

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 1

1A On camera page 4

1

P	G	T	W	D	O	S	M	Q	D	C	Z
G	O	F	H	S	R	I	F	C	T	O	P
A	B	L	O	U	S	E	S	J	F	M	G
H	J	E	O	Z	L	E	S	I	E	B	N
Z	V	E	D	S	H	Q	T	S	I	A	V
M	W	C	Y	F	H	T	Y	H	J	T	N
I	U	E	X	M	V	I	C	I	E	T	E
N	A	S	O	C	K	S	R	R	W	R	C
I	S	A	E	Y	C	F	U	T	J	O	K
S	K	R	O	L	L	N	E	C	K	U	R
K	I	W	L	E	G	G	I	N	G	S	I
I	R	E	W	F	Y	R	U	W	C	E	A
R	T	D	G	O	J	U	M	P	E	R	P
T	W	Y	V	D	U	I	S	T	F	S	U

- 2 Patterns:** plain, check, flowery, spotty, stripy
Shape: baggy, loose, short, tight
Materials: leather, cotton, fur, nylon, wool
Texture: creased, furry, smooth
Other: shiny

- 3** 1 It's a smart yellow polo shirt.
 2 They're tight leather trousers.
 3 ✓
 4 They're spotty wool socks.
 5 ✓
 6 It's a warm furry fleece.

- 4** 1 old 5 short
 2 looking 6 eyed
 3 easy 7 hard
 4 known 8 tempered

- 5** 1 old-fashioned
 2 brown-eyed
 3 easy-going
 4 good-looking
 5 well-known
 6 short-sleeved
 7 hard-working
 8 bad-tempered

Challenge!
 Students' own sentences

1B Present tense contrast page 5

- 1** 1 starts
 2 're going
 3 drives
 4 's singing
 5 get up
 6 're always leaving

- 2** a habits and routines 5
 b permanent situation or fact 3
 c timetables and schedules 1
 d something happening now 4
 e describing annoying habits 6
 f arrangements in the future 2
- 3** 1 'm doing 5 're, playing
 2 go 6 going out
 3 's opening 7 gets
 4 have 8 's snowing

- 4** 1 We believe in animal rights.
 2 They like eating ice cream in the summer.
 3 I prefer fish to meat.
 4 He needs a new coat.
 5 I want to have a drink of water.
 6 We hate walking to school in the rain.

- 5** 1 Do you like dancing?
 2 Does she want to go home now?
 3 What are you listening to at the moment?
 4 Do they prefer hard rock or rap?
 5 Does he need a glass of water?
 6 Are you enjoying this party?
 7 Is she going home now?
 8 Does this jacket belong to you?

Challenge!
 Students' own sentences

1C Stereotypes? page 6

- 1** 1 funny 5 unreliable
 2 rude 6 cheerful
 3 generous 7 lazy
 4 quiet 8 arrogant
- 2** German – punctual
 American – friendly
 Finnish – kind
- 3** 1 Finns 4 Americans
 2 Germans 5 Germans
 3 Finns 6 Americans

Challenge!
 Students' own sentences

1D Verb patterns page 7

- 1** 1 going out 5 laughing
 2 to see 6 to go
 3 to watch 7 to help
 4 to finish 8 to phone
- 2** 1 studying 5 going out
 2 to learn 6 taking
 3 doing 7 going
 4 studying 8 lying
- 3** 1 to lock 4 putting
 2 going 5 to find
 3 to buy 6 to become
- 4** 1 to say 5 dancing
 2 drinking 6 visiting
 3 to post 7 to learn
 4 to push

Challenge!
 Students' own sentences

1E Surveillance page 8

- 1** 1 software
 2 tag
 3 illegal
 4 monitor
 5 password
 6 download
 7 shoplifters
 8 cashpoint machine
 9 citizens

2 A 4 B 3 C 2 D 1 E 6

1F Talking about photos page 9

- 1** 1 at 3 in 5 on
 2 in 4 with 6 in
- 2** 1 d 3 g 5 e 7 c
 2 f 4 a 6 b
- 3** 1 What's this photo?
 2 Who's the girl in the stripy mini-skirt?
 3 Is your boyfriend in this photo?
 4 Where's your best friend?
 5 Who's the guy who looks like Brad Pitt?
 6 Is the girl in the spotty dress a model?
- 4** 1 It's my sister's eighteenth birthday party.
 2 That's her boyfriend, Kieran.
 3 Yes. She's the one next to him in the flowery top.
 4 He's at the back with my cousin.
 5 That's Vicky, my brother's girlfriend.
 6 No, she's a doctor. She's really nice.
- 5** Students' own dialogues

1G A letter to an exchange student page 10

- 1** 1 d 2 c 3 f 4 a 5 e 6 b
- 2** 1 May I introduce myself?
 2 I'm enclosing a photo of me and my friends.
 3 I'll tell you a bit about my family.
 4 Anyway, that's all for now.
 5 Do write soon and tell me all about your country.
 6 I'm really looking forward to visiting you.
- 3** Tick: 1, 3, 6, 7

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- 4** 1 Do you live in the town centre?
2 What's your school like?
3 What do you do in your free time?
4 Have you got a boyfriend?
5 What kind of music do you like?
6 What's your best subject at school?

5 Students' own letters

Self check 1 page 11

Across

- | | |
|------------|-----------------|
| 2 spend | 13 introduce |
| 8 download | 18 v-neck |
| 9 reliable | 19 long-sleeved |
| 10 like | 20 driving |
| 12 reading | |

Down

- | | |
|----------------|-------------|
| 1 meeting | 11 watching |
| 3 foreground | 14 face |
| 4 in | 15 colour |
| 5 talking | 16 trendy |
| 6 enclosing | 17 goods |
| 7 hard-working | |

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 2

2A How did you feel? page 12

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

- 2 1 amusing 5 excited
2 bored 6 depressing
3 confusing 7 disappointed
4 delighted 8 pleased

- 3 1 homesickness
2 embarrassment
3 depression
4 disappointment
5 irritation
6 confusion
7 excitement
8 sadness
9 frustration

Challenge!

Students' own answers

2B Past tense contrast

page 13

- 1 1 Did you go to school yesterday?
2 I didn't have breakfast this morning.
3 You were singing in the shower!
4 Was Mark drawing a picture when the teacher walked in?
5 They weren't wearing hoodies.
6 ✓
7 She was angry because he'd forgotten her birthday.
8 We drove to Italy for our holiday last year.

- 2 1 got up 5 'd forgotten
2 was shining 6 didn't go
3 were playing 7 had gone
4 were you doing 8 Did you buy

- 3 1 She didn't have dinner and she didn't go to bed.
2 It was raining so we didn't go out.
3 I had brought a sandwich so I had lunch.
4 They weren't nervous because they didn't have an exam.
5 The teacher wasn't angry because the class was working.
6 They were happy because they had tickets to the theme park.
7 She hadn't brought her swimming costume so she didn't go swimming.

- 4 1 brought
2 were talking
3 went
4 was standing
5 had told
6 thought
7 decided
8 fell
9 had been
10 ran
11 had happened

Challenge!

Students' own sentences

2C Remembering the past

page 14

- 1 dis- : dishonest, disorganised
un- : unemployed, unknown
in- : incredible, inexperienced
im- : impatient, impossible
ir- : irrelevant, irresponsible
il- : illegal, illogical

- 2 1 impatient 5 impossible
2 unemployed 6 illegal
3 incredible 7 irresponsible
4 inexperienced 8 dishonest

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

Challenge!

Students' own answers

2D used to page 15

- 1 1 He used to be very lazy.
2 Did you use to have a motorbike?
3 She didn't use to be so bad-tempered.
4 They didn't use to live in a village.
5 There used to be a church in that street.
6 Did she use to go to a different school?

- 2 1 I used to live in the country, but now I don't.
2 Did you use to wear glasses?
3 ✓
4 He used to have a motorbike.
5 ✓
6 She used to cry a lot when she was a baby.

- 3 1 What did you use to wear?
2 What time did you use to go to bed?
3 Who did you use to play with?
4 Where did you use to go on holiday?
5 What did you use to watch on TV?
6 What did you use to hate eating?
7 Which school did you use to go to?

- 4 Students' own answers

- 5 1 used to have, has
2 used to be, is
3 used to wear
4 didn't use to wear
5 used to have, has
6 used to see, sees
7 didn't use to carry
8 used to go, goes

Challenge!

Students' own sentences

2E Lost souls page 16

- 1 1 Val travels to work by subway.
2 She wore some trendy flip-flops to the pool.
3 He couldn't fit all his clothes in his rucksack.

- 4 The police were really baffled by the crime.
5 His name was on a tag on his suitcase.
6 Her friends escorted her home.
7 That new girl in our class is absolutely stunning!
8 He's very outgoing and likes being with people.

- 2 1 about 5 about
2 with 6 with
3 at 7 of
4 of 8 about

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

2F Narrating events page 17

- 1 1 had received 5 was wearing
2 got 6 had
3 felt 7 left
4 walked 8 had asked

- 2 1 How exciting! 5 What a shock!
2 How rude! 6 How lucky!
3 What a shame! 7 How strange!
4 What a mess!

- 3 1 First 4 Finally
2 Then 5 In the end
3 After that

- 4 1 What happened?
2 How exciting!
3 Didn't you have the address with you?
4 What a disaster!
5 How dangerous!
6 What an adventure!

Challenge!

Students' own sentences

2G A narrative page 18

- 1 a away d out
b out e down
c out f off

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

- 3 1 We didn't go out because it was raining.
2 I always listen to music while I'm studying.
3 He likes getting up early whereas I prefer staying in bed.
4 I don't fancy cooking, so let's eat out.
5 The exam was hard but she got a good mark.
6 I want to study medicine even though the course is so long.

