

insight Upper-Intermediate Workbook answer key

Unit 1 Inspiration

Vocabulary

Challenges page 4

Exercise 1

- 1 ingenuity 2 perseverance 3 perfectionism
4 commitment 5 compassion 6 optimism

Exercise 2

- 1 ground-breaking / innovative
2 hindrance
3 overcome / get over
4 problem
5 innovative / ground-breaking
6 get over / overcome

Exercise 3

- 1 a glaring b gawping
2 a squinting b gazing
3 a glimpsed b peeked

Exercise 4

- 1 ground-breaking 2 overcome 3 obstacles
4 benefit 5 glimpse 6 perseverance

Exercise 5

Students' own answers

Grammar

The 'we' generation page 5

Exercise 1

- 1 founded 2 had begun 3 developed 4 started
5 has been 6 set up 7 produces 8 raises
9 appears

Exercise 2

- 1 have been doing 2 were building 3 helped
4 have published 5 contribute 6 offer
7 are preparing 8 have attended

Exercise 3

- 1 Megan has been working for the charity since she was fourteen.
2 It's the first time (that) I've taken part in a We Day event.
3 They still haven't made a decision about the funding for the project.
4 They waited until everyone had entered the room before beginning / they began their speech.
5 I have been waiting (for) over an hour (for you).
6 They had never travelled abroad to do volunteer work (before).
7 The charity started helping women in Africa (more than) six years ago.
8 More and more people are joining our organization.

Exercise 4

- 1 lived 2 had to 3 were living 4 decided 5 took

- 6 were working 7 started 8 got 9 met
10 had escaped 11 connects / connected 12 (had) experienced
13 became 14 works 15 has recently won

Exercise 5

Students' own answers

Listening, speaking and vocabulary

Do the right thing page 6

Exercise 1

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

Exercise 2 3.01

Help for the Homeless

Audio script

Teacher So, the next thing is to decide which charity we are going to choose to raise money for this year. I know we have a few suggestions to choose from. Jill, could you give us your opinion first, please?

Jill Well, my view is that we should choose a smaller charity because then more of the money will go to the people who need it.

Teacher Er, could you explain what you mean?

Jill Well, the really big charities, like International Aid, spend so much money on advertising and so on that a lot less of the money actually goes to the people who need it.

Steve If I can just say something? Jill, I do understand that point of view, but I think because bigger charities have more people who give to them regularly, they actually usually spend a smaller proportion of their money on advertising, not more.

Jill But charities like International Aid and Disaster Relief have huge advertising campaigns. How can they spend less? I don't understand. Can you explain that again?

Steve They don't spend less money than a smaller charity, like the Youth Sports Foundation, but they spend a smaller proportion of their money. A smaller charity might spend, say a third of the money they get on advertising, a bigger one might only spend a tenth.

Jill Ah, that makes sense to me now. But, for me, I still think a smaller charity might be better. Something which relates directly to our lives. The Youth Sports Foundation is a good example. They do a lot of good work getting young people to be healthier and more active.

Steve I see where you're coming from, but do we have to limit it to young people? If you want to focus on health, what about the Heart Health Foundation? They really helped my dad when he had a heart problem, and it would be great to give them something back.

Teacher I think we need to consider what will be a popular charity to raise money for. We all have our personal favourites, but which one will appeal to the most people?

Steve What about Animal Rescue? People usually want to help animals.

Jill Are you saying that people care more about animals than people, Steve? That's silly.

Steve No, of course not, but it is a popular charity ...

Jill OK, well if we're going to go for a bigger charity, I think we should stick with Disaster Relief or International Aid. Both those charities help people all over the world, in lots of different situations, so everyone can relate to that.

Steve OK, I'd be happy with one of those. Mr Connor, what do you think?

Teacher Well, how about if we raise money ... ?

Exercise 3 3•01

1 J 2 N 3 J 4 S 5 S 6 N

Exercise 4 3•01

1 view 2 explain 3 point 4 sense 5 for
6 coming 7 consider 8 saying

Exercise 5

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

Exercise 6

- 1 we need to consider
- 2 What do you mean exactly
- 3 That makes sense to me
- 4 Are you saying that
- 5 for me
- 6 I understand that point of view
- 7 The point is that

Exercise 7

Students' own answers

Vocabulary and grammar

Belief and commitment page 7

Exercise 1

1 attentive 2 conundrum 3 penalized 4 gradual
5 haggard 6 a great deal

Exercise 2

1 inspirational 2 willing 3 dedicated
4 compassionate 5 courageous
6 resourceful 7 determined

Exercise 3

1 a 2 a 3 a 4 b 5 a

Exercise 4

1 was 2 had been 3 died
4 had been doing / had done 5 graduated
6 only accepted 7 wanted 8 was studying
9 managed 10 was working 11 continued
12 discovered 13 led

Exercise 5

Students' own answers

Reading

New York mugging takes a surprising turn pages 8–9

Exercise 1

Students' own answers

Exercise 2

Students' own answers

Exercise 3

1 a 2 b 3 a 4 a 5 c

Exercise 4

1 bewildered, bemused 2 aggressive, antagonistic
3 vicious 4 altruistic 5 guarded 6 preoccupied

Exercise 5

1 b 2 c 3 b 4 a 5 c 6 b 7 c 8 b

Exercise 6

Students' own answers

Writing

An article page 10

Exercise 1

Students' own answers

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Exercise 4

1 such 2 so as to 3 As a result
4 in order to 5 so 6 so that

Exercise 5

1 so
2 such
3 As a result / As a consequence
4 As a result / As a consequence
5 in order to
6 so that

Exercise 6

Students' own answers

Unit 1 Progress check page 11

Exercise 1

Please refer to Student's Book page 4

Exercise 2

a compassion b tolerance

Exercise 3

1 problem / blow / hindrance
2 conquer / overcome / defeat
3 revolutionary / ground-breaking / new

Exercise 4

a My arrival and the person's departure happened simultaneously.
b The person had left before I arrived.

Exercise 5

The first two instances are examples of the present continuous to describe a present action.
The third instance shows the present continuous used to describe a temporary future event.
The final instance used the present continuous to describe an irritating habit.

Exercise 6

a self-control b self-confident

Exercise 7

Please refer to Student's Book page 9

Exercise 8

Please refer to Student's Book pages 10 and 11

Exercise 9

- a They were still driving.
b They were no longer driving.

Exercise 10

- a As a consequence
b so as to / in order to / so

Unit 2 The world around us

Real education page 12

Exercise 1

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

Exercise 2

1 respect 2 grasp 3 relevance 4 handful
5 demand 6 responsibility

Exercise 3

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

Exercise 4

1 remote 2 range 3 streams 4 bay 5 benefits
6 sense 7 of 8 knowledge

Exercise 5

Students' own answers

Grammar

Life on the edge page 13

Exercise 1

1 'm meeting 2 is going to win 3 starts 4 'm having
5 'll take 6 'm going to tell 7 'll have 8 'll be

Exercise 2

- 1 At this time next week, they'll be sitting on a beach on their honeymoon.
2 By the end of March, they'll have moved into their new house.
3 In mid-May, Lizzie will be studying French at evening college.
4 By July, Harry will have started his new job.
5 By September, Lizzie will have bought a new car.
6 By December, they will have been living in their new house for nine months.

Exercise 3

1 will be working 2 will start 3 will end
4 will probably be flying 5 may / might happen
6 is going to rain 7 will have flown
8 will have helped 9 will continue

Exercise 4

Students' own answers

Listening, speaking and vocabulary

Urban stories page 14

Exercise 1

1 unappealing 2 neglected 3 abandoned
4 wasteful 5 thriving 6 inhabited 7 cared for
8 attractive

Exercise 2

1 rise 2 up 3 estate 4 paths 5 crossing 6 bumps

Exercise 3

Students' own answers

Exercise 4 3:02

Kelly a music room

Simon a common room for students

Mr Lewis a new computer room

Audio script

Kelly Well, some of my friends want a snack shop or even a café, but I'm not convinced. I think that a snack shop would be popular with some students, but it's probably not that useful or practical and the school shouldn't really be encouraging students to eat junk food. My main concern is that the school doesn't have any really good places to learn or practise things that you can't do in an ordinary classroom. It could be useful for some people to turn the space into a dance studio, for example, so that we could have dance lessons. In my opinion, however, what we really need is a music room. I think it's important to highlight this subject. Everybody should learn to play at least one instrument, and if we have a music room, there's no excuse not to spend time practising.

Simon The school has good facilities for learning, but there isn't anywhere for older students to relax or chat or do homework after the end of the school day. And that should be a priority. Sure, there's a playground, which is good for younger students because they want to play games and run around. But older students don't want to run around in their free time. I think that a common room is important – in fact, for me, it's a must. Sixteen- to eighteen-year-olds need a place at school that they can call their own, a place with comfortable chairs and tables where they can prepare for lessons or exams, and it would be a plus if there was a computer in the room to help with our studies. If we could use the common room after school, teenagers could stay late and do homework, with the support of other students or teachers. Many students have parents who work late, or homes where it's too noisy or crowded to work properly. A common room would really help them.

Mr Lewis My main concern is the education of the students, and, although I think that the classrooms are of a high standard, it's important to draw attention to areas where the school lets students down. We have an excellent new library, so we don't need to spend the money on that. Some people think that it might be an idea to have a new music room or dance studio. Both these facilities are a 'nice-to-have'. However, only a minority of students would really take advantage of them. What we really need is a larger place for students to develop their IT skills and do online research. At the moment, our facility in the main building is cramped and crowded, and there aren't enough computers for all the students who need to use them. It's important to develop such skills in this modern age, and some students are at a disadvantage because they don't have

access to a computer at home. I think that every student would appreciate having access to such a facility. So yes, I think this last idea is the best.

Exercise 5 3.02

1 L 2 K 3 L 4 S 5 K 6 S

Exercise 6 3.02

1 K, L 2 S 3 L 4 K 5 L
6 K, L 7 K 8 K 9 K 10 S

Exercise 7

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

Exercise 8

Students' own answers

Vocabulary and grammar

Songlines page 15

Exercise 1

1 fashionable 2 terrible 3 treatable 4 sensible
5 collectible

Exercise 2

advisable, incredible, navigable, considerable, accessible,
valuable, audible, edible, flexible, visible
1 accessible 2 advisable 3 visible 4 considerable
5 flexible 6 edible 7 valuable 8 navigable
9 audible 10 incredible

Exercise 3

1 unless 2 when 3 as long as 4 Supposing
5 in case 6 As soon as 7 by the time

Exercise 4

1 Unless 2 after 3 in case
4 Suppose 5 before 6 As long as

Exercise 5

Students' own answers

Reading

Educating the world's children pages 16–17

Exercise 1

Students' own answers

Exercise 2

1 C 2 A 3 E 4 D 5 B

Exercise 3

1 a 2 g 3 d 4 f 5 c

Exercise 4

1 down; a 2 up; a 3 out; a
4 up; b 5 up; a 6 on; b

Exercise 5

1 carried out 2 let ... down 3 brought up
4 caught up 5 set up 6 take on

Exercise 6

Students' own answers

Writing

Describing a place page 18

Exercise 1

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

Exercise 2

A an encyclopaedia entry
B a travel guide
C a tour promotion leaflet
D messages on a social networking site

Exercise 3

1 C 2 A 3 D 4 B

Unit 2 Progress check page 19

Exercise 1

He can tell if a walrus is too sick to eat, if the weather is likely to turn dangerous and the best angle for throwing a harpoon at a whale.

Exercise 2

a of b for

Exercise 3

a leaves b will see c will have finished

Exercise 4

a abandoned b neglected c wasteful

Exercise 5

The SIER hierarchy is a four-step sequence of listening activities designed to aid active listening and to help the listener retain more information.

