Module 1A

Reading p.8

2a  A India/China  B Solomon Islands/Kenya
    C India/around the world
    D Peru/Himalayas/ India/Mexico

2b  A It was a trip that quite literally changed my life.
    B I have no doubt that my tendency to bounce back from anything life throws at
    me stems from my time spent with them.
    C an ideal way of getting to know other cultures
    D I believe that exploration is not just about finding things, but about
    understanding what you have found.

3  1 1 D (example)

   2 A (line 5: I certainly learned as much …)
   3 B (line 34: I wanted to write …)
   4 A (line 7: I’d had a very sheltered upbringing trying to make up for it)
   5 A (line 12: … offered grants …)
   6 D (line 105: … a second career that … and subsidises …)
   7 B (line 51: I have no doubt …)
   8 C (line 57: What started it off …)
   9 A (line 23: I wouldn’t dare take risks like that now …)
   10 B (line 47: Living among people who were …)
   11 D (line 96: Doing English as my degree …)
   12 C (line 77: … if I hadn’t already believed …)
   13 C (line 66: It meant I had to …)

Vocabulary p.10

   1  put on record 2 (20 years) on
3 travelled on foot 4 on the edge of
5 set my heart on 6 on a whim

2a 1 start off 2 go on to 3 turned down
4 bounce back 5 make up for 6 pluck up
7 missed out on

3 1 a prize 2 a danger 3 realise 4 finish
5 backache 6 notice

4 1 ideal way 2 future generations
3 positive outlook 4 real world 5 personal goal
6 survival skills 7 sheltered upbringing
8 open mind

Note: in the real world (real and unique) compared with in an ideal world (hypothetical)

5 1 gone on to 2 missed out on 3 on a whim
4 gathering/collecting 5 turned down
6 set my heart on 7 plucked up
8 make sacrifices 9 on 10 took the plunge

Listening p.11

2a A

2b Rita is going to talk about different ways of approaching university studies and offer advice.

3a/b 3 Set your own learning objectives and deadlines
   e.g. decide how many hours a week to spend studying
   Tip: build in a safety margin
   1 Make sure you know what you have to do.
   e.g. number of assignments and deadlines for them
   Tip: use a wall planner or diary
   2 Check what standard of work is expected.
   e.g. how your work should be presented
   Tip: get hold of some examples of good work
3c Examples: You know … and all that, for instance, things like

Tips: One way of doing this, It's a good idea to, I always find it useful

4a Ann: B Nick: D

4b Ann: I think she had a point when …

Nick: for me, the most relevant part was when … that was really what Rita helped them to grasp

**English in Use 1 p.12**

2a 1 Jamie Oliver

2 When he was eight (in his parents’ pub)

3 over-enthusiastic and authoritarian

2b Tick the lines that are correct and write the extra word from the lines that are not.

2c Example 0: verb

Question 1: who; relative pronoun; four lines

2d 1 who 2 ✔ 3 there 4 ✔ 5 having 6 when

7 ✔ 8 to 9 much 10 quite 11 off 12 really

13 ✔ 14 the 15 become 16 now

3 1 5, 8, 11, 15

2 perfect verb forms: have learnt, had worked

continuous verb forms: are cooking

simple verb forms: learnt, ran, realised, believes, work, love, was, didn’t suit, dropped out

passive verb forms: are given, has been made

**Language development 1 p.13**

1 1 is (now); have ever been (unfinished time)

2 has lived (unfinished action linking past and present); moved (finished action in specified point in past)

3 has been (unfinished time – then to now); changed (finished past action)

4 got (past action); had left (previous past event)
have practised (unfinished action); did (finished action)

will have broken (action completed by a point in the future); has ended
(unfinished event)

At the moment, she’s staying (temporary action) at her sister’s flat until she finds a place of her own.

Vanessa enjoys (general) entertaining, so she’s always inviting (habit with always) people round.

Last week I visited (single complete action) her for dinner.

I hadn’t seen (previous to past action) Vanessa for over a month and I was looking forward to it.

Vanessa was cooking (action in progress) when I arrived (short complete action) at the flat, so I offered to help.

Tonight I’m cooking (personal arrangement) for her. I’m making / will be making (arrangement) my speciality.

