

Unit 1 Inspiration

1A Reading and vocabulary

Challenges pages 4–6

Exercise 2

Challenges: His parents sold his bike. Travelling was difficult because his eyesight was getting worse. He started a career in finance. He set up his own company.
Attitude: enthusiasm, ingenuity, single-mindedness

Exercise 3

(Possible answers)

- 1 The author is focusing on the challenges faced by Amar and his positive attitude in facing them. He / She is trying to make the point that Amar overcame the difficulties in his situation.
- 2 The author quotes Amar in order to show his point of view.
- 3 He / She doesn't explain why Amar has experienced these problems. This is probably to encourage the reader to continue reading and find out why Amar faced these setbacks.

Exercise 4

The author tells us that Amar is blind. He / She tells us now because it increases the impact of the first two paragraphs; the reader realizes the nature of Amar's challenges.

Exercise 5

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

Exercise 7

- 1 perfectionism [line 20] 2 commitment [line 41]
- 3 perseverance [line 42] 4 tolerance [line 50]
- 5 compassion [line 50] 6 optimism [line 68]
- 7 ingenuity [line 76] 8 single-mindedness [line 78]

Exercise 8

- 1 optimism 2 perseverance 3 compassion
- 4 commitment 5 perfectionism

Exercise 9

- 1 obstacle, blow, hindrance
- 2 get over, overcome, conquer
- 3 innovative, revolutionary, ground-breaking
- 4 benefit

1B Grammar and listening

The 'we' generation pages 6–7

Exercise 1 1•01

Audio script

Presenter Were you born between 1982 and 1999? If so, then congratulations. You're part of the 'me generation', a generation which, according to recent studies, is lazy, materialistic and

self-obsessed ... or is it? Today in the studio, we're talking to James Radcliffe, a youth worker from London, who has come to argue the opposite. Welcome, James.

James Thank you ... Well, as you've just said, I don't think the 'me generation' label is entirely fair. Many teenagers volunteer their time to help their local community, or work for charities such as We Day.

Presenter Yes, that's a very popular one. What does it involve, exactly?

James We Day is all about getting young people involved with issues they care about. It could be a local issue, such as collecting food for the homeless, or a global issue, such as providing children with an education. And the money raised by We Day supports its sister charity Free the Children, which was founded by a twelve-year-old boy.

Presenter That's interesting. What's the story?

Youth worker Well, in 1995, twelve-year-old Craig Kielburger was reading a newspaper when he came across an interesting article. The story was about Iqbal, a Pakistani child, whose parents had sold him into forced labour. Eventually, Iqbal escaped and joined an organization that fought for children's rights. You see, as a small child, he had worked twelve-hour days on handmade carpets, so he knew the misery suffered by child workers. Iqbal wanted to stop it.

Presenter Did Craig ever meet him?

Youth worker Sadly, no. When he was twelve years old, the same age as Craig, he was murdered. But Iqbal's story had a huge impact on Craig and his classmates, inspiring them to help with the fight for children's rights. That's why Craig had created Free the Children, and twelve years later, he also founded We Day with his brother Marc.

Presenter So how does the charity work?

Youth worker Well, every year, We Day organizes special six-hour events or parties around the country. There are eleven in America this year. Often, celebrities and inspirational people speak or perform at them, so everyone wants to go. Kids have to 'earn' tickets by getting involved in one local and one global service project. It educates children about the importance of providing help to those in need, and aims to turn kids into life-long givers.

Presenter That's impressive.

Youth worker And recently it's been growing in popularity – it has 3.3 million followers on Facebook. That makes it one of the largest charities on Facebook.

Presenter So the 'me' generation are using the connections they build on Facebook to become the 'we' generation.

Youth worker That's right. I've always believed there are plenty of hard-working, selfless teens out there. Since We Day began, school children have given over six million hours of service, and they've collected food worth over three million pounds for local food banks. Charities like We Day are turning 'me' into 'we' one hashtag at a time.

Exercise 2 1.01

Order: 8, 3, 6, 2, 4, 5, 7, 10, 9, 1

- 1 *are turning*: present continuous – an action happening around now
- 2 *had worked*: past perfect – an action which occurred before another past action; *knew*: past simple – an action in the past
- 3 *had sold*: past perfect – an action which occurred before another past action
- 4 *had created*: past perfect – an action which occurred before another past action; *founded*: past simple – an action in the past
- 5 *organizes*: present simple – a routine action
- 6 *escaped, joined*: past simple – an action in the past
- 7 *'s been growing*: present perfect continuous – an action that started in the past and is continuing now
- 8 *was reading*: past continuous – an action in the past that was interrupted by a shorter action; *came across*: past simple – an action in the past
- 9 *have given*: present perfect – an action that happened at an unspecified time in the past
- 10 *'ve always believed* – an action or state that started in the past and is still happening now

Exercise 3

1a present perfect continuous

1b present perfect

In both sentences, the action or state started in the past and continues in the present. However, in 1b the continuous tense is not used because *believe* is a stative verb.

2a present perfect

2b past simple

The present perfect is used in 2a because it refers to an indefinite time in the past. The past simple is used in 2b because the event happened at a specified time in the past.

3a present perfect continuous

3b present perfect

The present perfect continuous is used in 3a because the action is ongoing. The present perfect is used in 3b to stress that the activity is completed.

4a past perfect

4b past simple

The past perfect is used in 4a because Craig gave the speech before we arrived. The past simple is used in 4b because Craig gave the speech after we arrived.

5a past continuous

5b past simple

The past continuous is used in 5a because we took the photos while the concert was still in progress. The past simple is used in 5b because we took the photos after the concert finished.

6a present continuous

6b present continuous

The present continuous is used in 6a because it describes what she is doing at the moment. The present continuous is used in 6b to express that the activity is annoying.

Exercise 4

- 1 is smiling
- 2 has just won
- 3 wasn't always / hasn't always been
- 4 forced
- 5 ran away
- 6 was looking for
- 7 fell
- 8 took (him) in
- 9 looked after
- 10 had never known
- 11 founded
- 12 have been visiting
- 13 have given out
- 14 has become

Exercise 5

- 1 Why is Kesz smiling at the moment?
- 2 Where did he work when he was two?
- 3 Why did he run away from home?
- 4 What was he looking for when the accident happened?
- 5 Who looked after him afterwards?
- 6 What had Kesz never experienced before?
- 7 What effect did this have on him?
- 8 What has Kesz's organization achieved since it was founded?

1C Listening, speaking and vocabulary

Do the right thing pages 8–9

Exercise 1 1.02

Audio script

It was a normal afternoon on the New York subway. The platform was crowded with people as they waited for the Number 1 train to arrive. There was an old man sitting down reading a newspaper; a couple of teenagers leaning against the wall, listening to their MP3 players; a young mother carrying her small baby in one arm and a bag of shopping in the other. There was also a construction worker called Wesley Autrey, who was taking his four-year-old and six-year-old daughters home before going to work. Just another ordinary day on the subway ... until the unthinkable happened. A young man moved too close to the edge of the platform and, just as the headlights of the train appeared in the tunnel, fell onto the tracks.

- 1 It took place on the New York subway.
- 2 There was an old man reading the newspaper, two teenagers listening to their MP3 players, a young woman with a baby and some shopping, and a construction worker taking his daughters home.
- 3 A young man fell onto the tracks.

Exercise 2 1.03

Audio script

'I had to make a split decision,' Wesley said later. So he jumped. The man had fallen between the two rails, so Wesley lay on top of him, pushing him down into a 35 cm-deep space. The train was too close to stop, and five carriages rolled overhead as people on the platform screamed in horror. 'We're OK down

here, shouted Wesley once the train had stopped, 'but I've got two daughters up there. Let them know their father's OK.' That's when the cries of wonder started, and the applause. That's when Wesley became known as The Subway Superhero.

Exercise 3 1:04

Audio script

Presenter The question many people ask themselves after hearing The Subway Superhero's story is: Would I have acted in the same way? Then they might ask: What made Wesley Autrey risk his life to save a stranger? What was going through his mind? Didn't he think about his children? Was it a heroic act or was it thoughtless and irresponsible? Today on *Story of the Week*, psychologist Mindy Manson is going to give some answers.

Psychologist I think most of us will recognize it as a heroic act, but for me the real question is: why was it Wesley who reacted rather than anyone else? Several years ago there was a similar incident in a bank. During an armed robbery, a customer jumped on the gunman – he was shot in the leg (he survived), but he helped to stop a robbery.

Presenter That's extraordinarily brave.

Psychologist True, but what was really interesting about this event was not what the hero did, but what other people did. On the CCTV recording, when the armed robber walked into the bank with his gun, the other customers didn't react. They simply carried on with their business. One man continued to drink his coffee while another filled out a loan application form.

Presenter Perhaps they didn't see the robber.

Psychologist Maybe, although I think what was happening was a typical first reaction to unexpected, dangerous situations. In these situations, our brains find it difficult to accept that something is wrong. We try to rationalize what we're seeing; in effect, we're refusing to acknowledge the threat. It's a problem, as it can waste time.

Presenter That's interesting.

Psychologist Another typical reaction is 'freezing'. When there is great danger, our stress hormones react, making it difficult for our brains to process information and make decisions. So people 'freeze' ... They literally move and think more slowly. This probably happened to people on the platform when the passenger fell onto the track.

Presenter But why do some people take the lead? What makes people become heroes?

Psychologist In the case of the bank robbery, the customer who stopped the robber was threatened directly. In this situation, his brain had no choice but to accept the situation immediately – it was self-preservation, and his actions were partly in self-defence. But it's also true to say that some people are better-prepared mentally than others.

Presenter You mean people like firefighters and soldiers?

Psychologist Yes, these people are trained to deal with life-and-death situations, so react a lot better. But the way ordinary people perform often depends on their attitude. If people have a lot of self-assurance, if they feel they are in control of their destiny and can change things, then they usually react more effectively. People who tend to feel helpless and at the mercy of fate are less likely to take action.

Presenter So having self-belief and confidence are qualities a hero might have.

Psychologist That's right. Another explanation is that heroes tend to be natural risk-takers and produce lower levels of the stress hormone, so they aren't overwhelmed or 'frozen' with fear. They have more self-control.

Presenter That makes sense.

Psychologist And interestingly, they are usually more involved with people and the society around them, and not particularly motivated by self-interest. A study in 2005 found that heroes interacted with friends and family more frequently, and were more aware of the needs of others.

Presenter So are heroes pretty rare?

Psychologist Not really. Heroism happens more often than we think, and it doesn't only occur in life-and-death situations. Look at the aftermath of disasters where people share resources and look after those who need assistance, or a person who donates a kidney to a relative, or a single mother working all hours to pay for her child to go to college. We can find these examples of selflessness and self-sacrifice everywhere we look; all these people are putting others' needs before their own and they don't think they're doing anything special. As Wesley Autrey said, 'I don't feel like I did something spectacular. I just saw someone who needed help. I did what I felt was right.'

Reasons some people help: they are threatened directly; they are trained to deal with life-and-death situations; they have a lot of self-assurance / self-belief and confidence; they produce less of the stress hormone; they are more involved with the people and world around them.

Reasons some people stand back and do nothing: they don't believe anything bad is actually happening; they produce more stress hormones so they 'freeze'.

Exercise 4 1:04

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

Exercise 5

- | | |
|---------------------|------------------|
| 1 self-preservation | 5 self-defence |
| 2 self-interest | 6 self-sacrifice |
| 3 selflessness | 7 self-control |
| 4 self-obsession | 8 self-assurance |

Exercise 7 1:05

Audio script

Boy It's going to be really difficult to decide. There are so many people here who I'd say are real heroes.

Girl 1 True, but I think we can cross the sports star off the list, can't we? What she did wasn't particularly heroic.

Girl 2 What do you mean exactly?

Girl 1 Well, I don't think that giving away free tickets cost her anything in particular.

Boy Although it was a nice thing to do ... The kids loved the match.

Girl 2 What about the pilot? It was pretty amazing that he kept calm and managed to save the lives of so many people.

Boy Yes, but he was saving his own life, too, so there was a bit of self-interest involved. And, you know, it is his job. He's been trained to stay calm and save lives in that sort of situation.

Girl 2 OK, I see where you're coming from.

Boy My view is that we have to look for an action that was totally selfless.

Girl 2 What about the teenage carer who looked after her disabled father? She lives on her own with her dad and does everything for him, and she managed to pass her exams as well.

Boy That's impressive.

Girl 1 It is, but for me, it has to be someone who has done something brave and selfless.

Boy Are you saying that it has to be a life-and-death situation, then?

Girl 1 More or less. For example, the boy who gave his kidney to save his brother is my idea of a hero.

Girl 2 Hmm, shall we go with him, then?

All Yes. / OK. / Let's do it!

They choose E because what the boy did was brave and selfless.

Exercise 8 1•05

My view is that ...

Are you saying that ... ?

For me ...

What do you mean exactly?

I see where you're coming from.

A My view is that ... ; For me ...

B I understand that point of view. ; I see where you're coming from.

C Are you saying that ... ? ; Can you just explain that again? ; What do you mean exactly?

Exercise 9 1•06

Audio script

Boy 1 I think we need to consider what we mean by 'a hero' first.

Girl It's someone who thinks of others before themselves, isn't it?

Boy 2 In that case, they all qualify. But what about bravery?

Girl Could you explain what you mean?

Boy 2 Sure. The point is that if someone risks their life to save someone else, they're a hero, aren't they?

Girl I appreciate what you're saying, but it's not just about saving lives. It's about helping someone in any way when there is no obvious benefit for yourself.

Boy 1 That makes sense to me, although I think we should consider bravery, too.

Girl In that case, I think the young person suffering from a terminal illness is the most heroic.

Boy 2 Hmm, I'm not sure I agree ...

Order:

I think we need to consider ...

Could you explain what you mean?

The point is that ...

I appreciate what you're saying ...

That makes sense to me.

A I think we need to consider ... ; The point is that ...

B I appreciate what you're saying ... ; That makes sense to me.

C Could you explain what you mean?

The girl chooses C because he helped someone when there was no obvious benefit for himself and demonstrated bravery.

1D Culture, vocabulary and grammar

Belief and commitment pages 10–11

Exercise 1

A political movement, family and the fight against discrimination were important to the writer. The political movement was more important than his family.

Exercise 2

(Possible answers)

- 1 He was in prison, where time seems to stand still.
- 2 He realized that they had grown older (and therefore he had been in prison for a long time).
- 3 He was happy to see her, but he was worried about her health because she looked thin and unwell.
- 4 They had strict rules, but were willing to make small changes under certain circumstances.
- 5 He was forced to break the tradition that the oldest son or child buries his mother.
- 6 His mother's death made him think about her life and his upbringing. He regretted that he hadn't been able to help her when he was in prison. He wondered if he had been right to put other people's welfare before that of his family.
- 7 He refers to the political struggle against apartheid. His family had initially not understood his struggle and they didn't want to get involved.
- 8 He concludes that he made the right life choices although he was sad that he couldn't support his mother more.

Exercise 3

- 1 gradual, incremental – *gradual* means 'happening slowly over a long period; not sudden'. *Incremental* means 'increasing regularly in number or amount'.
- 2 striking – the author uses this to emphasize the effect his mother's appearance had on him.
- 3 interim
- 4 haggard – it describes his mother's face.
- 5 a great deal – it refers to Mandela's thoughts about his mother. It is more emphatic and more formal than *a lot*.
- 6 attentive – he refers to how he should have been in relation to his mother.
- 7 conundrum – he wondered whether he had been right to put the welfare of the people in his country ahead of the welfare of his family.
- 8 penalized – his family was penalized by his absence because he was in prison or spending time on his political campaigns.

Exercise 4

- a I had been able to support her happened before I went to prison.
- b sentences 1 and 2
- c yet, never, still

Exercise 5

- 1 had been camping
- 2 looked
- 3 had been waiting
- 4 had fought / had been fighting. 'Had fought' implies that the fight was now over. 'Had been fighting' implies that the fight might continue.
- 5 had not come
- 6 arrived
- 7 slowed down
- 8 walked
- 9 had never experienced
- 10 raised

1E Writing

An article pages 12–13

Exercise 2

- 1 **prewriting:** brainstorming, planning
- 2 **drafting:** writing the first draft
- 3 **editing and revising:** self-correction, peer-correction
- 4 **rewriting:** incorporating changes, writing the final draft
- 5 **publishing:** publishing a blog post, emailing to the teacher

Exercise 3

The photos are all connected to Malala Yousafzai. Photo C shows girls studying at school. Malala is fighting for education for girls in Pakistan (the Taliban do not believe in educating girls). Photo A shows Malala in hospital after she was seriously injured by the Taliban for her beliefs. Photo D shows children praying for Malala after she was injured. Photo B shows Malala giving a speech to the national press.

Exercise 4

The writer has followed the plan for paragraphs 1, 3 and 4, but paragraph 2 does not say why the teenager is inspirational.

Exercise 5

- 1 **purpose:** in order that, to prove, in order to, so as to, so that
- 2 **result:** as a result, such a shock that, so, so popular that, As a consequence

Exercise 6

- 1 Malala's father owned the school, so it didn't close.
- 2 She studied hard so that she could become a doctor.
- 3 People were so upset when Malala was hurt that they sent her flowers.
- 4 As a consequence of the shooting, more people supported Malala's cause.
- 5 There was such a lot of publicity that Malala became an international celebrity.
- 6 She was taken to a hospital in England in order to recover.
- 7 There were still threats against Malala, so she stayed in England.

Vocabulary insight 1 page 14

Using a dictionary

- 1 Students' own answers
- 2 1 a/b 2 a 3 a 4 a/f 5 a/e
6 a/c 7 d 8 a/g
- 3 1 b 2 d 3 c 4 a 5 f 6 e
- 4 (Possible answers)
 - 1 Students' own answers
 - 2 the ability to invent things or solve problems in clever new ways
 - 3 to suffer the same fate; a twist of fate; our fate was sealed; fate was kind to me; a fate worse than death;

- to tempt fate
to be in control of one's destiny; a sense of destiny; the destinies of nations
- 4 control, prevail (over), deal with, defeat, conquer, vanquish, overpower
 - 5 in or into a position covering, touching or forming part of a surface
supported by somebody / something
used to show a means of transport
used to show a day or date
immediately after something; about something / somebody
being carried by somebody
in the possession of somebody
used to show that somebody belongs to a group or an organization
eating or drinking something
using a drug or a medicine regularly
used to show direction
at or near a place
used to show the basis or reason for something
paid for by something
by means of something
using something
used with some nouns or adjectives to say who or what is affected by something
compared with somebody / something
used to describe an activity or a state
used when giving a telephone number
 - 6 exciting, interesting, (the) biggest ... of his life / career, serious, direct

- 5 1 **informal:** kid, brat **formal:** infant
2 brat
- 6 1 brat 2 infants 3 brat 4 kids 5 infants 6 kids

Review 1 page 15

- 1 1 compassion 2 single-mindedness 3 perseverance
4 optimism 5 commitment 6 perfectionism
- 2 1 a benefit 2 perfectionism 3 blow 4 defeat
5 conquer
- 3 1 self-defence 2 self-interest 3 self-preservation
4 selflessness 5 self-assurance 6 self-obsession
7 self-sacrifice
- 4 1 gradual 2 haggard 3 striking 4 interim
5 attentive 6 conundrum
- 5 1 is sitting 2 reads 3 passes / is passing 4 has been
5 has been reading 6 use 7 was playing
8 attended 9 was studying 10 heard / had heard
11 allowed 12 simplified 13 remains
- 6 1 rescued
2 had already called
3 had been standing up
4 had never witnessed
5 had returned
6 had been raining
7 sentenced
8 had been waiting

Unit 2 The world around us

2A Reading and vocabulary

Real education pages 16–18

Exercise 1

There is a harsh climate and landscape. In their free time, many teenagers play video games and watch TV.

Exercise 2

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

Exercise 3

(Possible answers)

- 1 The author gives unexpected examples of knowledge of school subjects. The purpose is to show that the way subjects are taught at school is not always relevant to the way these subjects are experienced in real life.
- 2 The story about the fish shows that sometimes we need to learn something through many hours of practice rather than simply learning facts about it.

Exercise 4

- 1 remote – it makes them feel that the education system doesn't relate to them.
- 2 subsistence lifestyle, e.g. hunting walruses, seals and whales; gathering berries
- 3 stifling
- 4 profound – no, they will not be easily overcome; these challenges are profound, with no easy solutions.
- 5 endanger
- 6 harsh, e.g. snow-capped ridges, stony shorelines; the sun disappears in the winter; there is a lot of snow
- 7 inevitably

Exercise 5

- 1 handful of 2 grasp of 3 knowledge of
- 4 responsibility for 5 benefit of 6 demand for
- 7 respect for 8 sense of

Exercise 6

Students' own answers

2B Grammar and listening

Life on the edge pages 18–19

Exercise 1 1:07

Audio script

Interviewer Today on *Life on the Edge*, we're talking to Brad, a bush pilot from the Wrangell–St. Elias National Park in Alaska. The park is huge – to give you a sense of its size, imagine Yellowstone in the USA and times it by six – that's 20,000 square miles of mountain wilderness. It's not surprising then that the most popular form of transport is bush plane. An unusual job, Brad, and also very hazardous. What exactly are the dangers?

Brad Well, the weather is inevitably extreme and pretty changeable. A clear sky might suddenly become cloudy without

warning, with very little visibility. As a result, it's quite easy to fly into the side of a mountain, and that unfortunately does happen from time to time. And when you get into trouble – and it's 'when' rather than 'if' – there aren't many places where you can land safely.

Interviewer But it's a seaplane, so, if necessary, you could land on a lake or a glacier, couldn't you?

Brad Yes ... if you find one in time. We have a saying in Alaska: it's a good landing if you can walk away from it. Although unfortunately the danger doesn't stop there; once, after a particularly difficult landing, a brown bear attacked my plane. That doesn't happen very often, though.

Interviewer That's good to know! What about today's flights? What's the weather forecast?

Brad Well, they say it'll be unseasonably warm and sunny, but we'll see. There are clouds on the horizon, which tells me it's going to snow later. We might have to cancel the afternoon flight – wet snow sticks to the plane wings, which makes it impossible to gain height.

Interviewer Better to be safe than sorry, I suppose. And where are you flying today?

Brad I'm taking food supplies and mail to McCarthy.

Interviewer How often do planes fly out there?

Brad Usually three times a day, as long as the weather is good. On today's flight, there are a handful of tourists, too. There's quite a demand for tours at the moment, so I'm going to fly over some remote glaciers and icefalls – they're pretty awesome. Hopefully, we'll see some wildlife as well, such as eagles, bears and moose.

Interviewer It sounds like a fantastic experience.

Brad It is. Hop in and I'll take you for a quick tour. I have some time.

Interviewer Sure, but what you were saying about the snow ...

They're talking about a bush pilot's job.

Exercise 2 1:07

1 F 2 T 3 F 4 T 5 F 6 T 7 F 8 T

Exercise 3

a 4 b 1, 2; sentence 2 is based on evidence
c 5 d 3, 1 e 6 f 8 g 7

Exercise 4

- 1 'I'm meeting' implies that the arrangement is fixed and certain. 'I'm going to meet' implies that there is a strong intention, but it is not as certain as 'I'm meeting'.
- 2 'I'll probably do' implies that the speaker hasn't yet decided. 'I'm doing' implies that this has been planned and the decision has been made.
- 3 'Leaves' implies a scheduled event. 'Might leave' implies that the arrangement could change.
- 4 'You'll fly' and 'you might fly' have the same meaning in this context.
- 5 'I might call' implies that the speaker hasn't decided yet. 'I'm going to call' implies that the speaker intends to make the call.
- 6 'I'll close' implies that the speaker has offered to close the door. 'I'm going to close' implies that the speaker was already planning to close the door.
- 7 'It's going to leave' implies that the speaker is predicting an event based on the evidence. 'It's leaving' implies that the event is actually happening.

Exercise 5

volcano photographer

1 c (this focuses on duration) 2 d 3 a 4 b 5 c

Exercise 6

- | | |
|----------------------------|-----------------------------|
| 1 will be preparing | 6 will be camping |
| 2 will probably be packing | 7 will also be swimming |
| 3 will be checking | 8 will probably have risked |
| 4 won't be staying | 9 will have been working |
| 5 will have taken | 10 will have visited |

Exercise 7

(Possible answers)

- 1 What will you be doing this time tomorrow?
- 2 Where will you be working this time tomorrow?
- 3 How long will you have been working as a (war correspondent) by this time next month?
- 4 How many (times will you have appeared on TV) by this time next week?
- 5 Will you still be working as a (war correspondent) this time next year? Why / why not?

2C Listening, speaking and vocabulary

Urban stories pages 20–21

Exercise 2 1•08

Audio script

In 2010, small stickers started to appear on empty storefronts and boarded-up buildings in neighbourhoods in New Orleans. These stickers weren't like posters advertising products. They weren't offering work or publicizing events. On each one, a single sentence was written – 'I wish this was' – and a pen was left for people to add their suggestions. Soon, the buildings were covered with ideas from local residents: there was a big demand for practical solutions like cafés and shops. But a handful of suggestions were poetic and humorous: 'I wish this was a place to sit and think.' 'I wish this was heaven.' 'I wish this was Brad Pitt's house.'