- 4 1 because
2 Even though
3 While
4 but
5 whereas

SOLUTIONS INTERMEDIATE WORKBOOK KEY

6 so

5 Students' own narratives

Self check 2 page 19

Across

1 tag	12 rucksack
5 How	14 illegible
6 blowing	16 of
7 upset	19 in
11 use	20 nervousness

Down

2 about	10 flip flops
3 broke	13 relieved
4 incredible	15 looking
8 unknown	17 out
9 excitement	18 used

Get ready for your exam 1

page 20–21

Reading

- Refer students to the Preparation task and tips on page 20.
- The task can be done at school or set for homework. If it is done for homework, set a time limit your students should stick to so that they get used to the time limits they have for their exam.
- While reading the text, students should be asked to underline the sentences in which they can find the relevant information. It is good to do this for reference later and it also helps them to check the answers faster when comparing them in pairs.
- Before doing a whole-class check, ask students to compare their answers in pairs and agree on the correct answers.
- Do a whole-class check. If students are wrong, do not provide them with correct answers. Ask for evidence instead and allow for whole-class discussion.

Use of English

- Refer students to the tips on page 20.
- Before students put the verbs in brackets in their correct forms, ask them to read the text quickly and then ask some comprehension questions:
Why was the writer afraid of being the goalkeeper?
How did she feel before the match started? Why?
How did she manage to deal with the situation?
Did she become a goalkeeper in the end? Why (not)?
- The task can also be set for homework. In that case, advise students to read the text quickly before they start to fill in the gaps so that they know what it is about.

- Students can do the task individually first and then check in pairs. If you think it is too challenging for them, let them work in pairs.
- Do a whole-class check. Do not give students the key yet. Elicit the answers from them and let them discuss any problems.

Listening

- The recordings for the Listening tasks are on the Multi-ROM. Remember that students should hear each recording twice.
- Refer students to the Preparation task and tips on page 21.
- Encourage students to use the instructions and the contents of the items to predict what the interview is going to be about. Check their predictions.
- Clarify any vocabulary problems students might have.
- After the first listening, let students check their answers in pairs. Then they listen again to confirm.
- Encourage students to decide on their own strategies: are they going to try and answer the questions during the first listening and then confirm them while they listen for the second time? Or are they just going to listen to the recording while you are playing it for the first time and then answer the questions when listening to it for the second time?
- After the second listening, elicit the answers. If they have problems with correct answers, do not give them the key. Instead, play the relevant section of the recording again and ask them to identify the part with the answer.
- If you lack time in the classroom, ask students to prepare for the Listening task at home in advance. They can also listen to the recording at home. When checking their answers in class, follow the same procedure as above.
- After students have done the Listening task, you could do an activity focusing on some vocabulary from the task. For example, you could write down some useful expressions from the recording on the board, ask students to listen to the recording again and write down the complete phrases or sentences in which they are used. After listening, they work in pairs, compare their sentences and then try to explain the meanings of the phrases. In a follow-up activity you could ask them to talk about their own experience with pets or photography and use as many expressions from the list as

possible. Expressions suggested from this interview: *create little scenes; give it a try; convey in my images; supply of treats; shoots in cities; create interest; be vital; be focused; be in control of; be expressive.*

Writing

- Refer students to the Preparation task on page 21, and the Writing Bank on page 106.
- Look at the Writing task together and remind students to follow the instructions.
- They can write their first drafts at home. In class ask them to work in pairs and swap their first drafts, Dictate or write the following questions on the board, and ask students to make comments on their partners' work.
Have you included all the required points?
Is your letter divided into paragraphs?
Can you understand what the writer was trying to say?
- Students give back their work and edit their own letters based on their partners' comments and produce a final version.
- As a follow up, you could get them to 'send' their letters to one of their classmates who then writes an answer to the letter.

Speaking

- Refer students to the Preparation task and tips on page 21, and the Functions Bank on p103. Refer them in particular to the Talking about photos section.
- Students can think about the vocabulary and ideas related to the picture at home. If they do not prepare at home, give them some thinking time before you ask them to do the task in pairs.
- While working in pairs, they should brainstorm as many ideas as possible.
- Walk around the class and help, but don't interrupt and don't correct students' mistakes. If necessary, note down some common errors and discuss them after the activity is over.
- For feedback, ask a confident pair or two to perform in front of the whole class.

Reading

1 B 2 B 3 A 4 C 5 C

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Use of English

- 1 to wear
- 2 went
- 3 were already practising
- 4 didn't like
- 5 blew
- 6 had trained / had been training
- 7 was really worrying
- 8 would stop
- 9 to save
- 10 had come

Preparation: Listening

- 1 1 two 2 photographer
- 2 1 Sarah's workplace, 4 the beginnings of her career

Exam Task

- 1 B 2 A 3 A 4 C 5 C

Transcript

I=Interviewer, SG= Sarah Goldman

I I'm joined today by photographer, Sarah Goldman, whose iconic work with animals has made her one of the world's most popular visual artists. Hello, Sarah.

SG Hi, it's lovely to be here.

I So, Sarah, what inspired you to take up photography?

SG Well, ever since I was a girl I had always loved looking at pictures and creating little scenes with my pet rabbit, although I never really thought it would lead to a career. I didn't even think it was an option until I was 21. It was then that I decided to give photography a try.

I Why did you decide to specialise in photographing animals? Animals are notoriously difficult to photograph. You must be very patient.

SG I love animals, they're a joy and inspiration to me. In them, I see an innocence and beauty that I try to convey in my images. But you're right – animals have absolutely no respect for photographers. Yet I don't really find them difficult to photograph at all. You just have to keep an open mind, a sense of humour and, most importantly, a supply of treats and toys to get them to react.

I How do you select the animals for your photo sessions?

SG Well, a lot of pet owners choose me. People send me photographs of their dogs, rabbits, cats, snakes, asking me if I'd like to photograph them. I work now primarily with cats and dogs, concentrating on the younger animals usually under three months of age. For shoots in cities such as Sydney or Melbourne, I often arrive a few weeks earlier and do a television or radio appearance to create interest. It's funny, but people just love having their pets photographed, more so than their family it seems. I photographed the images for my last book, *Urban Animal*, in a small number of locations

around the world, and the animals came from many different towns and cities. It was fascinating to work on such a project.

I And what about your studio? Can you tell us about that?

SG Well, all of my employees love animals and we make sure that everything is focused on them. It's vital that when they come in, they don't feel stressed or scared. So I have special areas where owners and their pets can relax before a shoot. The studio itself has very special lighting designed not to frighten the animals, air conditioning so it doesn't get too hot and of course plenty of toys for the animals to play with.

I Do you ever go into a studio to experiment with new camera technologies and equipment?

SG Absolutely. That's such an important part of being a photographer. And it really helps me to learn new techniques. In my work, the animals are the stars. I only get 20 minutes or so at a time, so I have to be really fast and focused. If I'm interested in using new camera technology, I need to be in control of it before we bring the animals in. We always rehearse the lighting, cameras, and equipment, so on the day of the shoot we can do it automatically without thinking.

I And finally, Sarah, what's your favourite animal and your favourite photograph?

SG That's an easy one. Dogs are my favourite animals. They're so expressive, lively and loyal and so much fun to work with. As for my favourite photograph, er, I don't know. There are so many to choose from. Every photograph I take is special.

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 3

3A The world of work page 22

- 1** 1 artist 7 hairdresser
2 builder 8 mechanic
3 chef 9 nurse
4 doctor 10 politician
5 engineer 11 scientist
6 farmer 12 secretary
- 2** 1 architect 5 vet
2 dentist 6 carpenter
3 estate agent 7 journalist
4 plumber 8 surgeon
- 3** 1 A soldier 4 An accountant
2 paramedic 5 A travel agent
3 lecturer 6 fire fighter

4 Across

- 1 call centre 9 salary
4 part 11 shift
6 labourer 12 charge
8 own

Down

- 2 challenging 7 public
3 earn 10 skilled
5 well paid

Challenge!

Students' own answers

3B Defining relative clauses page 23

- 1** 1 which 5 who
2 which 6 where
3 where 7 who
4 whose 8 whose
- 2** 1 A nanny is a person that looks after children.
2 A tag is a label that you attach to your luggage.
3 ✓
4 A surgeon is a doctor that performs operations.
5 A salary is the money that you earn in your job.
6 Leggings are tight trousers that girls wear.
7 ✓
8 An architect is a person that designs houses.
- 3** 1 A hospital is a place where ill people go.
2 A musician is a person who plays music.
3 A coat is a thing which you wear in the winter.
4 He's the boy who's good at football.
5 ✓
6 That's the girl whose mother is a dentist.
- 4** 1 She's the receptionist who answered my call.

- 2 That's the man whose dog scared me.
3 That's the sports shop where I bought my tracksuit.
4 He's the shop assistant who served me.
5 That's the jacket which I bought in the sales.
6 A laboratory is a place where scientists do experiments.
7 That's the car which was parked outside our house.
8 That's the woman whose daughter is in my class.

Challenge!

Students' own sentences

3C Commuting from abroad page 24

- 1** 1 technician 7 farmer
2 builder 8 dentist
3 supervisor 9 lorry driver
4 scientist 10 administrator
5 accountant 11 electrician
6 journalist 12 consultant
- 2** 1 London, Brussels, Lille and Paris
2 Just over an hour
3 congested roads, poor public transport
4 cheaper cost of living, better quality of life
- 3** 1 the continent 5 abroad
2 commuters 6 congested
3 opting 7 notorious
4 weary 8 cost of living

Challenge!

Students' own sentences

3D Non-defining relative clauses page 25

- 1** 1 who was born in Russia in 1987
2 which is on the fourth floor
3 which can be read at a distance
4 who comes from Colombia
5 whose films include *Titanic*
6 where we usually go on holiday
- 2** 1 that 4 where
2 which 5 whose
3 whose 6 who
- 3** 1 Tenerife, which is a popular holiday destination, is in the Canary Islands.
2 Mariah Carey, whose best-known song is *We belong together*, was born in 1970.
3 My car, which I bought last year, is a cool yellow Mini.
4 David Beckham, whose wife is Victoria, used to play football for Real Madrid.
5 Martina Sáblíková, whose speed-skating career began in 2006, comes from Žďár nad Sázavou.

- 6 Stockholm, where I met my boyfriend, is the capital of Sweden.

- 4** 1 Crete, which is a Greek island, is a popular holiday destination.
2 Harrison Ford, who used to be a carpenter, is going to make the fourth *Indiana Jones* film.
3 Daniel Craig, who is the sixth James Bond, is afraid of flying.
4 Dakar, where the famous motor rally ends, is the capital of Senegal.
5 Daniel Radcliffe, who plays Harry Potter in the films, began acting at the age of five.

Challenge!