1 f (habit/routine) 2 c (action in progress)
3 e (action in progress at a point in past)
4 h (recent repeated past with present consequence) 5 b (action previous to past state) 6 d (single past action specified when) 7 a (past activity previous to other past action) 8 g (unfinished time)

1 immediate future: be about to, be on the point/verge of -ing.
2 expected to happen at a particular time: be due to
3 official arrangements, etc.: be to (not)
4 probability/certainty: be bound/sure to, be (un)likely to, expect sb. to

is to 2 are likely to / are expected to
3 are bound/sure to 4 expect fewer people to apply 5 is unlikely to 6 is on the point/verge of announcing

was (just) about to 2 were going to
3 would have 4 was due to 5 would be
6 were to have / would have

**Writing 1 p.14**

1a 1 There was no messing about. 2 go through; demanding 3 He got us into; top-class
4 round off; cooked 5 We were shattered half the time.

1b 1 college course 2 work placements in top
London restaurants 3 cooking in Jamie’s restaurant

1c In interview: phrasal verbs (go through / round off), colloquial expressions
(shattered), question tags (the training was really hard, wasn’t it?), contractions
(Jamie’d let)

In formal writing: passive structures, clear sentence structure, linking words

1d Suggested answers

1 First, the trainees were required to attend a rigorous 14-week basic training
course at a London college.
2 Then they were given two-month work placements in reputable London
restaurants.
3 Finally, they completed their training by working as chefs in ‘Fifteen’, Oliver’s
London restaurant.
4 According to the trainees, it was an exhausting but rewarding experience.

2 1 Everyone thought the tuition was outstanding.
2 It wasn’t suitable for beginners.
3 On completion of the course, everyone was presented with a certificate.
4 The practical parts of the course were very disorganised – they weren’t well
prepared.
5 The course was not well publicised, so not many people attended.
6 It was a (big) advantage having such an experienced teacher.
7 Unfortunately, he was sometimes a bit irritated.
8 I’d like to congratulate everyone involved.
Module 1B

Listening 2 p.15

2 TASK ONE

1 H (I could make a useful contribution to society, superficial atmosphere)

2 A (the actual work didn’t stretch me)

3 B (not … commercially viable, without a regular income)

4 E (I just happened to be present when …)

5 G (out of the blue, I was offered a part … It was too good to be true)

TASK TWO

6 F (how much is expected of you, working all hours)

7 G (out of my depth … under pressure … almost gave up)

8 H (the commuting came as a bit of a shock)

9 B (I can’t afford to do half the things I used to, which is a pain)

10 C (having to give up my regular job for a six-month contract)

Speaking p.16

1a 1 tactful 2 sensitive 3 fair-minded 4 resilient 5 gregarious 6 tolerant 7 sensible 8 persistent

1d two syllables: friendly, patient, tactful

three syllables: assertive, creative, decisive, efficient, fair-minded, flexible, persistent, sensible, sensitive, tolerant

four syllables: energetic, gregarious, resilient

3b 1 Say what qualities the jobs would require and say why

2 One minute

3c He spoke about the doctor and the teacher.

3d He completed the task well. He stuck to two jobs, he mentioned the personal qualities they would need, comparing those that both would need and contrasting
those that would be different. He had a couple of hesitations, but kept talking for the right length of time.

4a 1 … both require sensitivity and tact.
2 … you must need a lot of patience.
3 … would survive without a good sense of humour.
4 … a doctor needs a lot of knowledge and technical skills … for a teacher of young children … creativity and energy
5 … a good listener … a teacher … a doctor.

4b I assume, I suspect, I imagine, I suppose

**English in Use 2 p.18**

2a 2 The leaflet is more formal than the letter.

2b 1 before the 2 out more 3 be/arrive late
   4 turn/show 5 an effort/attempt 6 works there
   7 across/over 8 their mind(s)
   9 casually/informally 10 look them 11 clear
   12 get/ask

3 2 2, 3, 4, 6, 10, 12
   3 will be assumed, might be required, are (often) made, to be repeated

**Language development 2 p.19**

1 1 who said it (police) is known/understood
   2 don’t know who by
   3 distance – avoiding attributing blame
   4 general law – who makes it/who does it unimportant
   5 to provide a link between publicity and posters
   6 who sends them unimportant – part of an impersonal process
   7 general widespread belief

