

# Module 1

## Lead-in p.7

- 2 Possible answers include: dance, acting (film + theatre), music (all kinds that involve performing, not just listening), musical theatre, acrobatics (including juggling, stilt-walking, clowns, etc.), busking (playing music on the street), magic, martial arts (when done for performance), flash mobs

### 1A Have you got what it takes?

## Reading 1 p.8

- 2.2 para 1: A harsh reality  
para 2: It's who you know, not what you know  
para 3: Complaints are useless  
para 4: A financial dilemma  
para 5: A source that never runs dry  
Extra heading: The dangers of fame
- 3 1 C (line 8: *have no real prospects*) 2 B (lines 16–18: *where talent and ... provide no guarantee of success*)  
3 A (whole paragraph) 4 B (line 48: *It's catch 22, because you won't hear about auditions without one*)  
5 C (line 54: *with every coming year, push out hundreds of new dancers*) 6 D

## Vocabulary p.10

- 1a **audition** (1) *n* tells you it's a noun, [C] indicates it's countable, [+ for] shows that it's followed by the preposition *for* in a sentence. **audition** (2) *v* tells you it's a verb 1 [I] indicates it's intransitive, so not followed by an object [+ for] shows that the intransitive form is followed by *for* 2 [T] indicates it's transitive, and so followed by an object.
- 1b **choreography** /ˌkɒrɪˈɒɡrəfi/ *n* [U] the art of arranging how dancers should move during a performance  
**auditorium** /ˌɔːdətˈɔːriəm/ *n* [C] plural **auditoriums** or **auditoria** 1 the part of a theatre where people sit when watching a play, concert, etc 2 *AmE* a large building used for concerts or public meetings
- inspire** /ɪnˈspaɪə/ *v* [T] 1 to encourage someone by making them feel confident and eager to do something: *We need someone who can inspire the team.* | **inspire sb to do sth** *He inspired many young people to take up the sport.* | **inspire sb to sth**: *I hope this success will inspire you to greater efforts.* | *Inspired by the sunny weather, I decided to explore the woods.* 2 to make someone have a

particular feeling or react in a particular way: *Gandhi's quiet dignity inspired great respect.* | **inspire confidence** (= make people feel confident because they trust your ability) *His driving hardly inspires confidence.* | *The hospital's record does not inspire confidence.* 3 to give someone the idea for something, especially a story, painting, poem, etc.: *The story was inspired by a chance meeting with an old Russian duke.* | *a range of designs inspired by wild flowers.* 4 **technical** to breathe in

**backstage** /ˈbækˈsteɪdʒ/ *adj, adv* 1 behind the stage in a theatre, especially in the actors' dressing rooms → **offstage**

2 in private, especially within the secret parts of an organisation: *intensive backstage negotiations*  
**preview** /ˈpriːvjʊː/ *n* [C] 1 an occasion when you can see a film, play, painting, etc., before it is shown to the public: [+ of] *a sneak preview of the new fashions for the autumn* | *the press preview of the show* (= when people who write for newspapers, TV, etc., could see it)

2 a description of a film, TV programme, show, etc, that people will be able to see soon  
**preview** *v* [T] 1 to see or describe something before it is shown to the public: *Journalists will be able to preview the exhibition tomorrow.* 2 to show or perform something before it is shown to the public: *The band will preview their new album on 2nd March.*

- 2 1 for 2 on 3 for 4 to 5 of 6 in 7 with 8 for
- 3a 1 was endless 2 was extremely happy 3 a step into the unknown
- 3b 1 knew no bounds 2 jump down my throat  
3 leap at the opportunity 4 by leaps and bounds  
5 out of bounds 6 jump to conclusions
- 4 1 dress 2 limelight 3 backing 4 stage  
5 standing 6 cue 7 live 8 emotional 9 curtain
- 5 understudy, underact, underwriter, soundtrack, soundstage, playwright, playact, overact, screenwriter, backstage, backtrack

## Use of English 1 p.11

- 1 1 adaptation 2 playwright 3 lyricists  
4 misinterpreted 5 questionable  
6 unprecedented 7 preview 8 backstage

## Listening 1 p.12

- 3 1 illustration (I decided to study for a degree in Fine Art at first, with a view to working in illustration) 2 imperfections (It was him who told me not to erase any imperfections, but

rather to draw over them and correct them, because this contributes to an overall effect of movement.) **3** realistic (I generally prefer realistic drawings) **4** film festival (I decided to enter a piece in a film festival, and fortunately won several awards!) **5** ads/adverts/advertisements (I still do quite a bit of work for advertisements, as these tend to be fairly short projects, yet lucrative. So, they fund the films.) **6** collaboration (Creating an animated film involves a great deal of collaboration, and I love the way everybody pushes towards a common goal.) **7** by hand (I still choose to do most of the artwork by hand.) **8** observation (But I'd say that observation is key to the animator's work.) **9** (facial expressions/voice of) actors (Actors have really helped there.)

### Language development 1 p.13

- 1** **1a** wrong *it doesn't look* **1b** wrong *they are looking* (current activity)  
**2a** wrong *I really don't see* (see = understand, therefore a state verb) **2b** correct (see = meet as future arrangement)  
**3a** wrong *they have (got)* (have = possess, therefore a state verb) **3b** correct  
**4a** correct (concern = involve/affect state verbs) **4b** correct (concern = worry, a temporary current activity)  
**5a** correct (mind = object – a state verb) **5b** correct (mind = look after, a current activity)
- 2** **1** since **2** met **3** yet **4** to find **5** still **6** hasn't travelled **7** 's/has been doing **8** lately **9** long **10** becomes **11** 's/is **12** currently **13** doing **14** first **15** 've/have seen **16** before **17** had

### Use of English 2 p.13

- 1b** **1** went **2** Despite **3** one (phones) **4** What **5** that **6** had **7** on **8** few

### Writing 1 p.14

- 1** **1** an essay **2** summarise & evaluate
- 3** **1** discuss **2** examines **3** compares **4** communicate **5** suggests **6** demand **7** acquire **8** acknowledges **9** advocates
- 4a** Students should underline from *Firstly, the first text .... the same result.* (para.1). Then, paragraph 3.
- 4b** Students should highlight paras. 2 & 4
- 6** Answers will vary.

## 1B It's live!

### Listening 2 p.15

- 1** **1** you can try different things, do more than one take, experiment with mixing techniques  
**2** live performances (they sometimes lack the soul and the strength of emotion that artists produce in a live performance. There's nothing to beat that, really!)
- 2** **Task One**  
**1** G (*I needed to counteract the inevitable effects of my rather sedentary lifestyle*)  
**2** H (*I wanted to build on my artistic ability somehow*)  
**3** E (*seem to thrive on the sound of laughter.*)  
**4** C (*I did begin to feel a need to get my teeth into something that would stretch me*)  
**5** A (*I really wanted the world to know I could play the guitar just as well as my rock heroes*)  
**Task Two**  
**6** H (*teach breakdancing to the kids*)  
**7** F (*a portfolio of digital cartoons with audio input to go on my website*)  
**8** E (*I'll be appearing at a big arts festival*)  
**9** D (*there isn't a Rock Choir in my area so I've decided to set one up.*)  
**10** B (*lots of guys feel the way I did, so I've started a blog with a view to getting in touch with some*)

### Speaking p.16

- 4** Tom: mind-blowing/deafening, discordant, depressing  
Maggie: upbeat, soothing, inspiring
- 5a** Agreement: No, you're right there (agreeing with negative statement / question), I agree with you, Absolutely  
Disagreement / Partial disagreement: I hear what you're saying but, to be honest I've never found that, I'm not sure about that  
Weighing things up: Don't forget, I'll bear that in mind
- 5b** Agreement: I can't disagree ..., I'd go along with that, Absolutely!  
Disagreement / Partial disagreement: That may be the case, but ..., You've got a point, but ..., Weighing things up: I think we ought to ..., I can't rule out ..., Have you considered ...?
- 8a** Grammar resource: Luisa makes a grammar mistake, '*it isn't appeal to everyone*' should be '*it doesn't appeal to everyone*'. Max makes a grammar mistake, '*it often pouring with rain*' should be '*it often pours with rain*'. Otherwise good.

Lexical resource: Luisa couldn't think of the word for 'open-air' cinema. Otherwise both OK though neither of them used any particularly advanced vocabulary.

Discourse management: Good

Pronunciation: Good

Interactive communication: Luisa started off well, but then she ended up simply agreeing with Max and didn't take the initiative in the last part of the discussion. Max ended up dominating the discussion, which isn't really his fault.

- 8b Grammar resource: Luisa made a mistake: '*might to attract*' should be '*might attract*'. Max made one mistake: '*difficult in understanding*' and it should be '*difficult to understand*'. Otherwise good.

Lexical resource: Max couldn't remember the word '*stilts*' but Louisa supplied it for him, which is acceptable. He also said '*playing*' instead of the noun '*play*'. Otherwise good.

Discourse management: Good use of phrases for agreeing and disagreeing. Generally reasonable use of turn-taking.

Pronunciation: Good apart from one mistake made by Max where he pronounced 'scene' wrongly.

Interactive communication: Luisa OK but still hesitant in the beginning. However, when Max was getting carried away, she virtually took over and started taking a proper turn.

## Language development 2 p.18

- 1 1 b (In a, present continuous is used for an action happening now, so not acceptable here. b is asking about intention of how to deal with a problem, so it's acceptable.)
- 2 a (This emphasises the speaker's disapproval and possible frustration with the other person's actions, and so is more suitable here.)
- 3 Both are possible. a '*will be waiting*' implies that the speaker is suggesting 'I'm going to tell him now that you're going to be late', while b '*will have waited*' suggests 'because he always does' or 'because he wouldn't dream of not waiting for you.'
- 4 a – indicates a future intention decided in the past which then became unnecessary.
- 2a 1 was going to 2 might 3 were due to be 4 wouldn't be 5 was just about to 6 were supposed to

## Use of English 2 p.18

- 1 1 was to have been | a  
2 (the) fierce competition, | Tilda Swinton is/seems/appears set to  
3 stands to make profits/a profit | in excess  
4 was supposed to | have/be having  
5 had every intention | of sending / had fully intended to send  
6 are bound | to turn up for/at

## Use of English 3 p.19

- 2b 1 A 2 A 3 D 4 B 5 B 6 C 7 D 8 C
- 3 1 6 (raise money), 8 (generate ... interest)  
2 2 (are lined up), 4 (come a long way)

## Writing 2 p.20

1a/b Answers will vary.

- 3a Text 1: Many people believe illegally downloading music is destroying the music industry; Most artists not connected with major companies; no publicity; Internet gives them free advertising; listeners free to decide what they listen to; broader tastes in music.

Text 2: People go to concerts to experience the atmosphere and share passion for music with others; Also hope something unusual will happen.

- 3b Opinions will vary, but evaluation should contain the following ideas: Both examine ways people listen to music today, and are fairly objective in their approach. They look at different aspects of music as entertainment. Text 1 looks at the impact developments in illegal downloading of music have had, while text 2 examines the enduring popularity of live concerts.
- 4 Answers may vary, but should contain elements of the points from 3 a and b above.

- 5a 1 attract 2 despite 3 suggests 4 stems  
5 experience 6 while

### 5b Suggested answer:

Both texts examine ways people listen to music today in a fairly objective manner. However, while the first text focuses on the impact developments in technology have had on people's tastes, the second text looks at a habit that has remained largely unchanged.

While we cannot ignore the fact that the fall in CD sales will affect the survival of some record companies, there is no doubt in my mind that, as the first text points out, the developments have improved

the aspiring artist's chances of getting noticed, and given listeners greater power to choose. Furthermore, no matter how sophisticated the technology becomes, it cannot hope to replace the feeling of charged emotions involved in being at a live performance.

## 6 Suggested answer:

### Essay

The two texts examine different aspects of the music industry. Whereas one considers the way that people obtain music is changing, the other considers the continuing popularity of live music events.

The first text rejects that idea that sharing music online is having a negative effect on the music industry and that it is in fact a good way for up and coming bands to reach wider audiences and that by distributing their music at no cost they can become popular. It points out that we can now choose from a greater variety of artists and music types and so everyone's interests can be met.

While I agree with this point to a certain extent, and that they might help new bands, we cannot ignore the fact that a large percentage of music downloads are done illegally and are of no benefit to the established artists who recorded them.

The second text asks why the discomfort of hearing live music remains popular in the era of high quality recording and suggests that it is more about the shared physical experience and bonding with like-minded fans than it is about the music. However it also points out that live gigs offer the chance to hear familiar songs, sometimes in new ways and therefore have a variety that recorded music lacks. It is undoubtedly true that audiences prefer to hear a band play songs they love. However, we should not ignore the excitement of hearing new tunes for the first time.

Many shows are now much more theatrical and the text rightly points out the buzz that they generate.

The texts correctly acknowledge that, although recorded music is evolving, live music will never die!

(282 words)

## Module 1: Review p.22

- 1 1 will acquire 2 is demonstrating 3 demands 4 concluded 5 recognising 6 be assessed 7 asserted 8 conveys.
- 2 1 dress rehearsal 2 curtain call 3 on cue 4 standing ovation 5 jump down my throat 6 leap at the opportunity 7 in the limelight 8 knows no bounds
- 3 1 Both OK, but is studying more likely. 2 has been performing 3 had only ever

performed 4 was training 5 is to be shown 6 has worked 7 collaborated 8 had been hoping

- 4 1 tuition 2 enthusiasm 3 commitment 4 accessible 5 extraordinary 6 understudies 7 prestigious 8 professionalism

## Module 2

### Lead-in p.23

- 1a 1 tiger: Asia 2 polar bear: the Arctic, the USA (Alaska), Canada, Russia, Denmark, (Greenland), and Norway 3 dormouse (Hazel dormouse, not other species of dormouse): Denmark, Germany, the UK (also Sweden, the Netherlands) 4 chimpanzee (chimp): Africa (in rainforests from West Africa and the Democratic Republic of Congo across to Uganda and Tanzania) 5 elephant: Africa, Asia (photo is of an African elephant, which has larger ears) 6 black bear: the USA (32 states), Canada, Mexico 7 rhinoceros (rhino): Africa, Asia, (photo is of an African rhino as most Asian rhinos have only one horn)
- 1c Threatened or endangered: tigers, elephants, rhinos (some species have become extinct, e.g. the Javan rhino in Vietnam, the Indian rhino is vulnerable & they nearly all live in protected areas, e.g. the Southern White rhino which has a reasonable population although it is considered near threatened), chimpanzees (endangered,

nearing extinction), polar bears. Reasons: poaching, hunting for the ivory trade, habitat loss; black bears: healthy population; dormice: not endangered but protected and vulnerable

### 2A Wild experience

### Reading p.24

- 4 1 G 2 F 3 B 4 C 5 H 6 A 7 D
- 5 G refers to the *fundamentals* which are the facts listed in para 2. In F, *its extraction* refers back to oil in para 2. In B, *hundreds of such tribes* refers back to *some of their members* of the Achuar tribe in para 3. The first sentence in para 4 defines the term *uncontacted* at the end of B. *These few remaining tribes* in C refers back to the 100 tribes mentioned in para 4. *the incursions and what follows* in H refers back to actions of loggers and oil companies in para 5. ... *this new threat* at the

start of para 6 refers back to the mention of hydroelectric dams in H. In A, the first sentence is in contrast to the list of negative effects in para 6. The final sentence, *he is happy to bring me up to date*, is followed by the facts and figures in para 7. *he* in para 7 refers back to *Paulo Adario* in A. *His grandfather* at the start of para 8, refers back to *we visited a fisherman* in D.

## Vocabulary p.26

- 1a** 1 (over-)consumption (para 6) 2 integration (para B) 3 disruption (para 3) 4 colonisation (para 6) 5 isolation (para 4) 6 extraction (para F)
- 1b** 1 contamination h 2 degradation g 3 depletion i 4 deterioration a 5 devastation b 6 implementation e 7 irrigation j 8 legislation f 9 pollination c 10 rehabilitation d
- 1c** 1 rehabilitation 2 irrigation, pollination 3 contamination deterioration legislation implementation 4 degradation depletion devastation
- 2a** 1 croak: frog or toad 2 growl: tiger or lion (also possible: dog, wolf, bear) 3 screech: parrot family (parrot, Macaw) 4 chirp: any small songbird (also possible: certain insects) 5 hoot: owl 6 squawk: parrot, toucan, etc.
- 2b** **bark**: dog, wild dog, fox, seal; **bellow**: bull, ox buzz: bee, mosquito; **chatter**: monkey, parrot + other birds of that family; **howl**: dog, wolf, wild dog, coyote, etc.; **hum**: bee, fly; **roar**: alligator, elephant, lion, hippo, tiger; **squeak**: bat, hamster, hare, guinea pig, mouse, rabbit, rat, squirrel
- 2c** 1 growled 2 chirped 3 croaked 4 screeching 5 roared 6 chattering 7 buzzing

### Uses

**bark**: say sth quickly in a loud, sometimes angry, voice

**bellow**: shout loudly, give a bellow of rage or laughter (loud outburst)

**buzz**: used to mean a lot of activity, noise and excitement

**chatter**: talk quickly in a friendly way, teeth chatter when you are cold

**chirp**: speak in a high voice, or (of mobile phone, electronic equipment) emit a high-pitched noise

**croak**: when a person is ill, particularly with a throat infection

**growl**: used of a person when angry

**hoot**: with laughter, give a hoot of laughter, derision

**howl**: with laughter/in pain, the wind howls, howl for sth = demand sth

**hum**: sing a tune with your mouth closed, the sound of an expensive car engine or a piece of machinery, also of a busy place

**roar**: with laughter, a car roars off down the road, the roar of traffic

**screech**: shout or sing loudly (and not very well), also screech with laughter, a screech of tyres, car screeches to a halt

**squawk**: to complain loudly or to sing badly

**squeak**: say sth in a little high voice perhaps in fright, a door squeaks, squeak through = just pass a test or exam

**2d** 1 I don't care. 2 He's very happy or lively.

**3** 1 crack down on, hand out 2 using up / wiping out 3 Cutting down, wipe out 4 come up against 5 dying out / being wiped out 6 amounted to 7 step back

## Use of English p.27

- 1a** Tidal power, taking energy from the predictable movement of water as tides change. Not widely used currently due to high costs involved to generate power in this way.
- 1b** 1 sustainable 2 renewable 3 harnessing 4 predictability 5 untapped 6 inexhaustible 7 breakthroughs 8 effectively
- 2** Collocations include: future generations, sustainable development, integral part, wider aim, integral part, renewable source (of energy), tidal power, oceanic tides, high cost, technological breakthroughs, the open market
- 3** Other renewable/sustainable energy sources are: hydroelectricity, solar energy, wind energy/power (wind turbines), wave power, geothermal energy (= energy created from and stored in the Earth, e.g. hot springs that can be used to create electricity), bioenergy (= energy produced from materials such as wood, straw, manure, sugarcane, etc.), anaerobic digestion of waste

## Listening 1 p.28

- 2** **Extract 1**: to show how orangutans have learned social ways of behaving from their family members and that humans are therefore not the only ones to have a cultural life, as such  
**Extract 2**: to find out more about the life of wild animals: their sleeping, running and eating patterns and their movements  
**Extract 3**: by making fishing lines easier to see

and by using sound to warn the other species away

- 3 1 B (*difficult to believe that animals experience emotions since these aren't evident on their expressions*)  
2 A (*We don't know exactly [what emotion it was portraying], but it was apparent that something along those lines was being expressed.*)  
3 A (*They are one of the few animals that brachiate: that means they swing themselves along the undersides of branches using only their arms.*)  
4 B (*This is rather like a trick used by ancient Greek athletes when performing the long jump.*)  
5 C (*the lists of sales figures and targets that his life had centred on up till then no longer filled him with the same enthusiasm.*)  
6 B (whole text. NB Not A because *toughest aspect of the job was parting from them*; not C because animals were born in captivity)

### Language development 1 p.29

- 1 1 to be done 2 to be found 3 to blame 4 to do  
5 to be fed 6 to understand
- 2 1 It is known that his furniture business uses only recycled wood. / His furniture business is known to use only recycled wood. 2 It is claimed that the board game *Ethica* is really good. / The board game *Ethica* is claimed to be really good. 3 It is thought that the turtle population is increasing. / The turtle population is thought to be increasing. 4 It is believed that the largest deep sea coral is near Norway and covers more than 100 sq km. / The largest deep sea coral is believed to be near Norway and is said/believed to cover more than 100 sq km. 5 It is said that more than 600 new species have been discovered / More than 600 new species are said to have been discovered. 6 It is / has been claimed that deep-sea fishermen have reported seeing giant squid.
- 3 1 have been seen crying/to cry 2 being/to be photographed 3 must be finished by Monday without fail 4 was explained to us how a herd of elephants behaves 5 were made to wear hats and heavy boots on our jungle walk 6 was suggested that we took / take part in a new eco-project 7 wasn't allowed to keep snakes in the house
- 4 1 were/had been distributed 2 had been eliminated 3 is said 4 to have been shot 5 be described 6 is currently (being) threatened 7 will be supported 8 has already been made

### Writing 1 p.30

- 1 1 from the task rubric  
2 formal: academic articles in academic journals, articles for serious newspapers; semi-formal: some lighter-interest magazines, articles for a school or college magazine. Many articles include more than one style (e.g. an article describing a particular experience will normally include narrative as well as description, plus possibly anecdote).  
3 the content doesn't have to be linear: you can start off with a piece of description of a current event and then flashback to the past to give more detail (e.g. a dropped introduction, where the scene is set in the first paragraph, but the real 'story' starts in the next one); the sentence structure should be varied, sometimes starting with a subordinate clause, using a rhetorical question addressed to the reader (semi-formal) or inversion, etc.  
4 a wide range of interesting verbs, adjectives and adverbs should be evident which will bring the article alive. Grammatical structures should include, where possible, some use of the passive, modals, conditionals, a range of tenses, verb structures, etc.  
5 title: by using word play, double entendre, etc.  
1<sup>st</sup> paragraph: by appealing to the reader, by making slightly controversial statements, by appealing to their senses though evocative descriptions, etc.
- 2a 1 wide-eyed 2 peacefully 3 daintily 4 lavishly (a metaphorical use here as lavishly = apply/embellish generously, abundantly usually refers to actions by people) 5 grumpy 6 trumpeting 7 euphoric 8 wistfully 9 massive 10 lazily
- 3 **wallow**: used of (large) animals when they lie in shallow water or mud in a relaxed lazy manner to keep cool  
**twitch**: sudden movement of part of your body. This enhances the idea of the nervousness of this particular animal.  
**bound**: leaping into the air  
**strut their stuff**: an idiomatic phrase meaning to show off (your appearance). This is also an example of metaphor, and alliteration (when two or more consecutive words start with the same sound or letter)  
**skulking**: hiding or moving about secretly, especially with bad intentions. The verb aptly describes this animal, which is a predator and hunter.  
Some of these verbs are onomatopoeic, similar to

those describing animal sounds on p.26 (see also Module 5).