This unusual project was the idea of Candy Chang, a young artist who lives in New Orleans. In 2005, after Hurricane Katrina, many buildings and public spaces were damaged or destroyed. A few years later, when Candy moved to the city, many neighbourhoods still had run-down buildings and empty, abandoned plazas in desperate need of regeneration. They were no-go zones that needed someone to turn them into thriving, dynamic spaces attractive to the local community. The question was: what and where? 'Who knows a place better than the people who live or work there?' reasoned Candy, and 'What if we could easily say what we want, where we want it?' The 'I wish this was' project used people's knowledge of places and helped them record their ideas for shops and services on an actual location. 'The responses reflected the hopes, dreams and colourful imaginations of different neighbourhoods,' she explained.

But the project didn't stop there. Inspired by the response, Candy developed the idea and started a social network website called Neighborland.

Exercise 3 1•09

Audio script

Interviewer Nowadays, in most neighbourhoods, people don't usually knock on your door, offer help or even introduce themselves. Communities are less sociable and open than they used to be in the 1940s or 50s, for example, and residents don't often come together as a community. However, people still care about their local environment – they also use social media. That's why Neighborland is so exciting. Today in the studio we have Shelley, who works for the Neighborland website in Manhattan, and she's here to explain exactly what it is and the projects it will be supporting in the future. Welcome, Shelley.

Shelley Thank you. Well, put simply, Neighborland provides an area for people to share ideas about how to improve their urban environment. By signing into the website, you can connect with other residents and propose and discuss issues like better shops and services, more efficient public transport, less wasteful use of resources, or local spaces which need to be renovated. You can see what other people want and click the 'me too' button. It's a totally new idea and a real opportunity for citizen-powered change, an opportunity to reclaim our public spaces.

Interviewer What kind of things are people asking for?

Shelley Things like 'I want more bicycle lanes,' 'I want the canal to be cleaned' or 'I want free Wi-Fi in the park on 57th Street.'

Interviewer All very practical suggestions.

Shelley Yes, they are. But besides the practical suggestions, there are also more innovative ideas which might make public spaces worthwhile and improve the quality of everyday life. For example, in New York, residents want to create stairs with a line from a story on each step. So the story will gradually develop, encouraging people to carry on walking rather than take an elevator. Another suggestion is for daily music and dance performances in neglected plazas in Manhattan, supporting businesses and encouraging regeneration.

Interviewer Yes, I can see the benefits of that.

Shelley Other proposals include a free community stage or table tennis facilities in the park. So we have a lot of ideas, and hopefully some of them will be realized. After all, public space is where life happens – it gives you a sense of community.

Interviewer So how will these projects be realized?

Shelley Well, once enough people have clicked the 'me too' button to support an idea, Neighborland makes sure that local agencies see it, and encourage funding. Inevitably, many of them won't happen, but the most popular ideas have a good chance of funding.

Interviewer So it's a valuable way to put pressure on the local authorities to listen to what local people want.

Shelley Exactly. It's about creating a conversation among citizens who care. The 21st century is being called the urban century, and in the near future, seventy per cent of the world's population will be living in urban places. Ideas like Neighborland help us take responsibility for that future and shape the environment we want to be part of. It makes us consider the type of communities we live in today and how they can be improved.

Interviewer Thank you, Shelley. And now to look at another approach, we have ...

- 1 It's about the Neighborland website, which encourages people to discuss their local environment.
- 2 Social networking websites like Neighborland bring about changes in local environments, encourage funding, publicize regeneration projects and put

pressure on local authorities to respond to the community.

- 3 Students' own answers
- 4 Students' own answers

Exercise 4 1:09

- 1 They were more sociable and open in the past than they are today.
- 2 People care about their local environment and they use social media.
- 3 It allows people to share ideas about how to improve their local environment.
- 4 They want more bicycle lanes, they want the canal to be cleaned and they want free Wi-Fi.
- 5 They improve the quality of everyday life and encourage a sense of community.
- 6 When enough people have clicked the 'me too' button, Neighborland shares the ideas with local agencies, which encourages funding.
- 7 It is known as the urban century.
- 8 They will help us to take responsibility for the future and to play a part in shaping our local environment.

Exercise 5

- 1 neglected 2 abandoned 3 thriving 4 attractive
- 5 wasteful 6 worthwhile 7 run down

Exercise 6

- 1 abandoned 2 attractive 3 thriving
- 4 neglected 5 worthwhile 6 renovated 7 efficient

Exercise 9 1:10

Audio script

Tom Our top priority today is to discuss proposals for the abandoned area in Firth Street near the school. Would anyone like to make an opening suggestion?

Katie Um, well, we could do with a park. My main concern about this area is the lack of green space. It's so grey and run-down – there's nowhere to just sit and think.

Ryan I know what you mean, but I think that's a 'nice to have'. What we really need is somewhere to spend our free time, but I think a cinema is better than a park. For me, it's a 'must'. A sports centre would be a big plus, too. That sort of development would also generate jobs so there's a long-term benefit.

Tom Jobs are important, but a cinema isn't a good idea. I mean, they're way too expensive, and who actually watches films there? And just think, when it gets warmer, the park could have cheap open-air cinema screens.

Katie That's a nice idea ...

Tom I'm not convinced by the sports club either – it'd be more valuable to have a natural space where you can rollerblade, play football or take part in community events like fun runs.

Ryan Hmm, but sports clubs offer more activities – and in all kinds of weather. They have swimming pools as well. The park might have a duck pond, but you probably wouldn't swim in that!

Katie Yes, that's true. Well, let's have a vote ...

a park, a cinema, a sports centre / club

Exercise 10 1:10

- 1 concern about this area 2 really 3 plus
- 4 nice 5 do with 6 convinced

Exercise 11 1:11

Audio script

Tom On a related matter, we all have the opportunity to vote for the Innovative Community Competition. There are five suggestions altogether, and local residents and students on the school board can vote for their favourite. The most popular idea will receive money from the local authority.

Katie What sort of ideas are they?

Tom Well, there's one idea to install a slide instead of steps down to the underground train station on Warren Street.

Ryan That sounds fun.

Tom Another idea is to put musical steps in shopping malls.

Katie That'd encourage people to exercise rather than use the escalators all the time. Good for your health, but perhaps not that good for the community.

Tom You're probably right. Here's another suggestion for a street party. Streets are closed off, the road is covered with artificial grass, then people come along and have a picnic, sunbathe, or play ball games. Simple.

Ryan Great idea, but probably not that useful or practical in April – it rains most days, remember.

Tom Or turn three underground pedestrian walkways into community art galleries, and make them safer.

Katie OK, but not many people are into art.

Tom Actually, I think this last idea is the best. It's a street circus which performs in underused or abandoned public spaces in the city.

Ryan That's a fantastic idea! It's important to highlight neglected parts of the city – you know, like that plaza near the school. It'd help put them on the map again and that should be a priority. An event like this could have real long-term benefits – it'd encourage people to use these spaces again.

Katie I totally agree. It has my vote ...

The following phrases are mentioned:

That should be the / a priority (in this area).

It's important to highlight neglected ...

It's probably not that useful or practical.

A It's important to highlight neglected ...

B It's essential / crucial to ...

C It might be an idea to have ... ; That could be useful for some people.

D It's probably not that useful or practical. ; That should be the / a priority in this area.

2D Culture, vocabulary and grammar

Songlines pages 22–23

Exercise 1

The Aborigines use songs, dance and paintings to find their way around. They use natural landmarks and traditional stories passed down through the generations.

Exercise 2

- 1 D 2 C 3 E 4 A 5 B

Exercise 4

- 1 considerable, valuable 2 navigable, amicable
- 3 legible, visible, audible, navigable, amicable

Exercise 5

- 1 incredible 2 eligible, unacceptable
3 incomprehensible 4 fashionable, collectible
5 inaccessible, advisable 6 edible, horrible 7 treatable

Exercise 6

- 1 present perfect, present simple
2 unless
3 until
4 ... Baamba is waiting outside Arkaroo Rock until we've finished exploring. ... as soon as we've taken some photos, we leave. By the time we reach camp, the rain will be here.
5 as soon as we've taken some photos, we leave
6 as long as; suppose / supposing

Exercise 7

- 1 Baamba won't do the tour unless he has a GPS system.
2 We'll tell people where we're going in case we get lost.
3 As soon as you enter the outback, you'll lose your phone signal.
4 As long as you take a satellite phone, you'll be perfectly safe.
5 Supposing we get lost, what will we do?
6 Stay close to the car until a helicopter sees you.
7 Hopefully, it won't be too late by the time they find you.

2E Writing

Describing a place pages 24–25

Exercise 1

(Possible answers)

- 1 A: an encyclopaedia or a textbook; B: a tourist guidebook; C: a blog or online review site; D: a novel
2 A: students or researchers; B: tourists; C: people interested in travel; D: people who read fiction
3 A: facts and figures; B: information about interesting and important sights; C: personal opinions; D: anything

Exercise 2

Extracts A and D are formal. Extracts B and C are informal.

Extract A

- 1 It uses subheadings. There is clear paragraphing.
2 The sentences and linking words are long and complex.
3 There is an example of the passive. There are no personal pronouns. There are no imperatives.
4 There are no examples of idiomatic or colloquial language, phrasal verbs or abbreviations.
5 There are full forms. There are no exclamation marks or capital letters used for emphasis.

Extract B

- 1 It has a heading, but no sub-headings. There is clear paragraphing.
2 The sentences and linking words are simple.
3 There are no examples of passive or reported speech. There are no personal pronouns. It uses imperatives.
4 There is an example of a phrasal verb.
5 There are contractions. Exclamation marks are used for emphasis.

Extract C

- 1 There are no headings or sub-headings. There is no clear paragraphing.
2 The sentences and linking words are simple.
3 There are no examples of the passive. There is an example of reported speech. There are personal pronouns. There are no imperatives.
4 There are examples of idiomatic and colloquial language and abbreviations.
5 There are contractions. Exclamation marks and capital letters are used for emphasis.

Extract D

- 1 There are no headings or sub-headings. There is clear paragraphing.
2 The sentences and linking words are long and complex.
3 There are no examples of the passive. There is an example of reported speech. There are personal pronouns. It uses imperatives.
4 There are examples of idiomatic and colloquial language and phrasal verbs.
5 There are contractions. There are no exclamation marks or capital letters used for emphasis.

Formal texts: Long, complex sentences; passive or reported speech; full forms

Informal texts: Shorter, more simple sentences; direct speech; abbreviations; contracted forms; idiomatic and colloquial language; exclamation marks; capital letters used for emphasis

Exercise 3

Positive adjectives: knowledgeable, overwhelming, vibrant, awesome, spellbinding, ideal, magnificent, extraordinary

Negative adjectives: tedious, disappointing

Neutral adjectives: well-known, diverse, enormous, recognizable, last-minute, kid-friendly

Exercise 4

- 1 (1) well-known; diverse; vibrant; last-minute; knowledgeable; tedious; kid-friendly; disappointing
(2) enormous; recognizable; awesome; extraordinary; spellbinding; ideal; magnificent
2 (1) very; a little bit; extremely
(2) totally; extremely; totally; utterly; absolutely
Both: pretty; fairly; quite; particularly

Exercise 5

- 1 utterly 2 particularly 3 fairly 4 pretty
5 extremely 6 totally 7 absolutely 8 quite 9 really

Non-gradable adjectives: exhausting, delicious, fascinating, magnificent

Exercise 6

- 1 The style is informal. It uses personal pronouns and colloquial language (e.g. *a bit of peace and quiet; the place for you*).
2 The writer's first impression was negative: *baking hot; lots of flies; pretty ordinary; had a lot more to offer than I initially thought*.
3 The writer visited the museum.
4 The writer concluded that Oodnadatta was very interesting, but also peaceful and quiet.

Vocabulary insight 2 page 26

Using suffixes to build complex words

- 1 *sacred* is the root word
considerable is the adjective from the verb *consider*
attachment is the noun from the verb *attach*
Australian is the adjective from the noun *Australia*
valuable is the adjective from the noun *value*
predates is a verb from the verb *date*; *pre-* has the meaning of 'before'
- 2 -able/-ible e -al c -ed d -ful a -ish f -less b
- 3 1 restful 2 Swedish 3 political 4 collectible
5 homeless 6 childish 7 worried 8 changeable
- 4 The root word is *season*
one prefix (*un-*) and two suffixes (*-able* and *-y*)
-able makes the noun into an adjective
-y makes the adjective into an adverb
- 5 1 -ized / -ised; -ization / -isation
2 -ized / -ised = adjective
-ization / -isation = noun
3 -ized / -ised means 'changed so that it becomes (urban)'
-ization / -isation means 'the process of changing (a place) so that it becomes (urban)'
- 6 1 urbanized 2 urbanization 3 urban 4 urban
5 urbanized 6 urbanization
- 7 Students' own answers

Review 2 page 27

- 1 1 responsibility for 2 demand for 3 handful of
4 respect for 5 benefits of 6 relevance of
- 2 1 profound 2 harsh 3 subsistence
4 remote 5 Inevitably 6 stifling
- 3 1 neglected 2 abandoned 3 declining
4 unappealing 5 worthless 6 wasteful 7 run down
- 4 1 accessible 2 comprehensible 3 visible
4 acceptable 5 considerable 6 advisable
- 5 1 He is going to return before it gets dark.
2 Hopefully, we will see some polar bears.
3 Our train departs / leaves at 10.30.
4 She's doing a bungee jump next weekend.
5 That car is going to crash. It's out of control.
6 I'll get you a glass of water.
- 6 1 we will have finished 2 will you be going
3 I will be flying 4 we will be travelling
5 we will have arrived 6 will you be doing
7 I will have been speaking
- 7 1 as long as, follow 2 in case, decide
3 Supposing, spot 4 unless, says 5 until, comes
6 as soon as, tells 7 by the time, return

Cumulative review Units 1–2 page 28

1 1:12

Audio script

And now for something different. If you're looking for adventure on your next holiday, why not try storm chasing in the USA? In case you didn't know, storm chasing is the hunt for extreme weather conditions such as thunderstorms and tornadoes, to watch them develop, grow and disappear again. Ninety per cent of the tornadoes in the USA hit Tornado Alley, which runs down the centre of the country. In this area, cold, dry air from Canada and the Rocky Mountains meets warm, moist air from the Gulf of Mexico and hot, dry air from the Sonoran Desert in the south-west, causing atmospheric instability, heavy precipitation and intense thunderstorms. This makes Tornado Alley the ideal place for storm chasing.

The best way to go storm chasing is by taking a tour organized by experts in the field. Several companies offer different tours, but you should look for a company which has existed for a long time and has invested in the latest technology to locate severe weather in action. About sixty per cent of storm chasing relies on visual clues from the sky and it takes years to be able to recognize these clues. The other forty per cent is knowing how to read weather data recorded by machines. Without the necessary experience and equipment, a company is unlikely to realize your expectations.

A typical day on a storm chasing tour starts once the experts have analysed all the data and located some severe weather. They inform the tour guests of the route and set off for the target area at around 9 a.m. This may require a long drive – a chase usually covers between 300 and 750 km a day. Prime storm chasing time is usually late in the afternoon or in the early evening, so the group will stop off for lunch at a popular restaurant on their way. The organizers aim to arrive in the vicinity of the severe weather by 4 to 6 p.m. When conditions are right and a tornado forms, the tour chases it until it disappears. Only twenty-five to thirty per cent of the tours are lucky enough to witness an actual tornado, but they are all able to see how great storms form and discharge the contents of the clouds over the plains. The rain is usually accompanied by loud claps of thunder and dramatic lightning shows. Some companies offer a discount to guests who don't see storms that have been issued tornado warnings by the National Weather Service.

Storm chasing holidays can be booked online. The first set of tours run from early May to late June and cost around \$2,600 per person. This usually includes six days of storm chasing, seven nights' accommodation and road transport during the tour. It does not include the airfare to and from the base city or any food. Tour guests can expect to stay in comfortable hotels and motels while they're away and they travel in special storm chasing vans belonging to the company. So if you're a risk-taker and you love to get your adrenaline running, why don't you give storm chasing a go? You're sure not to regret it.

1 T 2 T 3 T 4 F 5 F 6 T 7 T 8 F

2 Students' own answers

3 Students' own answers

- 4 1 the Giant's Causeway
2 the Richat Structure, the Spotted Lake
3 the Richat Structure
4 the Spotted Lake
5 the Giant's Causeway, the Richat Structure
6 the Spotted Lake

5 1 has 2 for 3 unless 4 great 5 over
6 will 7 case 8 be 9 have 10 by

6 Students' own answers

Unit 3 Things that matter

3A Reading and vocabulary

Hoarders pages 30–32

Exercise 2

Reasons mentioned from exercise: 1 and 4

Other reasons: people are naturally resistant to change; people attach more value to things once they own them

Exercise 3

(Possible answer)

The author believes that in today's society we are encouraged to accumulate too much stuff and this results in clutter and sometimes hoarding. The author sees this as a negative thing.

Exercise 4

- 1 F: Susie complains about her mum's hoarding.
- 2 T
- 3 T
- 4 F: Elaine is frustrated by her mother's hoarding.
- 5 F: Advertisements encourage us to believe we need their products to improve our lives.
- 6 T
- 7 T

Exercise 6

- 1 loads of: piles of, mountains of, stacks of, heap of
- 2 things: stuff, objects, possessions, products, belongings
- 3 rubbish: junk, clutter
- 4 throw out: get rid of, bin, junk
- 5 hoard: amass, accumulate

Exercise 8

- a pick out b clear out, throw out c run out
d spread out e opt out f help out

Exercise 9

- | | |
|----------------------|----------------|
| 1 reaches out to (f) | 4 took out (b) |
| 2 drop out of (e) | 5 sort out (a) |
| 3 split out of (d) | 6 worn out (c) |

3B Grammar and listening

What's left behind pages 32–33

Exercise 1 1–13

Audio script

1

Check-in assistant Tickets and passports, please.

Girl Here you are. What's the matter, Mark?

Boy Hmm. I can't find my passport.

Girl Isn't it in your bag? Let me look ... There's so much junk in here.

Boy I'm pretty sure it's in my wallet.

Girl Last time I saw your wallet, it was on the table at the hotel, next to a pile of magazines.

Boy Hmm, sorry, but I think it's still there. How much time have we got before the flight?

Girl About an hour. I can't believe you forgot ...

Boy Listen, if we jump in a taxi we can get back to the hotel and ...

2

Boy You get the rucksack, I'll bring the tent.

Girl Hey, have you got the keys to the flat?

Boy No, you said you had them.

Girl Did I? Well, they're not in my jacket. Didn't you pick them up when we were clearing out the tent?

Boy Nope. Perhaps they were thrown out with the rubbish.

Girl You're joking! They must be in the rucksack.

Boy No, not here.

Girl What a disaster! How are we going to get in?

Boy Look! The bathroom window's open ...

Dialogue 1: They are at the airport. The boy has left his wallet with his passport in it in the hotel. They are going to take a taxi back to the hotel.

Dialogue 2: They are at their flat. They have left their flat keys at the campsite. They are going to try to get in through the bathroom window.

Exercise 2

- 1 – 2 The 3 the 4 a 5 a 6 the 7 the 8 –
People usually leave behind toiletries or mobile phone chargers.

Exercise 3

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

Exercise 4

- 1 flip-flops
- 2 They can float out to sea and pollute coastlines.
- 3 The solution is to collect the flip-flops, wash them and make them into other things, such as jewellery or sculptures.

Exercise 5

- 1 much of, a little, little, far too much
- 2 many, several, far too many, a few, few

Both countable and uncountable nouns: hardly any, some, a lot of, (almost) none of, (almost) all of

Exercise 6

- 1 almost none
- 2 hardly any
- 3 (a) little, (a) few
- 4 some
- 5 several
- 6 many, much, a lot of
- 7 far too much / many, almost all

Exercise 7

- 1 some 2 not many 3 some 4 not much

Exercise 8

- 1 almost all, few
- 2 too many, a lot of, much
- 3 Few, little

3C Listening, speaking and vocabulary

One man's trash ... pages 34–35

Exercise 2 1–14

Audio script

Presenter Arms and legs made from rusty aluminium cans, bodies made up of dated, decaying plastic keyboards and smooth, transparent car headlights becoming broad, triangular shoulders. One man's trash is another man's treasure, and controversial German artist HA Schult used other people's rubbish to create something quite extraordinary – an exhibition called *Trash People*. So today in the studio, we have James, the editor of *Art Now* magazine, to answer some of our questions. I guess the first one has to be: what exactly is *Trash People*?

James Well, *Trash People* is an army, or rather an exhibition of 1,000 individual people – or soldiers, if you like – all made out of the waste we throw out. It took Schult and thirty assistants six months to make these striking sculptures using all sorts of junk, from crushed aluminium cans to tangled copper wire and anything else they could find. // In fact, each of the figures is different, with their own trashy 'personality'! So while one figure has a face made of beaten metal, another has ripped packaging for a mouth. Who would have thought that all that rubbish could look so stunning? //

Presenter It's true that they're very striking ... disturbing, even ... So once his army was assembled, what did he do with it?

James Well that's the interesting thing. You see, Schult took the sculptures all around the world, exhibiting them in famous places such as the Great Wall of China, the pyramids at Giza, Moscow's Red Square, New York and the Arctic. In fact, he travelled with his *Trash People* for more than ten years.

Presenter And what do you think he was hoping to achieve with all this rubbish?

James Probably that *Trash People* would encourage us to reflect and to think about the amount of waste in our society – and, hopefully, to do something about it. The people in a way are images of ourselves. In fact, Schult himself famously said: 'We produce trash, are born from trash and will turn back into trash.' //

Presenter Is Schult an environmental artist, then?

James You could say that. He's often tried to promote awareness of environmental issues. // He filled St Mark's Square in Venice with trash and paper and he created a huge winding paper river in New York, using old editions of the *New York Times*. He's also

built an experimental hotel in Rome made from twelve tons of smelly debris picked up from Italian beaches. It's called *Save the Beach*.

Presenter That's impressive, although he's not the only artist using trash to promote environmental awareness. //

James No, and he's not the first. Artists have been using junk for a long time. In the early 20th century, Pablo Picasso used newspapers and bits of old objects in his cubist paintings. Expressionist painters like Jackson Pollock also used rubbish, but nowadays artists use junk for different reasons – many want to underline the problem of modern life – life overwhelmed by trash. //

Presenter That's an interesting point, but does environmental art really influence us? Is there any point in doing it?

James That's a tricky question, but as each person in the West produces around two kilos of garbage a day, 13.4 kilos a week or 726 kilos a year, someone needs to do something. It's a fact of life that most of this waste ends up in rubbish dumps or the sea, so if environmental art discourages us from throwing so much away, perhaps reusing and recycling a little more, then yes, there is a point. I think that for many of us, there are so many things going on in our lives that we need a small reminder every now and then of the consequences of our actions. These reminders make us more environmentally aware and encourage us to behave more responsibly. 'We must change the world before the world changes us,' says Schult, and I think that these environmental artists, well, I think they believe that people can do that.

- 1 An environmental artist is someone who uses art to highlight the impact of modern society on the environment.
- 2 Environmental art reminds us to consider the consequences of throwing so much away. This may encourage us to reuse and recycle more.
- 3 Students' own answers

Exercise 3 1–14

- 1 F: Thirty people worked with Schult on *Trash People*.
- 2 F: Each trash person was made from different materials.
- 3 F: His main aim was to make us think about the amount of waste we produce.
- 4 T
- 5 F: He finds Schult's work impressive.
- 6 T
- 7 T

Exercise 4

- a type or purpose: car
- b material: aluminium, plastic, copper, paper
- c size: broad, huge
- d age: dated
- e colour: transparent
- f origin or nationality: German
- g shape: triangular, winding, crushed, tangled
- h opinion: controversial
- i other qualities: rusty, smooth, ripped

Exercise 5

- a type or purpose: no example
- b material: silk, bronze, wooden
- c size: tiny
- d age: contemporary, antique
- e colour: colourful

f origin or nationality: Indian
g shape: rectangular
h opinion: witty, troubling, stunning, delicate
i other qualities: abstract

Order of adjectives: opinion, size, shape, age, colour, origin or nationality, material, type or purpose, other qualities

Exercise 6

- 1 troubling, tiny, contemporary
- 2 controversial, bronze
- 3 stunning, rectangular, abstract
- 4 antique, Chinese, wooden
- 5 delicate, Indian, silk
- 6 witty, colourful

Exercise 9 1.15

Audio script

Boy 1 What do we have to do, exactly?
Girl 1 Well, our main objective is to decide which objects tell our local story best for a community museum. We need objects for display cases dealing with the environment, culture and history.
Girl 2 OK, so if we want to say something about the environment, we could have something from the beach. It's a big part of local life.
Girl 1 You mean like seashells or a pair of flip-flops?
Girl 2 Seashells would be good – they're prettier and more eye-catching. There are quite a few issues surrounding the beach, too. We could include some litter, for example, to raise people's awareness of local problems.
Girl 1 That sounds like a really good idea.
Boy We might want to have a carnival mask, as well. We have a lot of local fiestas and the mask will help illustrate that.
Girl 1 True, but I'm not sure this is the right place. Won't that go in the culture display case?
Girl 2 Yes, that could be the best place for it. But we're forgetting the history display case. How about having a mosaic tile there to show the Arabic influences in our local culture?
Girl 1 Maybe, although a picture of Christopher Columbus might be better. People associate him with Spain, don't you agree?
Boy Won't everyone do that? Let's try and be a bit more original. The tile could be more intriguing – there's more of a story behind it.
Girl 1 OK, you've convinced me!
Girl 2 Me too.