2 1 b – it is less personal, more formal
2 a – friendly conversational style
3 b – who interviewed them is not important
4 a – appeal direct to customer
3 1 True 2 False 3 False 4 True 5 False
4a Sentence 1 is more formal.
4b 1 h 2 d 3 i 4 e 5 a 6 j 7 b 8 f 9 c 10 g
4c 1 We organise excursions to the following destinations.
2 We guarantee that you will not be disappointed.
3 I have enclosed prices until the end of the year and trust that is satisfactory.
4 We anticipate a huge response to the advertisement.
5 Customers are therefore advised to reserve a place now while there are sufficient places available.
5a Sentence 2 (How you come across at the beginning …) is a paraphrase.
5b Suggested answers
1 A lot of people like these tours.
2 We will tell you your seat numbers one week before we travel.
3 Children less than five years old can have a discount.
4 If we have to cancel the trip, we’ll give you all your money back.
6 Suggested answers
1 On some trips, proof of age will be required.
2 We apologise for the lack of a guide.
3 The cheap hotel room was satisfactory.
4 The trip was cancelled due to insufficient numbers.

Writing 2 p.20
2 1 Include five topics: relationship / how long you’ve known them / their character and personal qualities / attitude to children / relevant skills.
2 Anything that fits the points in 1. They do not all have to be positive.
3 Neutral
4 If the reader has a clear impression of the person concerned.
Present perfect for unfinished actions / time periods
Past simple for completed actions
Present continuous for a present temporary activity

Suggested answer

I have known Anna Kurtz for six years, both as a colleague and a friend. We first met at secondary school when we did two weeks’ work experience together in a local kindergarten. Since then, I have got to know her very well and have come to appreciate her many talents. At present, we are both at the same teacher training college, learning to become primary-level teachers.

Whatever she does, Anna brings two outstanding qualities to her work – a sense of responsibility and her ability to handle new and unexpected situations calmly and sensibly. She has always proved herself to be honest and hard-working in whatever professional situation she finds herself in, and gives the impression that she is acting in the best interest of others.

With children, Anna inspires confidence. She has a strong sense of discipline, yet children find her fun. In schools where we work, she is much liked and respected.

I regret having to say anything negative about Anna, but in the classroom she is not always very tidy. As a colleague, this can sometimes be a bit irritating, and it is all the more surprising because her bedroom in college is always meticulously neat and clean. Nevertheless, it is not a major problem and doesn’t really interfere with Anna’s ability to do a good job.

For the reasons I have given, I have no hesitation in supporting Anna’s application as an au pair. I believe she would care for your two young children very well.

(250 words)
1 Sorry I *didn’t make* the plane on Friday. I hope it didn’t mess you around too much. I know you *had* already booked me a hotel room, but presumably you were able to cancel it. Unfortunately, my father *hasn’t been* very well recently, and on Friday morning, while he was *cleaning* the car, he fainted and was rushed into hospital. Luckily, the doctors say he’s likely to be home in a few days.

2 I got a job in Scotland about ten years ago, and I *have been* there ever since. Recently, I met this really nice guy and *we’re getting* married on the 27th of next month. Of course, mother’s scandalised because by the time we tie the knot, we’ll only *have known* each other for two months! When *you get* some time off, why not come and see us? If you do, I’ll organise a get- together with some old friends.

3 I was encouraged to undertake further research.

4 My money has been transferred into my account.

5 You’ll probably be given a grant.

6 The candidates are being interviewed right now.

7 I had to cut short my visit.

8 We were greeted with nothing but kindness by the locals.

9 Your proposal must be received by next week.

10 He must have been badly hurt / hurt badly.

---

**Module 2A**

**Reading p.24**

1 2 A performance of magic by a famous conjuror to a small group of people.

3 The writer is impressed by Steve Cohen (uses adjectives such as *astonishing* and *remarkable*).
Steve Cohen = The young red-haired American = he (line 10); highly intimate
/ a tiny crowded room = small and personal / private functions
I can’t go and see it = I don’t really believe the story, either; his mobile goes
off = When it rang (parallel phrase), One member of the audience = he = the
owner of the phone = the man; he is … astonished = jumped out of his seat
It’s tricks like these = refers back to the phone trick; sell-outs/popularity = his
success
the language of eastern philosophy = his talk of spiritual energy; … must
surely do the trick = Well, up to a point
Any magician … ought to be able + Which is why tonight I have managed to
sustain my scepticism; However (contrast) now things are beginning to get weird
(references forward to two tricks with women’s arms and wedding rings)
It’s this last one (refers back to the last of the three tricks mentioned in the
paragraph before); They want … to believe in something = [they] don’t want to
know how it’s done.

