

WORKBOOK ANSWER KEY

UNIT 1

Reading

- 1 1 admit 2 indie 3 begged 4 sophisticated 5 officially
6 commercial
- 2 1 An advert for a sophisticated indie movie.
2 He decides that he likes mainstream movies rather than indie movies.
- 3 1 B *It was as if the director and producers had sat down one day and asked themselves 'What would Josh want in a film?' Me and this film were meant to find each other that day.*
2 A *When they'd heard I'd already seen it, they'd be forced to say 'Dude, respect!' And they'd never be able to intimidate me with their knowledge of culture again.*
3 D *Keeping up the appearance of being cool was essential, and I wanted to enjoy every moment of my independent existence.*
4 C *I wasn't sure if it was the double shot of caffeine from my yukky bitter coffee that beginning to kick in and give me the shakes, or the sheer awfulness of the script, which had to be the low point of the evening. But this film was dreadful ...*
5 D *I wanted to like cool movies to make myself acceptable to the rest of the world, but that wasn't really me and nobody else cared.*
6 B *I begged her to come and pick me up. It was urgent, I lied. I had to make it sound necessary, didn't I? 'Sure, she said, sounding quite pleased to hear from me. 'We could pick up pizza and blue slurpy on the way home, if you want?' And finally, I was truly where I belonged.*
- 4 1 dreadful 2 it finally clicked 3 monthly allowance
4 It just happened 5 back-to-back 6 CGI
7 the truth was out 8 my ... existence

Grammar

- 1 1 Present simple 2 lose 3 Present continuous
4 'm/am enjoying 5 Present perfect simple and continuous
6 I've/I have won 7 Present perfect simple
8 I've/I have bought 9 Present perfect continuous
10 I've/I have been collecting
- 2 1 for the time being 2 every other year
3 at least once a week 4 still 5 these days
6 over the previous week 7 from time to time 8 any more
- 3 1 does your brother (Sam) do in his
2 long has Sam been interested in 3 is he saving up
4 much has he got so 5 does he sell the 6 Has he sold
- 4 1 seems 2 's/has been working 3 's/has been going
4 hasn't/has not needed 5 's/has not, released
6 's/is breaking 7 means 8 has been helping 9 has opened
10 has
- 5 1 's/has been writing code since
2 's/has been downloading for an/one 3 is always borrowing
4 'm/am not changing clubs for 5 is constantly changing

Vocabulary

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

- 2 1 ~~uses~~ takes up 2 ~~difficulties~~ challenges 3 ~~follow~~ pursue
4 ~~deal with~~ overcome 5 ~~calm~~ your cool 6 ~~up-to-date~~ on track

¹ a	c	c	o	m	⁷ p	l	i	s	h
		² o	c	c	u	p	y		
		³ o	v	e	r	c	o	m	e
		⁴ p	r	e	s	e	n	t	
				⁵ f	u	l	f	i	l
		⁶ t	a	k	e	u	p		

- 4 1 the final straw 2 over the moon 3 cross my mind
4 turn a blind eye to 5 break the ice 6 a piece of cake
7 lost track of 8 take on board
- 5 1 a piece of cake 2 breaking the ice 3 crossed my mind
4 over the moon 5 take it on board 6 the final straw

Listening

- 1 1 brother and sister (the girl mentions Mum not my mum)
2 whether to go along to the new gym club
3 that there will only be girls there
4 they agree to try the new club
- 2 1 B *F: I was kind of hoping we'd get to try out more of the equipment, and I expect a lot more of the trainers. M: It was a bargain, really. ... I'm not here for all that dance stuff. I wanted to use the rings or the bars instead. That's what I came here for.*
2 A *The club out at the stadium has a great reputation for getting people through to the national finals, especially their male team. In fact, they have a special fast-track programme for anyone who has potential, and I bet you'd get picked for the national finals if you trained hard enough.*
3 B *It'd be a good opportunity for you to try out your hand at speaking in public a little more. She's got some great techniques for building your confidence for that and oral communication is going to be essential if you want to get into journalism school.*
4 C *I wish I had another week for this.*
5 C *What made the plot stand out for me was when the main character sends out letters to ten of her high school classmates, and each one triggers a very different response.*
6 B *M: The role they choose to take after makes all the difference. F: That made an impression on me, too. F: I think that all teens can identify with the idea that we're shaped by the surroundings we find ourselves in, and within schools, we all have a duty to be kind to each other. M: I think that the point I took away is that there's always a price for inaction, and we should all step up and take charge.*
- 3 1 reasonably 2 potential 3 second 4 edge 5 took away
6 stand out

Use of English 1

- 1 1 out 2 through 3 up 4 against 5 through 6 in 7 with
8 up
- 2 1 comes up against problems 2 get over it 3 beat off
4 see it through 5 hold it back 6 open up opportunities
- 3 1 see it through to 2 came across them 3 hold back the tears
4 ended up falling 5 got through the test without
6 opened up for

Use of English 2

- 1 **1 A** automatically **B** greatly **C** virtually **D** generally
2 A highly **B** readily **C** largely **D** potentially
2 1 fully **2** relatively **3** closely **4** carefully **5** bitterly
6 significantly
3 1 C consistently (adverb + adjective collocation)
2 B based (verb that collocates with the preposition *on*)
3 A closely (adverb + adjective collocation)
4 D give (phrasal verb *to give in to someone*)
5 B relatively (adverb + adjective collocation)
6 A readily (adverb + adjective collocation)
7 C hold (phrasal verb with *back*)
8 A live up to (phrasal verb with *up to*)

Speaking

- 1 1 D 2 E 3 B 4 A 5 C 6 F**
2 1 B 2 C 3 A
3 1 That's an interesting question
2 If I had to pick one, I'd probably have to say
3 I'm not that good at art, but
4 One thing that painting does really well, is that
5 All that culture and stuff isn't my thing, but
6 and it's a great place to hang out with my mates.
4 1 Too formal (it's not necessary to refer to the examiner as 'Sir' and an exam isn't the situation to thank someone for inviting you)
2 Too informal (even if you think the question is silly, you should be polite and say that the problem is yours, not the person who asked it)
3 Fine
4 Fine
5 Too formal (*it would be my pleasure to ...* is used for doing big favours)
6 Too informal (it's not polite to tell the person you're speaking to that they are stupid)
5 1 backpack **2** immediate family **3** chilling out **4** rubbish
5 wavelength **6** determined

Writing

- 1** Student B has best understood the question as they have addressed two of the three issues, as the question asks. It has examples that are directly relevant (Student A Tries to mention all three, but doesn't really have many good ideas or reasons to support any of them. Student C Only addresses one problem and goes off topic.)
2 1 There are two potential methods of doing this
2 In fact, it would probably
3 The purpose of schools is clear
4 and there is broad general agreement among experts that
3 1 probably **2** often **3** may be **4** may not **5** tends to be
6 possibly will not
4 Model answer:
 Hobbies and interests do matter in life. Many job application forms provide space for people to describe their interests outside of work and study. For some people, their hobby becomes their life passion. However, hobbies still serve the main purpose of providing relaxation after work, and it is up to the individual to decide how to spend that time.
 Many experts concur that the activities we do in our spare time should support our main goals in life. If a person works as a busy lawyer during the day, or fulfils another demanding job, it is their decision if they want to spend their evenings watching television, or playing games. Otherwise, they may fall victim to the many illnesses that are caused by stress.

On the other hand, most people feel a strong sense of purpose setting ourselves new challenges, and discovering over time that we have the strength to meet those goals. Whether it is helping out at the local community kitchen, winning a photography competition, or building your own gaming pc, all of these activities will help you to feel happier and more confident.

So, in conclusion, I think that it is important that everyone has some challenge and purpose in their life. However, if your work or academic studies are already putting too much pressure on you, it might be better to choose more relaxing activities. Hobbies and interests are one of the few aspects of life that we have complete control over, and no-one should take the choice of what to do away from us.

Unit Check

- 1 1** 've been learning **2** 've just started **3** 's going
4 've wanted **5** know **6** 'm travelling **7** 've been dreaming
8 just love
2 1 being **2** frequently **3** continually **4** occasionally
5 temporarily
3 1 F 2 H 3 C 4 B 5 D 6 E 7 A 8 G
4 1 taken up **2** achieve **3** reach **4** fulfil **5** set backs
6 talents
5 1 largely **2** automatically **3** negatively **4** potentially
5 highly **6** consistently **7** readily **8** generally
6 1 campaign **2** genius **3** obstacles **4** track **5** compromise
6 engage **7** expertise **8** related

UNIT 2

Reading

- 1** Sentences 1, 3 and 4 are true.
2 1 challenge, view **2** put, convincing **3** case, point
4 constantly, ideas
3 A 3 B 4 C 1 D 2
4 All the topics (1–4) are mentioned.
5 1 Writer C *In my view, it reinforces a common misconception that there is a link between the condition and creative thinking.*
2 Writer D *I would argue that actively seeking out such people for posts that match their talents by specifying the condition in job adverts feels like a step in the right direction and a very positive form of discrimination.*
3 Writer A *I would acknowledge that many dyslexics still experience disadvantages in education and struggle to reach the grades achieved by their non-dyslexic peers.*
4 Writer A *In my opinion, neither dyslexic workers nor any other group can expect allowances to be made in the workplace for their individual needs.*
6 1 B 2 A 3 A 4 B 5 B 6 A

Grammar

- 1 1 T 2 F 3 T 4 F 5 T 6 T**
2 1 did **2** What **3** had **4** is **5** was **6** no **7** was **8** is
3 1 psychologists have discovered is that
2 is this more significant than **3** the police focus on is
4 no way do most witnesses **5** many witnesses have is
6 their brains do is **7** time can we completely trust
8 this means is that the police
4 1 What I found as I walked around was
2 What I noticed was there was **3** At no time did I feel
4 Nowhere were there signs **5** What I realised was
6 What I hadn't been aware of was
7 What I hadn't noticed was **8** Never have I felt like

Vocabulary

- 1 1 concept 2 sensations 3 impression 4 illustration
5 insight 6 perception
- 2 1 main attraction 2 utter disbelief 3 media coverage
4 different perspective 5 valuable insight 6 false impression
- 3 1 evident 2 deceptive 3 disgusting 4 transparent
5 mouthwatering
There were seventeen people at the meal.
- 4 1 big 2 largest 3 obvious 4 full 5 strong 6 massive
- 5 1 open disbelief 2 live coverage of the game
3 a fascinating insight/some fascinating insights into
4 the star attraction 5 a historical perspective on
6 the distinct impression

Listening

- 1 1 D 2 C 3 A 4 B 5 E
- 2 1 C *It was a birthday treat for him ...*
2 F *I only went because my best friend wanted to try it and needed someone to go with ...*
3 A *... I decided it might be worth a visit when I was in a taxi and saw a billboard with it on.*
4 G *... and we just wanted to avoid a shower, and happened to be walking past.*
5 D *I'm really glad my friend recommended it to me, because I probably wouldn't have gone otherwise.*
6 H *I felt good that I'd sparked his interest in science, ...*
7 G *I came out determined to make some changes and get myself a hobby. That's why I took up painting.*
8 A *I loved watching how other visitors interacted with them. As I left, I was still smiling at some of the photos people were taking of themselves.*
9 F *I was hoping to get a few more insights, to be honest, and thought I might learn a trick or two to impress friends, but it seems magicians don't like to reveal their secrets to the public.*
10 C *Unfortunately, when I went, there was a big group of school kids there who were really noisy, which irritated me, and rather spoiled my visit.*
- 3 1 sparked 2 stimulate 3 enable 4 crawl 5 interacted
6 reveal 7 transform 8 sample
A sample B interact with C crawl D transform
E stimulate F reveal G enable H spark