The museum is located in Spain.

The people selected seashells, litter, a carnival mask and a mosaic tile.

Exercise 10 1.15

- 1 objective 2 might 3 sounds 4 could
- 5 illustrate 6 convinced 7 sure 8 agree

A Stating aims **B** Making suggestions
C Approving suggestions **D** Rejecting suggestions

Exercise 11 1.16

Audio script

Girl What about a fan to represent culture? It's part of our regional identity.
Boy That's true, although not many young people use them nowadays.
Girl Still, they represent tradition – our past. Surely that's important.
Boy Well, I'm not convinced. I think the aim is to concentrate on things that are relevant now, isn't it? The football would be a good object to display. After all, we do have the best team in the world.
Girl I don't think that's the best choice. There's nothing cultural about football!
Boy Or maybe the carnival mask? That might be the solution.
Girl Sorry, but I still think fans are more important.
Boy Well, I can see we're not going to see eye to eye on this one. Let's look at history instead ...

Phrases mentioned: I don't think that's the best choice. ; We're not going to see eye to eye on this one! ; Let's look at ... ; That might be the solution. ; Well, I'm not convinced. ; The aim is to concentrate on ...

A Stating aims: The aim is to concentrate on ...
B Making suggestions: Let's look at ... ; We should focus more on ...

C Approving suggestions: That might be the solution. ; I think that's an excellent point.

D Rejecting suggestions: Well, I'm not convinced. ; We're not going to see eye to eye on this one! ; I don't think that's the best choice.

The students are talking about the culture display case.

3D Culture, vocabulary and grammar

Lost treasures pages 36–37

Exercise 2

A 6 B 2 C 3 D 4 E 1

Exercise 3

They are compound adjectives.

adjective + past participle: broad-minded

adverb + past participle: well-earned, well-documented, well-known

noun + past participle: hand made

adjective + present participle: wide-ranging

adverb + present participle: never-ending

noun + present participle: self-defeating, breathtaking

Exercise 4

- 1 much, well 2 thought, heart
- 3 heart, highly 4 fast, mind

Exercise 6

a 2 b 1 c 5 d 3 e 4

Exercise 7

- 1a to read (you should read)
- 1b reading (I remember reading this in the past)
- 2a to talk (he stopped in order to talk)
- 2b talking (he was no longer talking)
- 3a taking (as an experiment)
- 3b to take (I attempted to take)
- 4a to see (I should have seen)
- 4b seeing (I'll never forget this experience)
- 5a to inform (to give bad news)
- 5b informing (to be sorry for doing)
- 6a to describe (the guide described Ice Age art after ...)
- 6b describing (the guide continued to describe Ice Age art)

Exercise 8

- 1 to go 2 to explore 3 visiting 4 to look
- 5 focusing 6 being 7 to think 8 (to) realize

3E Writing

A story pages 38–39

Exercise 2

A smooth black folder with drawings was lost. It was a shock to the owner because she only found out during her interview. However, she didn't panic. Students' own answers

Exercise 3 1–17

Audio script

Lost and Found: Part 3

A few days later, Sarah was travelling back to St Martins for a second interview. As she got off the train, she saw a poster. The poster was advertising an exhibition of lost and found artwork on London transport. It was in Hoxton Square, which wasn't that far away. Sarah thought about her portfolio and decided to go that evening.

Later that day, Mark was on the same train, and looking up, he read the same advert. It reminded him of the black folder that was still in a heap of clutter under his desk at home. He decided he must make time to return it. That evening, after finishing college, he went back home.

At around 7 p.m., Sarah turned up at the exhibition. There were a lot of photos, some sculptures, and of course, there were drawings, too. Having searched through some of them, she noticed a boy. He was looking at some black and white pictures and all at once she realized they were the drawings from her portfolio. Sarah walked over to him: 'Interesting, aren't they?' she said. 'Yes, they're great,' he replied. 'I hope they find their owner.' Sarah smiled and said: 'I'm sure they will.'

Exercise 4

- 1 Parts 1 and 2 are told in the first person. Part 3 is told in the third person. The first person narrative in parts 1 and 2 allows the reader to experience the story from the girl and boy's perspective. The third person narrative in part 3 is used when their stories meet.
- 2 Part 1 uses a hook at the beginning. It doesn't immediately tell us what the narrator found and this makes us want to keep on reading.
- 3 Part 2 starts in the middle of the action, by describing the protagonist rushing somewhere because she is late.

- 4 Suggested answers: bored, annoyed, frustrated
He probably doesn't enjoy his journey to college.
- 5 Sarah sees lots of books, drawings and photographs, and two people who are older than her. This shows that she is probably nervous and wants to make a good impression on the people in the room.
- 6 Part 3 tells us that Sarah has found her photos. We don't know if she will meet Martin, or if the boy in Part 3 is him.

Exercise 5

- a We use *having* + past participle and *after* + *-ing* to describe an action that happens before another action.
- b We use *as* + past simple or a present participle to describe two actions that happen at the same time.

Exercise 6

- 1 After studying long and hard in the city library, Lucas caught the bus home.
- 2 Having sat down beside him, an old lady started to complain about the dreadful weather.
- 3 After quickly getting off at the next stop, he realized he'd picked up the wrong bag.
- 4 Hurrying after the departing bus, he tried to get the driver's attention.
- 5 As he clumsily dropped the bag, something fell out.

Vocabulary insight 3 page 40

Phrasal verbs

- 1 1 turn out 2 throw away / out
3 opt in to / out of 4 clear out
- 2 1 movement from inside to outside 2 in
- 3 1 f 2 e 3 a 4 d 5 c 6 b
- 4 give out d find out b turn out c
cross out a set out f bark out e
- 5 1 barking out 2 give out 3 find out 4 set out
5 turns out 6 crossed out / 've crossed out
- 6 Students' own answers

Review 3 page 41

- 1 1 accumulate / amass 2 belongings / possessions
3 bin / get rid of 4 clutter / junk 5 heaps / stacks
- 2 1 throw 2 run 3 spreading
4 spilling 5 sort 6 reach
- 3 1 There's a rusty old bronze statue in the square.
2 He's a young contemporary French artist.
3 They drink tea in tiny, delicate china cups.
4 She was wearing a stunning colourful silk outfit.
5 There is a large rectangular wooden table in the room.
6 We saw a witty French abstract play.
- 4 1 breathtaking 2 handmade 3 heartfelt
4 never-ending 5 thought-provoking
6 well-respected 7 well-earned
- 5 1 an 2 – 3 The 4 the 5 – 6 the 7 a
- 6 1 a lot of 2 few 3 a little 4 far too many
5 a few 6 almost all of 7 little

- 7 1 They recommended us to book / They recommended booking a guided tour of the exhibition.
- 2 Remember to apply sunscreen regularly.
- 3 The guide didn't let them take photos.
- 4 When I was sixteen, I stopped collecting stamps.
- 5 I can't afford to buy new furniture (because it's too expensive).
- 6 After art school, she went on to become a sculptor.
- 7 The travel programme inspired us to visit Greece.

Unit 4 Mind and body

4A Reading and vocabulary

Perfect people pages 42–44

Exercise 2

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

Exercise 4

- 1a screen (noun: the flat surface at the front of a television, computer or other electronic device, on which you see pictures or information)
- 1b screen (verb: to examine people in order to find out if they have a particular disease or illness)
- 2a mind (noun: the part of a person that makes them able to be aware of things, to think and to feel)
- 2b mind (verb: to not care or not be concerned about something)
- 3a cause (verb: to make something happen, especially something bad or unpleasant)
- 3b cause (noun: an organization or idea that people support or fight for)
- 4a shift (noun: a change in position or direction)
- 4b shift (verb: to move, or move something, from one position or place to another)
- 5a burden (verb: to give somebody a duty, responsibility, etc. that causes worry, difficulty or hard work)
- 5b burden (noun: a duty, responsibility, etc. that causes worry, difficulty or hard work)
- 6a engineer (noun: a person whose job involves designing and building engines, machines, roads, bridges, etc.)
- 6b engineer (verb: to arrange for something to happen or take place, especially when this is done secretly in order to give yourself an advantage)

There are numerous other examples in the article, including *defect, report, chance, smile, start, risk, profile, advance, lead, drop* and *work*.

Exercise 6

- ion: depression (4), aggression (5), addiction (8), imperfections (9)
- ness: baldness (2), deafness (6), short-sightedness (7)
- ity: obesity (1), disability (3)

4B Grammar and listening

Fact or fiction pages 44–45

Exercise 1

- 1 According to the text, the characters in hospital dramas are ordinary people. Storylines often deal with real-life problems. Today, the storylines are a lot more believable than in the past.
- 2 People like this type of drama because they deal with real-life problems. This allows them to reflect on what they would do in those extraordinary situations. They are not very realistic. However, hospital dramas today are more realistic than they used to be.

Exercise 2

1 1, 2, 3, 4, 8 2 5, 6, 7, 9, 10 3 9, 10

Exercise 3

a used to b would c the past simple

Exercise 4

- 1 Many medical dramas will often repeat the same storylines.
- 2 When my mum was a nurse, she would always work very long hours.
- 3 My sister is always insisting / always insists on watching *House* when *CSI* is on!
- 4 A few years ago, I used to love detective dramas, but I will rarely watch them now.
- 5 In early science fiction dramas, directors would use simple special effects.
- 6 In the 1950s, westerns used to be one of the most successful TV genres.
- 7 Most evenings, we won't usually have time to watch TV.
- 8 I don't like fantasy programmes, but my friend is constantly talking about the new *True Blood* series!

Exercise 5 1–18

Audio script

Presenter Today in the studio we have Dillon Crawley, an actor from the popular hospital drama *Paramedics*. Before he got his TV job, Dillon used to act in children's theatre. Then, a year ago, his life changed when he was offered a part on the show. Nowadays he's known as Phil Durham, an ambulance paramedic, // but he often wonders how true-to-life his role is. To help him find out, Capital FM arranged for him to go out with real paramedics from a local hospital. How did Dillon, who's used to special effects and made-up storylines, react to real-life drama? Dillon, did anything surprise you?

Dillon Well, I'm used to seeing accidents and blood in the TV studio – I witness them every day – but they're not real, I suppose. // I'm used to hearing people screaming or crying, too, but they're actors, of course. When we finish filming, they just get up and go home.

Presenter So going out in the ambulance, was it a bit of a shock?

Dillon Yes, it was. The thing is, when you're a paramedic, every day, it's different – you never know who you are going to meet and what problems you'll come across – it's pretty stressful. But despite this, most of the guys I met were incredibly calm and patient. I personally found it really difficult, but they were used to dealing with difficult situations – they worked long twelve-hour shifts, too. By the end of the day, they were fine, but I was exhausted – both physically and emotionally. //

Presenter What sort of people did you help?

Dillon Everyone from a seventy-year-old diabetic lady who collapsed in a shopping centre, to a twenty-year-old boy who had a motorbike accident. They were both OK in the end, but the boy broke his arm and was crying with pain. It made me cry, too. Being around real pain wasn't a good experience, and it's something I'll never get used to. // But there were some happy stories as well. You get a good feeling when you save someone or even just help them out.

Presenter Did you get used to the job at all?

Dillon No, not really. You see, paramedics are always on call, and always under pressure. They can't have proper breaks, so they've got used to taking breaks whenever they can – a few minutes to grab a burger or use the toilets at a petrol station. Then it's on to the next emergency call, in all conditions and all weathers. It's such a demanding job and I really respect the people who do it. But I don't think I could get used to it. No, I couldn't get used to such a stressful job.

- 1 Dillon used to work in children's theatre. No, he doesn't work there now.
- 2 Dillon is used to seeing accidents in the TV studio. He witnesses them every day.
- 3 Yes, they are used to working long hours. No, they don't get exhausted.
- 4 Dillon cried when he saw someone in pain. He doesn't think he could get used to it.
- 5 Demanding, stressful. They have to get used to taking breaks whenever they can and working in all conditions and all weathers.

Exercise 6

- a used to (past)
- b be used to (past, present and future)
- c get used to (past, present and future)

Exercise 7

- 1 wasn't used to 2 will get used to 3 used to
- 4 get used to 5 used to 6 get used to 7 is used to

4C Listening, speaking and vocabulary

Face value pages 46–47

Exercise 1 1-19

Audio script

Presenter Today on *Real Life Profiles*, we have guest psychologist Doctor Andre Luten, looking at the profiles of two ordinary people who have gone to extraordinary lengths to achieve their dream. Although one is from Japan and the other from America, their goals in life are remarkably similar. Welcome, Dr Luten.

Dr Luten Thank you.

Presenter Let's start with Vanilla Chamu. She's from Tokyo, Japan, and right now she's quite famous and popular.

Dr Luten That's right, she's a model and a popstar, but when she was at high school she wasn't popular at all – her school mates used to call her 'busaiku'.

Presenter For our listeners out there, that means 'ugly' ...

Dr Luten According to Chamu, their name-calling and nastiness was very upsetting ... She says they broke her heart and that she became increasingly depressed.

Presenter But didn't her parents do something about it?

Dr Luten Well, she did complain to her father, with surprising results. He told her that she was ugly and that she just had to get used to the insults.

Presenter How awful!

Dr Luten But what's strange about the remark is that it wasn't actually true. If you look at the photo of Chamu before her operations, she looks just like a normal teenager, a little shy, but certainly not ugly.

Presenter So there was no reason for her to feel ashamed or embarrassed?

Dr Luten Exactly, which leads me to conclude that she probably has a poor body image and is obsessed with her physical appearance. And like many people who suffer from this illness, she has put her faith in plastic surgery – it's her 'salvation', she thinks. She wants to be pretty and above criticism, just like the dolls she had when she was a child. But the surgery has become an addiction – today she's had over thirty procedures and has no intention of stopping. Of course, the problem is that, in the process, she's looking less and less like a real person. During a recent television appearance, she was rudely referred to as a cyborg.

Presenter She can't be happy with that ...

Dr Luten The sad thing is she will probably never be happy with the way she looks, so she won't stop having surgery. But Chamu isn't alone in her desire to become a living doll ...

Presenter Which brings us to our second profile – of a man called Justin Jedlica.

Dr Luten Justin is interesting. He's from a working class family in New York, and did very well at school – he was a straight 'A' student – and yet he wasn't happy. He says the cause of his dissatisfaction was his nose, which he thought was huge – a classic symptom of body dysmorphia.

Presenter So what did he do about it?

Dr Luten Well, he asked his parents to pay for an operation. When they refused, he waited until he was eighteen, then dug his heels in and had the surgery without their consent.

Presenter So that first operation was only the beginning ...

Dr Luten Correct, and today, over 100 operations later, he is known as the '21st century human Ken doll'.

Presenter He looks quite muscular and healthy in these pictures, though.

Dr Luten Perhaps, but he doesn't exercise. Instead, he's had silicone implants put in his chest and arms – the majority of his body is made of plastic.

Presenter That can't be good for him.

Dr Luten No, it isn't. Jedlica is aware he is compromising his health, but he insists it's worth it. He no longer worries about his appearance, which is a weight off his shoulders.

Presenter So has his quest for perfection come to an end? Has he come to his senses and stopped having surgery?

Dr Luten The answer, unfortunately, is no. Jedlica claims it's impossible to stop – it would be 'like asking Picasso not to paint.'

Presenter That's a comparison that is hard to swallow!

Dr Luten Maybe, although some of the things Jedlica says do make sense – there is definitely more to him than meets the eye. He realizes that everyone has a different idea of perfection, and that a positive body image can allow us to thrive. But whether Chamu or Jedlica have a good body image or not is open to debate. Will they ever be happy with the way they look? I very much doubt it. The thing is that real self-confidence, and real happiness only comes from accepting ourselves, warts and all.

The following reasons are mentioned: to stop people bullying you, to help with depression or other mental illness, to improve self-esteem and self-image.

Exercise 2 🎧 1-19

1 A 2 A, B 3 – 4 A 5 – 6 A 7 B 8 B

Exercise 3

(Possible answers)

- 1 She got sadder and sadder because she was being bullied.
- 2 She believes that plastic surgery can save her. Many other people who think they are ugly also believe this.
- 3 Jedlica knows that he is putting his health at risk, but he doesn't mind.
- 4 He knows that we all have different opinions about perfection, and that we need to believe that we look good.
- 5 Jedlica doesn't think that he can stop having plastic surgery.

Exercise 4

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

Exercise 5

- 1 warts and all
- 2 hard to swallow
- 3 there is more to her than meets the eye
- 4 broke her mother's heart
- 5 dug her heels in
- 6 has taken a weight off her shoulders

Exercise 6

- 1 Students' own answers
- 2 Students' own answers

Exercise 7 🎧 1-20

Audio script

Presenter When fourteen-year-old Nadia Ilse returns to school, she won't just be carrying a new bag or wearing a new uniform. The high school pupil is preparing to return to classes with a new-look nose, chin and ears after undergoing plastic surgery. Nadia from Georgia in the USA, has been bullied with names such as 'Dumbo' and 'Elephant Ears' since she was six. Her plastic surgery is an attempt to stop the abuse and end her misery. Nadia feels confident and happy about her return to school, although she's also a little nervous. She's not sure how her tormentors will react to her transformation. Can plastic surgery really beat the bullies?

- 1 She was bullied because of her ears. She had plastic surgery.
- 2 Students' own answers
- 3 Students' own answers

Exercise 8 🎧 1-21

Audio script

Girl 1 Personally, I think her plastic surgery is well justified. Being bullied is really unpleasant – can't imagine anything worse.
Boy I see where you're coming from, but I firmly believe it's better to ignore it. I mean nasty comments and all that – just not react, you know?

Girl 1 No, I don't actually. I don't know about that at all ... How can you ignore it if it's really bad? Plastic surgery could help stop it, or at least give someone the confidence to deal with it. It can make a real difference to self-esteem.

Girl 2 But what if the operation went wrong? Having surgery is risky ...

Girl 1 Hmm, I'm not convinced by that argument either – it's no different from having braces on your teeth.

Girl 2 You must be joking! You're going under the knife ...

Girl 1 Look, I understand what you're saying, but not many operations go wrong ... Really, they don't. And the end result is great ...

Boy I think you're both missing the point. Bullying is not going to stop because someone gets their nose straightened or their ears pinned back.

Girl 1 But what can bullies pick on if you look perfect?

Boy Anything they want to. It's not just about looks. What you're saying is that victims need to change and not bullies – which is the wrong message to give.

Girl 1 Hmm ... I see what you mean.

Boy And having plastic surgery is saying everyone needs to look a certain way, when what we should respect is the differences, you know, that we are all different ...

Exercise 9 🎧 1-21

1 know 2 argument (either) 3 firmly 4 where
 5 understand 6 joking 7 missing

Exercise 10 🎧 1-22

Audio script

Girl Well, there's no doubt in my mind that if someone is scarred or born with a physical defect then yes, plastic surgery's absolutely fine. It helps people live a normal life. But when someone generally looks fine, and they still have surgery ... well, in that situation there's no real reason for it, apart from vanity.

Boy I understand what you're saying, but if a teen suffers from depression or a poor self-image, plastic surgery can improve their quality of life.

Girl But there are other ways of improving your self-esteem which don't involve surgery. Appearance is emphasized far too much, I think.

Boy But that's the way it is. We can't do anything about it.

Girl Oh, come on! That's just not true.

Boy Sorry, but I'm absolutely certain that if it makes you feel better, you should do it.

Girl But when you're a teenager your body is still growing and developing. Look around you – many awkward-looking teens grow up to be absolutely fine. They don't need surgery.

Boy Hmm ... OK, maybe you have a point ...

Used in the recording: I'm absolutely certain that ... ; Oh, come on! ; OK, maybe you have a point. ; There's no doubt in my mind that ... ; That's just not true.

B I'm absolutely certain that ... ; I'm completely certain that ... ; There's no doubt in my mind that ...

C I know what you're getting at, but ... ; OK, maybe you have a point.

D Oh, come on! ; That's just not true.

4D Culture, vocabulary and grammar

Frankenstein pages 48–49

Exercise 1

(Possible answers)

creativity, determination, self-discipline, patience

Exercise 2

- 1 T (lines 11–12: 'the story was a powerful warning against scientific advances')
- 2 T (lines 11–14: 'the story was a powerful warning against ... the Industrial Revolution, which was about to spread across Europe')
- 3 NG
- 4 NG
- 5 T (lines 27–28: 'Mary inherited her rebellious spirit')
- 6 T (lines 31–36: '... the couple stayed with the poet Lord Byron, and in the evenings they often entertained themselves by reading ghost stories. After a while, Byron suggested they write their own, and Mary decided she was going to write about her nightmare')
- 7 NG
- 8 NG

Exercise 3

(Possible answers)

- 1 dreary, dismally, failing, dim. These adjectives and adverbs give an impression of gloom, darkness and depression.
- 2 a) breathless, unable to sleep, tiredness, cold sweat, teeth chattered, every limb was tense
b) anxiety, horror, disgust, disturbed by the wildest dreams
The weather reflects Frankenstein's feelings of exhaustion and horror because it is dark and depressing.
- 3 The light may represent the failure of Frankenstein's morality and sense of responsibility for his monster. This might tell us that the writer disapproves of Frankenstein's experiment.
- 4 lifeless thing, the creature, the (terrible) wretch, the being, the (miserable) monster.
Frankenstein uses the pronouns 'he' and 'it' to refer to the monster. 'The use of 'he' implies that he sees the monster as human to some extent, but 'it' implies that he sees the monster as somehow less than human at the same time.
- 5 eyes: dull, yellow, watery
teeth: pearly whiteness
hair: black and flowing
skin / complexion: yellow, shrivelled, black lips
This creates an impression of horror, illness and death.
- 6 The creature watches Frankenstein while he sleeps; it tries to communicate, but it is inarticulate; it stretches out its hand to Frankenstein; it smiles at Frankenstein.
- 7 Students' own answers

Exercise 5

- 1 Sentence 4: Mary decided she was going to write about her nightmare.

- 2 Sentence 1: a tale that would become the most recognized horror story in the world; sentence 3: the effect it would have on man's relationship with nature
- 3 Sentence 2: the Industrial Revolution, which was about to spread across Europe

Exercise 6

- 1 was going to change 2 were about to develop
- 3 would spend 4 were to become 5 would find
- 6 was to emerge 7 would write

4E Writing

A letter to a newspaper pages 50–51

Exercise 2

- 1 The writer agrees with the point of view given in the article. He / She believes that people should have to pay for their unhealthy lifestyle choices.
- 2 We have a moral responsibility to keep ourselves in good health. There is enough information about healthy lifestyles available for people to make an informed choice.
- 3 **Arguments:** information isn't enough to encourage change; charging more for insurance and taxing alcohol and cigarettes would force people to live more healthily
Examples: 25% of health care funding in the USA is spent on diseases that result from unhealthy lifestyles; smoking decreased by 61% in Canada when taxes on cigarettes were increased

Exercise 3

- 1 a, b, c, e, g
- 2 d, f

Exercise 4

Adding ideas:

Furthermore, + clause (idea 2)

Besides, + noun (idea 1), (clause) (idea 2)

clause (idea 2) + *too*

clause (idea 2) + *as well*

What's more + clause (idea 2)

clause (idea 2) + *also*

In addition, + clause (idea 2)

Moreover, + clause (idea 2)

Contrasting ideas:

even though + clause (idea 1), clause (contrasting idea 2)

in spite of + noun (idea 1), clause (idea 2)

despite + -ing (idea 1), clause (contrasting idea 2)

although + clause (idea 1), clause (contrasting idea 2)

clause (idea 1); *however*, + clause (contrasting idea 2)

while + clause (idea 1), clause (contrasting idea 2)

clause (idea 1), *whereas* + clause (contrasting idea 2)

clause (idea 1), *no matter what* + noun (contrasting idea 2)
... *is less about* + noun (idea 1), *and more about* + noun (idea 2)

Exercise 5

- 1 Advances in medicine mean we can have healthier babies. Moreover, we can live longer.
- 2 The main issue is less about producing perfect children and more about appreciating difference.

- 3 Even though hospital dramas aren't very realistic, I still enjoy watching them.
- 4 No matter what the risks, many teenagers still choose to have plastic surgery.
- 5 Besides having a bad effect on your health, smoking makes you age more quickly, too.
- 6 In spite of some celebrities being terrible role models, they are still very popular.
- 7 While I understand your reasons for supporting genetic engineering, I don't agree with them.
- 8 Plastic surgery can improve self-image, so it's good for the mind as well as the body.