Vocabulary p.26

1 1 a lucrative b well-paid 2 a number b digit 3 a visualise b see 4 a intimate b close
2a 1 trick 2 deceiving 3 cheats

<table>
<thead>
<tr>
<th>Noun – idea</th>
<th>Noun – person</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick [C]</td>
<td>(trickster) trick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trickery [U]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheating [U]</td>
<td>cheat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deception [U]</td>
<td>deceitful deceptive</td>
<td>deceitfully deceptively</td>
<td></td>
</tr>
<tr>
<td>(deceit)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NB Tricky (adj.) usually means ‘difficult, complicated or full of problems’, and is
therefore not related to these meanings of trick.
1 trick 2 deceptively 3 deceptive 4 trickery 5 cheat 6 deceitful 7 deception 8

Cheating
3a 1 rubbed 2 tapped
3b 1 pressed 2 holding 3 rubbed (scratched is also possible, but you are more likely to rub your neck when feeling tired and tense (as here), and scratch it when you have an itch or are thinking) 4 tapped 5 scratched 6 pushed 7 patted 8 stroked 9 touched (felt is also possible, but the verb feel is needed for gap 10, where it is the only possibility) 10 feel

Listening 1 p.27
2 C
3a C, E, A, B, D
3b 1 c The main explanation for this seems to be …
2 b Another reason is …
3 d What is hardest to understand, however, is …
4 a So what kind of people are most superstitious?
5 b Finally, we must …
4 1 75/seventy-five 2 salt 3 touch wood 4 cross their fingers 5 set phrase 6 ‘Bless you’ 7 blame themselves 8 eats fish 9 putting on (his) socks

English in Use 1 p.28
2c C: concerned with what it represents/suggests, not looks like (A) or was (D). Not B, as describe would need to be followed by as.
2d 1 E – see above
2 B – non-defining clause, which = smile, describe followed by as
3 A – of which = beard, exists is the only ending that fits with in a museum
4 I – the comma after which links with comma after places to create a non-defining clause
5 D – that = a flood, flood fits with destroy everything …
A beautiful part of Britain is Wiltshire, where the ancient monument of Stonehenge is.

Stonehenge is a circle of stones which date (which refers to stones) / dates (which refers to circle) back over 5,000 years.

The monument, which thousands of people visit each year, is 50 metres across.

The original purpose of the monument, that which has not been discovered, might have been for sun worship. (Needs a non-defining clause; a better answer to avoid confusion would be The monument, the original purpose of which has not been discovered, might …)

June 21st, the longest day, is the day on which the stones line up with the rising sun.

Little is known about the people who built Stonehenge, or their beliefs. (needs a defining clause)

Some of the stones, which weighed up to 3 tonnes, were carried over 200 kilometres. (non-defining clause must have the pronoun)

Modern engineers, whose efforts to repeat this achievement have failed, don’t know how the stones were transported. (needs a possessive relative pronoun – their efforts)

Language development 1 p.29

1 1 A beautiful part of Britain is Wiltshire, where the ancient monument of Stonehenge is.

2 Stonehenge is a circle of stones which date (which refers to stones) / dates (which refers to circle) back over 5,000 years.

3 The monument, which thousands of people visit each year, is 50 metres across.

4 The original purpose of the monument, that which has not been discovered, might have been for sun worship. (Needs a non-defining clause; a better answer to avoid confusion would be The monument, the original purpose of which has not been discovered, might …)

5 June 21st, the longest day, is the day on which the stones line up with the rising sun.

6 Little is known about the people who built Stonehenge, or their beliefs. (needs a defining clause)

7 Some of the stones, which weighed up to 3 tonnes, were carried over 200 kilometres. (non-defining clause must have the pronoun)

8 Modern engineers, whose efforts to repeat this achievement have failed, don’t know how the stones were transported. (needs a possessive relative pronoun – their efforts)

2 1 B/C

2 B

3 A (pilots needs who(m) not which)

4 C (with two, both is possible; neither and none are not)

5 B/D

6 A (= it doesn’t matter what – can be used with/without that) / B (all they read – with/without that). (C would be possible if it was all that not all what)

3a 1 Tibet, which is situated between China and Nepal, is home to the famous yeti.
The yeti is a human-like creature, which is said to live in the high Himalayas.