Exercise 6

Please refer to Student's Book page 21

Exercise 7

Songlines were used by Aborigines in Australia to provide an oral map of the land.

Exercise 8

a flexible b advisable c edible

Exercise 9

a case b long

Exercise 10

a utterly b extremely
c utterly d extremely

Exercise 11

(Possible answer)
An online review

Unit 3 Things that matter

Vocabulary

Hoarders page 20

Exercise 1

1 junk 2 got rid of 3 accumulated
4 stacks 5 belongings 6 products

Exercise 2

1 clearing out 2 throw out 3 helping out
4 spilling out 5 sort them out 6 pick out
7 spread them out

Exercise 3

1 stove 2 apartment 3 yard 4 trash can
5 closet 6 elevator 7 drapes 8 flashlight

Exercise 4

1 throw out 2 clutter 3 chest of drawers 4 curtains
5 piles of 6 reach out 7 help out

Exercise 5

Students' own answers

Grammar

What's left behind page 21

Exercise 1

1 an 2 a 3 a 4 the 5 The 6 the
7 - 8 - 9 the 10 the 11 a 12 a

Exercise 2

Sarah gave Billy all the money she had in her wallet as a reward, but it still didn't feel like enough.
So later, she and her husband, Bill, set up a fund for Harris. They wanted to raise the \$4,000 he had been offered for the ring.
As the story spread, however, they ended up raising more than \$186,000.
Billy was also offered a part-time job.
Best of all, he has also been given a second chance with his family.
His sister, who is living miles away in ~~the~~ Texas, recognized him on TV.
The family has now been reunited.

Exercise 3

1 far too much 2 a lot of 3 much
4 hardly any / almost none 5 little
6 Several 7 many 8 Some 9 a few

Exercise 4

Students' own answers

Listening, speaking and vocabulary

One man's trash ... page 22

Exercise 1

1 tiny square wooden
2 delicate flowery silk
3 antique beaten copper

Exercise 2

1 slow-moving, narrow, blue
2 crushed, transparent, plastic
3 rectangular, rusty, metal
4 tangled, decaying, silk
5 huge, colourful, paper
6 dated, ripped, leather

Exercise 3

Students' own answers

Exercise 4 3•03

a popular toy, a newspaper, a receipt, a memory stick, photographs

Audio script

Jim Right. Our main objective is to give people in the future some idea about what life was like for us, isn't it? So what should we include?

Sue Well, we could have something like today's newspaper, couldn't we?

Jim Maybe, although a lot of people don't read newspapers any more, do they?

Sue My parents do. And even if a lot of people read the news online now, how would we get the internet into a small metal box?

Jim OK, I get your point, we can have a newspaper. It'll be good to show what was happening in the world.

Sue How about having some typical food? Wouldn't it be interesting for people to see the kinds of things we ate?

Jim Mmm. I don't think that's the best choice. Won't it just go bad?

Sue I think it depends what we choose. Obviously not a sandwich, but a tin of food?

Jim I'm not convinced. Even tinned food doesn't last more than a few years.

Sue I guess you're right. Maybe we could include a shopping receipt instead? That would tell people what we typically ate and how much it cost.

Jim That's a better idea. We'll have to put it in a plastic bag, as we want it to last a long time.

Sue Actually, I think that's an excellent point. How long are we planning to leave the time capsule buried?

Jim I think around fifty years. What do you think?

Sue Oh, at least fifty. I think 100 would be better. Perhaps we could put a sign near where the box is buried, telling people it's there and when they can dig it up?

Jim Yes, that sounds like a really good idea. We don't want people to forget it's there.

Sue So, going back to the box, I think we should definitely have some modern technology. It will help to illustrate that our society was quite technologically advanced.

Jim But it shouldn't be anything too expensive. I'm not putting in my tablet!

Sue Me neither! How about a DVD? Or maybe a memory stick with a load of stuff on it? That might be the solution.

Jim But that'll be really old technology by then. How will they even read what's on it?

Sue That's not the point, is it? Even if they can't read what's on the memory stick, it will show what we could.

Jim Oh, OK, fair enough. Now, we shouldn't forget that one of our main goals involves choosing objects that represent the whole community. So what about a kind of toy, to represent children?

Sue My brother loves those little plastic LEGO figures. And they should keep quite well.

Jim Yes, fine. What about an item of clothing? Maybe something older people would wear?

Sue Great idea! What about a suit and tie?

Jim Or some shoes?

Sue Ah, oh, but thinking about it, wouldn't clothes take up a lot of space? Perhaps we should think again.

Jim OK, let's look at another way of showing what people wore. How about some photographs?

Sue Yes, great idea. Now, what about ...

Exercise 5 3•03

1 J 2 J 3 S 4 J 5 J 6 S 7 J

Exercise 6 3•03

1 objective 2 could 3 having 4 choice
5 convinced 6 excellent 7 sounds
8 illustrate 9 goals 10 Perhaps 11 let's

Exercise 7

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

Exercise 8

Students' own answers

Vocabulary and grammar

Lost treasures page 23

Exercise 1

1 highly-respected 2 never-ending 3 handmade
4 heartfelt 5 much-anticipated 6 breathtaking
7 well-earned

Exercise 2

1 tools 2 pottery 3 helmets 4 weapons 5 Jewels
6 mummy 7 masks 8 statues 9 vase 10 tablets

Exercise 3

1 You must remember to bring in your homework today.
2 I suggest (that) you tell me what's happening.
3 Her parents wouldn't let her stay out late.
4 I have never regretted leaving.
5 It's raining, so you'll need to take an umbrella.
6 I recommend getting a lawyer.
7 Don't make him do it if he doesn't want to!
8 Can you make sure I don't forget to ring Jane later?

Exercise 4

1 visiting 2 to do 3 hiring 4 to visualize
5 to make 6 to go 7 staying 8 to see
9 to make 10 visiting

Exercise 5

Students' own answers

Reading

The thrill of the chase pages 24–25

Exercise 1

1 c 2 a

Exercise 2

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

Exercise 3

1 ancient times	5 personal fortune
2 prized possessions	6 unimaginable riches
3 unwanted attention	7 winding trails
4 elaborate joke	8 antique jewellery

Exercise 4

1 ancient times	5 antique jewellery
2 elaborate joke	6 unwanted attention
3 personal fortune	7 winding trails
4 unimaginable riches	8 prized possessions

Exercise 5

Students' own answers

Writing

A story page 26

Exercise 1

Students' own answers

Exercise 2

the telephone

Exercise 3

2, 4, 1, 5, 3

Exercise 4

1 As she looked up from her book, Cecily wondered what on earth it could be.
2 Thinking this, she heard Alfred draw in a sharp intake of breath.
3 Hurrying down the hall, she reached for Alfred's arm.
4 As she looked at the pad, she saw the name of a hospital.
5 Having carefully put down the receiver, Alfred turned to look at her.

Unit 3 Progress check page 27

Exercise 1

natural resistance to change, ownership, sentimental value

Exercise 2

Please refer to Student's Book page 21

Exercise 3

possessions, stuff, things

Exercise 4

throw out, clear out

Exercise 5

The is used when referring to a person or thing that was previously mentioned; when it is obvious what is being talked about; when there is only one person or thing (or with superlatives); when an adjective refers to a group of people who share a characteristic.

Exercise 6

Please refer to Student's Book page 31

Exercise 7

opinion, size, age, colour

Exercise 8

Schult's main goal was to make us think about the amount of waste we produce.

Exercise 9

Please refer to Student's Book page 35

Exercise 10

Please refer to Student's Book pages 36 and 37

Exercise 11

Please refer to Student's Book page 36

(Possible answers)

adjective + past participle: well-earned, fast-paced

noun + present participle: heart-breaking, breathtaking

Exercise 12

a If you *stop to do something*, you stop what you are doing to begin doing something else.

If you *stop doing something*, you cease doing the activity.

- b If you *forget to do something*, you have not done something because you didn't remember.
If you *forget doing something*, you did something but cannot remember doing it.

Exercise 13

Please refer to Student's Book page 38

Exercise 14

Please refer to Student's Book pages 38 and 39.

Unit 4 Mind and body

Vocabulary

Perfect people page 28

Exercise 1

- 1 mind 2 burden 3 engineers
4 cause 5 shift 6 screen

Exercise 2

- 1 deafness 2 short-sightedness 3 disability
4 baldness 5 addiction

Exercise 3

- 1 slip 2 crossed 3 take
4 made 5 gave 6 changed

Exercise 4

- 1 deafness 2 depression 3 out of her mind
4 aggressive 5 in two minds 6 imperfection

Exercise 5

Students' own answers

Grammar

Fact or fiction page 29

Exercise 1

- 1 used to be 2 often watches 3 used to be
4 is always complaining 5 will sit 6 used to work

Exercise 2

- 1 began 2 used to be filmed 3 would broadcast
4 would start 5 would tell 6 used to be
7 played 8 became 9 would apply

Exercise 3

- 1 When she was young, Polly used to enjoy watching medical dramas on TV every weekend.
2 I'm getting used to my new job.
3 Tom felt tired because he wasn't used to getting up so early in the morning.
4 Did you use to be a nurse?
5 At her old school, Sylvia was used to being top of the class.
6 Wendy is getting used to having a lot of free time now that she's finished her studies.

Exercise 4

- 1 would believe 4 so used to take
2 will take 5 will be ever promoting
3 used to use 6 were never trusting

Exercise 5

Students' own answers

Listening, speaking and vocabulary

Face value page 30

Exercise 1

- 1 There's more to Penny than meets the eye.
2 It was a weight off her shoulders when she (had) completed the course.
3 She dug her heels in.
4 It was hard to swallow so much criticism.
5 Later, she came to her senses.
6 It broke Debbie's heart not to get a place at drama school.

Exercise 2

- 1 a
2 To inform people about an important development in medical research.

Exercise 3 3.04

Martin is in favour of it.

Audio script

Martin Have you read this article about the 'ear mouse', Fiona?

Fiona Yes, I have. And there's no doubt in my mind that scientists should avoid carrying out these kinds of experiments. It's cruel to the animals.

Martin Really? I'm not sure that's true. Not in this case. After the ear is removed, the mouse won't die.

Fiona Oh, come on! Imagine having a huge ear connected to your back! It must be horrible for the mouse, and when the scientists remove it, I'm sure they'll either kill the mouse or put another ear on its back. I believe in animal rights. They're really important to me.

Martin OK. I see where you're coming from, but surely what's really important here is how this research could help people. And if we can grow new ears and noses, we will be able to improve the lives of thousands of people who have had terrible illnesses or accidents.

Fiona I'm not convinced by that argument. Of course it's important to carry out research, but I firmly believe it's possible to produce artificial organs without using any animals in experiments.

Martin I know what you're getting at, but I don't think you're right. It isn't possible to do that yet. Sure, it would be better if we didn't have to use mice, but we have no choice. Using animals to help the new organs grow is the only way.

Fiona That's just not true. It's just cheaper and easier.

Martin Mmm. OK. Look, I can see that I'm not going to make you change your mind. It looks like we're going to have to agree to disagree.

Exercise 4 3.04

- 1 doubt 2 sure 3 come 4 coming 5 convinced
6 firmly 7 getting 8 just

Exercise 5

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

Exercise 6

In favour:

This embryo will then grow a perfect human organ (a heart, a kidney, a liver, etc.) which can be removed from

the pig and transplanted into a person;
The team hope to be able to grow a number of different human organs inside each pig, which will make it a practical and cost-effective method of providing transplant organs.