Vocabulary insight 4 page 52

The origin of idioms

- 1 head and shoulders above = far superior to
heart's just not in it = not interested in it
feel it in my bones = have an intuitive feeling about it
at the back of my mind = aware of something, but not actively thinking about it
face up to reality = to accept or deal with reality, even though it is difficult or unpleasant to do so
two heads are better than one = two people can achieve more than one person working alone

Other idioms in the text:

- come across as = to make a particular impression
big-headed = arrogant
brainy = clever
not cut out to be = to lack the qualities and abilities needed for something
- 2 a at the back of my mind
b head and shoulders above
c feel it in my bones; face up to
d heart's not in it
e come across as
f two heads are better than one
 - 3 1 head and shoulders above
2 feel it in my bones
3 face up to reality
4 her heart's not in it
5 two heads are better than one
6 at the back of my mind
 - 4 1 c 2 d 3 b 4 a
 - 5 1 b 2 a 3 c 4 a 5 b 6 c
 - 6 Students' own answers

Review 4 page 53

- 1 1 burden 2 cause 3 engineer 4 mind
5 screen 6 shift
- 2 1 addiction 2 baldness 3 deafness
4 disability 5 imperfection 6 obesity
- 3 1 than meets the eye 2 broke my heart
3 dug in their heels 4 come to his senses
5 weight off my shoulders 6 hard to swallow
- 4 1 dismally 2 lifeless 3 shrivelled
4 watery 5 flowing 6 pearly

- 5 1 is usually 2 used to treat / would treat
3 used to think 4 often extracted / would extract
5 didn't exist 6 started 7 will see / often see
- 6 1 am used to doing 2 get used to eating
3 used to spend 4 isn't used to sitting
5 are used to getting up 6 used to have
7 didn't use to enjoy 8 get used to wearing
- 7 1 was about to 2 was going to 3 would need to
4 was to save 5 were going to 6 would not have

Cumulative review Units 1–4 pages 54–55

1  1.23

Audio script

1

This is going to sound really weird, but the thing I'd most like to change about my body is my arms. I'm not particularly short myself, and neither are my arms an abnormal length, but I never seem to be able to reach anything high up. There's no way I can get anything off the upper shelves in the supermarket and I've got into the habit of refusing if anybody offers to help. Instead I just walk away, which I suppose is a bit rude. At home, we've got a footstool I can stand on, and if I'm really desperate, I can use my dad's ladder, but I can't really take that with me every time I go shopping, can I?

2

I'm extremely self-conscious about my teeth and you'll never see me showing them in a photo. I guess a brace would help, but that would mean going to an orthodontist, and I'm not doing that. The problem is my front teeth, which have grown at a strange angle. I suppose I shouldn't complain, really, because they don't make it difficult for me to do practical things, like eating, for example. They just make me feel awkward when other people are around. Apparently, this can happen if you suck your thumb when you're little, but I never did that. Whatever the reason is, I'd just like a brand new set of teeth!

3

I'd really like to trade in my right ankle for a new one. They say that it's usually bad habits that cause physical problems, but my injury happened while I was doing exercise. I'm a long-distance runner, you see, and I used to compete professionally; that is, until I hurt my ankle. It was an internal injury, so you couldn't see any scars or anything. The problem wasn't diagnosed properly though, so I started running on it again, not realizing that I was causing some fairly extensive damage to the bone. Now the bone has deteriorated and I'm stuck with a limp. At least I can still walk, I suppose.

4

I got used to biting my nails when I was very small, and now they are really short. I always tell myself to stop, and I will sometimes for a week or so, but I always go back to biting them. I do it so much that the skin around my nails is all torn and ugly and the ends of my fingers just look a mess. I don't bite them because there's anything wrong with them or anything; I do it subconsciously. And my problem doesn't prevent me from doing anything – except getting the lid off the jam! I'd really like to have beautiful hands, like the ones in the adverts on TV, but I can't see that happening until my nails grow.

1 C 2 B 3 A 4 E

- 2 Students' own answers
 3 Students' own answers
 4 1 D 2 H 3 E 4 B 5 G 6 A
 5 1 The main purpose of the article is to discuss the likelihood of cloning a woolly mammoth and the ethical problems this possibility raises.
 2 The author believes that it is unlikely that a woolly mammoth will be cloned in the near future.
 6 1 b 2 d 3 a 4 b 5 d 6 b 7 a 8 c 9 a 10 c
 7 Students' own answers

Unit 5 Words

5A Reading and vocabulary

A word is born pages 56–58

Exercise 1

manga: a Japanese form of comic strip (Origin: Japan)
embiggen: to make bigger (Origin: comedy, combining the prefix 'em', the adjective 'big', and the suffix 'en')
cyberbully: a person who bullies another person using the internet (Origin: the noun 'cyber' as a prefix in order to show that the bullying is 'to do with the internet')
chillax: chill out and relax (Origin: a mixture of the words 'chill out' and 'relax')
americano: a black coffee (Origin: Italy)
floorrobe: floor and wardrobe (Origin: a mixture of the words 'floor' and 'wardrobe')
soz: sorry (Origin: an abbreviation used in text language)

Exercise 2

- A concocted = invented; gaining = increasing
 B aeons = a very long period of time; crop up = appear or happen
 C hyperbole = exaggeration
 D acronym = a word formed from the first letters of the words in a phrase or name
 E sophisticated = clever and complicated
 F ubiquitous = seeming to be everywhere

Exercise 3

- 1 E 2 F 3 A 4 D 5 B

Exercise 4

- a add on b switch on c cheer on, go on
 d slip on e carry on, keep on f move on

Exercise 5

- 1 turn on; a 2 thrown on; d 3 Come on; c
 4 live on; e 5 urged on; c 6 cling on to; e

Exercise 6

- 1 We use the prefix *em-* in front of words beginning with *p* (and *b* and *ph*).
 2 It means 'to cause something to happen'.

Exercise 7

- 1 enlarge, ensure, enable 2 entrusted
 3 enclosed, entitled 4 empower, encourage

Exercise 8

- 1 Loan words from other languages; giving new meaning to old words; making new compounds from existing words; adding prefixes or suffixes to words; blending two words together; using abbreviations and acronyms; converting nouns into verbs.
 2 Students' own answers

5B Grammar and listening

Fast track to fluency pages 58–59

Exercise 1 1•24

Audio script

TV presenter Imagine knowing so many languages that you can communicate with almost anyone in the world. Impossible, you think? Then you'd better think again. Sixteen-year-old New Yorker Tim Doner has already mastered an incredible twenty-three languages and is planning to learn many more. Here's our education correspondent, Susie Green, to explain how he does it. Susie?

Susie Well, Tim Doner is proof that you don't need to spend your childhood in different countries or have multilingual parents to be a brilliant language learner. He has never lived outside the USA, and he didn't speak in any language except English until he started French at school when he was eight. So what exactly does it take to learn as many languages as Tim?

Well, you need to be fairly intelligent to match Tim's achievements – although he assures me that he's no genius in his other subjects at school. More importantly, you have to put in a lot of hard work – several hours a day, in Tim's case. You needn't have formal language lessons, although they can be a great help, of course. Tim has learned the basics of lots of languages through grammar books and flashcard applications on his phone. After that, the critical thing is practice. // Tim usually practises between ten and fifteen different languages every day. He chats with bilingual friends at school and on the internet, and with random people from all over the world in the New York streets and subways. You don't have to have perfect grammar to hold a conversation, but when it comes to speaking practice, you mustn't be shy.

According to Tim, you ought to follow your interests when you're practising languages, as this helps you to stay motivated. Tim likes world music, so he often learns the words of foreign songs. He's fascinated by current affairs, so he reads the news in at least eight different languages every morning. He also loves the soap operas on American TV, but knows that he shouldn't waste his time on them. Instead he watches DVDs of foreign soap operas, so he can practise his languages and have his soap opera fix at the same time.

There's really nothing that Tim does to learn languages that we can't all do. In fact, I must stop making excuses for my own terrible language skills and start studying!

Exercise 2 1•24

- 1, 2, 3, 5, 6, 8

Exercise 3

- a ought (not) to, had better (not) b must c need to
 d mustn't e don't need to, needn't

Exercise 4

- 1 shouldn't, need to 2 must, don't need to
3 needn't, had better 4 ought to, don't have to

Exercise 6

- 1 shouldn't have, ought to have, should have
2 needed to, had to
3 didn't have to, didn't need to
4 needn't have

Exercise 7

- 1 In my first job, everyone had to speak good Spanish.
2 I needed to work hard to improve my language skills.
3 I didn't have to take any exams.
4 I ought not to have given up Spanish at school. / I ought to have continued doing Spanish at school.
5 We didn't need to learn a modern language after the age of fourteen.
6 I needn't have learned Latin to a high level; it's never been useful to me.
7 My parents should have encouraged me to study modern languages.

Exercise 8

Students' own answers

5C Listening, speaking and vocabulary

A good read pages 60–61

Exercise 1 1:25

Audio script

Presenter Where can you go in a town centre that's warm and dry in all weathers, and allows you to stay for hours without buying anything? The public library, of course! For more than a century, public libraries have been an important feature of our town centres. But with the new technology of recent years, times are changing for libraries. Our special guest, Jo Scott, is Libraries Director at Yorkshire County Council, and she's here to explain exactly what's happening. Jo, thanks for joining us today.

Jo It's a pleasure.

Presenter So, could you tell us a little about how libraries have changed in your area?

Jo Well, they're not just places to borrow books any more, although that's still an important part of the service. We've moved on ... evolved. We now lend music, films and computer games as well as books. Our visitors have free use of the internet on our computers. We have craft clubs, where people learn a new hobby like sewing or knitting, and we offer free advice on financial help from the government.

The link is public libraries.

Knitting, films, computers and books are mentioned. Other activities mentioned are free use of the internet, sewing, new hobbies, financial advice.

Exercise 2 1:26

Audio script

Presenter All that sounds great for adults, but what about teenagers? Presumably they're more likely to download e-books and music from the internet than come to the library?

Jo That's what I once thought, but I needn't have worried.

In fact, teenage book borrowing is going up, not down, at least when it comes to fiction. We've been working really hard to get young people involved in our libraries. There's a new initiative called Headspace, where we provide a special area in the library for people aged eleven to nineteen. Around the country there are now more than a hundred libraries with a Headspace.

A group of teenagers works together to decide what this area should look like and what should happen there. They're the people in charge, and they do an amazing job. They've created some wonderful social environments for young people, where they can share the experience of reading, listening to music, doing homework, surfing the net or just chatting with friends. They can often take part in activities like creative writing or manga drawing, too. Public libraries these days provide a really fun and stimulating environment for teenagers.

Presenter So libraries are still popular ... for now. But as more and more people choose e-books, won't the need for public libraries disappear?

Jo You're right ... up to a point. If everybody moves to e-books, lending will only happen online – for most people, there's no point in using a library building in a town centre for that. But libraries do a lot more than lend books, as I've already said.

And I'm not convinced that e-books will replace paper books completely, not in the near future, anyway. E-books have some advantages, but paper books have plenty of advantages over e-books, too – and it's not just older people who think so. Lots of young people have pointed out that with paper books it's easier to mark parts of a text that you want to return to later, which can be really important when you're studying. And every paper book has a look, a feel, a smell, even, that's unique. Looking at a website to choose a book to read just isn't the same – it's much less interactive and exciting. So I think there will be paper books in libraries a long time into the future.

Presenter But what if paper books do disappear at some point in the future?

Jo Well, twenty-five per cent of people in Britain today don't have broadband access at home, and a lot of them depend on the library for their computer use. It's the only place where they can use a computer for free. So as people have to do more everyday things online – banking, shopping, book borrowing and so on – the need for the free computers that libraries provide will be more and more important.

Presenter I take your point, but surely it would be cheaper for the government to close libraries and give free broadband to the homes where it's unaffordable. The cost of library buildings is huge!

Jo Personally, I think libraries are worth the money. They do so much to encourage literacy and a love of literature, and that's vital these days, when people are spending less of their free time reading than they did in the past. We have storytelling sessions for pre-school children, talks with local authors, poetry readings, book clubs. The point is, a library isn't just a room full of books. It's a meeting place for people with an interest in culture. Without a library, a community loses something very important.

Presenter A lot of village libraries have already closed down ...

Jo Yes, and from my point of view that shouldn't have happened. But in other places, when a library has been on the point of closing, the community has worked together to keep it open. When there isn't any money to pay librarians, volunteers work in their place. When there isn't any money for a library building, they use part of the village church for books, or one of my favourite ideas is reusing old telephone boxes. Take out the

old phone, add some bookshelves and some books donated by local people and ... there you have it. A mini library. There are several of these now in British villages, and to me they're a symbol of hope for the libraries of the future. I just don't think people will allow libraries to disappear.

Presenter Well, Jo, this has been very interesting. Thank you so much for joining us. And now, it's five o'clock and time for the news.

Libraries provide a fun and stimulating social environment for young people; provide an interactive and exciting way for people to choose their reading material; provide free computer use for people who don't have broadband at home; encourage literacy and a love of literature; provide a meeting place for people with a love of culture.

Exercise 3 1-26

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

Exercise 4

1 on the point of 2 The point is 3 points out
4 at some point 5 up to a point 6 there's no point in
7 take your point 8 From my point of view
In the phrase *to point out*, *point* is a verb.

Exercise 7 1-27

Audio script

Kristin Well, I take your point, but I really liked it, actually.

Alice Guys, we've got to finish soon, and we haven't chosen our next book to read yet. What shall we decide on?

Jack Hi. Is this the Sixth Form Book Club?

Kristin, Alice and Tom Yeah.

Jack Cool. I was wondering if I could join. I'm new at the school, and ...

Kristin Sure. In fact, we're just on the point of choosing the next book to read. Got any suggestions?

Jack Umm, I don't know ... Could you tell me what sort of books you usually read?

Tom Well, we sometimes read classics: *Sense and Sensibility* was last month's book. But we read more modern stuff, too.

Alice I was hoping we could pick something modern this time, because classic novels take so much longer to read.

Jack OK. Well, do you know Rhiannon Lassiter? We could read one of her horror stories. They're fantastic. There's one called *Bad Blood* that I haven't read.

Kristin Oh, please no, not a horror story! I won't be able to sleep at night.

Tom Oh, come on, Kristin. Don't you think you should try to be a bit braver? If you never read any horror stories, you'll miss out on some fantastic literature.

Jack Well, we needn't read a scary story if it stops people sleeping. Wouldn't it be better to choose something else? How about *Out of this World* by Ali Sparkes? It's a sci-fi thriller. Or if you like fantasy, we could read *Pendragon* by Julia Golding. Her novels are brilliant.

Alice Which one shall we go for? How about the sci-fi one?

Kristin Sorry, I've already read *Out of this World*. But sci-fi sounds like a good idea. Any other suggestions?

Tom We don't have to decide right now. Perhaps I ought to have a look at the science fiction section in the library tomorrow and come up with some options.

Kristin OK, great.

Alice Yeah, thanks Tom.

Sense and Sensibility classic **Bad Blood** horror
Out of this World sci-fi thriller **Pendragon** fantasy

They don't choose a book in the end.

Exercise 8 1-27

1 what 2 hoping 3 Don't 4 Wouldn't

5 decide 6 What 7 go

A Asking politely for information B Persuading

C Delaying action D Asking for a decision

Exercise 9 1-28

Audio script

Dan Yeah, I completely agree. It was so unconvincing ...

Hayley Oh, look at the time! We should probably pick our next book. Can we make a quick decision?

Amy Umm, I dunno ... *Finding Sky* is meant to be good.

Dan What's it about?

Amy An English girl who moves to the USA and meets a boy with special powers. You know me – I love a good love story.

Dan Look, Amy ... I don't mind reading that sort of thing, but doesn't it make more sense to choose a different genre this time? We've read a lot of romantic stuff recently.

Hayley Mmm, you know, Dan's probably right, Amy. We could read it another time, maybe, but let's have a change this month. How about an adventure story?

Amy But most adventure stories are really badly written, and ...

Dan That's so not true, Amy! Surely you have to agree that Mark Twain and Jack London were good writers?

Amy Well, I s'ppose ...

Dan And they wrote lots of adventure stories. There are loads of great adventure writers today, too. Why don't we read something by David Miller?

Amy OK, if you're sure it'll be good.

Dan Definitely. There's a new one, but I can't remember its name. I'll look online later and find out.

Amy Sounds like a good plan. Could you let us know what the book's called, so we can get it, too?

Dan Sure, no problem.

The following phrases are mentioned: **Doesn't it make more sense to ...? Surely you have to agree that ...? Can we make a quick decision? Could you let us know what the book's called? We could read it another time, maybe, but ...**

A Asking politely for information: Could you let us know what the book's called?

B Persuading: Doesn't it make more sense to ...?; Surely you have to agree that ...?

C Delaying action: We could read it another time, maybe, but ...; Let's sleep on it and decide tomorrow.

D Asking for a decision: Can we make a quick decision?

5D Culture, vocabulary and grammar

Shakespeare pages 62–63

Exercise 1

1 Students' own answers

2 It means that Shakespeare's writing will be relevant for ever. It was not just relevant in his lifetime. The 'he' in the quote refers to Shakespeare.

Exercise 2

- 1 T ['His reputation grew and grew...'; line 7]
- 2 F ['He rarely came up with original plots for his plays...'; lines 18–19]
- 3 F ['... he usually took them from traditional stories, history or other writers. In his hands, however, they became powerful tales that transcend time and culture'; lines 19–22]
- 4 NG
- 5 T ['Shakespeare even managed to make a sympathetic character out of Shylock ...'; lines 49–50]
- 6 F ['... their language, though old-fashioned, still resonates powerfully with modern audiences. His rude jokes ensure that the theatre is often filled with laughter, but moments later there might be an achingly beautiful passage about love or chilling words about death, revenge or jealousy'; lines 55–60]
- 7 NG
- 8 T ['Of the 17,000 different words that he used in his plays and poems, he made up an incredible 1,700 of them ...'; lines 75–77]

Exercise 3

- 1 **preface:** The significance changed because Shakespeare became more well-known and respected over time so the preface proved to be prophetic.
- 2 **quirky:** It is describing a fairy tale / a play based on a fairy tale (*A Midsummer Night's Dream*).
- 3 **tales that transcend time and culture:** The writer tells us that theatre and film directors often use his plays for their material, and that his plays are also reinterpreted in many different ways.
- 4 **ruthless:** Students' own answers
- 5 **protagonist, villain:** A protagonist is the main character in a story. A villain is the evil or bad character in a story.
- 6 **abuse:** It was experienced because the character was Jewish and his enemies hated Jews.
- 7 **chilling:** Other emotions mentioned in this paragraph include passion, humour, jealousy and love.
- 8 **he stands at the pinnacle of English literature:** A pinnacle is a piece of stone or rock at the top of a mountain or a building, so the metaphor refers to Shakespeare being above everyone else.

Exercise 4

- a can, 2 b could, 1 c managed to, 3
d will be able to, 5 e being able to, 4

Exercise 5

- 1 could
- 2 could
- 3 managed to / was able to
- 4 didn't manage to / weren't able to / couldn't
- 5 being able to
- 6 succeeded in
- 7 will be able to

5E Writing

A book review pages 64–65

Exercise 2

- 1 F. Scott Fitzgerald's classic novel
- 2 set in the glamour and decadence of 1920s New York
- 3 The story revolves around; that sets in motion; The novel has a fast-moving and riveting plot
- 4 self-made millionaire; lost love; rich, but unfaithful husband; mysterious next door neighbour; complex personalities; touching vulnerability and charm; self-centred and shallow; a fake and a liar; a moral integrity
- 5 what appealed to me most was; insightful comments on ... still feel relevant today; his concise but expressive prose is a delight; a perceptive portrayal of a fascinating time in US history; the gripping and moving story is told in expressive and intricate detail
- 6 It's a must-read.

Exercise 3

- Reasons for disliking the book:** I was disappointed with ... ; It was a shame that ... ; The novel fails to ... ; For me, the biggest problem was ...
- 3 There's a dramatic twist at the end.; The story opens with ...
 - 4 There were some very likeable characters, including ...
 - 5 I could really identify with (a character); I was captivated by ...
 - 6 I couldn't put it down.; It would appeal to anyone who ...

Exercise 4

- 1 touching 2 intricate 3 perceptive
4 riveting 5 expressive

Exercise 5

- one house; 1 **does this** throws spectacular parties; 2 **him** Nick Carraway; 1 **doing so** reuniting Gatsby and Daisy; 2 **that** Gatsby and Daisy's reunion
insightful perceptive

Exercise 6

- 1 Tess tells Angel about her past, but when she does so, she destroys his love for her.
- 2 Mr Darcy offends Elizabeth at the ball and he does this / so again when he asks her to marry him.
- 3 Ahab has spent his whole career killing whales, but in his desperation to kill the one that injured his leg, he endangers the whole crew.
- 4 The passage in which the monster is brought to life is gripping, and the chapters that tell his / its side of the story are riveting.
- 5 Most hobbits never leave the Shire, but the ones in the story do so to destroy the ring at Mount Doom.

Vocabulary insight 5 page 66

Verbs and nouns

- 1 It is a verb. It comes from the name of a search engine.
- 2 1 I want to screw this shelf onto the wall. b
2 Beth is going to chair our next debate. c

- 3 She elbowed me in the chest! e
 4 Can you text me your email address? d
 5 Whenever I find an interesting website, I bookmark it. d
 6 Peter can minute the meeting. c
 7 I'm out of the country, but I can Skype you tomorrow. d
 8 I wanted to find out more about the place, so I just googled it. a
 9 He headed the ball and scored a goal. e
 10 You'll need to drill a hole for the hook. b
- 3 2 investment in these products
 3 failure to complete the course
 4 conclusion of
 5 rejection of the head teacher's proposals
 6 perfection of the photos
 7 arrival at the hotel
 8 excellence of her cooking
- 4 beauty, belief, refusal, hatred, growth, shock
 Student's own answers

Review 5 page 67

- 1 1 has moved on 2 switched on
 3 was cheering (us) on 4 will carry on 5 threw on
- 2 1 endanger 2 entrust 3 entitle 4 empower
 5 enlarge 6 encourage 7 enclose 8 enable
- 3 1 From my point of view 2 There's no point
 3 up to a point 4 take your point 5 on the point
- 4 1 ruthless 2 chilling 3 abuse 4 quirky
 5 pinnacle 6 protagonist
- 5 1 (Students) must study a foreign language
 2 (You) ought to watch films in English
 3 (Students) needn't bring their own dictionary to class
 4 (You) had better study vocabulary every day
 5 (Students) mustn't cheat in exams
 6 (You) need to speak in English in class
 7 (Students) ought not to use online translation services
- 6 1 should have researched 2 ought to have known
 3 had to ask 4 needed to think
 5 didn't have to wait 6 shouldn't have taken
 7 need not / needn't have bothered
- 7 1 can / is able to 2 be able to 3 succeeded in
 4 be able to 5 been able to 6 managed to
 7 couldn't / wasn't able to

Unit 6 The media and the message

6A Reading and vocabulary

Who controls the news? pages 68–69

Exercise 1

- 1 Students' own answers
 2 Technology has enabled ordinary individuals to report news stories quickly by posting photos, videos and comments to social networking sites via their

smartphones. Many people now hear about the news on websites such as Twitter, YouTube and Facebook.

- 3 A 'citizen journalist' is an ordinary individual who reports news from their smartphones from the scene of the event.

Exercise 2

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

Exercise 3

- 1 Tweets suddenly start coming from one particular country.
 2 Because they are already at the scene of the event and can use mobile technology to share the news.
 3 They are more personal and emotional, but they often lack background information. This is because they are immediate and citizen journalists don't have time to research the background to an event.
 4 They can post anonymously about corruption and cover-ups in government and private companies.
 5 It posts anonymous contributions in order to protect the contributors from the companies or governments they are reporting about. Their contributions create pressure for change and reform.
 6 It is difficult to check information which is reported anonymously and people can spread defamatory rumours and get away with it.
 7 They were scared and felt that they weren't safe.
 8 Students' own answers

Exercise 4

- 1 fall for the scam 2 had gone viral 3 made headlines
 4 expose corruption 5 spread rumours
 6 lacks credibility 7 trace sources 8 set the agenda

Exercise 5

- 1 hit, rocked, flooded, swept, scrambled. The first four words, describing the earthquake and tsunami, imply something powerful and destructive. The word *scrambled*, describing the movement of people, implies that people were scared.
 2 It is usually used in the context of weapons. It implies that citizen journalists are prepared to use their smartphones in an aggressive way or in self-defence.
 3 scrutinize, explore, delve into 4 cover-up 5 rigged
 6 accountability 7 devastated, terrified 8 vulnerable

Exercise 6

- 1 vulnerable 2 delved into 3 rigged 4 scrambled
 5 armed 6 accountability 7 devastated 8 a cover-up

Exercise 7

Students' own answers

6B Grammar and listening

The big picture pages 70–71

Exercise 1

Correct order: D, B, A, C

Exercise 2 2•01

Audio script

At the beginning of the advert, we see a young man running down a street in a deprived, working-class area. The man is wearing jeans and a leather jacket and he's got a shaved head. You most probably think he's aggressive or a troublemaker and that he must have done something wrong. He has to be running away from a bad situation: he might have stolen someone's wallet or someone could have been hurt in a fight. He can't be doing anything good.

