

1 Things from the past – Review (p. 20–21)

4 a Language in use

Why working at a Renaissance fair changed my life

- | | | |
|---------------------------------------|---------------|----------------|
| 1 had not done | 6 saw | 12 rushed |
| 2 graduated from / had graduated from | 7 had gone | 13 tell |
| 3 decided | 8 was working | 14 was playing |
| 4 started | 9 became | 15 formed |
| 5 had always loved | 10 ended up | 16 knew |
| | 11 was | |

4 b Language in use (Multiple choice)

Opening a time capsule

0	1	2	3	4	5	6	7	8	9	10	11
C	C	A	B	C	D	A	D	B	C	C	A

2 Heroes, scoundrels and everything in between – Review (p. 36–37)

6 b Reading (Note form)

A real-life Spiderman

- | | | |
|------------------------------|---------------|----------------------------------|
| 1 watch the Champions League | 3 a neighbour | 5 filmed / shared the footage of |
| 2 a small boy | 4 fall | 6 a medal, an internship |

3 Food matters – how food matters – Review (p. 52–53)

8 a Language in use (Open gap-fill)

Jamie Oliver's Fifteen

- | | | |
|------------------------------------|-----------|---------------------------|
| 1 then | 6 how | 12 into |
| 2 of | 7 When | 13 from |
| 3 an | 8 in | 14 great / extra / utmost |
| 4 by | 9 so / as | 15 meat / main |
| 5 products / ingredients / produce | 10 much | 16 dessert |
| | 11 both | |

8 d Language in use

Mixed pickles

- | | | |
|-------------------|---------------------------|-----------|
| 1 Food processing | 5 cardiovascular diseases | 9 fibre |
| 2 edible | 6 convenience foods | 10 pulses |
| 3 free-range | 7 shelf-life | |
| 4 cholesterol | 8 additives | |

8 e Structures

Simply great!

- | | | |
|---------------|-------------------|-----------|
| 1 deliciously | 7 traditional | 13 high |
| 2 tender | 8 extremely | 14 lately |
| 3 freshly | 9 spicy | 15 Rare |
| 4 intense | 10 carefully | 16 well |
| 5 finely | 11 mouth-watering | |
| 6 good | 12 nice | |

4 Travelling – Review (p. 68–69)

6 a Structures

Holiday experiences – part I

- | | | |
|------------|------------------|--------------|
| 1 asked | 4 wanted to know | 7 told |
| 2 answered | 5 replied | 8 complained |
| 3 added | 6 asked | 9 said |

6 b Structures

Holiday experiences – part II

- | | | |
|--------------------|----------------------|----------------|
| 1 had been | 5 had suddenly spilt | 9 made |
| 2 listen | 6 found | 10 had been |
| 3 had to tell | 7 had done | 11 liked |
| 4 had been sitting | 8 had made | 12 would spend |

5 Social media – Review (p. 84–85)

5 a Reading

Analyse the report

BP1 Introduction

BP2 Findings

BP3 Recommendation

5 c Structures

You always have a choice

- | | | |
|-------------------|-----------------------|--------------------------|
| 1. watch | 5. is having | 9. usually rings |
| 2. am listening | 6. doesn't understand | 10. is currently sending |
| 3. Does Luke have | 7. usually watch | |
| 4. always greets | 8. is replying | |

5 d Language in use (Multiple choice)

Quitting social media

0	1	2	3	4	5	6	7	8
C	A	B	C	B	D	B	C	B

6 My future life – Review (p. 100–101)

6 a Listening (Note form)

Girls and their future careers

- | | | |
|----------------------------------|---------------|-------------------------------|
| 1 girls have fewer opportunities | 3 600 million | 5 power to overcome obstacles |
| 2 6% less | 4 education | 6 real-life role models |

6 c Language in use

Revise using future tenses

- | | | |
|----------------------------------|---------------------------------|---------------------|
| 1 is meeting / is going to meet | 5 will be | 9 will join |
| 2 are going to discuss | 6 leaves | 10 is going to have |
| 3 are having / are going to have | 7 is going to stay / is staying | 11 will pass |
| 4 is certainly going to spend | 8 will be | |