Against:

Animal rights campaigners are concerned that using an animal to carry human organs may be cruel;
Others believe that it is ethically wrong to genetically alter animals and that there may be health risks in using organs that are produced in this way (two reasons);
Social scientists also point out that rich people could rear pigs carrying their organs, but poorer people couldn't, creating a very unfair situation.

Exercise 7

Students' own answers

Vocabulary and grammar

Frankenstein page 31

Exercise 1

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

Exercise 2

- 1 skull, spine, ribs
- 2 arteries, heart, veins
- 3 lungs, stomach, liver, heart

Two categories: *heart*

Exercise 3

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

Exercise 4

- | | |
|-------------------------|------------------------|
| 1 was to / would | 6 would / was going to |
| 2 would | 7 would / was going to |
| 3 would / was going to | 8 would / was going to |
| 4 would / were going to | 9 would |
| 5 would / were going to | |

Exercise 5

Students' own answers

Reading

Is the genetically-modified athlete on the way? pages 32–33

Exercise 1

Students' own answers

Exercise 2

A 6 B 7 C 1 D 2 E 5

Exercise 3

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

Exercise 4

1 a 2 b 3 a 4 b 5 c 6 a 7 c 8 b

Exercise 5

- 1 variant 2 commonplace 3 radically 4 uncover
- 5 perseverance 6 distinct 7 demoralizing 8 modify

Exercise 6

Students' own answers

Writing

A letter to a newspaper page 34

Exercise 1

- 1 no matter what 2 Moreover 3 While
- 4 In addition 5 Even though

Exercise 2

Students' own answers

Exercise 3

B, A, D, C

Exercise 4

a

Exercise 5

Losing a pet is very upsetting and pet cloning may help families overcome their grief; People get used to their pets' personalities; Animals are not hurt in the cloning process; Current imperfections in the cloning will be ironed out.

Unit 4 Progress check page 35

Exercise 1

premature baldness, short-sightedness, aggression, obesity, deafness

Exercise 2

screen

noun: flat surface on which you see pictures or information

verb: to hide or protect sth / sb by placing sth in front of them

shift

noun: a change in position or direction

verb: to move from one position or place to another

burden

noun: a duty or responsibility

verb: to give sb a duty that causes worry, difficulty or hard work

Exercise 3

a imperfection b baldness c obesity

Exercise 4

Please refer to Student's Book page 45

Exercise 5

the present continuous

Exercise 6

Bill

Exercise 7

Please refer to Student's Book page 46

Exercise 8

a a weight off your shoulders

b more to something / someone than meets the eye

c break someone's heart

Exercise 9

Please refer to Student's Book page 47

Exercise 10

Mary Shelley wrote *Frankenstein* when she was eighteen.

Exercise 11

We use the future in the past to talk about future events from a point of view in the past.

Exercise 12

creature, monster, wretch

Exercise 13

a Even though b Moreover

Unit 5 Words

Vocabulary

A word is born page 36

Exercise 1

- 1 If you carry on speaking to me like that, I'm leaving!
- 2 I loved my smartphone when I bought it two years ago, but technology has moved on since then.
- 3 I have a season ticket and go to every football game. I think it's important to be there to cheer on my team.
- 4 The little boy was clinging on to his mother's legs.
- 5 As he switched on the engine, the car jumped forward.
- 6 In America, prices in menus don't include tax. When you pay, the restaurant adds on the tax.
- 7 It's only sensible to slip on some strong walking shoes when you go hiking.

Exercise 2

- 1 endangered 2 enable 3 encourage 4 ensure
- 5 empower 6 entitled 7 entrusted

Exercise 3

- 1 LOL 2 AFAIK 3 ASAP 4 FYI 5 TIA
- 6 IMHO 7 TMI 8 YOLO 9 IDK 10 BFN

Exercise 4

- 1 Switch on 2 endangering 3 turn on
- 4 encouraged 5 ensure 6 keep on 7 enable

Exercise 5

Students' own answers

Grammar

Fast track to fluency page 37

Exercise 1

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

Exercise 2

- 1 You'd better not forget your homework again, or you'll be in trouble!
- 2 Joe ought to try to work a bit harder.
- 3 You needn't bring your book.
- 4 Students mustn't chew gum on school premises.
- 5 If you want to do well at school, you need to work hard.
- 6 You should revise new vocabulary regularly.

Exercise 3

- 1 shouldn't have
- 2 had to
- 3 didn't need to / didn't have to
- 4 ought to have
- 5 didn't need to / didn't have to
- 6 shouldn't have / needn't have

Exercise 4

- 1 needed to improve 5 ought to have
- 2 didn't need to 6 needn't have
- 3 had to pay 7 didn't have to
- 4 shouldn't have listed

Exercise 5

Students' own answers

Listening, speaking and vocabulary

A good read page 38

Exercise 1

- 1 take your point 5 There's no point in
- 2 The point is 6 on the point of
- 3 from my point of view 7 point out
- 4 up to a point 8 at some point

Audio script

Teacher First of all, congratulations to the school council on raising £650 for the school. I know that involved a lot of hard work, so well done. So, now we just have to decide how best to spend it. I was wondering if any of you would like to make a suggestion. Marie?

Marie Well, I was hoping we could get some more software for the computers because everything we've got is getting quite out of date now.

Teacher Could you tell us a bit more about what kind of software you have in mind?

Marie Well, we could really do with updating our photo editing software. There are a lot of people who use it in their art projects, and of course a lot of people edit their digital photographs using it. And it could be used by other departments as well – the geography department, for example.

Jack But isn't it really expensive? Wouldn't it be better to spend the money on something that would make more impact on the school? We could buy a lot of new books for the library with that kind of money.

Teacher That's true. And I would like to encourage people to use the library more.

Marie I'm sorry, but I just don't think we need more books. Most people read stuff online these days, don't they?

Jack Some stuff, yes, but people still want to read books. Lots of people prefer to read novels that way. And for academic study, you usually need books to get into any depth on a subject. But anyway, that isn't the point. The photo editing software will mostly just be used by art and photography students. Surely you have to agree that we should buy something that everyone will be able to use.

Marie Of course, but why should that be books? Doesn't it make more sense to get something more up-to-date?

Jack I'm sorry, but I just don't see why books aren't up-to-date.

Teacher Hmm, software or books? Both are good ideas, but which one shall we go for? Or, perhaps there's something else that would be even better. I was thinking about some sports equipment, for example.

Jack That would be useful, too, but I still think the library should be a priority ...

Teacher Actually, you know, we don't have to decide right now. Perhaps we need to get a bit more information. Marie, could you let us know exactly how much the software package costs?

And Jack, maybe you could make a list of books you think would be useful?

Jack How about if I asked people to make a list of books they'd like us to buy?

Teacher Yes, good idea.

Marie And I could see exactly how many people think they would find new software useful.

Teacher OK, let's sleep on it, then. We can set up another meeting when you've got a bit more information. OK? Now, let's move onto the next item on the agenda ... swimming lessons. We've been offered the use of the local pool on Tuesdays, so ...

Exercise 2 3•05

She thinks both Jack and Marie have good ideas. She proposes setting up a meeting when they have new information.

Exercise 3 3•05

1 art projects 2 geography 3 expensive
4 the library 5 everyone 6 online 7 cost 8 a list

Exercise 4 3•05

- 1 I was wondering if any of you would like to make a suggestion.
- 2 Well, I was hoping we could get some more software for the computers.
- 3 Could you tell us a bit more about what kind of software you have in mind?
- 4 Wouldn't it be better to spend the money on something that would make more impact on the school?
- 5 Surely you have to agree that we should buy something that everyone will be able to use.
- 6 Doesn't it make more sense to get something more up-to-date?
- 7 Both are good ideas, but which one shall we go for?
- 8 OK, let's sleep on it, then.

Exercise 5

- 1 OK, so we have to decide which article to use as the front page in the student magazine this month. Leah, I was wondering if you could tell us all about what we have to choose from?
- 2 Well, we've got some quite interesting stuff. There's a great article on our town in the year 1900.
- 3 Mmm ... I'm not sure people will be interested in that. Wouldn't it be better to have something about life today?
- 4 OK, well, if you want something more up-to-date, Josh has written something about a recent ski trip he went on.
- 5 Skiing sounds more interesting, I think.
- 6 But not everyone is interested in sport. Doesn't it make more sense to have something of general interest? I still think the historical article is best.

Students' own answers

Vocabulary and grammar

Shakespeare page 39

Exercise 1

1 quirky 2 chilling 3 protagonists 4 transcend
5 pinnacle 6 ruthless

Exercise 2

1 dust jacket 2 spine 3 bibliography 4 imprint page
5 index 6 title page 7 contents page 8 back cover

Exercise 3

1 could 2 could 3 could 4 succeeded in 5 could
6 managed to 7 been able to 8 succeeded in

Exercise 4

1 Being able to 2 couldn't 3 succeed in
4 can / manages to 5 be able to 6 managed to

Exercise 5

Students' own answers

Reading

More speed, less analysis? pages 40–41

Exercise 1

Students' own answers

Exercise 2

1 D 2 C 3 F 4 B 5 A

Exercise 3

1 immersed in 4 fire off
2 start again from scratch 5 from cover to cover
3 lose their train of thought 6 think outside the box

Exercise 4

1 cover to cover 4 fired off
2 immersed in 5 think outside the box
3 losing my train of thought 6 start again from scratch

Exercise 5

Students' own answers

Writing

A book review page 42

Exercise 1

1 intricate / complex 4 perceptive / insightful
2 gripping / riveting 5 expressive / meaningful
3 moving / touching

Exercise 2

the book

Exercise 3

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

Exercise 4

1 Nick Carraway's memories
2 Gatsby befriending Nick
3 Nick's
4 that Daisy's husband is unfaithful and a bully
5 film
6 portraying complex characters

Unit 5 Progress check page 43

Exercise 1

from other languages, new meanings attached to old words, word blending, making verbs from nouns

Exercise 2

Please refer to Student's Book pages 56 and 57

Exercise 3

carry on, keep on

Exercise 4

Please refer to Student's Book page 58

Exercise 5

Please refer to Student's Book page 59

Exercise 6

- a The speaker understands that there's no point in going, but goes anyway.
b The speaker only understands after going that it was unnecessary.

Exercise 7

- a From my point of view ... b I take your point.

Exercise 8

borrow books, use the computer, join craft clubs, get free financial help

Exercise 9

Please refer to Student's Book page 61

Exercise 10

His plays deal with themes that are as relevant today as ever; his characters are interesting; his writing is powerful, beautiful and inventive.

Exercise 11

Tales that transcend time are stories that people can relate to no matter what age they live in.

Exercise 12

managed to

Exercise 13

- a moving b complex c insightful d gripping

Exercise 14

Please refer to Student's Book page 64

Unit 6 The media and the message

Vocabulary

Who controls the news? page 44

Exercise 1

- 1 trace 2 expose 3 lack 4 spread 5 make 6 set

Exercise 2

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

Exercise 3

- 1 axes 2 backs 3 quits 4 bans 5 plea 6 vows

Exercise 4

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

Exercise 5

Students' own answers

Grammar

The big picture page 45

Exercise 1

- 1 must 2 might 3 must 4 can't 5 could 6 has to

Exercise 2

- 1 may not know 4 must have been shouted
2 must have seen 5 might attack
3 might stand 6 can't worry

Exercise 3

- 1 bound to 2 safe 3 seems 4 must 5 probably
6 may 7 like

Exercise 4

Students' own answers

Listening, speaking and vocabulary

Making the headlines page 46

Exercise 1

- 1 out; c 2 in; e 3 out; f 4 out; a 5 in; d 6 in; b

Exercise 2

Students' own answers

Exercise 3 3.06

- 1 Tom B Claire B Michael A
2 B

Audio script

Claire OK. Well, as we're in the middle of winter, I think we should have a photo with a winter theme, so here are two we could use. We only have space for one of them though. What do you think, Tom? Which one should we choose?