#### 4 Suggested answer:

##### **Tea and tigers**

*If you ever get the opportunity to visit Nepal, you should jump at the chance as it has some of the most fantastic natural scenery you will ever see. The region has abundant wildlife, incredible variety and is geographically important as many of the most important rivers in Asia begin in the Himalayas. I was very lucky to spend a few weeks there recently.*

*Starting in the south, I visited a national park in the foothills of the mountains where many rare species are protected. Within no time, we had seen the most amazing butterflies dancing over the bushes, then multicoloured parakeets circling overhead. In the evening, we saw peacocks strutting proudly in a clearing making the most incredible squawking sound. I went with a guide on foot looking for rhino and, after a couple of hours tracking them, we heard them on the other side of the bushes ahead of us. The tension was unbearable.*

*Finally, we glimpsed the grumpy beasts through a gap in the branches lazily drinking from a small stream. We didn't manage to see tigers as they are so rare nowadays, but saw signs of where they had passed a short time before and the remains of a deer that had been caught and eaten by one. A week later, in a village in the mountains to the north, with white snow-capped peaks towering above me on all sides, I sat drinking tea with an old mountain guide who told me tales of how he had led expeditions to find yaks and snow leopards.*

*It is a fascinating country with spectacular scenery and the last home of many rare species that are indirectly protected by the tourists who go there to see them.*

(289 words)

## 2B Closer to home

### Listening 2 p.31

- 2 poles
- 3 1 Chicken World 2 roof 3 tunnel 4 fence  
5 self-sufficient 6 sleeping quarters 7 sneaky  
8 (bare brown) wilderness 9 alarm
- 4 **Pros:** you are in control of what the animals eat and the conditions in which you keep them (your conscience is clear since the animals are likely to be free-range and not confined in huge sheds with hundreds or thousands of other animals); you have a food source that is fresh, untainted by chemicals, tastier.

**Cons:** keeping animals often means that you grow fond of them and therefore it is doubly hard when the time comes to send them to slaughter; you must have a certain amount of land to keep them on and money to invest in buying and feeding them; animals are prone to diseases and you will have vets' bills to pay

### Speaking p.32

- 2 1 welfare concerns 2 natural surroundings  
3 cost-effective 4 confined space 5 nutritional value  
6 roam freely 7 lifespan 8 animal pollination  
9 fungal diseases 10 daylight hours
- 4 Starting-off: *Well, they are all important issues*  
Linking: *the other issue that worries me, not only that, and finally ...*  
Expressing personal opinion: *the one I feel most strongly about, to me it seems ...*  
Summing up: *So, all of those issues are important ...*

### Language development 2 p.34

- 1a 1 up-to-date 2 at our ease 3 on a whim  
4 the attention 5 the needs 6 interest 7 no signs  
of 8 importance 9 thanks to
- 1b 1 took 2 was 3 captured 4 brought 5 bought  
6 put 7 met 8 place 9 showed
- 2 1 have no say, have the right to 2 have serious consequences  
3 have strong views on 4 had a major impact on  
5 had no inclination to 6 have access to
- 3a in all likelihood; in captivity; by chance; with ease;  
in living memory; on occasion; out of breath; in other words;  
with pleasure; in sb's wake; out of tune with (compared with *in tune with*)

### Use of English 2 p.35

- 3 1 Getting 2 to 3 There 4 being 5 What 6 make  
7 down 8 fewer

### Writing 2 p.36

- 1 list could include: sustainability (careful use of the land, e.g. through crop rotation, so that it is not destroyed by over-use), natural fertilisers, free-range animals, greater biodiversity (more flowers and insect life), renewable energy sources, more labourers, poorer farmers.
- 2 1 narrative, descriptive, evaluative, anecdotal  
2 what work you were involved in, what you had to achieve while you were there, what the whole experience was like

3 perhaps sth using *green* or *eco-*, e.g. *Green living – quite an experience!*, *My eco-experience!*

4 will it be a linear narrative or will it start off with description? 5 vocabulary to do with the environment, sustainability, etc

- 5 1 crack 2 common 3 self-sufficient  
4 community 5 home-made 6 manual  
7 touch 8 starry 9 quiet

- 7 Students' own choice; Both have their good points. **A** is more descriptive, setting the scene, and **B** is more factual, giving the background. However, **B** also includes a strong last sentence with *Little did I know*, which is a literary device used to arouse and hold the reader's interest.

- 8 **Suggested answer:**  
*Strawberry Fields Forever*

*After eight hours of bending and back-breaking work, I felt totally exhausted, but still thought I had found the perfect summer holiday job! It was the first day of a fortnight spent as a volunteer on a farm to gain some experience of rural life. It would be two weeks picking organic fruit. I was out of the city and staying on a farm with other young people like myself who had grown up in the heart of the city.*

*Although I had never spent any time in the countryside, I had read many novels set in remote communities and had dreamt of an idyllic life getting back to nature. In my imagination, country life would be long lazy days strolling through the fields, watching birds and other wildlife and recharging my batteries with fresh country air. Unfortunately, no-one had told me how much hard work it would be!*

*Each morning we were told what fruit we would be picking, how to tell if it was ripe enough and the correct way to pack it in containers. We were given a target of how many kilos we were expected to pick per hour and then left in the baking sunshine to get on with it. The smell of the fresh fruit was marvellous and I soon learnt how to avoid the spiders and other bugs and get straight to the crop.*

*The best fruit went to local shops and restaurants and the rest went to a local company that produced organic jams and sauces. But whenever I found the perfect strawberry, I ate it! Although it was very hard work, I was never hungry as I have never eaten so much delicious fruit. As I trudged back to the farm house each evening, I had time to reflect on the natural existence and connection to the weather and the seasons that farm life brings.*

- 2 1 wiped out 2 crack down on 3 step back from  
4 cut down 5 died away

- 3 1 to 2 is 3 not 4 are 5 been

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

- 5 1 up 2 to 3 on 4 on 5 towards 6 of 7 in  
8 against 9 with 10 on

## Exam practice 1 TRB p.180

### Paper 1: Use of English Part 2

- 1 Given/Considering 2 might/could 3 come 4 Or  
5 which 6 What 7 with 8 so

### Paper 1: Reading Part 7

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

### Paper 2: Writing Part 1

#### Suggested answer:

*The two texts both consider the influence of rap music. Indeed, the first text claims a central place for rap in modern US culture, underlining the dynamic nature of both the music and its performers, contrasting this with the rather dull offerings of contemporary rock music. It also makes the point that rap is no longer just a purely US phenomenon. Rap has had a considerable impact on the international music scene, where its exponents are now major stars. Although not a fan of rap music myself, I cannot disagree with these points. Where I would take issue, however, is with the writer's assertion that rap lyrics are a type of poetry. True, certain similarities are evident. Rap often rhymes for example, as do certain types of poetry, but to my mind, good poetry has a depth and sophistication that is a million miles away from the rather prosaic lyrics of most rap songs. The second text also outlines the great popularity of rap music. It tells us how many hours the average teenager spends listening to rap, and compares this with time devoted to other activities. This writer, however, is concerned about the effects of rap, especially in the messages it conveys and the influence this might have on the way young people think and behave. Although some rap lyrics are rather strong, I think this is an over-reaction. In the 1950s, the music of Elvis Presley was regarded as immoral; in the 1960s it was The Beatles who were thought to corrupt the young. The simple fact is that the revolutionaries of today tend to become the establishment figures of tomorrow – and the same fate could well await rap artists.*

(282 words)

### Paper 3: Listening Part 1

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

## Module 2: Review p.38

- 1 1 destruction 2 Consumption 3 implementation  
4 extraction 5 colonisation 6 integration



## Module 3

### Lead-in p.39

- 2 **Suggested answers:** A2 (could also be 1, 3, 5); B4; C3 (could also be 5)
- 4 Suggestion might be: 1 someone looking confident while being interviewed for a top job by a panel of stern-faced interviewers  
5 someone about to give a talk to a large audience

### 3A Who's in control?

### Reading 1 p.40

- 1 Pair **a** are similar in meaning – *objective* = non-judgemental; pair **b** are different, as the first one talks about goals, while the second sentence focuses on emotional wellbeing.
- 2 1 D 2 B 3 C and possibly A
- 3 1 enjoyable, irrespective of whether you have problems 2 ideas, language, accessible to the non-specialist 3 examines, evidence, support, claims, exponents of self-help 4 step-by-step guide, psychological dilemma 5 ways, make the most, unfulfilled potential 6 encouraged to have unrealistic expectations 7 suggested therapies, recognised methodology  
8 quality of writing, advice, more credible  
9 should view, negative emotion, natural  
10 comfort and advice, frustrated by seemingly straightforward problems
- 4 1 C *and can be read for pleasure even if you judge your self-management and feelings of personal fulfilment to be in good shape*  
2 B *However, the book is written in a refreshingly down-to-earth style that avoids the almost incomprehensible jargon which some self-help practitioners are prone to!*  
3 A *In this book, Pearsall explores the tendency for proponents of self-help therapy to substitute clichés for serious thought'*  
4 D *A number of simple models and techniques are engagingly presented through a series of first-hand accounts of people at various stages of succumbing to or addressing their fears. When strung together, these provide a structured programme with which you may set about changing your attitude and raising your self-awareness and self-esteem.*  
5 B *He offers techniques to help people develop their hitherto suppressed abilities and apply these to situations in which they may be of use.*  
6 A *Hackneyed fallacies like 'be all that you can be,'*

*'live up to your full potential,' 'nurture and understand your inner child,' are just a few of the arguably silly fabrications that masquerade as legitimate advice' Were people less caught up in the misconception that they should be happier and more fulfilled, they probably wouldn't be so discontented.*  
7 B *Many of his suggestions follow well-known coaching concepts familiar to practitioners of neuro-linguistic programming.*  
8 C *Burkeman has a lovely turn of phrase, neither too dry nor too flashy; but a sort of just-rightness that makes his pronouncements sound wholly trustworthy.*  
9 D *this book rests on the following premise: fear is a necessary and essential element of life.*  
10 C *Should you find yourself prone to those niggling difficulties which, though surmountable, are disproportionately aggravating, then you'll find solace and good counsel here.*

### Vocabulary p.42

- 1a 1 Self-management 2 self-evaluation  
3 self-discovery 4 self-discipline 5 self-worth
- 2a 1 non-essential 2 misuse 3 interconnecting  
4 misinterpreted
- 3a Jessica was initially sceptical, but her opinion changed after reading one. Charlie thinks that they have limited use as change must come from within.
- 3b Noun forms: 1 achievement 2 conception  
3 decision 4 fulfilment 5 happiness  
6 helpfulness 7 inspiration 8 motivation  
9 solution 10 weakness
- Text:** 1 solution 2 weaknesses 3 fulfilment  
4 conception 5 inspiration 6 achievement  
7 happiness 8 helpfulness 9 decisions  
10 motivation
- 3c unfulfilment (n), unfulfilled (adj); uninspired (adj), uninspiring (adj); unachievable (adj); unhappiness (n), unhappy (adj), unhappily (adv); unhelpfulness (n), unhelpful (adj), unhelpfully (adv); undecided (adj)  
(BUT: indecision (n), indecisive (adj)); unmotivated (adj)

### Use of English 1 p.43

- 1a 1 tendency 2 dissatisfaction 3 interdependence  
4 nervous 5 detrimental 6 uncontrolled  
7 communicator 8 sensitivity
- 2 1 put the cat among the pigeons 2 flog a dead horse  
3 like water off a duck's back 4 a bee in his bonnet 5 as stubborn as a mule

## Listening 1 p.44

- 1 **Emotional intelligence:** the ability to recognise, control and assess the mood and emotions of other people  
**Bullying behaviour:** the abuse of power, when someone, or a group of people, deliberately upset another person or hurt them either physically or emotionally or damage their property or reputation on numerous occasions.
- 2 **Extract 1**  
1 articles on websites 2 her understanding made her feel able to do something about the situation  
**Extract 2**  
1 a book he had read in his teens that he found inspirational 2 personal problems with his parents, his teachers and his peers  
**Extract 3**  
1 Emotional Intelligence tests 2 Self-evaluation
- 3 1 B (so I persuaded myself that she must be right)  
2 B. (I suddenly saw my colleague's behaviour for what it was, and felt I had to change things)  
3 A (were it not for that book, I wouldn't have had the guts to tell my parents I had a burning ambition)  
4 C (The main thing it taught me was to take the bull by the horns in a non-confrontational way, without resorting to manipulative behaviour) 5 B (they select new employees by incorporating what are called 'emotional intelligence' tests into their recruitment procedures rather than depending solely on professional qualifications and experience)  
6 A (All graduates entering the job market could do with taking these considerations on board)

## Language development 1 p.45

- 1 1 b 2 b 3 b 4 a 5 a 6 b
- 2 1 If you (do) decide to do a course in psychotherapy, let me know. 2 If it hadn't been for the other students' (help), I wouldn't have understood the problem. 3 Even if/when other people criticised Sally, (she was so confident that) it was like water off a duck's back. 4 If you happen to be in this evening, could I ask your advice about something?
- 3 1 otherwise 2 unless 3 on condition that (if) 4 whether or not, (if) 5 Assuming (that), (If) 6 in case (if) 7 otherwise

## Use of English 2 p.45

- 1b 1 what 2 to 3 at 4 Although/While/Whilst/Though 5 far 6 off 7 Since 8 gained

## Writing 1 p.46

- 1 1 Positive psychology encourages people to look at the positive things in their life to help them find solutions to things that go wrong.  
2 A defensive pessimist worries about challenges as a way of boosting their performance.
- 2 Summary 2 is the most suitable, as it covers the key points of the text. (1 is too short and omits key points. 3 is unsuitable as it lifts phrases directly from the text.)
- 3 1 advocate 2 optimistic perspective 3 make a case for 4 refute
- 5 **Suggested answer:**  
*Text 1 makes a case for positive psychology, refuting suggestions that its concept is ineffective by arguing that having a more optimistic outlook benefits not only the individual but society in general. Criticism of the idea in Text 2 on the other hand goes beyond its lack of effectiveness, maintaining that for some people engineered happiness actually results in them being less successful as, for them, worrying is a helpful defence mechanism.*

## 3B Mind and body

## Listening 2 p.47

- 1 **Suggested answers:** money worries, work/job security, study pressures, health issues, family and friends, social pressures, bullying, anxiety about forthcoming exams!
- 2 1 Laughter clubs are places where people gather to learn how to laugh in order to relieve stress.  
2 Answers may vary, but expect to hear any of the following: depression, exchanging stories, responding to each other, essential oils, senses  
3 **Suggested answers:** 1 share their problems 2 rest and relaxation, pattern of behaviour, consequences of depression; 3 less inhibited, stop taking life too seriously, form lasting bonds 5 essential oils affect the senses
- 3 1 D (We think many people are put off by the idea of 'alternative therapy', as such. The title Laughter Club is somehow less intimidating because it doesn't imply having to buy into a particular philosophy or lifestyle) 2 B (The grumpiness becomes a sort of downward spiral, because the world responds negatively to it, making it even harder to break out of. But a good therapist can help reverse the process)  
3 A (releases people from any shyness or reticence about expressing their emotions, that's the main thing they get out of it) 4 A (I studied meditation instead. What that taught me made me think that

*maybe benefits could be reaped from laughter therapy as well. So, I decided to have a go* 5 D (she began coming to the laughter club shortly after, illustrating Stella's point about time management!)

## Speaking p.48

- 2 A relaxing pastime, emotional comfort, meditation B relaxing pastime, emotional comfort C medication, pain relief D emotional comfort, aromatherapy, pain relief, relaxing
- 3a Positive aspects: emotional/physical benefits, beneficial, keeps you active, provides you with an interest, gives lonely people physical contact, effective relaxation technique, take your mind off things, it's emotionally uplifting, helps you unwind, relieves tension  
Negative aspects: detrimental, drawbacks, can do more harm than good, rather exclusive, expensive and so for the privileged few
- 3b 1 rather weird 2 not for everyone 3 did me the world of good 4 makes me feel frustrated 5 should be seen as a last resort 6 enjoyable pastime
- 5a 1 Pictures 1 and 4 2 one minute
- 5b Answers may vary, but expect the following: Jarek handles the task very well, and tries to give support to Ariana. Ariana is weaker. Her answers are short, with little expansion, and she repeats a lot of the language that Jarek uses. She follows his lead, and does not invite him to interact or respond to what she says.
- 6a 1 Talk together about how each of the activities shown helps people relax, then choose which two would best illustrate a magazine article on relaxation techniques 2 three minutes
- 6b Answers may vary, but expect the following: 1 Jarek starts by restating the task, to place them both in the context, and then immediately asks Ariana her opinion of one of the photos. They both explain why the activities are relaxing, and expand by giving personal examples when appropriate. 2 They make a point, and then ask the other's opinion, to give them a chance to speak. 3 Ariana makes a big improvement here, as if she gains confidence as the conversation develops
- 7a 1 I think this is true 2 Absolutely 3 While I agree with you, of course 4 Not only that 5 Perhaps 6 Mind you 7 Anyhow 8 as a matter of fact

- 7b 1 (2) absolutely 2 (4) not only that 3 (8) as a matter of fact 4 (1) I think this is true

## Language development 2 p.50

- 1a 1 It 2 there 3 There 4 It/There 5 There 6 It 7 There 8 It
- 1b 1 -; 2 it; 3 it; 4 it; 5 it; 6 -; 7 it; 8 it
- 2 Many possibilities here, but expect answers similar to these :  
1 OK, so this is it. Let's get started. 2 Oh, it's a pity you can't come. I was looking forward to seeing you. 3 It's a matter of personal choice, really, as both are good for you. 4 It makes no difference to me what you do. 5 It was me (who told him). 6 If it hadn't been for her, you might still be furious with him.
- 3 1 he had left 2 should you 3 did she realise 4 I'd had; 5 had I started 6 Had it not been
- 4a 1 Mandy did a course in aromatherapy and (she) also became a professional.  
2 She was so unable to cope after losing her husband that she sought professional help.  
3 You shouldn't move your body at any time during your acupuncture treatment.  
4 She had hardly got back from the hospital when she fell down the stairs and broke her leg!  
5 If you should see Hannah, tell her to phone me.  
6 There was such a huge/great response to the Laughter Club's advertisement that they had to create three classes.
- 4b 1 At no time did I seek psychological help for my depression.  
2 No sooner had I got out of hospital than I was involved in a car accident.  
3 Little did I realise (that) it would be so hard to cope with all the extra work.  
4 Only after the unwanted visitors had left did I begin to relax.  
5 Not until she had left her job did she feel happy.

## Use of English 3 p.51

- 2 B The other options are followed by prepositions: *believed in*, *engaged in*, *subscribed to*
- 3 1 C 2 A 3 B 4 B 5 A 6 D 7 C 8 D
- 4 1, 4 and 6 are examples of collocations: *came to an end*, *freedom of expression*, *severe stress* 2 (*absorbed in*, *captivated by*, *preoccupied with*, *enthralled by*) and 8 (*evidence of*, *witness to*, *proof of*, *testimony to*)

are examples of how differences in word use determine the answer.

