

## INTERMEDIATE ANSWER KEY

### UNIT 1

#### 1.1

#### 1A

The speaker was in the wrong room and was a day late.

#### 1B

Note that the third sentence includes two examples of elision: in both *next day* and *sat down* the final 't' of the first word disappears in connected speech. However these are not classified as silent letters.

#### 1c

Silent letters: 'd' in *Wednesday*, 'gh' in *night*, the first 'c' in *science*, 'k' in *knew*, 'l' in *would*, 'w' in *answer*, 'w' in *write*, 'h' in *hour*, 'p' and 'h' in *psychology*, 'w' in *wrong*, 'u' in *guess*, 'gh' in *thought*

#### 2B

The *yes/no* questions (questions 4, 5 and 8) use a rising intonation. The other questions are *wh-* questions, which use a falling intonation.

If you are doing this in class, for further practice Ss can ask and answer the questions in pairs. Use this as an additional opportunity to monitor their pronunciation.

#### 1.2

#### 3

Do the first item together. Use the visual stress pattern Oo to show where the stress is in the first example. Elicit the fact that *godmother* is the odd one out because of its stress pattern (Ooo).

- 1 godmother 2 ex-husband 3 boss  
4 employee 5 native speaker  
6 sister-in-law

#### 4B

- 1 a) present b) present  
2 a) record b) record  
3 a) transport b) transport  
4 a) Object b) object

#### 1.3

#### 5B

dress smartly speak clearly  
answer briefly shake hands firmly  
send references arrive on time  
avoid eye contact be prepared  
do some research show enthusiasm

#### 6A

1 P 2 I 3 I 4 P 5 P 6 I 7 P 8 I

#### Audio script

- 1 A: You're from England, aren't you?  
B: That's right.  
2 A: You have to switch off your laptop when the plane takes off.  
B: I understand.  
3 A: Am I boring you? It's a long story.  
B: Please continue.  
4 A: Are you going to watch a film?  
B: Yes, definitely.  
5 A: Thanks for lending me your headphones.  
B: You're welcome.  
6 A: Wake me up when they serve breakfast, OK?  
B: Of course.  
7 A: May I borrow your pen?  
B: Go ahead.  
8 A: Sorry to keep disturbing you.  
B: No problem.

### UNIT 2

#### 2.1

#### 1

Do the first item with Ss to check they know what to do. Ask which sentence they heard first and make sure they write 1 or 2 accordingly.

- 1 a) 2 b) 1 2 a) 1 b) 2 3 a) 2 b) 1  
4 a) 1 b) 2 5 a) 2 b) 1

#### 2B

- 1 *Psychology* and *receipt* have a silent 'p'.  
2 *Climb* and *bomb* have a silent 'b'.  
3 *Foreign* and *design* have a silent 'g'.  
4 *Technology* and *stomach* have a 'ch' that sounds like /k/.  
5 *Enough* and *laugh* have a 'gh' that sounds like /f/.  
6 *Comfortable* and *vegetable* look like four-syllable words, but are three-syllable words.

#### 2.2

#### 3A

Pre-teach the words *cheque*, *bookmark* and *replacement*.

It tells us that Einstein had a bad memory.

#### 3B

The auxiliary verbs used to form the past perfect: *had done*, *he still hadn't cashed it*, *had forgotten*; and the past continuous: *he was using it*, *was trying*

*Hadn't* is not pronounced as a weak form because it is a negative.

#### 4B

attack, arrested, politician, robber, disaster, violent, alarm, conspiracy, attempt

#### 2.3

#### 5A

The problem: a tyre exploded when the speaker was travelling in the desert. They had no spare tyre. The solution: they were rescued by a family in a truck.

#### Audio script

This happened when a friend and I were travelling across the States. We were driving through the New Mexico desert when all of a sudden we heard a bang. It sounded like a gunshot. The next thing we knew, the car was skidding off the road. I got out and saw that the front tyre had exploded, so I said to my friend, 'OK, let's get the spare tyre out of the back to change it.' Then my friend said, 'Er, that was the spare tyre.' We were stuck in the desert and there were no other cars in sight. We tried to call for help on our cell phones but there was no reception. Before long, it began to get dark and we really weren't sure what to do: go looking for help or just stay put. Anyway, we decided to spend the night there, and look for help in the morning. But in the end, we didn't need to. We were rescued by a family in a little truck. There were four kids and two dogs and the father, who was a farmer. They fixed us up with a spare tyre, and we continued on our way.

