opposite types of people, but they understand each other. A few years ago Rebus retired from the police because he was too old. Everyone was worried that the books would stop. Luckily, Ian Rankin is continuing to write books with Rebus. I hope he's going to solve more crimes for a long time yet.

Developing speaking p17

2 ► 06

A: Hi! Did you enjoy the party at Hiroko's last night?

B: Yeah. It was really good. It's a shame you couldn't go.

A: I know I felt awful. But I was feeling ill all day yesterday. I spent the evening in bed!

B: You poor thing. I hope you're better now.

A: Yes thanks. Did Hiroko like my present?

B: Oh no!

A: What?

B: I forgot to give it to her. I'm so sorry.

A: It doesn't matter. I'm seeing her later today, I'll give it to her then. You told her I was ill, didn't you?

B: I forgot that, too. There were a lot of people and she was very busy. I feel terrible.

A: So, she thinks I just didn't turn up. That's the last time I ask you to give a message to someone for me!

B: I'm really, really sorry. Let me talk to her now.

A: Next time, please remember what I ask you!

B: Of course I will. I'll make it up to you. I'll buy you a burger!

PRONUNCIATION p17

5 ► 07

1 I felt awful.

2 I'm so sorry.

3 That's the last time I lend you anything.

4 Don't worry about it.

5 Oh no!

DESCRIBING PICTURES p17

7 ► 08

I think this is in a shop – maybe a supermarket, but not a very big one. It might be one of those small shops that you see on the corner of the street. I can see a man inside the shop. He's middle-aged, maybe around 50, and he's wearing a smart suit and tie. He's putting something into his inside jacket pocket. I think it's a book and I imagine he's stealing it. I think this crime happens a lot these days. It's very bad because sometimes the owners of small shops don't earn much money.

Gateway to exams: Units 1–2

Gateway to exams p20

3 09

Taylor: I have a very big family. I've got two sisters and two brothers and they're all older than me. Most of the time it's great fun to be part of a big family. It's never boring or quiet in the house! Sometimes, however, it would be nice to have some time to sit and read alone. I can't because there's always noise in the house. My family likes music so there's always a radio on or one of my brothers or sisters is playing the guitar!

Cristina: I've got two sisters and we're good friends as well as sisters. Well, most of the time we are. But last year I started having problems with my younger sister. I found out she was taking my things without asking. When you're part of a big family, it's important not to go in their rooms when they're not there. In fact, in every family that's important, isn't it? Well, my sister regularly goes into my room and steals my clothes and my magazines. One day I was having a shower and she went into my room and took the jeans I wanted to wear! I don't know what to do!

Ella: I'm the youngest of four children and I love it. My parents have a lot of rules for my older brothers and sisters, but I can do nearly anything I like! Also, I get a lot of things from them. Like last week – one of my brothers gave me his smartphone because he's got a new one. My sister gave me a beautiful dress because it doesn't fit her now. And my other brother gave me his guitar because he's stopped playing it. He's started sailing instead! It's cool. Of course, sometimes they annoy me, but not often. I think I'm very lucky.

Miranda: It isn't always easy to be part of a big family but there are some big advantages. For example all my brothers and sisters like to go out a lot and they have lots of friends. Sometimes we have parties and all their friends come. It's brilliant. I meet them all and it's always good fun. Some of their friends have become my friends, too – which is cool. Another thing is that we all go to the same school at the moment. I never have any problems with

Mark:

classmates or anything because my older brothers and sisters (and their friends) look after me. Sometimes I'd really like to be an only child. I mean, I love my family but my two brothers and my sister are all really clever. They get top grades in exams and my older brother is studying medicine at university. He wants to be a top doctor. I'm not very good at school. And my parents always tell me to be like my brothers. They can't understand that I can't! My other brother is brilliant at sports and he wins tennis matches and swimming races. I'm terrible at sports, too! I feel very depressed about it.

Unit 3

Vocabulary and listening p25

3 and 4 10

Laura: I have a very interesting job. I work with languages which is great. I use three languages that I learned at school in my job and I really enjoy speaking them every day. I go to international meetings where there are people from many different countries and they have to understand each other. So I, and people like me, translate for them. It's sometimes quite difficult because they speak quickly and they don't slow down for me! And I have to be careful. I can't give an incorrect translation or they might make the wrong decisions.