People who live in the area say it is a common sight.

The first person who catches a yeti will become famous.

Many years ago, people walking in the mountains claimed to have seen a tall, hairy figure in the distance.

However, there was no one carrying a camera who could take a photo.

A photo of a huge footprint, taken in 1951, remains the only real evidence.

The hunt for the yeti, also described as being like a giant bear, continues.

1 Miranda Seymour is a well-known writer who has written many books, some of which are biographies. 2 In 1995, she wrote a book about a poet called Robert Graves who had travelled extensively in Egypt. 3 After the book was published, someone gave her an antique gold ring which had belonged to the poet. 4 She started to wear the ring, at which point strange things started to happen. 5 Her husband, to whom she had been married for 14 years, left her, after which, she was burgled. 6 The next thing to happen was that her mother, who had always been healthy, was diagnosed with cancer.

7 Then Miranda lost her teaching job, and finally her tenant, who had only just moved in, left. 8 Miranda looked at the ring which she was wearing on her finger. 9 That very day she gave it away to a museum which collects objects that belonged to the poet. 10 Immediately she found a new tenant who was perfect / a perfect new tenant. 11 Her mother, who hadn’t had cancer after all, got better. 12 On top of this, she got her job back, which she had lost earlier.

Writing 1 p.30

2 1, 2, 4

3c 1 Title/type of film/overall impression 2 Plot summary 3 Opinion in detail 4 Recommendation

3d A ‘good’ paragraph plan might be:

Paragraph 1: Introduction – Title/type of film/overall impression
'The Others' – spooky ghost story – keeps you in suspense

Paragraph 2: Plot summary
Simple plot – well structured. Grace – husband away at war – two children – mysterious illness (hypersensitivity to light) – three servants arrive from nowhere

(► strange events)

Paragraph 3: Opinion in detail: acting, direction, music
Great acting (N. Kidman as Grace) – slow moving – eerie atmosphere

Paragraph 4: Conclusion – Recommendation
See it! Best film of the year.

Module 2B

Listening 2 p.31

2 1 national magazine 2 diaries 3 think; behave 4 pictures 5 message 6 (more)
   relaxed 7 instinct(s) 8 positive

Speaking p.32

3a He answers fully, and gives relevant answers. He sounds relaxed and natural,
   whereas Cécile’s answers are short and formulaic, as if she has rehearsed them.

3b 1 He rephrases the prompt.

   2 He could have encouraged her to expand her answers, for example by using
      some of the responses from the previous page to ask for more information.

3c 1 That’s a tricky question … I’ll have to think about that.

   2 She should have made one up.

English in Use 2 p.34

2b 1 have – auxiliary needed for present perfect passive, plural after such events

2 each – reflexive, two people, each one sits next to the other

3 out – expression = 99%
4 in – preposition before the noun in a fixed expression = shared, known to both
5 the – definite article, only one other
6 all – quantifier before number
7 or – fixed expression = approximately
8 not – negative in contrastive expression not only A but B
9 One – only/first reason of many given
10 than – comparative expression, after more
11 them – pronoun refers back to the people gathered
12 if – conditional clause
13 be – auxiliary needed in passive structure
14 most – superlative structure needed after the
15 would – modal before infinitive be, expresses a hypothetical point

Language development 2 p.35

1a 1 ø – notice = U
2 a – holiday = C
3 ø – before most countries
4 ø – accommodation = U
5 ø – space = U
6 a – fixed expression (knowledge is U, but a good knowledge of something)
7 the – specified earlier (France)
8 the – the industry as a whole
9 ø – advice = U
10 an – area = C + sing.
11 ø – good weather = U
12 a – hotel = C + sing. unspecified
13 ø – in general
14 the – specified (the food of that hotel)
15 an – one
1 The police **have** not charged the suspect because there isn't any evidence.