Then the camera angle changes; we see that he is running towards someone, not away from something. There's an older man holding a briefcase, standing in the street ahead. He may be a businessman on his way to work, or it's possible that he's just finished work. It's safe to say that he doesn't know the younger man, because he looks as if he's frightened. He's bound to be thinking the man is going to mug him – I'm almost sure we're all thinking the same. But will he? Then the camera zooms out some more so more context is given, we get a bigger picture, and our perceptions start to change. There's what looks like bricks and cement being lowered from the building above the men. The bricks might fall and they could both be badly hurt. Then, in the final moments of the advert, the bricks do fall down, but they don't hit them, because the young man has pushed the businessman to one side and saved him. Hey, wait a minute, that can't have happened because he's a troublemaker, right? He can't have been trying to help him. But in fact, that's exactly what happened. The advert has cleverly played on our prejudices and expectations until we are finally given the whole picture. It's a TV advert for a newspaper called the *Guardian*, and it cleverly teaches us a valuable lesson about judgement and perspective. From hoodlum to hero in three camera angles.

The advert is advertising a newspaper called the *Guardian*.

Exercise 3

1a Sentences a, b, d, g and h express certainty.

1b Sentences c, e and f express possibility.

2a Sentences b, c, g and h refer to the past.

2b Sentences a, d and e refer to the present.

2c Sentence f refers to the future.

3 We can use *may*, *might* and *could* to refer to the present and the future.

Exercise 4

Certainty: He's bound to be; It's not possible that; It's safe to say that

Possibility: most probably; looks like; it's possible that; It seems likely that; He looks as if; I'm almost sure

Exercise 5

1 A citizen journalist has to have taken the photo.

2 They must have been at work when the news story broke.

3 The police may already have caught the escaped criminal.

4 He must have been watching TV when the disaster happened.

5 He can't have heard about it on the radio. He never listens to the news.

6 They're bound to be at the scene of the incident by now. They left two hours ago.

7 The report can't be accurate. It lacks credibility.

8 It seems likely that he'll read the news headlines today.

Exercise 7 2•02

Audio script

In 2012, the American company TNT (or Turner Network Television) decided to launch a new TV channel in Belgium. There were already hundreds of channels available on TV, so the question was: how could they make their channel stand out? They could have put up giant billboards, produced a simple TV ad, or posted flyers about the event, but they didn't do any of these things. Instead, they decided to do some guerrilla advertising. They placed a big red button on an average Flemish square of an average Flemish town, and encouraged people to push it. When they did, the square suddenly erupted into chaos, as actors appeared out of nowhere and acted out scenes from medical and legal dramas. A man on a stretcher falls out of an ambulance. A car chase ends in a huge gun battle. People in the square must have been surprised and some might have thought the scenes were real until the final moments, when a giant banner appeared on the side of a building that read: 'Your daily dose of drama. TNT. We know drama.' Of course, the real stars were the passers-by who witnessed the event, and their reactions. The video of the event was posted on YouTube and went viral ... Over six million people watched it in one month!

1 The button was placed in a quiet square in a little Flemish town.

2 It was put there by the American company TNT as part of one of their advertising campaigns.

3 When someone pushed the button, actors appeared and acted out scenes from medical and legal dramas.

4 People must have been surprised.

5 Its purpose was to advertise a new TV channel in a way which made it stand out.

6C Listening, speaking and vocabulary

Making the headlines pages 72–73

Exercise 2 2•03

Audio script

After several hours, the balloon finally landed in a field in Denver. Journalists rushed to the scene, but the boy was nowhere to be found. People thought he might have fallen out, so a ground search was rapidly organized. Then, something extraordinary happened. Falcon was suddenly found safe and well ... in the attic at home. He'd been hiding in a cardboard box there all the time. His parents were shocked and relieved, as were all the people who had been following the event. Then, two days later, during a TV interview, Falcon revealed that his parents had told him to hide and that they were 'doing it for the show'.

1 There is one speaker.

2 The topic is a publicity stunt involving a young boy and a balloon.

3 It is a news broadcast on the radio or TV.

4 They might listen to find out about current events.

Exercise 3 2•04

Audio script

In October 2009, millions of people were glued to their television and computer screens as a large balloon drifted across

three states in America. The balloon was a homemade flying saucer, and local TV helicopters were following it, broadcasting live video footage. The National Guard had also been called in to track it. Why? Because a six-year-old boy called Falcon Heene was inside the balloon. What was he doing, floating thousands of feet up in the sky? Apparently, the balloon was his father's invention, and Falcon had hid in it after being told off. It wasn't until the balloon was airborne that his family realized Falcon was missing. His dad called the local TV station, asking their helicopters to track the balloon; then, he called the emergency services. The event was closely followed on social media sites around the world, and 'Balloon Boy' quickly became the number one search on Google, receiving extensive media coverage. After several hours, the balloon finally landed in a field in Denver. Journalists rushed to the scene, but the boy was nowhere to be found. People thought he might have fallen out, so a ground search was rapidly organized. Then, something extraordinary happened. Falcon was suddenly found safe and well ... in the attic at home. He'd been hiding in a cardboard box there all the time. His parents were shocked and relieved, as were all the people who had been following the event. Then, two days later, during a TV interview, Falcon revealed that his parents had told him to hide and that they were 'doing it for the show'. 'Balloon Boy' had been a hoax, a way for his father to gain publicity for his idea for a reality TV show – Falcon had been exploited by his parents in their pursuit of fame. The hoax had cost emergency services tens of thousands of dollars, so the Heenes were fined \$47,000, and Richard Heene spent three months in jail. But today, several years on, the Heenes are at it again. This time, the publicity-hungry parents are promoting their three sons as the youngest heavy-metal band in the world. It seems they are so obsessed with fame, that they will do anything to achieve it, even use their children ...

Exercise 4 2:05

Audio script

Presenter In this celebrity-obsessed age, perhaps it's not surprising that most of us want 'fifteen minutes of fame' at some point in our lives. In a recent survey, thirty per cent of adults and forty per cent of teenagers admitted they daydreamed about being famous. But why do people want to be in the limelight so badly? To help us find some answers, we're joined by psychologist Dr David Sharp, anthropologist Tom Baker and TV producer Ginny Jacobs.

David Well, put simply, people who desire fame want to be noticed. This need for recognition is something we all have, but it's often more obvious in fame-seekers. Maybe they weren't very popular at school, or perhaps they were neglected by their parents as children, so they need the approval of others.

Tom Yes, in fact this need for approval has deep roots – it's part of our survival instinct. It's something that goes back to early human settlements where people lived in small groups. Those who were not approved of by the group were out on a limb – they weren't protected and eventually disappeared and died off. Fame is the ultimate seal of approval; that's why so many people pursue it.

Ginny This actually happens in reality shows all the time – contestants are desperate for approval, they'll do anything for it, even act out of character and pretend to be something they're not ... just so they can keep in step with their fans, feed them what they want and 'survive' on the show. If they fall out of favour, it's over.

David There's also a physical explanation for why some of us desire fame so much. Imagine you have to give a talk to a large group of people. You feel nervous and your body starts producing adrenaline, stimulating the 'fight or flight' reaction. This is how celebrities feel when they are the focus of media attention, and this adrenaline rush can be addictive, especially to risk-takers. And, as many famous people are natural risk-takers, they're in their element in this type of environment. In other words, they enjoy it!

Ginny Although for those of us who are not natural risk-takers, perhaps this desire for fame is mostly to do with wanting success – you know, money and influence. And, thanks to reality TV and talent shows, it seems to be in the reach of ordinary people.

David That's very true, and these 'look at me' spectacles on reality TV and YouTube make people think fame is very much in the offing, and that anyone can be a celebrity. Fame is more accessible, so more people pursue it.

Tom Yes, people think it's an easy way to make money and live a long and happy life, although statistics tell a different story. In fact, celebrities are more likely to have shorter lives than people who lead more normal lives. Just look at people like Kurt Cobain or Heath Ledger.

David Yes, they forget about the costs – the lack of privacy and constant pressure to live up to people's ideals. This seems to happen to talent show contestants all the time – they just get out of their depth and can't deal with it. The constant press harassment can make even the most experienced celebrities feel like caged animals. You might be surrounded by people, yet you could feel totally isolated. Your fans may have an ideal of you that becomes impossible to live up to. You may feel stressed because you don't want to disappoint people.

Ginny That's interesting, although it explains why people shouldn't pursue fame rather than why they do!

Presenter Well, any final thoughts from our guests today?

David Actually, yes ... I think that ultimately this desire to 'be something' comes from a desire for our achievements to outlive us. Fame, I think, helps us become immortal in some way.

Presenter Well, that's all we have time for today ...

All the explanations are mentioned by the speakers.

Exercise 5 2:05

1 D 2 T 3 G 4 D 5 T, G 6 T 7 D 8 D

Exercise 6

out of one's depth: in a situation that you cannot control
in the limelight: at the centre of the public's attention

out on a limb: not supported by other people

in step with: having ideas that are the same as
other people's

out of character: not typical of a person's character

out of favour: not supported by someone

in one's element: doing what you are good at and enjoy

in the offing: likely to appear or happen soon

Exercise 7

1 the offing 2 your element 3 of their depth

4 of character 5 of favour 6 the limelight

Exercise 9 2:06

Audio script

Max What about the Bridge Park Festival? It was rained off on Saturday. We might as well let people know it's on 5 July, now.

Elena That's useful, but hardly a major event. In other words, it's not front page news. It belongs in the Entertainment section.

Josh I like the story about the local granny – she was incredibly brave.

Max You can say that again, although we already have a crime story on the front page.

Elena What about something on youth unemployment ...

Max I wouldn't do that – we covered it last week, and frankly, it's a bit depressing.

Josh You're right. There are too many negative stories in the news. What about covering the World Cup in Brazil?

Elena Hmm, I'm not sure. Most readers want stories about things that have an impact on their own lives.

Max Hang on a minute, are you saying that we shouldn't include important international events?

Elena No, I didn't mean that exactly. But the big papers will be covering the global events. People read this website for local news.

Max What we need is an interesting story to attract readers – celebrity stories are always popular. What about that reality TV show star caught shoplifting?

Josh Crime again! And it doesn't have to be about a celebrity. Any human interest story will do.

Elena Hey, there's that eighteen-year-old basketball player who's got a scholarship to go to an American university. He's local, he's pretty inspirational and his story has lots of human interest.

Josh Great idea – it ticks lots of boxes. What do you think Max?

Max I agree, let's go with it.

They choose 'Local boy wins US scholarship'.

Qualities: human interest, local relevance, inspirational

Exercise 10 2:06

Phrases used: 1, 2, 4, 5, 7, 8, 9, 10

1 A 2 B 3 B 4 A 5 A

6 C 7 B 8 C 9 C 10 C

Exercise 11 2:07

Audio script

Girl Which one is it going to be, then?

Boy I think the TV reality show star story is pretty compelling. I mean, why did he do it?

Girl Well, it's certainly controversial. It'd be nice to have something educational, though.

Girl 2 Actually, I like the Supergran story.

Girl Yeah, I couldn't believe it!

Boy But don't you think we should do something about the World Cup? It's starting soon.

Girl 2 Not football again.

Boy Well, let's put it this way: it is the most popular sport in the world – everyone loves football, you know.

Girl 2 Yeah, yeah ... I'm just saying that there's already a lot about it in the news, and not everyone is that interested in it.

Girl Alternatively, there's that boy who won a basketball scholarship to go to study in the US. We could include him – he's a good role model.

Girl 2 Perhaps, although he's a bit boring. All he does is play basketball 24/7.

Boy OK, so which one should we choose?

Girl 2 Let's have a story that's entertaining, humorous and inspirational. Let's go for Supergran.

Boy / Girl All right. / Yeah, why not?

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

Exercise 12

Students' own answers

6D Culture, vocabulary and grammar

Truth or lies?

pages 74–75

Exercise 2

1 B 2 A 3 D 4 F 5 C

Paragraph E is not needed.

(Possible answers)

The article shows that there are fewer and fewer differences between fiction and documentary films. Qualities usually attributed to fiction films such as musical scores, emotional storytelling and dramatic re-enactments appear in contemporary documentaries, too.

Exercise 3

(Possible answers)

- 1 The main purpose of Flaherty's films was to broaden his viewers' knowledge of the world. Today, documentaries tend to manipulate audiences' emotions and interest with the maker's point of view.
- 2 Early newsreels showed re-enacted scenes as opposed to filming real scenes in action.
Students' own answers
- 3 Students' own answers

Exercise 4

staged scenes: scenes in which people's actions and/or words have been decided beforehand

archival footage: part of an old, historical film

musical score: music that is used for a film

voice-over: information or comments in a film given by a person who is not seen on the screen

crowd funding: raising money from large numbers of people, usually on the internet, in order to fund a project

fly-on-the-wall style: where people are filmed going about their normal lives as if the camera were not there

shot on location: filmed at a place outside a film studio

docu-ganda: film that uses a documentary style to spread propaganda

Exercise 5

- 1 shoot on location 2 crowd funding
- 3 fly-on-the-wall style 4 staged scenes 5 voice-over
- 6 docu-ganda 7 archival footage 8 musical score

Exercise 6

1 Sentences a, c, d, e:

What / All they did was + infinitive (with or without to)

What happened was (that) + sentence

It was + cause + that + result

2 Sentences b, f

Negative expression + auxiliary verb / *be* + subject + rest of sentence

Exercise 7

- 1 What the director did was (to) use documentary techniques to make the film seem realistic.
- 2 It was Michael Moore's documentary *Fahrenheit 9/11* that won awards at several major film festivals.
- 3 All they did was (to) spend eight days on *The Blair Witch Project*.
- 4 Not only did he drink a milkshake, but he also ate a big bag of popcorn during the film.
- 5 What happened was (that) the controversial political documentary was banned from some cinemas.
- 6 Never have I seen such a fascinating documentary.

6E Writing

An article pages 76–77

Exercise 2

A No news? That's not an option!

B 'No news is good news'

Main arguments in A:

Newspapers keep us in touch with reality.

Young people don't know enough about world events.

Learning about other people's problems will encourage us to try to solve them.

Reading newspapers is good for the mind and inspirational.

Main arguments in B:

Bad news is much more common than good news.

We can't change or influence the news. Bad news stories make us feel depressed and ill.

The amount of information in the news is too demanding on our short-term memory.

People should occasionally avoid all news stories and think about more personal issues.

Exercise 3

a 3, 4, 5 b 1 c 7 d 2, 6

Exercise 4

- 1 It was citizen journalists who were first to break the story.
- 2 What the paper didn't do was (to) check the facts before they published the article.
- 3 Teenagers do read news stories when they are entertaining.
- 4 Rarely do young people care about international events.
- 5 By far the best news stories are the ones about celebrities.
- 6 Hardly had he finished writing his Facebook update when his friends arrived.

Exercise 5

- 1 presumably, probably 2 admittedly, undeniably
- 3 frankly, in all honesty 4 obviously, undoubtedly
- 5 as a matter of fact, in reality
- 6 theoretically, hypothetically 7 worryingly, distressingly

Exercise 6

- 1 Theoretically 2 Probably 3 Hypothetically
- 4 Probably 5 Hypothetically 6 Distressingly

Vocabulary insight 6 page 78

Expressing emphasis

- 1 extremely 2 fairly 3 really 4 utterly 5 absolutely
6 slightly 7 undoubtedly 8 pretty 9 very
- 2 **emphasizer:** extremely, really, very
amplifier: utterly, absolutely, undoubtedly
downtoner: fairly, slightly, pretty
- 3 1 really, sincerely, very much
2 certainly, desperately, fervently
3 bitterly, deeply, greatly, seriously, truly
- 4 1 desperately 2 soon 3 instantly
4 sincerely 5 later 6 secretly
- 5 1 honestly 2 sincerely 3 positively 4 utterly
5 categorically 6 strongly 7 sincerely 8 fully

Review 6 page 79

- 1 1 expose corruption 2 fall for a scam 3 go viral
4 make headlines 5 set the agenda 6 spread rumours
- 2 1 delve into 2 armed 3 rigged
4 cover-up 5 accountability 6 vulnerable
- 3 1 on a limb 2 the limelight 3 of favour
4 step with 5 of their depth 6 the offing
- 4 1 Staged 2 Fly-on-the-wall 3 docu-ganda
4 voice-over 5 score 6 Crowdfunding
- 5 1 must be true 2 can't be dying
3 might have been trying 4 might not have arrested
5 must have made 6 might rain 7 can't have started
- 6 1 most probably 2 possible that 3 seems likely
4 looks as if 5 sure 6 is bound 7 safe to
- 7 1 (Hardly) had the film begun when there was a newsflash.
2 (What) surprised me was the style of the report.
3 (Never) have I been so shocked by a news item.
4 (Not only) the driver but also the passengers got injured in the crash. / (Not only) did the driver get injured in the crash, but so did the passengers.
5 (It) was citizen journalists who helped the victims of the crash.
6 (What) they did was (to) take lots of photos and immediately upload them online.
7 (Seldom) have the fans witnessed such a defeat of their team.

Cumulative review Units 1–6 pages 80–81

- 1 2:08

Audio script

1

A woman from Oklahoma City has become an internet sensation after a television news interview with her went viral. Sweet Brown gave the fifteen-minute interview about a fire at her apartment building to a KFOR-TV Channel Four

photojournalist. She became aware of the blaze when she went to get a drink from a communal vending machine in the middle of the night. Her animated interview was uploaded to YouTube by a KFOR employee, and within forty-eight hours, the video had more than one million views. Since then, a number of remixes have been made of her interview, featuring the catchphrase 'Ain't nobody got time for that.'

2

Sister Now, here's an idea.

Brother What's that?

Sister You know those red phone boxes that used to be everywhere, but nobody uses any more?

Brother Yes, what about them?

Sister It says here that people have started using them as libraries.

Brother Really? So how do you get hold of the phone box?

Sister It seems you can apply to the council for permission to use one in your area. Apparently, they've been converted into all kinds of things, from art installations to showers.

Brother So how can the phone box be used as a library?

Sister It's easy, really. People come along and leave their old books there. Then, if there's a book they want to borrow, they just take it. The beauty is that anybody can use it whenever they want to.

Brother What a great idea!

Sister Yes, that's what I thought.

3

... And there is more evidence to support my argument in favour of printed books. Research from laboratory experiments, polls and consumer reports indicates that modern screens and e-readers do not adequately recreate tactile experiences of reading on paper that many people miss, and, more importantly, prevent people from navigating long texts in a satisfying way. In turn, such navigational problems may affect reading comprehension. Compared with paper, screens may also drain more of our mental resources while we are reading and make it a little harder to remember what we read when we are done.

4

Presenter And now onto our next caller, Dermot from Dublin. What's your take on textspeak, Dermot?

Caller Well, I don't think it's a corruption of the language at all. It's just linguistic creativity at work. It serves to show us how the history of the English language is happening all around us. It's quite fascinating, really.

Presenter Dermot, can you give us an example?

Caller Of course. Let's take the word LOL – that's L-O-L. It used to be a handy abbreviation for 'laughing out loud'. Now it's a mark of irony that people use in normal speech, not just in text messages.

Presenter Dermot, thanks for calling. And I'm told we have another caller on line two.

5

Now you've heard about some of my personal experiences, let's look at what you need to become a journalist. Apart from perfect grammar and spelling, you'll need a few personal skills, too. These include accuracy – getting the facts wrong could have serious legal implications – a good sense of perception, so you can see when things are about to start happening, and persistence – the staying power to stick around and get that story at all costs. You'll also need a certain amount of luck. Something that's becoming increasingly important these days is a working knowledge of the new technologies – it's no

good if you've got an exclusive and you can't get the internet connection working to send the story in!

1 b 2 a 3 c 4 b 5 c

2 Students' own answers

3 (Possible answers)

1 The fastest source of news is Twitter (photo C). This is because the news is usually posted immediately by the public at the scene of an event.

The slowest source of news is newspapers (photo A) as the news has to be researched, written and printed before reaching the public.

2 The most reliable source is probably newspapers as they are accountable for ensuring that sources are credible. Newspapers are more likely to be objective and analyse the causes and outcomes of an event. The least reliable is Twitter (photo C) because anyone can post news without checking sources. The news is also presented from a subjective point of view.

3 Students' own answers

4 Students' own answers

4 1 E 2 – 3 B 4 C 5 A 6 D 7 –

5 1 must have broken the rules

2 have I heard

3 ought not to have written

4 you succeed in getting

5 isn't used to walking

6 was about to make

7 didn't let us touch

8 has been painting landscapes since

6 Students' own answers

Unit 7 That's life

7A Reading and vocabulary

Before I die ... pages 82–84

Exercise 2

1 F 2 F 3 T 4 F 5 T 6 F 7 F 8 F

Exercise 3

(Possible answers)

Pros:

People could explore endless possibilities.

They could witness how the human race evolves.

They could dedicate themselves to doing good.

Cons:

Overpopulation would put pressure on our planet's resources.

Crime rates would rise.

People could get depressed because they would spend thousands of years in the same job.

There would be fewer career opportunities for younger generations.

Society would be more resistant to progress.

Only the rich could afford it, so society would become very unequal.

The novelty of life would wear off and we would get

very bored.

We would no longer value the time that we have.

- 1 No. The author presents many more arguments against living forever than in favour of it.
- 2 Students' own answers
- 3 Students' own answers

Exercise 4

- a wear off b set off c shrug off
d put off e fend off f cross off

Exercise 5

- 1 h 2 a 3 c 4 b 5 f 6 e 7 d 8 g
a ease off b make off c laugh off, brush off
d call off e fight off f cut off, rub off

Exercise 6

- 1 the milestones in life 2 a matter of life and death
3 shelf life 4 the prime of life 5 breathe life into
6 every walk of life 7 a new lease of life
8 living charmed lives

7B Grammar and listening

Lucky break or lucky escape? pages 84–85

Exercise 1

Lucky escapes: surviving a plane crash; getting out of a burning car; surviving a train accident; recovering from a serious illness

Lucky breaks: winning the lottery; meeting the love of your life; getting your dream job

Exercise 2 2•09

Audio script

When we look back on our lives, we sometimes talk about being in the right place at the right time: 'if I hadn't had that lucky break, life would be very different today.' Well, what if you were in the wrong place at the wrong time? Frank Selak knows all about that. If you were Frank, you'd be happy to be alive. The eighty-three-year-old music teacher knows less about lucky breaks and more about lucky escapes!

Frank was born in 1929 in Croatia, and the first thirty years of his life were relatively quiet. It wasn't until the 1960s that the trouble began. In January 1962, Frank was travelling home on a train when an accident happened. The train was travelling across a bridge when it slipped off the rails and fell into the icy river below. As the train sank, Frank managed to smash a window and escape, but he lost consciousness while swimming to the shore. Luckily, he was pulled out of the river by people from a nearby village. If it hadn't been for the people in the village, Frank could have drowned.

A year later, Frank was on a flight from Zagreb to Rijeka. During the flight, the airplane's back door flew open and Frank fell through it. He fell 850 metres and landed in a large pile of hay. If he hadn't landed in the hay, he mightn't have survived.

Then, in 1968, Frank took his students on a school trip. On the way back, he dropped the children off at school. Then, minutes later, the bus drove off a bridge and into a river. Miraculously, both Frank and the driver survived. Despite this, Frank doesn't think he's had much good fortune, but if he hadn't had all that luck, he would be dead today.

In the 1970s, the lucky escapes continued, with Frank surviving a burning car on two occasions. But his final big accident happened in 1994, when he was driving along a road in western Croatia. A truck crashed into him and his car was pushed off the highway into a 150-metre hole. If Frank's luck had run out, this would be the end of his story. Fortunately, it hadn't, and he fell out of the car before it exploded.

However, his story doesn't end there. In 2002, after so many lucky escapes, Frank had his first lucky break and won a million dollars on the national lottery. If Frank was a greedy man, he would have kept the money for himself. Instead, he gave it all away. Unless he lost everything and it was his only choice, he wouldn't buy another ticket. He doesn't believe that money can make you happy, but does he believe in good luck? Probably, although he isn't taking any chances. He still refuses to get on a plane or travel by train ...

Events: winning the lottery; getting out of a burning car; surviving a train accident

Exercise 3

- a sentences 3 and 4; third conditional
b sentences 1 and 2; second conditional
c sentences 1 and 2; past simple
sentences 3 and 4; past perfect
d could, might
e If he lost everything and it was his only choice, he would / might buy another ticket.

Exercise 4

- 1 (If he hadn't) missed an earlier train, Frank wouldn't have ended up in the crash.
- 2 (Frank might not) have survived if he hadn't managed to break the train window.
- 3 (I'd believe) in good luck if I was/were in his situation.
- 4 (If the pilot) hadn't flown too low, the plane wouldn't have crashed.
- 5 (The children could have been) hurt if they hadn't already got off the bus.
- 6 (If I) lived a charmed life like Frank, it'd be amazing.