## Writing 2 Essay p.52

- 2 Summarise, evaluate, use your own words, include your own ideas.
- 3 **Text 1** looks at the positive effects tea can have on a person's emotions. It states that tea contains a chemical which brings about a sense of calm, yet doesn't cause sleepiness.  
**Text 2** recommends joining a yoga class to help you relax on a regular basis. It warns against power yoga, arguing that exercise involving slow movement and gentle stretching is better suited to relieving stress.
- 4 Both texts talk about ways of relaxing and relieving stress. However, text 1 focuses on short-term stress relief, whereas text 2 recommends physical exercise for longer-lasting effects.
- 5 **Paragraph 2:** Summary of the 2 texts  
**Paragraph 3:** Evaluation of the 2 texts
- 6a 1 a 2 b 3 b 4 a 5 a 6 b
- 6b **Suggestions:** 1 For people who find it difficult to motivate themselves, joining a class will help them keep to an exercise routine. 2 Think carefully about your health before choosing a class, as slow, gentle exercise is preferable to power yoga for dealing with stress.
- 7 1 benefits 2 highlighting 3 while 4 advocates 5 means 6 However, 7 caution 8 needs
- 8 **Sukhi:** Tea very beneficial. Preference depends on personal needs, age and circumstances. Gentle exercise can cause very active people to slow down a little. Accepts Enrique's point about exercise's long-term effects.  
**Enrique:** Tea offers only temporary solution to stress. Feels that exercise is more effective. Disagrees with part of text 2, arguing that intense exercise is also beneficial for stress relief. Accepts Sukhi's point about age and different circumstances.
- 10 **Suggested answer:**

*As their titles suggest, the two texts illustrate different approaches to relieving stress by using the natural calming qualities of tea and by regular gentle exercise.*

*The first text highlights the popularity and calming qualities of tea. It assesses the properties of the various chemicals occurring naturally in tea, especially in the green and white varieties, and*

*concludes that they lead to a positive relaxed feeling without producing drowsiness.*

*The second text advocates yoga as a beneficial way to unwind, especially for those without the motivation to meditate alone over a period of time. It compares less strenuous forms of yoga that are more appropriate for relaxing the body and quietening the mind with more physical forms that strengthen and exercise the body. It advises people to seek advice from an expert where appropriate.*

*While Text 1 outlines the health benefits of tea drinking, it does not mention the pleasure the taste brings. Not only is tea a calming health drink, but it can be a delicious invigorating alternative to coffee too. Although the effects are temporary there are no limits to the number of cups of caffeine-free tea that can be drunk each day. There is no doubt in my mind that yoga can be helpful to a wide range of people, but I'm not entirely convinced that fit and healthy people should avoid power yoga, as tough physical exercise can also be great way to reduce stress and the effects will be longer lasting.*

*In short, regular yoga classes followed by a cup of green tea will lead to a stress-free life.*

(264 words)

## Module 3: Review p.54

- 1 1 duck 2 kittens 3 mule 4 horse 5 bull 6 dogs 7 cat 8 bee
- 2 1 you (should) happen to see 2 Tom's reaction be if I were 3 you give me the car keys in 4 it hadn't/not been for Mark's intervention 5 it not been for the counselling 6 is unwilling to do the gardening unless 7 got over her feeling of shame but for 8 had the infuriating couple left than Mark
- 3 1 uninspiring/uninspired 2 undecided 3 thoughtfulness 4 non-aggressively 5 interchange/exchange 6 accomplishments 7 misunderstanding 8 persuasion
- 4 1 effective 2 technique 3 therapeutic 4 optimistic 5 self-confidence 6 derive 7 holistic 8 effects 9 circulation 10 assertiveness

## Module 4

### 4A Too much of a good thing?

## Reading 1 p.56

- 1 1 The word *detox* is short for *detoxification* and can refer to a period of withdrawal after drug

and alcohol addiction as well as to various alternative therapies that claim to use diet and other strange techniques to remove toxins from the body. **2** *Detox* often refers to a period giving up certain foods or alcohol. **3** The title suggests that the writer is addicted to digital media and electronic devices.

- 2** She spent a weekend without access to any electronic device.
- 4** **1** *F thus* and *all dutifully and habitually recorded* in para F refers to *connecting unconsciously and sharing such moments* in para 1. *This is how we live these days* is contrasted at the start of para 2 with *That weekend, however, we were offline*. **2** *G I barely noticed I wasn't online* in para 2 is contrasted by *What did strike me though* in para G. *And I take equal responsibility for our digital obsession* in para 3 refers back to description of Will's addiction in G. **3** *B such lapses* in para B refers to Will reaching instinctively for his phone in para 3. **4** *H they* at start of para H refers back to *such people* in para 4. *such multi-tasking* in para 5 refers back to the examples the writer gives in para H. **5** *C that finding* in para C refers back to the study described in para 5. *In other words* at the start of para 6 is rephrasing the quote in para C. **6** *D He* in para D is the same *he* in para 6. *One practical suggestion* at the start of para 7 refers back to *introducing a little disconnectedness* in para D. **7** *E More radical still* is another suggestion following the one in para 7. *we seemed to have achieved that* in para 8 refers back to *being in one place, doing one particular thing* in para E
- 5** **1** the weekend in para 2 when they saw the owl  
**2** William Powers first mentioned in para 1, then referred to as *Powers* in para C, and *he* in para 6  
**3** the writer's surprise at how quickly her partner, Will, adapted. (*Suddenly, however, we had his full attention*) **4** the heavy users of technology mentioned in para 4

## Vocabulary p.58

- 2a** **1** Brushes come in all shapes and sizes. In the passage, its use suggests the grass is like the bristles of a brush, brushing against the writer's legs as they walk through it. **2** A person usually *nags* someone else when they complain to them repeatedly about something they haven't done – in the context, the repeated ringing of the phone demands his immediate attention. **3** *seep into* is usually used to describe liquid that gradually passes through material, soaking it and perhaps spoiling it. Used here, it implies that technology

has gradually taken over our lives, in a secretive sort of way, so that we've hardly noticed it.

- 2b** **search engine:** an engine is usually the part of a vehicle that makes it move. In computer terms, it is a program that enables you to find information on the internet.  
**shopping cart/basket:** a metal-framed basket on wheels we use in a supermarket. In computer terms, it is an icon we click on to collect items that we want to buy on an online shopping website.  
**chat room:** a 'place' on the internet where you can exchange messages with others and have an informal conversation online.  
**mouse:** the small animal. In computer terms, the object connected to the computer that you press in order to give instructions to the computer.  
**file:** a set of papers or records on a particular subject that are kept together. In computer terms, a collection of information you can store under a particular name.  
**inbox:** in an office, this is a tray on someone's desk where incoming letters are placed. In computer terms, it is the place on the internet where incoming messages are collected.  
**recycle bin:** a container for placing rubbish suitable for recycling. In computer terms, place on a computer where items you have removed are kept.  
**outbox:** in an office, the tray on someone's desk where letters to be sent are placed. In computer terms, it is the place on the internet where outgoing messages are placed.  
**folder:** a container, usually made of card or plastic, for collecting papers. In computer terms, a group of related documents that you store together.

- 2c** The BlackBerry represents an item of technology that has become a necessary part of our busy lives. It has brought changes to our lives, just as the writing table must have brought dramatic changes to the way of life in Shakespeare's time. The BlackBerry is now the place where people send and receive mail, have their diary, notebooks and their contact details in the same way that a writing desk would have functioned years ago.
- 3a** **1** download files **2** update your profile **3** add new contacts **4** blog the latest news **5** post on someone's wall **6** desktop publishing
- 3b** **1** add new **2** profile **3** files **4** desktop **5** wall **6** blog the latest

- 4a** 1 compelling, compelled, compulsory, compulsive 2 meaningful, meaningless 3 controlling, controllable, controlled 4 representative, representational, representing, represented 5 dependent, dependable, depending, depended 6 informed, informative, informing, informational
- 4b** 1 representational 2 compulsive 3 informative 4 controlled 5 dependent 6 meaningless
- 5** 1 at 2 in 3 to 4 to 5 to 6 without 7 on 8 in
- 6a** back up, back down; set up, set down; break up, break down; make up; let up, let down; play up, play down; follow up; catch up; put up (with), put down (to)
- 6b** 1 let down 2 broke down 3 play down 4 back up 5 put down to
- 7a** backup, set-up, breakdown, make-up, letdown, follow-up, put-down, let-up, downplay. Compounds from the text include: Facebook, voicemail, overload, backlit, offline, online, outdoors, woodpecker, bedtime, otherworld, self-affirmation, fireside, backdrop, moonlit, BlackBerry, phone-free, notebooks
- 7b** 1 breakdown 2 voicemail 3 online 4 overload 5 backup

### Use of English 1 p.59

- 1** 1 set 2 for/to 3 then 4 What 5 of 6 could 7 when/once/after 8 without

### Listening 1 p.60

- 3** 1 B The whole point of playing online games is that they're fantasy, and all players can be heroes because they're set achievable goals, according to their level. 2 B If you had slick marketing, a snappy title, then kids might buy it. And if it followed the formula, with different levels of achievement and a points system, you could just let people play, and see what ideas they come up with. 3 B The software alone, however, is hardly going to combat the problem. You can't do without a good response team in place. 4 C This provides a forum for any potentially damaging feedback to be addressed immediately. 5 C big companies that once sought to keep most of their policies under wraps now have websites that overtly state their position on most issues. 6 A do bear in mind the potential repercussions.

### Language development 1 p.61

- 1** 1 internal 2 external 3 external 4 internal 5 external 6 internal
- 2a** 1 shows an obligation not to do something 2 expresses the idea that something is not necessary
- 2b** 1 They didn't need (*Needn't have bought* does not fit here but would be appropriate if they didn't know Beatrice's father had already bought tickets when they did.) 2 You needn't have / didn't need to 3 You don't need to 4 He doesn't need
- 3a** advice – should; would; could; might; criticism – should(n't); would (She *would* say that!); should(n't) have; might have
- 3b** 1 shouldn't have 2 wouldn't 3 could/should/might 4 should (could) 5 should/could 6 might have (to indicate speaker's annoyance)/ should have
- 4** 1 duty 2 up 3 obligation 4 onus 5 your 6 had 7 would 8 ought
- 5** 1 might (*should* would also be correct in an exam, but point out that it doesn't express the feeling of annoyance to such an extent.) 2 wouldn't 3 better 4 onus 5 should 6 have 7 your 8 would

### Writing 1 p.62

- 1** Students underline: report; positive and negative effects; Internet; individual; social, intellectual and physical development; recommendations; appropriate use.
- 2** Yes, it does answer the question fully.
- 3** 1 presents 2 speaking 3 When 4 however 5 far 6 concern 7 denied 8 lead
- 4** (i) results (ii) impact/influence (iii) improve/increase (iv) services (v) risk (vi) In addition (vii) at the expense of (viii) correlation/connection
- 5** Suggested headings include: A Social communication B Intellectual inspiration C Physical life
- 8a** 1 I suggest (that) you check your computer for viruses. 2 I propose we create a blog for the chess club. 3 I recommend (that) you update your profile. 4 I propose (that) we set up a local Freecycle website./ I propose setting up a local Freecycle website. 5 I suggest (that) he cancel

his subscription. 6 I recommend (that) she join the LinkedIn network.

**8b Suggested answer:**

*One of the main problems of social networking sites is their addictive nature, causing students to spend fewer hours studying. I therefore propose that the college restricts access to such sites to one session per afternoon. Another concern is that social networking sites can spread computer viruses, so I suggest that the college invests in the best anti-virus software available.*

**4B Open up your world**

**Listening 2 p.63**

- 2 1 open science (projects involving the general public) 2 mainly speakers' opinion, except for Q3, which is factual.
- 3 1 A as a result of rivalries between scientists, many more might've been stifled by them.  
2 D Corporations which sponsor research projects expect a return on their investment, and don't want their competitors to have access to any findings before they're published. – But perhaps we need to think outside the box and imagine science conducted without such constraints. 3 A Once, during an online search for information, I came across a forum that Alicia participated in, and responded to some of the ideas that'd been posted. That led to collaboration with Alicia. 4 B They tend to come to the subject from a different perspective. They're not so bogged down in the theory, you know? So, they often bring new ideas. 5 C A well-known professor of Mathematics posted a complex problem on his blog. Over forty people provided their ideas, and were soon close to a solution that might've taken years for an individual to reach.

**Speaking p.64**

- 1a Traditional newspapers: good for news summaries and comment/analysis by professional journalists. Ease of use, people still like reading them on the train, while eating breakfast, etc.  
TV news: people often watch this in the evening, may discuss with other family members, good for people who prefer moving images, can contain live updates.  
Online article + readers' comments: combines best of both above, accessible almost anywhere with video and constant updates, readers often interested in other readers' comments.  
Companies advertising via social network sites: cheap advertising for businesses; quick way to

learn what's available on the market – particularly useful for specific professions.

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

3a Answers may vary, but expect:

1 Egon handles the task very well. His answer flows naturally, without pauses, and he manages to use all the time available to him.  
2 He starts by talking about the topic generally, but quickly makes it more personal, by talking about his own experience. He talks about his preferences, and also mentions what he dislikes, allowing himself more to talk about. He uses a variety of linking words to connect his points, and really makes use of the card to help him.

- 4a 1 problem with 2 However 3 regard to  
4 not suggesting 5 does happen 6 have to say.
- 4b 1 I must admit = I have to say: I don't mean = I'm not suggesting; As for = with regard to; On the other hand = However
- 5a 1 the thing about 2 depends 3 in order to  
4 the value of this 5 find 6 rather than
- 5b To complete the answer, students could mention websites like LinkedIn, which are used to make and maintain business contacts, and the value of this. Some mention could also be made of the dangers of putting sensitive personal information on their webpage, namely that they expose themselves to abuse. Then, in terms of research, the value of sharing information is that problem solving can be achieved more quickly with an exchange of ideas. Innovative ideas can be generated and developed in a less restricted environment. However, there is the danger of ideas or data being stolen, and someone else taking credit for your work, but posting methodology, together with time and date, should protect you against this. Some may refer to file-sharing of music, and YouTube. Basically, they should reiterate points that have been made throughout the module.

**Language development 2 p.66**

- 1 1 weren't able to/couldn't 2 weren't able to  
3 can 4 won't be able to 5 hasn't been able  
6 can
- 2 could and might are very similar in meaning, although could has more emphasis on possibility, whereas might is more about probability. Could can be used to make a suggestion as the speaker thinks of it, while might implies that the speaker has been considering the idea for a while. Should imposes a slight obligation here.

- 3 1 might join 2 should (might) have finished  
3 can't/couldn't have been 4 can be 5 shouldn't have
- 4 1 must have made 2 must be having 3 can't be  
4 must be 5 must have forgotten

### Use of English 2 p.66

- 1 1 was David able to 2 post personal information on networking sites must 3 if it would be alright to/I could drop by 4 can't/cannot be serious about emailing 5 won't/shouldn't need any more help 6 he can't have left

### Use of English 3 p.67

- 2 1 verb 3rd person singular as it follows it and is followed by an object (the internet) 2 adverb before adjective easy 3 adjective following be – using past participle of verb 4 adjective following verb deemed
- 3 1 pre-dates 2 surprisingly 3 unknown 4 inconclusive 5 popularised 6 entitled 7 representative 8 feasibility

### Writing 2 Report p.68

- 2 1 to report on the effects of mobile phone use in public places 2 Your course tutor 3 effects on the person's ability to relax and be with the people around him, effects on people in the immediate area + recommendations
- 3 While both plans appear possible neither is ideal. Plan 1 appears to read more like an essay using a problem-solution paragraph structure, and not a report. Plan 2 has a report structure, but the content needs re-organising.
- 4 Students should be encouraged to use aspects from both models, to create a more effective plan.
- 6 1 In the light of 2 could 3 suggestion 4 premises 5 appeal 6 In this way
- 7 **Suggestions:** 1 PC terminals could also be separated into sections for gamers and people wanting to use the facilities for work purposes. 2 Gamers could be directed to one area or asked to use headphones if this is not possible. 3 Meanwhile, job-seekers and people wanting to use email facilities would be placed in another, quieter area.

#### 7b Suggested answer:

*In the light of the information gathered, it is believed that the Alpha Internet café could be improved in*

*several ways. One suggestion is to redecorate the premises in brighter shades. Creating a coffee bar at the front of the shop instead of the back would also enhance its appeal as a meeting place. Also highly recommended is the separation of PC terminals into sections, whereby gamers would be placed in one area, while job-seekers and people wanting to use email facilities could be directed to another quieter area. In this way, the café would be able to satisfy all its customers' needs.*

#### 8 Suggested answer:

##### **Report**

*This report outlines some of the effects of mobile phone use in public areas and how it affects the way people relax and act with friends and other people. It is based on interviews with a selection of students. It makes three recommendations on how to restrict phone usage.*

*Generally speaking modern mobile phones bring huge benefits to the user. Feedback suggests that greater connectivity means that people socialise more. One reason for this is that it is easier to contact friends and arrange meetings at short notice. Good relationships are maintained as smartphones with maps help people arrive at their meeting point quickly and they can phone friends to let them know if they are running late. People appreciate the ability to use texts when they wish to communicate without other people in public areas overhearing. Comments were made about how using a phone can reduce the embarrassment of waiting alone in a bar or café or a friend to arrive.*

*On the other hand, complaints were made that you never have some people's full attention as they are constantly watching their phone for new messages and of the constant interruptions they bring. Concern was raised about the increased noise factor from ringing phones and people talking and accidents caused by people texting as they walk and so not looking where they are going. Also it was mentioned that it can be harder to strike up conversation with strangers if they are immersed in their phones.*

*The following measures would encourage people to limit their phone use. The first would be to introduce 'no phone' areas in cafés and restaurants and on public transport. Another suggestion would be to encourage people to either put their phones on silent or preferably turn them off after they have met up with their friends. A third measure would be to prohibit mobile phone use when people are on the move.*

(318 words)

### Module 4: Review p.70

- 1 1 would 2 would 3 won't 4 needn't have sent 5 could 6 duty 7 might 8 must



- 2 1 compulsive 2 meaningful 3 uncontrollable  
4 representing 5 dependent 6 informed  
(informative is mainly used for things such as writing, research, interviews but recently has been used with people e.g. *The most informative people on Twitter*) 7 compelling 8 dependable
- 3 1 breaking up 2 put down 3 setting up  
4 followed up 5 catch up 6 let down 7 making up/thinking up/coming up with/dreaming up  
8 back down
- 4 1 informed 2 updated 3 compelling 4 output  
5 relevant 6 questionable 7 representative  
8 question

## Exam practice 2 TRB p.186

### Paper 1: Use of English Part 1

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

### Paper 1: Reading Part 6

1 B 2 D 3 H 4 G 5 A 6 F 7 C 8 E

### Paper 2: Writing Part 2

Credit is given for:

- Content – coverage of points and relevance of content to the target reader.
- Communicative Achievement – successful communication of complex ideas in a way that holds the attention of the target reader.
- Organisation – effective use of cohesive devices and organisational patterns.
- Language – range and appropriateness of lexis, range and accuracy of grammar.

#### 1 Review

Key points to include are:

- description of the gadget
- explanation of its usefulness to the writer
- evaluation of its usefulness to others

#### Suggested answer:

##### **Product Review: Smartphone 8520**

*I can honestly say that the Smartphone 8520 has changed my life. In terms of its functionality and appearance, it's probably no different from many other similar models. Indeed, by the time you read this review, it will surely have been superseded by even smarter gadgets. That, however, is true of all modern technology and doesn't detract at all from my satisfaction with the 8520.*

*The fact is that, before getting my 8520, I'd been accustomed to using a very simple mobile phone. I could call friends, send and receive texts, take and share photos; but beyond that I made little use of it. Indeed, had I not received my 8520 as a gift, I doubt that I'd have bothered to get one at all.*

*The fact is however that, although it fits neatly in a jacket pocket and is remarkably easy to use, the Smartphone*

*8520 allows me to do all manner of things that I never even knew were possible. For example, I soon discovered I could log into the internet and access a whole range of websites when I was out and about. I can, for example, check whether my train is on time as I walk to the station, or see how my bids on items for sale on my favourite auction site are going. Best of all, however, I can access the messenger facility for free. This means that I can chat with my friends in Australia and the USA at any time – and it doesn't cost a penny.*

*I know that the 8520 wouldn't suit everybody. For instance, it doesn't have a touchscreen, which I know many people find easier to use than its tiny keyboard. So if you want to create and send large documents, then a tablet would certainly be the thing to get. I must say, however, that because it is portable and compact, the 8520 is perfect for me – and I couldn't do without it.*

#### 2 Report

Key points to include are:

- description of the event
- detailed analysis of two contributions
- evaluation of their relevance to college students

#### Suggested answer:

**Report: Alternative Remedies and Therapies Fair**  
College Hall: 22 October

##### Description of Event

*The fair, which lasted all day, had two main focuses:*

*Firstly, a number of alternative practitioners gave presentations and demonstrations of their therapies or products. There was a timetable of eight speakers, and an exciting range of topics was covered; everything from the healing properties of beeswax through to hypnotherapy and acupuncture – complete with live demonstrations using volunteers from the audience.*

*Secondly, there was also a static exhibition in which various alternative remedies were on display across a total of thirty-two separate stands, with experts on hand to answer questions and give out free samples. Again, the range of remedies and therapies represented was impressive, with a fascinating array of products and information to browse, some featuring interactive audio-visual displays.*

##### Two key Contributions

*Perhaps the most relevant presentation for the predominantly student audience, was Dr Malachi's talk on the subject of sleep. Dr Malachi presented some interesting findings on the relationship between regular sleep patterns and effective study habits – knocking on the head once and for all the idea that 'burning the midnight oil' is the best way to produce written assignments. Dr Malachi then went on to analyse the effectiveness of*

various health products designed to promote a good night's sleep.

The stand that attracted the most attention featured a vast array of products, all made using the herb rosemary. This herb has the reputation of promoting a good memory and students were keen to find out if any of the products would be useful during the lead up to exams. A senior herbalist from the college's department of botany was available to indicate which products might be most suitable.

The event was judged to be a great success, both by students who completed the feedback questionnaire and the college authorities, and it is hoped to repeat it again next year.