Use of English 1

- 1 1 Whenever 2 however 3 wherever 4 whoever
5 Whatever 6 whichever
- 2 1 Whoever finishes first will win the prize.
2 I'm sure we will succeed, however difficult it might be.
3 Whatever happens, you will be fine.
4 You can call me whenever you need to talk.
5 Wherever he is, the police will find him.
6 Whichever hotel you stay in, I'm sure you'll have a great holiday.
- 3 1 most of whom 2 as a result of which 3 many of whom
4 some of which 5 much of which 6 none of whom
- 4 1 D *We prepared a large amount of food, most of which wasn't eaten.*
2 A *She has a lot of friends, some of whom came to support her on the day of the race.*
3 G *They raised a large amount of money for charity, the majority of which was donated to community projects.*
4 C *The hospital employs over 400 nurses, all of whom are fully qualified to work there.*
5 F *Mark has three brothers, two of whom live in the same town as him.*
6 B *Their car broke down, as a result of which they were late.*
- 5 1 of 2 which 3 whatever 4 to 5 wherever 6 whom
7 most 8 yourself

Use of English 2

- 1 1 pressure 2 denial 3 disclosure 4 brilliance 5 departure
6 intrusion
- 2 1 Sam's refusal to 2 approval from/the approval of
3 his annoyance 4 a formal declaration of 5 combination of
6 the temptation to
- 3 1 signature 2 tolerance 3 failure 4 removal 5 proposal
6 creation 7 ignorance 8 mixture
- verb related to mystery word: allow**
- 4 1 dominance 2 convenience 3 childhood 4 criminals
5 significance 6 survival
- 5 1 interactions 2 efficiency 3 freedom 4 reduction
5 assistance 6 relief 7 replacement 8 pleasure

Speaking

- 1 1 A 2 A 3 B 4 A 5 B 6 A
- 2 The student does 1 and 3 wrong.
The student is comparing pictures A and B.
- 3 1 links 2 guess 3 seems 4 could, understandable 5 other
6 looks 7 probably 8 Maybe 9 must 10 different
pictures A and C

Writing

- 1 1 A 2 A 3 B 4 B 5 A 6 B
- 2 1 explain why not many people got involved last year
2 discuss what problems the local community experienced
3 make recommendations on how to increase participation this year and solve the problems experienced
- 3 a competition b disruption c advertised d officials
e employ f holiday g litter h procession i concert
- 4 1 C, D, F
2 B, G, H
3 A, E, I
- 5 1 give an overview of, explain some possible reasons
2 consider the problems, suggest ways in which
3 no doubt that 4 preparation for this report
5 expressed frustration 6 reported feeling
- 6 1 would suggest providing
2 would recommend that this problem be addressed
3 suggest that we provide
4 recommend that we organise 5 recommend holding
- 7 1 concerns could be addressed
2 encourage greater participation 3 in close consultation with
4 The majority of 5 Broadly speaking 6 expressed the view that
- 8 Model answer:

Report on the Stanton Summer Carnival, 2017

Aims

This report aims explore the reasons why not many people participated in last year's carnival, discuss problems that people experienced and consider how the situation could be improved next year.

Low participation last year

There is no doubt that last year's carnival was less popular than was hoped. A number of people reported that the event was advertised late, leaving groups little time to organise costumes and floats. The event also took place during August, when many people were on holiday. In addition, some teenagers expressed frustration that there were no opportunities for paid work as helpers.

Problems experienced

Traffic in the city centre was disrupted, which meant it was difficult for residents to travel around. Furthermore, litter was left on the streets, which local residents had to remove themselves. Finally, there were complaints that the event ended abruptly after the procession.

Recommendations

To increase participation, I would recommend contacting schools in advance, and holding a costume competition for children. Local teenagers could be recruited as helpers, which would encourage them to engage with the event. To address traffic issues, I would suggest closing some roads and laying on extra bus services. I would also recommend organising helpers to clear litter from the streets. Finally, I would recommend a concert in the park after the procession, to encourage people to enjoy a full day of celebrations.

Conclusion

In conclusion, I found that, broadly speaking, residents were in favour of the event. If measures are taken to address difficulties and ensure increased participation, this year's event should be a lot more successful.

Unit check

- 1 1 have I been to such 2 no time did I (ever) feel
3 what I enjoyed the most was/were 4 did I see (any)
5 no way did the rain 6 struck me was
- 2 1 wherever 2 Whenever 3 Whatever 4 However
5 whichever 6 whoever
- 3 1 There are lots of different species of ape, many of which use language to communicate with each.
2 New perfumes are tested by groups of volunteers, many of whom have a particularly acute sense of smell.
3 correct
4 The thief was seen by six people, none of whom could remember exactly what he looked like.
5 Some dogs have a very keen sense of smell, as a result of which people use them to identify particular scents.
6 correct
- 4 1 concept 2 sensations 3 impression 4 perception
5 illustration 6 insights
- 5 1 B 2 A 3 C 4 A 5 C 6 D
- 6 1 transparent 2 evident 3 disgusting 4 mouth-watering
5 deceptive
- 7 1 survival 2 temptation 3 creation 4 combination(s)
5 convenience 6 pressure 7 removal 8 childhood(s)

UNIT 3

Reading

- 1 1 public objections 2 the last week
3 This generation of viewers 4 accepting 5 boundaries
6 moral guidance
- 2 1 People became offended by something on TV.
2 A stunt that went badly wrong.
- 3 1 F *The details of the stunt on this occasion do not really matter. What does deserve our attention is ... It begged the question how ... You could take the lazy response to that and*
2 C *Somehow, they had failed to realise two crucial things. While we are ... People are also slower to change their values than you might think. Both of these points were factors in the scandal that followed this event.*
3 A *The producers just didn't realise ... It is for that reason that I could still sympathise ... They had crossed the line from fun-loving to unacceptable in one 5-minute sketch. In today's society, it is less clear where that line is drawn. TV shows in particular tend to test that boundary one small inch at a time until something snaps.*

- 4 G *What we were exposed to was subject to judgements by professional, and often older, journalists ... It is not just that who makes the decisions has changed, though ... The rise of the Internet is a case in point. We are facing unprecedented challenges distinguishing between what we should trust, and there is no-one to guide us.*
- 5 B *We feel that something is wrong, that in recent years a line has been crossed, ... Of course, it would be a mistake to see this change as something completely new. ... In the past, ... Nonetheless, things are clearly different these days.*
- 6 D *New forms of ambiguous statements have appeared that are neither truth nor lies ... If these names sound particularly uncomfortable, there are good reasons to feel threatened. Manipulating the truth can be very damaging ... In a study at Harvard University, a key variable in successful societies was found to be public trust. Trust allows businesses to flourish and communities of people to feed themselves and develop ... So, we are right to be worried. When the media starts to threaten truth and confidence, it threatens things that are absolutely fundamental to our well-being.*

- 4 1 a case in point 2 unanimous 3 partial 4 crucial
5 drawn to 6 variable 7 conservative 8 interact

Grammar

- 1 1 'Machinery and Intelligence' *has been cited* (present perfect passive, we do not know who cited them.)
2 Alan Turin wrote the paper while *he was employed* at Manchester University (past simple passive, we are not interested in who employed him.)
3 ... where the world's first digital computer *had been engineered*. (past perfect passive, we do not know who engineered the first computer)
4 He believed that artificial intelligence *would be developed* in the near future. (conditional in the past passive, he does not know who will develop it)
5 The ultimate test was that a machine *could be considered* intelligent (past simple passive no one individual person considers it)
6 The experiment *was known as the* Turin test, (past simple passive, no one individual person knows it that way)
7 ... *it was only intended* as an idea, (past simple passive, we are avoiding repeating the same grammar, *that Turin believed ...*)
8 ... but it is a challenge that *has been taken* seriously (present perfect passive, we will stress who is taking it seriously with the *by robotics developers* afterwards)
- 2 1 have existed 2 had been used 3 were developed
4 are based 5 use 6 were said
- 3 1 would lie 2 was compared 3 expressed 4 were not felt
5 were asked 6 was forgiven 7 lied 8 have been encouraged
- 4 1 your aching head be replaced 2 You are asked
3 your full early database be accessed 4 the pipes are blocked up
5 a general maintenance check can be carried out
6 is your system connected 7 Are you shocked
8 human emotions be used

Vocabulary

- 1 1 D 2 B 3 F 4 A 5 G 6 E 7 C 8 H
- 2 1 editorial 2 balanced 3 sources 4 revelations
5 high-profile 6 bias 7 expose 8 tricks
- 3 1 contribute(s) money 2 critically analyse 3 public figure
4 publicise their website 5 confirmation bias 6 check sources
- 4 1 broadcast 2 censor 3 controversial 4 dig up 5 leaked
6 record 7 spotlight 8 subscribe to
- 5 1 freelance reporter 2 go to the press 3 controversial news
4 in the spotlight 5 press conference 6 expose the truth

Listening

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

- 2 1 D ... they somehow dared to be themselves in front of other people, and found to their surprise that they weren't rejected.
- 2 A ... I think whether to be honest or not is a dilemma we address in almost every interaction we have ... But it was those smaller issues that got my interest.
- 3 D Creating some distance and breaking the normal bonds of friendship are exactly what you want in that situation.
- 4 B Interviewer: Would you say that it's easy to be honest all the time? Paul: No, but I think it's definitely worth making the effort. Andrea: It's the kind of thing you really need to work at, though, every day.
- 5 C A good clue is to identify what scares you most ...
- 6 D You can tell very quickly if that friendship has real potential by telling the truth. Use that event to test out a new colleague. If she laughs and confesses that she too once left a similar meeting convinced she was about to get the sack the next day, this friendship will probably go the distance.
- 3 1 keep things private 2 holding them in 3 dilemma 4 liberating 5 dare to be ourselves 6 creep up

Use of English 1

- 1 1 is said 2 was believed 3 has been reported 4 is argued 5 is thought 6 was claimed
- 2 1 was, have been 2 is, have taken 3 is, have played 4 was, have caused 5 is, be 6 is, be
- 3 1 was said to have been dressed 2 was claimed to have been found 3 are known to have come 4 was thought to have been mad 5 was reported to have interviewed 6 is considered to be
- 4 1 was reported by the newspapers 2 is said to cause 3 having been a 4 was once believed to 5 thought to be 6 claimed to have been haunted

Use of English 2

- 1 1 aspect 2 significance 3 attachment 4 audiences 5 approve 6 attractions
- 2 1 influence 2 features 3 customers 4 clients 5 elements 6 consequence
- 3 1 C (features + in something) 2 D (regarded + as) 3 D (audience – collocates with a website) 4 A (profile – the image you give to others) 5 B (dominate something) 6 A (universally + appealing + to + someone) 7 D (board; the idiom to take something on board) 8 B (subscription + rates for a video channel)
- 4 1 have 2 is 3 have 4 for 5 of 6 for

Speaking

- 1 1 Student 1: Let's start by talking about film stars. 2 Student 2: Sure, well, I don't really think actors or characters in a movie have much influence on kids. Would you agree? 3 Student 1: Absolutely. You might aspire to the characters, but not the actor. Shall we move onto the next topic? Because I think pop stars are in the same category. 4 Student 2: I know what you mean. People just don't see them or talk to them, so they don't really know what they're like. Who do you think does have influence, though? 5 Student 1: Definitely the people in class. We see them every day. 6 Student 2: Sorry, what exactly did you mean by the people in class?