#### 5B/C

- 1 This happened when a friend and I were travelling across the States.  
2 We were driving through the New Mexico desert when all of a sudden we heard a bang.  
3 The next thing we knew, the car was skidding off the road.  
4 Before long, it began to get dark and we really weren't sure what to do.  
5 But in the end, we didn't need to.

## UNIT 3

### 3.1

#### 1A

I'm going to visit you.

Going to is pronounced /gəʊnə/ in fast connected speech.

### 3.2

#### 2A/C

- 1 got in hot water
- 2 put my foot in it
- 3 running out of time
- 4 a dark horse
- 5 a piece of cake
- 6 give me a hand
- 7 keep an eye on him
- 8 it's not my cup of tea

### 3.3

#### 3A

Point out that in fast, connected speech, *what you from So what you mean* becomes /wɒtʃə/.

- 1 e) 2 b) 3 a) 4 d) 5 c)

#### 4A

- Can you say that again? 2  
 What exactly do you mean? 3  
 You've lost me. 6  
 Could you repeat the last name? 1  
 I didn't catch any of that. 5  
 I don't get what you're saying. 4

#### Audio script

- 1 **A:** It's David Ramchandary.  
**B:** Could you repeat the last name?
- 2 **A:** The company's name is Rupert Van Holderling Enterprises.  
**B:** Can you say that again?
- 3 **A:** There are financial irregularities in the submission.  
**B:** What exactly do you mean?
- 4 **A:** The MR4 installation was a G65 protocol.  
**B:** I don't get what you're saying.
- 5 **A:** Scan the LGRS for the Dingwall 9887 contract.  
**B:** I didn't catch any of that.
- 6 **A:** Paragraphs 3, 9 and 12 contain dangling modifiers.  
**B:** You've lost me.

#### 4B

- What exactly do you mean?  
 You've lost me.  
 Could you repeat the last name?  
 I didn't catch any of that.  
 I don't get what you're saying.

## UNIT 4

### 4.1

#### 1A

Check what Ss wrote for the dictation before moving on to Ex 1B.

- 1 I have to buy a ticket.
- 2 We have to study.
- 3 You don't have to pay.
- 4 He must get there early.
- 5 You mustn't talk.
- 6 I should go now.
- 7 He should be careful.
- 8 We shouldn't be late.

### 4.2

#### 2A

- 1 delicious 2 amazing 3 tiny  
 4 exhausted 5 furious 6 fascinating

#### 2B

Speaker B emphasises the two adjectives.

#### 3B

He used to be handsome.  
 He used to live by the sea.  
 He didn't use to like noise.  
 He used to play games.

#### Audio script

This is my granddad. In this picture, he's in his seventies. Believe it or not, he used to be handsome. I know because I've seen photos of him when he was younger. Granddad was a fisherman. I remember he was very strong and he had huge hands. In those days he used to live by the sea. He would get up extremely early in the morning and work until lunchtime. I remember he was a very quiet man. He didn't use to like noise. Music or shouting – he didn't want it in his house. We visited him often and he used to play games with us children. I sometimes brought friends with me, but when we got too noisy, he'd put his finger to his mouth and say 'Sshhhh'.

#### 3c

Explain to Ss that, as in Ex 1, the 't' in *didn't* is usually not pronounced in *didn't used to*, i.e. /dɪdnju:stə/.

### 4.3

#### 4B

- 1 by, the 2 by, a 3 a, what 4 not, it

## UNIT 5

### 5.1

#### 1

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

### 5.2

#### 2A

Remind Ss that rising intonation is used for a real question and falling intonation is used when the speaker knows the answer.