Rachel: I work with children aged between 11 and 15. My languages are French and Russian. I really enjoy my classes – and I hope the children enjoy them, too! Sometimes it's hard because the students don't like learning about irregular verbs and things like that. But there's no choice when you're learning a language. In the summer I often take the classes outside where we have an informal lesson in the garden. I think it's easier to speak a language when you're relaxed. That's when you make the most progress I think.

Michael: I studied in Paris for a year and that's where I first did some work for a film company. I wanted a part-time job which wasn't too boring while I was studying. So I applied for the job of playing the role of an English student in a French film that they were making in Paris. I loved every minute. In fact, I spent more time acting than I did studying! It was an unusual

part-time job – and much better than working in a restaurant, like my friends! They paid me a lot of money, too. Now, I'm training at a drama school and I hope I'll get more jobs like that in the future.

Developing speaking p27

1 11

Receptionist: Good morning. This is the Bradford School of English. How can I help you?

Student: Good morning. I'm calling from Italy. Could you give me some information about your summer courses?

Receptionist: Yes, of course. We have a course which begins on the 13th of July.

Student: Sorry. Did you say on the 30th July?

Receptionist: No, on the 13th.

Student: Ah, I understand. How long does the course last?

Receptionist: 20 days.

Student: Do you organise accommodation?

Receptionist: Yes, we do. Students usually live with local families.

Student: Pardon? I'm not sure I understood.

Receptionist: You can stay with a family near the school.

Student: OK. Thank you. How much is the course?

Receptionist: £950.

Student: Could you repeat that?

Receptionist: Yes, I said the price is £950.

Student: Does the price include other activities?

Receptionist: Yes, it does. It includes excursions and social activities.

Student: I'm very interested in the course. Can you send me a registration form?

Receptionist: Yes, of course. Can you give me your name and address?

PRONUNCIATION p27

4 12

- 1 I'm interested in a new course.
- 2 Sorry, did you say the 10th May?
- 3 Could you say that again?
- 4 Can I help you?
- 5 How much is the course?
- 6 The price is fifty pounds a week.

DESCRIBING PICTURES p27

6 13

I can see some students in a classroom. There are some boys and some girls. I think they're teenagers. I imagine they're at a special language school because I think they are different nationalities and they're not all the same age. Two of them are talking to each other, not to the teacher. I imagine they're doing this to practise their speaking.

They're probably talking about something in their book – like a grammar point or maybe discussing a question from the book. Talking together helps you speak a language better. You don't worry about making mistakes when you're not saying things in front of the whole class!

Unit 4

Developing vocabulary and listening p33

3 and 4 14

Girl: Hey, how are you?

Boy: Good thanks. I've just watched an episode of series nine of Grey's Anatomy. You can borrow the DVD when I've finished with it.

Girl: Great. I love Grey's Anatomy – it's such a good series. I've watched it since it started in 2005.

Boy: Me too, and it's actually made me much better at first aid!

Girl: So, what happened?

Boy: Well – a group of new doctors has just joined the show and on their first day they already have to help lots of people in trouble. There's a lot of competition between them because they all want to do operations to learn more and make the senior doctors like them. Two of the new doctors were fighting over one patient. But they weren't paying attention to him properly and he had a heart attack and nearly died. Luckily, they managed to save the patient, but they got into a lot of trouble about that. And one of the new doctors, Jo, had to help a baby who was born too early. The baby was really small, but they found it in the rubbish outside the hospital! I couldn't believe it. It wasn't even in the waiting room! And Derek Shepherd, you know, the doctor who helps people with injured heads, has hurt his hand badly and he needs treatment. It's a bad injury and it's difficult to operate, but Callie and Jackson have just found a way to help him. But for some reason he doesn't want their help yet! I don't know why and maybe he won't be a doctor anymore.

Girl: Well – it sounds like another interesting day at the hospital!

Boy: Yes, and the new doctor – remember I said her name was Jo, well ... she likes Doctor Karev a lot ... and I think he likes her too, but it's difficult because she's just started at the hospital and he's been there for a long time and she has to work for him, but I think that they ...

Girl: OK, OK! Don't tell me ... I haven't seen series nine yet!