Exercise 5

- a sentence 1
b sentence 2
c sentence 1: third conditional, second conditional
sentence 2: second conditional, third conditional

Exercise 6

- 1 had made – mixed conditional: the first part refers to the present; the second part refers to the past
- 2 was / were – second conditional
- 3 wouldn't be – mixed conditional: the first part refers to the past; the second part refers to the present
- 4 hadn't learned – third conditional
- 5 would hitchhike – second conditional
- 6 had bought – mixed conditional: the first part refers to the present; the second part refers to the past
- 7 hadn't dropped out – mixed conditional: the first part refers to the present; the second part refers to the past
- 8 wouldn't be – second conditional

Exercise 7

- 1 would it really make 2 went 3 had known
4 hadn't been 5 wouldn't be 6 would be
7 would have made 8 hadn't had

7C Listening, speaking and vocabulary

The golden years pages 86–87

Exercise 2 2•10

Audio script

Presenter Society is getting older. By 2030, there will be 50% more over-65s and more than double the number of over-85s alive in England. Older people are becoming a bigger part of our society, but what are younger people's attitudes towards them? Do we think of them as over the hill and irrelevant, or are they wise and worth listening to? In the studio today we have community worker Yolanda Sparks and social anthropologist Ralph Sanchez. So Ralph, what exactly is our attitude to older people?

Ralph Attitudes to older people vary hugely, depending on the type of society you live in. In Western society, for example, older people have little value, but in Asian societies and some tribal ones, quite the opposite is true.

Presenter So why do people in countries like England and America not value older people?

Ralph Well, there are several reasons for this. Firstly, countries like America have a very strong culture of youth. Although some people complain about adolescent kids and their infantile behaviour, young people in general are perceived as more innovative and dynamic, bringing fresh and unique ideas to society.

Yolanda But they're also perceived as inexperienced, thoughtless and, some would say, even foolish.

Ralph Still, we tend to value youth over everything else, as young people represent the future. Secondly, our society has a strong work ethic, so when you retire you lose your 'value' and become less relevant to society. And of course, society prefers people who are self-reliant, who can do things for themselves. When people get long in the tooth and become more dependent on others, they lose our respect.

Yolanda That's right. I also think it's very much a 'them' versus 'us' mentality. We treat old people like we treat homeless people or disabled people – as less valuable citizens; we describe them as elderly, which makes them sound quite helpless, and with a short shelf life. They become invisible ... We brush them off and we don't feel at ease with them. They're sent to nursing homes where they become cut off from their families and friends they grew up with.

Presenter But not every society has this attitude?

Ralph No, traditional societies and societies in the East are the ones that value older people the most. Young people there continue to look after the elderly at home or in their community where they are surrounded by families and friends. This can give them a new lease of life. In Mediterranean cultures, it's normal for multigenerational families to live in the same house. And in Asian cultures like Japan, being mature is more valuable than being youthful because you have more life experience.

Yolanda Although you can have a 'youthful' attitude to life.

Ralph That's true. But as I was saying, in Asian cultures, there's a strong tradition of showing older people respect; it's part of how children are brought up.

Presenter So it's a question of tradition.

Ralph Yes – it's a question of value, too. In tribal societies, older members of the tribe are supportive to their families, helping with the children and collecting food. People also turn to

respected tribal elders for their knowledge. There's no written record of history, so older people are valuable sources of information. // In England, if we need information, we rarely ask an old person – we just surf the internet.

Presenter So old people have more value in these tribal communities?

Ralph Not quite. There are some tribes who are less caring of their elderly. For example, traditional nomadic tribes may abandon old people during long travels. Often they are unable to carry them along with children, weapons and food. During famine, old people may also be sacrificed. Tribal societies are often faced with extreme choices.

Presenter So it's like shooting the weak and wounded to let the young and strong survive?

Ralph That's right. Ultimately, in these extreme situations, old people have less value than people in the prime of their life.

Presenter So what's the solution? How should we treat our old people?

Yolanda I think we need to create opportunities for old people to contribute more, become part of society again and not feel so vulnerable and isolated. It's also a question of attitude ...

Thinking of old people as dynamic and looking to the future, rather than set in their ways and obsessed with the past. Old age isn't an illness and old people still have a lot to give ...

Ralph And one day, we will be that older generation, so better to address the attitude to old age now.

Yolanda Spend time with old people, consider cross-generational activities, be neighbourly, ask them for advice and about their life experience. You could learn a lot. Help them with things they find challenging, too. We often refer to old age as 'the golden years' ... and maybe, if we change our attitude, they might be 'golden' in the future ...

Ideas mentioned: dependence vs independence; loneliness

Exercise 3 2•10

1 b 2 b 3 c 4 b 5 a 6 b

Exercise 4

old: over the hill, long in the tooth, elderly, set in their ways, mature

young: adolescent, juvenile, youthful, infantile, childish

both: (in)dependent, wise, dynamic, supportive, (in)experienced, self-reliant, vulnerable, foolish

Exercise 8 2•11

Audio script

Girl 1 I think it's natural for societies to value youth over age. Young people represent the future; they are more dynamic, more innovative. One of the main reasons for valuing youth is that young people are not afraid to experiment, to try out new things.

Boy 1 Yes, I totally support that idea. The younger generation brings about change through rebelling against established beliefs and attitudes.

Girl 1 So if society didn't value its youth, we'd make no progress. We would still be stuck in the dark ages.

Boy 2 That makes sense, but what bothers me is that young people don't have much experience. They don't have as much knowledge as their elders. Societies that value age, that listen to older people, have the benefit of their wisdom and experience. Perhaps fewer mistakes would be made.

Girl 2 I agree. I think that one of the biggest drawbacks of valuing youth over age is that society could become very

shallow. Look at what young people watch on TV or read in magazines. It's all about superficial celebrities, not real issues.

Boy 2 I can't entirely support that point of view. Plenty of young people are committed to real issues.

Girl 2 What I'm trying to say is that young people don't have much life experience, they don't have much wisdom compared to an elderly person who has perhaps lived through a war and experienced the ups and downs of life.

Girl 1 I think we'll have to agree to disagree. I still think that youth is more important to society than age and experience. We need new ideas to advance, and it's young people who supply society with these ideas ...

Exercise 9 2.11

1 main 2 totally 3 drawbacks 4 bothers
5 entirely 6 'd 7 could 8 would

Exercise 10 2.12

Audio script

Boy 1 I think the main benefit that young people bring to society is their ability to keep up with new technology. Older people have problems with that.

Girl 2 But older people have a stronger work ethic, I think. Younger people are lazier and that can be a significant problem.

Boy 2 We're also less knowledgeable about life in general, and are more likely to make mistakes.

Boy 1 Maybe, but one positive aspect of not knowing too much is the willingness to experiment and try out new things.

Girl 1 But what if older people weren't valued at all? That might result in resentment and alienation. We need to value everyone in society.

Boy 1 Yes, there has to be a balance. We need to value both young and old as they both have things to offer ...

Phrases mentioned: The main benefit that ...; One positive aspect of ... is ...; ... can be a significant problem.; That might result in ...; What if ...?

A The main benefit that ...; One positive aspect of ... is ...; The best thing about it is ...

B ... can be a significant problem.

C My main worry would be ...; That might result in ...; What if ...? Even if ...

7D Culture, vocabulary and grammar

The Road Not Taken pages 88–89

Exercise 2 2.13

He had to decide which road to take when he had a choice of two possible paths.

Exercise 3

1 B 2 A 3 D 4 C

Exercise 4 2.13

1 No, he can't. (*And looked down one as far as I could / To where it bent in the undergrowth;*)

2 It is autumn. This suggests that the author is in the 'autumn' of his life – late middle age. This might make his choice more difficult because he has less time to go back if he has chosen the wrong path.

3 He is hesitant. (*... long I stood*)

4 Students' own answers

5 In the future he will claim that his path was 'the one less traveled by'; but actually he has already stated that they were both 'really about the same'. A more independent, adventurous or stronger-minded person might take 'the road less traveled'.

6 The road could be a metaphor for an important life-changing decision such as starting a new career, getting married, starting a family or giving up a job.

Exercise 5

his father died
met the love of his life
worked for a newspaper
had his first child
dropped out of university
lived on a farm
travelled to England
became famous

Exercise 6

1 No.
2 past
3 1: simple past, past perfect; 2: *would rather* + present perfect; 3: past perfect; 4: past perfect

Exercise 7

1 yes; present; present simple + past simple
2 yes; present; *would rather* + past simple
3 no; future; past simple
4 no; future; past simple + *would*
5 yes; present; past simple
6 no; future; past simple passive

Exercise 8

1 lived 2 hadn't studied 3 had told 4 dropped out
5 had done 6 didn't study 7 had been

7E Writing

An opinion essay pages 90–91

Exercise 2

1 **Repetition:** They know where they've come from, they know where they're going ...; Old people can learn new things just as easily as young people, and they can broaden their horizons just as much as the younger generation.; They have more life experience, they are healthier than previous generations, and they have the time to follow their dreams.

2 **Word order:** Growing old is something we all have to face.; You're unlikely to meet such an energetic pensioner.

3 **Sentence length:** Older people can have a better quality of life than younger people.

4 **Examples from real life:** Seventy-six-year-old Ernestine Shepherd is a good example – you're unlikely to meet such an energetic pensioner as this body builder. Ernestine gets up at 2 a.m. every day and runs ten miles!

Exercise 3

- 1 Today, old people are treated well in Mediterranean countries and they are treated well in Japan, too.
- 2 I've never met such an interesting person as my grandmother.
- 3 Older people aren't good with technology. They can't multitask. They can't concentrate for long periods of time.
- 4 Young people aren't considerate. They lack compassion towards older people. They can be quite rude.
- 5 Older people were respected far more by society in the past than they are today.
- 6 My grandparents have more friends, more money and more security than I'll ever have.

Exercise 4

- 1 a better quality of life than; more ... than; not so ... as; far more ... than
- 2 as much as; such ... as
- 3 the older people become, they happier they get; more and more ...
- 4 less (active and) more (likely to fall ill)

Exercise 5

- 1 as respected now / today as they were in the past
- 2 as well in Mediterranean countries as they are in Japan
- 3 a more interesting person than my grandmother / such as interesting person as my grandmother
- 4 better with technology than older people
- 5 a good social life as my grandparents do
- 6 (often) you exercise, the longer you'll live

Writing guide

- 1 c, d, e 2 a, b, f

Vocabulary insight 7 page 92

Using a dictionary: *would* and *could*

- 1 It is used to talk about the result of an event that you imagine.
2 It is used to talk about the result of an event that you imagine.
3 It is used as the past form of *will* when reporting what somebody has said or thought.
4 It is used to describe a possible result that did not happen because something else did not happen first.
5 It is used to give advice.
6 It is used to talk about repeated past actions.
7 It is used to describe a possible result that did not happen because something else did not happen first.
- 1 will
2 used to
3 polite
4 so that, in order that
5 I would imagine, say, think that ...
- 3 1 2 2 2 3 1 4 3 5 11 6 12 7 3

- 4 1 would spend hours
2 would probably feel better
3 wouldn't apply
4 he wouldn't retire
5 slipped off the roof, she wouldn't have broken
6 you would stop worrying about the future
- 5 1 Could I borrow your magazine?
2 You could have been more polite.
3 I'm so upset (that) I could cry.
4 Your bedroom could do with some fresh air.
5 Our teacher could have forgotten to set any homework.
- 6 Students' own answers

Review 7 page 93

- 1 1 laughs off 2 warned us off 3 has been called off
4 have made off 5 eased off 6 fights off
7 is cut off 8 brushed off
- 2 1 a matter of life and death
2 a new lease of life
3 in the prime of life
4 milestone in life
5 live charmed lives
6 every walk of life
7 breathe life
8 shelf life
- 3 1 long in the tooth 2 elderly 3 foolish
4 supportive 5 adolescent 6 experienced
7 mature 8 set in their ways
- 4 1 wouldn't draw
2 didn't have
3 happened
4 wouldn't have learned
5 hadn't helped
6 would never have found out
7 would buy
8 were able
- 5 1 (If my grandmother) hadn't found a place in a retirement home, she would live with us.
2 (If they) liked me, I would visit them.
3 (If I) hadn't been born in Paris, I wouldn't speak French.
4 (If my parents) had been angry, they would have shouted.
5 (If my aunt) hadn't had an operation, she wouldn't be alive.
6 (If your dad) wasn't / weren't rich, he wouldn't have bought you a car.
7 (If that woman) had had an easy life, she wouldn't look old.
- 6 1 won 2 had made 3 weren't / wasn't
4 hadn't written 5 were 6 didn't / don't tell

Unit 8 Food and ethics

8A Reading and vocabulary

A right to eat pages 94–95

Exercise 2

Some people eat this food because it's part of Chinese culture and is associated with wealth and exclusivity. Some people want to ban shark fishing because sharks are being hunted to extinction and this would have a negative effect on the underwater ecosystem.

Exercise 3

1 a 2 c 3 c 4 d 5 b

Exercise 5

1 agonizing 2 awe-inspiring 3 distressing
4 wiped out 5 critical 6 countless 7 outlawed
8 slaughter 9 monstrous 10 cold-blooded

Exercise 7

1 for 2 in 3 to 4 in 5 in / of 6 of 7 on
8 without 9 on 10 about 11 with 12 on

8B Grammar and listening

Wet wealth pages 96–97

Exercise 2 2•14

Audio script

Were you watching TV last night, playing a computer game, or texting on your phone? You probably answered 'yes' to one of these, because they're all good ways to relax and unwind. But let's pause and reflect for a minute: have you ever wondered where these products come from or how they are made? Do you know which materials have been used to make them? What effect might they be having on our planet?

Flat-screen TVs are something most of us have in our homes. Last year, over 9 million were sold in the UK alone. // Like most electronic equipment, these TVs need rare minerals, or special metals, which are difficult to find. Two in particular, indium and gallium, are used in flat-screen TV production. The problem is that rare minerals from traditional mines are being used up fast, so companies have been looking for an alternative. // The alternative lies at the bottom of the sea.

The deep sea floor has a lot of 'wet wealth', but it has never been mined before. // The possibility had been investigated by companies in the 1990s, but the cost of mining 1,000 metres under the sea was too high. // Then, in 2008, mining projects which had been approved by Pacific Island countries didn't go ahead for the same reason: expense. // However, today, thanks to the increasing demand for electronic goods, big profits can be made from deep-sea mining. New ways have been developed to extract rare metals, and more effective machines will be used to get them. // Companies expect billions to be made from this 'wet wealth'. However, the impact of this mining on the marine environment is unknown. // The problem is that biologists are just starting to investigate the deep sea and its unique ecosystems – ecosystems that could easily be damaged by these new machines. // But why should we care about the

seabed being destroyed? The fact is that we need to, because no one can predict what will be lost. Polluting the seabed could affect the food chain, and many species could die, including the fish we eat every day. Our seas and their ecosystems need to be protected, but something has to change. Can we stop rare minerals being used? Can we prevent electronic equipment being sold? Probably not, but are our flat-screen TVs, computers and phones really worth it?

Exercise 3 2•14

- 1 F: 9 million flat screen TVs were sold in the UK last year.
- 2 T
- 3 F: The deep sea has never been mined before.
- 4 F: The seabed was being explored by companies twenty years ago.
- 5 T
- 6 T
- 7 F: The impact is unknown.
- 8 F: The food chain could easily be damaged by mining.

Exercise 4

- 1 c; People sold nine million computers in the UK last year.
- 2 b; People are using up rare minerals very quickly.
- 3 f; People have mined the deep sea for minerals before.
- 4 d; Companies were exploring the seabed thirty years ago.
- 5 e; People had agreed some mining projects, but they didn't happen.
- 6 g; In the future, people will use new machines to do the work.
- 7 a; People know the consequences of mining in the sea.
- 8 h; Mining can't damage the food chain.

Exercise 5

- 1 the appropriate form of *be* + past participle
- 2 a 1, 6 b 4, 8 c 2, 3, 5, 7

Exercise 6

- a past participle
- b *to be* + past participle
- c *being* + past participle

Exercise 7

- 1 to be 2 being 3 being 4 being 5 to be 6 to be

Exercise 8

- 1 be traced back
- 2 have been destroyed
- 3 are being cut down
- 4 has been caused
- 5 is destroyed
- 6 being caught
- 7 are being used
- 8 were compared
- 9 had been cleared away / has been cleared away
- 10 were prosecuted / are being prosecuted
- 11 to be protected
- 12 will be certified

8C Listening, speaking and vocabulary

Feeding the world pages 98–99

Exercise 1

(Possible answers)

Always used to grow food: land, water, light

Limited resources: land, water, heat, fertilizer, animal feed

Exercise 2 2:15

Audio script

The subject of today's talk is food ... or lack of it, and how we can make more of it without using up resources and causing more environmental problems. By 2050, there will be another 2.5 billion people on the planet – that's the same as an extra China or India and a lot of mouths to feed. Current food production will need to double to meet this rise in demand, but the problem is our natural resources are running out fast! More forests will be wiped out to make way for agricultural land, more rivers and underground sources of water will dry up, and overfishing will slowly kill our oceans. And it's not just the poorer countries who will suffer: food shortages are a problem that will affect us all. So it seems it's time to face up to the facts and look for new sources of food. Luckily, there are a few ideas on the table that I'm going to examine ...

The talk is going to be about a global food shortage.

Phrases used: The subject of today's talk is ...; I'm going to examine ...

Exercise 3

(Possible answers)

- 1 people squeamish, tastes good
- 2 bland taste, pink slime, high cost
- 3 needs land to grow, easy to farm
- 4 affect natural ecosystem

Exercise 4 2:16

Audio script

One solution, which is not new, but still very popular, is the development of 'micro-livestock', or what we would call insect farms. // At least 1,400 species of insects, such as grasshoppers, spiders and beetles, are already eaten across Africa, Latin America and Asia. This micro-livestock is easy to farm, rich in protein and takes up a fraction of the space of livestock such as cows and sheep. The problem is that many people are squeamish and the idea of eating insects makes them feel sick, so researchers are looking at ways to extract the protein and add it to other foods. // That said, in a few years' time we may just have to put on a brave face and eat them anyway! Another quite exciting solution is 'cultured meat' – let me explain what I mean ... Cultured meat is meat grown in a laboratory from stem cells taken from an animal. This artificial product uses less energy, water and land than animal farming, which currently takes up thirty per cent of the Earth's land mass. If it was sold commercially, it could save many forests, and on the face of it, looks like a great alternative to real meat. // The only problem that it looks a little like pink slime and it tastes of nothing. This bland taste is because there isn't any blood or fat. It's also pretty pricey. // At the moment, cultured meat costs

a small fortune to make – pink slime is more expensive than caviar!

A third possibility is 'green super rice' – in other words, rice that produces more grain and can survive hostile environments, insects and disease. // Chinese plant breeder Zhikang Li has dedicated the last twelve years of his life to developing this new rice, and instead of using GM technology, or genetically modified crops, he's worked with researchers and farmers in sixteen countries, combining 250 varieties of rice. As the main ingredient in many meals, green super rice could help feed an extra 100 million people, and in the face of a growing global population, could make a real difference to our planet. Apparently, the rice tastes good ... but we still need land to grow it. //

The last solution I'm going to look at today is the possibility of 'greening' deserts, or, to put it another way, making deserts into places where we can grow crops. // There are many arid deserts in the world which are also near the sea ... in Chile, Peru, the Middle East, etc. Very little has grown in these places for hundreds of years, and it looks as if nothing much will ever grow here. However, that might be about to change thanks to a British inventor called Charlie Paton. Paton has come up with a technology to grow food in coastal deserts using huge 'seawater greenhouses'. The idea is simple: seawater is heated by the sun, evaporates, cools to form clouds, and returns to earth as rain. The process is so effective that the greenhouses produce more than five times the fresh water needed to keep the plants inside alive ... so the extra water can be used to grow other plants in the local environment. The only downsides are the high costs, and the negative effect on the desert's natural ecosystem. // Well, I hope you've been inspired by some of these alternative ways to feed the planet. As we all know, the current global food system is unsustainable and a major contributor to climate change. We can talk until we're blue in the face about alternative food sources, but until we face the music and actively change our eating habits, the situation won't improve. We can eat responsibly and still eat well – cutting back on our meat consumption, trying some super rice, or even one or two insects. Let's face it – we'd probably all be better off with a few beetles on the menu.

- 1 insect farms
- 2 Many people are squeamish and the idea of eating insects makes them feel sick.
- 3 uses less energy, water and land than animal farming; could save many forests
- 4 looks like pink slime, tastes bland, is expensive
- 5 rice that produces more grain and can survive hostile environments, insects and disease
- 6 We still need land to grow it.
- 7 making deserts into places where we can grow crops
- 8 high costs, negative effect on the desert's ecosystem

Exercise 5

- 1 On the face of it 2 put on a brave face
- 3 talk until we're blue in the face 4 In the face of
- 5 face up to the fact 6 face the music 7 Let's face it

Exercise 8 2•17

Audio script

1

Girl It doesn't look like a healthy diet, does it?

Boy Well, there's some fruit and some fish ... but it looks as though he eats a lot of processed food.

Girl Yes, the fizzy drinks will be high in sugar. Although there's not much fat in his diet ... Judging by the food, I reckon he's eating around 4,000 calories a day, don't you agree?

Boy Um, let me think ... I reckon double that ... Maybe 8,000 ...

Girl So where do you think he's from?

Boy It looks like he might be German.

Girl I doubt it ... I think it's clear from the photo that he's in the USA. Look at the skyscrapers, and the size of the city behind him.

Boy Fair point, I didn't notice that.

Girl There's a pot of Jello, too – that's typically American.

Boy Well-spotted! But what about his job?

Girl He's obviously a construction worker, and not afraid of heights.

Boy A bit of a daredevil – what I mean is, he's probably a bit of a risk-taker.

2

Boy It looks like he lives in a country like India or Pakistan. It looks hot, and I can see a crowded train in the background – some people are sitting on the roof. That wouldn't happen in England.

Girl It does look pretty dangerous. So what do you think he's doing there?

Boy It's hard to say – he looks like he should be at school. I wonder if he sells snacks to people at the station.

Girl If that were true, wouldn't there be snacks in his diet?

Boy That's an interesting point. OK, supposing that he's a porter, carrying people's luggage to and from the trains. That would explain why he's there ...

Girl Yes, it would, but let's look at his diet now ... There's rice and some meat and vegetables – I can't see any sugar or processed foods. What a difference from the man in the other picture. The boy's diet looks much healthier than his!

Boy That depends – it doesn't look particularly healthy to me; it isn't much for a child to eat, especially if he works all day as a porter. There's no fruit, either, so it can't be good for him.

Girl I see what you mean. He must have a very hard life ...

1 Photos A and B

2 a B b G c B d B e B

Exercise 9 2•18

A Speculating and reflecting

B Conceding a point

C Clarifying an opinion

1 look like 2 Judging 3 clear

4 point 5 spotted 6 mean

Exercise 10 2•19

Phrases used: That's an interesting point. ; Supposing that ... ; It's hard to say. ; That depends. ; I see what you mean. ; That would explain ... ; It can't be. ; I wonder if he (sells) ...

A Supposing that ... ; It's hard to say. ; That depends. ; It can't be. ; I wonder if he (sells) ... ; It's safe to say that ...

B That's an interesting point. ; I see what you mean.

C That would explain ... ; In other words ...

8D Culture, vocabulary and grammar

The origins of food pages 100–101

Exercise 2

Fish fried in batter originated in Portugal. Chips originated in either France or Belgium.

Exercise 3

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

Exercise 5

types of meal takeaway, snack, banquet

food in general dish, fare

requests for food order

quantities of food portion, ration

Exercise 6

classic dish / fare; six-course banquet; light snack;

emergency ration; Chinese dish / takeaway / banquet;

individual portion / dish; side dish / order

Exercise 7

1 ration 2 portions 3 fare 4 snacks

5 order / dish 6 takeaways 7 banquet

Exercise 8

There are two passive forms because the focus is different.

1 Jewish immigrants introduced fish fried in batter to England.

2 Either France or Belgium gave us the chipped potato.

Exercise 9

1 Which foreign foods has your country been introduced to?

2 Has food from other cultures ever been cooked for you?

3 When was the last time a new recipe was taught to you?

4 Are free food samples given to you in your supermarket?

5 How often are you made 'classic' dishes at home?

8E Writing

A for and against essay pages 102–103

Exercise 2

The essay answers question 3.

Exercise 3

Cause: Due to, on account of this, since, because of

Effect: resulted in, means, Consequently, led to

Exercise 4

Cause: owing to, as, the effect of

Effect: therefore, hence for this reason

Exercise 5

(Possible answers)

It's difficult to decide where to eat due to / owing to too much choice!

We grabbed a burger at a fast-food restaurant since / as we didn't have much time.

The food was grown locally; hence / consequently, it had a smaller carbon footprint.
 Eating too much fast food can result in obesity and heart disease.
 They couldn't make spaghetti bolognese since / as they'd run out of pasta.
 She had a Mediterranean diet; hence / consequently, she lived to a ripe old age.
 He lost a lot of weight due to / owing to his vegetarian diet.