### 3 Article

Key points to include are:

- description of a piece of research
- analysis of the impact of the research on the subject
- evaluation of the relevance of the research in the wider world

**Suggested answer:**

#### *The impact of DNA*

*As a student of law, I can safely say that the discovery of DNA has had a profound influence on my subject of study.*

The discovery of DNA dates back to 1951 when two scientists, James Watson and Francis Crick, began to gain an insight into its structure. They already knew that DNA was present in every living cell and that it was the key to understanding heredity, but nobody understood its structure or how it worked. Watson and Crick used chemical and X-ray evidence to come up with their now famous 'double helix' structure – one of the most significant discoveries of modern science. This opened the way for an understanding of genetics in terms of the molecules involved. It is now understood that the double helix of DNA controls heredity by replicating itself and by determining the way in which proteins control living processes.

The significant thing for lawyers is that, since the DNA of any species, and of any individual within that species, is unique, it can be used as a means of identification. For example, it is possible to extract DNA from organic remains, such as the blood or saliva found at crime scenes, and use this to identify the criminal. The discovery of DNA has therefore had a profound impact on things like police procedures and the type of forensic evidence which can be submitted when a case comes to court.

But DNA also has many other uses. For example, it can be used to determine parentage through a process known as DNA fingerprinting, and it can indicate the

composition of ingredients in certain substances. I have seen DNA evidence used to show, for example, that an illicit medical product contained traces of an endangered animal which had been killed illegally. What's more, its significance is not restricted to the law. Academic subjects like archaeology, medicine and anthropology have also benefited enormously from Crick and Watson's discovery.

### Paper 3: Listening Part 4

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

## Module 5

### Lead-in p.71

- 1 1 1900s–present day 2 Celts 500BC–43BC  
3 Renaissance 1476–1650 4 Romans 43BC–  
c.450AD 5 100 Years' War 1337–1450s  
6 Anglo-Saxons 449AD 7 St Augustine 597 AD  
8 Industrial Revolution 1760–1800s 9 Vikings  
789AD 10 Normans 1066

5A It's all in a word!

### Reading p.72

- 3 The writer believes the home library will survive because of the statement books make about the home owner.
- 4/5 1 C (other aspects of the print media have felt the heat of virtual competition – why not books?) 2 C (there then ensued much speculation ...) 3 B (perhaps we all seek out others whose tastes in such matters match our own) 4 D (Books define a space ... you've immediately created an area. ... about creating an ambiance) 5 A (their primary purpose was to disguise ... fridge. ... no longer destined to be a feature ... so books were deemed redundant) 6 B (the odds of them hanging around look good)

### Vocabulary p.74

- 1a 1 f (this is also a metaphor) 2 a 3 g 4 c 5 i 6 h  
7 d (pun on *sense of humour*) 8 b 9 e  
More examples from the text: *wear your personality on your bookshelf* (metaphor, stemming from the idiom 'wear your heart on your sleeve'), *cost the earth* (metaphor), *the oldest trick in the book* (idiom), *[books] hanging around* (personification)
- 1b The night was as black as ink [simile/cliché]. As Detective Rowley trudged through the forest, the wind howled [onomatopoeia/metaphor/cliché] and the trees threw their branches around madly [personification], as if threatening to slap him round the head [simile/personification].

'Where was that cabin?' Rowley asked himself as he peered into the blanket of darkness [metaphor] around him. Normally he had a good eye for spotting things – being a detective – but that night he couldn't see in front of his nose!

Suddenly, a piercing scream cut through [metaphor] the wind and darkness like a knife [simile]. Detective Rowley snapped [metaphor] his head around and stared in the direction it had come from. Glowing in the darkness was a tiny pinprick [metaphor] of light – the cabin!

- 2a** **1** head: say sth without giving it much thought **2** mind: when sth ceases to be a worry **3** wits': when you have tried everything to solve a difficult situation and you don't know what to do **4** brains: be the mastermind behind a certain plan or project **5** face to face: meet sb in a way that surprises or frightens you / experience a difficult situation and have to deal with it **6** mind: have an idea **7** mind: tell sb what you really think, usually in a disapproving way **8** head: when some praise or flattery makes a person feel better or more superior than he/she really is **9** mind: say that you might do sth to show your disapproval **10** mind: when a piece of equipment won't function properly or do what you want it to **11** face: when you try not to smile at sth funny **12** wits: try to keep calm in a difficult situation **13** head: when you feel you aren't managing to make sb understand what you want to say **14** face: lose face: when you feel humiliated in front of others; save face: when you avoid humiliation at the hands of others **15** mind: decide to do sth and work hard at it **16** brains: try very hard to remember or think of sth
- 2b** **1** keep a straight face **2** keep my wits about me **3** racking my brains **4** a piece of my mind **5** Off the top of my head.
- 3a** If you cannot understand my argument, and declare 'It's Greek to me', you are quoting Shakespeare; if you act more in sorrow than in anger; if your lost property has vanished into thin air, you are quoting Shakespeare; if you have ever refused to budge an inch, if you have been tongue-tied or a tower of strength, if you have insisted on fair play, slept not one wink, or had too much of a good thing – why, the more fool you, for it is a foregone conclusion that you are quoting Shakespeare; if you think it is high time and that that is the long and short of it, if you believe that the game is up, if you lie low till the crack of doom because you suspect foul play,

then – if the truth were known, you are quoting Shakespeare; even if you bid me good riddance and send me packing, if you wish I was dead as a door-nail, if you think I am a laughing stock, then – Tut tut! For goodness' sake! – It is all one to me, for you are quoting Shakespeare.

- 4a** understand (v), understanding (adj, n), misunderstand (v), misunderstanding (n), misunderstood (adj, from past participle) believe (v); belief (n); disbelief (n); disbelieving (adj); believable (adj); unbelievable (adj); unbelievably (adv). Note: disbelieving = doubting (e.g. *She gave him a disbelieving look.*); unbelievable = very good, bad, difficult, hardly possible to believe (e.g. *Her imaginative powers are unbelievable!*) comprehend (v); comprehension (n); comprehensible (adj); comprehensive (adj); incomprehensible (adj) Note: comprehensible / comprehensive: comprehensible = easy to understand (e.g. *Whatever you write, it has to be comprehensible!*); comprehensive = including all the necessary details (e.g. *The book was a comprehensive account of the author's travels in the Far East.*)
- 4b** **1** conceive (v) → conception (n) → misconception (n) → conceivable (adj) → inconceivable (adj) → conceivably (adv) **2** doubt (v, n) → doubtful (adj) → doubtfully (adv) → doubtless (adv) → undoubted (adj) → undoubtedly (adv) **3** suit (v, n) → suitability (n) → suitable (adj) → unsuitable (adj) → (un)suitably (adv)

## Use of English 1 p.75

- 1** By having a wide range of vocabulary so you have more possibility of choosing the exact word to express your meaning; by being concise in what you say and not long-winded, otherwise people will give up listening or interrupt; by using humour / play on words; by using simile / metaphor to create a richer image. Also, by using a variety of different forms of sentence structure to highlight emphasis, contrast, etc.
- 2** **1** subtlety/subtleties **2** suitability **3** competence **4** misunderstood **5** ensuring **6** humorous **7** unexpected **8** inclusion

## Listening 1 p.76

- 1a** **Left:** analytic thought, logic, language, science and maths **Right:** holistic thought, intuition, creativity, art and music

- 2 1 anthropology 2 Enduring Voices 3 6,500  
4 random 5 grammar 6 education 7 biological diversity 8 folklore 9 Welsh

### Language Development 1 p.77

- 1a 1 contains 2 differentiating 3 difference  
4 compared 5 potential 6 rare 7 refrained  
8 similarity
- 2 **disinterested:** impartial, not wishing to make any personal gain out of sth  
**uninterested:** showing a lack of interest  
**exhausted:** extremely tired  
**exhaustive:** very comprehensive (search, etc), finding out all possible details  
**historical:** relating to the past or to the study of history  
**historic:** a very important event or a very old building  
**accept:** (here) to agree that sth is true  
**except:** the only thing about which a statement is not true  
**industrial:** relating to industry or an area having lots of industries  
**industrious:** hard-working  
**personal:** relating to one particular person or to their private life  
**personnel:** the staff of a company
- 2 1 accept 2 industrious 3 personnel 4 historical  
5 exhaustive 6 exhausted 7 uninterested
- 3 1 foul, buoy 2 complimentary, principal, steak  
3 stationary 4 air, assent 5 reins, son 6 fazed  
7 source 8 Gorillas, prey
- 3b 1 allowed 2 byte 3 feat 4 ensure 5 leant  
6 lessen 7 paws/pores/pours 8 sent 9 seize/  
seas 10 cereal 11 site/cite 12 sought 13 sauce  
14 whine

### Writing 1 p.78

- 2 1 visitors to the area of all ages who enjoy or will need to eat out, unlikely to be regulars (local people are unlikely to be reading a tourist brochure for the town) 2 readers of the online magazine, likely to be parents, with an interest in new children's literature. Language: (semi-) formal for both, although the review for the online magazine might be slightly more formal
- 3a **Suggested answers:**  
**R** décor, service, quality of food, atmosphere/ambiance, location, cost/price  
**C** standard of players, choice of music (programme), length of programme, atmosphere, cost/price, location

**F** acting, location/setting, historical/factual accuracy, cast, camerawork/lighting, plot/storyline, theme music

**B** plot/storyline, historical/factual accuracy, characterisation, interest level, cost/price

- 3b **exhibition:** (museum) content, display, layout, supporting information, (trade) exhibitors, arrangement of stands, size, usefulness  
**magazine:** attractiveness of layout, price, content, pictures, appropriateness for target audience
- 4 **Suggested answers:**  
**restaurant:** menu, starter, main course, dessert, waiter, bill, chef  
**concert:** classical, jazz, rock, sound quality, performers, performance, strings, percussion, drums, brass, orchestra, band, musician  
**film:** well-known stars, leading role, scenery, scene, shot, denouement, director, premiere, production, cast, camerawork, big-screen adaptation, (shot) on location, genre (these are particularly useful for the written task in ex 5)  
**book:** fiction (novels / short stories: detective, fantasy, romance, chick-lit, the classics, modern fiction), non-fiction, poetry, drama, biography, autobiography, academic, travel; author, etc.  
**exhibition:** Home and Garden, Craft, Art, Book, car / boat / computer shows, exhibitor, exhibition centre  
**magazine:** articles, interviews, artwork, photographs, features, cover, issue, circulation, editor
- 5 **acclaimed:** (+) (film, book, concert, restaurant)  
**clichéd:** (-) (film, book); **exceptional:** (+) (film, book, concert, restaurant, exhibition, magazine)  
**gripping:** (+) (film, book) **hi-tech:** (n) (film, exhibition, magazine) **legendary:** (+) (film, concert, restaurant), **mediocre:** (-) (film, book, concert, restaurant) **(un)memorable:** (-/+ ) (film, restaurant) **over-hyped:** (-) (film, book)  
**over-priced:** (-) (book, restaurant, magazine)  
**over-the-top:** (-) (film), **sophisticated** (+) (concert, restaurant); **superb:** (+) (film, book, concert, restaurant, exhibition, magazine)  
**thriving:** (+) (restaurant, magazine); **true-to-life:** (+) (film) **up-to-scratch:** (+) (film, restaurant)  
**world-renowned:** (+) (film, book, concert, restaurant + others?)

- 6b **Suggested answer:**  
**Review: Salmon Fishing in The Yemen**  
*Salmon Fishing in the Yemen is an unusual story about a seemingly impossible dream, of the people who become involved in the project and with each other, of war, love and faith and government co-*

operation, It is the dream of a wealthy man from the Yemen who loves Scotland and fishing and decides to use his considerable assets to introduce salmon to a river in his homeland. He recruits the help of a very reluctant and sceptical government scientist and before long various departments of the UK government are involved.

It is a completely unbelievable story with comical government aides, yet the message about the importance of faith in a project comes through and the development of the relationship between Dr Jones and the sheik's assistant played by Emily Blunt is handled sensitively.

The acting is good, especially Ewan McGregor, who is convincing as the reticent scientist Dr Jones and Amr Waked who conveys the wisdom and quiet belief of Sheik Mohammad. The film makes the most of the spectacular Scottish scenery, and the lush green forests and riverbanks around the sheik's castle in Scotland are well contrasted with the dry dusty riverbeds in Yemen.

The film is based on Paul Torday's debut novel of the same name. It is an interesting modern book in which the story unfolds through a series of emails, diary extracts, interviews and other devices most of which is lost in the film. As it often the case, the characters, especially that of the sheik, are far more developed in the book. The first half of the film follows the book quite closely, but from then on the book and film diverge with the film taking the easy option of a clichéd rom-com ending.

It is a good, but unmemorable film that could have been better had it stuck to the more realistic relationships and outcomes of the book.  
(316 words)

## 5B An open book

### Listening 2 p.79

- 1a types of literature:** poetry; non-fiction prose (biography, autobiography, academic, essays, publicity, scientific journals, travel, cookery, hobbies etc); fiction, novels/short stories (detective, fantasy, romance, adventure, spy, chick-lit, the classics, modern fiction, science fiction, horror, erotica, historical novels)
- 2** **1** H the idea of reading and re-evaluating it at a reading circle I'd joined **2** D I was introduced to him through reader comments posted on an online bookstore **3** G I was browsing in a second-hand bookshop, and was drawn to the cover illustration. I had to have it **4** B A book that stands out for me is one that my cousin put me on to **5** A It was given to me by a friend who doesn't usually bother about my

birthday **6** G Such insight into motivation and thought processes **7** D one thing that shines through, even in translation, is his subtle ironic touch **8** H What blew me away was the beautiful prose – it's intricate, poetic and flowing **9** E it throws light on transformations taking place in China during the last century **10** C Behind all these accounts is the idea that anything's possible, which has really fired my imagination.

### Speaking p.80

#### 1a Suggested answers:

An author/writer requires the ability to use words creatively or descriptively, imaginative skills, skills of ordering one's thoughts, use of imagery

An advertising agent/executive requires skills of manipulating language cleverly, using puns, metaphors etc. to get the message across, persuasion, description, originality.

A holiday/tour rep requires skills of explaining, describing, planning, story-telling, engaging interest.

A news correspondent requires skills of summarising events concisely and clearly in a balanced way, using impartial language without going into hyperbole (over-exaggeration).

#### 1b Suggested answers:

**1** huge responsibility, requires good oratorical skills, dependent on public opinion, uncertain future **2** creative imagination, good command of the language, solitary occupation, can suffer from writer's block **3** has to come up with new and inventive slogans, needs to convince the public, works under a lot of pressure, potential for high income from sales **4** responsibility, should respond calmly to difficult situations, should describe ongoing situations with the aid of background knowledge, can involve being in dangerous circumstances, 24/7 availability **5** should be sympathetic and well-organised, should be able to deal with emergencies, should have good personal skills, involves a lot of travel and time spent away from home

- 1c** diplomacy, the legal profession, journalism, editors. Knowledge of a foreign language would include: trade, import/export work, translator, interpreter; any job in the travel industry; teaching, etc.

### Language development 2 p.82

- 1b** **1** The reason why I've come is to discuss my project with you. / What I've come to do is

discuss my project with you.

2 The person (who) you need to see is Mr Evans. / Mr Evans is the person you need to see.

3 There isn't a lot I can do about the problem, I'm afraid.

4 To give up / Giving up the course now would be a pity.

5 All / The only thing I want to do is pass my exams.

6 What I like about you / The reason why I like you is that you always try hard!

## 2 Sample answers:

1 I completely understand what you are saying.

2 You take your thoughts with you wherever you go.

3 I really don't know why you like that author!

4 I'll do whatever it takes to make the children happy.

5 Can you remember when you first stayed at home alone?

6 Does he know who you're meeting tomorrow?

7 I can't remember where/when I read that book.

3a Collocations: balance of power, centre of attention, choice of career (also books), cost of living, course of action, crack of dawn, language of love, life of leisure (also: crime/poverty), matter of principle (also time / life or death / opinion), point of no return, price of success, sign of trouble (also success), time of year (also day), train of thought

Other similar collocations: kind/sort/type of person; break of day, standard of living

3b 1 train of thought 2 price of success 3 crack of dawn 4 matter of principle 5 language of love 6 sign of trouble

## Use of English p.83

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

## Writing 2 p.84

2 1 narrative, descriptive, explanatory, evaluative  
2 reasons why you bought that book, why you thought it was special and why the other person would appreciate it 3 Either the title of the book or something like, 'Best choice for birthdays!'  
4 You could start off as a narrative, from the process of choosing the book to giving it, or you could start off with how pleased the other person was with the book (i.e. perhaps a more interesting start) and then go back to how you chose it 5 vocabulary to do with books and literature, evaluative adjectives, etc.

4 1 vivid 2 detail 3 set 4 realism 5 complex  
6 worth 7 strongest 8 up to 9 pleasantly  
10 down to

## 5 Suggested answer:

### Review: How to Bake Bread

*Early this year I had my annual dilemma of what to buy my dad for his birthday. Then one Sunday morning he announced that he was going to make bread. What he presented us for lunch that day was not very good. But his enthusiasm was undimmed. He spoke enthusiastically about self-sufficiency and the spirituality of bread making. I knew that he wouldn't give up. You can guess what I bought him; a book on bread making!*

*'How to Bake Bread' starts with the basic techniques a novice baker requires to produce simple loaves and then introduces more complex ideas to help more experienced bread makers to attempt more adventurous baking.*

*It is an attractive looking book, richly illustrated with pictures showing each step in the process and large colour photographs of the finished products. One of the things I like about this book is that the language is clear and easy to understand and is accessible for people who have no previous experience of bread making. The recipes it contains go from simple bread made with plain flour to complex breads from around the world.*

*The reason why I chose this book is that I first saw it featured in a newspaper article on bread making. I then did some research online where it had many positive reviews. Finally I went to a bookshop and compared it with a number of similar titles. It seemed to be well written with clear explanations but also includes interesting facts about the role of bread through history. I started to become fascinated myself!*

*My only criticism would be that it almost too beautiful to take into the kitchen where it might get food spilt on it.*

*I recommend this reasonably priced book for anyone who is interested in cooking and is looking to develop their skills.*

## Module 5: Review p.86

1 1 mind 2 brains 3 head 4 face 5 mind 6 head(s)  
7 wits 8 face to face  
2 1 whatever 2 where 3 How 4 When 5 who  
6 what 7 what 8 what 9 wherever 10 why  
11 why 12 how  
3 1 B 2 D 3 C 4 D 5 A 6 C 7 B 8 B

- 4 1 pursuit 2 rhetorical 3 unbelievable 4 steak  
5 location 6 action 7 insights 8 command  
9 factual 10 sites

## Module 6

### Lead-in p.87

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

#### 6A Sense of adventure

### Reading 1 p.88

- 2b No, Vicky Baker gives some positive uses and Rolf Potts encourages people to be aware of both the good and bad sides of technology.
- 4 1 B (*Though the tides of... never seems greatly diminished*) 2 E (*Many of the older travellers ... argued ... These days I am tempted to look at younger travellers*) 3 A (*The comfort and safety of modern transport ... has lost some of its allure for me.*) 4 D (*There's nothing to stop you following a random tip you saw on an obscure blog ...*) 5 C (*Not a greatly significant journey in itself ... Yet the ...*) 6 C (*Is it exploration? Well, ... no*) 7 A (*I am ashamed to admit ..*) 8 E (*That means ... travellers ... must be aware ...*) 9 B (*two weeks at Los Angeles airport ... offered as curious and rich a glimpse ...*) 10 D (*And if you have the ... to go off without so much as a guidebook ...*)

### Vocabulary p.90

- 1 1 ravaged 2 far-flung 3 grimy 4 fraught  
5 tainted 6 haphazard
- 2 1 vagabond 2 spontaneity 3 motto 4 resilience  
5 nostalgia 6 cynicism
- 3 1 trap 2 round, agency 3 documents 4 home  
5 operator, tour 6 business, information
- 4 1 out of sight 2 looked a sorry sight 3 seeing the sights 4 set her sights on sailing 5 was a sight to behold 6 lose sight of
- 5 1 far-flung 2 nowhere 3 track 4 earth 5 sticks  
6 backwater 7 out-of-the-way 8 beyond
- 6a 1 d 2 e 3 a 4 b 5 f 6 g 7 c

### Use of English 1 p.91

- 1 up 2 apart 3 something 4 as 5 order 6 So 7 date  
8 for

### Listening 1 p.92

- 3 1 (Scandinavian/Danish/Viking) settlers (from Scandinavia/Denmark) 2 productive 3 key indicator 4 permafrost 5 helicopter 6 veins  
7 fish 8 dignity 9 washing line

### Language development 1 p.93

- 1a 1 Could be various people speaking, but accept parent, friend, colleague or boss – speaking to a person in their early/mid-twenties 2 teenager/young adult, probably speaking to a parent 3 Speaker 1 could be a young impatient traveller, but speaker 2, a fellow traveller, is probably wiser, calmer and more accepting. 4 probably a parent speaking to teenager 5 could be two colleagues, an employee talking to a superior, customer and shop manager, etc.
- 1b 1 I don't mean to preach 2 whatever  
3 Nevertheless 4 go ahead 5 Put it this way
- 3 1 suitcase (should/must) be opened 2 should see Joanna in Cairo, give/send her 3 (should) go to the market in Istanbul to 4 were you, I'd visit/go to Macchu Picchu 5 (that) we (should) cross the desert by 6 that David should follow the guide's instructions 7 that all passengers (should) have their passports ready / that all passengers' passports be ready 8 be offered the job, she'll have to.
- 4 1 had 2 packed, left 3 didn't 4 were to  
5 weren't 6 Had 7 have made
- 5 1 take 2 have/hold 3 Had 4 may 5 suffice  
6 were 7 reconsider / retract / amend / change  
8 Should

### Writing 1 p.94

- 2 1 The first text advocates commuting by train, and lists the physical and emotional advantages of choosing the train over the car. The second text compares the environmental and financial cost of air travel to travelling by car or train, and suggests that the train is preferable.
- 4 1 While 2 certain 3 One of these 4 Another point worth 5 resulting in 6 Similarly 7 with respect to 8 In fact
- 5 **Suggested answer:**  
*Both texts promote the virtues of train travel; the first considers the benefits for regular commuters, the second looks at the advantages of train travel for longer journeys.*

The first text lists some of the reasons why taking the train is often the best choice for those taking a daily trip to and from work. These include the fact that it is less tiring, that you avoid getting fed up when stuck in traffic jams and there is the chance to either use the opportunity to work or to unwind and snooze on the journey home. The second text compares trains, planes and cars when travelling over longer distances and asserts that train travel in such cases is both less damaging to the environment than air travel and cheaper than driving due to the high costs of fuel.