Developing speaking p35

1 and 2 15

There are four people in the picture and, ... er, they're in a waiting room. It's probably a waiting room in a health centre. I imagine it's the morning or the afternoon because that's when people usually go to the doctor's. Er, three of the people are patients, they're waiting to see the doctor. The doctor is also in the room. The patients are looking at him. They look ill or, you know, have health problems. For example, I think the woman on the left has got a broken arm or maybe it's her wrist. I'm not really sure, but I think the woman in the middle has got a sore neck because she's wearing a collar round it. The room isn't very exciting. There aren't, well, any pictures on the wall. I can also see some magazines. I think they're probably giving information to the patients. I've been in a waiting room like this when I've been ill. I don't like waiting rooms because they always seem sad and grey. The thing is, the picture makes me think about times when I've been ill so I don't really like it much.

PRONUNCIATION p35

3 16

waiting room
food poisoning
health centre
first aid
heart attack

DESCRIBING PICTURES p35

5 17

There are four people in the photograph. They are in the countryside near the mountains. One of the people isn't very well. I imagine he has fallen over or perhaps he's got a virus. Two people are carrying him. They are probably going to hospital. In the background there's a car with red lights. I think it's a police car or a small ambulance. I think the man who is injured is feeling quite bad. Perhaps his leg hurts.

Gateway to exams: Units 3–4

Gateway to exams p38

2 18

Hi! I'm going to talk about my language learning experiences. We've heard from some other students already about their problems learning a language. I agree – there are a lot of problems, but I've had some good experiences, too. The language that I'm best at is French, but I can also speak a little Russian. I started learning French when I was at primary school – at the age of nine, but I've only learned Russian for a year. I think it was good to start learning French when we were young. It's easier to learn to pronounce the different sounds. Also, you don't worry too much about

making mistakes. That's worse when you get older, isn't it? Your first teacher is also very important. I was very lucky and I had an excellent teacher called Miss Painter. She clearly loved French and because of that we loved it, too. We had posters in French on the classroom walls and every week she brought in French sweets or French music. We realised that French wasn't just a boring subject ... but it was real and there was a country with people who really spoke that way all the time! When we learned a bit more French we played games and those were fun, too. We didn't have tests or lots of homework so we enjoyed the subject a lot more I think. Now, learning Russian has been a bit different! It's more serious and because we're older it's harder to learn. We haven't done much grammar yet, but I know it's going to be difficult! The letters are completely different and I still don't write it very well. But it's interesting and I want to learn it well because I like reading Russian books. So, maybe in another five years ...

Unit 5

Developing vocabulary and listening p43

2 and 3 19

Lily: Last night I went to a musical with my best friend. We were lucky to find tickets because it's the most popular show in London at the moment. It was definitely as good as the reviews said. The singers were brilliant – the dancers, too. But just as the girl was singing a very sad song and the audience was very quiet, my mobile started ringing! Everyone was staring at me.

Ben: We had a dinner party at school last week to help raise money for the local community garden. We sold tickets to our friends and family and then we cooked them a three-course meal. Doing all the cooking was less tiring than I thought because we all worked together. Lots of people came and we had a great time. At the end we counted the money and I couldn't believe it. We had more than enough to create a really great garden! Everyone was so generous.

Sue: There was a programme on TV last night about Alicante, a city in Spain. They talked to a lot of people about the holidays they spent there. Some of them said good things and some said bad things, but they all liked one particular hotel and showed lovely photos of it. It looked like a great place to go and it didn't seem too expensive! I took down the details – maybe next year?!

Sarah: Have you seen the latest Dan Fisher film? It's out now and Charlie and I went to see it on Saturday. It's definitely as good as all his others. But it was so sad! I was crying at the end. It's about a man who falls in love with a woman who lives on the other side of the world. Apart from Dan Fisher, the other actors aren't very famous, but they are really good. I can recommend it. But if you watch it you'll definitely need tissues.

Developing speaking p45

1 20

- A:** I am so bored. Why don't we do something, go somewhere – I don't know.
B: Good idea – I haven't done anything apart from watch TV all day.
A: Me neither. Shall we go shopping? There's a sale on at Frank's.
B: I'm not sure. I haven't really got enough money. I mean, I can't buy anything really.
A: Yes, but we can just look at things.
B: That's not much fun when you can't buy anything!
A: Hmm ... I know what you mean. How about taking your dog for a walk along the river? We can get some fresh air.
B: But what about the weather? It's going to rain later.
A: OK. You're probably right. We don't want to get wet. I know, let's call Maddy. She's usually got some suggestions.
B: Great! She might invite us over to play her new computer game!
A: Yes! Good thinking!