2 If you think you’re getting a the/e flu, some good advice is: stay in bed and drink lots of fluids!

3 Politics isn't a subject that most people enjoys studying.

4 At school, maths **was** my favourite subject and athletics **was** my least favourite.

5 On the flight home, some of my luggages came open and some of my belongings are missing.

6 Four days is a long time to wait for an appointment.

7 Two per cent is a small pay rise, and I expect at least 80 per cent of the staff **are** going to go on strike.

8 A number of coincidences **have** been noted.

9 The number of lucky escapes **has** increased year on year.
Many – people are countable
Most – in general; much = money (U)
many – need of after lots
a few – positive, a significant number
little – negative, dismissive

Each/Every – used before plural noun (both not possible as more than two colleagues)
Each – before of (every not possible)
both – two games (each/every can’t be used as pronoun – compare with each/every one)
each/every – Wednesday and Saturday of every week
Every – before plural time expression (each/every week/month, etc. but each/every two/few weeks, etc.)

Both – two
either – one of two
none – negative of many
not – negative emphasis on none
neither – negative of two
no – negative uncountable
the whole – complete
all the – every one of them

Writing 2 p.36

Both aim to give information simply and clearly to the casual reader, who might be a potential member.
The Film Club leaflet is trying more to ‘sell’ the club directly to the reader (the place for you), giving special offers, and the language is more marked (as little as/one of the best). The Hillwalking Club Leaflet is more neutral in approach and style. Both, however, make their points clearly and succinctly. Both start with an introductory message to the reader saying who the club is for, then proceed in a friendly tone giving the key points, almost in note form. A leaflet of this kind is often very brief.
Headings, subheadings (either neutral – Walks, Activities – or persuasive – Join now and get) and bullet points.

To tell people about a chess club with the aim of getting new members. It is addressed to local people.
2 Three main parts (1 background, 2 practical information, 3 reasons for joining),
which can be broken down into sub-parts (e.g. 1 when founded, who the members
are; 2 where/when meet, who can join, how join; 3 reasons for joining, other
benefits)

3 Probably a mixture of neutral facts, a friendly tone addressed to the reader, and
phrases intended to persuade.

4 If it persuades people to become members!

4a Text A is a fairly neutral opening and gives two key facts very simply (club history
and membership). It is a better opening, as it is more appropriate for a council
information leaflet focusing on the facts and information stated in the question.

Text B is addressed directly to the reader in an attempt to draw him/her in.

4b Suggested answers

1 One of the most popular features of our club is ...
2 New members ...
3 We are ...
4 Members have the opportunity to/are able to ...
5 The club meets ...
6 We participate in/organise/run ...
7 Experienced players are often on hand ...
8 Anyone wishing to ...

5 Suggested answer

CITY CHESS CLUB

Who are we?
The thriving and popular City Chess Club was established in 1904, and has members
from their early teens to near 80.

Where and when do we meet?
We meet at the City Leisure Centre every Monday, Tuesday and Thursday evenings, 7
p.m.–10 p.m. There is a large car park and easy access by public transport.

Who can join?
Anyone interested in playing chess. Our members include novices and county champions, men and women alike.

**Why join the club?**

- **Atmosphere**
  The club has a relaxed, friendly atmosphere. Many members come for a nice, quiet game after work.

- **Friendship**
  You will have the opportunity to meet members of all ages and form friendships with people from many different backgrounds.

- **Improving your game**
  We offer coaching for those wanting to achieve the highest level of personal ability, and experienced players will often be happy to offer advice and assistance to beginners.

- **Competitions**
  There is a range of tournaments: from quick-play tournaments (maximum 20 seconds a move) to weekend tournaments. We also participate in a number of live on-line tournaments.

**What other benefits are there?**

- **Social events**
  We organise a regular social calendar of dinners and dances.

- **Games Centre facilities**
  Members are able to use the Games Centre bar, and have access to other activities in the centre at reduced rates.

**How do you become a member?**

If you would like to join our club, you can phone the number below or simply turn up on club nights. You will always be guaranteed a warm welcome.

---

**Module 2 Review p.38**

1. Her films are *deceptively* simple.

2. *As a matter of fact,* I'm quite superstitious.

3. He's got a very good attitude to his work.
4 Who is responsible for this mess on the floor?

5 There’s always someone on hand to help.

6 Most people hear about the shows by word of mouth.

7 There hasn’t been an accident yet – touch wood!

8 Many young people feel his films strike a chord. / His films strike a chord with many young people.

9 What do you attribute your success to? / To what do you attribute your success?

10 His mobile phone went off unexpectedly.

Module 3A

Reading p.40

3 1 C – this casually dressed woman did not conform to the image he had in his head (line 19)

2 A – fame can engender distrust and isolation, meaning that nobody can be taken at face value. (line 30)

3 C – seem less well-adjusted … perceiving slights where none exist (line 38)

4 Reincarnation is the belief that, after death, some aspect of each / every one of us lives again in another body, either/whether human or animal. Indeed, most of the tribes avoid eating certain animals because they believe that the souls of their ancestors live in them.