7 Games, games, games – Review (p. 116–117)

6 d Language in use

Conditional practice

- | | | |
|-------------------|-----------------------|--------------------|
| 1 study | 8 would still play | 15 would have gone |
| 2 will have | 9 would go | 16 had not been |
| 3 are | 10 had | 17 Would stay out |
| 4 spend | 11 will be | 18 were |
| 5 would have gone | 12 is not | 19 break |
| 6 had not looked | 13 verbally abuse | 20 face |
| 7 was | 14 must / have to pay | |

6 e Vocabulary

Sports vocabulary

- | | | |
|--|--|--|
| 1 crowd: people watching a sports event | 5 pastime: something you do in your spare time | 9 tournament: an official competition |
| 2 playoffs: the final part of a sports season | 6 gamers: people who play interactive online games | 10 limit: as far as you can go |
| 3 off-season: the time in between two sports seasons | 7 athletes: people taking part in competitive sports | 11 trend: something that is popular for a period of time |
| 4 enthusiasts: people who are passionate about something | 8 workout: when you practise | |

8 It takes all sorts to make a world of relationships – Review (p. 132–133)

7 a Language in use

Exploring relationships across the course of life

- | | | |
|-----------------|-------------|------------|
| 1 adolescence | 4 bonds | 7 impact |
| 2 socialisation | 5 wellbeing | 8 feedback |
| 3 predictor | 6 peers | |

7 b Vocabulary

Find the synonyms!

- | | | |
|--------------------------|----------------|------------|
| 1. shapes | 4. caregivers | 7. protect |
| 2. performance at school | 5. significant | |
| 3. attachment | 6. toxic | |

7 e Language in use

Keen on getting your -ing forms right?

- | | | |
|---------------|-------------------|---------------------|
| 1 to hearing | 6 coming | 11 about organising |
| 2 by breaking | 7 without copying | 12 of tidying |
| 3 of winning | 8 without having | 13 After taking |
| 4 in working | 9 on inviting | 14 feeling |
| 5 being | 10 cooking | |

7 f Language in use

Decide!

- | | | |
|--------------|-----------|-----------|
| 1 thoughtful | 5 funny | 9 fun |
| 2 alone | 6 careful | 10 polite |
| 3 upset | 7 upset | |
| 4 excitedly | 8 funny | |

9 If music be the food of love, play on – Review (p. 148–149)

8 a Language in use

And the audience were swept off their feet ...!

- | | | |
|--------------------------|------------------------------|-----------------------|
| 1 have never been taught | 5 isn't properly treated | 9 have been installed |
| 2 was released | 6 would have been exposed to | 10 have been built |
| 3 were treated | 7 is usually connected | 11 are kindly asked |
| 4 had been tuned | 8 has been improved | 12 will be made |

8 b Language in use

Get to grips with your prepositions

- | | | |
|----------|-------|---------------|
| 1 after | 7 in | 13 along with |
| 2 in | 8 at | 14 at |
| 3 out of | 9 in | 15 on |
| 4 At | 10 up | 16 among |
| 5 on | 11 in | 17 at |
| 6 to | 12 in | 18 in |

8 c Language in use

An Australian instrument

- | | | |
|--------------------|------------------------|-----------------|
| 1 are cut | 5 are used | 9 is broken up |
| 2 are hollowed out | 6 is required | 10 are achieved |
| 3 is smoothed | 7 are considered | |
| 4 is maintained | 8 are highly respected | |

10 Get booked – Review (p. 164–165)

9 a Language in use (Open gap-fill)

The role of books for poor students

- | | | |
|---------|---------|-------|
| 1 which | 4 which | 7 who |
| 2 which | 5 whose | 8 who |
| 3 which | 6 which | |

9 d Language in use (Banked gap-fill)

Less and less

0	1	2	3	4	5	6	7	8	9	10
E	L	I	K	M	H	A	G	F	C	J

Not used: B, D