Exercise 6

a 1, 5 b 4 c 2 d 3

Exercise 7

- 1 It is believed that the first Indian curry appeared in a British cookbook in the eighteenth century.
- 2 At the time, spicy food was considered to be good for your health.
- 3 Today, Indian curries are known to have changed to accommodate British tastes.
- 4 It is thought that a restaurant in Glasgow invented chicken tikka masala.
- 5 Last year, it was reported that chicken tikka masala was Britain's most popular dish.
- 6 Today, supermarkets are said to be selling more ready-made curries than ever before.

Vocabulary insight 8

page 104

Dependent prepositions

- 1 adjective + preposition 2 noun + preposition
 3 verb + preposition 4 noun + preposition
 5 verb + preposition 6 noun + preposition
 7 verb + preposition
- 1 noun
 2 in, of, to
 3 *rise in* means 'increase'
rise of means 'become more powerful'
rise to means 'achieve a certain position'
- 3 a result in b lead to; depends on
 d imbalance in; collapse of e rise in f based on
- 4 1 off
 2 pay (sb) for (sth), pay in cash, pay by credit card, pay sth to (sb), pay off (a loan, mortgage, etc.)
 3 imbalance in / of sth, imbalance between A and B
 4 fork out, fork out sth for / on sth
 5 save sth up (for sth)
- 5 1 in 2 between 3 out, for
 4 off 5 off 6 up for 7 in
- 6 Students' own answers

Review 8

page 105

- 1 awe-inspiring / impressive 2 banned / outlawed
 3 kill / slaughter 4 huge / monstrous
 5 countless / numerous 6 distressing / upsetting
- 2 1 on 2 in 3 on 4 for 5 about 6 off
- 3 1 in the face of danger 2 put on a brave face
 3 talk until we're blue in the face 4 face the music
 5 Let's face it 6 face facts

- 4 1 fast-food takeaway 2 lunchtime snack
 3 popular order 4 standard fare 5 traditional dish
 6 wedding banquet
- 5 1 was being destroyed 2 had been used
 3 were banned 4 have been developed
 5 are being implemented 6 will be phased out
 7 won't be / aren't followed
- 6 1 to be offered a place on the course
 2 being taken for a walk
 3 hunting to be banned by the government
 4 their animals being stolen
 5 to be beaten at the next election
 6 the money being made by his company
- 7 1 I was introduced to them at a party.
 They were introduced to me at a party.
 2 A bag is given to all visitors for their rubbish.
 All visitors are given a bag for their rubbish.
 3 The tickets might be sent to you by courier.
 You might be sent the tickets by courier.
 4 A new documentary is being shown to us by the teacher.
 We are being shown a new documentary by the teacher.

Cumulative review

Units 1–8

pages 106–107

- 1 2.20

Audio script

Presenter Hello, and welcome to the show. Now, according to ecologists, meat production has a devastating effect on the environment. It contributes to everything from pollution to climate change, they say. Which is why scientists have been investigating the possibility of growing meat in a lab. Recently, the first burger made from stem cells was presented by its creator Mark Post, a physiologist from Maastricht University in the Netherlands. Our special guest today, Lucy Summers, was at the presentation of the burger. Hello, Lucy, and welcome to the show.

Lucy Thanks for having me.

Presenter Lucy, tell us something about the burger. What did it look like?

Lucy It looked very much like a real burger, actually. It was the same shape and nearly the same colour – just a bit paler, really. You have to bear in mind, though, that the stem cell strands of meat on their own are an unappetizing shade of white. They're coloured with beetroot juice and saffron to make them look like meat.

Presenter Right. So what about the taste? Was the burger raw or cooked?

Lucy No, no, it was cooked by a professional chef called Richard McGeown. He put lots of butter and sunflower oil in a pan, and spent ten minutes trying to cook the burger without breaking it in half. While it was cooking, he said it smelled like any other burger.

Presenter And the taste?

Lucy I can only tell you what the tasters said, I'm afraid. There were only two of them: an American food writer and an experienced nutritionist.

Presenter What did they say?

Lucy Well, Hanni Rützler, the nutritionist, said that the burger definitely tasted like meat, but she had expected the texture to be softer. She also detected an absence of fat, which meant that the burger wasn't very juicy in the middle.

Presenter How about the second taster?

Lucy The food writer, Josh Schonwald, said that the burger felt like a conventional burger, but he also noticed the lack of seasoning and fat.

Presenter Lucy, tell us more about how the burger was made.

Lucy Well, as you said at the beginning of the show, the burger was made from stem cells. These cells are harvested from a living cow. Scientists then feed and nurture the cells, so that they multiply to create muscle tissue, which is the main component of meat. The cells grow into strands, and 20,000 strands of meat are then combined to make one 140g burger.

Presenter How long does the process take?

Lucy It took Professor Post and his team more than five years to design and make the burger. And the process cost around €250,000.

Presenter Whoa! That's a lot of money! The question is ... was it worth it?

Lucy I'm afraid I can't answer that. Only time will tell. But Professor Post says that it might well be another ten to twenty years before we can buy stem cell burgers in our local supermarket.

Presenter I might think about becoming a vegetarian before that happens. Lucy Summers, thank you so much for joining us.

Lucy My pleasure.

1 physiologist 2 paler 3 ten

4 meat 5 fat 6 seasoning

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

3 Students' own answers

4 Students' own answers

5 **Pros:** cheap, will help to combat world hunger
Cons: people don't like the idea of it, people think of it as meat for people who don't have money

6 1 d 2 b 3 c 4 a

7 1 nets should be banned

2 was brought to America by immigrants

3 might have become an engineer

4 hadn't lost her job

5 must have had a key

6 had better learn to speak

7 have got used to it

8 she had been writing since dawn

9 Who did you stop to talk to

10 I will have arrived in Paris / I will be arriving in Paris

8 Students' own answers

Unit 9 Technology

9A Reading and vocabulary

What's new? pages 108–109

Exercise 1

Technologies mentioned: mobile social networking, the Facebook 'like' button, video phones, Skype, augmented-reality glasses and headsets, apps, Google Glass

Exercise 2

1 T (implied)

2 F (stated: 'displaying pictures of strangers')

3 T (stated: 'a slender stream', 'it was slow-going', 'Tech start-ups ... sank within months')

4 F (stated: 'my mother is an emerging technologies consultant')

5 T (implied)

6 T (stated: 'her interest was in premature things', 'the sleek final product held much less interest')

7 F (implied)

8 F (implied)

Exercise 3

1 (turned out) to have legs

2 murmurs reassurances

3 launched with a fanfare

4 sank within months – they failed because internet connections were slight and the hardware was bulky and expensive.

5 brought the rest of the world up to speed with her pens – She laughed because her predictions had come true.

6 dedicated

7 groan-inducing

8 all the hallmarks

Exercise 4

1 up to speed

2 murmured reassurances; would turn out to have legs

3 dedicated

4 sank within months; groan-inducing

5 hallmarks; launch; with fanfare

Exercise 5

1 tech start-ups 2 emerging technologies

3 early adopters 4 earbuds 5 handsets

6 cord 7 headset 8 keypad

9B Grammar and listening

Young minds pages 110–111

Exercise 1 2•21

Audio script

Presenter Joining us now in the studio is TV presenter Damien Sutton. Damien, your documentary *Bright minds, bright future* is being broadcast tonight. Can you tell us a little about the programme?

Damien Yes, of course. It looks at the achievements of young scientists and inventors from all over the world who use their work to tackle all kinds of problems, from the lack of electricity in their local area to world hunger, cancer, sustainable energy ... Experts say that we don't have enough science and technology students in our universities. Well, we're really hoping that programmes like ours will change that, and inspire a passion for these subjects in young people.

Presenter What can you tell us about the people that you've featured in the documentary?

Damien Well, one that has all the hallmarks of a great inventor is a boy called Kelvin Doe. He's from Sierra Leone, although we filmed him in New York. He's only fifteen, but he's already made some fantastic electronic gadgets.

Presenter How did he get started in electronics?

Damien Kelvin told me that his interest had started five years before. He got old devices and cords out of rubbish bins and took them apart in his living room to see what they looked like on the inside. Then, after a lot of hard work, he worked out how to make the gadgets. He said that, by the age of thirteen, he'd invented a new type of battery. When I asked him why he'd wanted a home-made battery, he explained that he hadn't had enough money for a shop-bought battery. So, after several failed attempts, Kelvin came up with a great new way to make a battery, using acid, soda, a piece of metal and a tin cup.

Presenter That's brilliant.

Damien Next, he built a generator out of old DVD players, so that he could charge the battery. He spent a few days one summer on a technology course, and with the encouragement and advice from a teacher there, he made an amp, a mixer, a radio transmitter ... He's now made enough equipment to have his own radio station, so he's a DJ as well as an inventor. He told me he had a whole team of kids working for him as station managers and reporters. The radio station is really empowering the local community.

Presenter Not bad for a boy who's only fifteen! I wonder what he's planning for the future.

Damien Well, he said he was visiting an American university for three weeks so he would be able to learn from the professors there. But he said that he had to do three more years of high school before he could think about a degree. And when I asked him whether he had decided on his next invention, he told me that he would like to build solar panels. He said Sierra Leone should have a lot more solar power. So watch this space. I'm sure the documentary won't be the last we hear of young Kelvin and his inventions. Maybe in a few years he'll tell us that his solar inventions are powering the whole of Sierra Leone!

Presenter He sounds like a great kid ...

original ideas, enthusiasm, hard work, encouraging teacher

Exercise 2 2:21

- 1 Kelvin told me that his interest had started five years before.
- 2 He said that by the age of thirteen he had invented a new type of battery.
- 3 I asked him why he had wanted a home-made battery.
- 4 He told me he had a whole team of kids working for him.
- 5 He said that he was visiting an American university for three weeks so he would be able to learn from the professors there.

- 6 He said that he had to do three more years of high school before he could think about a degree.
- 7 I asked him whether he had decided on his next invention.
- 8 He told me that he would like to build solar panels.
- 9 He said that Sierra Leone should have a lot more solar power.

Exercise 3

- 1 See language note above.
- 2 pronouns, time and place words
- 3 **Direct questions:**
(question word) + auxiliary + subject + main verb
Reported questions:
question word / if / whether + subject + verb
- 4 whether

Exercise 4

- 1 They asked Kelvin if / whether he had had fun at their university.
- 2 He replied that he would never forget his fantastic experience there.
- 3 He told them that he had never seen technology equipment like that before he came to the USA.
- 4 He said that he had to thank the professors for their help.
- 5 He said that he would like to learn more from them in the future.
- 6 He admitted that he couldn't wait to see his family again.
- 7 They asked (him) when he was going home.
- 8 He told them that he should be there the following day, if there weren't any problems with his flight.

Exercise 5

- 1 no
- 2 Sometimes the pronouns change.

Exercise 6

- 1 is 2 have had 3 what RSI was 4 included
- 5 had to 6 was doing 7 could ask
- 8 would never have got / would never get 9 there were
- 10 had come / came 11 should apply 12 would give
- 13 had been selected / would be selected 14 could attend

9C Listening, speaking and vocabulary

Digital footprints pages 112–113

Exercise 2 2:22

Audio script

Presenter Today on the programme, we're discussing the implications of Connor Riley's problems over her Twitter message, and digital footprints in general. To help us, we have three guests: Jenny Bingham, from the Universities Admissions Council; Mick Johnson, a civil liberties campaigner; and social media consultant Donna Topolski. Thank you for being here today.

Donna / Mick / Jenny Thank you. / You're welcome.

Presenter Donna, perhaps we could start with you. Was Connor Riley unlucky or stupid?

Donna Well, unlucky that her comment didn't pass under Cisco's radar, but mostly stupid, I would say – even Connor would

agree with that. Someone who wants a job in technology ought to know the difference between Twitter and a private chat with friends. She should have set up privacy settings on her Twitter account. But she didn't, and she paid the price. Everyone should learn from her experience and keep very tight control of their digital footprint.

Presenter Just to be clear, what exactly is a digital footprint?

Donna Your digital footprint is the data trail left by all your online activity: all the things that you've put online – your tweets, your Facebook posts, videos that you've uploaded – and all the information other people have put online about you, too. You may be tagged in other people's photos, or mentioned in a blog or an online news story ...

Presenter But how can you keep your digital footprint under control, when a lot of it's created by other people?

Donna Yes, that's a good point. It can be difficult to control your digital footprint, but if other people put something about you online, you can ask them to remove it. Having said that, there's no guarantee that they will. Although, to be fair, most of the problems that people have had with their digital footprint have been problems they've brought on themselves. Connor Riley's case is just one of thousands.

Presenter For example?

Donna Oh, there was a woman working for Nationale Suisse in Switzerland. She told them she was feeling under the weather and couldn't use a computer because of her headache. She took the day off work, but then went on Facebook. When her boss found out, she was fired. And there were two fishermen in Cairns, Australia who uploaded photos and videos in which they were wrestling with crocodiles. Years later, this material came under scrutiny and they had to pay fines for animal cruelty. So it's vitally important to remember a) that the internet is public and b) that what you post could be there for a very long time. The internet never forgets.

Presenter Mick, what's your take on this?

Mick Well, the people in Donna's examples clearly did something wrong and deserved their punishment. But there are a lot of other cases where the offense is much more trivial. There was a British bank worker, Stephanie Bon, who heard a news report about the high salary of her bank's new CEO. For two hours, her Facebook status pointed out that the new CEO got £4,000 an hour while she got £7. She lost her job. Companies shouldn't be able to get rid of people for things like that.

Presenter And what about students, Jenny? Can social media footprints cause them similar problems?

Jenny Yes, absolutely. Four students in Dublin, Ireland, were thrown out of their school, Oatlands College, after posting rude comments about teachers on Facebook, and forty of their friends were punished just for clicking the 'like' button for the comments. Uploading photos of smoking or drinking can have serious consequences, too, if you're under age. And when you're applying for higher education, or for your first job, many universities and employers will use the internet to find out as much as they can about you, so you need to think hard about what they'll learn. Privacy settings on social media sites are a good idea, but you can't rely on them 100%.

Mick That's right. Sometimes potential employers even put you under pressure to give them the username and password of your social media accounts before they will offer you a job. It's outrageous. In some US states, there are laws to stop that. We need the same legal protection here in Britain. Our privacy is under attack.

Jenny Perhaps, but it's also important to be your own censor. I always advise people to think about their grandparents when they post. If they wouldn't want their grandparents to read their comments or see their photos, then those comments and photos shouldn't be put online. Think before you use your keypad!

Presenter So is the safest thing just not to post anything personal on the internet at all?

Jenny Well, no, that's a bit extreme, and actually social media can do a lot to help you, if you use it right. If you're involved in charity fundraising, or sport, or you've got some useful work experience under your belt, make that clear on your Facebook page. Use your digital footprint to show universities and employers why you're special – but never show them a side of you that they may disapprove of, or you may live to regret it.

Presenter Thank you, everyone. Right, we'll be back in a moment, but first, we have Mia Hodge with the news bulletin. Over to you, Mia.

A digital footprint is the data trail left by all your online activity.

Problems mentioned: someone who took the day off work because they said they couldn't use a computer but then posted on Facebook and was found out; fishermen who posted a video of themselves wrestling with a crocodile and were prosecuted for animal cruelty; an employee who made comments about her CEO's salary on Facebook and lost her job; students who were expelled from college for making rude comments on Facebook about their teachers; friends of those students who were punished for 'liking' the comments

Exercise 3 2•22

1 J 2 D 3 – 4 D 5 J 6 M 7 – 8 M 9 M

Exercise 4

1 scrutiny 2 attack 3 control 4 the weather
5 your belt 6 age 7 pressure 8 the radar

Exercise 5

1 under the weather, under control
2 under scrutiny, under pressure, under attack
3 underage, under the radar
4 under your belt

Exercise 7

A cookie is a computer file with information that is sent to the central server each time you use the internet.

Exercise 8 2•23

Audio script

In today's presentation, I'm going to talk about internet cookies. The aim of my presentation is to persuade you that the use of these to collect marketing data should be banned.

First, I'm going to explain what cookies are. Then I'll move on to the annoyance that they cause when they are used inappropriately, followed by issues of security. I'll finish off with the problem of unfair pricing. There'll be some time for questions and answers once I've finished, so please hold any queries that you have until the end.

So, let me start by telling you what cookies are. For those of you who don't already know, a cookie is a small piece of information that is sent to your web browser when you access a particular website. When a cookie arrives, your browser saves

this information to your hard drive; when you return to that site, some of the stored information is sent back to the web server. Without cookies, you'd have to type in your address every time you wanted to buy anything from the same store, and you wouldn't be able to save things in a shopping basket. Cookies help to make the internet faster and more convenient, but there are problems associated with them, too, and that's what I'm going to talk about now.

Cookies allow companies to analyse your online behaviour and then personalize their marketing to you. When you move from one website to another, you are followed around by adverts for products you have already looked at online and decided not to buy. I'm sure we can all agree that when we've decided not to buy something, it's extremely annoying to get a constant stream of adverts about it.

I've just told you about the annoyance that cookies can cause. Now I'm going to move onto the issue of security. Some companies build up a large amount of data about you, your lifestyle, even your medical conditions. They do this so they can sell it to other companies and make money, but what if they are hacked and criminals get hold of the information? This could lead to all sorts of problems with identity theft. It's just not safe to allow them to collect all this data.

I've got one final point to make, and it regards the pricing of things that you buy online. It is thought that companies sometimes put the price of certain things up at the point where they think you're going to make your purchase. Plane tickets, for example. You search for flights, you compare your different options, and then you try to buy a ticket and the price has gone up. If you check the prices on a different computer, a computer that hasn't already done those earlier searches, you might get the original price. When companies use cookies in this way, you can never be sure that you're paying a fair price.

To sum up, the use of cookies to collect marketing data causes annoying adverts that follow you around the internet, it threatens your security, and it means you may have to pay unfair prices. I hope my arguments have convinced you that this use of cookies should be banned. If anyone has any questions, I'd be happy to answer them.

The speaker wants to ban the use of cookies to collect marketing data.

Reasons: They tell companies about the products you look at, and then adverts for these products follow your online activity; they collect your personal data, which might be accessed by criminals; they enable companies to raise the price of things that you buy online.

Exercise 9 2-23

- 1 aim 2 finish 3 questions 4 what 5 move
6 point 7 convinced 8 happy

9D Culture, vocabulary and grammar

First? pages 114–115

Exercise 1

Langley's *Aerodrome* couldn't fly. Whitehead's *Number 21* allegedly could fly, but there is no photographic evidence for this. The Wright brothers' *Flyer 1* could fly.

Exercise 2

- 1 A 2 A 3 C 4 – 5 – 6 C 7 B 8 B

Exercise 4

- 1 high 2 highly 3 just 4 justly 5 hard 6 hardly
7 late 8 lately 9 close 10 closely

Exercise 5

- 1 hardly 2 close 3 hard 4 late 5 closely 6 just
7 justly 8 highly

Exercise 6

- a state (sentence 6); insist (sentence 7)
b –
c refuse (sentence 2); agree (sentence 6)
d advise (sentence 3)
e admit (sentence 5)
f insist (on) (sentence 4)
g congratulate (someone) on (sentence 1); criticize (someone) for (sentence 2)

Exercise 7

- 1 The Winklevoss twins, Cameron and Tyler, boasted that they were creating a brilliant new social networking website. / The Winklevoss twins boasted about creating a brilliant new social networking site.
- 2 They agreed to talk to Mark Zuckerberg about it.
- 3 They invited Zuckerberg to work for their tech start-up.
- 4 Zuckerberg agreed to write the code for their website.
- 5 The twins encouraged Zuckerberg to do it quickly.
- 6 Zuckerberg apologized for taking a long time to finish the work.
- 7 The newspaper announced that Zuckerberg had set up a social networking site called Facebook.
- 8 The twins accused Zuckerberg of stealing their idea.
- 9 Zuckerberg denied doing anything wrong. / Zuckerberg denied that he had done anything wrong.
- 10 The courts ordered Zuckerberg to give the Winklevoss twins \$65 million in Facebook shares.

9E Writing

A report pages 116–117

Exercise 2

- 1 C 2 E 3 B 4 A 5 D

Exercise 4

- 1 d 2 c 3 b 4 e 5 a

Exercise 5

- 1 examine 2 testify 3 prove 4 assess
5 demonstrate, suggest

Exercise 6

- 1 examined 2 suggest 3 demonstrate / prove
4 testified 5 demonstrate / suggest / prove 6 assess

Vocabulary insight 9 page 118

Using a dictionary: adjectives and adverbs

- 1 1 adverb 2 adverb
- 2 1 adverb 2 adjective 3 adjective 4 adverb
5 adjective 6 adverb 7 adverb 8 adjective
- 3 1 I get nervous when I'm high above the ground.
2 The airport has got high walls all around it.
3 Our flight leaves very early tomorrow.
4 We've got a very early flight tomorrow.
5 The instructions for this games console are wrong.
6 You're playing this game wrong.
- 4 1 high 2 highly 3 high 4 highly 5 high
- 5 1 late 2 Lately 3 highly 4 high 5 fine 6 finely
- 6 Students' own answers

Review 9 page 119

- 1 1 earbuds 2 keypad 3 tech start-ups 4 cord
5 emerging technologies 6 headset 7 early adopters
- 2 1 has 2 launched 3 dedicated 4 murmur
5 bringing 6 sink
- 3 1 attack 2 radar 3 pressure 4 the weather
5 age 6 control
- 4 1 lately 2 justly 3 close 4 hardly 5 high
- 5 1 that he had never done anything by accident
2 his brother that no flying machine would ever fly from
New York to Paris
3 who wanted to hear actors talk
4 what he took him for
5 that one sometimes found what one was not
looking for
- 6 1 (them) that he had found a bug on their main site (E)
2 that it allowed him to post on anybody's timeline (B)
3 that they should fix the bug (D)
4 that there was a bug on the site (H)
5 for breaking his privacy (K)
6 the Facebook team of ignoring his warnings (A)
7 (him) how he had hacked Mark Zuckerberg's personal
page (F)
8 having hacked / hacking his account (I)
9 him/them that there was a reward for finding bugs
(G)
10 him of testing the bug against another Facebook
user (J)
11 all internet users to give money to a fund for Khalil (C)

Unit 10 Power

10A Reading and vocabulary

Utopia pages 120–121

Exercise 3

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

Exercise 5

- 1 equally sharing their resources; communal
- 2 freeloaders; expulsion from the community
- 3 we diversify leadership; every person has an area to
manage, with a committee in charge of overall decisions
- 4 it's the women who wear the trousers
- 5 collateral; the writer is probably referring to residential
property, e.g. a house or apartment
- 6 lost momentum; the women threatened the men's
movement

Exercise 6

- 1 common good 2 distribution of wealth
- 3 equal opportunities 4 minority rights
- 5 majority rule 6 civic engagement
- 7 social responsibility 8 law enforcement

10B Grammar and listening

Dirty sport pages 122–123

Exercise 2 2•24

Audio script

They were the Olympics that should never have happened. Years before athletes arrived in Salt Lake City to take part in the Winter Olympics of 2002, everyone knew the reason why this US city was hosting the event: bribery and corruption on an epic scale. //

Cities where the Olympics are held can make millions, even billions, of dollars, so the International Olympics Committee (or IOC), whose 100 members choose the host city in a secret ballot, has an extraordinary amount of power. In the 1990s, there were members that had become experts at abusing their power. //

Salt Lake City's earlier bid to host the 1998 Olympics had failed, which taught the organizers some brutal but useful lessons in how to gain IOC members' support. // They decided that, for their 2002 bid, they would have to be much more generous with their money. They bought luxury furnishings for the IOC member from Congo Republic, including doorknobs costing \$673. They made a \$20,000 contribution to the election campaign of the Chilean member, who was running for mayor of Santiago. // They paid for the university tuition fees of several members' children, a knee operation for a member's mother, and even cosmetic surgery for a member's wife. // And when the Korean member's son lost his job in New York, the bid committee paid him \$75,000 for a new job in Salt Lake City, which was very kind, considering the young man didn't do a day's work for the company.

On the day when the vote for the host city finally took place, the result was inevitable. IOC members, bribed with more than \$10 million from Salt Lake City, gave the US bid a landslide victory. Although newspapers soon ran stories about the unethical tactics the bid committee had used, by then, it was too late. The venue couldn't be changed. //

They won the bid by bribing IOC members with more than \$10 million.

Exercise 3 2•24

- 1 F (Everyone knew the real reason.)
- 2 T
- 3 T

- 4 F (He was running for mayor.)
 5 T
 6 F (It was too late to change the venue.)

Exercise 4

- 1 sentences 1, 2, 4 and 5
 2 sentences 3 and 5
 3 sentence 3. The relative clause refers to *Salt Lake City* failed in their bid for the 1998 Olympics. The relative pronoun *which* is used.
 4 a defining relative clause
 5 a defining relative clause. We can omit the relative pronoun when it refers to the object of the relative clause.
 6 *why*
 7 *when, where, whom*

Exercise 5

- 1 The world's most-watched sport is football, which has 3.5 billion fans.
 2 Sometimes, match results are arranged before the match, which is called match-fixing.
 3 Gambling is the reason why match-fixing has occurred in hundreds of recent matches.
 4 There are thirty countries where match-fixing has allegedly taken place.
 5 The biggest bribes which officials accepted were \$135,000.
 6 Players in less famous teams, whose salaries were not very high, also took bribes.

