

## Module 1

### Lead-in p.7

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#### 1A Finding a job

### Reading 1 p.8

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

### Vocabulary p.10

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1 high salary 2 main priority 3 tight deadlines 4 heavy workload 5 close-knit community 6 wide variety

1 severely 2 the opportunity for something 3 a list 4 your business 5 a good impression 6 a speech

1 e: take *in* your stride 2 d: been taken aback *by* 3 b: take no notice *of* 4 c: take pleasure *in* 5 f: took pity *on* 6 a: taken advantage *of* 7 h: taken exception *to* 8 g: take pride *in*

1 main 2 make 3 aback 4 heavy 5 stride 6 wide

**snapped up:** taken quickly; **have stood me in good stead:** have been very useful; **from all walks of life:** a wide variety of people, from a range of backgrounds; **part and parcel:** a necessary part of something; **crop up:** happen unexpectedly

### Use of English 1 p.11

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3a/b 1 division 2 deceptive/deceiving 3 informally 4 employees 5 additional/added  
6 productive 7 recruitment 8 competitors

### Listening 1 p.12

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Divided into three parts: before and during the interview (and after the interview, depending on time).

1 c 2 a 3 d 4 e 5 b

Examples of discourse markers: *Right, well; And obviously; Another important point; Related to that; Finally.*

1 folder 2 success 3 appropriate 4 practice run 5 (doing) research

1 eye contact 2 body language 3 fifty seconds 4 energy

## Language development 1 p.13

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1 past simple 2 past continuous 3 past perfect 4 past perfect continuous 5 present simple 6 present perfect continuous 7 present continuous 8 present perfect simple

*used to, would; would* (improvise) could be replaced by *used to*, but *used to (have)* can't be replaced with *would* in this context as *would* can't be used to talk about discontinued states.

1 is, have ever been 2 have been, joined 3 has had, got 4 had stopped, was called  
5 have had, owned 6 sent, got

1 *sacked* 2 correct (*was daydreaming* is also correct) 3 *started* 4 correct (*had rejected* is also correct) 5 *gave* 6 correct

1 took place 2 had already seen 3 arrived 4 had been snowing 5 turned up 6 had been celebrating 7 had recorded/recorded 8 went on 9 are still buying/still buy

## Writing 1 p.14

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1 to complain about the lack of parking facilities at the college 2 it is more formal because it is written to somebody in authority at the college

1 on this occasion 2 express my dissatisfaction 3 rationale for encouraging 4 to enable them 5 be reliant 6 are doubtless aware, 7 imposed 8 in the immediate vicinity of 9 I must urge you to 10 solution to

1 completed 2 acquire 3 unable 4 receive 5 assistance/aid/award 6 enable 7 number 8 vouch 9 contact 10 response/reply

**Suggested answers:**

**F** complex structures, linking words

**I** phrasal verbs, contracted forms, idiomatic expressions, missing pronouns, dramatic punctuation

## 1B Learning experiences

### Listening 2 p.15

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1 run-down 2 impressive, hi-tech, light, airy

1 run-down 2 (world) map 3 radio program(me) 4 history 5 teachers 6 art  
7 social workers 8 careers

### Speaking p.16

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**Suggested answers:**

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

Word stress: apprehensive, directionless, disillusioned, distracted, engaged, inspired, intimidated, motivated, muddled, overwhelmed, passive, pressurised, relieved, self-conscious, well-supported

1 overwhelmed 2 pressurised 3 intimidated 4 distracted 5 apprehensive 6 motivated 7 well-supported 8 relieved

2 syllables: engaged, inspired, muddled, passive, relieved  
3 syllables: distracted, overwhelmed, pressurised, self-conscious  
4 syllables: apprehensive, directionless, disillusioned, motivated, well-supported  
5 syllables: intimidated

1 Talk/answer a question briefly about your partner's photos. 2 About a minute

A lecture, learning to ski with a personal tutor

**Examples:**

1 they are both situations in which people are learning. 2 in one photo a teacher is teaching a large number whereas in the other the learner has a personal tutor. 3 are sitting passively, the person in the other photo seems to be actively engaged. 4

overwhelmed/intimidated by the amount of information they're receiving. **5** apprehensive because it is her first time on skis. **6** the instructor is showing her how to position her legs; a lot of information being thrown at the students; quite difficult to create enthusiasm in a lecture situation.

I suppose, I suspect, I guess

## Language development 2 p.18

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**1** The focus is on the person who has something done to them rather than the 'doer' (the person who does it). The doers' names are not known or not important. They can be omitted or put at the end of the sentence using *by*. The passive can sound rather formal and impersonal.

**2** We can focus on **new information** by putting it at the end of the sentence.

**1** must be given an identity card. **2** are being started deliberately and they're spreading very quickly. **3** is said to be the greatest drummer alive. **4** will be sent out in six weeks. **5** can be done about it without a receipt. **6** has been decided that three students will be interviewed. **7** has just been given to me by my grandmother.

**1** is perceived **2** allows **3** to be recorded **4** is emailed **5** being opened **6** starts **7** submitted **8** is highlighted **9** can be heard **10** remark/ have remarked **11** give/are giving **12** tend **13** to be given **14** explain/are explained (*they* may refer to the teachers or to the suggestions)

**Example:** Good quality feedback ...

### **Suggested answers:**

**1** the programme, we have decided that the number of destinations should be slightly reduced. **2** is anticipated that this year there will be a huge increase in the response to our advertisement. **3** is currently being developed by the marketing department. **4** selected as the Capital of Culture this year, Liverpool remains/must remain one of our key destinations. **5** reservations are recommended in order to/so as to avoid disappointment.

## Use of English 2 p.19

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**1** to promote social change **2** because of their brilliance and exuberance **3** the name, because the players are no longer so young

1 as 2 under 3 like 4 few 5 on/upon 6 addition 7 no 8 themselves

## Writing 2 p.20

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1 Examples: asking for a refund; requesting funds; asking for leave of absence 2  
Examples: present your argument clearly and neatly; don't apologise or be conceited –  
remember you are the one asking for a favour; don't be too pushy

1 an international student; a local company 2 to persuade the person reading to allow a  
later start date; understanding 3 have to include the points listed; have to invent the  
reason and the proposed solution 4 neutral (semi-formal) 5 clear, with persuasive  
rationale for the postponement

### Suggested answers:

Cut: no need to re-advertise

Reason you are not available: father has had an accident; very tightly-knit family; need to  
go back shortly and arrange home care

Offer reassurance: really keen to make role as assistant systems analyst into career with  
company; won't happen again; father wants to be independent; sister returning home from  
university course abroad

Propose a solution: could spend a few days with present engineer before I leave

### Suggested answers:

Paragraph 2 (reasons you are not available): father has had an accident, very tightly-knit  
family therefore need to return shortly to arrange home care for him

Paragraph 3 (offer reassurance): keen to make career with company; one-off situation as  
father wants to be independent and sister will be returning home soon

Paragraph 4 (propose a solution): suggest spending a few days with current engineer  
before taking unpaid leave

1 on his own, recently had 2 quite an independent 3 should 4 totally, such a 5 soon  
after 6 predicament, solution

### Suggested answers:

1 (I was a successful) applicant/candidate for the post/position of systems engineer. 2 (It  
is with) great regret (that I must) ask for a delay of two weeks. 3 (The unfortunate  
incident) has incapacitated him and I must return home. 4 (He is extremely) concerned  
not to be a burden to me/in case he is a burden to me. 5 (It would be only natural) for you  
to assume that this could be a recurring problem. 6 (You were very) insistent that I start  
work on 1st March. 7 (In the) circumstances, I would be only too happy to spend some  
time in the company before I leave. 8 (Should you) wish to discuss the matter, please  
don't hesitate to contact me.

**Sample answer:**

Dear Sir/Madam,

*I was recently a successful applicant for the post of assistant systems engineer with your company with a start date of 1st March. However, it is with regret that I must request a short delay of two weeks in my taking up the post. My father lives on his own and recently had an accident which has incapacitated him, and I must return home soon to help him make the final arrangements for his home care. Most of this he has already done himself and he is determined to be independent, but I cannot responsibly be totally absent at such a difficult time.*

*Of course, I am extremely anxious about how you may react to this news since it would be only natural for you to assume that this could be a recurring problem, but let me assure you that this will not be the case. Fortunately, my sister is returning home from her university course abroad in June and is planning to live close to our father and give support. My father is also very concerned that he should not be a burden to me and that I should further my career.*

*I know that you were insistent that I start work at the beginning of March because the current assistant is leaving shortly afterwards and, quite rightly, you wanted there to be a handover period. Under the circumstances, I would be happy to spend a few days unpaid with the current post holder before I leave. I hope you will understand my predicament and will accept my suggested solution.*

Yours sincerely,

Mario Boschi

**[266 words]**

## Review

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

2      1 by   2 in   3 about   4 of   5 of   6 into   7 on   8 by

3      1 aback   2 crop   3 stood   4 snapped   5 stride   6 overwhelmed

4      1 will have been closed   2 are being repainted   3 was expected   4 have been hoping   5 will be invited/are going to be invited/have been invited   6 can be seen   7 has been   8 have been circulating

5      1 has been working/has worked   2 was offered   3 was   4 had run away   5 was never found   6 wanted   7 carries   8 is hidden   9 is never left   10 ties

## Module 2

### Lead-in p.23

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**Possible contexts:**

chop and change: someone who keeps changing their mind about what job or university course they want to do

for a change: doing something new and different, for example trying a new sport or hobby

get changed: a parent getting their child ready for school

spare change: someone begging for money

That makes a change!: a friend, who is usually late, arriving on time to meet another friend

A leopard can't change its spots: A person's character, especially if bad, will not change, even if that person pretends it has.

You can't teach an old dog new tricks: It's difficult to teach someone new skills or change someone's habits.

A change is as good as a rest: Changing the work you do can be as good for you as having a rest.

### 2A Making a difference

#### Reading 1 p.24

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**Suggested answers:**

At the first school the teachers' scornful attitude led him to drop out of school as soon as he was old enough. At the second, they were more caring and their encouragement led the writer to think that he might have ability.

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

### Vocabulary p.26

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1 threatening (towards) 2 deliberately unfriendly 3 despise 4 upset about/by 5 uninterested in 6 fed up with

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

1 up 2 close 3 across 4 good 5 after 6 set 7 run 8 high

## Use of English 1 p.27

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### Suggested answers:

**1** for practical support; for emotional closeness and stability **2** If the grandparents don't get on well with their daughter-in-law/son-in-law, this may endanger the relationship between grandparents and grandchildren.

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

close relatives; play a role; stand a chance; widely accepted; at risk

## Listening 1 p.28

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The proposal was videoed by a friend on his phone.

**1** taken aback **2** self-conscious **3** flattered **4** tolerant

Option B

**1 A 2 C, D 3 B**

**1 A 2 B 3 D**

## Language development 1 p.29

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**1 B, C 2 A, D 3 A 4 A, D**

**1** whose **2** who/whom **3** which **4** which/that **5** which/that **6** where  
Punctuation: **2** ... colleague, who you met last week, **3** ... brothers, **6** ... area,  
Pronouns can be left out in **5**

**1** in which **2** as a result of which **3** without whose help **4** all of which **5** at which point **6** many of whom



**Examples:**

1 where 2 which means that 3 because without him 4 but most of them 5 She then (new sentence) 6 and lots of them

1 who was born 2 who/whom he believed/who was believed, that/whom he believed 3 who was living, who was later executed 4 who gave/was to give, who was called 5 who was said

Note: These answers show reduced relative clauses

1 actress *who made* many films ... the most famous *of which* was probably ...

2 they made their first film together *based on the story of Cleopatra, in which* Elizabeth played the Queen.

3 The couple, *already married* ... fell in love on the set, *attracting huge publicity*.

4 The couple married in 1964, *going on to live* ... lifestyle, *which resulted in them becoming* ...

5 a huge diamond, (*which was*) *the largest, most expensive in the world, engraved with* ...