- 7 Student 1: You know the people you sit next to, or maybe even teachers.
- 8 Student 2: Hmm, I think you're right. They do matter. So, getting back to the main point, we've decided that people we actually interact with influence young people more.
- 2 1 Let's start by talking about ... 2 I know what you mean. 3 What exactly did you mean? 4 Shall we move onto the next topic? 5 So, getting back to the main point...
- 3 1 role models 2 broaden 3 inspire 4 admiration 5 influential 6 reassure
- 4 1 G 2 E 3 D 4 B 5 H 6 A 7 F 8 C
- 5 Speaker 1: C taste in fashion (loud colours, dress)
Speaker 2: E character development (moody, qualities, take after)
Speaker 3: A skills learned (pick up talents)
Speaker 4: D musical preferences (upbeat rock soundtracks)
Speaker 5: B hobbies taken up (hang out, develop similar interests)

Writing

- 1 A – by banning direct advertising to children
B – by limiting the products advertised
- 2 1 E 2 C 3 B 4 A 5 D
- 3 1 For instance, 2 One advantage of 3 What is more 4 The main drawback is 5 and so 6 Still
The order of the functions in the paragraph is:
1 C (Give an example)
2 B (Evaluate the benefits of that solution)
3 E (Give additional reasons)
4 A (Evaluate the problems with that solution)
5 F (Summarise the situation)
6 D (Reach a conclusion)
- 4 1 conclusion 2 Despite 3 However 4 addition
- 5 Model answer:
A growing cause of concern in recent years has been the gap between the very young and the very old. As more parents move away from their home town to follow work opportunities, many children have no close connection with the oldest generations. Action needs to be taken to change this.
One possible approach is to perhaps welcome past pupils who have long since retired into schools. One advantage is that children often study periods of history that the very oldest members of society might remember. In addition, older citizens who have more life experience could help with ethics classes and many other areas of specialisation. It may be challenging to find ways of incorporating these 'new' members into the school community at first. However, in the long term, it is the most obvious place to bring both generations together.
Another possibility is to have children attend after school clubs which actively encourage older people to join in the activities. For many working parents, childcare can be a problem. At the same time, young children are often fascinated by the rich lives that older people have led and there is much that they can share. As very few older people are restricted by their health problems, they can play a valued part in society through helping to solve childcare issues, and in return, feel less isolated or lonely.
To sum up, while there are many ways to bring the generations together, by introducing older people at after school clubs, the youngest members of society will be able to get the possible start in life. Those who have learnt the lessons in life are in the best position to guide them in their future.

Unit check

- 1 1 dishonesty has been encouraged 2 are seen as amusing
3 is often manipulated 4 can be mixed up 5 to be told
6 should be relaxed
- 2 1 The physicist, Isaac Newton, was historically reported to have been hit on the head by an apple when he discovered gravity.
2 The cartoon character, Mickey Mouse, was generally believed to have been created by Walt Disney.
3 The artist, Van Gogh, was apparently said to have cut off his ear when he fell out of love.
4 Emperor Nero was famously reported to have played the violin while Rome burnt around him.
5 The country, Australia, was widely supposed to have been discovered by Captain Cook before anyone else.
6 President George Washington was commonly thought to have become the first leader of the USA.
- 3 1 go viral 2 high profile 3 public profile 4 contribute money
5 publicise, website 6 related stories 7 extremely happy
8 fall for
- 4 1 up-to-the-minute news 2 subscribe to a newspaper
3 off the record 4 issue a press release 5 censor a news story
6 full disclosure
- 5 1 C 2 D 3 C 4 A 5 C 6 D 7 B 8 D

UNIT 4

Reading

- 1 1 get in on 2 convincing 3 efforts 4 blur 5 acknowledge
6 appreciate
- 2 1 Sara 2 Paul 3 Anna 4 Joe
3 A 3 B 1 C 4 D 2
- 4 1 B *has been partly driven by this ... partly by economics ...*
2 C *... a nagging suspicion for some that somewhere, there is a corner of the world or a way of living that is more suited to them, and where they might find greater fulfilment.*
3 D *Almost a quarter of travellers ...*
4 A *... something we inherited from our hunter-gatherer past ...*
5 D *... enabled them to reconnect with friends or family members ...*
6 A *... being in unfamiliar surroundings stimulates production of the hormone adrenaline ...*
7 B *... a trend to question the necessity to stray far from home ...*
8 C *... supports deprived communities ...*
9 B *... believing it is hard to justify the carbon footprint created ...*
10 A *... not put off by physical discomfort ...*
- 5 1 drawn 2 shun 3 search out 4 crave 5 buzz
6 taken the plunge 7 take a step back from 8 immersion
- 6 1 crave 2 buzz 3 take the plunge 4 search out
5 take a step back from 6 drawn

Grammar

- 1 1 A 2 B 3 A 4 B
a T b T c F d T e T f F
- 2 1 lying 2 provided 3 hoping 4 owned 5 Tempted
6 Feeling
- 3 1 bringing 2 living 3 left 4 providing 5 attracted
6 opened 7 run 8 working
- 4 1 combining 2 Based 3 endangered 4 Taking 5 formed
6 Spending 7 enjoying 8 Inspired

- 5 1 a school destroyed in an earthquake 2 The people living here
3 bringing us food and drinks 4 Seeing their school in ruins
5 encouraged by our efforts
6 a hostel located close to the school

Vocabulary

- 1 Across 3 package 5 soak 6 touristy
Down 1 backpacker 2 wander 4 extend 7 up
- 2 1 A 2 C 3 B 4 A 5 B 6 C 7 A 8 C
- 3 1 bustling 2 remote 3 coastline 4 unspoiled 5 landmarks
6 distant 7 backroads 8 deserted 9 trek 10 dunes
- 4 1 threats 2 implications 3 contact 4 impression 5 insight
- 5 1 lose contact 2 has, implications 3 receive, threats
4 made, impression 5 get/gain, insights

Listening

- 1 3 (a travel consultant giving a talk to students on travel and tourism)
- 2 1 magazine article 2 culture 3 practical 4 nervous
5 welcoming 6 weather 7 the environment 8 diverse
- 3 C D A E B
a seek out b live up to c cram in d be taken with
e take off
- 4 1 keeping 2 push 3 kept 4 stick 5 know
1 B 2 A 3 A 4 B 5 A

Use of English 1

- 1 1 A 2 PC 3 PV 4 A 5 PV 6 PC
- 2 1 with 2 with 3 with 4 to 5 by 6 as
- 3 1 to 2 on 3 for 4 in/with 5 to 6 of
- 4 1 thrilled with 2 extended to 3 combined with
4 frustrated by/with 5 related to 6 restricted to
- 5 1 is used for filling 2 frustrated by my/a lack
3 's/has been described as 4 're/are (all) shaped by
5 is suspected (by everyone) of concealing
6 'm/am really not convinced by

Use of English 2

- 1 1 A 2 B 3 A 4 B 5 B 6 A
- 2 1 overcrowded 2 discourage 3 misunderstanding
4 rearrange 5 preview 6 underpaid
- 3 1 redeveloped 2 prehistoric 3 mistaken 4 overestimated
5 pre-booked 6 misleading
- 4 1 mistrust 2 reorganise 3 underpay 4 disconnect
5 overwork 6 misconception 7 misinterpret 8 reheat
- 5 1 disorder 2 underachieve 3 reuse 4 misplaced
5 prejudice 6 overflowed
- 6 1 mistakenly 2 overestimate 3 disbelief
4 misunderstanding 5 overstatement 6 redeveloped
7 dishonesty 8 overpay

Speaking

- 1 Sentences 1, 2, 4, 5 and 7 are correct.
- 2 She answers question 2 *If you don't plan, more things can go wrong, and your holiday might be more expensive.*
- 3 1 Personally 2 key 3 Let 4 understand 5 seems
6 think, agree
- 4 1 more stressful if you don't plan 2 can avoid serious problems
3 trip is more interesting if you plan carefully
- 5 1 C, F 2 A, E 3 B, D

Writing

- 1 1 activity leader
2 why you want to work there, what sports you can help with, why you are suitable for the job
3 love the outdoors and like working with children
4 that you are suitable for the job
5 formal, because it is a letter of application to someone you don't know. You would only write an informal letter to a friend or family member.
- 2 He should include points 1, 3, 4, 5, 7 and 9 because these points are relevant to the application. The other points (2, 6, 8 and 10) are not relevant.
- 3 Yes, he answers the three questions. No, some parts of his letter are too informal, for example he uses contractions such as *I'm*, he uses informal words such as *great*, and informal phrases such as *I'll do my best*.
- 4 Dear Sir or Madam,
Dear Mr/Mrs/Ms Jones (if the name is known)
Yours faithfully,
Kind regards,
- 5 1 I want to be 2 I'd love to help 3 I think
4 great experience 5 sport is really important to me
6 make them fun 7 I'm writing to ask 8 I'll do my best
9 have a great time 10 I hope to hear from you soon.
- 6 1 Not only do I play 2 Furthermore 3 In addition to this
- 7 Model answer:

Dear Sir or Madam,

I am writing to apply for the role of activity leader at Sunnyvale Music Festival this summer. I am particularly interested in this job as not only can I offer some useful skills and qualities, but I am also a keen music fan and would enjoy the opportunity to work at such a popular music festival.

I am currently studying music at school. In addition, I play the guitar and write my own songs in my spare time. I believe that these would be very useful skills for this role. Furthermore, I am very keen on art and creative activities and have experience of working with children. To begin with, I babysit regularly for a neighbour's children, and enjoy organising creative and fun art activities for them. I also sometimes help my uncle, who is a children's party entertainer, so I have experience of working with quite large groups of young children. I am a very cheerful and sociable person, and I get on well with children. In addition to this, I am extremely conscientious and hard-working, and able to adapt to new situations quickly.

In short, I believe that I am suitable for this job because I could bring a range of useful skills to the role, and my personal qualities mean that I can fit in easily and work as part of a team. Please find attached a copy of my CV. I hope you will read my application favourably, and I look forward to hearing from you. I can be contacted on my mobile: 07902 206457.