Students' own sentences

3E Reversing roles page 26

- 1** 1 We need to ask someone if we want to find out what time the train leaves.
2 I carry out my job the best I can.
3 She gets on well with the other employees.
4 He couldn't work out an answer to the problem.
5 She's pregnant, so she's going to give up smoking.
6 You can't tell people how to bring up their children.

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

3F A job interview page 27

- 1** 1 part-time 6 busy
2 Working hours 7 Shift work
3 customers 8 in charge of
4 reliable 9 team
5 earn 10 an hour
- 2** 1 How did you find out about the job?
2 Have you worked in a shop before?
3 What did you do there?
4 How long did you work there?
5 Why do you think you're the right person for the job?
6 When could you start?
- 3** 1 F 2 E 3 B 4 C 5 A 6 D
- 4** 1 I see.
2 Right.
3 That's interesting.
4 OK.
5 That's great, Gemma.
- 5** **Manager:** How did you find out about the job?
Gemma: I saw your advert on the school noticeboard.
Manager: I see. Have you worked in a shop before?
Gemma: Yes, I have. I often helped my mum on her stall in the market.

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Manager: Right. What did you do there?

Gemma: I helped sell the vegetables.

Manager: That's interesting. How long did you work there?

Gemma: For about five years, but only on Saturdays.

Manager: OK. And why do you think you're the right person for this job?

Gemma: Because I'm hard-working and reliable and I like working with people.

Manager: That's great, Gemma.

Thanks for coming in and we'll be in touch.

3G A job application page 28

1 1 I am writing to apply for the post of gardener.

2 I am enclosing my CV.

3 We could discuss my application in person.

4 My responsibilities there include planting as well as garden design.

5 I have considerable experience in gardening.

6 I will be available to start work on 15th May.

7 I can supply a reference if necessary.

2 1 I am writing to apply for the post of gardener

2 I have considerable experience in gardening.

3 My responsibilities there included planting as well as garden design.

4 I can supply a reference if necessary

5 we could discuss my application in person.

6 I will be available to start work on 15th May.

7 I am enclosing my CV.

3 1 F 3 H 5 B 7 D 9 C

2 G 4 A 6 I 8 E

4 Students' own letters

Self check 3 page 29

Across

2 applicant 14 responsibilities

6 who 16 on

9 lawyer 17 which

10 agree 19 life

13 where 20 earn

Down

1 up 8 surgeon

3 immigrant 11 employee

4 whose 12 opinion

5 technician 15 skills

7 team 18 work

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 4

4A The human body page 30

- 1 1 thumb P 11 stomach N
2 thigh S 12 eyebrow A
3 shin T 13 throat L
4 heel J 14 hip Q
5 lip C 15 ankle I
6 scalp K 16 waist R
7 nostril B 17 eyelid E
8 eyelash F 18 chin D
9 calf H 19 wrist O
10 chest M 20 knee G

- 2 1 brain 5 Blood
2 heart 6 liver
3 spine 7 ribs
4 lungs 8 stomach

- 3 1 shook 5 foot
2 heels 6 beckoned
3 blushed 7 waved
4 blinked 8 leg

Challenge!

Students' own sentences

4B Past simple and present perfect contrast page 31

- 1 1 arrived 5 had
2 have been 6 went
3 have seen 7 didn't win
4 have visited 8 gave

- 2 1 have been, went
2 lost, has lost
3 had, has had
4 has broken, broke

- 3 a 3 b 1 c 2, 4

- 4 1 took 4 have seen
2 haven't missed 5 scored
3 went 6 cried

- 5 1 was born 7 came
2 built 8 has been
3 travelled 9 has just changed
4 won 10 has moved
5 started 11 has bought
6 became 12 asked

Challenge!

Students' own sentences

4C Fast food addicts page 32

- 1 fat – butter
sugar – sweets
vitamins – carrots
carbohydrates – pasta
protein – eggs
salt – crisps

- 2 1 sue 3 lawsuits
2 dismissed 4 bill

- 3 It made him very unhealthy.
He gained a lot of weight and
experienced depression, headaches,
heart and liver problems.

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

Challenge!

Students' own sentences

4D Present perfect continuous page 33

- 1 1 has been playing
2 have been complaining
3 has been singing
4 has been shouting
5 have not been playing
6 haven't been practising
7 has been managing
8 haven't been listening

- 2 a An action that began in the
past and is still in progress.
1, 2, 3, 5, 7
b An action that has recently
stopped and that explains the
present situation. 4, 6, 8

- 3 1 he's broken
2 She's liked
3 has been flying
4 they've crashed
5 they've played
6 has only taught
7 We've seen
8 I've been reading
4 1 has been singing
2 has written
3 have become
4 has been working / has worked
5 has met
6 has managed
7 has been
8 have been living

- 5 1 for 4 for
2 since 5 since
3 for 6 since

Challenge!

Students' own sentences

4E All in the mind page 34

- 1 1 forgot 4 imagine
2 reminded 5 remembers
3 memorised 6 associate

- 2 1 war 7 wear
2 threw 8 whole
3 our 9 flew
4 waist 10 caught
5 I 11 knew
6 won 12 sore

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

4F At the doctor's page 35

- 1 1 dizzy 5 upset
2 upset 6 aching
3 watering 7 blocked
4 a bad sneeze 8 dizzy

- 2 1 You've got a cold.
2 You've dislocated it.

- 3 You've got food poisoning.
4 You've twisted it.
5 You've got flu.
6 You've broken it.

- 3 1 g 2 e 3 f 4 d 5 a 6 h
7 c 8 b

- 4 1 Good morning Doctor.
2 Good morning, How can I help
you?
3 I've got a temperature and I'm
feeling really shivery.
4 I think you've got flu.
5 What do you think I should do?
6 Well, I don't think you should go
to work. Stay at home and get
some rest.
7 Thank you, Doctor. Goodbye.
8 Goodbye.

- 5 Students' own dialogues

4G An informal letter: giving news page 36

- 1 1 She broke both her wrists.
2 Venice.
3 She's finished with Dave.

- 2 1 Why don't we
2 Do write
3 She sends her love
4 Enough of all that
5 I'd better stop now
6 Guess what?
7 What have you been up to?

- 3 1 written 3 for
2 hear 4 are

- 4 1 news for now.
2 me for dinner.
3 out of space.
4 getting late.
5 better go now.

- 5 Students' own letters

Self check 4 page 37

Across

- 2 for 13 swollen
4 carbohydrates 15 protein
6 Guess 16 remind
8 since 17 sneeze
9 waste 19 knee
10 been 20 obese

Down

- 1 toothache 11 climbed
3 lawsuit 12 dizzy
5 remember 14 shin
7 listening 18 sue

Get ready for your exam 2 page 38–39

- Look back at Get ready for your exam 1 and ask students to address their strengths and weaknesses. What are they going to concentrate on this time? What will they try to do

SOLUTIONS INTERMEDIATE WORKBOOK KEY

differently? Elicit the most common problems or concerns and discuss strategies for dealing with them.

Reading

- Refer students to the Preparation task and tips on page 38.
- Students do the Preparation task section then read the text quickly to check their answer.
- Before students start the exam task warn them that they can use each heading only once and there is one heading that they will not use. They don't need to be able to understand every word to be able to do the task.
- Encourage them to underline the evidence that helps them decide which heading to use.
- When they have finished, they compare their decisions in pairs first and then they check with the whole class.
- Elicit the answers from them and ask them to justify their answers.
- If there is no time in class, students can be asked to do the reading task for homework. Set a time limit for it and ask them not to use dictionaries while doing the task.
- For further language work, you could choose some words from the text and ask students to form other kinds of words from them, e.g. healthy – health, healthily; taste – taste (v), tasty; activate – activity, active, etc. They can use a dictionary to check.

Use of English

- Refer students to the tips on page 38.
- If students do not know the answer, encourage them to guess what the form of the word might be (verb, adverb, noun etc).
- If there is no time in class, ask students to do the task at home.
- After students have done the task individually (or when they check their homework), let them compare their answers in pairs. If they are not sure, they can check in a dictionary.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the Preparation task and tips on page 39.
- First, ask students to do the Preparation task, which will introduce them to the topic and help them predict the content of the recording and what individual speakers might say.
- If the task includes words students don't understand, clarify them.

- After the first listening, let students compare their answers, then they listen again to confirm.
- After the second listening, elicit the answers. If they have problems with correct answers, don't give them the key yet. Instead, play the relevant section of the recording again and ask them to identify the part with the answer.
- After students have done the listening task, you could give them copies of the tapescript and ask them to highlight all the words connected with the topic 'employment'. Afterwards you could ask them to make up their own sentences using the words.

Writing

- Refer students to the Preparation task on page 39.
- For homework, ask students to revise past tenses, particularly irregular verbs. Also ask them to think about a story that they would like to write about.
- When they have written the first draft, ask them to check if they have included all the points. Then they can check how many linkers they have used.
- Ask students to swap their work and check each other's use of past tenses.
- For homework, ask students to correct their pieces of writing and produce a final version, which they can submit in the next lesson.

Speaking

- Give students time to prepare individually for the tasks.
- For the role play, refer students to page 105 of the Functions Bank and in particular to the Asking for information section.
- After doing the role play, they should change partners and roles and do it again.
- For the talk, allow students to use brief notes and encourage them to use linking expressions.
- Monitor while students do the tasks and go through any problems when they have all finished.

Preparation: Reading

C

Exam Task: Reading

1 B 2 A 3 C 4 D

Use of English

- | | |
|---------------|------------|
| 1 driver | 5 doing |
| 2 challenging | 6 boring |
| 3 stressful | 7 building |
| 4 well | 8 paid |

Preparation: Listening

- 1 Four
- 2 No
- 3 These people probably: criticised the old workplace; did not have the right qualifications; knew nothing about their future employer; weren't dressed appropriately; were too self-confident.

Exam Task: Listening

1 C 2 E 3 A 4 D

Transcript

Speaker 1

I thought this job was mine. I had all the qualifications and my CV was just perfect. I thought such a small company should be happy to get someone like me. But then they were interested in what I knew about their company and why I wanted to work for them. It was a disaster. I sat there like an idiot and didn't know what to say. I never thought to check that. I didn't think I needed to know THEIR background or business profile. Huge mistake. Needless to say, they never called back.