6 got divorced in 1974, *meeting up again later and re-marrying the following year*. (OR *remarrying a year after meeting up again later*)

## Writing 1 p.30

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**Suggested order:**

c, e, f, a, d, b

1, 2 and 4 are more formal and should have a formal structure.

The information in the notes is irrelevant to the task.

**Suggested answers:**

1 title/type of film 2 plot summary 3 overall impression 4 opinion in detail  
5 recommendation

**Suggested answers:**

1 (title) *Pride and Prejudice* ... love story ...

2 (plot summary) man and woman ... prejudiced against each other ...

3 (overall impression) interesting new version ... main focus on ...

4 (opinion in detail) film locations, costumes, etc. ... Keira Knightley ...

5 (recommendation) better for young people, etc.

## 2B A second chance

## Listening 2 p.31

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

## Speaking p.32

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### Suggested answers:

**1** What do you do here?, How long have you been studying English? **2** What has been your most interesting travel experience and why?, What do you hope to be doing in five years' time?

Candidate A repeats the words of the question. Candidate B gives a natural response with an expanded answer. Note the phrases: *well, actually; I was lucky enough; lots of things, I hope; I don't feel quite ...*

**Example: 1** *Well, actually, I'm still a student but I'm in my last year at college.*

**1** work and study; **A** is a better answer as it is a personal response that reflects an aspect of studying. It is a more complex sentence. **B** repeats words from the question, then just gives a list.  
**2** relationships; **B** is a better answer. The sentence structure is more complex and the vocabulary richer, the information more detailed and interesting. **A** repeats the words of the question and doesn't expand on the answer. **A** doesn't sound interested.  
**3** communication; **A** is informal and enthusiastic, which is good, but **B** gives a more thoughtful answer, uses richer, more complex sentences and a range of vocabulary.  
**4** your background; **A** is better because it gives a broad context and answers the question. **B** is rather negative, uses a narrower range of language, and doesn't answer the question.  
**5** imaginary situations; **B** is a better answer, expressing the person's feelings with a good vocabulary (*value my privacy, I don't think I could cope with*). **A** doesn't give a personal opinion and so doesn't answer the question.

Paola answers fully, and gives relevant answers. She sounds relaxed and natural, whereas Frédéric's answers are short and formulaic, as if he has rehearsed them.

**1** *That's difficult to say ... there have been so many ...*

Others might include: *You know, I'd have to think about that. / Hmm ... that's a good question. / Let's see ... that's a tough one to answer.*

**2** Frédéric is not very forthcoming. He could have made one up. It doesn't have to be true.

## Language development 2 p.34

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**1** *Biology* because it is the subject in general; *the study* because it is defining 'biology'; *living organisms* (no article) because it is a general plural.

**2** *The murderers* because both speakers know who is being talked about; *to prison* because they are talking about an institution (the typical use of a place) rather than a building.

**1** a **2** the **3** the **4** ∅ **5** ∅ **6** ∅ (mentioned for the first time; in general); the (if thinking of specific criminals) **7** the **8** an **9** the **10** ∅ **11** the **12** the **13** a **14** the **15** a **16** a/the **17** a

*a majority of* (+ noun/pronoun) is usually followed by a verb in the plural (but singular for an anonymous mass, e.g. *A majority of the country believes that ...*); *genetics*: singular (it refers to the study of genetics – *genetic* in the singular is an adjective); *the government*: can be followed by a verb in the third person singular or plural – it can also be made plural (*governments*); *the police*: plural

**1** People agree ... things *need* **2** any evidence ... which *suggests* **3** one of his *pieces of luggage* ... *some of his belongings were* (*belongings* is a countable plural but is never used in the singular – we do not refer to *a belonging*) **4** investigators *has* risen **5** days *is* a long time (the verb agrees with *time*) **6** ... *is* a small pay rise ... staff *are* going **7** no progress ... *some* good advice

**1** *little* is negative/dismissive (✓); *a little* is positive **2** *most* (✓); *the most* is not used with *of* **3** *Many* (✓); *people* is a countable noun **4** *every* (*each* is usually used before *of* but *every* collocates with *single piece*) **5** *A great deal of* (✓); *many* can only be used with countable nouns and *damage* is uncountable **6** *An awful lot* (✓); *amount* can only be used before uncountable nouns **7** *Both* (✓); (*both* is used for two, *all* for more than two or uncountable nouns) **8** *Hardly any* (✓); *little* can only be used with uncountable nouns.

**1** none **2** Not **3** no **4** either **5** both **6** One **7** the whole **8** Neither

## Use of English 2 p.35

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**1** Very few of them manage to get a job. **2** to employ ex-prisoners to give them a second chance **3** for tax reasons and for protesting about the Vietnam War

**1** Everyone/Everybody **2** none **3** against/about **4** neither **5** few **6** in **7** whom **8** being

## Writing 2 p.36

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Paragraph 1: Introduction   Paragraph 2: Aims of the project   Paragraph 3: Methods of fundraising   Paragraph 4: Results   Paragraph 5: Conclusion

Introduction: Interviewed young offenders

Aims: useful paid work in community; can help them understand impact of offending behaviour; can help change behaviour

Methods: help organise jumble sale; charity collections (under supervision); collection boxes

Results: £200 raised; worked hard to do something positive ...;

Conclusion: provides important life skills

The passive is often used because it describes actions, not those who do them; gives the impression of being objective; is useful for making generalisations.

### Sample answer:

#### **AN UNUSUAL FUNDRAISING PROJECT**

##### *Introduction*

*The purpose of this report is to outline the findings of my research into an unusual fundraising project for local charities involving young offenders, and to indicate the lessons that can be learned. As preparation for this report I interviewed some young offenders who participated in the project, an officer responsible for them and a representative of one of the charities.*

##### *Aims of the project*

*1 To get young offenders to raise money for charity.*

*2 To give young offenders useful unpaid work in the community that helps them understand the impact that their offending behaviour had on the local community and helps change their behaviour for the better.*

##### *Methods of fundraising*

*Techniques included distributing collection boxes to local businesses; charity collections under the supervision of an officer; helping organise a jumble sale*

##### *Results*

*1 The total raised to date has exceeded £200, which will benefit many local charities, who are obviously delighted.*

*2 On the whole, the young people worked really hard to do something positive that would benefit the local community. Many of the offenders said that they had taken part in several community service activities, including picking up litter, but this was by far the most rewarding as the money will make a real difference to people's lives.*

##### *Conclusion*

*In my view, this approach to community service helps provide the youngsters with so many important life skills which will help reintegrate them into the community. I have no hesitation in recommending the approach to be tried elsewhere. [257 words]*

## Review

1      1 scornful   2 aggressive   3 disaffected   4 reliable   5 expectations   6  
distressing   7 indifferent   8 hostility

**2**      **1** set   **2** look   **3** comes   **4** stand   **5** accepted   **6** runs   **7** keep   **8** rub   **9** seen  
**10** get

**3**      **1** for which he's best known   **2** none of whom I'd met before   **3** as a result of  
which I missed ...   **4** from which it never really recovered   **5** neither of which I could get  
on   **6** most of which I just about understood   **7** on whose financial support they rely   **8** in  
which case, press ...

**4**      **1** an   **2** the   **3** the   **4** the   **5** ∅   **6** the   **7** is   **8** have   **9** a   **10** have   **11** few  
**12** ∅

## Module 3

### Lead-in p.39

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#### 3A The creative instinct

#### Reading 1 p.40

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1 The man is a Foley artist. He is smashing watermelons to create sound effects for a film.

birds' wings flapping; horses' hooves; fire burning

1 Before the gap: ... *things that don't come across* – what things? After the gap: *During this process*; the information in the gap describes a process that enables the action to come across to the audience in a more realistic way.

2 Which is why (logical link) *everyday sounds like these* (links back lexically to *hearing / things don't come across*).

*Any sound can be created* (links forward logically and lexically to: *During this process / background noise / these effects are integrated*)

3 Gapped text: 1 C 2 D 3 G 4 A 5 F 6 B

#### Suggested answers/support:

Gap 2 requires an example of something that requires *a sense of reality* and what follows the gap gives a further use for Foley (*Foley can also be used ...*).

Gap 3 requires information on an additional role (to *creating sound effects*) that Foley artists have and what follows the gap provides a second example (in addition to covering up noise) of what they do; namely, *add in* other sounds after filming.

Gap 4 relates to developments in (digital) technology and points out that (... *although science has continued to develop, Foley is still all about 'the performance'*). It in the sentence following the gap refers to *that performance* in the gapped paragraph.

Gap 5 gives a more detailed description of the *main studio* which *resembles a student bedsit*. What follows the gap provides information about the sounds Hank is currently trying to create and the materials and methods he is experimenting with.

Gap 6 gives information on what the sound they are trying to create relates to (*a car pulling up at speed*) and what follows the gap links to *the studio next door* and the person who works there (*Alex Joseph, in the studio next door ...*).

### Vocabulary p.42

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#### Examples:

1 recording 2 solve 3 added 4 looks like 5 gets across 6 builds up to 7 improve

1 rooted around in 2 set up 3 pulled up 4 cover up 5 pick out 6 moved on

1 d 2 e 3 b 4 f 5 a 6 c  
Sounds: 2e, 3b, 5a

1 slammed 2 flapping 3 crunched 4 rustling 5 slapped 6 scraping

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

## Use of English 1 p.43

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### Suggested answers:

He made them family-friendly, interactive and creative.

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

*Although* has a similar meaning.

Although Miyamoto was very successful in entertainment, his next phase ...

## Listening 1 p.44

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1 jewellery making 2 coming up with new ideas 3 trying to be too complicated

Her sisters were good at painting, where she gets her inspiration from, ideas to make money

*I got a real buzz; and it's been great fun experimenting; to my disappointment; didn't get off to a brilliant start*

Task One: 1 C 2 F 3 A  
Task Two: 4 D 5 B 6 A

## Language development 1 p.45

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1 starts 2 'm going to 3 'll/am going to 4 be learning/learn 5 gives 6 we'll have taken 7 have had 8 make

1 is bound/sure to 2 is unlikely to/isn't expected to 3 is on the point/verge of announcing/is about to announce 4 are sure to/are bound to/are likely to 5 is due to/is to 6 is to/is due to

1 was ... about to 2 were going to/were due to 3 would have 4 was due to/was going to 5 would be/was going to be 6 were to have/ would have

1 is highly likely (that) 2 on the point of phoning 3 will have been married (for) 4 was due to arrive/to have arrived 5 is (widely) expected not to/is not expected to

## Writing 1 p.46

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Paragraph A (the ideas are supported by relevant details and connected by linking expressions)

1, 3 and 4: The paragraph argues that the *creativity* of *great artists* was a result of *a sense of dissatisfaction* in their early lives. It gives examples of this dissatisfaction (1), contrasts advantages and disadvantages of being unpopular (3) and gives the most important information last (4).

### Example answer:

Creativity is something that anyone can aspire to, even if it does not bring you fame and riches. Rather than intelligence, it is curiosity and adaptability that are qualities important for success.

Moreover, it is also crucial to be confident and not give up. The ability to take risks, accept criticism and not be afraid of making mistakes is also very important: the worst enemy of creativity is perfectionism.