While the first text makes some strong arguments in favour of travelling by train, there are certain aspects of rail travel that it ignores. One of these is the lack of reliability. Whatever the rail companies say there is no denying that trains are often delayed, leading to the frustration of being stuck outside a station unable to get off. Another point worth considering is that despite rail fares continually rising making train travel very expensive, the trains are often crowded, meaning that commuters pay high prices to stand.

Similarly, the second text's argument has limitations. It ignores the fact that when travelling by train, travel arrangements have to be made in advance, whereas car drivers can set off whenever they wish. In addition, the car is the only way to get to out-of-the-way destinations.

(273 words)

## 6B The conscientious traveller

### Listening 2 p.95

- 3 1 C Brian – acting ethically – in other words considering the needs of the local community  
2 B Customers should check out each company's green credentials online  
3 D Slow travel's more about respecting the tourist's need to unwind and just appreciate the fact of being  
4 A Its aims are fairly simple: to preserve the island's unique environment and cultural identity.  
5 Cy will the exposure the island's receiving in the media ultimately have an adverse impact on its environment, as the number of visitors increases

### Speaking p.96

- 1a **Source of information:** travel blog, travel agent, holiday brochure, newspaper travel section, friends' experiences, surfing the Net

**Criteria for choosing:** babysitting facilities,

sporting activities, proximity to airport, access to beach/shops

**Types of travel:** package deal, coach tour, weekend break, backpacking

- 2a 1 consequences + for 2 result/upshot 3 impact/effects 4 outcome/implications 5 consequences/effects + on 6 a spin-off  
2b 1 advocate 2 urged 3 recommended 4 promote 5 advocated/urged  
3 1 Yes, she touches upon all the points in the card, though she doesn't manage to complete the last one. 2 She makes a comparison between different groups of people, the family and the single traveller, which strengthens her points. 3 She doesn't finish what she wants to say, but this will not affect her marks at all, as the reason for the interruption is that the examiner is obliged to stick to a strict timetable.

### Language development 2 p.98

- 1 1 d 2 a 3 f 4 e 5 b 6 c  
2 1 Whatever 2 Whether 3 though/as 4 However 5 matter 6 whenever

### Use of English 2 p.98

1 you (ever) entertain | the idea of staying 2 what happens, | Simon can be relied 3 mind is made up 4 what may, | I have no intention of missing 5 paid attention | to Gayle's advice 6 as it | may sound

### Use of English 3 p.99

- 3 1 back – backing – backup – backdrop – background – backer – backpacking – backpacker – backlash – backhander – backbone  
2 set – setting – setup – setback  
3 work – worker – workman – workmanship – workshop – worktop – workstation – workout – worksheet – workroom – workmate – workforce – workhorse – workhouse  
4 refer – referral – reference – referee  
5 life – lifetime – lifebelt – lifebuoy – lifeline – lifeboat – lifeguard – lifelessness  
6 serve – servant – serving – service – servitude – server – servery –servility – disservice  
4 1 expertise 2 workshops 3 unspoilt / unspoiled 4 background / backdrop 5 diversity 6 incomparable 7 enriched 8 indulgence / self-indulgence



## Writing 2 p.100

- 1 2 Left: landscape of Meteora, in Central Greece, famous for its incredible monasteries built high on the rocks; Right: village street market scene taken in Mexico. 3 Possible things to consider: the lens, the time of day, light, angle/direction of the sun, weather, colours, creating depth, framing the scene
- 4 1 Travel photography 2 While both talk about the feelings travel photography arouses, text 1 is a personal reflection on the nostalgic value of travel photography for the photographer, while text 2 gives advice on preparing to take such photographs, and the need to get a feel for the place that you intend to photograph.  
3 Answers will vary.

### 10 Suggested answer:

*The two texts consider different aspects of travel photography, the first focuses more on the nostalgic value of photographs while the second gives advice on how to approach travel photography.*

*The first text describes the effect travel pictures have when seen years later and how seeing a photo can take the photographer back to the time and place it was taken, evoking all the senses that were active at the time. It concludes that what sets good photography apart is that it is not just a record of the moment but a reminder of the whole trip and the people and places the photographer came across. The second text emphasises the importance of responding to a place and to being guided by the feelings it arouses. It gives the unusual advice that to take better photos you should go out without a camera, especially initially when you set about finding people and places to photograph.*

*I tend to agree with the writer in text 1 that seeing a photo from years ago can take you back to the pristine landscape or the street scene bustling with life where it was taken. However, the writer overlooks the fact that a good photographer can convey so much of the atmosphere of a place or the character of the people in a photo for people who were never there. Although the importance of responding to initial feelings is valid the idea could be misguided, especially if your first reaction is negative.*

*To sum up, whether your pictures are of a day out or a round-the-world trip, a little planning will result in photos that help memories to last a lifetime.*  
(277 words)

## Module 6: Review p.102

- 1 1 behold/see 2 nowhere 3 travel 4 aside  
5 beaten 6 set 7 connecting 8 beyond
- 2 1 D 2 B 3 C 4 C 5 B 6 A 7 B 8 B
- 3 1 setback 2 workmanship 3 reminiscent  
4 juxtaposition 5 comparatively 6 landmark  
7 erosion 8 memorable
- 4 1 Suffice it 2 amend/update/revise/alter 3 be  
4 Had 5 Be that as 6 whatever 7 were 8 be

## Exam practice 3 TRB p.191

### Paper 1: Use of English Part 3

- 1 invaluable 2 ongoing 3 reluctance 4 binding  
5 invariably 6 ingenious 7 sculpture 8 incisions

### Paper 1: Reading Part 5

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

### Paper 2: Writing Part 1

#### Essay

Key points to include are:

- whether guidebooks provide useful information
- the increased range and popularity of guidebooks
- the need to choose the most suitable guidebook

### Suggested answer:

*The two texts present a very different view of guidebooks. The first writer can really see no point in them at all and is clearly an independent traveller who prefers to go off on a journey into the unknown. That is all very well, but the majority of us are not so confident when visiting unfamiliar places. Indeed, without the services of a guidebook, many of us would risk missing the best sights and experiences altogether. Even worse, we might wander into areas that are unsuitable, or possibly unsafe. In other words, without a guidebook we would be unlikely to stray far from the 'tourist spots' that the first writer so despises.*

*The second writer makes a more realistic appraisal of the role of guidebooks, highlighting the fact that an enormous range of titles is available, each geared to the needs of a particular type of traveller. I think this underlines the great strength of the modern guidebook. When I go away, I usually buy two: a general one that will provide me with the basic information about the place, its history and culture, good places to stay and eat, etc; but also a specific one aimed at people like me who are into adventure sports, so I can see where exactly to go find the right sort of action.*

*To conclude, there's another point to make about guidebooks; they can be fun to buy, read and collect. Am I alone in deriving pleasure from reading about places that I might never visit; from planning itineraries for visits to hypothetical destinations? I think not. The guidebook, after all, is the ideal gift for the armchair traveller.*  
(276 words)

### Paper 3: Listening Part 2

1 hunter(-)gatherer 2 monolingual 3 colour/color  
4 batteries 5 humming 6 pronouns 7 collective  
memory 8 sense of direction 9 (keeping) (an)  
open mind

## Module 7

### 7A Communities

#### Reading 1 p.104

- 2 1 They both represent an invaluable source of news, information and gossip for consumers.  
2 Information should be free.
- 3 1 H '*which one this would be*' refers back to '*your favourite coffee house*' in para 1. '*What's more, rumours, news and gossip*' at start of para 2 refers back to mention of unreliable sources of information in H.  
2 C '*this vibrant network*' in C refers back to the web of connected coffee houses in para 2. '*This reputation*' at start of para 3 refers back to coffee being regarded as stimulating etc. in C.  
3 A *such a scholarly place* refers to the look of the coffee houses adorned with bookshelves etc in para 3. *this ethos* in para 4 links the ideas of social equality, respect, sober discussion mentioned in A with the concept of rationalism – where actions are based on reason and knowledge not emotion.  
4 E *this social stratum* refers to the middle classes mentioned in para 4. Mention of the educational function of coffee shops in E is followed by the variety of them in para 5.  
5 D This extends the idea of a coffee house (*to use one*) as an extension of home by being the place mail was sent to. '*That said*' in para 6 contrasts the idea of a being a regular in one in D with the need to visit many mentioned in para 6.  
6 B *But that was a risk* contrasts with the idea of social exclusion in para 6 and the benefits of coffee mentioned earlier.  
*This ... kind of threat* at the start of para 7 refers back to the mention of people being *alarmed* in B.  
7 G compares the attempts to regulate the internet with attempts to restrict coffee houses mentioned in para 6.
- 4b Paragraph F begins with *Such kinship*, but there is no reference to strong bonds in relationships between the customers of the coffee houses to justify the use of this word.

### Vocabulary p.106

- 1a community spirit, rural community, community centre, community pride, safe place, pride of place, place of one's own, neutral ground, ground level, safe ground, a sense of community, a sense of security, a sense of belonging, a sense of pride, sense of wellbeing, community services, social services, security services, financial services
- 1b 1 belonging / community = sense of wellbeing, of being part of a group; security = idea of safety in numbers 2 spirit/pride (little difference in meaning) 3 social/community – both refer to services administered by charities or (local) government and often given by volunteers. (In USA the term 'Human Services' is used). 4 pride 5 safe = you're certain to get the right kind of information 6 life
- 2a 1 importance (there are many similar expressions, e.g. *value/emphasis*) 2 bets 3 blame 4 an advertisement 5 restrictions 6 hopes/bets
- 2b 1 a place of her own 2 be going places 3 There's a time and a place 4 out of place 5 fall into place 6 in place
- 3 *That said, most people frequented several houses with the intention of furthering their commercial, social or political interests.* Here *With the intention of* means the same as *for the purpose of* i.e. *in order to / with the aim of*.  
*That said, most people frequented several houses intent on furthering their commercial, social or political interests.* Here *intent on* is more emphatic, implying that the person is determined to do something.
- 4a Answers may vary slightly, but should be along the following lines: 1 effectively, though not officially 2 both mean deliberately, wilfully 3 aiming/planning to / having decided to 4 in order to [use it] 5 worked/succeeded 6 determined to
- 5b 1 socialising 2 anti-social 3 Sociology 4 socialisation 5 Society 6 unsociable / antisocial 7 unsocial / antisocial / unsociable 8 Sociable / Social
- 5c Examples of other derivatives are: *socialism/-ist, socialite*. Examples of compounds are: *social club, social climber, social worker, social engineering, social housing*.
- 6 Words which can take the prefix *inter-* are: *departmental; action; connect; mixed; city; section; change; continental*.

## Use of English 1 p.107

- 1b 1 settlement 2 focal 3 strategic 4 prosperous  
5 identity 6 unrest 7 relocate 8 anonymity

## Listening 1 p.108

- 3 **Extract 1:** Man – optimistic; woman – enthusiastic **Extract 2:** Man – matter-of-fact  
**Extract 3:** Woman – enthusiastic
- 4 1 C B *What I couldn't get over was all the stuff you can do in your free time.* A *I was spoilt for choice*  
2 B *I was expecting to be out of the loop as far as keeping myself up-to-date* 3 A *then shopkeepers, quite rightly, raised concerns about losing trade*  
4 B *It's a bit unorthodox, ..., but where's the harm in giving it a try?* 5 A *I found myself wanting to do something about this, but not really knowing how to go about it.* 6 C *And actually, the enthusiasm and cooperation amongst volunteers is incredible ... it's more about finding ways to connect as a neighbourhood*

## Language development 1 p.109

- 1 1 where 2 whom 3 which 4 in which case  
5 that 6 by which time
- 1 **Extension**  
1 *to which* and *where* would both be possible if they referred to movement (*a place to which people go to meet*). *at which* would be possible (*a place at which people can meet ..*)  
2 *which* can't refer to people. (cf *Many of the houses, some of which are built close to the road, are affected by the traffic*).  
3 we don't use *that* after the comma in an indirect relative clause. Compare *The library that opened yesterday was designed by ....* – specifies which library / *The library, which opened yesterday, was designed by ...* adds additional information)  
4 *at which point* refers to a definite time when something happened or will happen. There is no condition. (e.g. *The location of the meeting will be decided tomorrow afternoon, at which point we will contact all attendees*)  
5 *where* would need to refer to a second subject (e.g. *The coffee shop where I went with Mum was very cosy*).  
6 *by which time* is used to refer to something that will have happened before a time in the future. *at that point* refers to a fixed point (e.g. *Course details will be announced sometime in September, at that point you will be able to reserve places*).
- 2 1 The talk on sustainable communities that we heard was very informative (we were there) / The talk on sustainable communities was very

informative, we heard (we weren't there but heard good reports) 2 correct 3 My girlfriend, who has recently got a job in the town council, hopes to promote community projects in the area. (one girlfriend but two pieces of connected information) 4 The village pub (which) we visited last night was very cosy and welcoming. 5 The councillor who I spoke to this morning... OR The councillor to whom I spoke this morning assured me the problem would be dealt with. 6 correct

- 3a 1 Anyone who wants to take part in the carnival parade should write their name on this list.  
2 All questions that are raised at the public meeting will be discussed when the organising committee meet next Tuesday. 3 The person that you can/should talk to about the arrangements for the carnival is Carrie Evans.
- 3b 1 The introduction to the theme of the Carnival, given by the events chairperson, Carrie Evans, was considered very informative. 2 The next person to speak was the headmaster of the local primary school, who offered some interesting ideas. (or The headmaster, who spoke next, offered) 3 The headmaster's proposal advocating the inclusion of a fireworks display to conclude the celebrations has been met with widespread approval. 4 There is still a lot to organise for the provision of entertainment in the square. (or Planning to provide entertainment, we still have a lot to organise/ there is still a lot to organise) 5 All those/ Anyone wishing to become involved in the carnival preparations should apply to Carrie Evans directly.
- 4 1 (Having been) affected by cutbacks in local government spending, the Youth Club has been forced to close. (or The Youth Club, affected by ..., has been ...) 2 The Town Hall, one of the finest examples of Victorian architecture in the northeast, is undergoing renovation. 3 The company, supporting local farmers' cooperatives, is a sustainable business, whose net profits go to fund community projects in Africa.
- 5 1 with (= who have) 2 (which is) – 3 who  
4 whose 5 (which was) – 6 whom 7 which

## Writing 1 p.110

- 1 1 A magazine 2 a description 3 description of the project, reasons for the benefits for local people, aims and further plans for the project  
4 neutral – neither too formal or informal

- 2 **a** is unsuitable. Too abrupt, doesn't mention that the letter is in response to the newspaper's announcement and it is rather informal in style. **b** is unsuitable. Too formal, and reads like the opening of a proposal, so is in danger of not answering the question in the correct way. **c** is suitable. Explains the reason for writing by referring directly to the newspaper request. Also, the register is just the right pitch, neither too formal nor informal.
- 4 **Suggested answers:**  
**1** The scheme, set up by university students in Bath to help local residents gain allotment space in unused gardens produced its first vegetable crops this year. **2** Many students living in rented accommodation leave their gardens unused. **3** It was suggested that neighbours interested in gardening but unable to find green space could use the students' gardens to plant vegetables. **4** The Growing Together Project, involving both students and residents, gives them the chance to interact, in the hope of improving relations between the two groups. **5** The response from residents, some of whom are working with students on the vegetable patches, has been extremely positive. **6** Kate Myers, who lives in Oldfield Park, is enthusiastic about the scheme. 'I hadn't had any contact with students before, but the lads in the house are a really nice group and I'm hoping to grow some potatoes for them.' **7** Caroline Walker and Ming Chan, two undergraduates passionate about gardening, are helping Kate in her endeavour, and theirs is the first garden share to prove successful. **8** They've managed to grow onions, carrots and potatoes so far, providing both them and the students in the house with fresh produce to eat. **9** Several such garden shares are now functioning, but students are hoping to encourage more residents to join the scheme.

- 5 **Suggested answer:**  
*It is hoped that the scheme can be extended to involve a wider section of the community such as older people unable to look after their gardens and families with young children who would enjoy learning how vegetables grow. With this in mind, the scheme is planning an 'open day' to which local people will be invited. I recommend that anyone wanting to get involved should check the scheme's website for details. The person to talk to at the university is Brian Lake.*

*I wish the scheme every success.*

*Yours faithfully,  
 Edwina Dolby*

## 7B Lifestyles

### Listening 2 p.111

- 2 **Suggested answers:**  
**Speaker 1:** enjoyable, and keeps you fit  
**Speaker 2:** enjoyed losing weight  
**Speaker 3:** less stressful, and more healthy than other means of transport  
**Speaker 4:** relaxing and a form of escape  
**Speaker 5:** stops medical condition from getting worse; enjoys the company of other cyclists
- 3 **1** G *it was a real blow when the bus service into town was axed*  
**2** F *didn't have much choice but to join the Cycle Challenge – everyone in my department was dead set on it;*  
**3** E *I chose to be a non-driver for ethical reasons,*  
**4** D *I do need to wind down on occasions and cycling's the thing that does it for me*  
**5** H *A friend recommended I take up cycling to combat the progression of a medical condition.*  
**6** G *We have a car-share scheme too, of course, that's a must if you're setting up a scheme like ours, so nobody's absolutely dependent on the bikes;*  
**7** D *I'd say don't agree to this sort of thing unless you have a go first*  
**8** A *You do need a decent bike though, with good gears and lights*  
**9** C *I've heard that cycling clubs can be a bit competitive – .... I'd say steer clear of all of that.*  
**10** B *I'm always saying: 'Don't bite off more than you can chew – gradually build up stamina.'*

### Speaking p.112

- 1a** **1** sport, hobby, pastime, activity **2** event, festival, fair, fete, function, occasion, celebration  
**3** championship, game, match, tournament, contest, competition **4** project, scheme, programme **5** leisure, free time, spare time  
**6** club, organisation, association, society, group

- 2 **Suggested answers:**  
*The activity stimulates / encourages / generates / boosts community spirit.*  
*It encourages local people to build relationships.*  
*It allows people to let their hair down by offering them a great way to relax.*  
*It enhances/improves/develops people's social awareness of the community they live in.*  
*It creates/offers people the chance to meet new people, by encouraging them to get out of the house.*

## Language development 2 p.114

- 1a** 1 After – actions separate in time compared with while for actions occurring at the same time  
2 Now that – past (compared with once – future)  
3 While – same time (compared with as soon as – future) 4 The moment – specific point (compared with until – duration), NB past simple also possible here 5 Ever since – duration (no sooner – point in time) 6 Until + pres – from now until point in future (after + pres – from that future point onwards) 7 On – point in time (while – duration) 8 As soon as + past – point in past (also past perfect here) (no sooner followed by inversion of past perfect *No sooner had he arrived ...*)
- 1b** 1 hoping to 2 Seeing 3 in that/since 4 in case 5 Since/Seeing (that) 6 Planning on/since
- 2** 1 C 2 B 3 A 4 A 5 B 6 D
- 3a** 1 d 2 f 3 b 4 a 5 c 6 e
- 3b Suggested answers:**  
1 Nevertheless, I'm trying not to show it.  
2 All the same, I wish I could!  
3 Even so, I admit it would be less stressful!  
4 However, I'm not sure I'd like living/to live there all the time.  
5 All the same, I'd prefer to have a home in one place, where I know my neighbours.  
6 Be that as it may, I sometimes get tired of it.