Speaker 2

The interview was a piece of cake. It was a clothing company and they were looking for someone to design a teenage spring collection for them. I showed them my portfolio and talked about my designs. I talked about my previous projects and awards from various fashion shows. I talked for nearly an hour. I could see the woman was impressed – she was almost speechless. She practically asked me no questions. But when they called back they said that, although my work was impressive, my behaviour was not. They said they didn't want someone who was so overconfident and egocentric and so talkative that no one else could say a word. Imagine that!

Speaker 3

It was my dream job and I would have given anything to work for that company! They were the best on the market. The man who conducted the interview was very nice and said my CV was excellent and even complimented me on my blouse! I told him it was very nice of him because my old boss was the meanest person on earth. The interviewer wanted to know when I could start so I said I was ready to come the next day, as I hated my old job and my boss and the whole company. And do you know what the man said? That they were looking for someone more loyal! They were afraid I'd say the same things about them one day.

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Speaker 4

It was the best summer job you can imagine – a lifeguard at the biggest water theme park in the country! All they asked for was that you were a certified life guard. I really wanted this job, so I put on my best suit and took my certificate and CV and went for the interview. I was 10 minutes late but the line of candidates was so long that I had to wait 40 minutes anyway. But I am a swimming champion and have 3 gold medals so I was sure I was better than anyone else. And you know why I didn't get it? They said this was a place for summer fun and they were looking for someone more relaxed not a stiff in a suit and tie! They said I should go and find some office job.

Preparation: Speaking

Formal conversation; *Could you tell me, May I ask, I wonder if you could tell me, Do you know, etc.*

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 5

5A Computing page 40

- 1 flash drive
- 2 screen
- 3 monitor
- 4 keyboard
- 5 webcam
- 6 printer
- 7 CPU
- 8 wireless router
- 9 CD-drive
- 10 USB port
- 11 mouse
- 12 laptop

- 2 download images
enter a password
install a firewall
surf the net
burn onto a CD
load a program
log onto the network
click on a button

- 3 1 install a firewall
2 enter a password
3 click on, button
4 surf the net
5 burns, onto a CD
6 load a program

- 4 1 want 4 don't put
2 make 5 has
3 runs 6 put

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

Challenge!

Students' own instructions

5B Talking about the future page 41

- 1 1 will disappear
2 might not exist
3 may work
4 won't travel
5 may run
6 may cook
7 won't have
8 will become

- 2 1 If John passes his driving test, he will buy a new car.
2 If he goes to university, he'll study medicine.
3 If he gets married, he'll have two children.
4 If he has enough money, he'll travel to Australia.
5 If he can find a job, he'll work as a doctor.

- 3 1 d 3 g 5 f 7 a
2 b 4 h 6 e 8 c

Challenge!

Students' own sentences

5C A greener future page 42

- 1 European Parliament
House of Commons
general election
local councillor
political party
renewable energy

- 2 1 renewable energy
2 general election
3 political party
4 European Parliament
5 House of Commons
6 local councillor

- 3 1 extinct
2 electronic gadgets
3 to prevent
4 reserves
5 arms race
6 fossil fuels
7 campaigning
8 over fishing

Challenge!

Students' own answers

5D Future perfect and future continuous page 43

- 1 1 will be eating
2 will have disappeared
3 will be living
4 will have melted
5 will have risen
6 will have died

- 2 1 will be travelling
2 will have started
3 will have bought
4 will be getting
5 will have had
6 will have had
7 will be retiring

- 3 1 No, she won't be travelling round the world.
2 Yes, she will be starting work.
3 No, she won't have got married.
4 Yes, she will have bought a house.
5 No, she won't be having her first child.
6 No, she won't have retired.

- 4 1 will be doing
2 will be chatting
3 will be working
4 will have grown
5 will have thrown
6 will be going
7 will have fallen
8 will be looking

Challenge!

Students' own sentences

5E Visions of the future page 44

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

- 2 1 d 2 a 3 e 4 c 5 f

5F Talking about plans page 45

- 1 1 'm playing
2 'm going to do
3 'm visiting
4 'm going to buy
5 'll watch
- 2 1 is playing 4 I'll
2 's having 5 I'm going to paint
3 is going 6 's going to buy

- 3 1 Do you fancy going to the cinema?
2 Shall we play tennis on Saturday morning?
3 Let's have lunch at a restaurant.
4 Why don't we watch a DVD?
5 Maybe we could go for a walk in the park.
6 Do you fancy going out for a drink?
7 Why don't we go out for dinner?

- 4 1 Sure 5 plans
2 fancy 6 idea
3 afraid 7 kind
4 That's

- 5 Students' own dialogues

5G An essay: for and against page 46

- 1 1 C 2 D 3 B 4 A

- 2 Students' own predictions

- 3 1 ✓
2 Scientists will keep searching until they find a cure.
3 ✓
4 Computers will become more intelligent than humans if science keeps advancing.
5 ✓
6 Global warming will get worse when people in developing countries all have cars.
7 ✓
8 Only very rich people will be able to afford cars when the oil runs out.

- 4 Students' own sentences

- 5 Students' own sentences

- 6 Students' own essays

Self check 5 page 47

Across

- 1 blog 14 might
6 log onto 17 intend
8 may 19 seats
10 download 20 provide
12 reduce

Down

- 2 broadband 11 lying
3 play 13 campaigns

SOLUTIONS INTERMEDIATE WORKBOOK KEY

- | | |
|------------|----------|
| 4 don't | 15 have |
| 5 coming | 16 stop |
| 7 replace | 18 treat |
| 9 policies | |

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 6

6A Murder in the library page 48

- 1 1 chandelier 4 stepladder
2 shower 5 cupboard
3 path 6 bookcase

2

Q	E	T	S	U	O	P	A	D	G	J	K	L	Z
X	C	V	B	O	N	C	O	O	K	E	R	M	W
R	Y	I	P	S	F	H	F	H	V	I	L	E	I
A	F	O	Q	X	Y	A	B	W	O	A	Q	F	M
R	E	U	S	V	I	N	O	A	B	A	S	I	N
M	M	I	S	W	X	D	M	R	A	U	A	E	R
C	G	I	R	T	B	E	O	D	L	A	M	P	P
H	A	Q	R	S	N	L	T	R	C	Z	E	A	P
A	G	R	J	R	H	I	W	O	O	K	E	T	I
I	V	U	P	S	O	E	L	B	N	Z	T	H	J
R	T	G	I	E	A	R	C	E	Y	J	U	M	S
Y	M	E	X	F	T	O	E	T	N	S	J	L	M
R	A	Y	B	O	O	K	C	A	S	E	U	J	K
C	U	P	B	O	A	R	D	R	E	O	G	Z	K

- 3 1 Jill can't have forgotten about the party.
2 Catherine could have missed the bus.
3 Emma must have known it was my birthday.
4 Oliver can't have got the invitation.
5 Matt must have gone to the doctor's.
6 Richard can't have had a basketball match.
7 Karen's car could have broken down.
- 4 1 John must have broken his leg.
2 He might have fallen off his bike.
3 Rachel's boyfriend must have written to her.
4 He might have asked her to marry him.
5 Their team can't have won.
6 They might have missed the match.
7 His car must have broken down.
8 It can't have been a very good car.

Challenge!

Students' own sentences

6B Reported speech (statements) page 49

- 1 1 was 5 couldn't
2 had bought 6 didn't
3 had 7 had been
4 would 8 wasn't
- 2 1 She told her that she was going to bed.
2 He said (to him) that he had bought some pizzas.
3 He said (to her) that she looked great.
4 My parents told me they were going to be late.

- 5 We said (to them) they could come to our party.
6 Lynn told us that she didn't like dogs.
7 I said (to him) I didn't want to go out.
8 You told us you wanted to see us.

- 3 1 He said (that) he had not robbed the bank the month before.
2 He told her (that) he had been on holiday in Brazil until the day before.
3 She told him (that) he would have to stay in jail that night.
4 He told her (that) he wanted to speak to his lawyer.
5 She said (that) he could see his lawyer the next day.
6 He said (that) he wasn't staying in jail without his wife.

- 4 1 I'm offering you an incredible bargain.
2 I can sell you the Eiffel Tower.
3 The city can't afford to pay for the repairs any more.
4 I'll show you the Eiffel Tower tomorrow.
5 I won't tell anyone about the deal.
6 I want to pay for the tower tonight.
7 I can't live on my tiny salary.

Challenge!

Students' own sentences

6C Myth or reality? page 50

- 1 1 evidence 4 fake
2 genuine 5 claim
3 hoax
- 2 1 F 2 T 3 F 4 T 5 F 6 T 7 T

Challenge!

Students' own answers

6D Reported speech (questions) page 51

- 1 1 she, him 5 me, her
2 we 6 you
3 me 7 them, us
4 he
- 2 1 He asked me where I had been.
2 We asked them if they could come for dinner.
3 I asked him when my car would be ready.
4 You asked me if I knew the way.
5 They asked her where she was going.
6 She asked him if he wanted a drink.
- 3 1 Sophie asked (me) where I'd been.
2 Abigail asked (me) if I'd gone / been on holiday.
3 Chloë asked (me) if I'd been ill.

- 4 Jessica asked (me) if I could tell them about my trip.
5 Ellie asked (me) if the Head knew that I was back.
6 Joshua asked (me) if I was better.
7 Emily asked (me) if I wanted to borrow her notes.
8 Ben asked (me) if I would still take my exams.
9 Samuel asked (me) why I had missed school.

- 4 1 How old are you?
2 Have you ever had a job before?
3 What's your best subject at school?
4 Did you pass your last maths exam?
5 What do you want to do when you leave school?
6 Are you planning to go to university?
7 Will you work two evenings during the week?
8 Can you start next week?

Challenge!

Students' own answers

6E Was he who he said he was? page 52

- 1 mountain bike drainpipe
bookcase hay fever
flowerbed coffee table
market research lifeguard
police officer chest infection
- 2 1 police officer
2 drain pipe
3 coffee table
4 mountain bike
5 flower bed
6 chest infection
7 hay fever
8 market research
- 3 1 announced 4 ignored
2 investigated 5 deceived
3 convinced 6 admitted
- 4 1 f 2 d 3 b 4 e 5 a

6F Deciding what to do page 53

- 1 1 broke down 5 am going out
2 stayed in 6 wakes up
3 carry on 7 stand up
4 got up 8 come back
- 2 1 fancy 7 nice
2 Let's 8 need
3 about 9 come
4 mood 10 only
5 really 11 persuaded
6 into 12 talked
- 3 1 What shall we do today?
2 Shall we go shopping? There's nothing in the fridge.