## 3B Stars in their eyes

## Listening 2 p.47

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### Task One:

1 C *I felt I knew what he was going through.*

2 H *It was as though an electrical charge had gone through me.*

3 B *what first got me interested in him was a light-hearted radio interview and I couldn't stop giggling ...*

4 G *when suddenly I saw those clear blue eyes, and, oh, I was done for.*

5 E *And while I've never had that much success as a professional singer, I've always looked up to him as the person I might be.*



**Task Two:**

**6 E** *It's true that my need to put everything in order drives my partner to distraction.*

**7 A** *I've been using all my savings and I've had to cut back on luxuries.*

**8 D** *My daughter's become so exasperated with the way that I leave everything lying around*

**9 H** *It can still be a bit awkward when you're on the beach and you feel people might be staring at you.*

**10 G** *It really gets to me when I'm told by people who don't know me that it's only a craze and I should have grown out of such a silly obsession.*

## Speaking p.48

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**Suggested answers:**

*it costs a fortune:* clubbing/musicals/circus

*it has me in fits:* musicals/comedy/circus/karaoke

*it inspires you:* musicals/circus

*it's very moving:* musicals

*it's best to see them live:* circus/musicals/comedy

*it's only a craze:* karaoke

*you're totally blown away:* clubbing/musicals/ circus

**1** into   **2** on   **3** in front of   **4** on   **5** into   **6** in   **7** in

**1 B   2 D   3 A   4 B   5 D   6 A**

**1** Talk together with the other candidate about why these forms of entertainment might be popular among young people in many parts of the world.   **2** two minutes

**1** Well, personally ...   **2** Mind you; Certainly not ... but ...; (Well, actually); I know what you mean but ...   **3** Oh, that's a difficult one.   **4** Wouldn't you agree?   **5** Well, actually ...; Mind you ...   **6** I know what you mean but ...   **7** Anyhow, they're ...; Let's move on, shall we?   **8** Let's go for ...

**Some other possible phrases:**

**1** In my experience ...; I'd like to point out that ...; As far as I'm concerned ...

**2** Perhaps not so much ...; but certainly ...

**3** I haven't really thought about that but ...; Let's see now ...; How shall I put it?

**4** Don't you agree, [name] ...?; I think [name] knows more about this than I do.

**5** Still ...

**6** That's not entirely true ...; I'm afraid I have to disagree ...; Yes, but don't you think ...; I think perhaps it's more a case of ...

**7** Anyway, what we have ...; Incidentally, ...

**8** Overall, then, ...

1 Anyway 2 Having said that 3 Actually

## Language development 2 p.50

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*may*: possibility (making an assumption)

Past: *Karaoke may have been great fun but it wasn't ...*

1 *must have*: assumption 2 *might have*: criticism 3 *don't need to*: necessity 4 *can't have*: disbelief 5 *should*: expectation

1 *couldn't get* (no *to* before full modals or some semi-modals, e.g. *need/have/ought*) 2 *need to find* (*to* before infinitive after *need*) 3 *couldn't* (must agree with the tense of the main verb) 4 *should have avoided* (past modals need the perfect form) 5 *will be able to* (the future of *can*)

1 We must/have to/need to book 2 We don't have to/don't need to/needn't get 3 You can't/ mustn't turn up 4 I think you should/ought to phone 5 you should have/ought to have bought them

1 must/have to/need to speak 2 should/ought to have called me back 3 don't have to/needn't/ don't need to have an interview 4 won't have to/ won't need to 5 had to camp outside her dressing room 6 didn't have to call/needn't have called/didn't need to call

1 must have been 2 couldn't have 3 might have been 4 was I able to 5 managed to 6 would have been 7 might

## Use of English 2 p.51

---

3 is correct. 1 The form of the word given is different and the sentence has a different meaning (it means she did go). 2 The form of the word given is different. 4 An extra idea is added (*thought*) and the maximum of six words is exceeded.

1 should not have made/got 2 couldn't/can't possibly have been written 3 snow prevented us (from) getting to 4 haven't got round to watching 5 might/may not have remembered to post 6 were supposed to have got/were supposed to get

## Writing 2 p.52

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**2** Essays are pieces of academic writing on a particular topic, often done by students for a teacher. The purpose of an essay can be to test a student's writing skill; to encourage students to organise their ideas, develop them coherently and present them in a structured way. There are many types of essay, including: essays of opinion (presenting an argument); problem and solution; advantages and disadvantages; persuasive.

**1** Two. Which is the most important? **2** None, if you don't want to, but if you include some or all, you must express them in your own words. If you don't include any, you will have to give or invent your own. **3** Normally, an essay will be semi-formal/neutral. **4** A good essay will be well-organised, with good supporting arguments; points will be linked together in a logical sequence; and appropriate discourse markers will be used to connect, contrast and balance points.

*profitable use of leisure time* should be in the central box.

**A** A good, clear opening statement for the proposal in neutral style **B** A concluding statement but expressed far too personally **C** A good clear closing statement for the proposal in neutral/semi-formal style **D** An opening statement but not really an introduction. It is too abrupt and casual and repeats the language of the input.

**Examples:**

- 1** Such activities may/might be enjoyable but they are not very fulfilling over a period of time.
- 2** There is less social cohesion now than there was previously.
- 3** Doing something productive can help reduce stress.

**Examples:**

indicates the structure of the essay: *The first point to bear in mind is that ...*  
gives the writer's opinion: *It is my firm belief that ...*  
adds extra information: *Another way, then, of ... is to ...*

**Sample answer:**

*It is generally accepted that, as the pace of modern life increases and many people work longer hours, so it is more important for us to spend time taking it easy and recovering. However, although leisure time can make us sane, healthy and happy, not knowing how to use it profitably can make us bored and lazy.*

*Many people spend their leisure time sitting passively, watching TV, going to the cinema or playing computer games. For a while these can be fun or stimulating but over a period of time they are not very fulfilling. In my view, the best use of leisure time to ensure greater long-term happiness is to have a creative hobby, such as learning a language or learning how to paint or play a musical instrument. These activities make us feel we are doing something productive, which helps reduce stress and refreshes us much more deeply.*

*Another, often unacknowledged, consequence of modern life is that we spend far less time with our family or even our neighbours in the local community than we used to and in time this reduces social cohesion. Another way, then, of making leisure time profitable is by doing something socially responsible, such as helping out in some local activity, perhaps at a summer fair, or even by looking after one's grandparents.*

*In short, while it is clearly desirable to ensure that we relax after a period of hard work, on the whole it is also beneficial to spend one's leisure time doing something worthwhile, in particular learning something new and being creative.*

**[260 words]**

## Review

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

**2 1 rectify 2 insert 3 convey 4 resemble 5 guarantee 6 culminate 7 capture 8 enhance**

**3 1** I might have left the tickets in the car. **2** He can't have been practising the piano every day. **3** They should be doing their usual gig at the O2 stadium in June. **4** He will have left by now, so it's not worth phoning. **5** I could have burst into tears of joy, I was so happy. **6** She won't have caught the train, given how late she left the house. **7** They must be enjoying themselves if they're staying an extra week. **8** In the end, they needn't have gone to all the trouble to get the visa as nobody asked to see it.

**4 1** is about to **2** bound **3** will have **4** be sharing **5** going to drive **6** going to live **7** expected **8** 'll come

## Module 4

### Lead-in p.55

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#### 4A A small world?

### Reading 1 p.56

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

### Vocabulary p.58

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They are all connected to sleep. Formal: slumber

crash *out*; doze/drop/nod/drift *off*

1 heated 2 log 3 apart 4 artificial 5 making 6 hang

1 part and parcel 2 through thick and thin 3 as and when 4 off and on 5 By and large 6 touch and go

3 Tania always backs me up at meetings. 4 The bad weather set her back/set back her training for a while.

1 let (us) down 2 broke into 3 broken out 4 builds up 5 pour down 6 kick off

### Use of English 1 p.59

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**Possible disadvantages:** time-consuming, expensive, uncomfortable

**Possible advantages:** time to think, opportunity to work whilst making journey, earn better money, put distance between home and work

These will differ depending on the means of transport used to commute and the distances involved, etc.

1 extensive 2 reliability 3 assistance 4 ensure 5 growth 6 solution 7 circular  
8 overcrowding

2 rely – reliability, solve – solution

## Listening 1 p.60

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1 They agree that the British play things down whereas the Americans make more of things; they disagree about their reaction to it. 2 e.g. exasperated, irritated, frustrated, annoyed

*I'm sure she would; Good point. Do you? ... actually,*

*some things still baffle me; But I bet ... It gets on my nerves; I find the whole thing quite funny*

1 B 2 A

3 C 4 B

## Language development 1 p.61

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1 dependable, different/differing, hesitant, influential, productive, affectionate, aggressive, funny, historic/historical, hopeful/hopeless, willing/wilful  
2 amusement, confrontation, decision, defence/defender, discovery/discoverer, participation/participant, persistence, pleasure/pleasantry, safety, accuracy, cruelty, confidence, diversity/diversification, happiness, jealousy, popularity/popularisation, tolerance  
3 beautify, deepen, generalise, legalise, strengthen, widen

breadth, choice, death, flight, length, proof, strength, success/succession

**un**populated, **un**willing, **in**secure, **dis**appear, **ir**reversible, **non**-conformist, **mis**print, **co**-exist, **co**-worker, **en**danger, **en**rich, **re**appear, **re**arrange, **re**develop, **re**populated, **re**print, **under**develop, **under**populated, **over**develop, **over**populated, **pre**-arrange, **pre**date, **pre**-exist, **pre**-school

1 envy 2 enviable 3 unenviable 4 (un)enviably 5 envius 6 enviously  
7 hesitation 8 hesitancy 9 hesitant 10 hesitantly

## Writing 1 p.62

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1 Generally speaking    2 What was noticeable

Generalising: *on the whole*; Giving your opinion/reaction: *Understandably, Surprisingly*;  
Commenting on the truth/likelihood of something: *Presumably*; Emphasising: *Indeed*;  
Reporting an opinion: *Apparently*

1 In the main    2 Presumably    3 Apparently    4 Naturally    5 personally

I feel it's well worth; we really should; I feel absolutely sure that; I'd be absolutely delighted if; It would be wonderful if

## 4B Making a difference

## Listening 2 p.63

---

- 1 C we need to reduce the number of cars on the road and improve mobility.
- 2 A What I'm really proud of is that now we have 230 ports dotted around, in each of which you'll find a map showing where they all are and a cycle route.
- 3 B which is great because it becomes a community thing.
- 4 C They sound to me like a bunch of ordinary people wanting to liven up their lives.
- 5 B People follow my videos online and make their own recordings. There are now over 900 members worldwide.
- 6 A But I like the idea of people coming together to empower each other. ... We've got to stop doing things just for our own personal well-being.

## Speaking p.64

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Distribute leaflets; draw graffiti; go on/organise/ take part in demos/a strike;  
hold/organise/take part in meetings/demos/sit-ins/marches; sign/organise petitions; write to/distribute newspapers

1 against    2 in favour of    3 back down    4 on    5 on    6 for    7 about    8 on    9 to    10 about

### Suggested answers

1 held/organised    2 put pressure on    3 change their minds/back down    4 force them to come to a compromise    5 totally against/opposed to    6 signed a petition    7 had their say    8 major doubts/organised demos    9 distributing leaflets    10 changing the minds

Compare 2 out of 3 photos and answer questions on them.

Thérèse only partly hypothesises/speculates on why, in two of the photos, they might be protesting and how effective the protest might be. She gets sidetracked by the third photo and gives her own personal opinion on the rights and wrongs of the protest and which forms of protest are effective. Her discourse management is weak: her answer isn't very coherent (her utterances aren't arranged logically), and she uses short, rather abrupt sentences. She doesn't use a wide range of vocabulary and structure. She is intelligible but her use of word stress is very marked (e.g. *banner*, *effective*). Also, she doesn't use all her time (one minute).

Francesca speculates as requested and is clear and coherent. She uses a wide range of vocabulary and structure accurately. Her pronunciation is intelligible – she uses word stress and intonation correctly and her individual sounds are clear.

1 are obviously protesting 2 could be very 3 will probably have 4 It's difficult to say  
5 depends on 6 are bound to sit up 7 might well

## Language development 2 p.66

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A volunteer needs to be well briefed to answer difficult questions, and have a lot of energy.