## Use of English 2 p.115

- 1a** A professional person whose job does not tie him/her to one place. They can choose where they work.
- 1b Examples:**  
**Technological:** Powerful lightweight laptops, fast internet connections increasing across the globe, Skype and other online communication tools, BlackBerry and other smartphones that send and receive email anywhere, cloud computing.  
**Sociological:** changes to family life, separation more common, greater independence, leisure time more highly valued, work-life balance shifting.
- 2** The text suggests that this lifestyle allows a flexible timetable that can improve family life if working from home, but while becoming a digital nomad may be great if you're single, it may not be suitable for anyone with a family.  
1 A 2 D 3 B 4 C 5 B 6 D 7 A 8 C

## Writing 2 p.116

- 2a** 1 The editor of an English-language magazine.  
2 A letter of description, containing some narrative/anecdote  
3 A description of the festival, its content and organisation, with some anecdotal comments on what was special about your experience.  
4 semi-formal.  
5 280–320 words.
- 4** 1 The candidate covers the points in the task, but doesn't really say much about the organisation of the event.  
2 The letter is not very well-organised, and doesn't flow well. The main paragraph is too long, and should be separated into two shorter paragraphs.  
3 The language is rather simplistic and repetitive. There is not much variety in either vocabulary or sentence structure. The opening address and paragraph are rather abrupt, and the closing phrase of *Yours sincerely/faithfully* is missing.
- 5** **products:** concoction, merchandise, lotion  
**festival:** carnival, celebration, event
- 6 Suggested answers:**  
1 The festival [that/which] I'm going to describe is the Mud Festival, which is held in Boryeong, South Korea.  
2 Since then, the event has become very popular, with over two million visitors arriving each year. (or 'attracting over two million'.)  
3 The festival, first held in 1998, was inspired by a desire to advertise the benefits of skin-care products rather than any religious celebration.  
4 I managed to get mud in my eyes and mouth, which wasn't pleasant, but even so, I really enjoyed myself.  
5 Not only do local people come to get dirty, but tourists also come from all over the world.  
6 The only thing I found annoying was the problem of traffic. It was so crowded that there was a lot of congestion.
- 9 Suggested answer:**  
*Dear Editor*  
*I'm sure that your readers would love the five-day Glastonbury Festival which takes place most years at the end of June on a farm in the south west of England. Going for over 25 years, it is the biggest and best music festival in the UK, possibly the world. Attracting top bands, it is the music that gets the headlines, but the festival also includes dance,*

comedy, theatre and circus skills among other arts. Despite welcoming over 120 thousand people, the festival sells out as soon as the tickets go on sale. Most people camp in the fields around the music stages.

There are many reasons to go. Foremost for me is the variety and quality of the music. I saw three of my favourite groups last year and discovered many exciting new acts. Depending on your mood or energy level, you can rock with the crowds in front of the main stage or relax in the chill-out zones. Secondly is the amazing community spirit that develops. Most of the festival visitors, many of whom go every year, are really relaxed and happy to help people there for the first time. With so many people sharing one giant camp site there is a strong feeling that everyone is in it together.

There were a number of things I didn't really enjoy. Much as I love camping, it's not very pleasant sharing temporary toilets with so many people. Then there was the wet ground. After a sudden downpour, parts of the site became impossible to use without getting covered in cold sticky mud. Some of the food was great and worth queuing for, but even so I would recommend visitors to take as much as they can as it can be expensive.

For anyone wanting a great long weekend crushed together with thousands of other music lovers, I would really recommend Glastonbury. Everyone should go once and I am going again!

Yours sincerely,  
David Raver  
(326 words)

## Module 7: Review p.118

- 1 1 neutral 2 places 3 sense 4 restrictions  
5 community 6 place 7 security 8 belonging  
9 place
- 2 1 Much as 2 Be that as it may 3 so as to 4 As a result  
5 otherwise 6 Although 7 Consequently  
8 such an awkward one 9 despite
- 3 1 sociologist 2 interdepartmental 3 intentionally  
4 enclosed 5 defiantly 6 unequivocal  
7 representative 8 interchangeable  
9 unidentifiable
- 4 1 of 2 from 3 in 4 for 5 on 6 in 7 by 8 out

## Module 8

### Lead-in p.119

- 1b Often people either respond with hostility or indifference until quite a time has passed. Examples include: Copernicus (1473–1543) and his ground-breaking theory that the Sun did NOT move around the Earth, but the other way round. Later, Galileo Galilei (1564–1642) was imprisoned for following the Copernican theory. Even today some people refuse to accept the concept of evolution; Arts: the Impressionists' way of painting was reviled at the outset, It is said that Van Gogh sold only one painting in his lifetime; Music: people like Bach remained almost completely unknown during their lifetime and only started to be appreciated a century later. In pop music, every new trend is treated with suspicion. The Beatles were initially thought to be a terrible influence on young people, yet today their music is played in supermarkets.

### 8A A question of style

### Reading 1 p.120

- 2a The bank, number 510 Fifth Avenue and the High Line, a former railway.
- 2b They are similar in that they are both 'old' constructions which have outlived their usefulness or their function has been changed. Their treatment has been different in that the bank's interior was destroyed, seemingly rather hastily and the public has campaigned against the changes whereas the old railway line was neglected for nearly 20 years, until the public campaigned successfully to convert it into a garden area.
- 3 1 D has since spread economic fertiliser in its wake with 2 A banks were usually mundane but at 510 Fifth Avenue 3 C In any repurposing of a historic building, something has to give 4 D It was scheduled to be torn down, but 5 C the closer a building's form follows its function, the bigger the upheaval 6 C Arguments to preserve for preservation's sake are weakened when loans are in short supply 7 A the vault was displayed behind the glazed façade 8 B On the basis that façades remained intact, the ... approved these changes, but ... argues that given the transparency ... must extend to .. interior features 9 A its gleaming vision of the future 10 B the not unreasonable assumption that ... should be adapted to suit its new tenant

## Vocabulary p.122

**1a** a bay window b dormer window c façade  
d loft e porch f skylight g beam h furnishings  
i window sill j alcove k ornament l parquet  
m screen n wallpaper

**1b** 1 loft 2 ornaments 3 porch

**2a** 1 line – say that sth is completely finished and you will not think about it or discuss it again  
2 perspective – judge the importance of sth correctly (ie not get too worried about certain things) 3 façade – a way of behaving that hides your real feelings 4 line – when two things are so similar that one could easily become the other  
5 art – do sth very well 6 designs – want sth for yourself, esp. because it will bring you money  
7 line – allow or accept sth up to a particular point, but not beyond it

**2b** Other useful phrases with *line* include: *draw a line (between sth); where do you draw the line; take a hard line; hook, line and sinker lay sth on the line picket line the poverty/bread line; read between the lines the official/party line; take a hard line; supply lines the dividing line; a chat-up line; and as a verb: to line sth up (for the future); to line your pockets.*

**3a** a close, fresh, good, hard, humorous  
b crucial, irrevocable, poor, rash, snap, tough  
c beneficial, civilising, destructive, significant, stabilising

**4a** 1 by 2 back 3 up 4 in 5 on 6 of 7 on 8 on 9 by  
10 without 11 out 12 by 13 on 14 from 15 up  
16 up 17 for 18 around

**4b** **Phrasal verbs:** come by, scale back, come up with, knock (yourself/sb else) out, open up, start up  
**Prepositional phrases:** (be) in short supply, (do sth) on the cheap, (work/live) on a tight budget, (be) for sale

## Use of English 1 p.123

**1c** 1 before 2 out 3 having 4 What 5 which 6 as  
7 put 8 unlike

## Listening 1 p.124

**1** 1 The Louvre, Paris also showing the glass Pyramid designed by I.M.Pei 2 Milwaukee Art Museum showing the roof designed by Santiago Calatrava – it's a huge sun-breaker that opens and closes 3 Examples of others are: the British Museum, the Victoria and Albert Museum, the National Gallery, Tate Modern, all in London (+ lots more!); the Metropolitan Museum of Art, New York; the National Gallery, Washington

DC; the Uffizi Gallery, Florence; The Guggenheim, Bilbao; the Egyptian Museum, Cairo; The Hermitage Museum, St Petersburg.

**2** 1 C a lot of those visitors have simply been to a travelling exhibition hosted by those museums. These are very well promoted and clearly draw in the crowds. 2 B great architecture generally enhances their importance in people's eyes, 3 A I have little sympathy with people who complain about them actually, art shouldn't be for an elitist minority 4 C Weirdly, most people went without actually having much idea of what they'd see when they got there 5 D Emily: that doesn't mean that I'd do that in preference to an on-site visit. Scott: Nothing, in my view, can replace the experience of standing in front of an object of antiquity or a work of art and seeing it with your own eyes

## Language development 1 p.125

**1** 1 on, coming 2 in, demolishing 3 from, having  
4 in, converting 5 from, studying 6 in, painting  
7 on, creating 8 on, moving

**2** 1 Despite – expression of contrast 2 It's no good – a pointless exercise 3 can't help – unable to stop myself 4 There's no point in – without purpose  
5 with the purpose of – intention 6 Through – method

**3** 1 set about gathering 2 cut down on (her) spending 3 feel up to working 4 ended up getting 5 burst out laughing 6 make up for (Rex) ruining

## Writing 1 p.126

**1** 1 adding: moreover, furthermore, in addition, as well as (that), what is more 2 concession: it may be true, certainly, granted, of course, if  
3 contrasting: on the one hand ... on the other hand, while, whereas, however, nevertheless, although, nonetheless, still, yet, in spite of / despite, even so, on the contrary, quite the opposite 4 giving examples: for instance, for example, in particular 5 giving your opinion: in my view/opinion, as I see it 6 result: therefore, as a result, consequently, so 7 structuring: to begin/start with, first of all, in the first place, then, lastly/finally

**2a** **Suggested answers:**  
A 1 On the one hand 2 However / (on the other hand) 3 In my view, 4 For example / (for instance), there's 5 although 6 Then 7 despite  
B 8 As I see it / (in my opinion) 9 nevertheless / (yet) 10 So / (Therefore / Consequently)  
11 if 12 finally / (lastly)

## 2b Suggested answer:

The first text is a personal response to the William Morris quote. Although it agrees that we could all benefit from having only items that are essential or that we enjoy looking at in our homes, it makes the point that it is something that is very difficult to achieve. The main idea is juxtaposed with the view presented in text 2 that we should all be free to decorate our homes any way we choose.

Text 1 suggests that acquiring ever more objects that we have no point in having is a common habit and that most people can't stand getting rid of items that have been given to them as gifts. The writer also gives the example of accumulating objects we bring back from holiday that seem out of place when we return home.

The writer of text 2 on the other hand, argues against rules and guidelines that restrict individuality and creativity. It outlines the importance of developing a personal style and decorating our homes in our own way. Homeowners are lucky to have the opportunity of creating a personal space that reflects their personality.

Weighing up the points made in the two texts, it seems that the writer of text 1 feels guilty about the natural tendency to accumulate objects, whereas the writer of text 2 is much more relaxed about what we keep in our homes. It strikes me that the William Morris idea is quite unsentimental. It ignores the fact that furniture and other objects may have special associations, having been passed down to us, and may provide a physical link to family no longer with us. I am more inclined to agree with the writer of text 2 and decorate my house with a variety of objects. That said, we should all have a fresh look at our home from time to time and ask how it might appear to visitors. (319 words)

## 8B Everything under the sun

### Listening 2 p.127

- 2 **visual merchandise designer:** sb who designs floor plans, store displays and window displays in order to maximise sales – for fashion, the window display would be most relevant  
**costume designer:** sb who creates costumes for the theatre, films, TV, etc.  
**clothing pattern maker:** sb who produces master patterns from designs  
**textile artist:** sb who creates items of clothing, etc. out of pieces taken from different textiles and fusing or sewing them together in layers

**seamstress:** sb who makes clothes (a dressmaker), either by using a sewing machine

or sewing by hand (e.g. tailor-made items to order, some haute couture, one-off, hand-made designs, etc.)

- 3 1 C And unless you've got a big budget, you're hardly in a position to be choosy either – so you have to go with the flow 2 A Sometimes I buy cars that don't go anymore, or need a bit of tender loving care, but they're little pieces of history and that's what makes them special 3 B Ten years ago, things weren't looking so good, but the industry's turned the corner now 4 C also remember that some products, ..., might be natural but they often have to go through extensive chemical processing in order to become soft. 5 C What fascinates me about fashion is that, like a sport that requires a lot of effort ... we produce something with a wow factor that's actually taken a lot of time and effort to produce 6 A I spend loads of time in the library too. I do research for their collections. It's important to keep your audience in mind

### Speaking p.128

- 2a 1 Buy things that you enjoy 2 Buy the best quality items  
2b 1 (important) guidelines 2 investment (purposes) 3 trends 4 (show great) promise 5 appreciating (meaning here = increasing in value) 6 anticipated 7 (general) principle (= 'basic rule' compared with principal = 'senior person') 8 (within price) range – includes top and bottom price compared with 'below the price limit' 9 (quality v) quantity 10 command (respect)  
Other collocations in the text include: keep in mind, personal enjoyment, a sure thing the best defence  
3 1 You see 2 so to speak! 3 Not only that 4 Somehow 5 When it comes to 6 The thing is that 7 sort of 8 That's why

### Language development 2 p.130

- 1 1 to choose 2 go 3 to be 4 spending 5 to agree 6 warning 7 selling 8 to ask 9 to inform 10 postpone  
2 1 of 2 being 3 to 4 organising 5 to 6 change 7 at 8 delegating 9 to 10 being overwhelmed 11 of 12 taking  
4 1 way 2 Although 3 because 4 brought 5 Having 6 had 7 set 8 (al)though/ while/ whilst



## Use of English 2 p.131

- 2 Possible examples: **prefix:** disbelieve, dismantle, encourage, misunderstand, mislead, replace, redo  
**suffix:** illustrate, accumulate, beautify, classify, familiarise, specialise, envy, brighten, weaken  
**another word as prefix:** backslide, backtrack (= change your opinion about sth), downgrade, outdo, outline, overlook, overachieve, upgrade, update  
**prefix & suffix:** enliven, decentralise, redecorate  
**internal changes:** loan → lend, choice → choose
- 3 1 ensuring 2 irrespective 3 prevalent 4 updating  
5 successor 6 remarkably 7 upgrade 8 extension

## Writing 2 p.132

- 2 1 the fact that fashions are always changing + the fact that they usually come around again  
2 good quality things often increase in value as they become older + antiques and old objects provide the rationale for the existence of a number of institutions and businesses
- 3 1 essay plan: the student is apparently dealing with the first text first (summary and evaluation) before moving on to the second text. Hence, the second text isn't mentioned.  
3 Student summarises in own words: many aspects of our lives are related to what is popular and in fashion at a particular time and (it never stands still for long) = how quickly this can change / (it makes life interesting and ensures we never get bored) = this very fact brings variety into our lives and means that we don't have to see the same things all the time / (fashions come back again) = certain fashions reappear, (they are never exactly the same) = there is always a subtle difference the second time round  
Student expresses an opinion: *I agree with the viewpoint that / It's true that fashions reoccur but I think it's unlikely that we will ever wear.*

5 **Suggested answer:**

*Text 1 makes the point that top-end fashion has no real connection with everyday life although the shops that many people frequent may be influenced by it. The writer questions what the world would be like without these creations and compares them to other more traditional art forms. It acknowledges that many people are fascinated and amused by some of the designs and find it hard to believe that they are ever worn again.*

*I tend to agree that most fashion designers are out of touch with everyday life. For most people it makes no difference what designers say as they are uninterested*

*in their ideas. I am convinced that celebrities such as actors and singers exert a much stronger influence on what people wear. However we cannot overlook the fact that fashion is a huge business with newspaper and magazines editors filling pages with pictures from fashion shows. Many designers become household names using unusual and headline grabbing items to attract publicity for their more everyday designs.*

*Whereas the first text focuses on clothes, the second text looks at fashion from a wider perspective and examines the importance of observing how design changes over periods of time. It argues that quality objects become not only more valuable but also more interesting as they age and that by displaying these items in public galleries our appreciation of modern designs is informed by understanding what came before.*

*Undoubtedly, there is some truth in this view. Designers wanting to shock the public will need to know what has been done before if they are to be different and will often be inspired by a previous trend. However we have no way of knowing whether objects we see in a museum were fashionable in their day and cannot overlook the fact that many changes come about as a result of technical advances and the invention of new materials.*  
(315 words)

## Module 8: Review p.134

- 1 1 d 2 c 3 a 4 e 5 b 6 g 7 f
- 2 1 As I see it 2 In other words 3 Just as 4 so  
5 Similarly 6 Of course 7 in particular  
8 In a word
- 3 1 D 2 C 3 C 4 A 5 D 6 B
- 4 1 mood 2 keen 3 need 4 lengths 5 how 6 likely  
7 tendency 8 advisable 9 bound 10 trouble

## Exam practice 4 TRB p.196

### Paper 1: Use of English Part 4

Two marks given for each answer: one for the words before the line | and one for the words after it.

- 1 is in the habit | of going swimming  
2 on a regular basis | has fallen  
3 promises to | abide by the rules  
4 has every intention | of making  
5 (necessary) confidence | to go in for  
6 must be worn | when (anyone is)  
7 use of the tennis courts | is limited to  
8 is the likelihood of | John('s) going along

### Paper 1: Reading Part 7

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

## Paper 2: Writing Part 2

### 1 Article

#### Suggested answer:

*Does modern communications technology given the individual more or less personal freedom? It's a good question. Indeed, it's difficult for us to imagine a world without the internet and mobile phones, so crucial have they become to our everyday existence. Yet our parents grew up in a world that functioned perfectly well without these things.*

*Clearly, the internet grants us freedoms our parents' generation didn't enjoy. Chief amongst these is freedom of information. If I want to explore a topic, or discover how people around the world feel about certain issues, I only have to log onto the internet. The data is there at my fingertips and I'm free to surf at will, making my own assessment of the material I find.*

*If we contrast this with my parents' experience, the difference is striking. As teenagers, they were largely reliant on the broadcast media and books for information, which meant that they simply didn't have access to the same range and quantity of data. What's more, the TV was broadcast in real time, making it much easier for my grandparents to control what they watched.*

*In other ways, however, our parents may have had more freedom. Nowadays we all carry mobile phones, which effectively keep a record of where we go and who we call; just as our computers keep a record of sites we visit and what we do there. Even as we walk down the street, security cameras are following our every move.*

*My mother now admits that, as a teenager, she would regularly be given permission to go and study at a friends' house. She would then set off on her bike to meet her boyfriend (now my father), which certainly wouldn't have been allowed. Once out of the house, nobody called to see where she was, she carried no electronic device that revealed her whereabouts, and nobody was filming her. Now that's what I call freedom!*  
(320 words)

### 2 Essay

#### Suggested answer:

##### **Modern architecture: will it stand the test of time?**

*Since coming to Britain, I have been living in the city of Bath. The first thing you notice about Bath is a strong sense of architectural unity and continuity. Although there are modern buildings, much of the centre dates back to the beginning of the nineteenth century, when it was a fashionable spa resort. As a result, Bath has a definite character, which has remained largely unchanged for two hundred years.*

*Look at photographs taken over one-hundred years ago, and Bath still has that distinct quality. The old buildings can certainly be said to have stood the test of time. Even today, when new buildings are planned in the historic*

*centre, careful attention is paid to their design so that they complement rather than detract from the city's visual appeal.*

*But do these old buildings meet the needs of the modern citizen? In one sense, they certainly do. Tourists flock to the city to admire its architecture, and this brings undoubted economic benefits. The buildings themselves, mostly sweeping terraces of grand houses, have been adapted to suit modern lifestyles, and remain highly desirable residences.*

*Outside the city centre, however, Bath loses its individuality. Rows of identical suburban houses are interspersed with uninspiring blocks of flats and featureless commercial complexes. The largely functional buildings of the last fifty years are indistinguishable from those in other British cities. When built, they served the needs of their new occupants very well, but time moves on and they soon became dated. Houses built with fireplaces and chimney stacks now have central heating; garages built for the cars of the 1950s are not wide enough for modern vehicles.*

*How will future generations view the architectural heritage of Bath? I have a strong suspicion that the city centre will continue to enchant visitors for generations to come, but the same cannot be said for its suburbs. Could the story of Bath contain a subtle message for architects?*  
(320 words)

### 3 Report

#### Suggested answer:

*This report will consider the impact of local and international fashion trends on what people of different ages wear in this country.*

##### **Local fashion trends: Overview**

*To be honest, this country doesn't have a particularly active fashion industry. Although it is possible to study fashion here, most serious students choose to go and study the subject in another country – and they generally don't return. Having said that, the college of fashion in the capital does hold an annual catwalk event where student creations are put on show. But I think it's fair to say that the styles are rather derivative – reflecting what is going on elsewhere rather than any flowering of original local talent.*

##### **Local fashion trends: Generational differences**

*It is not easy to identify a local style of dress. Sports clothing has become much more popular in recent years, especially amongst young men, and younger people generally tend to wear the casual clothes which are in fashion in Europe and the USA. Their parents and grandparents, meanwhile, are much more conservative – mostly wearing clothes that have a kind of timeless quality. Indeed, older people tend to go for good quality clothing that wears well, and have little time for ephemeral fashions.*

### International fashion trends: Generational differences

In recent years, the international fashion industry has begun to have a much greater impact on local people, however. Fashion-conscious teenagers have always been influenced by their role models – especially musicians and film stars from the USA – but an interest in fashion is now much more widespread amongst people in their twenties and thirties than was the case previously. A major contributing factor has been the decision of certain prominent international chain stores to open branches in the capital. The clothes they sell are far from cheap, and for teenagers from better-off families wearing the right label has become something of a status symbol. It is a very effective form of marketing.  
(319 words)

#### Paper 3: Listening Part 1

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

## Module 9

### 9A How far can you go?

#### Reading p.136

- 1a Definition 1 is correct
- 2 Summary 3 is best. Mahut is positive but Isner is less so.
- 3 1 A (it told you one thing: they were on the edge of their seats) 2 B (Few people expected a classic ... The gangly Isner was fancied to beat Mahut in routine fashion. ... There was no hint of the epic struggle to come) 3 A (.he staggered around, Mahut meanwhile skipped out of his chair) 4 C (the pair had officially entered the record books) 5 B (he suffered a breakdown, weeping inconsolably in the locker room) 6 D (Isner now finds the match more painful to discuss than Mahut. 'I'm trying to get over it, in my head.')