Yours faithfully,

Unit check

- 1 1 living in a rainforest
2 offering travellers this kind of experience
3 built from rainforest timbers
4 put off by the thought of dangerous insects and diseases
5 Recognising these concerns
6 Reassured by these efforts
- 2 1 described as 2 convinced by 3 related to 4 restricted to
5 armed with 6 dissatisfied with 7 focused on
8 thrilled with
- 3 1 backpackers 2 package holiday 3 touristy 4 wander
5 soak up 6 extend
- 4 1 B 2 C 3 D 4 C 5 A
- 5 1 landmark 2 bustling 3 trek 4 deserted 5 remote
6 distant 7 dunes 8 coastline 9 backroads 10 unspoiled

- 6 1 inaccurate 2 overcrowded 3 overpaying 4 misleading
5 dishonestly 6 underestimated 7 overcooked
8 discourage

UNIT 5

Reading

- 1 1 D 2 S 3 D 4 S 5 S 6 D
- 2 Subheading 2 (Four experts in education consider some recent research findings on the benefits of teaching emotions in schools.)
- 3 1 Writer D Thomas Edinger A: *students who are emotionally aware will ... achieve improved performance in exams; D: It would clearly feed into academic performance, too, as negative emotions are known to hold children back.*
2 Writer B Theo Addison C: *I think any teaching programme that addresses this issue is bound to reduce such negative behaviours aggression and violence; B: expecting immediate results such as less classroom disruption seems unrealistic*
3 Writer B Theo Addison D: *the wider introduction of such teaching programmes has been delayed solely by the inability of academics to reach agreement on our basic repertoire of emotions; B: lack of consensus among psychologists regarding the definition and naming of human emotions, and this has held back the development and expansion of this area of education*
- 4 Writer A Barbara Thompson A: *should only be entrusted to those who have undergone specific professional training; B: I believe that all adults in contact with young people can contribute to the teaching of emotional awareness, as part of their normal, daily interactions; C: All those who work with young people, whether in the classroom or in the home environment, could use the insights it provides to help the children they work with to develop a greater understanding of their emotions; D: teachers and parents are as well-equipped as experts to provide this kind of support to young people*
- 4 1 C 2 F 3 E 4 A 5 D 6 B
- 5 1 expansion 2 interactions 3 disruption 4 justification
5 criticisms 6 occurrence

Grammar

- 1 1 B 2 A 3 B 4 B 5 B 6 A
- 2 1 should've/have done, might've/have hurt
2 must've/have stolen, needn't/not have worried
3 must've/have been sleeping, could've/have failed
4 ought to have called, can't/cannot have been
- 3 1 may have missed 2 didn't/did not need to get
3 must have left 4 needn't have bothered
5 can't have forgotten 6 shouldn't have gone
- 4 1 should've/have spent more 2 had to have been
3 might've/have spent all afternoon 4 must've/have lent
5 may not have arrived in 6 could've/have let me

Vocabulary

- 1 1 gets 2 jumped 3 settle 4 having 5 winding 6 fooling
7 hang 8 stand
- 2 1 came, aid 2 stand by 3 fight back 4 pinned, down
5 gets out of hand
Answer to the question: shaken up
- 3 1 Alarm bells rang 2 composed myself
3 wrapped up in the moment 4 kicking themselves
5 bring myself to 6 stuck to my guns 7 on my conscience
8 came to terms with
- 4 1 B 2 A 3 B 4 A 5 B 6 A
- 5 1 do away with 2 stood by 3 fall for 4 take to
5 come across as 6 kept back

Listening

1 1 C 2 A 3 E 4 D 5 B

- 2 1 F *I'd been opposed to the idea of going there, because of the cost, but all my friends had insisted.*
 2 E *In the end, we opted for a quiet evening chilling out at a friend's house.*
 3 A *... as it would give me the opportunity to get all my friends together, including some from my old school that I hadn't met up with for ages.*
 4 C *... the main aim of the weekend was achieved because all the worries about exams and results ... just disappeared!*
 5 H *I was also aware that if I didn't do something with them, it would be my mum who'd bear the brunt of all the complaints.*
 6 H *... it turned out he had an amazing memory for jokes, so he had us in fits of laughter all night – that really made the evening.*
 7 C *... I also got a text during the evening saying my application for holiday work had been successful, which was the icing on the cake!*
 8 D *... the best part was that so many people lent a hand to make sure it was a success ...*
 9 G *The highlight, though, was having time to reminisce about things we'd done together over the years ...*
 10 A *... laid on the most amazing spread I've ever seen – I definitely wouldn't have wanted to miss that!*

3 1 E 2 C 3 A 4 B 5 D

a take on b lay on c wind down d grow on e opt for

Use of English 1

1 1 A 2 B 3 B

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

3 1 far easier 2 nowhere near 3 twice as 4 By far
 5 half as many 6 way more

4 1 more 2 nowhere 3 as 4 deal 5 far 6 nothing

5 1 twice as expensive as 2 nothing like as varied as
 3 nowhere near as popular 4 a great deal older
 5 just as good as 6 by far the youngest

Use of English 2

1 1 eager for 2 intent on 3 capable of 4 ashamed of
 5 contrary to 6 impressed by 7 subject to 8 appalled at

2 1 appalled at 2 Contrary to 3 intent on 4 impressed by
 5 subject to 6 eager to 7 ashamed of 8 capable of

3 1 of 2 about 3 about 4 about 5 from 6 with 7 of
 8 at 9 with 10 of

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

Speaking

1 1 b 2 e 3 d 4 a 5 c

A 2 B 4 C 3 D 5 E 1

2 A and C

3 1 cost an arm and a leg 2 get to grips with
 3 wouldn't have a clue 4 pick the assistant's brains
 5 gave him a helping hand

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

Writing

1 1 How can communities be improved? 2 Two.
 3 No, you can include them if you wish, but you don't have to.

2 1 T 2 O 3 S 4 T 5 O 6 S

3 1 b 2 c 3 a

Communities are vital for social and personal well-being, and making them as strong as possible should be a priority. Building strong communities requires a combined effort from both local

government and citizens. This essay will consider the positive outcomes that can be achieved for communities by focusing on two key areas.

4 2 Above all

3 underline the fact that good transport links are essential for

4 Besides, 5 It is worth bearing in mind that a lot of people

5 1 C 2 A 3 B

6 Model answer:

Communities are vital for social and personal well-being, and making them as strong as possible should be a priority. Building strong communities requires a combined effort from both local government and citizens. This essay will consider the positive outcomes that can be achieved for communities by focusing on two key areas.

A characteristic of modern life is the amount of time people spend at home, often in front of computer or phone screens. However, the provision of open spaces can entice people outside and into the fresh air. Moreover, parks and gardens encourage people to exercise, which brings well-established health benefits. Above all, a connection with the natural world is beneficial to mental health, and happy, healthy individuals are far more likely to work well together in well-balanced communities.

However, communities also need a sense of togetherness, and social events such as festivals play a vital role in creating this. Not only do promote opportunities for people to celebrate together in a relaxed way, but they can also encourage different groups within communities to share their diverse cultural backgrounds. Besides, community events can be a fantastic means of raising money, which can then be reinvested in community projects. Moreover, the organisation of such events requires a constructive partnership between local authorities and individuals, which in itself promotes community spirit. In conclusion, it is essential that local governments and individuals collaborate to provide the support that communities need in order to function effectively. It is clear that with the right investment and encouragement, the communities of tomorrow could be thriving and inclusive.

Unit check

1 1 mightn't/not have said 2 must've/have mistaken me for
 3 should've/have taken more 4 needn't/not have brought so
 5 may have been having 6 can't/cannot have cost

2 1 just as 2 nowhere near 3 By far 4 far 5 nothing
 6 way more

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

4 1 stand by 2 pinned down 3 fight back 4 get out of
 5 came to 6 shaken up

5 1 bring 2 on 3 wrapped 4 kicking 5 ring 6 composed
 7 stuck 8 come

6 1 appalled 2 intent 3 capable 4 eager 5 subject
 6 impressed 7 ashamed 8 contrary

UNIT 6

Reading

- 1 1 E *of these* goes back to *Covered shopping streets ... around Europe*
 2 B *one thing limited* goes forward to *they needed electricity; elsewhere* goes back to *Covered shopping streets ... Europe*
 3 D *larger and taller buildings* refers back to *malls*
 4 C *They* goes back to *malls elsewhere; also goes back to they needed*
 2 1 G *In the 80s and 90s ... a vanishing world.*

- 2 B ... no longer afford to pay adequate security ... make families feel safe ... Criminals slowly started to move in, with cars regularly being broken into and vandalised in the car park.
- 3 E ... felt in the wider community, too ... contributed a vast sum of money in taxes, jobs and providing meeting places.
- 4 D ... you can find trampoline parks, laser tag centres ... an aquarium and a golf course. The food courts ...
- 5 C When a tornado tore through the town of Joplin in May 2011, it flattened the high school.
- 6 A ... this was just a temporary fix ... the possibility that mall buildings could be utilised for completely different purposes.
- 7 F ... a mix of shopping and accommodation for students ... Stylish flats are located ... a desirable residential area.
- 3 1 E In the 80s and 90s ... the American shopping mall was the centre of their cultural universe. Fast forward thirty years or so and those same malls that once played such a vital role ... Governments need to repurpose the spaces ... Opinion is divided as to how we should respond to this challenge. These huge buildings now appear destined to end up neglected and in disrepair.
- 2 G ... destined to end up neglected and in disrepair ... it was a downward spiral that took decades to run its course. A case in point is ... Parts of the roof were stolen, ... No longer safe, the local government began the lengthy process of demolishing the building. However, this cannot have been an easy decision to take. Malls have traditionally contributed a lot of money in taxes, jobs and providing meeting places.
- 3 C ... retail outlets ... are struggling to compete with internet delivered services. But it is not just that where we shop and spend our leisure time has altered. ... They spend more on technology and vacations or days out. These are markets malls just cannot serve. Some malls are addressing these new consumer trends by creating.
- 4 A The food courts can still stay open, and the few clothing retailers ... get more people walking past their store windows. Others are finding more radical solutions though, ... tenants not normally associated with retail or entertainment in any way ... circumstances have intervened and made such dramatic change necessary.
- 5 F ... the whole building was destroyed ... that length of time required for this was not an option. ... The solution was to move into the disused mall. ... they could have the new building functional in no time ... Unfortunately for the mall, this was just a temporary fix...
- 6 D ... the Nashville State Community College has a satellite campus in the Global Mall.; ... If that's an unconventional use for a mall, they are also kept company by ... a general recreation centre for the local community. These are just some ways malls can diversify their use, and still serve the young community, who were always their audience.
- 4 1 B 2 A 3 B 4 B 5 A 6 B

Grammar

- 1 1 was looking 2 decided 3 arrived 4 had ordered 5 had been looking forward 6 had sent
She had six T-shirts in the end.
- 2 1 is 2 is working 3 takes 4's always wanted 5 fails
6 shut 7 refuses 8 it's left
- 3 1'm working 2've just spent 3 go 4 see 5 ask 6 looks
7 explain 8's just looking
- 4 1 was getting 2'd been shopping 3'd found 4 discovered
5 had selected 6 was planning 7 hoped 8 begged
9 returned 10 smiled 11 reassured 12 told 13 chose
14 were walking 15 turned

Vocabulary

- 1 1 E 2 F 3 B 4 A 5 D 6 C
- 2 1 upmarket 2 deserted 3 place 4 pedestrian
5 convenience 6 jams 7 neighbouring 8 noise
- 3 Across 1 construction 3 industrial 4 built-up 5 run-down
6 rooftops 7 bustling 8 skyline
- Down 2 suburbs
- 4 1 inner, redeveloped, water San Francisco in the USA (the bridge is the Golden Gate Bridge, and Alcatraz the prison); inner city; industrialized; waterfront
2 world-famous, construction, estates Sydney in Australia: world-famous; construction site; housing estates
3 never-ending, skyline, communal Oxford in the United Kingdom: never-ending; skyline; communal gardens
4 green, industrial, congested Toronto in Canada: green areas; industrial estates; congested
- 5 1 redeveloped 2 suburban 3 pedestrian 4 green 5 skyline

Listening

- 1 1 E 2 A 3 D 4 B 5 C
- 2 1 A Now clothing companies target either budget consumers or the top end of the market
2 D A supermarket ... can advertise their jeans below their true value ... Once the new customers are inside the store, they're likely to make other purchases ... avoid an overall loss
3 B the most expensive jeans are made with organic cotton, which avoids nasty chemicals going into the rivers ... whole ecosystems haven't been destroyed
4 C The single line of stitching breaks more quickly and then the zips get caught
5 C you spend that little, you're probably just going to send them to recycling after a few wears ... it does mean our landfill sites are filling up more quickly than they should.
6 B I always take time to set myself a dollar limit on how much I'm going to spend, and that includes a minimum. That's a sensible practice for everyone.