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

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

1 which/what (*wh*- clause as object of the verb; question word clauses are related to questions) 2 that (following an adjective) 3 that (*that* clause as object of a verb, not related to a question)/ when (*wh*- clause as object of the verb; question word clauses are related to questions) 4 Why (the reason why) 5 It was highly likely (*that* clause after adjective)/There was a strong likelihood (*that* clause after noun) 6 how far (degree)/whether (simply *yes/no*: *Were we doing it because ...?*) 7 *To do* (more formal); *Doing* (*-ing* clause less formal as subject) 8 *How* (related to question *How did we feel about the uniforms?*)

1 (that) 2 (that) 3 What 4 (that) 5 how/what 6 where 7 who 8 why/that 9 how/why/that 10 whether 11 what 12 (that) 13 how



1 is/'s easy to be/get/become confused   2 strong likelihood of the school   3 was the subject of (a/the/some)   4 suddenly struck me (that) he   5 is quite understandable that/why people look ...   6 been affected by illness was unclear

## Use of English 2 p.67

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1 to combine street-running with visiting the elderly in their homes  
2 Elderly people have visitors and runners can fit the visit into their training routines.  
3 The runners have a criminal record check.

1 does   2 Whoever   3 all   4 point   5 despite   6 As   7 without   8 whether

Examples: Noun clause: *What the gym does is ...* Fixed phrase: *a (training) point of view*

adjectives; concrete nouns

## Writing 2 p.68

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2 Structure/layout: Like a report, there will often be a clear layout, probably with headings/sub-headings. Also there will be some analysis and suggestions. With a report there is more emphasis on the analysis (probably with some concluding recommendations); with a proposal, there is more emphasis on a set of suggestions (possibly with some analysis) and persuading the reader as to a course of action.  
Style: consistently formal or neutral  
Time: usually the future  
Verb form: modals with future reference

A A good clear opening statement for the proposal in neutral style   B A concluding statement but expressed far too personally   C A good clear closing statement for the proposal in neutral/semi-formal style   D An opening statement but too informal and casual in this context

### Examples:

1 Usually homelessness is only one of the problems the person has.   2 The most successful approach is when people teach others a skill they have.   3 One idea would be to assign students to individuals.   4 Potential volunteers would put themselves forward, depending on what they can offer.

1 Justifying a recommendation   2 Making a recommendation   3 Explaining the practicalities

1 Moreover, Furthermore    2 thus, hence    3 therefore    4 thus

**Sample answer:**

**Introduction**

*This proposal is for a way of getting students involved in helping the homeless on a voluntary basis. Having a roof over one's head is thought of as a right but, for many, being homeless is the reality, and usually homelessness is only one of the problems the person has – there is often illiteracy, a lack of life skills, mental illness or drug addiction to make matters worse. Not surprisingly, help is desperately needed.*

**Recommendations**

- *Get students involved in local shelters for the homeless and fulfil a role according to their skill, whether it is helping to cook, looking after young children, teaching a musical instrument or working with computers. In general, people work best when they do what they are good at.*

- *The commitment should be ongoing and students would be assigned to individuals. The project could be counterproductive if volunteers are insufficiently committed.*

- *To set up the scheme, the Student Union would organise a Volunteers Fair and different tables would represent different skills needed by our local hostel; potential volunteers would put themselves forward depending on what they can offer. It is obvious that for it to work the scheme needs to be well organised.*

**Conclusion**

*The project is clearly worthwhile. It would enable young people to understand the difficulties that many people face in our society; it would benefit the shelter because they are always looking for help; and it would be good for the homeless because they would come into contact with enthusiastic young people offering support. The project would give everyone involved something valuable and it would be good for society at large.*

**[269 words]**

## Review

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1      1 fast, wide    2 over    3 off    4 in/late    5 to    6 off    7 By    8 through  
2      1 down    2 in    3 in    4 on    5 out    6 back    7 off    8 up  
3      1 that    2 Why    3 which    4 how    5 That    6 whether    7 Using    8 to see  
4      1 extensive    2 tolerant    3 growth    4 unlikely    5 heated    6 confrontation(s)    7  
strengthen    8 influential

## Module 5

### Lead-in p.71

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#### 5A Global issues

### Reading 1 p.72

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They help to deplete the world's resources.

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

### Vocabulary p.74

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1 consume 2 surplus 3 scarce 4 triggered 5 compensate for 6 disposed of

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

1 c/d 2 e 3 b 4 c 5 a

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

Laura: pollution; Will: climate change; Nicola: food resources

1 emit 2 fumes 3 pollutes 4 build-up 5 global 6 triggers/gives rise to 7 drought  
8 rising 9 pesticides/chemicals 10 organic 11 produce/crops

1 emission 2 consumption 3 destruction 4 disposal 5 poisonous 6 excessively

### Use of English 1 p.75

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By feeling the shocks from an imminent tsunami.

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

1 unaware of what ... unconscious of what ... ignorant of what ... 5 the other verbs would require *from*

## Listening 1 p.76

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1 1998 2 vitamins 3 climate change 4 agriculture 5 diseases 6 urban parks  
7 memory 8 (air) pollution

## Language development 1 p.77

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1 to emphasise the adjective 2 very, incredibly, really 3 *absolutely* only goes with 'ungradable' (or extreme) adjectives

completely/rather/really/totally/very **different**; bitterly/extremely/incredibly/rather/really/very **disappointed**; extremely/incredibly/rather/really/very **excited**;  
absolutely/completely/totally/virtually **empty**; extremely/incredibly/rather/really/very **expensive**;  
absolutely/completely/totally/virtually **perfect**; completely/extremely/incredibly/rather/really/  
totally/very **quiet**; extremely/incredibly/rather/really/very **relieved**;  
absolutely/completely/extremely/incredibly/really/ totally/virtually **unspoilt**

### Example answers:

- 1 extremely/incredibly/really/very **excited**
- 2 completely/extremely/incredibly/totally/virtually **unspoilt**
- 3 extremely/incredibly/really/very **quiet**
- 4 completely/totally/virtually **empty**
- 5 absolutely/totally **perfect**
- 6 bitterly/extremely/really/very **disappointed**
- 7 completely/rather/very **different**
- 8 extremely/incredibly/really/very **expensive**
- 9 extremely/incredibly/rather/really/very **relieved**

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

## Writing 1 p.78

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2 Topic sentences: *However, it is clearly crucial ...; It would be a pity if tourist numbers ...; Equally, there must be ...*

Supporting: *This would be the responsibility of ...; The main impact of this ...; An example of this ...*

**Possible answers:** quality of life, crime, congestion, pollution, noise, pressure on natural resources

1 e 2 b 3 a 4 c 5 d

**Possible additional ideas:** local cultures can be negatively impacted by tourism if traditional rituals become more a form of entertainment for visitors; the quality of life could be negatively impacted if tourism results in a rise in traffic and in turn emissions, noise, health problems, etc.

## 5B An open society?

### Listening 2 p.79

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

### Speaking p.80

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alarm system; biometric; body scans; CCTV cameras; code number; high fencing; phone tap; pilotless planes; security guards; spy satellites; swipe card

1 high fencing 2 alarm system 3 CCTV cameras 4 security guards 5 swipe card  
6 code number 7 biometric 8 spy satellites 9 pilotless planes 10 phone tap 11 body scans

They must talk for about 2 minutes about the advantages and disadvantages of the security measures shown in the spidergram.

They do what they were asked. Student B is better at turn taking, responding to what Student A is saying and asking questions. Student A tends to dominate the discussion, cuts Student B off and does not invite responses.

1 nearly as invasive 2 anywhere near enough 3 far the best way 4 The more ... the more ... 5 more and more 6 not nearly as effective 7 lower and lower 8 best ... of all 9 far too expensive

### Language development 2 p.82

---

1 second 2 third 3 zero 4 first

1 carry on, could 2 reports, might start 3 'd known, wouldn't have said 4 is, won't 5 'd managed, could have got 6 knew, 'd tell

1 2nd conditional (*had*) for now + 3rd conditional for past 2 3rd conditional for past + 2nd conditional for now 3 3rd conditional for past + 2nd conditional for general truth 4 2nd conditional for now + 3rd conditional for past

1 had been, would still govern/be governing 2 did, wouldn't have been sued 3 wouldn't have got, were always/had always been 4 hadn't written, would still be living

1 Unless we give ... 2 People don't/won't read ... unless they can identify 3 ... whether they are sometimes proved wrong or not/whether or not they are sometimes ... 4 But for the pressure from my editor, I would have taken more time over the story. 5 I'll give you an interview on condition that I can check ... 6 ... good pictures, otherwise it won't have ... 7 good reputation, provided that it cleans up ... 8 ... other media, as long as they can be ...

The three sentences given progress in formality: the first is a standard zero conditional, the second introduces *should*, which makes it seem more hypothetical and therefore polite, the third uses inversion and omits *if*, which has the effect of making the sentence both more complex and more formal.

1 If anyone objected/were to object ... 2 If I had realised ... 3 If it hadn't been for his help ...

1 Had I known my ... was going to be so ... 2 Were it not for the fact that my/our ... were present, ... /Had my/our ... not been present, ... 3 Should you need any ... 4 Were he/she my son/sister/friend, ...

## Reading and Use of English p.83

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Mark Zuckerberg and the creation of Facebook.

1 A (... lead actor as complex and ambiguous; Zuckerberg's self-confidence is impressive, amusing, yet extraordinarily hostile)  
2 D (Sorkin's fast-paced chatter is relentless, making it a struggle at times ... to follow)  
3 C (Fincher has modified his usually distinctive style)

4 C (The film has as its focal point the bitter legal dispute as to who gets the credit for Facebook's start-up)

## Writing 2 p.84

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- 1 It is an opinion essay, which identifies a problem and suggests solutions.
- 2 You must include only two of the methods listed; you can choose not to include any of the opinions listed, in which case you must give your own; you will have to think of a reason why one method is the most important.
- 3 A good essay will be well-organised, with good supporting arguments; points will be linked together in a logical sequence; and appropriate discourse markers will be used to connect, contrast and balance points.

1 d 2 b 3 c 4 a

### Sample answer:

*A growing phenomenon over recent years has been the way in which our personal identity has been threatened by criminals. It can be done through the internet, by stealing our credit card, or by getting information from documents we throw away or leave lying around. It is clear that to defeat this crime we must be vigilant and be extra cautious about what we do with personal information. This essay will focus on two ways in which we may help to keep our identity safe.*

*Many people feel that young people are particularly vulnerable when it comes to identity theft because they tend to be more careless with debit and credit cards. They should be educated by parents and colleges to sign the cards when they arrive and shred any written record of Personal Identification Numbers (PINs). They should also be told to keep their cards within reach at all times, particularly when they are in public places like a college or an entertainment venue.*

*Another way in which we make life easy for fraudsters is by being too easily taken in when we get an email claiming to be from our bank, asking us to update our password or verify our account details. Genuine banks never send such emails.*

*Overall, in my view, it is plastic cards which represent the biggest threat, particularly for the young, simply because they are so easy to lose. People need to remember that identity fraud is big business and is carried out by professional criminals who are always looking for ways of staying one step ahead of any security measures.*

**[264 words]**

## Review

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- 1 1 totally 2 painfully 3 bitterly 4 perfectly 5 incredibly 6 widely 7 deeply 8 extremely
- 2 1 compensation 2 disposal 3 emissions 4 security 5 destruction 6 implications 7 excessive 8 deterrent
- 3 1 B 2 A 3 B 4 C 5 A 6 C 7 D 8 B
- 4 1 triggered 2 given 3 ranging 4 imminent 5 fled 6 globally 7 space 8 have 9 prior 10 sites 11 been 12 scarce

## Module 6

### Lead-in p.87

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#### Possible answers to Extra!

- 1 non-verbal language (body language, eye contact, facial expression, gestures, posture) and aspects such as patience, a personable attitude, tone, manner, intonation, stress pattern
- 2 appropriate tone/register, greeting/closing, etc.
- 3 appropriate tone, pauses to let others speak (relating to the situation), etc.