SOLUTIONS INTERMEDIATE WORKBOOK KEY

- 3 I don't want to go shopping. The weather's too nice.
4 OK, let's go to the swimming pool and lie in the sun.
5 Too many people. Why don't we go for a walk?
6 No, not a walk. Let's take lunch to the pool instead.
7 I still think the pool will be packed today.
8 Not if we go early and get a good spot. Oh, come on!
9 Go on, then. But only if you make lunch.
10 No problem. What do you fancy? Ham sandwiches?
- 4 1 Let's go to the library this morning.
2 I'm not in the mood to study today.
3 But if we study this morning, we could go out later.
4 Why don't we go for a walk now and study this afternoon?
5 OK, you've persuaded me and I'll get ready.
- 5 Students' own dialogues

6G A formal letter: making a reservation page 54

- 1 1 mind 3 possible
2 grateful 4 confirm
- 2 1 Would it be possible to have a triple room for the three of us?
2 Would you mind sending me further details of the bus service
3 I would be grateful if you could send me payment details for our stay.
4 Please can you confirm that we will be collected from the village?
- 3 1 Further to our telephone conversation
2 I wish to make a reservation
3 We would like to express our preference for a room with a balcony
4 I look forward to hearing from you in due course
5 Yours sincerely
- 4 1 Can you send me a brochure?
2 He gave her some roses.
3 I sent them the deposit.
4 She cooked him a meal.
5 You told me a lie.
- 5 Students' own letters

Self check 6 page 55

Across

- 2 said 15 dishwasher
4 mood 17 stay in
7 fancy 18 prove
8 twin room 19 before
9 hoax 20 told

10 further

Down

- 1 into 12 myth
3 microwave 13 ignored
5 guilty 14 grateful
6 if 16 roof
11 evidence

Get ready for your exam 3 page 56–57

- Look back at Get ready for your exam 2 and ask students to address their strengths and weaknesses. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns and discuss strategies for dealing with them.

Reading

- Refer students to the Preparation task on page 56. They should read the text through first before starting the exam task.
- Students do the task. Set a time limit of ten minutes. Alternatively, you could ask them to do it for homework. If so, remind them to set themselves the same time limit.
- After students have done the task individually, ask them to check in pairs and then do a whole-class check.
- If there's time in class, they could do some language work, forming other parts of speech from some of the key words in the text.

Use of English

- Refer students to the tips on page 56.
- After they have skimmed the text, ask students to discuss briefly in pairs what it is about and then do a whole-class check.
- Ask students to work individually. When they have finished, they check in pairs.
- Do a whole-class check. Do not give students the key yet. Elicit the answers from them and let them discuss any problems.
- The task can also be set for homework. In class, they then check their answers in pairs first and then do a whole-class check.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the tips on page 57.
- Encourage students to prepare for the listening by reading the task carefully and underlining any key words. Remind them to be careful,

as some of the sentences are false, and won't therefore be reflected in the listening.

- Play the recording twice with a pause before the second playing.
- Check and discuss the answers as a class, playing any sections again as necessary.

Writing

- Refer students to the Preparation task and tips on page 57, and the Writing Bank on page 108.
- Ask students to prepare for the task at home.
- In class, ask students to brainstorm some ideas for and against the title in small groups. Then ask the groups for their ideas, and write as many as possible on the board. Write two headings on the board, *for* and *against*, and ask students which column the ideas should go in.
- Afterwards students work individually and write the outline of their essays, using those ideas they like best.
- In pairs they compare their ideas and think about their introductions.
- You can ask them to finish writing the essays at home. Remind them to: divide the essay into paragraphs use linkers count the number of words they have written
- If they write the essay at school, set a time limit and warn them when they have five minutes left.

Speaking

- Read through the instructions and remind students of the tenses they should use for talking about photographs (present simple for describing the scene, present continuous for describing what is happening).
- Refer them to page 103 of the Functions Bank and in particular to the Talking about photos section.
- Give students time to prepare individually before doing the task in pairs. Change partners for each part of the task.
- Monitor while students do the tasks and go through any problems when they have all finished.

Reading

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

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Use of English

- | | |
|--------------------|---------------|
| 1 much / far | 6 this / that |
| 2 there | 7 less |
| 3 from | 8 though |
| 4 least | 9 don't |
| 5 wherever / where | 10 It |

Listening

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

Transcript

Frank W. Abagnale was born in 1948, at a time when the first signs of the post-war economic boom were beginning to show in the USA. Abagnale was entirely suited to the period and from an early age had worked out how to buy things with his father's credit card, which he would then sell for cash. However, his life of crime didn't properly begin until his parents got divorced and he was asked to choose between a life with his mother or father. It was a choice that young Frank couldn't and wouldn't make. Instead, he ran away from home to New York City.

Life wasn't easy for a sixteen-year-old boy in New York, and finding a job was even harder. But Frank was able to rely on his natural good looks, height and greying hair, which made him look much older than he was. So no one questioned him after he'd changed his date of birth on his driving licence from 1948 to 1938 and appeared to the world ten years older.

After visiting a bank to open an account he began to think carefully about banking procedures and security. He experimented with paperwork and was soon able to work out a way to get other customers to deposit their money into Frank's account, without anyone knowing what was happening. By the time the bank discovered his crime, Frank was \$40,000 richer, and had already changed his identity.

Abagnale realised that the more money he had, the more money he was able to make for himself and the grander his tricks became. Probably the grandest trick of all was when he impersonated a Pan Am pilot and travelled across the USA for two years. The young man had no idea how to fly, but after stealing a pilot's uniform, he simply introduced himself to the airport staff as a pilot saying he needed a ride. He was a huge success and during that time the bills for everything, his uniforms, food and lodging were all paid for by Pan Am. His most complicated stunt was when he faked a Harvard Law diploma and passed exams to become a lawyer. Later on he became a paediatrician at a hospital and finally, in surely his most risky escapade, he pretended to be an

FBI agent. And all this without a high-school diploma!

Before long, police all over the world were looking for him. And five years after his life of crime and adventure had begun, at the age of 21, Frank was arrested after being recognised by a flight attendant.

But fortunately for Frank, his luck didn't run out in prison. The FBI had been so impressed by his abilities that they offered him a job helping the police to catch people just like him.

Happy to get out of prison, Abagnale accepted the offer and is now an honest family man.

But that isn't the end of his story, as in 2002 Steven Spielberg made a film of his life story, *Catch Me If You Can*, starring Leonardo diCaprio.

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 7

7A Relationships page 58

- 1 1 fancied 5 fell out
2 chat (her) up 6 made up
3 asked (him) out 7 got engaged
4 was (in) love 8 got married

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

- 3 1 I didn't know how much he fancied her.
2 One day she told me that he had asked her out to a concert.
3 I was furious and fell out with my friend.
4 But she carried on going out with him.
5 After a few weeks my brother told me they had split up.
6 My brother was miserable because he had fallen in love with my friend.
7 I called my friend and tried to make up with her.
8 Eventually they got back together.
9 Last week they got engaged and they invited me to their party.

Challenge!

Students' own answers

7B Comparison page 59

- 1 1 better, the best
2 faster, the fastest
3 more energetically, the most energetically
4 harder, the hardest
5 more clearly, the most clearly
6 more carefully, the most carefully
- 2 1 faster
2 less patient
3 the least accurately
4 stronger
5 the best
6 as well as
7 the least
8 the fastest
9 less correctly
10 as intelligent as
- 3 1 than he used to be
2 as it was when I bought it
3 she was a child
4 than I was before
5 than five years ago
6 than it used to be
- 4 1 She's the most interesting person I've ever met.
2 That's the most exciting film I've ever seen.
3 This is the most unreliable car we've ever bought.
4 He's the funniest man she's ever worked with.

- 5 That's the most expensive present he's ever received.
6 That's the nicest thing you've ever said.
7 That's the best meal I've ever eaten.

Challenge!

Students' own sentences

7C P B Shelley page 60

- 1 1 poet 4 influences
2 homeland 5 poems
3 activist 6 buried
- 2 1 Harriet Westbrook
2 Because of Shelley's desire to practise an 'open marriage'.
3 In a bookshop in London.
4 Switzerland
5 Sailing on the lake and telling each other ghost stories.
6 *Frankenstein*
7 He drowned.
8 She moved back to London and worked on her own writing and publishing and compiling Shelley's work.

Challenge!

Students' own answers

7D Talking about imaginary situations page 61

- 1 1 If you didn't smoke, the house wouldn't smell bad.
2 Your room wouldn't be a mess if you put your clothes away.
3 If you went shopping, there would be food in the fridge.
4 You'd have time for me if you weren't always with your friends.
5 If you studied, you'd pass your exams.
6 We could go on holiday if you didn't spend all your money.
7 If you didn't go to bed late, you wouldn't be tired.
- 2 1 had
2 wouldn't call
3 would listen
4 changed
5 was
6 would relax
7 you wouldn't shout
8 was
9 would leave
10 didn't live
- 3 1 I'd rather you didn't turn the TV on.
2 It's time you went to the hairdresser's.
3 I wish we lived in a bigger house.
4 If only we saw more of each other.
5 It's time you stopped working so much.

- 6 I'd rather we went for a walk.
7 I wish we could get married tomorrow.
8 If only you were ten years younger.

- 4 1 had
2 wouldn't keep on
3 would listen
4 stopped
5 got on
6 got, would like
7 get
8 be

Challenge!