Tom That one, definitely. It ticks lots of boxes for me. It's funny and unusual, and it makes you look twice. It looks as if it's a real 'snow' person, having a rest after a walk in the park. I feel as though I want to know the story behind the snow sculpture, and, as you know, we try to use pictures that tell a story. Oh, and I love the hat and scarf. I think it's a really interesting and personal touch. And humorous.

Claire In other words, you think the snowman is funnier than the snowmice? Or have I got that wrong?

Tom Well, I didn't mean that exactly. I suppose I'm just saying that the picture of the snowman in the park works for me because it's more surprising, and it tells more of a story.

Claire Mmm. I think the same. It made me wonder who the snowman represents. He must represent somebody. He might remind people of an old man who used to go to the park many years ago. Who knows? Anyway, let's go with it. I reckon our followers will find it really funny.

Michael Hang on a minute, are you saying that the other picture isn't funny, or interesting? Personally, I think the Mickey Mouse snow sculpture is brilliant. Not only that, but I think that the man on the bench is a bit boring, and not all that well-made. You can see snowmen like that in public parks, all over the world, every winter. In fact, we might as well go outside, build our own snowman, and photograph that.

Claire Oh, come on, Michael! How can you say that? The way the sculptor has placed the old snowman in the middle of

the bench is really clever and artistic, in my opinion. It's not something that just anybody could do.

Michael Mmm. It doesn't look like art to me. And I think the other photo is much more unusual. It relates to a news story, too, and aren't we trying to use photos that are in the news?

Claire True. It does relate to a news story, but it's old news. It was built for a snow festival in Japan, but that was a while ago. I think that counts against us using it – we shouldn't be using photos of news events that happened months ago. It'll look as if we're behind the times. And we have to choose one. Which one is it going to be, then?

Tom Well, you know my opinion. However, we could include both on the website, couldn't we?

Claire No, there isn't room on the page. We have to choose.

Michael Well, OK. I know I'm in the minority. Let's choose the first one.

Claire Great. So, do we all agree we'll upload this one?

Tom / Michael Sure.

Exercise 4 🎧 3:06
2, 3, 4

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

Exercise 6
Students' own answers

Vocabulary and grammar

Truth or lies? page 47

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

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

Exercise 3
1 uploaded was / did was upload 4 was talk about
2 watched was 5 was the documentary
3 was Paul who 6 took were / did was take

Exercise 4
1 Seldom have I seen such a fascinating documentary.
2 Not only has Hollywood director James Cameron made movies, (but) he has also made documentaries.
3 Never before have we heard such awful news.
4 Hardly had we sat down when they announced the news.
5 Rarely has the newsroom been as busy as it is today.

Exercise 5
1 Not only 2 What 3 It 4 on
5 score 6 over 7 footage 8 It

Exercise 6
Students' own answers

Reading

The life of a war photographer pages 48–49

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

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

Exercise 3
1 driven 2 intrusive 3 prolific 4 streetwise
5 haunting 6 bear witness 7 deprived 8 quest

Exercise 4
Students' own answers

Writing

An article page 50

Exercise 1
1 undoubtedly 2 worryingly 3 Theoretically
4 In reality 5 Distressingly 6 Presumably
7 In all honesty

Exercise 2
The writer opposes using Twitter to follow the news.

Exercise 3
1 All people read in the days before social networking was news stories that newspaper owners wanted them to read.
2 What many people follow is what their favourite commentators or celebrities have to say about breaking news.
3 Not only can you watch a breaking news story on TV, (but) you can follow comments about the event online.
4 Never before have ordinary people been able to instantly share their views on current events.
5 By far the best thing about Twitter is that it allows you to hear the views of real people as they experience events.
6 What you can hear about is news that isn't covered in newspapers or on TV.

Unit 6 Progress check

Exercise 1
Please refer to Student's Book pages 68 and 69

Exercise 2
a set the agenda b go viral c make headlines

Exercise 3
b

Exercise 4
Please refer to Student's Book page 70

Exercise 5
b

Exercise 6
1 How many speakers are there?
2 What is the topic?
3 What type of recording is it?
4 Why might people listen?
Once you have finished listening, think about:
• what you heard.
• what you think happened before.
• what you think happened after.

Exercise 7
a out of his depth b in her element

Exercise 8
Please refer to Student's Book page 73

Exercise 9

Please refer to Student's Book page 74
Cathy Come Home or *Riff-Raff* (1970s)
Fahrenheit 9/11 (docu-ganda)

Exercise 10

- a narration, the words you can hear whilst watching an image on screen
- b raising money over the internet
- c a film like a documentary but which may be used to promote a message (documentary / propaganda)

Exercise 11

- a What Susie wrote was a critical review of the documentary.
- b All Susie wrote was a critical review of the documentary.
- c It was a critical review of the documentary that Susie wrote.

Exercise 12

c

Unit 7 That's life

Vocabulary

Before I die ... page 52

Exercise 1

- 1 fight 2 wear 3 crossed 4 set
5 put 6 laugh 7 made

Exercise 2

- 1 a long shelf life
2 many walks of life
3 in the prime of (her) life
4 a new lease of life
5 a matter of life and death
6 living charmed lives

Exercise 3

- 1 before my time 4 all the time
2 from time to time 5 for the time being
3 at the best of times 6 in next to no time

Exercise 4

- 1 nick 2 fight 3 one 4 milestones
5 course 6 cut 7 times

Exercise 5

Students' own answers

Grammar

Lucky break or lucky escape? page 53

Exercise 1

- 1 hadn't bought, wouldn't have won
2 would get, had
3 wouldn't have felt, hadn't finished
4 would have been, hadn't been wearing
5 would stay, wasn't
6 would have lost, hadn't saved
7 wasn't, would help
8 would have smashed, hadn't landed

Exercise 2

- 1 If I had got paid last week, I could pay the bill.
2 If you hadn't invited her, Sally wouldn't be here.
3 If Louise wasn't a great tennis player, she wouldn't have won the tournament last week.
4 We wouldn't have been late if the train hadn't left earlier than expected.
5 If we were lucky, we would have won something in our lives.
6 If Sam hadn't won a thousand euros at the race course, he wouldn't be so happy.

Exercise 3

- 1 had become 5 could have died
2 would never have heard 6 hadn't smiled
3 wouldn't be 7 had flown
4 hadn't starred 8 would have died

Exercise 4

Students' own answers

Listening, speaking and vocabulary

The golden years page 54

Exercise 1

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

Exercise 2

- 1 standing 2 get 3 set 4 going
5 feel 6 leave 7 gets 8 living

Exercise 3

Students' own answers

Exercise 4 3.07

- 1 All three speakers agree with the statement.
2 **Jenny:** Teenagers are distracted by modern technology.
Simon: Teenagers are given more freedom, so decide not to help others.
David: Teenagers are influenced by the media.

Audio script

Jenny Many believe that young people today are more selfish, and I totally support that idea. Kids are always thinking about themselves. The most obvious reason for this is that they spend so much time online that they show no interest in what's happening in their own family. Every young person I know has a computer and a mobile phone, and spends a lot of time using them. As a result, they are independent and self-reliant, but they don't spend as much time with their parents and grandparents as they once did. Families don't talk to each other or do things together very much anymore. What if mobile phones and social networking sites were banned at home on weekday evenings? I think that would force families to talk to each other more, and young people would take more of an interest in the lives of their families.

Simon I agree. I think the lives of teenagers today are very different from those of our parents when they were young. In the past, teenagers were expected to do housework and help out at home more. But today, kids are allowed to make their own decisions and, too often, they decide to do what they enjoy and to avoid chores. The main benefit that this has is that teenagers aren't as dependent on their parents as they once

were, and they can show more initiative. My main worry is that young people grow up only thinking about themselves.

David What bothers me is not young people, but society itself. We are exposed to a society whose values are very selfish, and then we're criticized for being selfish ourselves. In the media and advertising, we are encouraged to look good, to be assertive, and to fight to get the best job or the best lifestyle. It's hardly surprising that kids these days are more obsessed with themselves than their parents ever were. Even if we wanted to be selfless, it would be difficult, because our society values ambition and personal achievement more than helping others.

Exercise 5 3.07

1 S 2 S 3 D 4 J 5 J 6 D

Exercise 6 3.07

1 J 2 J 3 S 4 J 5 D 6 S 7 D

Exercise 7

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

Exercise 8

Students' own answers

Vocabulary and grammar

The Road Not Taken page 55

Exercise 1

Students' own answers

Exercise 2

1 had passed 2 wasn't 3 didn't go 4 helped
5 had known 6 ended 7 stayed 8 snowed

Exercise 3

1 wasn't 2 had waited 3 had bought 4 hadn't gone
5 was 6 hadn't told

Exercise 4

1 had listened	6 would have
2 had acted	7 had done
3 would you be	8 wouldn't have learned
4 had done	9 wouldn't be
5 would have fulfilled	10 were

Exercise 5

Students' own answers

Reading

Serendipity – how we make our own luck pages 56–57

Exercise 1

Students' own answers

Exercise 2

1 C 2 A 3 E 4 B 5 D

Exercise 3

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

Exercise 4

1 attribute 2 hunch 3 pattern
4 hand 5 fluke 6 lot 7 mindset

Exercise 5

1 attributes 2 mindset 3 hunch
4 lot 5 hand 6 fluke

Exercise 6

Students' own answers

Writing

An opinion essay page 58

Exercise 1

- 1 The more you can buy, the happier you are.
- 2 Money is far less important than good health and good friends.
- 3 I've never met such a wealthy man as Howard Hughes.
- 4 Very rich people are not as motivated to work hard as people who aren't rich.
- 5 As you get older, having a good standard of living is more and more important.
- 6 People who aren't well off get just as much fun out of life as the super-rich.

Exercise 2

Students' own answers

Exercise 3

- 1 They get much better qualifications, better jobs and better opportunities.
- 2 To play a musical instrument, be good at sport and even make friends takes effort.
- 3 It makes you feel good about yourself and good about your life.
- 4 They are less likely to miss opportunities. They are less likely to feel negative when things go wrong. They are less likely to give up when something is difficult to do.

Unit 7 Progress check page 59

Exercise 1

Please refer to Student's Book pages 82 and 83

Exercise 2

a ease off b make off c call off

Exercise 3

a every walk of life b charmed life

Exercise 4

Please refer to Student's Book page 85

Exercise 5

a wouldn't have known b would have travelled

Exercise 6

a long in the tooth b over the hill c set in her ways

Exercise 7

Please refer to Student's Book page 87

Exercise 8

Please refer to Student's Book page 88

Exercise 9

Please refer to Student's Book page 88

Exercise 10

a had missed b left

Exercise 11

a as b more

Exercise 12

Please refer to Student's Book page 90

Unit 8 Food and ethics

Vocabulary

A right to eat page 60

Exercise 1

- 1 distressing 2 countless 3 cold-blooded
4 outlawed 5 agonizing 6 critical

Exercise 2

- 1 in 2 with 3 in 4 on 5 on 6 without 7 to 8 in

Exercise 3

- 1 reduce 2 prevent 3 overexploit
4 threatens 5 produce 6 conserve

Exercise 4

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

Exercise 5

Students' own answers

Grammar

Wet wealth page 61

Exercise 1

- | | |
|---------------------|-------------------------|
| 1 are caught | 5 have been killed |
| 2 were designed | 6 had been reduced |
| 3 are being built | 7 were being overfished |
| 4 will be processed | 8 have been lost |

Exercise 2

- 1 If we stopped trawling, a lot of endangered fish could be protected.
2 Hunting elephants for their ivory must be stopped.
3 If we increase the size of cages in zoos, the lives of many zoo animals might be improved.
4 Using some powerful insecticides is harmful, so they should be banned.
5 Action to protect the rainforests has to be taken now.
6 People who dump their waste in the countryside have to be caught and imprisoned.