#### Vocabulary p.138

- 1 1 bitterly 2 painfully 3 remarkably  
4 perceptibly 5 deeply 6 perfectly
- 2a 1 endurance/perseverance 2 resourceful/  
remarkable 3 ordeal 4 remarkable 5 challenge  
6 perseverance 7 overcome 8 isolation
- 3a keep it up; keep going; keep trying; keep at it
- 3b 1 c 2 d 3 a 4 b
- 4a 1 over 2 down 3 through 4 ahead 5 out of  
6 along 7 about 8 in 9 with 10 into
- 5 1 c 2 g 3 e 4 h 5 a 6 b 7 f 8 d

- 6a overcome; underestimate/overestimate;  
undermine; undercover; undertake/overtake;  
overshadow; overhead; underhand/overhand;  
undercut; underdog; overawed; overboard;  
undergo; overcrowded; underdeveloped /  
overdeveloped; overwrought; underpowered/  
overpower; underpin
- 6b 1 underdog = someone considered to be in a weaker position  
2 undermine = gradually make someone or something feel less strong or effective  
3 overawed = feeling so impressed that they cannot perform or act properly  
4 underestimate = mistakenly think something is less (difficult) than it is; or think someone is not as capable as they really are  
5 overshadow = make an event less enjoyable or special by upsetting or worrying the people involved  
6 undertake = accept responsibility for a task  
7 overwrought = very upset, and stressed out  
8 overcome = successfully deal with a problem and recover from an ordeal

#### Use of English 1 p.139

- 1 1 unbearable 2 despondency 3 extensive  
4 maintenance 5 persistence 6 competitor  
7 underestimated 8 charming

#### Listening 1 p.140

- 3 1 F Then I got knocked down again later in the match  
2 C diving for the ball at the same time as the striker went to kick it  
3 G trying to kick the ball at the same time as our centre forward. He should've left it for me  
4 H thought she was going to dribble the ball, but she kicked it  
5 E I heard the bone break as his boot hit my leg instead of the ball  
6 F The ribs healed fairly quickly, but recovery of the heart's something you just can't rush  
7 D That was it for me, I'm afraid  
8 E I was a bit hesitant when I first started playing again, I was a bit wary of kicking hard  
9 G console myself with the idea that getting injured is par for the course  
10 A every time I walk onto the pitch now, I feel scared that something of the sort might happen again

## Language development 1 p.141

- 1b 1 Believe it 2 Incredible though 3 Difficult as  
4 Surprisingly 5 Incredible though
- 2 1 exhausted 2 angry 3 shattered 4 trained  
5 captivated 6 bored 7 confident 8 excited  
9 beneficial 10 opposed
- 3 1 D 2 A 3 B 4 A 5 C 6 B
- 4 1 rather (slightly/pretty/somewhat)  
2 decidedly (rather/quite/pretty/somewhat)  
3 pretty (decidedly/quite/rather)  
4 deceptively 5 totally (thoroughly/absolutely)  
6 stupidly 7 Somewhat (rather/quite/slightly)  
8 reassuringly 9 absolutely 10 thoroughly  
(rather/quite) 11 slightly 12 quite (rather)

## Writing 1 p.142

- 1 1 For a teacher 2 Expressing an opinion on whether you can learn valuable lessons from doing sports 3 depends on writer
- 2a 1 D Many of us first come into contact with team sport at school, and one of the most valuable lessons we gain from this is that of respect, both for our team mates and perhaps more importantly for our opponents.  
2 A Admittedly, we may have been kicking a ball around the garden with Dad at the weekend since we were toddlers, but it is at school that we tend to learn to play in groups.  
3 F Sports such as football, basketball and volleyball teach us to share and offer each other support.  
4 E For instance, passing the ball to a team mate who is in a better position than us is not always easy for those of us who want to score a goal on our own.  
5 C Through practice, however, we can learn that to do so will ultimately increase the chances of getting the desired result.  
6 B Furthermore, we will come to recognise the abilities of opponents, and also learn about the danger that lies in underestimating them.
- 2b Taking part in team sports is beneficial in a number of ways. Examples given are learning to support teammates and to respect opponents.
- 3 In this way, playing a team sport teaches us to respect others when playing sport, and to recognise the value of combined effort in order to achieve results.

- 4 **Point:** The thing to remember is that not all of us are good at sport.

**Example:** There are many for whom the P.E. lesson at school conjures up nothing but memories of shame and humiliation, simply because they did not fit into the 'team', were never chosen to be on anybody's 'side', and ended up feeling like outcasts.

**Reinforcement of point:** For them, the lessons learned from sports were often cruel ones, for you are more likely to be admired by your peers in school for your skills in sport than any academic achievement you may make.

- 5a Logically speaking, the paragraph from exercise 2 comes first, followed by that from exercise 3. However, some students may produce an introduction which favours 3 coming first.

### 5b Suggested answers:

#### Introduction

This essay will consider the value of sport in education and the extent to which it can help to develop social skills such as teamwork and respect whilst building confidence and perseverance as well as stamina. It maintains that while most people are perfectly capable of learning a sport and will benefit from it, for others school sports can be a hard lesson in life.

#### Conclusion

To sum up, sport can generate extreme emotions. To some it will be the deep satisfaction of being part of a winning team, for others the bitter disappointment of never being picked to play. Although competitive games are undoubtedly team building, it is easy to over-emphasise the benefits of sport, consequently teachers must be sensitive to the needs of less sporty students.

## 9B A question of balance

## Listening 2 p.143

### 1 Meanings:

GM foods = foods that have had their genetic structure (ie their genes) modified so that they are not affected by particular diseases or harmful insects or so that they grow in a particular way or environment.

organic farming = method of growing food without using artificial chemicals

pesticide = chemical that is sprayed on crops to kill unwanted insects

herbicide = chemical that is sprayed on crops to kill weeds

additive = a substance that is added to food to

enhance its taste or appearance, etc.  
 preservative = a chemical substance that is used to prevent things from decaying or going bad in a short space of time  
 nanotechnology = the manipulation of matter at the scale of atoms and molecules

### Effects (Suggested answers):

Our health can be affected by what we eat, many preservatives are cancer-forming, additives can make children hyperactive; GM foods – the long-term repercussions of these are as yet unknown, we are faced with choices as to what to buy on a daily basis; organic foods are much more expensive, with unproven benefits; the effects of nanoparticles in the body are unknown.

- 2 1 C *On the one hand, you've got ... Then, there's another view that ... In my view, it's high time that science spoke with one voice on this issue.* 2 D *They don't come cheap though, ... although that could come if mass-production brings economies of scale.*  
 3 A *but it's not impossible that this vision might become a reality one day* 4 C *To me, it seems like it will confuse the picture even more as regards what we're putting in our stomachs!* 5 B *you've got to be prepared to deal with an incredible barrage of rules and red tape*

## Speaking p.144

- 2 1 a (e.g. salmon, mackerel, sardines) 2 b (others are: all dried beans, chickpeas) 3 b 4 a 5 b 6 a 7 b 8 b 9 b 10 a (hydrogenated oils = trans fats which cannot be broken down in the digestive system so they accumulate and clog up arteries. Butter, although not good for you in large quantities, is a healthier option since it is a natural product and also contains important nutrients such as Vitamins A and K2. It also lubricates the joints and can help to prevent the onset of arthritis)
- 3a 1 *Out of season* implies that the vegetables will not be grown locally, they may be imported, e.g. from the other side of the world and are therefore energy-consuming.  
 2 *take up power walking* = fast walking on a regular basis  
 3 She substituted wholemeal bread for white bread, cut out cakes and biscuits, reduced her intake of red meat and she eats lots more fresh fruit and vegetables.  
 4 the labelling and checking how many preservatives are in the foods
- 3b 6, 3, 11, 12, 8, 4, 5 are all used.

- 3c 1 in particular, After all 2 In the same way, On top of that, at any rate
- 4a *in a nutshell* = in a few words  
*have a lot on my plate* = be very busy, have a lot of commitments
- 4b 1 am walking on eggshells 2 went bananas/nuts 3 pie in the sky 4 a piece of cake 5 food for thought 6 hot potato

## Language development 2 p.146

- 1a 1 in, to 2 to, to 3 with, to 4 of 5 to 6 on
- 2a 1 response (in response to) 2 collaboration (in collaboration with) 3 impression (under the impression) 4 fail (without fail) 5 jeopardy (be in jeopardy) 6 verge (on the verge of) 7 extent (to a great extent) 8 mistake (by mistake)
- 2b **Suggested answers:**  
**belief:** *His rudeness was beyond belief.* (be beyond belief)  
**coincidence:** *By coincidence, we ended up in the same hotel as our friends!* (by coincidence)  
**fault:** *It isn't clear who is at fault in this situation.* (be at fault)  
**reach:** *We don't have a car, so it's fortunate that we live within reach of all the local amenities.* (within reach)
- 3a 1 for 2 to/for 3 of 4 in 5 to 6 in 7 of 8 on 9 to 10 in 11 in 12 to 13 in 14 in 15 with 16 against 17 from 18 to 19 in 20 for

## Use of English 2 p.147

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

## Writing 2 p.148

- 3a 1 The question is 2 Few can deny that 3 For one thing 4 Providing 5 This is now 6 However 7 In contrast 8 Generally speaking 9 The problem with this 10 Assuming, that is
- 3b 1 Vegetarianism is potentially beneficial for your health.  
 2 Providing you ensure a daily intake of foods like pulses and nuts, it is possible to have a balanced healthy diet.  
 3 the rise in the number of GM foods on world market has caused concern over whether what we are buying is really good for us.  
 4 wise to buy organic produce.  
 5 Organic foods tend to be more expensive.

3c 1 by not eating meat, you avoid...chemical hormones.

2 This is now fairly easy to achieve...dietary needs.

3 Some experts argue...kinds of pesticide.

**Reinforcing statement:** final paragraph

4 The main paragraphs should focus on how a person's diet should reflect individual factors such as their age, the work they do and the amount of exercise they take.

**7 Suggested answer:**

*There seems to be a general consensus of opinion that dietary needs vary from person to person. The requirements of an individual depend on a variety of factors such as their age, the type of work they do and the amount of exercise they take.*

*Everyone needs to follow a balanced diet for optimum health but children especially need to eat carbohydrates for energy and protein for growth. In addition they need calcium to develop strong bones and teeth. Teenagers grow rapidly so often feel the urge to eat lots of high energy food and tend to burn off fatty foods faster. Admittedly a lot depends on how active they are as there is a problem with more and more young people becoming overweight when they don't get enough physical exercise.*

*On the other hand, older people may be less active, have slower metabolism and may find they put on weight more easily after middle age. In general, appetite may decrease with age anyway so in this respect older people often prefer smaller quantities of food. Many people try to eat less fatty food to lower their cholesterol levels as they get older in order to keep their hearts healthy.*

*Generally speaking, a person with a sedentary job, for example working in an office, they may be relatively inactive during the day and will not need as many calories in comparison to someone who has very active work or carries out manual labour.*

*The type and amount of exercise that someone does will also determine the amount and kind of food they should eat. A sporty person tends to need a diet with more protein and carbohydrate.*

*In conclusion, age, occupation and exercise levels are all important factors influencing a suitable diet. Admittedly, a lot depends on the individual. Another point worth noting is that dietary needs are also affected by other factors such as gender and health issues.*

(319 words)

## Module 9: Review p.150

1 1 shattered 2 overwrought 3 resourceful  
4 foolhardy 5 the hang 6 persistence  
7 underdog 8 challenge

2 1 totally 2 entirely 3 widely 4 bitterly  
5 highly 6 painfully 7 perfectly 8 deeply  
9 heavily 10 utterly

3 1 underwent 2 overshadowed 3 underhand  
4 undertook 5 overawed 6 overestimated  
7 underdog 8 overcrowded

4 1 crucial 2 demands 3 prone 4 effects  
5 committed 6 packed 7 lapse 8 mindful

## Module 10

### Lead-in p.151

- 1 Students should be able to add the following: Performing Arts, Visual Arts, Architecture and interior design, Sports, Science / Environment, Writing and translating, Conservation work, Agriculture, Animal care as they have been mentioned in earlier modules.  
Others could be: politics, government administration, tourism/travel, manufacturing, mining, design
- 3 Possible answers: acceptable / good salary; pleasant working conditions; chances of development and/or promotion; the work itself should be interesting, challenging and rewarding; compatible team of colleagues; supportive boss + any other suitable ideas.
- 4a BA = Bachelor of Arts; CEO = Chief Executive Officer; CMO = Chief Marketing Officer; HE = Higher Education (i.e. university education); HR = Human Resources; IB = International Baccalaureate; MBA = Master of Business Administration; MD = Managing Director (Br Eng) or Doctor of Medicine (Am Eng); MEd = Master of Education; MSc = Master of Science; PhD = Doctor of Philosophy
- 4b Possible suggestions: CPE = Certificate of Proficiency in English!; EFL = English as a Foreign Language; DIY = do-it-yourself; ETA = estimated time of arrival; asap = as soon as possible; RSVP = Répondez s'il vous plait, (from French, meaning: Please Reply);

Examples from Latin: a.m./p.m. = morning/afternoon (ante meridiem, meaning 'before noon', post meridiem, meaning 'after

noon'); PS = postscript; e.g. = exempli gratia (for example)  
 SMS acronyms: OMG = Oh my god; LOL = laugh out loud; IDK = I don't know; TTYL = talk to you later; BRB = be right back etc; GTG = got to go; TMI = too much information; YOLO = You only live once; IMO = in my opinion; PAW/PRW = parents are watching (Note: Some students will know text abbreviations containing swear words such as: WTF; LMAO; SH which could be considered offensive and are, therefore, best avoided in class.)

## 10A Professional concerns

### Reading p.152

- 1 Negative: guilt; self-doubt; inability to let go of the past; loss of confidence; unwillingness to try again  
 Positive: willingness to learn from their mistakes; determination to succeed, whatever happens; an understanding that there will always be obstacles but that they are there to be overcome
- 2 bullet point 1: text A or B; bullet point 2: text B or D; bullet point 3: text A; bullet point 4: text C or D
- 3 1 B (*it turned out to be no more than a blip. After that we faced the prospect of radical cost cutting*)  
 2 A (*despite my canny parents urging restraint and patience*)  
 3 D (*Marketing a product in the USA is a different kettle of fish ... expectations are greater*)  
 4 A (*took out loans, ran up an overdraft but was still underfunded*)  
 5 C (*although our gut feeling told us otherwise*)  
 6 A (*Little did I know that he'd go ..and sell my idea to them behind my back*)  
 7 B (*we recruited staff in the heat of the moment*)  
 8 C (*the whole situation dragged on for an inexcusable length of time*)  
 9 D (*we headhunted some key people from a competitor*)  
 10 B (*I was certainly out of my comfort zone*)

### Vocabulary p.154

- 1a 1 h set up (a business/company/organisation)  
 2 g - take out (a loan) 3 f run up (a debt, a bill)  
 4 j lose out (on an opportunity) 5 k take on (a new assistant) 6 d pay off (a plan/strategy pays off if it has the result you wished for) 7 i mess up (an advertising campaign) 8 b take on (undertake work/a project) 9 e drag on

(a situation/an event drags on) 10 a face up to (a challenging person or situation) 11 h start up 12 d work out (a plan can work out in the end)  
**Sentences:** 1 setting up 2 run up 3 pays off 4 face up to 5 drag on 6 lose out 7 mess up 8 work out

- 1b bullet 1: build up (= increase sth gradually)  
 bullet 4: settle for (= accept sth, even though it is not what you really want or as not as good as you wanted), step up (= increase), go along with (= agree with sb/sth or support sb/sth)
- 2a 1 job 2 target 3 open 4 team 5 internet 6 print 7 background 8 realistic 9 sound 10 research 11 Lifelong 12 subject
- 2b meet deadlines, embrace technology, enhance efficiency, broaden our perspective  
 Also: meet sb's needs/demands/requirements/ conditions/a problem/challenge/ a goal/ target/ the cost/expense of sth  
 embrace a new concept/religion/culture  
 enhance sb's reputation/ your skills  
 broaden your horizons/ your knowledge/ the mind/ a discussion / the appeal of sth
- 3a 1 *It's no use crying over spilt milk* = don't regret or spend time worrying about past mistakes  
 2 *Where there's a will, there's a way* = if you have determination you will be successful  
 3 *Whoever laughs last, laughs longest* = being successful after initial failure is very satisfying  
 4 *Strike while the iron's hot* = don't hesitate, seize any opportunity  
 5 *Practice makes perfect* = the more you do something the better you will get at it  
 6 *Don't count your chickens before they hatch* = Don't assume a successful result until you have actually achieved it, things can and do go wrong  
 7 *I've bitten off more than I can chew* = taken on more work that can cope with  
 8 *Actions speak louder than words* = what you do is more important than what you say you will do
- 4a inconceivable/inconceivably; indecisive/ indecisively; indescribable/indescribably; unforeseeable; uninformative; unrecognisable; unreliable/unreliably; invariable/invariably (Note: where no adverb is given, this means it is not commonly used.)

## Use of English 1 p.155

- 1a** telephone/rail/communications/road/  
television/computer/support/social/business,  
etc. network.  
A network implies or facilitates communication  
or connection.
- 1b** 1 After 2 whom/which 3 with 4 order 5 takes  
6 even 7 that 8 should

## Listening 1 p.156

- 2** Get suggestions from students regarding local  
crafts.
- 3** 1 engineering 2 tiles 3 single-mindedness  
4 ladders 5 legislation 6 (a) drawing(s) 7 carbon  
footprint 8 estimates 9 contingency plan
- 4** Suggested answers: hairdressing, teaching,  
house-building, the fashion industry,  
agriculture, construction,  
coal-mining  
(Note: opposite is *capital-intensive*, which relies  
heavily on machinery and technology.)

## Language development 1 p.157

- 1 Part 1:** 1 The day before, Mel's boss had  
congratulated her on doing a really good job  
with her presentation 2 However, Mel objected  
to being/having been left with all the work on a  
new project with a colleague  
**Part 2:** 3 Jack's boss is insisting on Jack being in  
charge of a new office in Brighton 4 Jack would  
prefer to have time to think about it / prefer it  
wasn't all going to happen so fast.  
**Part 3:** 5 Mel said that Jack would regret not  
taking the opportunity 6 Mel promised to go  
and visit Jack (if he took the job).
- 2** 1 fill you in on 2 get through to 3 touched on  
4 reeled off 5 coming up with 6 put a  
colleague down
- 3a** 1 (openly) confessed 2 (officially) confirmed  
3 (seriously) doubt 4 (strongly) denied  
5 considered 6 stated (categorically) 7 is alleged
- 3b** 1 allegations 2 demands 3 recollection  
4 approval 5 criticism 6 requirements
- 4** Mark Zuckerberg (founder of Facebook), Peter  
Thiel (one of the co-founders of Paypal), Larry  
Page & Sergey Brin (founders of Google), Bill  
Gates (co-founder of Microsoft with Paul Allen),  
the late Steve Jobs (co-founder of Apple Inc.  
with Steve Wozniak), Ingvar Kamprad (founder  
of IKEA), James Dyson (Dyson vacuum cleaners

and fans), Carlos Slim Helu (telecoms), the late  
Anita Roddick (founder of Bodyshop), Donald  
Trump, Oprah Winfrey, Sean Combs (aka Puff  
Daddy/P. Diddy, founder of music,  
entertainment and clothing companies), Sara  
Blakely (inventor of Spanx (invisible underwear)  
and at 41 the world's youngest female self-made  
billionaire) + many others

## Writing 1 p.158

- 1a** Notes help you to select key points and then use  
them when planning writing.  
ticked notes: research carefully what you want  
to do, realise it's not going to be easy
- 1b** (suggested answers): advise, warn, encourage,  
recommend, suggest, hint  
The writer advises/encourages the reader/us to  
create a product that is original and that the  
market needs.  
The writer warns against trying to go it alone  
without professional help.  
The writer recommends/suggests doing the  
necessary groundwork before starting a  
business.  
The writer hints that if you don't do things  
properly from the start, you might fail badly and  
lose money.
- 1c** 1 (to, from) = bullet point 4  
2 (to, of, to) = bullet point 5  
3 (to, about) = bullet point 1  
4 (that, to, for) = bullet point 3  
5 (that, up) = bullet point 2
- 3 Suggested answer:**  
*The two texts illustrate different aspects of achieving  
success in business. The writer of the first text  
suggests that starting up a smaller company is no  
different from aiming bigger and hints that it is vital  
to adhere to rules and regulations. The text  
encourages those wishing to start a business to stand  
out or identify a product that is both original and in  
demand. It recommends that new business listen and  
learn and seek advice from industry experts. The  
writer warns against just trusting instinct, which  
can lead to failure.*  
*In contrast with this, the second text argues that  
business owners that do well have strong motivation  
to succeed. They set ambitious targets and will let  
nothing get in their way. The writer points out that  
entrepreneurs watch out for competing companies  
and respond to market changes but acknowledges that  
those who refuse to be beaten can appear arrogant. It  
hints that one secret of success is to take positive  
comments on board but ignore those that seem to be  
negative.*



Most of the ideas expressed by both writers are correct. It is widely accepted that success in business, especially in the early years, requires huge dedication, determination and sacrifice. It's clear that good advice, research and professional help are vital when starting out, but text 1 overlooks the fact that there may be a gap in the market for the reason that no one wants the product, and that innovation can come from inspiration not just customer research. Similarly, text 2 ignores the common knowledge that luck can also play a huge part in success as well as good timing and a supportive bank manager. (277 words)

10B Learning: where do we go from here?