Students' own sentences

7E Offline page 62

- 1 1 judge
2 close to my heart
3 an obligation
4 fulfilling
5 interrupt
6 nothing in common
7 running in circles

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

7F Making conversation

page 63

- 1 1 don't 5 haven't
2 doesn't 6 is
3 were 7 aren't
4 didn't 8 don't
- 2 1 e 3 d 5 f 7 c
2 g 4 b 6 a
- 3 1 E 3 E 5 I 7 E 9 S 11 S
2 E 4 S 6 S 8 S 10 I 12 I
- 4 1 How do you know Harry?
2 Are you into sport?
3 Have you got any hobbies?
4 What kinds of films do you like?
5 What do you like doing at the weekend?
6 You were at the gig last week, weren't you?
- 5 hobbies, films, sport, music, friends
- 6 Students' own dialogues

7G An informal letter: replying to an invitation page 64

- 1 1 May Day is on the 1st of May.
2 Valentine's Day is on the 14th of February.
3 Halloween is on the 31st October.
4 Christmas Day is on the 25th December.
5 New Year's Eve is on the 31st December.
- 2 1 on 3 on 5 at 7 in 9 in
2 at 4 at 6 in 8 in 10 at

SOLUTIONS INTERMEDIATE WORKBOOK KEY

3 1 on 3 in 5 in 7 at 9 at
2 in 4 at 6 in 8 at 10 in

4 Paragraph 1: d Paragraph 3: a
Paragraph 2: g Paragraph 4: b

5 Students' own invitations

6 Students' own letters

Self check 7 page 65

Across

1 wish	13 aren't
5 fulfilling	14 less
6 chat	15 don't
8 rather	16 judge
10 make up	19 reception
11 around	20 would

Down

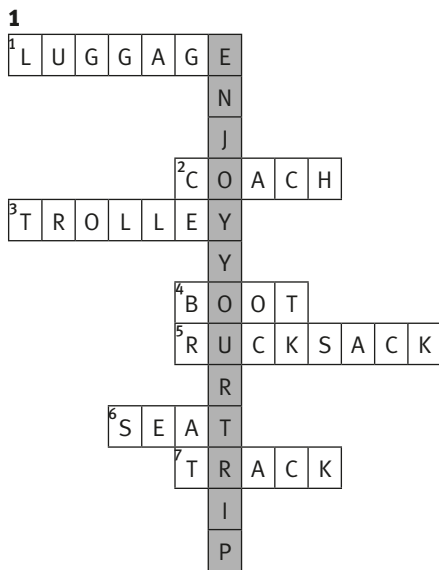
2 split	9 least
3 fell	12 delighted
4 interrupt	17 well
7 homeland	18 poet

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 8

8A Getting from A to B

page 66



- 2 1 travel 4 voyage
2 trip 5 journey
3 cruise
- 3 1 direct 5 belongings
2 suitcase 6 buffet
3 far 7 take
4 platform 8 seats
- 4 1 journey 7 carriages
2 track 8 luggage
3 change 9 aisle
4 coach 10 traffic jam
5 platform 11 check-in desk
6 seat 12 passport control

Challenge!

Students' own answers

8B The passive page 67

- 1 1 is spoken
2 have arrested
3 had been stolen
4 has been built
5 was played
6 ride
7 made
8 will be held
- 2 1 was invented
2 are made
3 has been given
4 will be cut down
5 was delayed
6 had been stolen
7 are watched
8 will be cancelled
- 3 1 *Stuart Little* is read today by children all over the world.
2 UNICEF is sponsored by the Barcelona football team.

- 3 The prize will be given by the Headteacher tomorrow.
4 *The Da Vinci Code* was written by Dan Brown.
5 We couldn't drive because our car had been damaged by vandals.
6 Because of the accident this morning the motorway was closed by the police.

- 4 1 was stopped
2 was made
3 was established
4 was criticised
5 was nominated
6 was awarded

Challenge!

Students' own answers

8C Tourism and travel

page 68

- 1 package holiday
seaside town
long-haul flight
long weekend
budget airline
exotic destination
coach tour
day trip
- 2 1 package holiday
2 seaside town
3 exotic destination
4 coach tour
5 long-haul flight
6 budget airline
7 day trip
8 long weekend
- 3 A 3 B 5 C 2 D 6 E 1

Challenge!

Students' own answers

8D Indefinite pronouns

page 69

- 1 1 something 4 somewhere
2 anything 5 anybody
3 somebody 6 anything
- 2 1 We went nowhere special last weekend.
2 Don't shout at him! He hasn't done anything wrong.
3 Katie has seen nobody today.
4 Their relationship isn't going anywhere.
5 There wasn't anybody at the airport to meet us.
6 I'm bored. I've got nothing to do.
- 3 1 We were tired but we didn't have anywhere to sleep.
2 Has anybody seen my passport?
3 ✓
4 ✓
5 There wasn't anybody at the check-in desk.
6 Can I have something to drink?

- 7 ✓
8 He's hungry because he didn't have anything for breakfast.

- 4 1 somewhere 6 Nobody
2 somebody 7 something
3 anywhere 8 anybody
4 anything 9 nowhere
5 nothing

Challenge!

Students' own sentences

8E Trip of a lifetime page 70

- 1 1 for 3 about 5 at 7 about
2 with 4 on 6 to 8 into
- 2 1 F 3 F 5 T 7 F
2 F 4 F 6 T

8F At the airport: exchanging information page 71

- 1 1 What time 5 How long
2 What 6 Where
3 Which 7 How many
4 How much 8 Why
- 2 1 Do you know what time the plane takes off?
2 Could you tell me the purpose of your visit?
3 May I ask which gate flight BA7065 leaves from?
4 Have you got any idea how much a chicken sandwich costs?
5 Could you tell me how long you will be staying in the UK?
6 Would you mind telling me where you are travelling to?
7 Can you tell me how many bags you have got?
8 Do you know why the plane is delayed?
- 3 1 c 2 e 3 g 4 a 5 d 6 f
7 b
- 4 1 Can you tell me what time the next train to London is?
2 Yes. It goes at 16.35.
3 May I ask which platform it leaves from?
4 All trains to London depart from platform 4
5 Could you tell me where I can buy a ticket?
6 Yes, the ticket office is over there.
7 Would you mind telling me if I can pay by credit card?
8 I think so, but there's a cash machine if you can't.
9 Do you know how much a return to Paddington is?
10 No, but it's not more than £20.
11 Do you know if the train has a buffet service?
12 I'm afraid I have no idea.
13 OK, thank you. Goodbye.
- 5 Students' own dialogues

SOLUTIONS INTERMEDIATE WORKBOOK KEY

8G A postcard page 72

- 1 1 d 3 e 5 b 7 c
2 f 4 h 6 a 8 g
- 2 1 it's a good job we brought some warm clothes.
2 It's been snowing since we arrived.
3 it's no use complaining
4 It was really dangerous driving on the motorway.
5 it took so long to get here.
6 it's impossible to go out.
- 3 1 B 3 B 5 B 7 B
2 E 4 E 6 E 8 E

- 4 a disastrous journey
chilly weather
an unfinished hotel
disgusting food
a rocky beach
unfriendly people
damp rooms
an incompetent airline
- 5 Students' own postcards

Self check 8 page 73

Across

- 2 anybody 15 long
5 nowhere 16 good
8 made 18 travel
9 slashed 19 took
12 trip 20 may

Down

- 1 carriage 10 about
3 of 11 agree
4 something 13 trolley
6 was 14 worth
7 telling 17 for

Get ready for your exam 4

page 74–75

- Look back at Get ready for your exam 3 and ask students to address their strengths and weaknesses. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns and discuss strategies for dealing with them.

Reading

- Refer students to the tips on page 74.
- Students do the task. Set a time limit of ten minutes. Alternatively, you could ask them to do it for homework. If so, remind them to set themselves the same time limit.
- After students have done the task individually, ask them to check in pairs and then do a whole-class check.

Use of English

- Refer students to the Preparation task on page 74. Remind them that knowing the context will make it

easier for them to decide about the words they need to use in the gaps.

- Ask students to work individually. They are not allowed to use a dictionary. When they have finished, they check in pairs.
- Do a whole-class check. Do not give students the key yet. Elicit the answers from them and discuss any problems.
- The task can also be set for homework. In class, students check their answers in pairs first and then do a whole-class check.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- In order to prepare students for the Listening task, ask them what they know about St Valentine.
- Ask them to read the instructions and the questions and briefly discuss in pairs what the text is going to be about.
- After the first listening, let students compare and discuss their answers in pairs.
- After the second listening, elicit the answers from the students.

Writing

- Refer students to the Preparation task and tip on page 75, and the Writing Bank on page 109.
- Ask students to think about what to write in the report at home.
- In order to make the task more interactive, give them the option to write the report in pairs rather than individually.
- When they have finished, ask them to swap their work and read other's reports to check if all the required information has been included. They may also suggest what else they would like to read about in a report of this kind.
- You can ask them to finish writing the reports at home. Remind them to check the number of words.
- If they write the report at school, set a time limit and warn them when they have five minutes left.

Speaking

- Refer students to the Preparation tasks on page 75.
- Before each task, read through the instructions as a class and check students understand what they have to do.
- For the talk, students should make some notes, but only brief ones.

- After doing the role play, they should change partners and roles and do it again.
- Monitor while students do the tasks and go through any problems when they have all finished.

Reading

- 1 F, paragraph B
2 F, paragraph A
3 F, paragraph B
4 T, paragraph B
5 F, paragraph D
6 T, paragraph C
7 T, paragraph D
8 F, paragraph C
9 T, paragraph B
10 T, paragraph D

Use of English

- 1 refused 6 take
2 card 7 choice
3 guess 8 suggest
4 opportunities 9 like
5 cash 10 had

Listening

- 1 A 2 C 3 C 4 B

Transcript

Every February, across the country and the world, millions of people exchange cards, flowers and gifts in the name of St Valentine. But while we spend a fortune each year on our loved ones, the history of Valentine's Day and its patron saint remains a mystery. According to one of the more romantic legends, Valentine was a priest in Rome during the third century AD. When Emperor Claudius II decided that single men made better soldiers, he outlawed marriage for young men. Valentine thought it was very unfair and continued to perform marriages for young lovers in secret. When Valentine's actions were discovered, Claudius had him killed. Another legend suggests that Valentine sent the first 'valentine' greeting himself. While he was in prison, Valentine apparently fell in love with a young girl who visited him. Before his death, he wrote her a letter and signed it 'From your Valentine', an expression that is still in use today. Although the truth behind the Valentine legends is unclear, the stories certainly explain why this sympathetic, heroic and, most importantly, romantic figure was so popular in England and France in the Middle Ages. While some believe that Valentine's Day is celebrated in the middle of February to commemorate the anniversary of Valentine's death or burial, others claim that the date in fact coincides with the pagan Lupercalia festival. In ancient Rome, February was the official beginning

SOLUTIONS INTERMEDIATE WORKBOOK KEY

of spring and was considered a time for purification. Houses were ritually cleaned by sweeping them out, before salt and wheat were sprinkled around.