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

Use of English 1

- 1 1 it 2- 3- 4 our favourites 5 them 6- 7 that
8 an old pair of jeans
- 2 1 A 2 C 3 H 4 B 5 D 6 G 7 E 8 F
- 3 1 built it up 2 clear up 3 give up 4 keep it on 5 set him off
6 stand them up 7 stand by 8 threw up
- 4 1 in 2 up 3 doing 4 for / with 5 out 6 provided / given
7 as 8 in

Use of English 2

1

-able	considerable, memorable
-ible	flexible, responsible
-y	curly, smelly
-less	limitless, pointless
-ive	decisive, selective
-al	emotional, industrial
-ful	cheerful, truthful
-ic	artistic, athletic

- 2 1 exceptional 2 controversial 3 accessible 4 flexible
5 worthless 6 strategic 7 preferable 8 restless
- 3 1 disgraceful 2 ineffective 3 irresponsible
4 uncharacteristic 5 unsuitable 6 unsupportive

WORKBOOK ANSWER KEY

- 4 1 diversity 2 limitless 3 indication 4 optional
5 accessibility 6 unemployment 7 regardless 8 exceptionally

Speaking

1 Extract 1: Clean streets Extract 2: Waterfront or mountain views Extract 3: Entertainment

2 1 D 2 E 3 B 4 C 5 A

3 1 so I guess 2 Absolutely 3 That's why 4 good point
5 But I think 6 I hadn't thought of

4 Speaker 2 I couldn't agree more.

Speaker 3 That's a good point, but ...

Speaker 4 I completely see your point.

Speaker 5 I'm with you to a certain extent.

Speaker 6 So, basically, then, we both think

Writing

1 They were answering question A (they both talk about a local facility).

2 1 Student 2 (*the, in fact, during, in the evenings, that*); this is a better style of writing.

2 Student 2 (details of what it feels like to be there, such as needing ear plugs and dimming the lights make it more interesting; Student 1 only gives factual information about the place)

3 Student 2 (makes it clear that it's so popular you need to book, and that teens should not go in the daytime, but will have fun in the evening; Student 1 just gives factual information)

3 1 when 2 This intergalactic world 3 By doing so

4 For example 5 Each one 6 so memorable

4 1 is 2 ends up 3 needs 4 faces 5 appears 6 test
7 provides 8 has

5 Model answer:

Video game designers always have a particular emotional goal in mind when they start to create new worlds. The imaginary places that they create should always be places worth exploring, and for that, an emotional reaction is necessary. For this review, I will not be looking at the typical adventure game, but a relaxing game with a strong environmental message, 'Flower'.

'Flower' is quite possibly the most relaxing video game ever created. Unlike other video games, it does not aim to evoke fear, anxiety or a sense of doom. The game was designed solely to encourage positive emotions in the user. It begins in a grey, unwelcoming inner city world. The contrast with where the game then takes you is immense. The player leaves the suburbs and travels calmly over fields, using the controller to guide the direction of the wind. Petals fly alongside and transforming the landscape below. The emotional escape of this game is very obvious.

The environment itself is an idealised natural setting. As the player flies over, the grass turns much greener, and flower buds come to life. It is impossible to play the game without a feeling of great hope and joy at the beauty of the world around us. While the calm background music helps to evoke those emotions, the beauty of the landscape is what keeps the player hooked.

To sum up, whether threatening or welcoming, the environment is central to our enjoyment of video games, perhaps nowhere is this better illustrated than in the game, 'Flower', which is the opposite environment of many video games and I would recommend it to anyone interested in experimenting with different game experiences.

Unit check

1 1 was used 2 had been 3 were re-telling 4 were expanding
5 tended 6 had 7 fell into 8 realised 9 had happened
10 have fallen

2 1 dressed up 2 show them off 3 fit me in / fit it in
4 mess it up 5 shouted out 6 went on

3 1 civic 2 polluted 3 congested 4 pedestrian
5 redeveloped 6 metropolitan

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

5 1 preferable 2 restless 3 dreadful 4 accessible 5 pointless
6 considerably 7 exceptional 8 enthusiastic

UNIT 7

Reading

1 1 B 2 A 3 B 4 A 5 A

2 Statements 1–4 are true.

3 D ... *while for the majority of people such attention to detail is merely a part of their personality, for a few it can be a sign of genuine Obsessive Compulsive Disorder, a mental health condition ...*

B ... *limit the lives of sufferers to such an extent that the World Health Organisation ranks it ...*

A ... *any raising of the profile of mental health issues is to be welcomed; it unfortunately seems to have prompted large numbers of people to mistakenly believe they have the condition, which has led to a perception of the condition being more trivial than it really is.*

C ... *a feeling of intense dread; My heart thumps in my chest, and I start sweating.*

C ... *there are well-trying treatment options available, which provide relief for patients in all but the most stubborn cases.*

B *The priority is to increase understanding and also break the bond of silence that has always existed around mental health and has led so many people to suffer alone from illnesses such as OCD.*

4 1 profound 2 stubborn 3 intense 4 over-the-top
5 unwelcome 6 trivial

5 1 profound 2 unwelcome 3 trivial 4 stubborn 5 intense
6 over-the-top

Grammar

1 2 diet 3 Participating 4 activities 5 introduction 6 People

2 1 is 2 responds/respond 3 takes 4 have 5 is 6 is/are
7 want 8 shows/show 9 is 10 is/are

3 1 is 2 is 3 understand 4 take 5 are 6 report

4 1 was 2 agree 3 is 4 helps 5 require 6 experience

5 1 has recently introduced a fitness 2 are not
3 were reporting that 4 heart rate and stamina are
5 of applicants have 6 of teenagers who are unfit is

Vocabulary

1 Across 1 nap 3 energy boost 4 heartbeat 5 knackered
6 caffeine 7 alert

Down 2 posture 3 energy crash

2 1 alert 2 heartbeat 3 posture 4 caffeine 5 energy boost
6 nap 7 energy crash 8 knackered

3 1 cut out 2 eat out 3 go easy on 4 peel off
5 binge out on 6 wind down

4 1 C 2 D 3 A 4 E 5 B

a seal in b wait on c boil over d weigh out e drink to

5 1 seal in 2 drink to 3 boiled over 4 weighing out
5 wait on

Listening

- 1 2 Exercise and play at the same time!
2 1 a gym ... *a gym, where the majority will most likely be installed.*
2 silly ... *what I most felt was silly, being suspended on what looks rather like a piece of medical equipment.*
3 knee pads *The machine itself is well-designed, and surprisingly comfortable, apart from the knee pads, which I found ineffective, as they weren't quite thick enough.*
4 abdomen *I think it'll be most beneficial for the abdomen and the muscles there.*
5 fifteen ... *the fifteen minutes the manufacturers claim is enough.*
6 motivating ... *its biggest plus is that it will be motivating for many, far more so than a more traditional gym class or workout session.*
7 space ... *and, my personal favourite, a space game ...*
8 exhausted *What I hadn't anticipated was that I was exhausted ...*
- 3 1 stretch 2 full-body 3 sit-ups 4 keep fit 5 burn off
6 warm-up
A burn off B keep fit C stretch D sit-up E full-body
F warm-up

Use of English 1

- 1 1 Countless people have bought this fitness gadget.
2 There is a great deal of health information available online.
3 Neither team scored any goals in the first half.
4 correct
5 She invited the whole class to her party.
6 Sophie's really popular – she's got tons of friends!
7 correct
8 Each product is carefully checked before it leaves the factory.
- 2 1 countless 2 the whole 3 a great deal of 4 Every
5 several 6 The whole
- 3 1 countless 2 upwards of 3 All 4 both 5 no end
6 a couple of 7 each 8 none
- 4 1 every child should be 2 the whole morning getting
3 are no end of fitness gadgets 4 are both keen
5 still got heaps of food 6 took (us) upwards of three hours
- 5 1 awful 2 all 3 every 4 of 5 end 6 neither 7 deal
8 upwards

Use of English 2

- 1 1 alternatively 2 Besides 3 illicit 4 preceding
A elicit B alternately C proceeding D beside
- 2 1 persuade 2 infer 3 eligible 4 cite 5 elicit 6 site
7 legible 8 imply
- 3 1 B 2 B 3 B 4 C 5 C
- 4 1 bear 2 brakes 3 cue 4 counsel 5 poll 6 principal
7 stationary 8 draw
- 5 1 C 2 A 3 A 4 C 5 D 6 B 7 D 8 B

Speaking

- 1 Maria answers question 3. Josef answers question 2.
2 1 in fact 2 not because 3 Of course 4 Not only that, but
5 inevitably 6 because 7 For this reason 8 Even so
5 A and C

Similarities: require a lot of physical strength, need to be extremely fit, push yourself to your limits

Differences: American football is more intense, greater risk of injury from tackles, relationship with other team members; the desert race is an individual battle, against yourself, needs more stamina, and more determination to continue, need to drink plenty of water

Writing

- 1 1 your college principal
2 assess the current situation, suggest some things the college could do, assess the impact of the measures
3 with some recommendations
- 2 1 D, G 2 A, F 3 B, H 4 E, I 5 C, J
- 3 1 generally accepted 2 has a responsibility
3 small proportion, currently 4 far from ideal
5 large number of students report, would be keen to
6 prove popular with many
7 extension of the lunch break, enable a greater number
8 our recommendation that, without delay
- 4 Model answer:

Proposal for ways to encourage students at Stanton College to be more physically active

Introduction

It is generally accepted that exercise is an important part of a healthy lifestyle, and Stanton College has a responsibility to promote this to students. The aim of this proposal is to outline two measures the college could adopt to encourage more physical activity among students.

The current situation

Although some students are already active, a small proportion currently do no exercise. This situation is far from ideal. The most common reason cited is that they find it difficult to incorporate exercise into their already busy schedules.

Encouraging students to cycle to college

Encouraging more students to cycle to college would promote an active lifestyle, so we suggest the provision of cycle racks at college to facilitate this. In addition, it would be helpful to approach the local authority to request cycle lanes near the college, as a large number of students report that they would be keen to cycle if the roads could be made safer.