### 6A Getting your message across

#### Reading 1 p.88

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

- 1 evidence of this linguistic phenomenon (i.e. verbing)
- 2 Additional linguistic links:  
Gap 1 links to a recent example of how English is changing and what follows the gap provides additional examples of newly-formed words (*Further evidence of this linguistic phenomenon ...*).  
Gap 2 requires information on another source of language creation as the paragraphs both before and after the gap (*Yet another productive field is ...*) provide examples of sources of language creation.  
Gap 3 requires further information on the practice of verbing, and what follows the gap (*There is a difference today, though, ...*) contrasts the pace at which language changes are accepted now with the situation in the past.  
Gap 4 links to the way additions to the English language can be almost instantly integrated into the language throughout the world (*What makes these innovations so easy is ...*) and what follows the gap provides examples.  
Gap 5 leads on from contrasting verbing in English to other languages which use inflections to question why a more complicated approach would be considered (*What is the driving force behind wanting to do it ...*) and what follows the gap makes a comment on the use of verbing in English (*Which is fine, but sometimes the results are ridiculous ...*).  
Gap 6 leads on from the focus being on going full circle and creating new verbs from nouns (which had originated from verbs in the first place) to explaining why some language lovers so dislike verbing. What follows the gap provides examples of verbs that are particularly disliked.

### Vocabulary p.90

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- 1 explained properly   2 communicate with/make (somebody) understand (something)   3 mention   4 occur unexpectedly   5 persuade (him) not to   6 discuss



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

1 say 2 speaking 3 talk 4 talking 5 say 6 speaking 7 talk 8 saying

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

## Use of English 1 p.91

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**Advantages:** encourage people to communicate more; are useful to people in dangerous situations; help people to avoid unwelcome attention

**Disadvantages:** people who disturb others by talking loudly on public transport

1 harmful 2 grounding 3 reassurance 4 unavailability 5 controversial 6  
inconsiderate 7 minority 8 disapproval

1 A prefix is required to make the noun/verb negative (disapproval); a suffix is required to make it into a different part of speech (inconsiderate).

2 exist: existence; harm: harmful; ground: grounding; reassure: reassurance; available  
unavailability; controversy (or controversy): controversial; consider: inconsiderate: minor:  
minority; approve: disapproval  
stress changes in: available: unavailability; controversy: controversial; minor: minority

## Listening 1 p.92

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**Task One:** 1 F 2 H 3 C 4 E 5 A  
**Task Two:** 6 H 7 G 8 C 9 F 10 B

She wanted to help her son, who was having problems at school. *I got more and more interested in the French way of life* might lead you to choose H (*to deepen knowledge of a culture*) and *we often get cheap flights* might tempt you to choose C (*to go travelling*). However, these were not reasons why the speaker decided to start learning a language.

## Language development 1 p.93

---

1 recommend, successfully 2 exaggerate, difference 3 According, disappointed  
4 addition, beginner 5 opportunity, business 6 necessary, accommodation 7  
embarrassed, professionalism 8 apartment, immediately 9 occurred, preferred 10  
career

boxes, chiefs, enquiries, flies, heroes, journeys, leaves, lives, potatoes, radios, thieves

1 assistance 2 separate 3 niece 4 Medicine 5 advice (as a noun) 6 arriving 7 practise (in British English, *practice* in American English) 8 prettier 9 families 10 receive

1a loose b lose 2a stationary b stationery 3a ensure b insure 4a affect b effect

1 re-formed (to distinguish from the verb *reformed* = improved by making changes) 2 break-ins 3 ex-husband 4 Day-to-day 5 co-star; down-to-earth

## Writing 1 p.94

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1 One method: several ways; Another: several ways/methods 2 there: the local college; then: last month; That's why: because she's been going there; her: Rebecca 3 those people: the people who find it difficult to learn a language; so: you are one of those people; millions: of people 4 one: a dictionary; the ones: dictionaries 5 neither: I don't want to join

1 their 2 such claims 3 On the contrary 4 instead of 5 since 6 Firstly 7 whatever 8 which is why 9 such as 10 Secondly 11 What's more 12 The reason 13 in the process

### Suggested answer:

#### INTRODUCTION

Studying for a degree in a second language is a challenge, whatever the academic goals. What's more, it is something that very few people are capable of. Students should remind themselves what an amazing achievement studying a second language represents and that they are bound to feel frustrated at times. Therefore, we believe that most will benefit from English language training to ensure they fulfil their academic potential.

#### OUR COURSES

Do you have language difficulties in your seminars and suffer from lack of confidence, both of which can affect your academic performance? If so, then our Language Support programme aims to help you. Our programme, which is free, is open to all students for whom English is not their first language. It offers both individual tutorials for students who wish to discuss their academic writing and language training in groups. We think our programme offers the best available support and, we are pleased to say, so do our students.

## 6B A sixth sense

## Listening 2 p.95

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1 music 2 unsettled 3 logical 4 (university) noticeboard 5 diary 6 brain waves  
7 numbers 8 rhythm

## Speaking p.96

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1 They all show someone reacting to an unexpected situation. 2 One photo shows someone having a nice surprise; the other two are unpleasant surprises. 3 A frustrated B absolutely delighted C seething with anger

1 I was absolutely livid because I was stuck. 2 I immediately burst into tears. 3 I was in two minds and had to weigh up what to do next. 4 It's thoroughly depressing when you're stranded and can't move. 5 I welled up – I was so moved. 6 When people do things like that it winds me up. 7 My patience soon wore thin – the situation was driving me mad. 8 I was really down and a bit grouchy beforehand – but I cheered up straight away.

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

1 in high spirits 2 lost my cool 3 flew into a rage 4 In the heat of the moment 5 snapped at 6 ratty 7 make a scene 8 delightful 9 get to me 10 calmed down

1 lost my cool, flew into a rage, snapped at him, ratty, make a scene 2 in high spirits, delighted 3 pull myself together, calmed down

He talks about the man changing a wheel and the woman being given a surprise party. His personal comments about him not being able to change a wheel and *most people don't know how* are irrelevant.

1 whereas 2 is probably, seems to be 3 must be, I do think, obviously

1 might be a bit difficult 2 Actually, I do think a lot of people ... 3 I do think 4 I've never done it myself 5 Perhaps she's even shocked 6 My guess is it won't ...

## Language development 2 p.98

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**+ infinitive:** agree, attempt, choose, deserve, guarantee, hesitate, hope, long, neglect, struggle, volunteer

**+ -ing:** consider, contemplate, deny, fancy, imagine, involve, put off, practise, resent  
**Both + infinitive / + -ing:** attempt

1 imagine 2 struggled 3 agreed (volunteered/ attempted/chose) 4 hoped/longed  
5 volunteer/ hope (agree/attempt/guarantee) 6 put off, agreed (volunteered)

1 them to enjoy the holiday 2 us to go to a very exotic market 3 them not to try/them  
against trying the very sour milk 4 loving the mysterious atmosphere 5 the excursion to  
be cut short 6 a taxi to take her back to her hotel

1 walking 2 feeling 3 to stay 4 him telling 5 going 6 to hurry 7 to collect 8  
picking 9 to explore 10 having 11 not having taken/not taking 12 to find 13  
sheltering/to shelter

1 a ii (specific case); b i (generalisation) 2 a ii (part of an unfinished action); b i (complete  
finished action) 3 a i (present simple + -ing for a generalisation); b ii (*would prefer* +  
infinitive for a specific case) 4 a i (specific case); b ii (generalisation) 5 a i (single short  
action); b ii (repeated action) 6 a ii he continued waiting while I went home; b i purpose:  
his purpose was to wait for the shop to open.

## Use of English 2 p.99

---

1 being spoken to as though/if 2 be guaranteed to last 3 it that persuaded you to 4  
was only when/after Emily arrived 5 ever having hurt/hurting him 6 was in no mood to  
get

1 The idea has been changed from '*speak to*' to '*thought of*'. 2 The key word  
'*guaranteed*' has been changed to '*guarantee*'. 3 The answer is more than six words. 4  
The answer is more than six words and has had extra elements added.

## Writing 2 p.100

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**A** The writer's personal opinion is given too early.  
**B** A good opening sentence to introduce the overall subject of the essay, saying what it is  
you are going to discuss.  
**C** This sentence jumps into specifics too quickly without giving the reader a general idea.

See sample answer.

1 belief (S) 2 worry (I) 3 claims (I) 4 hold the view (S) 5 argued (I) 6 conceded (I)  
7 point of view (I)

A Expressing general views B Conceding C Beginning a conclusion D Emphasising  
E Disputing F Giving reasons

**Sample answer:**

*In recent years, there has been concern that youth attitudes have changed as living standards have risen and that young people have become less empathetic. But is this true?*

*It is certainly the case that many young people in the West seem to be more self-centred and in need of more personal attention than ever. They believe that everything they do is important and are intolerant when they are criticised. Consequently, they are sometimes known as the 'Me-generation' as opposed to the 'We-generation': egotistic and lacking self-discipline. It is perhaps no coincidence that this attitude reflects the behaviour of media celebrities that many young people seem obsessed by. When they mix, they only mix with people like themselves, a situation encouraged by the advent of online social networking.*

*On the other hand, in some countries younger people are volunteering for charity work in greater numbers than ever before, and are more concerned about social inequalities than their parents. Moreover, they also have a far higher tolerance of other people's beliefs than ever before, opposing discrimination against minorities and believing strongly in equal rights.*

*In other words, the picture is contradictory. It is my firm belief that young people are probably much the same as they have always been. The social conditions of the country they live in are bound to have an effect but in general young people are still a mixture of good and bad, of selfishness and selflessness. [240 words]*

## Review

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1 1 C 2 A 3 D 4 B 5 C 6 A 7 A 8 D  
2 1 mind 2 word 3 make 4 mulling 5 end 6 say 7 at 8 spirits  
3 1 ex-girlfriend, advice 2 principal, their 3 affected, ensure 4 enquiries, independent 5 Additional, receive 6 day-to-day, lives 7 Unbelievably, lose 8 healed, successfully  
4 1 saying 2 to tell 3 to drive 4 to bathe 5 to see 6 splashing 7 to take 8 to panic 9 trumpeting 10 to be 11 taking 12 to try 13 to provoke 14 to react 15 to leave

## Module 7

### Lead-in p.103

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#### 7A Home matters

### Reading 1 p.104

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

### Vocabulary p.106

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1 intense (having a strong effect) 2 intensive (involving a lot of effort/activity) 3 childish (negative: behaving in a silly way, younger than one's age) 4 childlike (positive: having qualities typical of a child) 5 occurrence (happening) 6 incident (a serious or important event) 7 restricted (only used by certain people/at certain times) 8 limited (not very great in number or amount) 9 differentiate (recognise the difference) 10 differ (are different in some way)

#### Example answers:

1 relaxed/happy 2 had an effect on me 3 eats a lot 4 as much as you like 5 I realised 6 the town where you were born 7 focused on 8 at their own sports field

1 uncharacteristically 2 defensive 3 influential 4 rebellious 5 destructive 6 accusations 7 internalise 8 awareness

#### Additional suggestions:

1 Location: by the beach, near a river bank, in the sticks, in forested/wooded area, close to nature, etc.  
2 Type of building: bungalow, wood cabin, castle, barn conversion, a renovation project, thatched cottage, etc.  
3 Outside: awnings, driveway, greenhouse, summer house, shed, patio, pond, etc.  
4 Inside/the rooms: wide hallways, study, library, games room, conservatory, open-plan living room and kitchen, etc.  
5 Decoration and furnishings: beams, fireplace, log burner, shutters, spiral staircase, etc.

### Use of English 1 p.107

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As people work from home more, it has or will become part of their working lives.

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

1 only *identify* collocates with *with* 2 only *regard* is followed by an object (*their parents' home*) 3 only *provides* is followed by an object and *with*

## Listening 1 p.108

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

## Language development 1 p.109

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1 c 2 b 3 d 4 a

1 a form of *be* 2 the end 3 a form of the auxiliary *do* 4 1 We were amazed by how much pleasure we've got ... 2 Our listeners want to know why ... 3 My sister lives only a stone's throw away ... 5 We just/only wanted to live ...

1 The thing that's given us most pleasure is hearing the owls hooting.  
2 What our listeners want to know is why anyone would be mad enough to live in a tent.  
3 The place where my sister lives is only a stone's throw away from my parents' house.  
4 All we wanted to do was live a more sustainable life.