## Listening 2 p.159

### 1 Suggested answers:

**Advantages:** fitting in study around a professional/family life; living too far away; it's now a cheaper option than studying at a UK university; more flexibility, they can organise their study as they wish and can usually take longer to complete the degree

**Possible disadvantages:** lack of face-to-face contact with other students on the course or lecturers; lack of exposure to other elements of student life; online learning possibly relies more on self-motivation so there might be a higher dropout rate

- 2 1 G I was sent to China as part of my job and met another British girl there who'd applied to do a distance degree in IT, so I thought: 'Why not me?  
2 C rehearsals were only held in the mornings, so I was feeling at a bit of a loose end;  
3 H I knew what I was doing, but felt at a bit of a disadvantage when called upon to explain why in meetings... I've got a firmer grasp on underlying concepts now;  
4 D Since my parents were keen on me going in for teaching, I chose an online degree course in literature
- 5 B I'd always hankered after getting a college education  
6 C my tutor said my thesis was worthy of publication  
7 G to be offered a post as a music therapist in a big London teaching hospital on the strength of it  
8 D the rest of the team really seem to be taking me more seriously now  
9 F In the forums, I quickly met all sorts of amazing people who've become like my best mates  
10 A it'd been his idea all along to make me head of department once I'd got the certificate under my belt.

## Speaking p.160

- 1a 1 traditional 2 quoted 3 lateral 4 diminishes  
5 collated 6 source 7 tuition 8 pace  
9 originating 10 endless

## Language development 2 p.162

- 1a 1 exempt 2 question 3 comparison 4 practice  
5 making 6 short 7 justification 8 disposal  
9 aback 10 concern
- 2 Philip was a very keen student of French. His university tutor thought he had a good chance of going for a doctorate after he graduated. As the summer holiday approached before his final year at university, he came to a decision. He would take the opportunity to go backpacking around France and practise his French. It went without saying that he'd have to take some textbooks with him, but he was pretty fit so he should manage OK. While Philip was in France, he picked up a strange bug which meant he had to stay in bed for a day – and study – but he then made a swift recovery and hitched a lift with a lorry that was going to the Dordogne area. The lorry dropped him at the foot of a little hill, and as Philip came to an exhausted halt outside a little brasserie, who should he see but ...
- 3 1 outgoings, income 2 upturn, takeover  
3 breakdown 4 lookout, intake 5 output  
6 drawback, feedback

## Use of English 2 p.163

- 2 1 -ance/-ence: allowance, maintenance, relevance, significance, confidence, existence, experience, patience;  
-ency: proficiency, efficiency, fluency, literacy;  
-ity: ability, priority, security, visibility;  
-ship: apprenticeship, entrepreneurship, hardship
- 3 1 prioritise 2 inability 3 realistically  
4 appreciable 5 accessible 6 insights  
7 productively 8 interruptions

## Writing 2 p.164

- 5 1 Apparently/Evidently 2 Presumably/  
Theoretically 3 In some respects / To a certain extent 4 up to a point / in some respects / to a certain extent
- 7 **Suggested answer:**  
While text 1 argues that a university education is still the target for many young people, text 2 makes the case for alternative routes to work.

The first text suggests that although many young people still aspire to graduating from university, it is hard to know how higher education will be delivered in years to come. It maintains that increased freedom to travel will result in more people studying abroad and that online study will play a greater part in how education is delivered, although it is generally accepted that it will never totally replace spending time with a teacher.

The second text considers other choices school leavers have, including training for specific occupations at colleges or as an apprentice. It claims that increased happiness is just one of the advantages of this path, others being the fact that you can earn as you study and that you are likely to get permanent work on completion.

It is widely understood that higher education is a good thing and that we need alternatives when people consider what occupation they would like to go into. Without doubt we need both systems in order to train people for the range of occupations society needs. Vocational study is a great preparation for those who want to become self-employed. I am not entirely convinced that many people will decide to study in another country as language may be a barrier, although online study will undoubtedly form a greater part of the learning process even at traditional universities. I am inclined to agree with those who say that as the cost of a university education rises alternatives will become more popular, especially if they bring enhanced job prospects.  
(282 words)

## Module 10: Review p.166

- 1 1 invariably 2 unrecognisable 3 security  
4 entrepreneurship 5 insufficiently  
6 unforgettable 7 indescribably 8 significance
- 2 1 objected to our leaving 2 commented on the management's 3 have come in for criticism because 4 me to fill you in on 5 was suggested that I (should) sum up 6 talked their boss into giving
- 3 1 granted 2 question 3 surprise 4 worse 5 short  
6 access 7 saying 8 comparison 9 justification  
10 board
- 4 1 B 2 A 3 C 4 A 5 C 6 B

## Exam practice 5 TRB p.202

### Paper 1: Use of English Part 1

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

### Paper 1: Reading Part 6

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

## Paper 2: Writing Part 1

### Essay

Key points to include are:

- whether children should be encouraged to compete with each other at school
- whether schools should encourage participation in competitive sports
- whether competitiveness is a necessary skill to do well in life

### Suggested answer:

The issue of whether competitiveness is a good thing, and whether it should be actively encouraged, is discussed in the two texts. The writer of the first text sees competition as a fact of life and believes that school activities should prepare people accordingly – for competition is what lies ahead in the real world. The writer of the second text takes a different view, putting forward the view that society should be organised according to co-operative principles, and that these should be instilled in young people during their formative years, as happened at the school he attended.

Both writers give the example of academic and sporting achievement to illustrate their points. However, the first writer sees competitive sports and exams as essential in motivating schoolchildren and encouraging them to do their best, whereas the second writer gives the example of people who have done well in life without such a background.

Both writers adopt a rather extreme position, and I can't help but think there is a middle way. Although it is true that there are no winners without losers, that one student's success means that another is doomed to failure, the first writer seems not to care about what happens to those who fail. To my mind, this seems too harsh and insensitive. By the same token, to imagine a world without competition of some sort is perhaps a little idealistic, not to say naive. So I would suggest a compromise. Rather like team sports, life itself calls for both competitiveness and for a degree of co-operation. It is by knowing when and how to encourage each of those things that teachers can ensure their students receive a balanced education.  
(282 words)

## Paper 3: Listening Part 3

1 C 2 A 3 C 4 D 5 B

## Photocopiable activities

### Pre-course: CPE exam quiz

1 4 2 25 3 1 4 7 5 4 6 3 7 53 8 90 9 2 10 2 11 2  
12 240 13 280 14 5 15 1 16 280 17 320 18 90 19 3  
20 4 21 30 22 2 23 40 24 4 25 1\* 26 2 27 3 28 16

\* Point out that occasionally there will be 3 candidates in the Speaking test – this happens when there are an odd number of candidates taking the CPE in one centre.

### 1A: Get the gist?

The pairs are:

**A + C** suggested gist: Some audience members can be selfish or thoughtless.

**B + E** suggested gist: It can be difficult to succeed as an actor.

**D + G** suggested gist: Actors get paid very little

**F + H** suggested gist: Actors get nervous before a performance.

### 1B: In other words

**Team 1:**

1 playwright 2 on cue 3 singing backing vocals

4 jumped down their throats 5 leap in the dark

6 in the limelight ... knew no bounds

**Team 2:**

1 screenwriter 2 soundtrack was 3 a dress rehearsal

4 received a standing ovation 5 understudy leapt at

the opportunity 6 backstage area ... out of bounds

### 1C: Who's the star?

1 I was just about to call 2 I was going to record

3 I might try to get 4 ever since I went

5 I'm currently waiting 6 I've yet to meet 7 the first

time I've watched 8 lately I've started listening

9 I already regret promising 10 I was supposed to go

The star is actor Johnny Depp.

### 2A: Three in a row

1 cut 2 came 3 crack 4 dying 5 step 6 handed

7 crack 8 wiping 9 stepped 10 hand 11 handed

12 wipe 13 die 14 coming 15 cracked 16 cut

17 step 18 wiped 19 cut 20 came 21 died

### 2B: Passive pairs

1 **e** It is believed that climate patterns are gradually being changed by global warming.

2 **g** We were made to walk in single file, and were told that we mustn't leave the path.

3 **j** Bags must be deposited at the museum entrance, and visitors are not allowed to touch the exhibits.

4 **c** It is thought that bees are one of the world's most important pollinators, and everything possible must be done to protect them.

5 **h** It is now known that over 5000 homes were destroyed in last week's earthquake.

6 **i** My cat is very friendly and loves being stroked,

especially when he's given something to eat at the same time.

7 **b** Her mobile phone was nowhere to be found, so she assumed it had been stolen.

8 **f** It is claimed (by some scientists) that global warming isn't caused by pollution.

9 **d** The zoo gates are opened at 9.00, and visitors are allowed in until 4.30.

10 **a** The birds are caught and studied, then released back into the wild.

### 3A: Calculated risks

1 accomplish = accomplishment, achievable = unachievable 2 essential = non-essential, inform = information 3 qualify = qualifications, decisive = indecisive 4 personal = interpersonal, judgemental = non-judgemental 5 humiliate = humiliation, helpless = helplessness 6 inspiring = uninspiring, conceive = conception 7 empower = empowerment, persuade = persuasion 8 fulfil = fulfilment, connecting = interconnecting 9 inhibit = inhibitions, solve = solution 10 weak = weakness, understanding = misunderstanding(s)

### 3B: Action and reaction

The cards are in their correct order on the activity sheet. The answers in order are:

I didn't borrow your camera at any time = At **no time did I** borrow your camera. + If I **had, I would have told** you.

You should not press the red button on any condition = On **no condition should you** press the red button. + If you **do, the whole system will shut** down.

I didn't know how hot it would be at the beach yesterday = Little **did I know how hot it would be** at the beach that day. If it **hadn't been for my hat, I would have got** really sunburnt.

I didn't realise how tired I was until I had sat down = Not **until I'd sat down did I realise** how tired I was. + But for **Susie coming in with some friends, I would have fallen** asleep there and then.

I didn't notice that the prawns tasted odd until I'd had the third one = Only after I'd **had the third prawn did I notice** that they tasted odd. + Had I **eaten the whole plateful, I'd probably have been** extremely ill.

I would have missed my flight if it hadn't been for Anna's help = Had it **not been for Anna's help, I would have missed** my flight. + If you **happen to see her, please say** 'thank you' from me.

As soon as we turned the television on, there was a loud bang and the room went dark = No **sooner had we turned the television on than** there was a loud bang and the room went dark. + We could **have tried to find out what the problem was if we hadn't been** so tired.

We were so angry about the appalling service we received that we left the restaurant without paying = So **angry were we about the appalling service** we received that we left the restaurant without paying. + Even if the waiter **had apologised, we would still have done** the same.

As soon as Erica stepped into the garden, she tripped over a plant pot and broke her leg = **Hardly had Erica stepped into the garden than she** tripped over a plant pot and broke her leg. + If she **had been more careful, she wouldn't be** in hospital now.

If you hear from Richard, could you tell him that I want to see him? = Should **you hear from Richard**, could you tell him that I want to see him? + Assuming **that he's free on Saturday, we could meet up** then.

The noise coming from the concert down the road was so loud that we couldn't hear each other speak = Such **was the noise coming from the concert down the road that** we couldn't hear each other speak. + Imagine **how loud it must have been** inside the stadium itself!

### 3C: Keep it short and simple

Answers will vary. Suggested summary sentences:

**Passage 1:** There is evidence that colour can affect our mood, with bright vibrant colours having the most dramatic effect.

**Passage 2:** Depression caused by short, dark winter days is a medical condition caused by insufficient light, but there are treatments available.

**Passage 3:** Some people find that buying things makes them happy, but the positive effects of this kind of therapy are usually short-lived.

### 4A: Ten sentences

- 1 D compelling, compelled
- 2 G letdown (or let-down), let down
- 3 I informative, informed
- 4 H breakdown, breaks down
- 5 A dependent, dependable
- 6 J putdowns (or put-downs), put ... down
- 7 F backup (or back-up), back ... up
- 8 C setting up, setup (or set-up)
- 9 B break-up, breaking up
- 10 E let up, letup (or let-up)

### 4B: Listen carefully

1 B 2 A 3 B 4 A 5 C

The words in italics, when arranged correctly, complete the message as follows: To avoid potential embarrassment, you should always *check* the *name* of the *recipient* carefully before *sending* an *email*.

### 4C: Completely bananas

- 1 must have 2 up to 3 had better not 4 can't have
- 5 should have 6 wouldn't 7 weren't able to 8 onus
- 9 would be better off 10 shouldn't have
- 11 shouldn't 12 obligation 13 won't be able to
- 14 don't need to 15 can be 16 can 17 might have
- 18 can't be 19 haven't been able to 20 might be
- 21 doesn't need to 22 needn't have

### 5A: As Shakespeare said ...

Note that many of Shakespeare's original lines have become misquoted or paraphrased over the years as they have become part of everyday English. For example, '*All that glisters is not gold*' is the original expression for M. '*Though this be madness, yet there's method in't*' is the original expression for F.

- 1 S 2 F 3 V 4 B 5 M 6 O 7 J 8 D 9 K 10 A 11 C
- 12 T 13 Q 14 L 15 U 16 E 17 H 18 X 19 R 20 W
- 21 N 22 Y 23 G 24 P 25 I

### 5B: Forbidden words

- 1 H 2 E 3 K 4 A 5 I 6 C 7 F 8 B 9 J 10 D 11 G

### 5C: A place for everything

Your students may come up with other answers, but the following shows the best combinations.

- 1 who that / man is / why he / came here / The only / thing I
- 2 how I / got here / who I / came with / What I / do remember
- 3 when the / time comes / wherever you / may be / There isn't / anything or
- 4 where we / are now / what the / time is / Flying through / the night
- 5 what you / look like / how rich / you are / What is / really important
- 6 wherever we / end up / whatever the / weather does / There's nothing / in the
- 7 what Roger / says when / how he / says it / What we / find funny

### 6A: Word swap

- 1 F pristine + grimy 2 I apart + aside 3 E lost + set
- 4 H fraught + mundane 5 G tainted + glorified

6 A sight + sights 7 J beyond + nowhere 8 B up + about 9 D track + earth 10 C journey + travel

### 6C: Same here

Students may come up with some alternatives for the first three columns, but these are the best combinations:

1 Desperate though I may be, I'm not going to the bank for a loan.

*Same here. Why should we pay their extortionate rates of interest?*

2 Expensive though it may be, I think Mario's restaurant is still excellent value.

*Same here. And you have to treat yourself now and again.*

3 However odd it may sound, I enjoy a bit of discomfort and a few challenges when travelling.

*Same here. It gives you something interesting to talk about when you get home.*

4 However rude and cheeky John can be at times, I find him curiously enjoyable company.

*Same here. His great sense of humour more than makes up for his impertinence.*

5 Infuriating though they may be, I really enjoy doing sudoku puzzles.

*Same here. You feel like you're giving your brain a real workout.*

6 No matter how careful I am, I always get an upset stomach when travelling.

*Same here. The only way I can be sure I'll be ok is by sticking to bottled water and packaged snacks.*

7 No matter what the weather's like, I have to get out of the house and go for a walk at least once a day.

*Same here. And anyway, a bit of rain won't do you any harm.*

8 No matter when I take my holiday, I always seem to get awful weather.

*Same here. The rain just seems to follow me everywhere I go.*

9 Whatever I say to Meryl, I can't seem to please her.

*Same here. She seems to spend her whole life in a bad mood.*

10 Whatever I think of their methods, I believe that generally the police do a marvellous job.

*Same here. Imagine what the crime rate would be like if we didn't have them.*

11 Whether he likes it or not, I'm telling the boss that I'm going to take a holiday this year.

*Same here. We're humans, not robots, after all, and we need some time off.*

12 Whether my mother and father agree to it or not, I'm going to leave home and find my own place to live.

*Same here. You need to learn how to stand on your own two feet at some point.*

### 7B: The right words

1 spirit 2 hopes 3 intention 4 social 5 level  
6 purpose 7 intent 8 centre 9 place 10 importance  
11 places 12 life 13 bets 14 purposes 15 fall  
16 pride 17 safe 18 time 19 financial 20 wellbeing  
21 restrictions 22 rural 23 neutral 24 dangerous  
25 sense 26 blame

### 7C: Back and forth

1 Such was 2 Now that 3 much as 4 Planning on  
5 in such a way 6 After 7 The moment 8 In spite  
9 All the same 10 despite 11 Ever since 12 No  
sooner 13 Wanting to 14 Seeing as 15 in case 16 As  
soon 17 hence 18 otherwise 19 in which case 20 on

#### Grid answers

START → Such was Now that m

sn in ogn in n al Ps

ah cu

uch away After The mom

ase ht ll A et ips n l t ne

me despite Eversince

Sot gnit na Wren oo so n

ee ing as in case As so o

wn ies i wre ht o ec ne hn

hich case on → FINISH

### 8A: Crossing the line

1 e drop me a line 2 I 3 o takes a tough line  
4 n steps out of line 5 p 6 c cuts in line 7 a 8 g  
9 j 10 l put my neck on the line 11 b 12 d 13 k puts  
me in the firing line 14 f 15 m 16 h

### 8B: Complete the essay

1 In my view 2 As well as that 3 For example  
4 Certainly 5 Moreover 6 Of course 7 On the  
contrary 8 Granted 9 However 10 For instance  
11 As a result 12 Quite the opposite 13 what is  
more

Rearranging the letters in the shaded boxes gives the word *paradoxically* (used to describe something which is surprising because it is the opposite of what you would normally expect).

### 8C: Gangs of four

#### Gang A

3 The company has a strict dress code for its employees, and expects **them** to be smart and presentable at all times.

8 I really appreciate **you** helping me the other day,

Gary, and as soon as I can return the favour, I will.

17 In addition **to** being hot and overcrowded, the room had a really unpleasant smell.

20 I'm afraid there's very little prospect **of** things improving in the near future, but we're all keeping our fingers crossed.

#### Gang B

6 I really don't feel up to **going** out tonight, and besides, I have too much to do.

9 We left early, with a view to **getting** a good seat at the front of the auditorium.

16 I really need to spend some time on my essay this weekend, but unfortunately I'm committed to **helping** out with the school's annual fashion show.

19 There's no point in **arriving** at the airport too early, as there's not much to do there.

#### Gang C

5 He claims **to be** a qualified interior designer, but I'm not sure I believe him.

10 Carol told me that she liked my suit, and complimented me **on being** the best-dressed person in the building.

13 I don't believe **in spending** a lot of money on expensive designer labels.

14 We enquired about the possibility **of meeting** the designer after his talk, but we were told it wouldn't be possible.

#### Gang D

2 I checked his qualifications and they seemed fine, but it never occurred **to** me to ask him if he had any experience.

7 She's a good all-round artist, but specialises **in** making objects out of rubbish and other discarded items.

11 The company was found guilty **of** copying other designers' clothes, and passing off the designs as their own.

15 For some inexplicable reason, when I asked Janet if she'd seen Alan, she burst **out** laughing.

#### Gang E

1 I like smart clothes, but to tell you the truth, I'd rather not **to** spend the whole of Saturday in clothes shops.

4 It's no good **in** asking Pete for help – he'll make up some excuse about being busy or something.

12 I'd never contemplated **about** leaving my place of work until I saw an advert for a similar job which paid much more.

18 I think we had better **to** leave as soon as possible, or we'll miss the beginning of the show.

### 9A: The same word, the same form

---

1 C keep 2 H keeps 3 E kept 4 G keeping 5 A get  
6 B gets 7 D getting 8 F got

### 10A: Contradictions

---

1 B you're never too old to learn  
C You can't teach an old dog new tricks  
2 B nothing ventured, nothing gained  
C Better safe than sorry  
3 B Many hands make light work  
C too many cooks spoil the broth  
4 B clothes make the man  
C never judge a book by its cover  
5 B look before you leap  
C Strike while the iron is hot  
6 B never look a gift horse in the mouth  
C beware of Greeks bearing gifts  
7 B Practice makes perfect  
C All work and no play makes Jack a dull boy  
8 B Knowledge is power C ignorance is bliss  
9 B Two's company, three's a crowd  
C The more the merrier  
10 B birds of a feather flock together  
C opposites attract  
11 B What will be will be  
C Life is what you make it  
12 B The pen is mightier than the sword  
C Actions speak louder than words

### 10B: The first letter

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1 called for 2 regretted missing 3 spoke out against  
4 promised to make up 5 reeled off 6 objected to  
people interrupting 7 congratulated me on  
achieving 8 asked me why I was 9 spelled out  
10 talk me out of 11 filled me in on 12 insisted that  
I came (or *come*)

### 10C: First to five

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1 It often is claimed = It is often claimed  
2 are assuming = assume  
3 been pointed that = been pointed out that  
4 they are under = they are also under  
5 at the time = by the time  
6 In some of the respects = In some respects (or  
*respect*)  
7 up to the point = up to a point  
8 To certain extent = To a certain extent  
9 undoubted = undoubtedly  
10 I am strongly in opposition = I am strongly  
opposed  
11 Which is more = What is more  
12 in favour about = in favour of  
13 I tend feel = I tend to feel

- 14 common knowing = common knowledge (or *commonly known*)  
15 in spite the support = in spite of the support (or *despite the support*)  
16 not convinced entirely = not entirely convinced  
17 so everything = since / as / because everything  
18 It is doubted that = It is doubtful that  
19 so as support myself = so as to support myself  
20 In the contrary = On the contrary  
21 interesting enough = interestingly enough  
22 Speaking broadly = Broadly speaking  
23 except from the noise = except for the noise (or *apart from the noise*)  
24 I'm inclined that I agree = I'm inclined to agree