Exercise 3

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

Exercise 4

- 1 being 2 are 3 is 4 being
5 will 6 be 7 been 8 be

Exercise 5

Students' own answers

Listening, speaking and vocabulary

Feeding the world page 62

Exercise 1

- 1 Let's face it
2 face up to the facts
3 talk until they're blue in the face
4 On the face of it
5 put on a brave face

6 In the face of

Exercise 2

Students' own answers

Exercise 3 3.08

Photo A

Audio script

Tom Well, it's not the sort of place I like, but they seem to be having a good time.

Susie Who?

Tom All these guys in this photo, sitting in a row, selecting bits of food as they slowly move past them on plates and in bowls on a conveyor belt. Can you see it under all those wooden dishes? I wonder if they know each other.

Susie It's clear from the photo. They're all smiling and laughing with each other. Let's face it, you only do that if you're all friends and get on really well.

Tom Well-spotted. I didn't really notice that. But I wonder what the special event is. What I mean is, why are they all there eating together? It looks as though it might be someone's birthday or something.

Susie Mmm. It's hard to say. They're all wearing smart clothes, no-one's wearing party hats and there's no cake, but perhaps they're going to have cake later.

Tom Maybe.

Susie Judging by the amount of food that's still going round, I reckon the night is young, and they've only just started their meal. That or they're really greedy.

Tom That's an interesting point. It probably is quite early, and I think it's safe to say no-one there is going to go hungry. As I said, it's not my sort of place, and I've never had a meal like this one, but I think the idea is that you pick and choose things you want to eat from the conveyor belt. I don't think you're supposed to eat everything!

Susie Oh, right. I thought you did.

Tom Really?

Susie Well, yes. To me, it looks that way. The food goes round and round until it's all been eaten. I've never done it, but that's what I thought you did.

Tom That's crazy. They'd be eating all night!

Susie Oh, OK. But that's what I thought.

Tom Well, I'm pretty sure you're wrong. It'd cost too much for a start. They're not at home, so everything they choose will have to be paid for. And I don't think places like that are cheap.

Susie It doesn't look like an expensive place.

Tom You'd be surprised. I know it doesn't look like there's much on each plate, but it isn't easy to prepare that sort of food, so it tends to be pricey.

Susie Oh, OK, if you say so ... (pause) Actually, now we've talked about it, I'd quite like to give that sort of food a try.

Tom It's definitely not for me.

Susie How do you know if you haven't tried it?

Tom Well, I just don't like trying new food, that's all.

Susie Supposing that I were to pay, would you come with me and give it a go?

Tom In that case, sure, I'd come with you, but I still don't think I'd like it. Besides, I don't think there are any places like that near here. It's the sort of place you just don't find in this country.

Susie Don't be so sure. I've just googled it, and I've found the address of a place just like the one in the photo, and it's not that far from here. Shall we go on Saturday? I'll pay if you drive. Is that a deal?

Tom Saturday? Sure, why not? But only if we can get some fish and chips on the way home.

Exercise 4

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

Exercise 5

1 wonder 2 spotted, notice 3 mean 4 as
5 hard 6 Judging 7 point 8 like

Exercise 6

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

Exercise 7

Students' own answers

Vocabulary and grammar

The origins of food page 63

Exercise 1

1 takeaway 2 ration 3 snack
4 order 5 fare 6 portion

Exercise 2

1 fry, scramble, stir-fry 4 barbecue, grill
2 boil, poach, steam, stew 5 toast
3 bake, grill, roast

Exercise 3

1 When was Thai food first served to you?
2 Have the secrets of Thai cooking been taught to you?
3 How much money was paid to you for working in the restaurant?
4 Is advice sometimes sent to you by your Thai cookery teacher?
5 Has a Thai recipe book been bought for you?

Exercise 4

a was paid, 3 d was given, 5
b have been sent, 4 e was taught, 2
c was served, 1

Exercise 5

Students' own answers

Reading

Designer shoes and the Amazon rainforest pages 64–65

Exercise 1

Students' own answers

Exercise 2

1 C 2 A 3 E 4 D

Exercise 3

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

Exercise 4

1 absorb, b 2 causing, a 3 run, b
4 reach, b 5 trace, a 6 make, a

Exercise 5

1 make a case
2 reached an agreement
3 run a business

4 trace the source

5 causing the greenhouse effect

6 absorb carbon dioxide

Exercise 6

Students' own answers

Writing

A for and against essay page 66

Exercise 1

1 It is believed that the number of local markets across Europe is declining.
2 Local markets are known to have started selling a wider range of products.
3 Local markets are thought to be losing a lot of their trade to supermarkets.
4 In 2012, it was reported that the number of stalls in Portobello Market in London went down by 20% between 2004 and 2009.
5 It is said that shoppers don't want to go to outdoor markets on cold, wintry days.

Exercise 2

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

Exercise 3

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

Exercise 4

Students' own answers

Unit 8 Progress check page 67

Exercise 1

People kill sharks for their fins to use in food (shark fin soup), because the soup is a big part of Chinese culture.

Exercise 2

a countless b agonizing c cold-blooded

Exercise 3

a on b in c with

Exercise 4

a

Exercise 5

a blue in the face b face the music

Exercise 6

Please refer to Student's Book pages 97 and 98

Exercise 7

Please refer to Student's Book page 98

Exercise 8

Please refer to Student's Book page 99

Exercise 9

Portugal and France or Belgium

Exercise 10

a standard fare b six-course meal c side dish

Exercise 11

I was offered a cup of tea.
A cup of tea was offered to me.

Exercise 12

Please refer to Student's Book page 102

Unit 9 Technology

Vocabulary

What's new? page 68

Exercise 1

1 b 2 a 3 a 4 b 5 a 6 b 7 b

Exercise 2

1 an early adopter 2 handset 3 keypad 4 earbuds
5 cord 6 headset

Exercise 3

1 pricey 2 hard-wearing 3 innovative 4 bulky
5 handy 6 sleek

Exercise 4

1 launched with fanfare 2 emerging technologies
3 lightweight 4 fragile 5 headset 6 pricey
7 reasonable 8 cutting-edge 9 early adopter
10 tech start-up

Exercise 5

Students' own answers

Grammar

Young minds page 69

Exercise 1

- 1 Albert Einstein said that science was a wonderful thing if one did not have to earn one's living at it.
- 2 Nils Bohr said that an expert was a person who had made all the mistakes that could be made in a very narrow field ...
- 3 Richard P. Feynman said that he had learned very early the difference between knowing the name of something and knowing something.
- 4 Galileo said that you couldn't teach a man anything; you could only help him discover it in himself.
- 5 Albert Einstein said that he thought that a particle had a separate reality independent of the measurements. He liked to think that the moon was there even if he wasn't looking at it.

Exercise 2

1 must 2 would 3 had to 4 could
5 might 6 would 7 shouldn't 8 would

Exercise 3

1 c 2 a 3 c 4 c 5 a 6 a 7 c 8 b

Exercise 4

Students' own answers

Listening, speaking and vocabulary

Digital footprints page 70

Exercise 1

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

Exercise 2

1 firewall 2 bugs 3 data 4 Trojan 5 cookies
6 updates 7 Spyware

Exercise 3 3.09

1 e 2 b 3 d 4 c 5 a

Audio script

In today's presentation, I'm going to talk about why I believe that the internet has had the greatest effect on society of any invention in history. Of course there have been many other extremely important inventions, but the aim of my presentation is to explain why the internet is, nonetheless, something that is responsible for changing every aspect of our lives.

First, I'm going to talk about how the internet has changed our day to day lives. Then I'll move on to look at how it is changing society, followed by a look at the impact on the world as a whole. 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 looking at some of the daily tasks that have been revolutionized by the internet. Many people now use the internet as the main way to do their shopping, for example, buying everything from groceries to holidays online. In addition, we often don't need to leave our homes to do many other daily activities, such as studying or working, as more and more people choose to study online or work from home, connected to the office by their computers. And, of course, the internet has also revolutionized our social lives, with people chatting and socializing online, too.

I've just told you about the impact of the internet on our day to day lives. Now I'm going to move on to talk about the effect of the internet on society. The changes in our behaviour, which I've just described, clearly have knock-on effects on society as a whole. The rise of online shopping is having a dramatic effect on our high streets, where many businesses are starting to close. The internet also has an impact on those who provide expertise, such as doctors or solicitors, as more and more information can be freely found online. This may also start to affect teachers, as online study becomes more popular. In fact, education is certainly an area where the internet is causing massive changes, and that's what I'm going to talk about now.

As well as changing how education is provided, by moving it from real classrooms to virtual ones, the internet is also radically changing our whole view of education. Education has traditionally been about the transfer of information from someone knowledgeable to someone seeking knowledge. The student would need to retain the information and perhaps, at some point, pass it on. However, with so much information now available at the click of a mouse, do we actually need to retain all this knowledge any more? Just think about what that might mean for education as a whole. I think we can be certain that huge changes are coming.

The ability to share information across the world has had a major impact on the world, not just individual societies. Internet access is now widespread across the world, even in poorer countries. People are coming together across the globe, to share information, mobilize, organize and campaign against injustice on a global scale. Small protest movements can quickly grow and what happens in one country can rapidly affect what happens in another country in an unprecedented way.

To sum up, the internet is changing almost every aspect of our lives, worldwide. So, I hope my arguments have convinced you that the internet has had (and will have) a greater impact

than any other invention in history. Please feel free to ask any questions and I'll do my best to answer them.

Exercise 4 3.09

2, 4 and 6 are different (D)

Exercise 5 3.09

A 3, 6, 10

B 1, 11

C 4, 5, 7, 9

D 2, 8, 12

Phrases heard: 1, 2, 5, 6, 8, 9, 10, 11, 12

Exercise 6

Students' own answers

Vocabulary and grammar

First? page 71

Exercise 1

1 closely 2 hardly 3 just 4 lately

5 close 6 highly 7 hard

Exercise 2

1 lately 2 hardly 3 close 4 highly

5 just 6 justly 7 high 8 late

Exercise 3

1 a 2 b 3 c 4 b 5 b 6 a 7 b 8 c

Exercise 4

1 He denied taking the money.

2 She encouraged John to enter the competition.

3 He reminded Julie to take her key.

4 Sarah's father forbade her from going out after midnight.

5 He begged Olivia not to forget him.

6 She promised to help Simon / me.

7 He warned that it would be very icy on the roads.

8 She announced that they were getting married.

9 They admitted that they had forgotten to take the dog for a walk.

10 He boasted that he could run faster than anyone else in school.

Exercise 5

Students' own answers

Reading

Living without technology pages 72–73

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

1 revolutionized, transform

2 reverting back to, turn back the clock

3 modified, adapt

4 relinquish, kicking the habit

Exercise 5

1 a 2 b 3 b 4 b 5 a 6 a 7 b 8 b

Exercise 6

Students' own answers

Writing

A report page 74

Exercise 1

Texting is cheaper than calling; texting is easier when someone does not want to be overheard.

Exercise 2

The missing paragraph goes between the end of paragraph 4 and the beginning of paragraph 5.

Exercise 3

1 examine 2 assess 3 suggests

4 proved 5 suggests 6 demonstrated

Exercise 4

a interview b desk research c focus groups d survey

Other way of collecting research: documents

Unit 9 Progress check page 75

Exercise 1

Social networking and video conferencing.