Lupercalia, which began on February 15th, was a fertility festival dedicated to Faunus, the Roman god of agriculture, as well as to the founders of Rome, Romulus and Remus. On this day all the young women in the city placed their names in a big urn. Each of the city's bachelors would choose a name and become paired for the year with his chosen woman. After a year sometimes these matches would end in marriage. Eventually, the pope declared 14th February St. Valentine's Day and outlawed the Roman 'lottery' system. During the Middle Ages, many people believed that 14th February was the day that birds began mating, confirming the idea that St Valentine's Day should be a day for love and romance.

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 9

9A Money and finance

page 76

1

Q	E	T	B	A	R	G	A	I	N	Y	S	F	D
M	B	E	A	X	R	H	J	F	I	O	P	R	I
V	B	C	W	Z	U	K	E	G	F	I	N	W	S
C	U	R	R	E	N	C	Y	E	Y	O	K	I	C
A	E	E	F	P	B	H	H	N	M	R	R	Q	O
S	B	D	L	U	I	A	P	E	G	F	N	D	U
H	O	I	E	A	S	N	K	O	Q	G	O	K	N
V	R	T	N	B	I	G	N	A	G	R	T	I	T
T	R	C	D	H	T	E	E	U	Q	I	E	C	K
B	O	A	O	R	O	W	N	F	M	O	S	X	J
U	W	R	M	I	P	E	D	O	V	B	E	R	T
H	E	D	L	A	N	Z	Y	G	D	O	E	W	I
S	A	V	I	N	G	S	D	N	M	Y	U	R	A
J	C	A	S	H	M	A	C	H	I	N	E	F	R

- 2 1 credit card
2 foreign currency
3 small change
4 PIN number
5 cash machine
6 savings account

- 3 1 owes 5 wastes
2 lent 6 take
3 charges 7 afford
4 sell 8 spends

- 4 1 h 3 c 5 b 7 g
2 f 4 e 6 a 8 d

Challenge!

Students' own answers

9B have something done

page 77

- 1 1 I'm going to have my photo taken tomorrow.
2 Jessica is having her legs waxed.
3 Georgia had her nails painted last week.
4 Leo has had his mobile phone stolen.
5 Did you have your eyes tested yesterday?
6 Have you had your teeth whitened?
- 2 1 He's having his house cleaned.
2 I had my car repaired.
3 He's going to have his eyes tested.
4 She's had her hair dyed.
5 He's having his hair cut.
6 We're having our house decorated.
7 They have their clothes ironed.
- 3 1 herself 5 themselves
2 himself 6 yourself
3 myself 7 myself
4 ourselves
- 4 1 a cut b cut himself

- 2 a enjoy b enjoy yourself
3 a control herself b control
4 a hurt b hurt herself
5 a taught herself b taught
6 a look after b look after themselves

Challenge!

Students' own answers

9C School dinners

page 78

- 1 1 target 6 brand
2 firms 7 supply
3 consumers 8 purchase
4 sponsors 9 promote
5 vouchers 10 income

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

Challenge!

Students' own answers

9D Third conditional

page 79

- 1 1 c 2 e 3 f 4 a 5 d 6 b
- 2 1 If Jason hadn't spent all his pocket money, he would have been able to afford a new MP3 player.
2 If we had gone to the right gate, we wouldn't have missed the flight.
3 If they hadn't left home earlier, they would have got stuck in a traffic jam.
4 They would have run out of petrol if they hadn't stopped at the last petrol station.
5 He would have broken his leg if he had fallen off the stepladder.
6 They wouldn't have fallen out if he had gone out with Ellie's best friend.
- 3 1 If I had taken some money out
2 I would have bought the laptop if
3 They would have borrowed the money if
4 if they had known
5 They would have given us a discount if
6 if it had been in the sale
- 4 1 If he had had some qualifications, he would have found a job more easily.
2 If he hadn't worked as a labourer, he wouldn't have hurt his back.
3 He wouldn't have lived with his mother if he had earned more money.
4 He would have met more girls if he had been able to go out.
5 If he had got married earlier, he would have had children.
6 He would have gone abroad if he hadn't always been broke.

Challenge!

Students' own answers

9E Giving it all away

page 80

- 1 1 nineteen ninety-five
2 twenty thousand, three hundred and fifty-nine
3 forty-five million
4 two thousand and five / twenty oh five
5 thirty-six thousand four hundred
6 two thousand and ten / twenty oh ten

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

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

9F Arguing your case

page 81

- 1 1 Do, think 3 don't think
2 'm not sure 4 Are, sure
- 2 1 d 2 a 3 c 4 e 5 b
- 3 1 C 2 C 3 R 4 R 5 C 6 R
- 4 1 Let's buy a new car.
2 Do you really think that's a good idea?
3 Yes, the old one keeps breaking down and I'm fed up with it.
4 I see what you mean, but can we afford a new one?
5 Well, we can always get a loan from the bank.
6 I'd rather not borrow any more money, actually.
7 Why not? It won't take long to pay it back.
8 I'm not convinced. Why don't we buy a second-hand car?
9 I suppose you could be right. Come on! Let's go and see what we can find.
- 5 1 against 5 against
2 for 6 against
3 for 7 for
4 for 8 for

- 6 Students' own dialogues

9G A formal letter: asking

for information page 82

- 1 1 B 2 C 3 A
- 2 1 I have a few queries
2 which model would be the most suitable
3 to make sure there is a van available for us
4 how much the rental would increase
5 I look forward to hearing from you
6 Yours faithfully
- 3 1 Greeting
2 Reason for writing
3 Main query
4 Second query
5 Third query
6 Final query
7 Sentence requesting a reply

SOLUTIONS INTERMEDIATE WORKBOOK KEY

- 8 Sign-off
- 9 Signature
- 10 Name
- 4 Students' own letters

Self check 9 page 83

Across

- | | |
|----------------|-------------|
| 4 millionaire | 15 removed |
| 5 cash machine | 16 have |
| 8 queries | 17 suppose |
| 9 think | 19 grateful |
| 11 fortune | 20 see |

Down

- | | |
|-------------|-------------|
| 1 bills | 10 brand |
| 2 so | 12 order |
| 3 grant | 13 sponsor |
| 6 mortgage | 14 customer |
| 7 give away | 18 dyed |

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Unit 10

10A Art and artists page 84

1

A	B	S	T	R	A	C	T	P	A	I	N	T	I	N	G
C	P	N	O	L	E	S	K	E	T	C	H	B	E	W	S
P	E	N	C	O	T	S	C	R	I	P	D	A	S	V	E
O	S	T	I	L	L	I	F	E	D	U	L	T	V	F	S
W	A	R	B	S	M	E	L	O	D	Y	S	Y	I	R	C
N	A	T	I	N	E	P	O	R	T	R	A	I	D	N	V
L	O	T	S	T	A	G	E	M	U	S	I	C	A	D	M
S	R	O	I	N	S	G	R	A	F	F	I	T	D	L	G
B	S	O	I	L	P	A	I	N	T	I	N	G	A	B	E
H	L	I	Q	E	S	M	I	C	O	S	T	U	M	E	S
J	B	M	C	I	R	N	R	E	C	I	T	A	D	X	Y
L	A	C	R	I	N	S	T	A	L	L	A	T	I	O	N
S	U	G	E	R	G	O	A	R	I	A	L	C	P	O	B
J	A	Y	S	C	U	L	P	T	U	R	E	P	R	O	F
L	U	P	I	N	G	I	G	S	T	I	L	Q	A	T	S

- 2 1 model 5 audience
2 stage hand 6 busker
3 conductor 7 juggler
4 sound technician 8 soprano

- 3 1 test 5 looking
2 weren't working 6 were moving
3 forgot 7 was practising
4 change into 8 rehearsing

Challenge!

Students' own answers

10B Participle clauses page 85

- 1 1 taken 5 painted
2 testing 6 played
3 collected 7 watching
4 held 8 inviting
- 2 1 wearing 4 bought ✓
2 looking 5 carrying ✓
3 selling ✓ 6 not sold ✓
- 3 1 He played a trombone belonging to his father.
2 On stage there's a woman brushing her hair.
3 She said thank you for the flowers given by the audience.
4 The scenery broken yesterday needs to be repaired.
5 The play performed by the National Theatre was an absolute disaster.
6 The guitarist playing in the gig isn't usually a member of the band.

Challenge!

Students' own answers

10C Is it art? page 86

- 1 1 conceptual 5 collector
2 shock 6 major
3 strange 7 wide
4 subject 8 taste
- 2 1 F 3 F 5 T 7 F
2 T 4 T 6 F

Challenge!

Students' own answers

10D Determiners: all, each, every, few, little, etc. page 87

- 1 1 Not many men enjoy ballet.
2 ✓
3 Singers and dancers earn little money at first.
4 ✓
5 It doesn't take much time to feel more confident.
6 Few music students become famous.
- 2 1 I saw most of it.
2 I watched some of it.
3 I don't like any of them.
4 I made all of it.
5 I've read a few of them.
6 I liked some of them.
7 I haven't got any of them.
- 3 1 Some of my friends were at the opening night.
2 Most of the singers came to the party after the show.
3 Few people knew about the exhibition.
4 Many artists have a second job.
5 All these portraits were painted by Rembrandt.
6 Most people prefer the cinema to the theatre.
7 The actress couldn't remember any of her lines.
8 Much of the scenery was made by the stage hands.

- 4 1 Few 4 a little
2 a few 5 a few
3 little 6 little

Challenge!