Falling intonation: 1, 4, 6, 7

Rising intonation: 2, 3, 5, 8

#### 3A

create – creativity  
 response – responsibility  
 immigrant – immigration  
 poem – poetic  
 educate – education  
 biology – biological  
 stupid – stupidity  
 imagine – imagination

#### 3B

- 1 responsibility 2 education  
 3 creativity 4 biological 5 imagination  
 6 stupidity 7 immigration 8 poetic

### 5.3

#### 4A

- b) in a hotel

#### 5B

A emphasises the words that B misunderstood: 1 hat, 2 missed the flight, 3 Hungary, 4 nice sculpture

## UNIT 6

### 6.1

#### 1A

- 1 relaxing 2 exhausted 3 confusing  
 4 worried 5 frightened 6 embarrassed  
 7 annoyed 8 satisfying

#### 1B

As an extension, Ss could write sentences using some of the words not used, add the stress patterns and ask a partner to guess the missing words.

## 6.2

### 2A

You may need to explain 'if only'. At this level, this is best explained by giving examples, e.g. *I don't have enough money for that car. If only I had more money.*

- 1 I'd 2 had 3 wouldn't 4 If  
5 Wouldn't 6 that's

### 2B

In the question form we pronounce *would* as /wʊd/.

In fast spoken English in positive sentences we pronounce *would* as /d/.

We pronounce the negative, *wouldn't*, as /wʊdənt/.

## 6.3

### 3A

- 1 high 2 low 3 high 4 low 5 high  
6 low

A low tone is suitable for giving bad news.

### 4B

#### Conversation 1 (Responses: group C)

A: I've just won a prize! I'm going to the Caribbean for three weeks!

B: You're joking?

C: You lucky thing!

D: That's fantastic news!

#### Conversation 2 (Responses: group B)

A: I got an A in my exam!

B: Well done!

C: Congratulations!

D: I'm so pleased for you.

#### Conversation 3 (Responses: group A)

A: I didn't go on holiday. I missed my flight because of traffic.

B: That's a shame.

C: That's terrible.

D: That's really annoying.

## UNIT 7

### 7.1

### 1A

Make sure Ss have the correct answers before moving on to Ex 1B.

- I've known her for six years.
- No. He hasn't been here since 2010.
- I've been playing in the mud!
- They've been studying.
- Sure. I haven't seen it yet.

### 2A

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

## 2B

- Argentinian, Georgian, German, Japanese, Norwegian
- Chilean, Chinese, Czech, Dutch, French
- Bangladeshi, British, Croatian, Russian, Spanish

## 7.2

### 3B

- 1 Oo success 2 Oo belief  
3 Ooo developed 4 oOoo information

### 4A

Sometimes he didn't manage to play his symphonies because the music in his head was too complicated. His teachers couldn't handle him because he was too gifted.

### 4B

can compose  
is able to hear  
managed to write down  
was able to compose  
could compose  
didn't manage to play  
couldn't handle  
wasn't able to explain

### 4c

To in *able to* and *manage to* is contracted to /tə/.

Can is pronounced /kən/ in connected speech.

Could is pronounced /kud/ in connected speech.

## 7.3

### 5A

- 1 my 2 do 3 me 4 must 5 one

## UNIT 8

### 8.1

### 1A/C

- sports centre, world famous
- hand-made, running shoes
- dining room, old-fashioned
- second-hand, mobile phone
- city centre, brightly lit
- washing machines, half price
- bookshop, well-known
- tennis player, good-looking

### 2B

- 1 height 2 stay 3 bored 4 kiss  
5 wrote 6 cow 7 fear 8 mud

## 8.2

### 3A

- That travel site which I used to book my holiday is excellent.
- That girl, who is always commenting on my blog, is a nuisance.
- The town where Marie was born is in France.
- The cakes, which are free, are delicious.
- At that time, when we were in London, we lived in a big house.
- My friend who sold advertisements used to work here.

## 8.3

### 4A

- Is it OK if I do this?
- Did I do something wrong?
- Is this a bad time?
- Not at all.
- That's all right.
- I have a bit of a problem.
- I'll sort it out.
- Come back in a minute.
- Did I make a mistake?
- If I were you, I'd open it now.