Introducing lunchtime exercise classes

Lunchtime exercise classes could prove popular with students.

A selection of activities, for example fun team sports and aerobics classes, is suggested, to appeal to a wide range of students. The extension of the lunch break would enable a greater number of students to participate.

Recommendations

It is our recommendation that these measures be brought in without delay. Furthermore, ongoing consultation with students is recommended, to monitor the impacts of the measures. It is our belief that these changes would encourage greater physical activity, which would not only improve students' health, but could also improve their academic performance.

Unit check

- 1 1 is 2 isn't 3 aren't 4 are 5 is 6 are 7 encourage 8 is
2 1 the whole 2 neither 3 no end 4 upwards 5 All 6 lot of
3 1 heartbeat 2 caffeine 3 alert 4 energy boost
5 energy crash 6 posture 7 knackered 8 nap
- 4 1 B 2 A 3 C 4 A 5 D 6 B
- 5 1 seal in 2 weigh out 3 boil over 4 wait on 5 drink to
- 6 1 implying 2 persuade 3 elicit 4 cite 5 Alternatively
6 proceed 7 Besides 8 eligible

UNIT 8

Reading

- 1 1 In the 1990s
2 Most of them have disappeared, few of them are remembered

WORKBOOK ANSWER KEY

- 3 So much is on the internet that we may be losing all the historical records of our time
- 2 1 A 2 B 3 B 4 B
- 3 1 D *Very few copies of the first books published after the printing press was invented still exist today. Equally, films from the 1920s were not considered worth keeping for future generations.*
- 2 C *Even though in this case, the project was backed up, web standards change, and the code that was needed to display the web pages had gone into disuse. Quite simply, even when the pages have been saved, often the technology is no longer available to open it and read it.*
- 3 B *Of course, there are some private companies and foresighted individuals that understood the significance of the web from the very beginning. Some parts of the web have been backed up, in huge data storage warehouses.*
- 4 A *If you wanted to go back and look at what was on the internet in the 1990s, you will not find much. In fact, within just two and a half years, a third of all websites are no longer functional, lacking the maintenance to preserve them.*
- 5 C *As static content becomes replaced more and more with video images and dynamic content, that task will only become a greater challenge.*
- 6 B *It is precisely the links and connections that give the Web meaning, and future scholars will need those to make sense of the world today.*
- 7 A *Historians will tell you, once digital content is lost, it is deleted forever. Even burnt letters and books leave behind some trace of what was once there.*
- 8 B *... the World Wide Web was originally designed to serve as a messaging system between scientists. It wasn't meant to be the main source of cultural content that it has since become.*
- 9 C *However, the issue of lost records affects all sites, some of which contained award-winning examples of journalism. The Crossing was one such project, set up to document the experiences of a community in mourning after a tragic road accident that left 21 school children dead. It was powerful writing and attracted much attention at the time.*
- 10 D *However, unlike other stores of books and documents, the Web is not a collection that has been built up over the years. It is unstable and temporary. What took centuries of neglect to lose in the past will simply be lost in a matter of years.*
- 4 1 F 2 A 3 D 4 B 5 C 6 E
- 5 1 foresighted 2 precisely 3 trivial 4 dynamic 5 serves 6 neglect

Grammar

- 1 1 have seen 2 be filming 3 have been released 4 be catching 5 have finished 6 be needing 7 be ending 8 be doing
- 2 1 set 2 will make 3 will be watching 4 about to 5 on the verge of 6 is due
- 3 1 F 2 C 3 B 4 A 5 D 6 E
- 4 1 I was set to leave at 7 a.m. this morning 2 We won't have finished by then. 3 I was about to tell him the truth ... 4 You won't always be studying 5 I'm not about to drop everything 6 Will they be making any more episodes ... 7 What time will you have arrived?

Vocabulary

- 1 1 prime time TV show 2 gig 3 a catchy song 4 flop 5 blockbuster movie 6 news broadcast
- 2 1 news broadcast 2 gigs 3 catchy song 4 flops 5 blockbuster movies 6 prime time TV shows

- 3 1 record 2 out of 3 booed 4 rehearse 5 ratings 6 televise
- 4 1 put out 2 stream 3 rehearse 4 dubbed 5 beat 6 prime time 7 gigs 8 portray 9 crowdfund 10 televise
- 5 1 out 2 out 3 on 4 in 5 at 6 On
- 6 1 E 2 B 3 H 4 G 5 C 6 A 7 D 8 F
- 7 1 by any chance 2 out of luck 3 on general release 4 off the top of my head 5 out of place 6 off the hook

Listening

- 2 1 B ... move people to action ... cause a shift in emotions ... do things differently 2 B Humans want to get personal. By introducing stories, we can ... 3 B Not everyone will react to the same things ... have the same interpretation 4 A ... building team spirit ... can bring people together despite ...
- 3 1 C Having a book out gives them something else to talk about in their otherwise empty existence. 2 B ... all sorts of readers will find courage in the stories of overcoming everyday challenges. 3 A You just don't get people covering song lyrics on the literature curriculum, though. If they do feature, they usually come up in history as an expression of culture. 4 C I mean, it's the combination of the sound and the depth of feeling in the human voice, as well as the beauty of the words ... The notes of a song can be catchy, but for me it's entirely to do with the vocal performance ... 5 C ... from the way his assistant is turning around and looking at the painting, I reckon her work's caught his eye at least. 6 B I guess it's all about drawing attention to the prejudice that female artists were up against at the time. This painting does suggest that the woman was facing an uphill struggle, even though she was talented.
- 4 1 launch 2 worthwhile 3 speculation 4 accessible 5 tune in 6 prejudice 7 sentimental 8 reckon
- 5 1 B 2 A 3 A 4 B

Use of English 1

- 1 1 get, 'll be 2 can, give 3 weren't, would that be 4 won't be, return 5 were, would 6 hadn't been, would have happened
- 2 1 were 2 'd/would definitely add 3 'd/would really like 4 'd/would die 5 were able to attach 6 didn't have to 7 would be 8 wouldn't/would not be 9 would make 10 were able to fly
- 3 1 as long as they're/they are 2 on condition that we 3 unless anyone/anybody has any 4 would never have met 5 hadn't/had not agreed to 6 provided that it's/it is/has been properly
- 4 1 on condition 2 otherwise 3 Unless 4 supposing 5 provided that 6 Imagine

Use of English 2

- 1 1 unintelligent, unpredictable, unrelated 2 discomfort, disconnect, disrespectful 3 incorrect, indirectly, insignificant 4 mislead, misuse, misunderstand 5 illegal, illegitimate, illiterate 6 irrational, irregular, irreplaceable 7 impatient, impossible, imperfect
- 2 1 irrational 2 misleading 3 immature 4 discourage 5 unbearable 6 unrelated 7 indirectly 8 disrespectful
- 3 1 excessively 2 behaviour 3 irresponsibly 4 unforgettable 5 privacy 6 unintentionally 7 denial 8 acknowledge

- 4 1 insignificant 2 unpredictable 3 unrecognisable
4 disadvantaged 5 irrelevant 6 inexperienced
5 1 uncomfortable / discomfort 2 discourage / unencouraged
3 misinform / uninformed 4 inactive / deactivate
5 incapable / unable 6 injustice / unjustified

Speaking

- 1 1 H 2 D 3 G 4 B 5 C 6 E 7 A 8 F
2 1 as 2 Supposing 3 Provided 4 has to 5 lead to
6 would affect
3 1 didn't have 2 would lose 3 were, owned 4 could go
5 went up 6 were bought 7 would be 8 would affect
4 2 F 3 A 4 B 5 E 6 C

Writing

- 1 A – 3 and 6 B – 1 and 2 C – 4 and 5
2 1 lead to D 2 As a consequence F 3 due to C 4 cause B
5 as A 6 because E
3 1 E 2 D 3 C 4 A 5 B
4 1 do so 2 such large numbers 3 enforcing copyright laws
4 these brands 5 a better approach
5 Model answer:

The film industry is still popular, with worldwide audiences in the millions. However, as the cost of paying for special effects or award-winning actors rises every year, so too has the number of illegal copies of films, posing a threat to this form of entertainment.

Traditionally, film income came from its distribution in the cinema. Technical innovations, such as surround sound or 3-D delivery have made the experience of watching films in the cinema distinct from viewing them at home, encouraging large audiences. However, the price of the entry ticket is already high, particularly for key target audiences, such as teenagers. A rise in the price may lead to lower audience figures.

A better approach would be to find alternative ways of funding films. The use of a luxury brand watch on the wrist of an action hero rarely causes the audience to question how it got there. If anything, such product placement adds to the realism of the film, particularly in the case of familiar household items, where an unfamiliar product would stand out more. As a result of placing products in films, the production company can raise millions of dollars to go towards the cost of making it.

Although both approaches have their advantages and drawbacks, it would seem that the high cost of making films is unlikely to be met by higher cinema ticket prices. Like the music industry before it, the film industry needs to consider alternative ways of raising income. One such way to do so would be to encourage the effective use of advertising in films.

Unit check

- 1 1 A on the point of crying (something that is just about to happen)
B due to arrive (something that is scheduled)
2 A will have forgotten (because the action is complete)
B will be talking (because it will be ongoing)
3 A on the verge of becoming (it is inevitable)
B will be (future prediction)
4 A due to be (arranged / schedule)
B is going to visit (neutral)
5 A to postpone (formal)
B set to start (ready / prepared)
2 1 D 2 E 3 F 4 A 5 C 6 B
3 1 blockbuster (for films)
2 gig (because it was live, with a crowd)
3 depict (you depict someone, adapt a thing)
4 crowdfund (it provides money)

- 5 booed (it's a negative reaction)
6 streaming (the audience streams, the TV companies televises)
7 remake (for a second, third, etc. time)
8 dub (use voices in a different language)

- 4 1 On 2 in 3 in 4 out 5 from 6 On 7 at 8 out
5 1 unlikely 2 unintentionally 3 mislead 4 disconnected
5 indirectly 6 irrational 7 disrespectful 8 unrelated
6 1 misunderstand – misunderstand
2 insignificant – insignificant
3 indeniably – undeniably
4 unregular – irregular
5 ucorrectly – incorrectly
6 displaced – misplaced

UNIT 9

Reading

- 1 1 B 2 A 3 B 4 A 5 B
2 3 They are a mixture of scientists and general readers with different interests.
3 1 D ... *it is clear to me that the systematic way in which they applied standardised 'character' tests to select each future generation of animals to breed cannot be faulted. (A) Belyaev and Trut were clearly true scientists who applied strict scientific principles under extremely trying circumstances ... (D)*
2 A ... *the work carried out by Belyaev and Trut still has something to offer to modern science, even though it was begun long before the days of gene sequences or DNA analysis. (C) It seems logical to me, though, that, for the work to remain scientifically valid, it would have to be revisited by scientists equipped with a modern knowledge of genetics. (A)*
3 B ... *the narrative attains the perfect blend of facts and figures and human-interest story ... (D) ... achieves a perfect balance between relevant scientific content and a readable 'story'. (B)*
4 C ... *personally, I would not trust just a few generations of breeding to create a fully domesticated family pet. (C) ... and I think it would be hard for readers not to feel their lives would be enriched by owning one, (A) ... and many readers, including myself, will be left feeling that they simply must acquire one, (B) I would defy anyone to read this book and not want to adopt one of these adorable creatures. (D)*