Students' own sentences

10E Urban art page 88

- 1 street art sketch pad
oil painting public place
art gallery living sculpture
still life paint brush
- 1 art gallery
2 still life
3 sketch pad
4 living sculpture
5 street art
6 paint brush
7 public place
8 oil painting

- 2 1 A 2 D 3 B 4 C

10F Evaluating an experience page 89

- 1 Positive: amazing, attractive, awesome, beautiful, brilliant, fantastic, great, incredible, superb, wonderful

Negative: annoying, appalling, atrocious, awful, boring, dire, dreadful, pathetic, silly, terrible

- 2 1 such a 5 such
2 so 6 so
3 so 7 such
4 such a 8 so
- 3 1 G 3 F 5 F 7 G
2 D 4 F 6 D 8 G
- 4 1 What did you think of the new James Bond film?
2 I thought it was fantastic. I was very surprised.
3 What was Daniel Craig like as Bond?
4 Well, I thought he was great.
5 Really? I thought he was going to be awful.
6 Me too, but he played the role of Bond brilliantly.
7 What about the special effects?
8 Oh, they were incredible of course.
9 So, you'd recommend it, would you?
10 Yes. It's got a story to it, too. You'd enjoy it.
- 5 1 a musical
2 an exhibition
3 a film
4 a modern dance performance
5 a gig
- 6 Students' own dialogues

10G A discursive essay

page 90

- 1 Also, live music usually louder! Also, live gig includes dance, scenery, etc.
- 2 1 What I'm looking for is a Mika CD.
2 What I liked most was the scenery.
3 What I don't really enjoy is rehearsing. / What I really don't enjoy is rehearsing.
4 What they need is a better female lead.
5 What she does is make beautiful costumes.
- 3 1 and
2 is, equate
3 lead(s) to
4 and other similar things
5 for example
6 somebody
- 4 Students' own plans
- 5 Students' own essays

Self check 10 page 91

Across

- 2 oil 15 Few
5 each 16 awesome
8 subject 17 What

SOLUTIONS INTERMEDIATE WORKBOOK KEY

- 9 script 19 public
10 composed 20 such
13 so

Down

- 1 wider 11 dire
3 lines 12 great
4 tactics 14 sketch
6 juggling 18 awful
7 atrocious

Get ready for your exam 5

page 92–93

- Look back at Get ready for your exam 4 and ask students to address their strengths and weaknesses. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns and discuss strategies for dealing with them.

Reading

- Refer students to the tips on page 92. They should read the instructions, the title and the items and then guess what the text is going to be about. Then they read the text quickly to find out if their predictions were correct.
- Students do the task. Set a time limit of ten minutes. Alternatively, you could ask them to do it for homework. If so, remind them to set themselves the same time limit.
- After students have done the task individually, ask them to check in pairs and then do a whole-class check.

Use of English

- First, ask students to read the text quickly and ignore the gaps while doing so. Ask them to find out what the text is about.
- Ask students to read the text again and fill in the gaps. Tell them that all the words they need to fill in are grammatical words (personal pronouns, relative pronouns, possessive pronouns, articles, auxiliary verbs, linkers, etc).
- Remind them to just write ONE word in each of the gaps but point out that there is more than one possible answer for some of the gaps.
- Ask students to work individually. They are not allowed to use a dictionary. When they have finished, they check in pairs.
- Do a whole-class check. Do not give students the key. Elicit the answers from them and let them discuss any problems.
- The task can also be set for homework. In class, they check their

answers in pairs first and then do a whole-class check.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the tips on page 93.
- Clarify any vocabulary problems in the statements.
- After the first listening, let students compare and discuss their answers in pairs.
- Before they listen again, ask them to take notes of any evidence to support their decisions.
- After the second listening, elicit the answers from students.
- If there's time, do a follow-up. Put students in small groups to make a list of all the dangers connected with shopping in a supermarket. Then they compare their list with the tapescript to check if they have included all the ones mentioned in the text. They may also add some of their own. When working with the script, they write down some expressions they find useful to discuss the topic.
- Check their ideas in a whole-class discussion.

Writing

- Refer students to the Preparation task on page 93, and the Writing Bank on page 106.
- Ask students to work in pairs and write an outline of the letter.
- Ask them to complete their letters individually.
- When they have finished, ask them to swap letters and check if the form and style of each other's letters are appropriate for a formal letter.
- You could ask them to write a final version at home, making final corrections and checking the number of words. Alternatively, they could write the letter in school. Set a time limit and warn them when they have five minutes left.

Speaking

- Refer students to the Preparation task and tips on page 93, and the Functions Bank on page 105. Refer them in particular to the Arguing your case section.
- To prepare students for the speaking task, divide them into two groups: A and B. Assign the first role to the A group, and the second to the B-group. In their groups, students brainstorm some ideas for the programme and discuss the places

they would like to visit with their friends in detail.

- When they are ready, divide them into pairs – one from group A and one from group B in each pair – and ask them to do the role play.
- When they have finished, they can swap roles and do the task again.
- For feedback, ask one confident pair to perform the role play in front of the whole class. Ask the rest of the class to assess them, and give them some criteria to concentrate on (grammatical accuracy, range of vocabulary, pronunciation etc).

Reading

- 1 D 2 A 3 A 4 B 5 C

Use of English

- 1 taking / doing 6 be
2 been 7 so / really / very
3 which 8 did / should
4 any / a 9 possible
5 at 10 open

Listening

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

Transcript

I = Interviewer, JH = Jeffrey Hart

I I'm with Jeffrey Hart, a psychologist who specialises in how we shop. We're in a supermarket, surrounded by thousands of products and hundreds of eager shoppers. But we haven't come to buy anything. In fact, Jeffrey, you've come to talk to us about the dangers of supermarket shopping. What dangers?!

JH Yes. Although you might not realise it, you are not in control of your shopping and your expenses – your supermarket is. Have you ever noticed how it is almost impossible to leave the supermarket carrying home only the things you've come for in the first place? It is because supermarkets employ special techniques designed to make you buy more than you need. And being aware of them is the key to surviving in this shopping jungle.

I You make it sound so horrible. Personally, I find supermarkets to be pleasant places – the music and the smell of freshly baked bread ...

JH But this is precisely what I'm talking about! Have you noticed how the bakery is always right by the entrance? The smells make your mouth water, you become hungry and ... Off you go, to load as much food into your cart as you can. Never go to the supermarket on an empty stomach! At least drink something. Otherwise your stomach will be

SOLUTIONS INTERMEDIATE WORKBOOK KEY

doing the shopping for you and you'll end up buying twice as much as you need.

I Hmm ... Interesting. I always thought I was so hungry because it took me hours to walk around the supermarket before I could find everything I needed.

JH See, that's another one of their tricks.

The longer you walk around the more likely you are to pick up so-called impulse items – things you didn't mean to buy but once you saw them ... The way to handle this is to come with a list and stick to it. If it's not on your list – you probably don't need it! Also try to do one weekly shop rather than making a few small trips throughout the week. That will give you fewer opportunities to be tempted.

I Well, at least I'm OK there. I go shopping every Saturday.

JH Actually, I'm sorry to say this, but you're not OK there. You see if you shop at the weekends or during peak hours then you end up standing in the queue for ...

I ... about half an hour ...

JH Precisely. And while you wait, you pick up a lot of chocolate bars or chewing gum placed at this check-out mini-market. Early mornings or late evenings are much better because you speed through the checkout and get out of there before you make another impulse purchase ...

Get ready for B2 exams

- The Get ready for B2 exams sections can either be done as whole-class activities, using similar principles to the ones used in Get ready for your exam 1–5, or you can simulate a test situation and ask students to do the tasks in test conditions. In this case, set the same kind of time limits for Reading, Use of English and Writing as in the B2 exam.
- After students have done the tasks, give them the key and ask them to check their answers. They could also check each other's work, or you could do it.
- Ask them which strategies they used when doing the tasks, and discuss exam strategies with the whole class.
- For the Speaking tasks, give students time to prepare or ask them to prepare at home. Ask a confident student to do the tasks with you in front of the whole class.
- Ask the other students to assess the performance of the student using exam criteria, and then discuss the assessment with the students. Or allow the students to work in pairs and take turns to be the examiner

and the student. Monitor and give feedback at the end.

Get ready for B2 exams 1

page 94–95

Reading

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

Use of English

- 1 1 B 6 B
2 C 7 B
3 A 8 D
4 D 9 A
5 A 10 C
- 2 1 that 6 which
2 when 7 how
3 told 8 on
4 what 9 to / for
5 if 10 all

Get ready for B2 exams 2

page 96–97

Reading

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

Use of English

- 1 1 ✓ 7 ✓
2 to 8 ✓
3 ✓ 9 whole
4 was 10 by
5 were 11 ✓
6 of 12 was

- 2 1 exposed
2 relationships
3 journeys
4 plenty
5 fancy
6 getting
7 change
8 direction
9 carriage
10 seat

Review 1 page 98

- 1 1 c of 6 b contacted
2 d had 7 a realised
3 b about 8 c draw
4 a When 9 a ordered
5 d picking 10 d cost
- 2 1 to 6 in
2 as 7 at
3 with 8 for
4 in 9 to
5 of 10 about

Review 2 page 99

- 1 1 manager
2 information
3 operation
4 walkers
5 rapidly
6 visitors
7 childhood
8 regularly
9 beautiful
10 advert/advertisement
- 2 line 1: for the post
line 2: which was
line 4: I have (had)
line 5: helped / been helping
line 7: customers
line 10: who enjoys
line 10: working
line 11: I have met
line 12: have increased
line 14: to visit
line 19: faithfully

Review 3 page 100

- 1 1 where I had been
2 if he could help (her)
3 told his mum (that) he was going
4 that she would open the window
5 might arrive
6 If you press this key, the computer
7 haven't visited London for
8 have / 've been playing the piano
9 (always) used to go to school
10 believe (that) he's
- 2 1 we will be staying
2 we would like to ask
3 We would also be grateful
4 we will be able to
5 it would be possible
6 you could email me
7 we can calculate
8 I will be making
9 could you let me know
10 I look forward to

Review 4 page 101

- 1 1 been 6 to
2 her / the 7 would
3 out 8 where
4 had 9 for
5 made 10 had
- 2 1 are not going
2 has been
3 she's
4 hadn't
5 weren't
6 been sleeping
7 was swimming
8 would
9 be flying
10 call

SOLUTIONS INTERMEDIATE WORKBOOK KEY

Review 5 page 102

- 1** 1 his 6 little
2 every 7 another
3 much 8 the
4 their 9 both
5 each 10 a

- 2** Line 1: saw
Line 3: a few
Line 4: to replace
Line 5: for nearly ten years
Line 7: the best
Line 8: the year
Line 9: for one month
Line 10: of the year / every year
Line 13: the best
Line 14: to find
Line 17: hearing