PRONUNCIATION p45

4 21

/ei/	/ae/	/eə/
game	am	air
made	ankle	
play	at	
rain	haven't	
sale	Maddy	
taking	shall	

DESCRIBING PICTURES p45

6 22

There are four girls in the photo and they're looking at something. They're all teenagers and three of them are sitting very close together on the sofa. One girl is holding something in her hand. I imagine it's a remote control for a television or maybe for a game? I think it's for a television and they're watching it together. They look very interested in the programme and I think something exciting is happening on the screen because they're watching very carefully! I think they're enjoying the programme and want to see what happens next.

Unit 6

Developing vocabulary and listening p51

2 and 3 23

- A:** In our science class yesterday we got some really interesting homework from Miss Barber. It's a project about what we can do in our area to help slow down climate change in the future. If we make some changes now, the weather in the future might not be so bad. I know that we've caused lots of problems to the planet with all our pollution. We can't go back in time and change things. All we can do is try to help a bit now.
B: I'm actually quite interested in that topic. Did you know my dad works for a company that looks at different ways of getting energy from the wind and the sea? He says the situation is getting worse and it's not going to get better. They've got the right technology, but they have to get permission from people to build wind farms and solar farms in different areas. My dad gets very annoyed when people refuse. I mean, if the wind or solar farms are near people's houses, they don't want them.
A: I know what he means – and I'm going to say that in my project! We have to think about the future, don't we? Perhaps your dad can get me some information and pictures. I tried to go online on my mobile to look last night, but if I go online where I live, I don't get a good signal. It was hopeless.
B: I'm sure he can. I'll ask him tonight and he'll email you some information when he gets to work tomorrow. He's always keen to help people understand more about environmental problems.
A: Thank you so much! But perhaps he can give you the information for me instead of sending it? My mobile will probably take forever to download it!
B: No problem.

Developing speaking p53

1 24

- Katie:** What are you up to tomorrow?
Tom: Nothing really. What about you?
Katie: Nothing planned. Do you fancy going to the Planet Earth exhibition in town?
Tom: Sure. What time shall we meet?
Katie: How about half past ten?
Tom: Fine. Why don't we meet at the bus stop next to my house?
Katie: OK, but where shall we meet if it rains?
Tom: Come straight to my house.
Katie: Good idea. I'll see if Amy wants to come.
Tom: Great! See you tomorrow.

PRONUNCIATION p53

3 25

- 1 What are you up to tomorrow?
- 2 What about you?
- 3 Are you up to anything tonight?
- 4 Where shall we meet?
- 5 What time shall we meet?
- 6 Do you like art exhibitions?
- 7 How about half past ten?
- 8 Why don't we meet at the bus stop?
- 9 Do you fancy going to an exhibition?

DESCRIBING PICTURES p53

5 26

There are two people in the picture. I think they're friends and they're cycling together. They're in the countryside and it looks very beautiful. In the background there's a lake or a river and they are cycling on a track going past it. There are some mountains in the background and the weather looks very good. The people are perhaps on a cycling holiday or perhaps they're cycling at the weekend for fun. I think they're enjoying the activity. It's good to see lovely countryside and it's good to be healthy, too.

Gateway to exams: Units 5–6

Gateway to exams p56

2 27

- Interviewer:** There are lots of examples of famous people – singers or actors usually – who talk about the environment or natural disasters on TV or in magazines. We wanted to know what you think about that, so we went out onto the street and asked you. This is what you told us.
- Speaker 1:** Well, some people think it's OK, but I hate seeing famous people talking about things like that. I think most of these famous people, when they do that, you know, they just want publicity for themselves. They just want to advertise their new film or album. They start talking about the environment and, two minutes later, they're telling you the title of their new record and talking about how brilliant it is!
- Speaker 2:** I don't know. I think the good thing is that they help people to see that there are really serious problems in the world and we need to do something about it. They usually get people to help and give money, and that money can be

really important. You know, famous people attract lots of publicity and they use the attention to tell people about some of the terrible things that are happening in the world right now. That's a good thing. Often people don't really care about these disasters if famous people don't talk about them.