1 It was the garden, rather than the house itself, which/that initially attracted us / which/that we were initially attracted to.  
2 It was the mature trees, in particular, which/that were difficult to resist.  
3 It was the beautifully proportioned living room that/which was the main attraction inside.  
4 It was five years ago that I last saw somewhere I wanted to buy.  
5 It wasn't until we got home that I realised how much I wanted it.  
6 It's only by me/my going back to work that we'll be able to afford it.

1 I prefer in the south is the climate. 2 most people don't realise is how beautiful the countryside is in the north. 3 I left the north was to go to university/was because I went to university. 4 I missed more than anything was my friends. 5 I intended to do was to stay for a couple of years. 6 where/that I'd love to live (in) for a while is Spain.

## Writing 1 p.110

---

The place where I spend lots of my time is my bedroom. It's got all my things there and I've painted it in my favourite colours, which are purple, black and red, and I've put posters on the walls. There's a three-seater sofa too, so I can watch TV there with my friends. My

mother calls it a 'hamster's nest' because there are lots of cosy throws on the bed. There are also piles of clothes all over the floor. Unfortunately, I'm not the world's tidiest person!

1 you're ... piano, ... you'll ... a good teacher, a lot of time and ... 2 been, in my view. 3 [correct] 4 *The Artist*, which won most of the Oscars, was ... 5 London's 6 parents' ... friend's/friends'

1 'Ideas are like rabbits. You get a couple and learn how to handle them and pretty soon you have a dozen.'  
2 'You write your first draft with your heart and you re-write with your head. The first key to writing is to write, not to think.'

1 To be successful, you need three things: talent, determination and good luck.  
2 I'd like to see the show again – (;) in fact, I'm going to book tickets tomorrow!  
3 Katie is a great actress; (–) she has sensitivity and a good voice.

#### **Suggested answers:**

Because I'm a singer, I spend lots of time on the tour bus. We get on board after one of our gigs at about 12 pm. Once we've unwound, we get into our bunks to sleep while the driver takes us on to the next venue.

I sleep really well on the bus. In fact, when I go home to my flat in Manchester, I find it too empty, very quiet, and it's difficult to get to sleep. On our current bus, we have engineers and managers to go with us; it accommodates 12–14 people.

When we started out, we travelled around in a mate's old van. We now have a double-decker and my mum said yesterday, 'You could be in a nightclub when you're on your bus.' It's decorated in red and black and has all the necessities: a TV, fridge and a microwave.

## **7B Seeing the world**

### **Listening 2 p.111**

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**Task one:** 1 H 2 D 3 C 4 A 5 G

**Task two:** 6 C 7 A 8 D 9 G 10 E

### **Speaking p.112**

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**A** finding oneself alone in a dangerous situation   **B** going on an adventure with other travellers   **C** living among different cultures   **D** travel plans going wrong   **E** watching a religious festival

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



The task involves candidates talking to each other about what travellers might learn from each of the experiences shown in the pictures.

1 T 2 T 3 T but only briefly to illustrate – it doesn't interfere with the task 4 F 5 T 6 F 7 F 8 T

1 start if you like 2 sort of 3 But don't you think that 4 What you need to do 5 You mean like 6 be between 7 go for 8 necessarily 9 You've got a good point there 10 along

Beginning the task: start the ball rolling  
Imprecise language: stuff like  
Asking for agreement: Wouldn't you say that  
Emphasising: absolutely right; The thing that  
Disagreeing: I'm not so sure about that; but that's not always the case  
Asking for clarification: Sorry, I don't quite follow you; Sorry, I don't really see what you're getting at  
Expressing a choice: settle for

## Language development 2 p.114

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1 is: *wish* + past tense is used to describe a situation we would like to be different 2 not optimistic: *if only* + *would* is used for events/actions beyond our control that are unlikely to change 3 *should have got* expresses criticism/regret for a past action/situation 4 doesn't: *as though* + past tense is used to describe something that is unlikely 5 *should leave now*: *it's time* + past continuous is used for something that should be happening but isn't (yet) 6 *shouldn't wear*: *I'd sooner* + past tense is used to say what we would like to happen 7 *might*: *supposing* + past tense is used in 2nd conditional to mean *if*

1 *hope*: expresses a real future possibility 2 *could*: *wish* + past is used to refer to something we would like but which is not happening 3 *was*: *If only* + past is used to describe something we would like to do in the future but which is unlikely 4 *wishes*: ongoing wish in the present for something not currently happening (he isn't able to drive); *wished*: single act in the past (he no longer wishes it); *had wished* is unlikely but possible if he subsequently did become able to learn 5 *didn't*: past simple for present habit (he regularly cuts his hair short); *hadn't*: past perfect for single act in the past 6 *you/he*: *wish* + *wouldn't* is used to describe something that happens regularly which we would like to stop 7 *you only/only you*: *only* in a 2nd conditional *if* clause, often without the result clause, is used for emphasis. The inverted form *If only you* is more emphatic.

1 *to buy* (I'm going to buy one/you should buy one); *I bought* (it's annoying I haven't got one) 2 *get* (expresses a real possibility); *got* (expresses a less likely possibility); *had got* (I did not buy one) 3 *didn't bring/wouldn't bring* (2nd conditional: both express a wish that the person would not do something but it is unlikely; *wouldn't bring* is a mixed conditional (*would* in both clauses) and is more distant/formal 4 *was/were* (the speaker is not stupid):

*were* is a more literary form (it is the subjunctive form, which is less used in informal spoken English than in the past, although this expression remains) **5** *gets* (expresses a real possibility); *got* expresses a less likely possibility **6** *have seen*

**1** you hadn't suggested I order the seafood. **2** you ate more protein and got your strength back. **3** if we crossed the river at daybreak instead of at night?/we didn't cross the river at night but crossed it at daybreak? **4** we had stayed on in the village a bit longer? **5** nothing happened/had happened. **6** I had met her family, what do you think would have happened?

**1** gave up **2** were/was **3** could find **4** wouldn't/didn't keep **5** gave **6** hadn't bothered **7** had wasted

## Use of English 2 p.115

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**1** do **2** other **3** it **4** what **5** in **6** could **7** why **8** if/though

conjunction: if/though  
fixed phrase: other than/When it comes to it ...  
modal verb: could  
preposition: in  
pronoun: it  
question word: what, why  
verb: do

### Example answers

articles, auxiliaries, phrasal verbs, linking words

## Writing 2 p.116

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**1** recent **2** catch **3** incur **4** meet **5** provide **6** full **7** shortly **8** break **9** with **10** manner **11** scheduled **12** decidedly

**1** is better when writing to a company because it has a more formal, less personal tone, whereas **2** suggests that the writer is not in control of his/her feelings.

**1** *I appreciate that to As you may remember* **2** *I enclose herewith, I immediately contacted, Not only was I unable, Please find attached* **3** *I believe your airline needs to, If I hear nothing from you, I would be grateful if you could, I await your response to, I shall expect to hear from you*

**Sample answer:**

*I am a frequent flyer with your airline and I am extremely disappointed with my most recent experience.*

*Last week, I arrived at the airport early for my scheduled flight to Amsterdam, where I was due to catch a connecting flight for Sri Lanka. On checking the electronic display, I saw the flight was listed as Delayed. I immediately contacted your desk at the airport and asked for more information but your representative was extremely unhelpful and offhand.*

*As the scheduled time grew nearer, I became more anxious. If I missed my connecting flight in Amsterdam, I knew that flights from Amsterdam to Sri Lanka were fully booked for several days. Although there was another flight with another airline leaving for Amsterdam at much the same time, your representatives refused to transfer me and told me my plane would be there shortly. As it turned out, the flight had been cancelled because of engine failure and your customer service desk had not been informed. I was therefore unable to get to Amsterdam and missed my flight to Sri Lanka. Your representatives did not provide any assistance apart from offering to rebook me on a flight the following day, which was no use at all.*

*As you can see, my experience breaks the promises you make in your customer guarantee. I believe your airline needs to take full responsibility for the inconvenience and expense incurred, as well as the communication breakdown among your staff. May I remind you of the promise to make a full refund. I enclose my ticket herewith.*

**[260 words]**

## Review

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1      1 fend   2 fraught   3 marooned   4 hit home   5 rebellious   6 rough   7 restricted  
8 defensive

2      1 differentiate   2 occurrence   3 defenceless   4 atmospheric   5 childishly   6  
tricky   7 furnishings   8 reliant

3      1 (who) I'm closest to is   2 you lived/you were to live/you were living in a big city,  
how would you   3 if/though his trip across Asia went   4 upset me most was my parents'  
lack of   5 if we moved to Norway rather than/instead of   6 being completely open with  
each other that we will   7 could go/were able to go trekking   8 worries me more is  
living/I'm more worried about is living

4      1 until   2 What   3 do   4 reason   5 was   6 would   7 all/what   8 had   9  
would/could   10 time   11 were   12 would

## Module 8

### Lead-in p.119

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#### 8A A small world?

### Reading 1 p.120

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

### Vocabulary p.122

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1 make 2 grow 3 open up 4 take up 5 run 6 achieve 7 make 8 embark upon  
9 see through 10 do

1 taken 2 making/earning 3 set 4 raised/ generated 5 developed 6 carry 7 lay  
8 wind

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

The first syllable is stressed.

1 on 2 down 3 in 4 of 5 on 6 down

### Use of English 1 p.123

---

1 It is an online retailer that originally sold books and now sells a wide range of goods. 2  
1994

1 option 2 loyalty 3 unexpectedly 4 profitable 5 facilitate 6 selection 7 specialise  
8 recognition

origin (n) → originally (adv);  
recognise (v) → recognition (n)

### Listening 1 p.124

---

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

## Language development 1 p.125

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1 b 2 b 3 b; Emphasis is created by starting each sentence or clause with an emphatic and negative construction and inverting subject and verb.

1 will we lay off any more staff. 2 will the bank extend the loan. 3 (I did) my finals at university have I worked so many hours. 4 do you meet people who have such a clear vision of what they want to do. 5 had the business been set up when the impact of the recession was felt. 6 are they beginning to make a profit from the company.

1 only 2 but 3 sooner 4 Under 5 on 6 do

1 I find it hard to believe that he's going to resign. 2 It may be difficult but it isn't impossible. 3 The restaurant's dinners are even better than their lunches. 4 The response to the competition has been such that ... 5 However/ No matter how hard we try, we will never ... / Even if we try very hard, we will never ... 6 We were losing hope when the train came along.

1 So tense was the atmosphere that tempers flared. 2 Try as they might, they were unable to get a loan. 3 Opposite the new premises was a park. 4 There was a pause and into the room walked the actor. 5 Such was the impact of the crash that the car was not worth repairing. 6 Famous it may be, but it's very expensive too.

## Writing 1 p.126

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1 Customers eat in the dark. 2 The first extract draws the reader in more, by the use of rhetorical questions and more vivid language (*left in the dark, right up your street, popping up*).

1 j 2 k 3 c 4 f 5 a 6 h 7 l 8 o 9 n 10 e 11 b 12 g 13 d 14 i 15 m

1 tucked away, stumble, fumble 2 incredibly 3 I won't be doing it again 4 I won't be doing it again. (simple); Having to guess the composition of each forkful of food ... (complex) 5 The food, which has been described as innovative, is actually ... (indirect speech) 6 exclamation marks, quotation marks 7 Does the idea of dining in total, absolute darkness tempt you? / Is it worth trying once ...? 8 It is a fascinating concept ... / The food ... is actually mediocre.

1 cramped, packed out 2 nibbled 3 quirky 4 offhand 5 charming ambience 6  
exorbitantly priced 7 deafening 8 insubstantial

**8B A means to an end?**

## **Listening 2 p.127**

---

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

## **Speaking p.128**

---

Suggested answers relating to photos A, B and C:

**A** haggle, beat someone down

**B** buy stocks and shares, pay in full

**C** dip into your savings, pay in full, haggle, beat someone down

1 have so much money you buy things that aren't necessary 2 only have enough money  
for the basics 3 spend more money than you can afford 4 do something rather than just  
talk about it

1 make ends meet 2 hard 3 chip 4 support 5 contributing 6 sum 7 funding 8  
donors 9 dipping into 10 on 11 raise 12 sponsor

contribute/contribution; subscribe/subscription; luxury/luxurious; subsidise/subsidy

The 5 mistakes are: 1 You should not describe each photo in detail – you must speculate  
on only 2. 2 You have a minute. 3 Try not to stop. 4 You must speculate, not  
describe. 5 Your partner mustn't interrupt. (Also the interlocutor will not mention the wide  
range of language needed, although it is true that candidates must do this.)