Exercise 2

text, knowledge

Exercise 3

If something 'has legs' then it has foundation and people will be interested in it for a long time.

Exercise 4

headset: headphones with a microphone attached

handset: a mobile phone or the part of a telephone that you hold in your hand

Exercise 5

a He said he had lived in the UK for five years.

b He said he had never been to Scotland.

c She asked where I came from.

d She said she couldn't speak Chinese.

Exercise 6

a under the weather b under scrutiny

Exercise 7

The record left on the internet of all your online activity.

Exercise 8

Please refer to Student's Book page 113

Exercise 9

Please refer to Student's Book pages 114 and 115

Exercise 10

a high b highly

Exercise 11

He said that I shouldn't walk across the road on a red light.

He told me not to walk across the road on a red light.

Exercise 12

prove, testify

Exercise 13

interviews, focus groups, surveys, documents, desk research

Unit 10 Power

Vocabulary

Utopia?

page 76

Exercise 1

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

Exercise 2

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

Exercise 3

1 egalitarian 2 secular 3 communal
4 mainstream 5 spiritual 6 alternative

Exercise 4

1 communal 2 engagement 3 social 4 wealth
5 ethnic 6 extreme 7 moderate 8 opportunities

Exercise 5

Students' own answers

Grammar

Dirty sport

page 77

Exercise 1

- 1 Hansie Cronje, one of the most talented cricketers of his generation, became captain of the South African national team in 1994.
- 2 However, he will be remembered not for his cricketing ability, but for a scandal which shocked the world of cricket.
- 3 In April 2000, a recording of a conversation about match fixing, which Hansie Cronje had held with the head of a betting organization, was revealed to be in the possession of the Indian police.
- 4 Cronje, who had a lot of power to influence the score in a match because of his position as captain, eventually admitted accepting thousands of dollars to fix the results of matches.
- 5 As a result, the King Commission banned Cronje from playing or coaching the game, to which he had devoted his life. / As a result, the King Commission banned Cronje, who had devoted his life to playing cricket, from playing or coaching the game.
- 6 In 2001, Cronje challenged the life ban imposed by the King Commission, but he was unsuccessful.
- 7 There was no happy ending for Hansie Cronje, whose death was announced following a plane crash in June 2002 when he was only thirty-two.

Exercise 2

- 1 An agent known in sporting circles for his high-profile clients was arrested last night for stealing money from some of his young players, including at least two English Under-21 stars.
- 2 Two golfers playing in an international tournament broadcast on TV in Europe and America have been accused of cheating.

- 3 When they arrived at the stadium, 800 fans supporting the away team were not permitted entry, despite holding tickets purchased for £100.

Exercise 3

- 1 that baseball confronted
- 2 including the legendary figure
- 3 led
- 4 who had
- 5 who was one of
- 6 set up / which was set up
- 7 whose reputation
- 8 covering / who covered / who were covering

Exercise 4

Students' own answers

Listening, speaking and vocabulary

Have your voice heard

page 78

Exercise 1

- 1 wing 2 ballot 3 general 4 polling 5 wing
6 local 7 manifesto 8 electorate

Exercise 2

Students' own answers

Exercise 3



3•10

- 1 C 2 C 3 B 4 A

Audio script

Joe Today's debate is on the right of students to have a voice in school. Should students have a vote on issues and decisions which affect them in school? Who would like to start us off? Simon, what are your thoughts on this?

Simon Well, I think there should be a student voice in schools. A lot of schools have no forum in which students can express their view about how their school is run, which is undemocratic and unfair. Head teachers and administrators make decisions which directly affect their pupils without any consultation whatsoever. This would never be allowed to happen to adults, so why should under-eighteens accept such a situation?

Joe OK. Thanks, Simon. Let's have some other views on this. Amelia, what do you think?

Amelia Well, I couldn't agree with Simon more. But I'd go further. Even when a school has a student council in which students are elected to debate issues, the head teacher and administrators only really pretend to listen. If they disagree with what students decide democratically, and after much debate, they just ignore it. Recently, in England, a group of students walked out in protest because their school reduced their lunch hour to thirty minutes. Instead of listening to the students, and negotiating with them, the school called the police and suspended the ringleaders. This would never happen to a group of adult protesters. Students should have a voice which is not ignored, even if the school doesn't like what students think.

Molly Can I just come in here?

Joe Yes, Molly. What's your view?

Molly I think what Amelia's suggesting is unworkable. While I agree that there should be school councils, and schools should listen more to students, I don't think pupils should be able to force head teachers to do what they say. In the end, a school is not a democracy ...

Simon You can say that again. It's a place where the majority of people have no say and no rights. Students should be consulted. And, actually, I agree with Amelia. If students say yes or no to something, schools should be forced to act on that decision.

Molly If you could just let me finish, please, Simon, I was going to say that it is a place where the people who run it are responsible experts who are there to act on our behalf. They should listen to us, but we should respect their authority and expertise in making decisions.

Tom If I can interrupt for a moment, I'd like to add a comment.

Joe OK. Go ahead, Tom.

Tom I think the main issue here is that a school should treat everybody who goes there with respect, and that means giving them a voice. So, I think student councils are important. If we give students responsibility and let them influence decisions, they'll behave better and be more mature, and they'll grow up knowing that their voice is important. Surely we should encourage that. At the same time, the final say about the running of a school should always be with the head teacher and administrators. Students can't be expected to know what's best, and shouldn't be allowed to stop adults from doing their job.

Joe OK. Thanks, Tom. Is there anything else ... ?

Exercise 4 ③ 3-10

1 S, A 2 S, A 3 M 4 T 5 M, T 6 A, S

Exercise 5 ③ 3-10

1 a 2 b 3 a 4 b 5 a

Exercise 6

Students' own answers

Vocabulary and grammar

The power of words page 79

Exercise 1

1 abolish 2 nation 3 swore
4 liberty 5 adversary 6 humanity

Exercise 2

1 out, air 2 set, straight 3 off, mark
4 with, truth 5 down to 6 under fire

Exercise 3

1 without whom 2 in which 3 about whom
4 for whom 5 at which 6 with which

Exercise 4

1 Whenever 2 in which 3 those 4 on which
5 on whom 6 Everyone 7 Many 8 Whatever

Exercise 5

Students' own answers

Reading

Making the case for the monarchy pages 80–81

Exercise 1

Students' own answers

Exercise 2

Lionel Toady 4 Ivor Scorn 2, 3

Exercise 3

1 T 2 F 3 F 4 F 5 T

Exercise 4

1 E 2 D 3 F 4 A 5 G

Exercise 5

1 lobbying 2 privilege 3 undermining
4 relevance 5 ornamental 6 wields
7 ascended the throne 8 uphold

Exercise 6

1 ascended the throne 2 privilege 3 wields
4 ornamental 5 uphold 6 relevance

Exercise 7

Students' own answers

Writing

A for and against essay page 82

Exercise 1

1 a 2 c 3 b 4 b 5 a

Exercise 2

1 B 2 D 3 A 4 C

Exercise 3

1 C 2 B 3 D 4 A

Exercise 4

Student's own answers

Unit 10 Progress check page 83

Exercise 1

Please refer to Student's Book pages 120 and 121

Exercise 2

a ethnic diversity b equal opportunities

Exercise 3

Please refer to Student's Book page 122

Exercise 4

Please refer to Student's Book page 123

Exercise 5

tone of voice, speed, language, hesitation

Exercise 6

a **general election:** a vote to elect the people who will form parliament / the government
local election: a vote to elect local officials, e.g. council representatives, the mayor, etc.
b **electorate:** the people who can vote in an election
turnout: the number of people who actually voted

Exercise 7

Please refer to Student's Book page 125

Exercise 8

Please refer to Student's Book pages 126 and 127

Exercise 9

Please refer to Student's Book pages 126 and 127

Exercise 10

foe / adversary

Exercise 11

upon which

Exercise 12

for instance

Exercise 13

Please refer to Student's Book page 128

Literature insight 1

pages 84–85

Before you read

- 1 In their poems.
- 2 Because her uncle died in the red room and she believes she can see his ghost.

Exercise 1

He thought it would save Jane's soul.

Exercise 2

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

Exercise 3

Student's own answers

Exercise 4

Because of the weather and the lack of care given to the girls.

Exercise 5

3•11

He thinks she is calm and serious but that she can also be rude; that she has honesty and feeling; that she is good; that she is the sort of person people tell their problems and secrets to; and that she is sympathetic and gives people hope.

Audio script

'Do you think I'm handsome, Miss Eyre?' Mr Rochester asked. Normally I would have taken time to think, and said something polite, but somehow I answered at once, 'No, sir.'

'Ah, you really are unusual! You are a quiet, serious little person, but you can be almost rude.'

'Sir, I'm sorry. I should have said that beauty doesn't matter, or something like that.'

'No, you shouldn't! I see, you criticize my appearance, and then you stab me in the back! All right, tell me. What is wrong with my appearance?'

'Mr Rochester, I didn't intend to criticize you.'

'Well now you can. Look at my head. Do you think I am intelligent?' He pointed to his huge, square forehead.

'I do, sir. Is it rude to ask if you are also good?'

'Stabbing me again! Just because I said I didn't like talking to old ladies and children! Well, young lady, I wanted to be good when I was younger, but life has been a struggle for me, and I've become as hard and tough as a rubber ball. I only have a little goodness left inside.' He was speaking rather excitedly, and I thought perhaps he had been drinking. 'Miss Eyre, you look puzzled. Tonight I want conversation. It's your turn. Speak.'

I said nothing, but smiled coldly.

'I'm sorry if I'm rude, Miss Eyre, but I'm twenty years older and more experienced than you. Don't you think I have the right to command you?'

'No sir, not just because you're older and more experienced than me. You would have the right only if you'd made good use of your experience of life.'

'I don't accept that, as I've made very bad use of my experience! But will you agree to obey my orders anyway?'

I thought, 'He is peculiar, he's forgotten that he's paying me £30 a year to obey his orders,' and I said 'Not many masters bother to ask if their servants are offended by their orders.'

'Of course, I'd forgotten that I pay you a salary! So will you agree because of the salary?'

'No sir, not because of that, but because you forgot about it, and because you care whether a servant of yours is comfortable or not, I gladly agree.'

'You have honesty and feeling. There are not many girls like you. But perhaps I go too fast. Perhaps you have awful faults to counterbalance your few good points.'

'And perhaps you have too,' I thought.

He seemed to read my mind, and said quickly, 'Yes, you're right. I have plenty of faults. I went the wrong way when I was twenty-one and have never found the right path again. I might have been very different. I might have been as good as you, and perhaps wiser. I am not a bad man, take my word for it, but I have done wrong. It wasn't my character but circumstances which were to blame. Why do I tell you all this? Because you're the sort of person people tell their problems and secrets to, because you're sympathetic and give them hope.'

Exercise 6

3•11

- 1 F: He asks her whether she considers him to be handsome.
- 2 F: Her first response is 'No, sir.'
- 3 T
- 4 T
- 5 F: He made bad decisions when he was young.
- 6 T

Exercise 7

Student's own answers

Exercise 8

Student's own answers

Literature insight 2

pages 86–87

Before you read

- 1 A distant relative of his wrote the US national anthem.
- 2 West Egg is wealthy but unfashionable and people who have become rich recently live there, whereas East Egg is wealthy and people who are well-connected live there.

Exercise 1

Gatsby wants to take Nick out on his new motorboat just off the beach near there.