Speaker 3: I just think that these celebrities, these singers and actors, they're really rich. That's the biggest problem with famous people. They're too rich. They're millionaires. If they want to help, why don't they just give their own money? Normal people like me aren't rich enough to give much money, but these celebrities could give enough money to stop some of these problems tomorrow, instead of buying mansions and sports cars and expensive clothes. They're millionaires. Why don't they just give money instead of telling us what to do?

Speaker 4: Well, I think it's stupid. What does an actor know about the environment or about global warming? Actors don't know enough to be able to inform us, they aren't experts. I want famous singers and actors to talk about music and film, not about the ozone layer and global warming. I want to learn about world problems from the experts, people who really know what they're talking about.

Interviewer: As you can see, not everybody agrees then about the question of celebrities, but one thing is ...

normal to spend your whole working life doing one job or profession. Today it's much easier to change career if you want to. In fact, I think people expect you to. My sister went for a job interview recently and they were quite surprised that she only had experience of one job!

- B:** I know what you mean. But I don't want to waste time doing a course that isn't going to lead to a good job. So, I think it's important to make the right decision now.
- A:** So what are you thinking about?
- B:** Well, you know my dad's a computer engineer? He enjoys his job and it's very well-paid. I think I might do that.
- A:** OK, if you were good at computer science then that would be a great choice – but you don't really like it much, do you?
- B:** But that's lessons at school – I'm sure it would be better at university. And there are lots of jobs for computer engineers.
- A:** That's true – but it isn't only about the money. You're really interested in the environment. Why don't you think about studying that?
- B:** But it's really hard to get a job with environmental sciences. My cousin did that and he's still out of work. He's had to take a part-time job at a fast food restaurant! I don't want to do that.
- A:** But ... oh well, I still think you should study something you actually like. I'm thinking about doing drama. I know working as an actor is hard and it's usually badly-paid, but I love acting. If I were an actor, I'd enjoy every day.
- B:** I think that would be a good choice for you. You're very good, you know. And you say badly-paid, but if you got a big part in a film, you'd be really well-off! You might even get really well-known!
- A:** Perhaps you should think about that too then!

PRONUNCIATION p63

3 29

- 1 Can you tell me when the job starts?
- 2 Could I ask if you need any experience?
- 3 Can you tell me how I can apply?
- 4 Can you tell me what we have to do?
- 5 Could I ask what the basic wages are?
- 6 Can you tell me what your address is?

DESCRIBING PICTURES p63

5 30

There are four people in the photo. Three of them are sitting at a table in a restaurant and they are ordering a meal. The waitress is writing down their order. I think it's lunchtime because they're wearing summer clothes that you wear in the day time. I think the waitress is a student in her summer holidays. Perhaps she wants to earn some extra money. I think the people at the table are feeling happy because maybe they've been shopping and they're having a break.

They're probably hungry, too! The waitress doesn't look very busy so she's probably enjoying her job. It's not a very well-paid job, but if you're good, the customers leave you tips.

Unit 8

Developing vocabulary and listening p69

3 and 4 31

Hi – I'm Zac and I'm 15. I'm here to tell you about an amazing friendship I have. Is it someone I met at school? No, it isn't. Or someone who lives near me? No, it isn't. In fact, my closest friend isn't human at all. She's a dog! You see, when I was seven I had a bad illness and I was in hospital for ten weeks. When I went home again, I couldn't go back to school for a few months. Loneliness and boredom are big problems when you're recovering from an illness so my parents had a good idea! They bought me a dog, a black Labrador called Betsy. She's absolutely wonderful and I really love having her around. She's always by my side and I walk her every day before and after school. We go to the park where she has some freedom to run around and explore. She has a great relationship with my friends, too. They love playing with her and they try to give her biscuits. That's not good as she has a weakness for biscuits. She also knows when I'm feeling sad and she puts her head on my knees.