**A:** The student shows a good range of language, is grammatically correct and is trying to  
interpret what is going on. However, he gets bogged down trying to describe each photo  
rather than speculate and answer the 2 questions. Also, he is about to go on to describe  
the third photo, which is not required.

**B:** The student is more focused on the task given. She speculates on the similar and  
different challenges of two situations. The range of language is reasonable and includes  
informal expressions. However, her answer is too short and she finishes rather abruptly.

## **Language development 2 p.130**

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much the same ~~than~~ as Australians; one of the best paid *stars*; became a great deal *richer*; nothing ~~as~~ *like* Lady Gaga's; by far the ~~less~~ *most* expensive shoes; considerably ~~fewer~~ *less* than

1 richer/more prosperous (higher degree); the same as (same degree); less than/nowhere near/ nothing like (lower degree) 2 one of the best paid/the most expensive 3 much, far, one of the, even more, by far the, considerably

1 too 2 such a 3 more and more 4 The fewer, the better 5 more tight 6 so much, as 7 like, as 8 The bigger, the less 9 'd sooner, than 10 a great deal, than

1 The more people worry about banks, the more they use cash. / People increasingly use cash, the more they worry about banks. 2 I'm not getting such a good ... 3 More and more banking is ... / People are doing more and more of their banking ... 4 Some people are too afraid of fraud to bank online. 5 I'm not so much happy as relieved I got ... 6 I'd sooner use smart cards everywhere ...

## Use of English 2 p.131

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is by far the most important

1 through her accounts, the more concerned 2 have sold slightly less well than 3 as much as me/I did/much the same (salary) as me 4 near as high as 5 the harder we work, the happier 6 to save a great/good deal more

1 the more 2 a slightly (less) b nowhere near; a great deal more

## Writing 2 p.132

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**Extract 1:** Explaining whether or not you enjoyed it. **Extract 2:** Reasons for recommending it. **Extract 3:** Explaining what the book was about.

### Examples:

- 1 *one of several books in recent years which*
- 2 *The main message is, is about, The book tracks, she asks the big questions like*
- 3 *inspiring and informative, great ideas, upbeat and heartwarming, absorbing, highly readable, modest and engaging, I love the ...*
- 4 *a bit patronising at times*
- 5 *an absolute must, this is the book for you*

**Positive:** (quite) witty; (truly) original; (really) lively; thought-provoking; (profoundly) moving; (refreshingly) different; (beautifully) written; a gripping (read); couldn't put it down; well worth reading; (particularly) memorable; (absolutely) hilarious; compelling  
**Negative:** (a bit) repetitive; (entirely) predictable; (excruciatingly) boring; (totally) unconvincing; (thoroughly) tedious; (rather) flat; hard to follow; (vastly) overrated; (thoroughly) implausible; (too) far-fetched

#### Examples:

##### Describing

*The opening chapters ... (give the background / set the scene / explain the rationale) ...*

*The last chapter ... (is a bit of a let-down / summarises the main points)*

*The story ... (gets bogged down in / moves at a brisk pace) ... is ... (action-packed / slow-moving / spine-chilling)*

##### Balancing an opinion

*I found (the ideas confusing at times), but ... / However, ...*

*Although (the writer sometimes goes off at a tangent), ...*

*Even so, (the ideas challenge the reader to think about) ...*

*Despite this / In spite of this / And yet (the characterisation is impressive / weak) ...*

*On the other hand, (I wouldn't recommend this book to anyone who ...)*

##### Summarising

*All in all ... / Quite simply ... (this is the best read ...)*

*The great strength of (the book) is that ...*

*My only criticism of (the book) is that ...*

#### Sample review:

*It's time we got over our obsession with shopping. That's the message of Not Buying It, one of several books in recent years that encourage us to spend and consume less for both personal and environmental reasons.*

*Not Buying It is about one New Yorker's attempt to call a halt to her spending for a year, with the exception of a few basic foodstuffs (but no processed food), medicine and toiletries. This means doing without new clothes, buying music or going to the cinema. The book tracks her ups and downs, as she and her partner pursue their careers. On the way, she asks the big questions like, 'Can the economy survive without shopping?'. At the end of the year she saved up enough money to pay off a huge credit card bill and she claims her spending will never be the same again.*

*Some critics have found the writer too self-centred. They like to point out that she is self-employed and childless, which makes her experiment much easier. In places, the book is a bit repetitive and does go off at a tangent more often than I would like but on the whole I found it calm and inspirational. The author is honest about how difficult everything was, her many slip-ups and what she discovers about herself.*

**[220 words]**

## Review

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

**2      1** Hardly had the tablet gone on sale when another company brought out an even better model.   **2** The more I think about the problem, the more worried I become about it.

**3** On no account (should/must you) disclose your business plan to anyone at this stage.

**4** It wasn't such an easy decision as I thought (it would be).   **5** We were too exhausted to move.   **6** Not since Charles Dickens has any English writer written so well about the poor.



**7** James is slightly taller than his brother. **8** I give nowhere near as much to charity as Liam (does). **9** The other ring is somewhat pricier than this one. **10** I'm not so much angry as depressed about losing my wallet.

**3**      **1** neighbourhood   **2** luxurious   **3** specialisation (specialism)   **4** perception

**5** philanthropic   **6** scepticism   **7** disloyalty   **8** strengthen

**4**      **1** as   **2** try   **3** into   **4** up   **5** than   **6** took   **7** deal   **8** of   **9** on/upon   **10** such

**11** in   **12** for   **13** down   **14** like   **15** only   **16** as   **17** but

## Module 9

### Lead-in p.135

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#### 9A Personal challenges

#### Reading 1 p.136

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1 B 2 F 3 D 4 A 5 G 6 C

**Suggested answer:** Although there will be variations, a good order could be to read the text first, predict kinds of information in each gap, underline pronouns, check the distractor does not fit and then check the text makes sense.

### Vocabulary p.138

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

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

1 chemist, chemistry, chemical 2 physicist, physics, physical 3 zoologist, zoology, zoological 4 geneticist, genetics, genetic 5 engineer, engineering 6 astronomer, astronomy, astronomical

1 discover, discovery 2 invent, invention, inventive 3 analyse, analysis, analytic(al) 4 explore, exploration, explorative/exploratory 5 atmosphere, atmospheric 6 experiment, experiment, experimental

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

1 like two peas in a pod 2 like water off a duck's back 3 like a red rag to a bull 4 like a bull in a china shop 5 like a fish out of water 6 like a dog with a bone

### Use of English 1 p.139

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The Chargem is a recharger for multiple devices. Delia invented it because she wanted to find the fastest way to recharge her own devices.

**Nouns:** 1 (s); 3 (s); 6 (s); 7 (pl); 8 (pl)  
**Adjective:** 2 (neg) **Verb:** 4 **Adverb:** 5

1 distraction 2 unbearable 3 inspiration 4 handle 5 regardless 6 investor 7 products 8 belongings

## Listening 1 p.140

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**Possible answers:**

for convenience; to save time and energy; because they dislike household chores; to help others with a task they may not be able to do, etc.

1 construction 2 disabled 3 car wash 4 washing machine 5 comfort 6 earthquake 7 sculpture 8 door frames

## Language development 1 p.141

---

said she should reach out ...; told her to reach out ...; encouraged her to ...; suggested that she should reach ...; recommended her to ...

1 A (complained to him) 2 C (confessed that she'd lost/to having lost) 3 D (told me that I should contact him/told me to contact him) 4 C (discussed writing) 5 C (suggested that it would be a good idea for me to text you) 6 B (noticed what good company) 7 A (suggested that people should have) 8 D (objected to the fact that we use)

**Examples:** 1 apologised for being late for the biology lesson. 2 blamed Delia for copying his idea. 3 reminded Jim/him to meet them at the science museum. 4 regretted giving up/having given up his medical studies. 5 admitted she'd done/having done/ doing really badly in her chemistry paper. 6 explained that the reason he became/had become an anthropologist was because of a book he'd read.

1b and 2b are report structures: they are most used in reports and newspaper articles.

1 that 2 infinitive (or perfect/future etc. infinitive)

1a It is alleged that ... 1b is alleged to be ... 2 has been argued that ... 3a is thought that ... 3b is thought to be ... 4a is feared that ... 4b is feared to be ... 5 has been claimed that ... 6 was believed that ...

### Answers to Extra!

allege (1), find (1 & 2), consider (1 & 2), know (1 & 2), expect (1), predict (1), understand (1)

## Writing 1 p.142

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1 GPS technology was originally developed by the United States military as a navigation system, using / and used a network of satellites around the Earth to pinpoint the exact position of a receiver anywhere on the planet. Since it was developed in 1978, it's been used in cars, aircraft and boats. These days it's also used by geologists and conservation scientists, among others.

2 Nightclub owners don't like them but trainers have changed fashion and the feet of generations of people. They didn't take off until the 1970s, although the technique of melding rubber to cloth was first used in 1892 by the Goodyear Metallic Rubber Shoe Company. With the help of celebrities such as sporting superstars, they stopped being just practical clothing and became a fashion item. The army reports that young people now grow up without ever wearing leather shoes and their feet are now too soft to wear traditional military boots.

3 Food 'on the go' has been around since the time of Ancient Greece, but convenience food really took off in the 1970s and changed the high street, our health and the way families eat meals. Traditional family dinners round the table disappeared and pre-packaged ready meals, many of which were frozen, became the norm. The popularity of processed food, however, is also blamed/to blame for the obesity crisis. With high fat, salt and sugar content, the diet of people in the West has worsened.

## 9B Brain power

## Listening 2 p.143

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1 C   2 A   3 D   4 A   5 B   6 A

## Speaking p.144

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**A** able to think on one's feet, brainy, gifted, have a good head on one's shoulders, have a high IQ, knowledgeable, precocious, quick-witted **B** dense, dim, feeble-minded, slow on the uptake **C** all at sea, at a loss, disorientated, muddled, perplexed

1 by 2 about 3 on 4 through 5 through 6 on 7 up

1 forgotten, memory 2 reminder, forget 3 remember, memory 4 recollection, unforgettable 5 remind, mental 6 memorable, mind

Candidates are not penalised if they fail to agree with the other person and reach a negotiated decision. Sharing the interaction and negotiating are very important in this task.

## Language development 2 p.146

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

1 Yes 2 the *-ing* form 3 formal

1 at, Ø, for 2 Ø, to 3 to, through 4 of, into 5 to, for 6 with, about/over

1 at/about finding 2 about/of asking 3 against using 4 on us/our working out 5 me of not keeping/failing to keep 6 for/about losing/for having lost

**1a** heard about (be told news) **b** heard of (know exists) **2a** shouted ... to (difficulty hearing) **b** shout at (in anger) **3a** threw ... at (you wanted to damage it) **b** Throw ... to (you hope the person will catch it) **4a** anxious for (strong feeling of want) **b** anxious about (worried) **5a** cares about (thinks it is important) **b** care ... for (negative = to not like) **6a** laughed about (including yourself in the situation that is amusing) **b** laugh at (negative = mock or make fun of someone in an unkind way)

## Reading and Use of English p.147

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1 D 2 A 3 B 4 C

## Writing 2 p.148

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- 1 It is an opinion essay, which requires a choice to be made and reasons to support it to be given.
- 2 You must discuss two of the areas of scientific research shown, but choose only one of them to receive priority for funding; you will have to think of reasons *why* this is your choice.
- 3 formal register

### Samples:

- 1 Background, e.g. *scientific research is adequately funded but this is not the case* (present passive).
- 2 What you intend to write about, e.g. *will focus on two areas of scientific research that need extra funding* (future).
- 3 Thesis statement: *Increased government funding is required in two areas of scientific research* (present passive).