### 5A

Explain to Ss that the first listening is just to hear the tone in which speaker B responds. In the second listening, Ss listen to speaker A, then say speaker B's part, then listen to speaker B to check they got the tone right.

- a) use a high tone

## UNIT 9

### 9.1

### 1A

- independence 2 Revolution
- turning point 4 inventor
- development 6 discovery

### 2A

would have – f) /wʊdəv/  
had not – a) /hædn/  
would not have – d) /wʊdntəv/  
he had been – b) /hi:dbɪn/  
would you have – c) /wʊdʒu:əv/  
had known – e) /dnəʊn/

### 2B

Explain that:  
– in spoken English *would* and *have* can both be weakened in *would have*.  
– in written English, we usually write the full forms: *would have*.

## 2c

- we had* becomes *we'd*  
we + *would* + *have* (sounds like /wi:dəv/)
- would* + *not* + *have* (sounds like /wʊdntəv/)  
*she* + *had* + *known* becomes *she'd known*
- I had* becomes *I'd*  
*I* + *would* + *have* (sounds like /aɪdəv/)
- had not* becomes *hadn't*  
*they* + *would* + *never* + *have* becomes *they'd never've* (sounds like /nevərəv/)
- would* + *not* + *have* (sounds like /wʊdntəv/)  
*I had known* becomes *I'd known*
- had not* becomes *hadn't*  
*you* + *would* + *have* (sounds like /ju:dəv/)

## 9.2

### 3A

- 1 history 2 is 3 It was 4 It was  
5 were 6 was 7 are 8 have been  
9 has been

#### Audio script

Today chocolate is eaten all over the world. It was first drunk in Mesoamerica in 1900 BC. It was believed to give strength to the drinker. For this reason, large amounts of chocolate were given to Aztec soldiers. In the sixteenth century, sugar was added and chocolate became popular in Europe. Today about 60% of the world's cocoa supplies are grown in West Africa. Thousands of different types of chocolate bars have been developed. This variety has been made possible by adding milk, fruit or other ingredients

## 9.3

### 4B

To sound interested, we often use short responses that look like questions. To form short responses, we use the appropriate auxiliary verb. If the original sentence is in the present simple (but not the verb *to be*), we use *do/does*. If the sentence is in the past simple, we use *did*, etc. Examples:

A: I like beans. B: Do you?  
A: They played well. B: Did they?  
A: She's nice. B: Is she?  
A: It was a great day. B: Was it?

- 1 e) 2 b) 3 c) 4 a) 5 d)

## UNIT 10

### 10.1

#### 1A

- They said they had recycled it.
- I said I had bought it second hand.
- He said the houses were insulated.
- They said they were giving up processed food.
- She said it was organic.
- I said the environment was suffering.
- She said climate change has had a big impact.
- You said modern life has destroyed the environment.
- He said they would begin a recycling programme.
- You said we would reduce carbon emissions.

#### 1B

In fast connected speech, *would* and *had* are contracted to /d/. *Were* is pronounced /wə/, *was* is pronounced /wəz/ and *has* is pronounced /həz/.

#### 2B

- 1 disobeyed 2 reusable 3 inaccurate  
4 immature 5 impossible  
6 unbelievable

### 10.2

#### 3A

Before going on to Ex 3B, check Ss have the correct answers.

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

#### 3B

*to* /tə/ and *that* /ðət/

### 10.3

#### 4A

*Hate* /heɪt/, *bite* /baɪt/ and *note* /nəʊt/ are here described as long vowels, but they are more specifically diphthongs. These are words with two different vowel sounds in the same syllable.

*Hate*, *beat*, *bite*, *note* and *shoot* have long vowel sounds.

#### 4c

leave, ride, grow, try, shoe, tray, cheap, know, flies, bone, new, pain, slide, same, steam, soap

## 5A

Watch out for hippos!  
Make sure you lock your car.  
Don't go there!  
You'd better take your pills.  
If I were you, I'd avoid her.  
Be careful – it's dangerous!  
Don't forget to call.  
Whatever you do, don't fall!  
You need to get your visa.  
The most important thing is to breathe.