Exercise 6

- 1 They bought luxury furnishings for the IOC member from Congo Republic, including doorknobs which cost \$673.
 2 IOC members, who were bribed with more than \$10 million from Salt Lake City, gave the US bid a landslide victory.
 a active
 b passive

Exercise 7

- 1 playing 2 growing up 3 taking 4 looking
 5 offered 6 thinking 7 borrowed 8 invented
 9 abandoned 10 committing

10C Listening, speaking and vocabulary

Have your voice heard pages 124–125

Exercise 2 2:25

Audio script

Presenter Only forty-four per cent of eighteen- to twenty-four-year-olds in Britain went to the polling stations in the last general election, and experts predict an even lower turnout in that age bracket this time around. So today we're on the streets of Manchester to ask: why is there so little civic engagement among young people in Britain? Why don't young people vote?
A

Male teen I probably won't vote in the general election. I don't know, I just don't like any of the main parties very much. My family's always had left-wing politics, but there aren't any left-wing parties any more ... well, not proper ones, you know, that

might get elected. If I voted, I'd be giving my vote to the party that I hated the least, rather than the one I most wanted to lead the country, and that just seems all messed-up. Or maybe I'll go to the polling station and spoil my ballot paper – write 'no' against the names of all the candidates, as a protest against the electoral system. Yeah, I might do that.

B

Female teen It's not that I'm not interested in political issues – I am. I'm involved in environmental campaigns locally, for example, and the high unemployment around here is a big issue for me because I really want a job. But the problem with politics is the politicians. Almost all of them are from well-off families, so they've never had to worry about money. They went to expensive private schools, and you get the impression they don't really know or care about life in the real world. And they never seem to care much about young people, either, except at election time. Why should I give any of them my support when they don't care about ordinary people like me? I honestly don't think there's any point in voting.

C

Male teen How can you tell if a politician's lying? His lips move ... I know, it's an old joke, but it sums up politics for me. Political parties make all kinds of promises to the electorate in their manifesto, but they break half of them as soon as they get elected. Last time I voted for the party that promised to get rid of university tuition fees, but when they got into government, they put tuition fees up way higher than they'd been before! I've got no faith in politicians after that. That scandal a few years back didn't help – you know, when it came out that loads of them were making false expense claims and getting the rent paid on homes they didn't live in, stuff like that. The guy who represents my constituency was one of the worst offenders, but there were lots of others. The idea that immoral people like these make decisions for the common good is ridiculous!

D

Female teen Until last year, politics didn't mean much to me. It might have been because we didn't do any politics at school, so I felt I didn't know enough to have an opinion. But we've got a problem where I live with extreme right-wing politics – you know, people with really racist ideas. They won a local election recently and I got pretty worried about the situation. I went along to the meeting of an organization that campaigns against racism, and it was like, wow, I do have ideas! Now I volunteer for the organization, and I love it. It takes up a lot of my time, but it's so refreshing to have real conversations with people about things that matter, instead of just talking about the latest gossip. And I'll definitely be voting in the next election. You bet!

(Possible answers)

- Indecisive** 1 low-pitched, quiet 2 slowly
 3 modals or language that implies uncertainty 4 yes
Outraged 1 high-pitched, loud 2 quickly
 3 direct and assertive 4 no
Enthusiastic 1 high-pitched, loud 2 quickly
 3 direct and assertive 4 no
Sympathetic 1 low-pitched, quiet 2 slowly
 3 direct and assertive 4 yes
Bitter 1 low-pitched, quiet or loud 2 slowly
 3 direct and assertive 4 no

A indecisive **B** bitter **C** outraged **D** enthusiastic

Exercise 3 2:25

1 – 2 A 3 D 4 C 5 B 6 C 7 – 8 B 9 D

Exercise 4

1 manifestos 2 general election 3 local elections
4 polling stations 5 electorate 6 ballot papers
7 turnout 8 constituencies 9 votes 10 candidate
11 left-wing politics 12 right-wing politics

Exercise 6 2:26

Audio script

Teacher Right, class, I think that's enough preparation time on the subject. Now we've got the rest of the lesson for our debate. Ben, could you please be our chairman today?

Ben OK, sure. So ... Today's debate is on the subject of politicians. Should all politicians have a job outside politics before they can stand for election? Who would like to start us off? Melissa, what's your view?

Melissa I definitely think they should. So many politicians have no experience of life outside politics. They go to university, get a job for a politician or a political party, and then become an election candidate themselves. How can they know about the real world of ordinary families and businesses without ever spending time in them? I think they should have a minimum of, say, ten years' work experience outside politics before they can become a politician.

Ben Thank you, Melissa. Let's have some other views, now. Jack, what are your thoughts on this?

Jack Well, up to a point I agree with Melissa, but I'm not sure that a rule of ten years' work experience would be of any use. I mean, if they didn't work in politics when they left university, they'd probably get a job in a bank or something, and spend all their time with rich bankers. I don't think they'd have more of an idea about the problems that ordinary people have to deal with. I've got another suggestion, though. I think there should be a special work experience programme for politicians, where they have to spend a few months working in a school, a hospital and a prison. Then they'd really start to understand the effect that their policies have on ordinary people. They'd learn ...

Melissa Can I just come in here? You can't say that the people you'd get to know in a prison are ordinary people! They're criminals!

Jack If you could just let me finish, please, I was going to say that many people end up in prison because society and the education system haven't done enough to help them when they were young, so their stories would be really relevant to politicians. And even if you don't want to think of criminals as ordinary people, their victims certainly are. There's such a lot of crime, and maybe a lot of it could be prevented if politicians understood more about the reasons it happens, or developed better systems of law enforcement.

Ben Thanks, Jack. I'd like to move on now to Katie. Katie?

Katie The main issue here is whether you need personal experience of problems to find good ways to deal with them, and I don't think you do.

Jack If I can interrupt for a moment, that surely depends on the problem. You might be able ...

Katie Sorry, but could you just hear me out, Jack? If politicians read the right reports and listen to the right people, then they can find out everything they need to and tackle problems in the right way. I think a lot of it's about communication. Of course, the other important question is whether our current politicians have those communication skills, and, well, maybe a lot of them don't.

You often get the impression they're in politics for their own egos, not to help other people. So maybe we have to look for other ways to attract more caring people into politics, but the point is, I don't think it's work experience criteria that we need.

Ben Thank you, Katie. Does anyone else have anything they'd like to add? Yes, Liam? What's your view?

Liam Well, I agree with Katie that the important thing isn't work experience. What's absolutely vital is to have politicians of different ages and from a variety of backgrounds. Then young people and minority groups will feel represented, which they don't now. Apparently, there's a guy who lives in a constituency near Cambridge – he's only eighteen, and he's been elected to his town council. That's the sort of thing we should see more of – younger people taking part in political life. Then, people our age can finally have a say in important decisions that affect us. But if we brought in rules about having a certain number of years' work experience outside politics, we'd never be able to have younger politicians.

Ben Thanks for that, Liam. Are there any more points that people want to ... ?

Exercise 7 2:26

A Chairing a debate B Interrupting C Dealing with interruptions D Getting your point across

1 subject 2 off 3 views 4 move 5 add
6 come 7 interrupt 8 finish 9 hear
10 issue 11 question 12 vital

10D Culture, vocabulary and grammar

The power of words pages 126–127

Exercise 2

Kennedy talked about world poverty, nuclear weapons, NATO allies, the Soviet Union and space travel.

Exercise 3 2:27

Audio script

Today, in our series of talks on the power of words, we'll be looking at the language that politicians depend on to make their speeches more powerful.

Let's start with pathos. This is language that appeals to the emotions of the audience. Politicians often use words and phrases which will stir up feelings of optimism, or anger, or fear. A classic example is Martin Luther King's famous speech 'I have a dream' – he's describing a better future for black people in the USA and stirring up feelings of optimism.

Next are metaphors. These say that one thing is another thing, in order to imply a comparison, and can make abstract ideas more meaningful to the audience. For instance, Nelson Mandela described his campaign for a democratic South Africa, during which he spent twenty-seven years in prison, as a 'long walk to freedom', even though he didn't literally do much walking. Let's move on to alliteration. This is repeating particular sounds in words. This technique can make words much more memorable. A good example is Winston Churchill's 'The Battle of Britain is about to begin.'

The fourth device is tricolon, which is a list of three things. Grouping things in three is a powerful rhetorical device that politicians use a lot. The Roman Julius Caesar gave us an early

example of this in his statement about his invasion of Britain: 'I came, I saw, I conquered'.
 Now let's look at antithesis. This is the placing of two opposite ideas next to each other, to create contrasts. An example? The famous Neil Armstrong quote when he stepped onto the Moon: 'That's one small step for a man, one giant leap for mankind'.
 And finally, chiasmus. This is where the first clause is echoed in a second clause, but with the order of important words reversed, as in the Abraham Lincoln quote: 'It's not the years in your life that count. It's the life in your years.'

(Possible answers)

- 1 pathos:** language that appeals to the emotions ('To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves')
- 2 metaphors:** saying that one thing is another thing in order to make a comparison ('Now the trumpet summons us again'; 'And the glow from that fire can truly light the world')
- 3 alliteration:** repeating particular sounds in words ('for which our forebears fought'; 'to break the bonds of mass misery')
- 4 tricolon:** grouping things in three ('the strong are just, and the weak secure, and the peace preserved')
- 5 antithesis:** placing two opposite ideas next to each other to create contrasts ('Let both sides explore what problems unite us instead of belaboring those problems which divide us')
- 6 chiasmus:** echoing the first clause in a second clause, but with the order of important words reversed ('Let us never negotiate out of fear, but let us never fear to negotiate.' ... ask not what your country can do for you; ask what you can do for your country')

Exercise 5

- 1 liberties 2 abolished / eradicated 3 nation
- 4 swearing / pledging 5 arms 6 foes / adversaries
- 7 humanity / mankind

Exercise 6

- a 5 b 2, 4 c 1, 3

Exercise 7

- 1 Whenever President Kennedy is mentioned, people think of his assassination in 1963.
- 2 There is a lot of speculation about the circumstances in which he died.
- 3 The gun that President Kennedy was shot with was discovered in a nearby building.
- 4 This was the building in which Lee Harvey Oswald worked.
- 5 Oswald was arrested for Kennedy's murder, but there may have been other people with whom he planned it.
- 6 Those who were watching live TV two days later saw Oswald shot dead by nightclub owner Jack Ruby.
- 7 Whoever planned the assassination, Kennedy is remembered today as one of the USA's greatest presidents.

10E Writing

A for and against essay pages 128–129

Exercise 3

- 1 Giving examples:** As an illustration, take; A well-known example of this is; such as; to illustrate this; like; for example; for instance; this can be illustrated by; by way of example; a case in point is
- 2 Explaining:** particularly; specifically; to be more specific; in particular

Exercise 4

(Possible answers)

- 1 You can be arrested for things you write online. For example, Sean Duffy was arrested and imprisoned in 2011 for making offensive comments on Facebook about a young girl who had committed suicide.
- 2 Political protests can be very successful, particularly when they are backed up by a well-organized social media campaign.
- 3 Newspapers sometimes publish secret information for the common good. A case in point is the *Guardian's* publication of top secret NSA documents leaked by Edward Snowden.
- 4 Equal opportunity has still not been achieved, in particular in the top management roles in many blue chip companies.
- 5 Life can be difficult in countries that don't have free speech, such as North Korea.

Exercise 5

- 1 Although freedom of speech ... is considered a universal human right by the United Nations, in most countries it is subject to significant restrictions.
- 2 freedom of speech – the political right to communicate your opinions
- 3 those restrictions are an unacceptable violation of our rights, ... they provide a necessary protection against the dangers of free speech

Exercise 6

- 1 – 2 b 3 a
 The better introduction is a.

Vocabulary insight 10 page 130

Extending your vocabulary

- 1 Students' own answers
- 2 Students' own answers
- 3 Possible answers
 - 1a citizenship, citizenry
 - 1b senior citizen; second-class citizen
- 2–6 Students' own answers
- 4 1 antonyms 2 dictatorship 3 democracy
 - 4 democracy 5 dictatorship
 - 6a adjectives 6b present participles 6c nouns
- 5 Students' own answers

Review 10 page 131

- 1 1 communal 2 shared equally
3 wear the trousers 4 freeloaders
5 diversify leadership 6 lost momentum
- 2 1 common good 2 distribution of wealth
3 equal rights 4 law enforcement 5 majority rule
6 minority rights
- 3 1 constituency 2 ballot paper 3 electorate
4 turnout 5 manifesto 6 polling station
- 4 1 mankind 2 diversity 3 policy
4 vote 5 tyranny 6 politics
- 5 1 was the first country which/that gave women the vote / was the first country to give women the vote
2 (why) Nelson Mandela was famous is because he helped get rid of apartheid
3 which is the world's largest democracy, has more than 700 million registered voters / which has more than 700 million registered voters, is the world's largest democracy / with more than 700 million registered voters, is the world's largest democracy
4 was founded in 1945, when the Second World War ended
5 whose supreme ideals were truth and love, was assassinated on 30th June 1948
6 , which changed world politics forever, was introduced by Marx and Engels in 1848 / , which was introduced by Marx and Engels in 1848, changed world politics forever
7 to be the next leader of North Korea was his son
- 6 1 facing modern sport
2 written by investigative journalist Declan Hill
3 claiming to have fixed all kinds of football matches
4 played between Liverpool and AC Milan
5 remembered for two dubious penalties and a red card
6 investigating match-fixing
7 shared by many people

Cumulative review Units 1–10 pages 132–133

1 2.28

Audio script

Presenter Hello, and welcome to the show. Now, the magnitude of technological changes in the last decade has been astonishing. These changes have had an impact in all areas of life, including politics. James Woods is here with us in the studio today to tell us about some of the most important effects of social media on politics. James, welcome to the programme.

James Hello.

Presenter James, it's hard to imagine how something as established as our political system can be influenced by social media. What kind of changes are we talking about here?

James Firstly, it's a question of choice. In the past, the only information about politics that people received was what was fed to them on the news. And news programmes were always shown at certain times of day. With the arrival of the internet, people are able to find out about the news when and where they please, and it means that they'll only read the stories that

interest them. This affects the way reporters spend their days and the way campaigners craft their message.

Presenter You've talked about how people receive information, James. What about the way the information is distributed?

James News distribution is one of the biggest changes that has occurred, and that is because of sharing. This is a feature of sites like Twitter and Facebook, whereby you can share information with all your friends at the click of a button. Tweets from the latest earthquake zone have been retweeted hundreds of times in a row – it's a bit like the technique used in marketing called word-of-mouth. If you consider that the Facebook page of the White House has nearly half a million fans and its Twitter page has 1.7 million followers, you can start to understand the importance of social media in informing the public of events in politics.

Presenter James, what other features do social media pages have that can be used by politicians?

James Another feature that comes in handy is the 'like it' button. By clicking on a 'thumbs up' or a 'thumbs down' icon, voters can give their representatives instant feedback on opinions and positions posted on their wall. This is much faster and cheaper than conducting a poll by phone, though it isn't as exact.

Presenter Of course. How else can social media help?

James One of its greatest advantages is the power to connect people. During the height of a demonstration, street organizers can get protesters to come to where they are needed, or, alternatively, warn them where not to go. Similarly, last-minute meetings at the town hall can be posted on Facebook pages or tweeted to followers. It's a vast improvement on handing out fliers outside underground stations.

Presenter Yes, I see what you mean.

James And last, but by no means least, is the question of crowdfunding. Most politicians would rather have thousands of individual givers than a few big corporate donors, because they face fewer problems if one of their supporters pulls out. Thanks to the internet, politicians like Barack Obama have been able to raise hundreds of millions of dollars for their campaigns.

Presenter And technology is sure to bring a whole new set of changes in the next ten years. James Woods, thank you for joining us. Now, let's move on to ...

Students' own answers

2 2.28

1 c 2 b 3 a 4 c 5 b

3 Students' own answers

4 Students' own answers

5 1 D 2 A 3 E 4 C 5 B

6 1 whom 2 It 3 was 4 on 5 for 6 were
7 would 8 made 9 in 10 who

7 Students' own answers

Vocabulary bank

Ways of looking page 134

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

2 1 gawped 2 glared 3 gazing 4 squinted
5 glanced 6 gaped 7 glimpsed 8 peeked

3 Students' own answers

Qualities of a hero page 134

- 1 1 compassion 6 persistence
2 humility 7 determination
3 courage 8 resourcefulness
4 inspiration 9 dignity
5 dedication 10 willingness
- 2 1 determined 6 inspirational
2 humble 7 dedicated
3 dignified 8 resourceful
4 courageous 9 compassionate
5 willing 10 persistent
- 3 1 inspirational 5 resourcefulness
2 determined 6 dedication
3 persistence 7 compassion
4 willing 8 courageous

The natural world and outer space page 135

- 1 1 mountain range 2 ice floe 3 tundra
4 glacier 5 peninsula 6 stream 7 bay
8 plain 9 grassland 10 swamp 11 pond
12 estuary
- 2 1 planet 2 sun 3 universe 4 meteorite
5 star 6 constellation 7 solar system
8 galaxy 9 moon 10 asteroid
- 3 (Possible answers)
1 meteorite 2 asteroid 3 moon 4 planet
5 star 6 sun 7 solar system 8 constellation
9 galaxy 10 universe

Accept some variation in students' answers, e.g. the ordering of moon / planet and star / sun.

Urban landscape page 135

- 1 1 speed bump 2 parking meter 3 road sign
4 bus shelter 5 pedestrian crossing
6 industrial estate 7 high-rise building 8 cycle path
- 2 1 bus shelter 2 cycle paths 3 pedestrian crossings
4 speed bumps 5 high rise buildings 6 road signs
7 parking meters 8 industrial estates
- 3 positive: flourishing, prosperous, refurbished, robust
negative: boarded-up, crumbling, derelict, shabby
- 4 Students' own answers

British vs American English page 136

- 1 1 lift – elevator 2 dustbin – trash can
3 flat – apartment 4 tap – faucet
5 chest of drawers – dresser 6 curtains – drapes
7 cooker – stove 8 garden – yard
9 wardrobe – closet 10 torch – flashlight
- 2 1 elevator 2 yard 3 apartment 4 drapes
5 trash can 6 faucet 7 dresser 8 flashlight
9 stove 10 closet
- 3 block of flats – apartment block; clothes peg –
clothespin; high street – main street; pavement –
sidewalk; rubbish – trash; tea towel – dishtowel

Objects in a museum page 136

- 1 1 mummy 2 tablet 3 coins 4 statue 5 vase
6 helmet 7 sculpture 8 weapons 9 jewels
10 pottery 11 mask 12 tools
- 2 1 sculpture 2 vase 3 helmet 4 tools
5 sculpture 6 weapons 7 pottery 8 tablet
9 jewels 10 coins 11 mummy 12 mask
- 3 Students' own answers

Phrases with *mind* page 137

- 1 1 b 2 c 3 j 4 a 5 g 6 f 7 h 8 i 9 d 10 e
- 2 1 go out of their minds 2 change my mind
3 give me a piece of her mind 4 make up my mind
5 have something on your mind 6 cross your mind
7 take her mind off 8 Keep in mind
9 slip my mind 10 be in two minds
- 3 Students' own answers

Body parts page 137

- 1 1 heart 2 (thigh) bone 3 liver 4 artery
5 ribs 6 lungs 7 spine 8 vein 9 skull
10 brain 11 stomach 12 skin
- 2 1 brain 2 vein 3 heart 4 lung 5 liver
6 stomach 7 artery 8 skin 9 skull 10 rib
11 spine 12 (thigh) bone

Acronyms page 138

- 1 1 f 2 d 3 e 4 j 5 h 6 g
7 k 8 b 9 l 10 i 11 a 12 c
- 2 1 fyi 2 tmi 3 imho 4 btw 5 idk 6 afaik
7 yolo 8 lol 9 asap 10 tia 11 fwiw 12 bfn
- 3 brb be right back glhf good luck, have fun
lmk let me know nagi not a good idea
rofl rolling on floor laughing ttyl talk to you later

Book structure page 138

- 1 1 hardback, paperback
2 bibliography, contents page, glossary, index, imprint
page, title page
3 back cover, dust jacket, front cover, spine
- 2 1 Hardbacks 2 dust jacket 3 Paperbacks
4 front cover 5 spine 6 back cover
7 title page 8 imprint page 9 contents page
10 glossary 11 bibliography 12 index
- 3 Students' own answers

Headlines page 139

- 1 1 bid 2 curb 3 axe 4 gems 5 riddle
6 vows 7 ban 8 plea 9 quit 10 backs
- 2 1 backs 2 vows 3 bid 4 plea 5 axe
6 curb 7 quit 8 Gems 9 ban 10 Riddle
- 3 Students' own answers

Film-making page 139

- 1 1 storyline 2 costume designer 3 screenplay
4 stuntman 5 voice-over 6 boom
7 scriptwriter 8 lighting 9 storyboard artist
10 location 11 audio engineer 12 prop
- 2 1 scriptwriter 2 storyline 3 screenplays
4 costume designer 5 locations 6 props
7 storyboard artist 8 audio engineer 9 boom
10 lighting 11 stuntmen 12 voice-over

Phrases with *time* page 140

- 1 1 c 2 h 3 e 4 d 5 j 6 f
7 g 8 a 9 i 10 l 11 k 12 b
- 2 1 all the time
2 in the nick of time
3 in next to no time
4 behind the times
5 At one time
6 ahead of time
7 in the course of time
8 for the time being
9 at the same time
10 before my time
11 at the best of times
12 from time to time (she occasionally works nights) /
all the time (she only works nights) / for the time
being (she works nights at the moment, but this will
change)
- 3 Students' own answers

Generation gap page 140

- 1 1 O 2 Y 3 Y 4 O 5 Y 6 O
- 2 1 be yourself
2 feel at ease
3 give in to
4 get up to
5 're out of touch with
6 get their own way
7 are set in their ways
8 going on about
9 standing on their own two feet
10 living off
11 get away with
12 leave us alone
- 3 Students' own answers

Environmental threats and protection

page 141

- 1 ban harmful practices, cause an imbalance, conserve nature, maintain an ecosystem, have an impact, overexploit resources, prevent fires, reduce carbon emissions, threaten a species, destroy a habitat, produce toxic waste, protect animals
- 2 **Threats to the environment:** cause an imbalance, have an impact, overexploit resources, threaten a species, destroy a habitat, produce toxic waste
Ways of protecting the environment: ban harmful practices, conserve nature, maintain an ecosystem, have an impact, prevent fires, reduce carbon emissions, protect animals

- 3 1 conserve nature 2 threaten a species
3 overexploit resources 4 destroy a habitat
5 protect animals 6 prevent fires
7 ban harmful practices 8 have an impact
9 reduce carbon emissions 10 produce toxic waste
11 cause an imbalance 12 maintain ecosystems

Ways of cooking page 141

- 1 1 fry 2 roast 3 boil 4 scramble 5 bake
6 stew 7 barbecue 8 poach 9 toast 10 grill
11 stir-fry 12 steam
- 2 1 scrambled 2 stir-fried / fried 3 roast
4 steamed 5 boiled 6 baked 7 poached
8 grilled 9 stir-fried / fried 10 toasted
11 barbecued 12 stewed
- 3 Students' own answers

Describing gadgets page 142

- 1 1 Sleek 2 Handy 3 Pricey 4 Bulky
5 Cutting-edge 6 Hard-wearing
- 2 1 cumbersome 2 lightweight 3 innovative
4 obsolete 5 convenient 6 useless 7 resilient
8 fragile 9 exorbitant 10 reasonable
11 elegant 12 plain
- 3 1 bulky 2 hard-wearing 3 pricey 4 convenient
5 lightweight 6 obsolete
- 4 Students' own answers

Problems with technology page 142

- 1 1 update 2 bug 3 data 4 backup 5 virus
6 spyware 7 Trojan 8 firewall 9 cookie 10 spam
- 2 1 firewall 2 spam 3 cookies 4 spyware 5 virus
6 Trojan 7 updates 8 bugs 9 backup 10 data
- 3 Students' own answers

Politics and society page 143

- 1 1 communal 2 mainstream 3 secular 4 extreme
5 egalitarian 6 reactionary
- 2 1 mainstream 2 egalitarian 3 extreme
4 communal 5 reactionary 6 secular
- 3 1 class-based 2 radical 3 moderate 4 secular
5 spiritual 6 an alternative 7 mainstream
8 reactionary 9 private 10 communal
11 an egalitarian 12 extreme
- 4 Students' own answers

Idioms: politics page 143

- 1 1 h 2 f 3 e 4 a 5 j 6 i 7 b 8 g 9 c 10 d
- 2 1 talked up
2 plucked (a number) out of the air
3 been economical with the truth
4 toe the line
5 quick off the mark
6 come under fire
7 boils down to
8 came under fire / set the record straight
9 be politically correct
10 capitalized on