Developing speaking p71

1 and 2 32

- A:** Hi Nick! Did you have a good weekend?
- B:** Yes I did, thanks. Saturday was very busy, but it was good fun.
- A:** What did you do?
- B:** Well, it was my older brother's birthday – Tony, do you remember him?
- A:** Yes. He's at university in France, isn't he?
- B:** Yeah. Well, he came home on Friday and he got a big surprise! Mum and Dad had organised a big meal at a restaurant for him and friends at The Hotel on the Park.
- A:** How fantastic! My aunt used to work there. She says the food there is wonderful.
- B:** It certainly is! We all arrived at about 6.30 – Mum had booked the table for 7.30 – so we had a chat before dinner. Then we all sat round an enormous table in their main restaurant. There were twenty of us!
- A:** Did you know everybody?
- B:** Not everybody. But most of the people were family and Tony's friends from his old school. I knew them. But there were two new friends that had come over from France with him. And his new girlfriend! She's called Ella and she's really nice.
- A:** So, what did you eat?
- B:** I ordered fish in a delicious sauce. Then while we were all having coffee at the

Unit 7

Developing vocabulary and listening p61

2 and 3 28

- A:** Have you decided what subject you're going to study at university next year yet?
- B:** I have a couple of things I'm thinking about, but it's hard. I mean, you have to think about what you want to spend the rest of your life doing. If you make a mistake now, it could be a real problem later on.
- A:** Oh, I don't know that that's true. Yeah – for our parents it was important to make the right choice because then it was

end of the meal, Dad stood up and spoke about how proud he was of Tony! I think Tony was really embarrassed!

- A:** What a great way to celebrate a birthday.
B: It was.

PRONUNCIATION p71

4 ▶ 33

- 1 How fantastic!
- 2 Did you know anyone?
- 3 What a surprise!
- 4 He's at university, isn't he?
- 5 That's brilliant!
- 6 I love it!

DESCRIBING PICTURES p71

6 ▶ 34

I can see some young people. They're teenagers and there are some boys and some girls. I think they know each other. They're wearing casual summer clothes – like T-shirts and shorts. They're on a beach because I can see the sand and I think there are some plants in the background. They're probably having a party. I imagine it's someone's birthday and he or she has organised a barbecue or a picnic. Some of the teenagers are sitting on a blanket and most of them are chatting and eating watermelon. They look relaxed and happy and I think they're really enjoying the afternoon.

Gateway to exams: Units 7–8

Gateway to exams p74

2 ▶ 35

- Ben:** Hi Sophie, I haven't seen you for ages! How's life at university?
- Sophie:** I'm having an amazing time. The course is quite difficult, but it's very interesting and I'm getting on OK.
- Ben:** Do you have to get up really early to go to lectures?
- Sophie:** Gosh – no! It's not like school at all! There are some lectures that we have to go to, but we don't have to attend *all* of them. Usually my first lecture starts at 11.30 on Mondays and the rest of the week it's 10.30 – so that's not too bad. I must admit that I miss quite a few of the ones I don't have to go to – I know I should go to more, but sometimes I'm just too lazy.
- Ben:** Wow! It sounds like a good life! Are you staying with family while you're studying there? I know it's at least two hundred kilometres from here, isn't it?
- Sophie:** You're right. I can't travel every day – I'd have to get up far too early! No, I'm sharing a flat with two other students. It's brilliant. Being

independent is fantastic. We get on very well and we've all got a wide circle of friends at university so there are parties all the time.

- Ben:** That's why getting up in the mornings is a problem!
- Sophie:** It's only my first term. At school I used to have to get up at 6.30 every morning! So, now I'm enjoying spending a bit more time in bed.
- Ben:** If I shared a flat with friends I think I'd do the same.
- Sophie:** It's also cool living with people that you really like. We all study the same subject so we help each other with work and projects, too. One of my flatmates is brilliant with computers and technology – so she's always fixing my laptop. I love cooking, too, and I've become a really good cook!
- Ben:** So, if I came up to visit you I would get a good meal?
- Sophie:** That would be so good Ben. Why don't you come up next month? You can sleep on the sofa. It's a nice big one and it's very soft!
- Ben:** Thanks! I must come up – and meet your flatmates. But you must start doing some work soon, too!

were really messy because she used to make lots of mistakes! Today we just type our work on our laptops and print it out or send it to the teacher online. If we make a mistake we delete it! Easy! Also it's much easier to fill in forms online, too. And faster! I'm glad I'm at school now and not thirty years ago.

- Speaker 3:** For me, the biggest change I've noticed with reading and writing is that so many people read books online now. Everywhere you go you can see people reading on their e-readers, tablets or laptops – even on their phones. It's convenient, I know and it's especially good for people when they're travelling, but I don't really like it. I prefer the way a real book feels – you know what I mean? I like turning over real pages and I like flicking through a new book before I buy it – you can't do that online, can you? And the smell of a new book – that's magic!