Exercise 2

- 1 in the army
- 2 Because he hasn't met the host, who lives next door and who invited him.
- 3 Because Gatsby is the host that Nick had been talking about not having met.
- 4 That he understood him and had a good opinion of him.
- 5 Another guest doesn't believe that Gatsby went to Oxford, even though he says he did.
- 6 He isn't drinking and becomes more formal as everybody else becomes wilder.

Exercise 3

Student's own answers

Exercise 4

Because he is in love with Daisy, and so that he can see her house across the bay.

Exercise 5 3•12

Daisy is surprised and happy about seeing Gatsby again.

Audio script

They were sitting at either end of the sofa, and every sign of embarrassment was gone. Daisy had been crying, and was drying her tears. But there was a surprising change in Gatsby. He simply shone with delight; his new-found happiness filled the little room.

'Oh, hello, old sport,' he said. I could have been a friend he hadn't seen for years. I thought for a moment he was going to shake hands.

'It's stopped raining.'

'Has it?' When he realized what I was talking about, he smiled and repeated the news to Daisy. 'What do you think of that? It's stopped raining.'

'I'm glad, Jay.' Her throat, full of achingly sad beauty, told only of her unexpected joy.

'I want you and Daisy to come over to my house,' he said. 'I'd like to show her around.'

'You're sure you want me to come?'

'Absolutely, old sport.'

Daisy went upstairs to wash her face, while Gatsby and I waited on the lawn.

'My house looks well, doesn't it?' he demanded.

I agreed that it was very handsome.

'Yes.' His eyes went over every detail of it. 'It took me just three years to earn the money that bought it.'

'I thought you inherited your money.'

'I did, old sport,' he said automatically, 'but I lost most of it when the money markets crashed after the war.'

Before I could answer, Daisy came out of the house.

'That huge place, there?' she cried, pointing.

'Do you like it?'

'I love it, but I don't see how you live there all alone.'

'I keep it always full of interesting people, night and day. People who do interesting things. Famous people.'

Instead of taking the short cut across the lawn, we walked down to the road and entered through the main gates. With a murmur of delight Daisy admired the flowers, the gardens, and the way the mansion stood out against the sky.

Inside, as we wandered through music rooms and sitting rooms, I felt there were guests hidden behind every sofa and table, under orders to be breathlessly silent until we had passed by. As Gatsby closed the door of the library, I was almost sure I heard the owl-eyed man break into ghostly laughter.

Upstairs, we saw luxuriously furnished bedrooms with fresh flowers on the tables, dressing rooms and bathrooms. Finally we came to Gatsby's own apartment, where we sat down and drank a glass of wine from a bottle he kept in a cupboard.

He hadn't once stopped looking at Daisy. Sometimes too, he stared around in a dazed way at the valuable things he owned, thinking perhaps that in her actual presence they weren't real any longer. After his embarrassment and then his unreasoning joy, he now felt only wonder that she was there.

Exercise 6 3•12

1 delight 2 show 3 handsome
4 earn 5 guests 6 valuable

Exercise 7

Student's own answers

Exercise 8

Student's own answers

Literature insight 3

pages 88–89

Before you read

- 1 She felt it was incomplete without a university degree.
- 2 Something you leave to somebody after you die.

Exercise 1

That she was passionate about him.

Exercise 2

1 b 2 a 3 a 4 b 5 a

Exercise 3

Student's own answers

Exercise 4

Because he realizes that his wife was not fulfilled by their marriage.

Exercise 5 3•13

That Angela's relationship with B.M. was informal and intimate.

Audio script

The initials B.M., B.M., B.M., recurred repeatedly. But why never the full name? There was an informality, an intimacy in the use of initials that was very unlike Angela. Had she called him B.M. to his face? He read on. 'B.M. came unexpectedly after dinner. Luckily, I was alone.' That was only a year ago. 'Luckily? – why luckily? – I was alone.' Where had he been that night? He checked the date in his engagement book. It had been the night of the Mansion House dinner. And B.M. and Angela had spent the evening alone! He tried to recall that evening. Was she waiting up for him when he came back? Had the room looked just as usual? Were there glasses on the table? Were the chairs drawn close together? He could remember nothing – nothing whatever, nothing except his own speech at the Mansion House dinner. It became more and more inexplicable to him – the whole situation; his wife receiving an unknown man alone. Perhaps the next volume would explain. Hastily he reached for the last of the diaries – the one she had left unfinished when she died. There on the very first page, was that cursed fellow again. 'Dined alone with B.M. ... He became very agitated. He said it was time we understood each other ... I tried to make him listen. But he would not. He threatened that if I did not ...' the rest of the page was scored over. She had written 'Egypt. Egypt. Egypt.' over the whole page. He could not make out a single word; but there could be only one interpretation: the scoundrel had asked her to become his mistress. Alone in this room! The blood rushed to Gilbert Clandon's face. He turned the pages rapidly. What had been her answer? Initials had ceased. It was simply 'he' now. 'He came again. I told him I could not come to any decision ... I implored him to leave.' He had forced himself upon her in this very house. But why hadn't she told him? How could she have hesitated for an instant? Then 'I wrote him a letter.' Then more blank pages; and then this: 'He has done what he threatened.' After that – what came after that? He turned page after page. All were blank. But there, on the very day before her death, was this entry: 'Have I the courage to do it too?' That was the end.

Gilbert Clandon let the book slide to the floor. He could see her in front of him. She was standing on the kerb in Piccadilly. Her eyes stared; her fists were clenched. Here came the car ...

Exercise 6 3•13

- 1 at the Mansion House dinner
- 2 He can only remember his own speech at the dinner.

- 3 (Possible answer) They had fallen in love but had argued about whether they could be together.
- 4 He believes that B.M. asked Angela to become his mistress.
- 5 He looks through the book very quickly and then drops it on the floor.
- 6 He imagines that she committed suicide.

Exercise 7

Student's own answers

Exercise 8

Student's own answers

Literature insight 4 pages 90–91

Before you read

- 1 It meant that poor families could only receive public money if they went to work and live in workhouses. This meant many families had to split up and they lived in terrible conditions.
- 2 Because the other boys in the home decided that he had to be the one to ask.

Exercise 1

Large signs saying beggars would be sent to prison.

Exercise 2

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

Exercise 3

Student's own answers

Exercise 4

The boys steal from wealthy people.

Exercise 5 3•14

When Mr Grimwig is staring at him.

Audio script

Oliver went in and sat down. He looked at Mr Brownlow's serious face in alarm. 'Don't tell me you're going to send me away, sir, please!' he exclaimed. 'Let me stay here! I could help with the housework ... please, sir!'

'My dear child, don't be afraid,' said Mr Brownlow kindly. 'I won't desert you. I believe that you're a good boy, not a common thief. You told me you're an orphan – that seems to be the truth. But I want to hear now the whole story of your life, and how you came to be with the boys I saw you with that day.'

Oliver began his story but was soon interrupted by the arrival of Mr Grimwig, an old friend of Mr Brownlow's. Mr Grimwig was a fierce old gentleman and very fond of arguments. He clearly knew all about Oliver and inspected him closely.

'So, this is the boy, is it?' he said at last.

Oliver bowed politely and was introduced by Mr Brownlow. Tea was then brought in, and during the meal Mr Grimwig stared so hard at Oliver that the boy felt rather confused. Eventually, Mr Grimwig whispered to Mr Brownlow, 'He may be a good-looking boy, but I think he's deceiving you, my good friend.'

'Nonsense!' said Mr Brownlow, becoming angry.

'Well, we'll see,' answered his friend. 'We'll see.'

Later that afternoon Mr Brownlow wanted to return some books to a bookseller, and to send some money for new books that he had already collected. Mr Grimwig suggested that Oliver should go. 'He'll be sure to deliver everything safely,' he said with a smile.

'Yes, please let me take them,' said Oliver, delighted to be of use.

Mr Brownlow hesitated, but Mr Grimwig's smile had annoyed him. 'Very well,' he said. 'Here are the books, Oliver, and a five-pound note. The bookseller will give you ten shillings change.' 'I won't be ten minutes,' replied Oliver eagerly, and he ran out into the street.

'So you expect him to come back, do you?', enquired Mr Grimwig.

'Yes, I do,' said Mr Brownlow, smiling confidently. 'Don't you?'

'No. He has a new suit of clothes, some valuable books, and a five-pound note in his pocket. He'll join his old friends the thieves, and laugh at you. If he comes back, I'll eat my hat.'

The two men sat by the window with a pocket-watch between them, and waited for Oliver's return.

Oliver hurried through the streets to the bookshop, thinking how lucky he was. Suddenly there was a loud scream behind him. 'Oh, my dear brother!' Before he could look round, a pair of arms was thrown tightly around his neck.

Exercise 6 3•14

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

Exercise 7

Student's own answers

Exercise 8

Student's own answers

Literature insight 5 pages 92–93

Before you read

- 1 He was obsessed with how he looked, with furniture being in the correct position and with magnetic fields.
- 2 The adopted daughter of Miss Havisham.

Exercise 1

They had stopped at twenty to nine.

Exercise 2

- 1 F: The curtains were closed to allow no daylight in.
- 2 T
- 3 F: Pip lied and told her that he was not afraid of her.
- 4 F: Miss Havisham tells Pip that her heart has been broken.
- 5 F: Pip feels uncomfortable in Satis House because it is strange, new and sad.
- 6 T

Exercise 3

Student's own answers

Exercise 4

Pip comes from a poor background whereas Estella's family are very rich.

Exercise 5 3•15

They think that she will give Pip a large present, either before or after her death.

Audio script

'Here! You can kiss me if you like.'

I kissed her cheek. It was true I wanted to kiss her very much, but I felt that kiss was almost like a coin thrown to a poor common boy, and not worth anything.

I didn't see the pale young gentlemen there again. I continued my visits to Miss Havisham for almost a year. She took great pleasure in watching my growing admiration for Estella, and my unhappiness when Estella laughed at me.

'Go on, my love,' she used to whisper in Estella's ear, 'break men's hearts and have no mercy! I want my revenge!'

Meanwhile my sister and that fool Pumblechook never stopped discussing Miss Havisham and her considerable wealth. They were sure I could expect a large present from her, either before or after her death. But one day Miss Havisham decided it was time to apprentice me to Joe, and told me to bring him to her house. My sister was very angry because she was not invited as well. Dear old Joe simply could not believe his eyes when he and I entered Miss Havisham's room the next day. The darkness, the candles, the dust, the ancient furniture, the old lady in her bride's dress – it was almost too much for Joe's limited intelligence. That may be why he refused to speak to Miss Havisham directly, but spoke only to me during the conversation. I was ashamed of him, especially as I could see Estella laughing at me over Miss Havisham's shoulder. 'So,' began Miss Havisham, 'you, Joe Gargery, blacksmith, are ready to take Pip as an apprentice?'

'You know, Pip,' replied Joe, 'how we've both been looking forward to working together. Haven't we, Pip?'

'You don't expect any payment when he becomes your apprentice?' she continued.

'No, Pip,' said Joe, rather offended, 'That question doesn't need an answer. Between you and me. Does it, Pip?'

Miss Havisham looked kindly at Joe, I think she understood more of his character than Estella did. She picked up a little bag from the table, 'Pip has earned something here. There are twenty-five pounds in this bag. Give it to your master, Pip.'

The strange situation seemed to have made Joe go mad. Even now, he insisted on speaking to me.

'This is very generous of you, Pip. Very generous. No, old boy, we must try to do our duty to each other. Mustn't we, Pip?'

'Goodbye, Pip!' said Miss Havisham. 'Take them out, Estella!'

'Shall I come again?' I asked.

'No, Gargery is your master now. Gargery! Remember, I'm giving you this money because he has been a good boy. Don't expect anything more!'