See sample answer.

### Samples:

- 1 Needed action: *does need to be increased for medical research* (present or future passive with modal).
- 2 Warning: *... is action soon and funds are provided, research will be severely restricted* (present/future).
- 3 Rhetorical question: *... stem cell research had to be halted and cancer patients died unnecessarily?* (past for hypothetical situation)
- 4 Summary: *... extra funding is desperately needed in the two key areas of space exploration and medicine.*

### Sample answer:

*It is a commonly-held view that increased funding is needed for two areas of scientific research important for the future of mankind – space exploration and medicine.*

*One of the most important benefits of space exploration is that it not only holds out the hope of finding new lands to mine or even inhabit, but it has also forced scientists to invent technology that we now take for granted, such as satellite technology and weather forecasting. Who could imagine life now without satellite television?*

*However, space research is certainly expensive and cannot be carried out without government funding, and currently too little money is available. Indeed, opponents say scarce resources would be better deployed on solving problems on Earth.*

*There can be no doubt that medical research has made us healthier, happier and able to live longer. Remedies, cures and safeguards against various diseases are all the result of medical research, and diseases once considered incurable, like tuberculosis, can be cured today, and indeed some, like smallpox, almost eradicated ... However, the downside is that medical research is also costly and seemingly never-ending, as the excessive and indiscriminate use of medicines for minor ailments has caused medicines for some diseases to become ineffective. Also, an aging population increases other costs like social care and puts pressure on pension funds.*

*Nevertheless, in my view, funding does need to be increased in medical research because of the newer field of genetics and the highly controversial stem cell research,*

*which has the potential to cure a vast array of problematic diseases like cancers and diabetes.*

**[261 words]**

## Review

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1 1 by 2 in, into/on 3 on 4 for, from, about/ on 5 out, for 6 on 7 off 8 with, over/about 9 of 10 of

2 1 unforgettable 2 sight 3 dog with a bone 4 many moons ago 5 precocious 6 glimpse 7 all at sea 8 objected

3 1 Our team leader blamed the service provider for cutting/having cut us off. 2 Olivia agreed to contact the press for Chris. 3 The customs official insisted on us/our opening/that we opened our bags. 4 Ryan's mother warned him not to be late for college. 5 The teacher tried to persuade all the girls to co-operate. 6 Darren confessed to driving/having driven/that he'd been driving/that he'd driven carelessly. 7 Liam suggested (that) Sam (should) try/tried a new approach. 8 Mark advised us not to rule out any of the options. 9 The head of department complained to the principal about never getting/that they never got enough money for research. 10 Eli suspected Peter of causing/ having caused the accident/(that Peter might have caused the accident).

4 1 is/has been/was alleged that she had been mixing/had mixed 2 admitted causing/that she (had) caused 3 apologised to the principal for 4 denied doing/that she did/that she had done 5 were shocked at 6 accused the school of overreacting/of having overreacted 7 told the principal (that) 8 urged the police to drop

## Module 10

### 10A Teamwork

#### Reading 1 p.152

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

1 No, read the options first. 2 Yes 3 Yes 4 Yes

#### Vocabulary p.154

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2a Why do drivers have to be fit?

2b Physical training

2c Diet

1 invariably 2 specifically 3 endurance 4 exceptional 5 unexpectedly 6 ensure  
7 enable 8 essential

1 build 2 undergo 3 programme 4 intensive 5 activities 6 despite 7  
accommodate 8 build

1 of 2 like 3 in 4 However/Moreover/ Furthermore 5 themselves 6 throughout/  
during/in 7 quantities/amounts 8 which

1 avoided mentioning 2 succeeded very easily 3 control 4 surprised her so much she  
didn't know what to say or do 5 able to think quickly and intelligently 6 changed the  
rules

#### Use of English 1 p.155

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

2 grammatical words

#### Listening 1 p.156

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

## Language development 1 p.157

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1 to emphasise that one action happened after another 2 to suggest a cause, reason or result 3 to replace an adverbial clause of time 4 a participle clause, which suggests reason 5 a participle clause of condition

1 After they were/had been ... 2 Since/Because/ As I knew I'd never ... 3 When I heard the news, ... 4 as/since he was determined ... 5 If you give him/If he's given ...  
You might want to use a participle clause instead because it shifts the emphasis onto the main clause.

1 having won/winning 2 Flicking through the magazine, I 3 Being tall and slim, Alex is  
4 Having trained for ... Maya is 5 (If) taken care of, the shoes

1 condition 2 purpose 3 unexpected consequence 4 result

1 Not being able to afford the ticket, I didn't go ... 2 Having really enjoyed ..., I ... 3  
She decided to go shopping to get ... 4 To see/Seeing Laura playing netball, you'd think ...  
5 Having switched on/Switching on the TV, he ... 6 To look at Tim, you'd never believe he could jump so high. 7 I've watched the England team play enough to know ...  
8 Knowing he's/he'd lost his squash racket, I bought my brother a new one.

1 Having already seen, ... I ... 2 (While) watching 3 Soaring 4 Swooping and gliding  
5 watching 6 to meet 7 Having been introduced 8 to see/seeing them perform

## Writing 1 p.158

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### Suggested answers:

1 Although I'm a risk-averse kind of person in my daily life, I do enjoy skiing and rugby, which means that I've had quite a few injuries. 2 Many people, including Ronaldo, say that Messi – born in Argentina but living and working in Spain – is the most talented footballer in the world. 3 Although my brother was useless at team sports at school, probably because of his lack of co-ordination, he excels at long-distance running and cycling. 4 My daughter has been working all year towards the Duke of Edinburgh's Award, in which students not only have to show evidence of having worked at a physical activity and a skill, but also have to go on expeditions in which navigation skills, teamwork and resourcefulness are tested. 5 Riding can be both expensive – especially if you have your own horse – and dangerous when jumping and doing cross-country activities.

**Sample answer:**

*I'm not sure I'm the best person to be giving you advice, particularly as I haven't seen you for quite a while and also I'm not very fit myself these days, mainly because I don't have as much time as I used to, because I've got kids! As well as that, I'm quite a gregarious person, as you say, which means I like team sports a lot, something I feel may not appeal to you as much. What I really enjoy is getting together with a group of mates for a kickaround, followed by a curry and a drink at our local Indian restaurant.*

**10B Feeling good****Listening 2 p.159**

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**Task One:** 1 F   2 B   3 E   4 C   5 G

**Task Two:** 6 E   7 D   8 A   9 H   10 F

**Speaking p.160**

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**Language development 2 p.162**

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**1 True:** A, B, C   **False:** D, E

**2** Modals: can, could, may, might, must, shall, should, will, would

**3** Semi-modals and other verbs with modal meaning: be able to, be allowed to, dare, had better, have (got to), manage to, need, ought to, used to, be going to

**4** requesting: can/would/could (you); offering: may (I), would (you like), shall I/I'll; giving permission: can/can't/may; advising: ought to/should/had better; suggesting: (you) could; inviting: would (you)/can; expressing certainty: will/must/can't (be)

**1** Stressing *will* in **b** makes the speaker sound critical (the same is true of *would* in the past). **2** In **a** the phone is ringing and the speaker is certain that it is Nick on the phone; **b** is talking about Nick's characteristic behaviour in the past.

**1** would (typical behaviour)   **2** will (certainty)   **3** would, wouldn't (annoyance)   **4** shall (offer)   **5** Would (request)   **6** won't (refusal)   **7** would/will (insistence)   **8** would (surprise)

**Examples:**

**1** They're not here yet so they might/may have had an accident.   **2** Clara needn't have driven to work.   **3** You should/ought to have gone to bed early last night.   **4** Tom will leave/will keep leaving the door open.   **5** They'll be there/They must be there by now.   **6** I don't remember exactly what time we left but it would/will/must have been around seven.   **7** He said he was 40 but he can't/couldn't have been telling the truth.   **8** We've been invited to a party but we don't need to go/have to go/needn't go if we don't want to.

**Examples:**

1 You were supposed to get a licence for that TV. 2 Visitors are required to report to reception on arrival. 3 I think I'd better phone home and tell them I'm going to be late. 4 You are under no obligation/You shouldn't feel obliged to answer any questions. 5 All DVDs out on loan are to be returned by the end of term. 6 I felt obliged to invite my cousins to the wedding. 7 It is forbidden to use mobile phones in this part of the hospital. 8 It is advisable to take out insurance when travelling abroad.

## Use of English 2 p.163

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1 out 2 so 3 even 4 in 5 go 6 Rather 7 was 8 one

1 had turned up for her appointment 2 down/ back slightly on the amount of 3 insisted on me/ my accompanying/that I accompany 4 probably be held/caught 5 led to Jake being cured 6 it when instructors shout at me

## Writing 2 p.164

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Why you are writing, who the target reader is, how many parts are there to the question? Will you give facts, opinions or both? What style will you use? Neutral? Persuasive? What layout will you use? Headings? Numbering?

Decide on headings for your proposal. Make some notes under each heading. You may use some of the ideas in the advertisements or think of your own. Will you need to use sub-headings, numbering or bullet points?

B is the better answer. It clearly states the aim of the proposal and how the recommendations were arrived at (i.e. customer feedback) in a neutral style. In A, the opening question Q/A technique belongs more to a newspaper article than a proposal. The style is too personal and uses a contracted form. Also, the writer repeats too many words from the question instead of using his/her own words.

**Examples:**

1 A constant complaint has been 2 The facility could be 3 Obviously, all developments 4 Many say they would/It is clear that our customers 5 Customers would be prepared to pay if/If the centre is to develop, it is vital that 6 I would suggest that we ... 7 It is clear that our customers ... 8 A constant complaint has been that/Customers have commented that 9 Customers have commented that/Customers would be prepared to pay if/If the centre is to develop, it is vital that 10 Another low-cost option would be the 11 There have been many requests for

**Sample answer:**

### **Proposal**

*The aim of this proposal is to suggest what activities might be added to the centre's portfolio and how we should promote them. Having looked at customer feedback received in recent months, a clear picture emerges.*

### **Suggestions and recommendations**

#### **Sports and fitness**

*It is clear that our customers appreciate our superb state-of-the-art facilities and the range of activities on offer, but there have been many requests for tennis coaching and tournaments.*

#### **Health and wellbeing**

*1 Many customers say they would welcome meditation workshops to help them deal with the stresses of daily life. These could be run by volunteers.*

*2 Another low-cost option for the Centre would be the addition of therapies such as Indian head massage and aromatherapy. Customers would be prepared to pay if the treatment is professional and effective.*

*3 A constant complaint is that the Centre has no café where customers can meet their friends and unwind. I suggest we allocate a small part of the centre to a cafeteria selling drinks and healthy snacks. This could be franchised out to one of the cafés in the city.*

#### **Publicity**

*1 Obviously, all developments must be put on our website, which many customers think is in need of a major overhaul.*

*2 The Centre has not been featured in the media for some time and is therefore currently underexposed. I would suggest that we invite local journalists to the launch of many new activities.*

#### **Conclusion**

*If the Centre is to develop, it is vital that some, if not all, of the above measures are adopted.*

**[258 words]**

## **Review**

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

**2 1 effortlessly 2 enlightening 3 Invariably 4 resentment 5 constraints 6 refreshing 7 collectively 8 unexpectedly**

**3 1 Given half a chance, I'd ... 2 Tim will talk/ will keep talking while ... 3 It couldn't have been easy for her to face up to the truth. 4 To look at him, you wouldn't think he was over 60. 5 Do we have to/need to work together ... 6 Not having enough time, I couldn't get the tickets. 7 Seeing there was no one there, I realised ... 8 Having got our things together, we set off.**

**4 1 would 2 enough 3 having been 4 Knowing 5 are not allowed to 6 wouldn't be 7 On discovering 8 to put on 9 only to find 10 would have been advisable 11 have been 12 must have been**