- 4 1 valid 2 DNA 3 subjective 4 evolution 5 systematic
6 initiated 7 domesticated 8 criteria
5 1 genetics 2 evolutionary 3 biologist 4 evolve

Grammar

- 1 1 A 2 B
2 1 to make 2 having 3 to see/seeing 4 destroying 5 to enter 6 to work 7 to pay 8 to meet
3 1 A try to do B tried putting
2 A forget seeing B forget to take
3 A go on using B went on to run
4 A stopped eating B stop to take
5 A means changing B meant to call
4 1 calling 2 dripping 3 carrying 4 hunting 5 cooking
6 discussing
5 1 try to save 2 can't bear seeing/can't bear to see
3 risk losing 4 mean spending 5 resent spending
6 hear, singing 7 make, care 8 stop destroying

Vocabulary

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

- 2 1 ozone layer, B *Three British scientists first noticed it while working on the British Antarctic Survey, and published their findings in a report in the science magazine Nature in May 1985.*
- 2 landfill sites, A *Methane is produced as the rubbish breaks down and rots.*
- 3 fossil fuels, C *As well as producing greenhouse gases, coal also produces dangerous particles which can harm people's health if breathed in.*
- 4 greenhouse gas, A *Methane is twenty-five times more powerful as a greenhouse gas than carbon dioxide.*
- 5 carbon monoxide, A *Carbon monoxide is produced when something is burned. When a volcano erupts, rocks and other materials are burned, producing the gas.*
- 6 greenhouse effect, C *Worldwide, agriculture produces around one third of all emissions of greenhouse gases. This includes the use of machinery, and also keeping animals which produce greenhouse gases.*
- 3 1 acid rain 2 carbon trading 3 climate change
4 conservation area 5 emissions trading 6 green audit
7 nature reserve 8 sustainable
Answer to mystery question: rainforest
- 4 1 C 2 E 3 F 4 A 5 B 6 D
- 5 1 exhaust fumes 2 waste disposal 3 rainfall 4 sea level rise
5 clean energy 6 Global warming

Listening

1 1 C 2 E 3 A 4 B 5 D

- 2 1 H *I might have backed out except that I wanted to have a go at using the different lenses on my camera to zoom in and take close-ups.*
- 2 A *... they'd been on my list of things to see ever since I was about six, which was why I'd wanted to go*
- 3 D *I thought there might be an opportunity for some good photos to show off with when we got home.*
- 4 B *I'd met another girl from London and I was keen to get to know her better, so I joined the trip.*
- 5 F *my main aim in going was that I hoped it might help me get over this phobia, which it did*
- 6 C *But they also looked the worse for wear, which left me feeling slightly concerned.*
- 7 D *When we got back, I couldn't help thinking it would have been much more impressive if they'd been charging across the plains*
- 8 B *I came away thinking I must get onto the internet to see what I can find out about them.*
- 9 H *I actually felt quite emotional when I got back to my room, which I hadn't expected*
- 10 E *I just wish other people hadn't insisted on throwing food to them – it's terrible because it makes them too tame. I was wound up about that for days!*
- 3 1 safari 2 creatures 3 zoom in, close-ups 4 plains 5 bush
A zoom in B beast C plain D close-up E bush F safari

Use of English 1

- 1 1 treating 2 choosing 3 to let 4 for stealing 5 to being
6 about having 7 to take 8 to letting
- 2 1 to have 2 about keeping 3 to allowing 4 on checking
5 to sell 6 to think 7 to consider 8 promoting
- 3 1 refused to take the dog 2 agreed to meet 3 advised, not to let the dog 4 blamed, for letting the 5 denied making a
6 claimed to have over fifty
- 4 1 regretted spending so 2 advised me to do my
3 on paying me 4 blamed me for letting
5 refused to give me 6 denied being to

Use of English 2

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

- 2 1 highly-trained 2 natural 3 strong 4 opposite 5 warning
6 aggressive
- 3 1 aggressive behaviour 2 sound sleep 3 opposite effect
4 natural development 5 major breakthrough 6 warning sign
- 4 1 heavy 2 large 3 firm 4 a powerful 5 strong 6 firm
- 5 1 crude 2 harmful 3 high 4 diverse 5 safe 6 widespread
7 natural 8 large
- 6 1 B 2 A 3 B 4 D 5 C 6 C 7 D 8 A

Speaking

- 3 He compares pictures A and C.
He mentions ideas 1, 2, 3 and 4
- 5 1's coming from 2 point

Writing

- 1 1 a friend
2 in the summer holidays
3 what is good about it, what problems there are, is it well-paid, would he enjoy it?
4 informal, because it is to a friend
- 2 1 B 2 A 3 B 4 A
- 3 2, 3 and 6
- 4 I feel certain you will agree that this would be an enjoyable way to spend the summer holidays.
Clearly, working with young children can be challenging from time to time.
Staff are expected to work upwards of fifty hours per week.
Despite these disadvantages, I would still recommend this job to you.
Please don't hesitate to contact me if you require further help.
- 1 can't deny, an entertaining way 2 tests your patience
3 have to put in, fifty hours 4 you should go for
5 Get in touch
- 5 Model answer:
Hi Jake,
Great to hear from you. How are things going? I think getting a summer job is a brilliant idea, and I'm completely with you that there's nothing worse than spending the summer stuck indoors. You're right that I worked at a summer camp last summer, and it was amazing! The best thing about it is you get to spend the whole summer outside, doing fun activities like kayaking and climbing – what could be better? Make sure you choose a camp that does water sports. The kids are great fun, too, and they certainly keep you on your toes. But it isn't all positive.
On the minus side, it's pretty full-on, with not much time off, so you can end up feeling pretty knackered. You literally don't sit down from seven in the morning until the kids go to bed at about nine. And, as you can imagine, it can get pretty stressful at times, dealing with groups of excited kids who're away from home! It isn't well-paid, either. OK, so you get free accommodation and food, but you basically only get pocket money on top of that.
Having said all that, I still think you should go for it. You'd be perfect for it, given you're so sporty, and you'd be a big hit with the kids. Do you want any contact names? I'm sure I can dig out some useful email addresses for you. Let me know if I can do anything else, and good luck!
Toby

Unit check

- 1 1 to bring 2 to create 3 to use 4 spending 5 protecting
6 giving 7 roaming 8 allowing

- 2 1 (to) letting 2 for not telling 3 trusting 4 being
5 on looking 6 to help 7 to hurry 8 to know
- 3 1 landfill sites 2 carbon monoxide 3 fossil fuels
4 ozone layer 5 greenhouse gases 6 greenhouse effect
- 4 1 green audit, climate change 2 carbon trading 3 rainforest
4 acid rain 5 Wildlife reserves 6 emissions trading
7 conservation area 8 sustainable development
- 5 1 sound 2 aggressive 3 groundbreaking 4 correct
5 an elaborate 6 warning 7 correct 8 natural 9 mere
10 opposite
- 6 1 harmful fumes 2 natural predators 3 Crude oil
4 diverse ecosystem 5 safe haven 6 large colonies
7 widespread drought 8 high altitude

Cumulative revision 1

- 1 1 B 2 C 3 A 4 C 5 D 6 D 7 C 8 A
- 2 1 in 2 what 3 whom 4 no 5 Whatever 6 It 7 have
8 far
- 3 1 readily 2 revelations 3 exclusive 4 annoyance 5 refusal
6 disbelief 7 intrusion 8 thankful
- 4 1 've/ have been living here since 2 had I come up
3 's/ is believed to have pulled out 4 are said to come up
5 can't/ cannot get over is 6 (of which) he messed up

Cumulative revision 2

- 1 1 B 2 A 3 D 4 B 5 C 6 C 7 A 8 B
- 2 1 up 2 with 3 which 4 to 5 with / by 6 have 7 far
8 come
- 3 1 combination 2 enthusiastic 3 overpay 4 discouraged
5 unspoiled/unspoilt 6 optional 7 beneficial 8 pressure(s)
- 4 1 mightn't/might not have had enough
2 nowhere near as old 3 's/has been identified as
4 needn't/need not have cost (them)
5 is believed to be good for 6 way is this problem your

Cumulative revision 3

- 1 1 A 2 C 3 B 4 C 5 D 6 A 7 B 8 C
- 2 1 the 2 deal 3 none 4 out 5 on 6 long 7 with 8 have
- 3 1 mistrust/distrust 2 noticeable 3 worthless 4 impatient
5 sensible 6 undeniable 7 brilliance 8 conservation
- 4 1 advised me to have/take 2 will have forgotten
3 's/is due to come 4 blamed George for (causing)
5 of people were dissatisfied with 6 just as good as

UNIT 10

Reading and Use of English

Part 1

- 1 C (fixed expression for a start used to begin a list of related points)
- 2 A (*to be due for* X is a dependent preposition)
- 3 C (connector meaning *because of*, it does not need *the* before it)
- 4 B (*fond of* is a dependent preposition)
- 5 D (specific word in context, *needs*)
- 6 A (phrasal verb meaning *hire or employ*)
- 7 D (specific work in context, things influence art)
- 8 A (connector meaning *if not*)

Part 2

- 9 what (used for emphasis)
- 10 to (collocates with *similar ... to*)
- 11 made (phrasal verb make use of something)
- 12 Even (connector, collocating with *so*, meaning *However*)

- 13 least (expression *one of the most / least*, and we know that they're *all extinct*)
- 14 light (phrase *to shed light on something*)
- 15 up (phrasal verb (to come with, meaning to create))
- 16 being (a passive participle clause *parallels being discovered*)

Part 3

- 17 universal 18 accompanied 19 mismanagement
20 potential 21 applications 22 beneficial 23 reality

Part 4

- 25 despite her success 26 was on the point of calling
27 they were about to 28 didn't/did not approve of her
29 came as a disappointment will have finished by

Part 5

- 31 D ... with even worse metaphors ... and ... true to its genre it is bursting with dull and predictable recycled phrases ...
- 32 D Thiel's book is also a profound articulation of capitalism and thoughtful observations on avoiding sinking into national recession, and that aspect somewhat sets it apart. and ... he does not advocate copying his lifestyle to gain success ...
- 33 B He's saying that precisely because capitalism is wonderful for consumers, it's hell for companies and budding entrepreneurs would do well to reflect on that.
- 34 C The founders who survived replaced their old principles with new notions of incremental growth, and they were no longer prepared to try to create whole new markets overnight. For Thiel, they failed to recognise that their prior strategies were still applicable.
- 35 A To engineers, marketing representatives can seem superficial, spending time laughing on the phone or going to two-hour lunches. Engineers naturally suspect that no real work is being done.
- 36 B Undoubtedly, many of his audience will be deterred by the lengthy skippable portion of the book where Thiel criticizes a lack of planning at a national level in the 1930s ... It is precisely the era that Thiel hails as the very opposite in attitude to modern American technological daring.