Exercise 6 3-15

- 1 worthless 2 cruel, break 3 endlessly
4 apprenticed 5 directly 6 warns

Exercise 7

Student's own answers

Exercise 8

Student's own answers

Exam insight answer keys: [See website](#)

Grammar reference and practice 1.1

Workbook page 109

Exercise 1

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

Exercise 2

- 1 do you usually go 2 haven't heard
3 was driving, saw 4 had never experienced
5 's developing 6 did you first learn
7 Have you been waiting 8 left, started

Exercise 3

- 1 changed 2 lost 3 had died 4 had left
5 was looking 6 was thinking 7 heard
8 want 9 am I dreaming 10 've travelled
11 've helped 12 was

Grammar reference and practice 1.2

Workbook page 110

Exercise 1

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

Exercise 2

- 1 had been swimming 2 hadn't finished
3 had climbed 4 hadn't expected
5 had been working 6 had you been looking for
7 had been shopping

Grammar reference and practice 2.1

Workbook page 111

Exercise 1

- 1 're going to 2 I'll finish 3 won't 4 leaves
5 might 6 is coming

Exercise 2

- 1 A What are you going to do at the weekend?
B I might go swimming or I might visit my cousins in London.
2 A What time does the film start?
B The doors open at 5.30 p.m., but the film doesn't start until 5.50 p.m.
3 I think you might enjoy this book.
4 She isn't going to return to college after the holiday. She's going to work at her mother's company.
5 I think we will be much more concerned about global warming in the future.
6 By 2050, everyone on the planet will probably live for over 100 years.

Grammar reference and practice 2.2

Workbook page 111

Exercise 1

- 1 will have travelled 2 will be travelling
3 will have been travelling 4 will have been studying
5 won't have studied 6 won't be studying

Exercise 2

- 1 will have visited 2 will be appearing
3 will have read 4 will have been waiting
5 will be sitting, relaxing 6 will have worn

Grammar reference and practice 2.3

Workbook page 112

Exercise 1

- 1 I've bought the tickets, I'll call you
- 2 he reads the guidebook, he won't understand what he's looking at
- 3 you arrive at the hotel, it will already be dark
- 4 we know what the result is, we won't be happy
- 5 she's studying for the exam, he will be rebuilding his house
- 6 I leave the house, I'll lock the doors

Grammar reference and practice 2.4

Workbook page 112

Exercise 1

- 1 totally 2 particularly 3 utterly 4 really
- 5 absolutely 6 quite

Grammar reference and practice 3.1

Workbook page 113

Exercise 1

- 1 the, -, the 2 -, the, the 3 a, - 4 an, -, -, a 5 the, - 6 -, - 7 a, the 8 the, an

Grammar reference and practice 3.2

Workbook page 113

Exercise 1

- 1 little, a lot of 2 several 3 hardly any
- 4 almost no 5 Almost none of 6 a little, a few

Grammar reference and practice 3.3

Workbook page 114

Exercise 1

- 1 singing 2 wearing 3 to listen, to persuade
- 4 switching 5 to walk 6 to have

Grammar reference and practice 3.4

Workbook page 114

Exercise 1

- 1 b 2 c 3 e 4 a 5 d

Grammar reference and practice 4.1

Workbook page 115

Exercise 1

- 1 I used to love watching hospital dramas on TV, but now I'm not interested in them.
- 2 (correct)
- 3 She's not used to having such a big breakfast; she usually just has a piece of toast.
- 4 (correct)
- 5 I can't get used to the cold weather in this country!
- 6 (correct)

Exercise 2

- 1 would go 2 used to have 3 Did you use to believe
- 4 wouldn't get 5 didn't use to understand
- 6 would travel 7 used to like 8 would always walk

Exercise 3

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

Grammar reference and practice 4.2

Workbook page 116

Exercise 1

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

Exercise 2

- 1 We were going to visit our grandmother over the weekend, but then we changed our minds.
- 2 They were about to leave the house when they realized the windows were still open.
- 3 We didn't know at the time that he was to become so famous.
- 4 In less than two months, we would leave school and begin the rest of our lives.
- 5 We had packed our suitcases and we were about to begin our journey.
- 6 I believed that our situation was going to get far worse.

Exercise 3

- 1 was about to become 2 was to orbit
- 3 was going to work 4 was to enter
- 5 was going to make 6 would advance
- 7 would never 8 would die

Grammar reference and practice 5.1

Workbook page 117

Exercise 1

- 1 must work 2 needn't work 3 shouldn't work
- 4 should work 5 mustn't work 6 have to work

Exercise 2

- 1 We have to pay for this language course by Wednesday.
- 2 You should listen to an English radio station for fifteen minutes every day.
- 3 Students mustn't use their mobile phones in the classroom.
- 4 You don't need to live in France in order to learn French.
- 5 They shouldn't go out tonight.
- 6 We must phone our cousins this evening.

Grammar reference and practice 5.2

Workbook page 117

Exercise 1

- 1 shouldn't have hidden 2 needn't have driven
- 3 should have brought 4 didn't have to make
- 5 had to leave 6 ought to have woken

Grammar reference and practice 5.3

Workbook page 118

Exercise 1

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

Exercise 2

- 1 It was difficult, but I managed to finish my work before breakfast.
- 2 No one was speaking to her and she couldn't understand why.
- 3 We don't have enough money now, but next year we'll be able to buy a new computer.
- 4 It's great because I'm able to see the mountains from my bedroom window.
- 5 We weren't able to go on holiday last year.
- 6 I succeeded in finding a holiday job.

Grammar reference and practice 6.1

Workbook page 119

Exercise 1

- 1 must 2 could 3 It's not possible
4 can't 5 can't 6 might

Exercise 2

- 1 must have gone out 2 can't have gone
3 might have decided 4 might have kicked 5 must have done
6 must have told
7 can't have written 8 might have seen

Exercise 3

- 1 could have bought
2 must be wearing
3 can't have seen
4 almost sure that we will visit our grandparents
5 is bound to listen
6 seems likely that the government will soon change
7 might be
8 must have forgotten

Grammar reference and practice 6.2

Workbook page 120

Exercise 1

- 1 No way am I going to watch this programme.
2 What happened was that no one came to the presentation.
3 Not only did he direct the film, but he funded it.
4 Seldom had I felt so embarrassed.
5 It was the reaction of the audience that surprised us.
6 What they did was to produce a film.
7 What happened was that the director's daughter got the main part.

Exercise 2

- 1 had she seen such shocking footage
2 the excellent cinematography that made the documentary really moving
3 had we wasted our money, we had wasted our time
4 was that the story spread via the internet and was trending within hours
5 use crowd funding to pay for his film
6 was change the music and rewrite some of the script
7 the prime minister who revealed that there had been some disagreements within the party
8 has there been such an extraordinary reaction
9 had we heard such an emotional speech

Grammar reference and practice 7.1

Workbook page 122

Exercise 1

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

Exercise 2

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

Grammar reference and practice 7.2

Workbook page 122

Exercise 1

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

Grammar reference and practice 7.3

Workbook page 122

Exercise 1

- 1 I studied geography at college, but I'd rather have studied economics.
2 It was as if Ted had decided to start a new life.
3 Suppose I had taken my dog to the vet yesterday. He wouldn't be so ill now.
4 Tom might go to college next year, but he'd sooner get a job.
5 You bought opera tickets, but I'd rather you had bought theatre tickets.
6 Imagine I read this magazine. I'd probably enjoy it.
7 We're going to Florida this year, but I'd rather have gone on safari in Tanzania.

Grammar reference and practice 8.1

Workbook page 123

Exercise 1

- 1 are eating too much meat
2 cultivate fruit and vegetables in gardens
3 had already made a change in the law
4 took a large cake from the kitchen
5 could have booked a table at this restaurant last night
6 have opened a new fish and chip shop
7 will update the regulations about food hygiene next month
8 weren't doing anything about the problem

Exercise 2

- 1 The boxes of fruit had been moved to the back of the lorry.
2 New dishes were being invented.
3 The aisles in the supermarket have been reorganized.
4 This problem will be investigated in more detail.
5 This milk should have been put in the fridge.
6 Cocoa beans are grown in Ghana.
7 The government's policies are being questioned.
8 The animals were released from the laboratory.

Grammar reference and practice 8.2

Workbook page 123

Exercise 1

- 1 being told 2 being shown 3 being criticized
4 being driven 5 to be reheated 6 to be moved 7 to be taken 8 being charged

Grammar reference and practice 8.3

Workbook page 124

Exercise 1

- 1 She was given a diary.
2 Some flowers were sent to my sister.
3 Some new computers have been bought for the school.
4 Equipment will be lent to the students.
5 I was cooked a delicious meal.
6 They were built a new office.

Exercise 2

- 1 A diary was given to her.
2 My sister was sent some flowers.
3 The school has been bought some new computers.
4 The students will be lent equipment.
5 A delicious meal was cooked for me.
6 A new office was built for them.

Exercise 3

- 1 Ingrid was bought a book on Italian cooking.
A book on Italian cooking was bought for Ingrid.
- 2 The audience was shown our new invention.
Our new invention was shown to the audience.
- 3 I was lent a dictionary.
A dictionary was lent to me.
- 4 She was cooked an amazing meal.
An amazing meal was cooked for her.
- 5 You were saved a piece of cake.
A piece of cake was saved for you.
- 6 Rachel has been offered a new job.
A new job has been offered to Rachel.
- 7 He is being brought a replacement oven.
A replacement oven is being brought to him.
- 8 We've been sold a broken phone.
A broken phone has been sold to us.

Grammar reference and practice 8.4

Workbook page 124

Exercise 1

- 1 are said to be working on
- 2 is thought to have started
- 3 is claimed
- 4 is known to be
- 5 is considered to be
- 6 is known to have committed

Grammar reference and practice 9.1

Workbook page 125

Exercise 1

- 1 I've bought an amazing new MP3 player.
- 2 I'm testing a new video game.
- 3 We didn't use a calculator to solve these maths problems.
- 4 I'll reply to your email tomorrow.
- 5 I didn't leave the house yesterday.
- 6 I have to finish the work soon.

Grammar reference and practice 9.2

Workbook page 126

Exercise 1

- 1 getting
- 2 to restart
- 3 calling
- 4 ignoring
- 5 us on winning
- 6 that they would find out

Exercise 2

- 1 for losing my mobile phone
- 2 getting a new camera
- 3 us to use the science lab at lunch time
- 4 me on passing my driving test
- 5 to eating your sandwich
- 6 to buy me a new bag tomorrow
- 7 me to go to that science show with him
- 8 to drive me to college that day

Grammar reference and practice 10.1

Workbook page 127

Exercise 1

- 1 (not possible)
- 2 that
- 3 that
- 4 (not possible)
- 5 whom
- 6 (not possible)

Exercise 2

- 1 where I grew up
- 2 which lasted two hours
- 3 whose wife is a professional singer
- 4 who we saw yesterday
- 5 when we heard that John F. Kennedy
- 6 who were all very tired

Grammar reference and practice 10.2

Workbook page 127

Exercise 1

- 1 The man, who is a friend of my father's, is walking into your garden.
- 2 The book, which is still relevant today, was first published in 1969.
- 3 I don't understand the grammar point which was taught in today's lesson.
- 4 At the end of the street there is a sign which points to the library.
- 5 This is a very old house which is believed by many to be haunted.
- 6 He was driving the car which was travelling at 30 km per hour.

Grammar reference and practice 10.3

Workbook page 128

Exercise 1

- 1 under which the small boy was hiding
- 2 Whichever course you choose,
- 3 I met someone who
- 4 from which they ran away
- 5 Those who have visited the exhibition
- 6 However angry you were,