Developing speaking p81

1 ▶ 37

Hi! I'm going to talk about a book I remember from when I was younger. We've all got favourite books from that time in our lives and mine is called *The Wind in the Willows*. I'd like to begin by saying that I first read this when I was quite young, but I've read it several times again since then. It's a beautiful book. First of all, I love the location. The story happens in a very peaceful part of the countryside and when you read it you can see sun, blue skies and almost hear the noise of a gentle river! It's about the lives of different animals. The descriptions are very good and what's more – it's very funny, too! It's also true that this book has a special message. It's not just about animals and what they do or don't do, it's about the modern world and technology and how it is changing the countryside. It makes us think about what we are losing. Last but not least, the book is about friendship and helping other people. It tells us that when life is difficult we need to help each other. To sum up, I think both children and adults can learn a lot from *The Wind in the Willows*. It was written a long time ago, but I think it's even more important for people today.

PRONUNCIATION p81

3 ▶ 38

- 1 I'd like to begin by saying that
- 2 Last but not least
- 3 It's also true that
- 4 Another thing is that
- 5 To sum up

Unit 9

Developing vocabulary and listening p79

3, 4 and 5 ▶ 36

Speaker 1: In my opinion, reading and writing these days is very different from when my parents were young. When they were at school they had to look up new words in a dictionary and it could take ages. Now I just go online, type in the word and I get the meaning immediately. You don't have to turn over a lot of pages and waste time. Also, instead of looking questions up in an encyclopaedia you can ask the questions online, too, and get answers very fast. Yesterday I asked a website who had written the first cell phone novel. I got the answer in seconds!

Speaker 2: I asked my mum what the biggest difference was between the work I do at school and the work she used to do. She said it was writing. When my mum was at school she had to write everything by hand. If she made a mistake she had to cross it out. She said her essays

DESCRIBING PICTURES p81

5 39

Well, there are a few people and they're in a bookshop. On the right and in the foreground, there is a young woman, I imagine she's a student. She's wearing casual clothes. On the left there's an older man. They're all looking at books from the shelves. I think it's a bookshop and not a library because the people are standing up. In a library they would sit down to look at the books. I imagine these people are flicking through some books before they decide if they want to buy them. The people are reading and they look quite serious. I think they are concentrating hard because they want to know if the book is a good one for them to buy.

Unit 10

Developing vocabulary and listening p87

3 and 4 40

Situation 1

Belinda: Hi, Paul!

Paul: Belinda – hello. How are you doing?

Belinda: OK, thanks. I just wanted to ask you about the website to get information about the job you mentioned.

Paul: Oh – I sent that and some more information to you yesterday. Didn't you get my email?

Belinda: Yes, I did – thanks. But unfortunately I deleted it! I was sent a lot of advertising emails yesterday and I deleted them all. The problem is – yours was accidentally deleted, too. Could you possibly resend the information? Sorry to be a pain.

Paul: No problem – that's easy to do. I'll email them to you again now. This time – download the attachment immediately!

Belinda: I will. Thank you.

Situation 2

Daniel: So, Ella, are you coming at the weekend?

Ella: Sorry? What's happening at the weekend, Daniel?

Daniel: The trip to London. I sent you an email about it yesterday.

Ella: Oh – I didn't get an email from you. And I checked my emails several times yesterday. When did you send it?

Daniel: About 11.30. I wondered why you didn't ring me.

Ella: I'm so sorry – it never arrived. Did you use the right email address?

Daniel: Yeah – I sent it to EllaMarks@webnet.com

Ella: No! There's no 's'. It's EllaMark – M-A-R-K, I had to choose that

because there's someone else with EllaMarks as her email address.

Daniel: Oops! Must remember that. I didn't realise I'd made a mistake because it didn't bounce back.

Ella: Yeah. I imagine this other Ella Marks has got a lot of my emails in her inbox! I must change my email account.

Situation 3

Ben: Where's Penny?

Tammy: Oh – she was sent home from school today.

Ben: Really? Why was that? What did she do?

Tammy: Well, nothing terrible. She's often told off for using her mobile in class. Well, today the teacher got really fed up with her. She was seen checking her emails in the middle of the lesson again.

Ben: I often do that. But I'm careful to do it when the teacher isn't looking.

Tammy: That is so bad! You should concentrate on the lesson. You'll get caught one day.