Part 6

- 37 B The music business, concerts, festivals and a whole range of services have grown out of a passion for music. This new sector of the economy was, in fact, only made possible by the introduction of universal music education for all since the mid-twentieth century. (D) By offering musical instruction to all secondary school students since the 1950s, generations of children learnt to appreciate music, and developed the foundations of the skills needed to create new media forms with huge benefits. For example, the pop music industry in Australia has brought an influx of income ... (B)
- 38 C ... the evidence that the systematic, formal study of music is strongly linked to gains in mathematics. (A) The flaw in this argument is that, although the connection between music and numeracy is often asserted with conviction, there is conflicting evidence of this from recent research. (C)
- 39 D To reverse this trend, making the fine arts subjects count towards entrance requirements in university will secure the more positive future for music education we need. (A) That alone should be enough to guarantee its continuing place in education systems. Yet there are even stronger arguments. (B) ... we should be instructing them in how to acquire these talents in school situations. (C) Quite simply, too many other subjects now have a claim to the cultural justifications made for keeping music on the curriculum in the past. (D)
- 40 A ... musical performance is widely recognised in its role uniting communities and fostering a spirit of togetherness (B) ... performing in the community is simply no longer appreciated, and has all but vanished. (A)

Part 7

- 41 C ... failed to spot a single kangaroo on the trip. There was plenty of other wildlife ... Yet while I saw cars equipped with protective roo-bars everywhere ... the nearest I got to the creature itself on that particular visit, was a giant statue of one in Perth ... So now I'm back to try and correct that situation ... where I'm told I'll be able to tick this elusive marsupial off my must-see list.
- 42 A Despite the warning signs of kangaroos on the road everywhere ... says our driver ... Hmm, perhaps its me ... Reassurance that its not is on hand as ...
- 43 B Thats quite an offer considering rooms here come at a cool US\$700 a night. And no, thats not a typo. Can any hotel be worth that, you might be wondering? ... Well, it can, if ...
- 44 E In the foyer, there is a reminder of this famous visitor, with a leather-bound book detailing his adventures in Australia ... As interesting historically as these insights into the past are, even they cannot hold my attention for very long ... When the luxury of our surroundings is calling for me. ... Theres no time to try any of that out now, though. Im off kangaroo spotting.
- 45 D Im off kangaroo spotting. ... Weve hardly started down this bumpy track when we hit the jackpot, not a lone kangaroo but a whole mob of them ... Still, we managed to get near enough for some good photos ... Of course, I needed pictures of them all, so it took us much longer than it should have
- 46 G Theres a gourmet picnic waiting for us in a basket, and we sat down to munch alongside our bouncy companions, with the most spectacular views ... Once body and soul were refuelled ... Remarkably, the hotels and parkland of the Wollemi Valley were constructed without a single tree being cut down to make way for man ... Unlike many eco-places,

Part 8

- 47 B In fact, experiments on replica batteries showed that all that only lemon juice or vinegar were needed to produce electricity.
- 48 D ... it was possibly being transported ... as a gift for the triumphant Julius Cesar.
- 49 C To construct a temple such as this, hunters would have been required to leave their somewhat nomadic lifestyles, settle in one place, and possibly then realise the need for agriculture.
- 50 A It was designed to be used in temples to aid spirituality, and appears to have become quite commonplace.
- 51 B It is also challenging to date the pots accurately, as the iron, sulphur and chlorine that they are made of are very resistant to chemical analysis used to date objects.
- 52 D However, the mathematical and astronomical theories it relied on are so complex that many scholars refuse to accept that it is from that period.
- 53 B This seems more likely than powering objects, as no signs have ever been found of other inventions requiring electricity.
- 54 C Despite the fact that the site was discovered in 1996, much of it has yet to be unearthed.
- 55 A Although a few writers discussed such devices before Heron, he was the first one to describe them in detail and give guidelines for manufacturing them.
- 56 A ... powered a musical pipe organ and shot jets of water from a fountain.

Writing

1 Model answer:

Young people have the unfortunate role of living in a community where they often feel the decisions are made almost entirely by other people. There are many ways that young people can influence the quality of the area they live, and take an active role in improving the facilities that are available.

Perhaps the most important place to start is to communicate their views to people who do have decision-making power. Teenagers are generally fairly confident with technology, and are able to post, read and react to comments, set up online surveys and generally gather views. They also have the contacts among their friends to encourage them to participate. A website where young people can post suggestions or complaints, such as reporting areas where they feel unsafe, would at least communicate to the government where they would like to see changes.

A second area where young people can make an impact is in volunteering. Although during school term-time, participating in other activities may have a negative effect on their school work, during holidays and weekends it is a good thing to be out in the community, meeting people or working on projects outdoors. A large group of young people can revitalise an area in no time.

To conclude, I think that encouraging young people to become more involved in their community teaches them to take control and take action. These are important lessons. Of the two methods advocated here, I believe that establishing a website to channel resources in the right direction will have the most beneficial effect for both the town and the young people involved.

2 Model answer:

Introduction

Working in teams is not something that comes naturally to many people. When very young children play, they tend to play alone. Learning to accept roles, and differing levels of ability does not come naturally. Therefore, it is important to create space to develop team skills.

Current team opportunities

The main area where team work is encouraged is obviously sport and physical exercise. However, even in this subject, which is often practised in teams, there is usually very little direct instruction on how to make the most of working together. There are occasional opportunities for group work in drama and other subjects. Most importantly, at the moment, there are no assessed projects which require people to work in teams.

Requirements of a team-based focus

Young people need some instruction on dealing with conflict in groups, coping with differing levels of effort and ability and generally guidance on becoming effective team players. This will be essential in future work situations.

Recommendations

- The range of teamwork opportunities should be extended, particularly in some subject areas where at the moment it is positively discouraged, such as mathematics and the sciences. The latter is particularly well suited to being exploited through group science projects.
- Team skills should become a part of the school curriculum. Being a team coach, or a manager, are professions with a long history of information on how to perform better in groups. It would be good to bring some of those ideas to students.

Conclusion

The recommendations would be simple to implement and would prepare students for the world of work once they leave the school more effectively.

3 Model answer:

Food is one of the most basic requirements, but also one of the great pleasures in life. A shared meal with family to mark special occasions stays in the memory for many years. Sometimes, though, it is the food itself that makes the experience special, and that was the case when I first tried Camp Fire Curry.

When I first discovered this delicious dish, we had been on a long hike, studying the creatures in a local nature reserve. The long, slow nature of preparing food over a campfire always gives the food a special, mellow flavour, and this dish was no exception. It was made with fresh ingredients. In fact, some of the vegetables used had only been picked from the fields around us hours earlier. The result was an unforgettable dish. Before we could eat, we needed to make a special type of bread to accompany our curry. We cooked the bread wrapped in tin foil, on the piping hot rocks around the outside of the campfire, then went to wash our hands in the stream and get ready for our feast. It was late summer, and the sun was beginning to set over the reserve as we tucked in. It was an incredible meal. Although curry requires a large number of ingredients, it is a simple dish, with little to do once you have mixed everything together. but You just need to wait for the herbs and spices to do their magic. I would recommend both this dish, and the experience of eating out in the open air, as a special combination. You won't regret it!

4 Model answer:

Dear Lily

It's so great to hear from you, and to see that you're taking your studies so seriously these days! I remember when we couldn't get you to turn away from a phone screen!

Well, as you know, I did take an extra course over the summer last year. I have to be honest, at the time I really regretted the decision, because I was jealous of all my friends who were down at the beach, or hanging out at the basketball courts. Mind you, attending the course itself was enjoyable enough because the lectures were interesting and my fellow students were so much fun. But when it came to opening my books in the evening or at the weekend to do some research of complete the assignments, well, it was a different matter!

That said, I'd definitely have no hesitation in recommending that course of action now. The classes in the second year just went up in terms of difficulty, and I was so grateful to have the extra time to spend on those other courses. You don't need to concern yourself with revision of the first year, because a lot of that is built into the second-year courses, anyway. Having one less subject also gave me more time to spend on projects, and designing programmes can really eat into your time.

So, all in all, I think you should go for it. Summer classes end a month before the start of the new term, so you'll have plenty of time to chill out and have some fun. Make the most of it!

Much love

Sami

Listening

Part 1

- 1 B *I hadn't actually realised that that I could use most of my business income to clear my student loans, too, which was a huge weight off me.*
- 2 A *M: I can see how it would have been intimidating without that guidance. F: I think my negative experiences would have been very different if I'd had someone who knows the culture to give me a few hints and tips before going.*
- 3 C *... with the extra time off, I'd be able to catch up on my assignments on the days when we weren't...*
- 4 A *I also had to tweak a lot of recipes depending on the role they played in the team, like one would specialise in mountain endurance cycling, and another would do the sprints.*
- 5 B *The speakers were buzzing and screeching and you could hear the guitar intermittently.*
- 6 C *They got off to a late start because of the technical problems, so it wasn't their fault. We should give them a second chance...*

Part 2

- 7 *geography (... my degree's in geography ...)*
- 8 *hotel (... when I was a night receptionist at hotel and spent hours watching wildlife programmes on TV. I caught an interview with a wildlife cameraman and that was it!)*
- 9 *video camera (I was desperate to have my own video camera. I looked in all the discount stores, but even there they were a bit beyond what I could afford.)*
- 10 *emotional (... in fact, I was quite emotional because I realised I'd actually achieved my dreams.)*
- 11 *(the) desert (I think the desert gets my vote, though, because the wildlife there is so hidden and secretive.)*
- 12 *gorillas (I haven't managed to see gorillas yet, and that's definitely an unfulfilled ambition.)*
- 13 *heights (My only phobia is heights, which I dread.)*
- 14 *night assignments (I guess my least preferred jobs are night assignments, but luckily, I don't have to do those too often.)*

Part 3

- 15 B *... I realised that much of the work there was about case management, and following legal policy, which I wasn't expecting, and it wasn't at all satisfying.*
- 16 A *... whereas I knew that if you looked at the academic research, often people more agreeable personalities make poor choices.*
- 17 A *We found that by being generally agreeable, people consented to some pretty harmful behaviours.*
- 18 D *They're not considering the other person's feelings here though, they're scared about being singled out for poor treatment...*
- 19 C *It was interesting to note that people wouldn't rate themselves below their neighbour if they knew their score. Their evaluations were influenced by others. Matthew: We tend to compare that mistaken idealised image to the real behaviours of those nearest us, and we realise we're so superior!*
- 20 C *... I'd be kidding myself if I thought I'd cope fine ... I guess one day I really should accept a bit of hard truth, but not today!*

Part 4

- 21 H *... moving into halls to be able to meet native speakers and work on my proficiency.*
- 22 A *Moving to the student hall made sense at the time, as it was a brief stroll past the coffee shop and across the block to get to class in no time.*
- 23 B *... there was always transport back late at night, and we had a student support officer, which is what made me pick the place.*
- 24 C *Someone I'd known since childhood got into the same course and he insisted we stick together.*
- 25 F *I applied for the identical room in the halls of my university where my mother had rented before me. And I got it!*
- 26 E *I was taken aback by how much they were always there for me, even though we weren't even that similar!*
- 27 G *... climbing wall ... I never imagined being dedicated to my studies would lead me to taking that up!*
- 28 H *... when holidays came around, I didn't want to leave. I was already where I belonged, the opposite of how I felt at the start.*
- 29 D *I'd always been so obsessed with having everything in its place before!*
- 30 A *... but I gradually became more conscious that I had a duty to my parents to make more sensible decisions.*