Ben: I have already been caught. Last month my phone was taken away for a whole day.

Tammy: Oh, well, there you go!

Developing speaking p89

1 41

OK, so yes, both of the pictures show people using computers, but they're using them in different places and for different reasons. In the first photo, the older people are looking at a computer together whereas, in the second photo the people have got their own computers. The older people look really happy and they're smiling. They're probably enjoying the activity. However, in the other photo the people are concentrating and they look very serious. I think they may be at a big meeting. Another big difference is what the people are wearing. The older people are wearing casual clothes. In contrast, the people at the meeting are all wearing smart clothes. One similarity between the photos is that the computers are clearly important for the people. But apart from that they don't have a lot in common. My grandparents were given a computer last year. They love it. My dad is a bit like the people in the second photo. He takes his computer to meetings all the time.

PRONUNCIATION p89

3 42

- 1 Another important thing is the location.
- 2 This weather is normal for this month.
- 3 These are my brother's clothes.
- 4 Thank you for your kind thoughts.
- 5 My teeth were checked on the third of June.
- 6 I threw away the dirty cloth yesterday.

DESCRIBING PICTURES p89

5 43

OK, well – there are five people in the picture, two boys and three girls. They look like students. I'm not sure if they're English, they might be foreign students in England or people in another country. It's autumn because there are leaves on the ground. They're outside and I imagine it's in the countryside or a big park or garden. There is a lot of grass and behind the people I can see a lot of trees. It might be a forest. They're sitting on the grass and they're looking at computers. I think they're talking about what they have found or what they can see. I think they're very relaxed and enjoying the situation because they're smiling.

Gateway to exams: Units 9-10

Gateway to exams p92

2 44

Situation 1

Sam: Hi! What are you doing here, Tony? You don't usually buy books in shops. You said you got everything online these days.

Tony: I know! It's a bit of an emergency. I'd forgotten it was Sally's birthday today and I'm looking for a book for her. Any suggestions?

Sam: Well, I know your sister loves crime stories, but I imagine she's read all the latest ones.

Tony: That's what I thought. Do you think she might like a romance novel?

Sam: She once told me that she hated romance novels – so maybe a science fiction one might be a better idea.

Tony: I'm hopeless. I never know what she's reading. But that's a good idea.

Sam: I read this one last month – it's really good. I think she'll love it.

Tony: Thank you so much. You've saved my life!

Situation 2

Martha: How's your project coming on, Ben? The teacher wants it in by tomorrow.

Ben: Oh, it's going really slowly, I'm afraid. I've been working non-stop, but I'm having some problems.

Martha: Is there anything I can do to help?

Ben: That's really kind of you, but I think I'll be OK. One thing was – I wasn't given all the information at the beginning of the project so I've had to spend some time researching that.

Martha: That is such a pain. Are you still having problems with your broadband? That doesn't help.

Ben: Not really. It seems to be better these days. No, I'll spend a lot of time on it today and this evening and it should be ready for tomorrow.

Martha: Good luck!

Situation 3

Kay: What are you reading, Miranda? It looks interesting. And it's a very thick paperback!

Miranda: It's a crime novel. Lucy told me it was the best she'd ever read so I've borrowed it from her.

Kay: And is it very good? I love crime novels, too, but I haven't read that one.

Miranda: It's excellent. I just love the idea. Most crime novels are about the police who have to solve a murder. But in this one the detective isn't from the police. It's a teenage boy who's on holiday. There's a series of robberies and he suspects the policeman who's in charge of the investigation.

Kay: OK.

Miranda: And his uncle who is on holiday with them has just disappeared. It's getting really exciting.

Kay: Excellent. I'll ask Lucy if I can borrow it after you?

Miranda: Sure, I know Lucy won't mind.

Situation 4

Mandy: I see you've got a new smartphone, Tom. Are you happy with it?

Tom: On the whole, yes, I am. Kathy's got one of these and she told me that they're excellent and easy to use. But there are some things on it that I really don't understand!

Mandy: Well, there's always a lot to learn with a new phone, isn't there? Phones can do so many things these days.

Tom: You're right. But I was really looking forward to getting it and now I think I prefer my old one. I keep clicking on the wrong icons and there are so many different menus.

Mandy: Well – don't get angry with it and throw it away! You could take it back and change it if you really need to. But you'll work it out soon, I'm sure.