Reincarnation was once a belief mainly of the Hinduism and Buddhism, both of which are Eastern religions. Recently, however, a number of Western belief systems have started to incorporate it into their teachings. Perhaps the reason for this is that it seems to offer an explanation for a range of unexplained phenomena, such as the ability of people to regress to a past life under the hypnosis. Of course, reincarnation remains a belief, and there’s very little chance that it will ever be proved.
4 D – *embody a wide array of archetypal traits* (combine various qualities) *which have current appeal* (are desirable) (line 56)

5 B – *the public have an insatiable appetite for seeing the famous toppled* (line 64)

**Vocabulary p.42**

1a 1 contradict 2 isolate

1b/c 1 scrutiny 2 arrogance 3 rudeness

4 inconvenience 5 attention 6 devotion

7 imagination 8 neutrality 9 innocence

Patterns: stress on penultimate syllable for words ending in *-tion*, stress two syllables before the last on words ending in *-ence* or *-ance* and on words ending in *-iny* or *-ity*.

1d 1 inconvenience 2 attention 3 rudeness

4 neutrality 5 scrutiny 6 arrogance 7 innocence

2a 1 f (insatiable appetite) 2 c (vast array)

3 h (different perspective) 4 a (religious convictions) 5 g (casual clothes) 6 d (bad temper) 7 b (social skills) 8 e (household name)

9 j (public scrutiny) 10 i (popular press)

3a 1 joke 2 wrong 3 face 4 sorry 5 power 6 far

3b Suggested answers

1 take you far 2 get on the wrong side of

3 have power over 4 be taken at face value

5 playing a joke on me 6 feel sorry for

**Listening 1 p.43**

2a 4, 2, 1, 3

2b The questions shape the structure of the interview (e.g. first question *What started you off as an autograph collector?* signals that he is going to speak about how he started collecting).

3a B

3b 1 C – He collected something else (model planes) to be like his friends.
2 A – His father (my dad) gave him his first autograph, but that’s not why he continued to collect them.

3 B – The autograph impressed people (made people … look up to me).

4a 2 C – Today, looking back, it makes me blush …

3 B – Once I realised there was a financial angle to it all, collecting became that much more entertaining.

4 B – I like the fact that … I don’t want to do this today, I don’t have to.

Language development 1 p.44

1a People interested in celebrity should visit the popular London attraction Madame Tussaud’s wax museum on Marylebone Road. It features wax images of people from all walks of life: from modern music superstars (e.g. Miss Dynamite) and Hollywood legends to scientists such as British astrophysicist Prof. Steven Hawking. Avoid Saturdays in July and August. The winter months are much quieter.

1b In Exercise 1a, capitals are used for: starting sentences, cities, names, titles, roads, nationalities, days, months.

They are also used for: countries, geographical features (rivers, mountains, etc.), some abbreviations (e.g. BBC, UNESCO) and, importantly, the pronoun I.

2a 1 contractions, possession

2 just use apostrophe, no extra s

3 one sister, more than one brother

4 it’s: contraction of it is; its: possessive pronoun

5 actors: plural needs no apostrophe; actor’s: possessive of actor

2b Madame Tussaud’s is one of London’s oldest attractions. One of its most popular displays is the Chamber of Horrors. The collection was started in Paris by Marie Tussaud’s mother’s employer, a Dr Curtius. Marie brought Dr Curtius’ original collection of heads to London in the early 1800s, and it’s been constantly updated ever since. It’s only two minutes’ walk from Baker Street tube station. But don’t forget that the museum shuts at six o’clock!
3a  1 in lists (the ‘serial comma’)
    2 to separate subordinate clause from main clause when the subordinate clause
        comes first
    3 before question tag
    4 after introductory adverb or adverbial phrase
    5 non-defining relative clause

3b  1 not necessary
    2 An autograph collector needs a notebook, a couple of pens, a camera and a lot
        of patience.
    3 Tell me, what are you going to do next?
    4 not necessary
    5 I managed to get a ticket, believe it or not.
    6 Pierce Brosnan, the actor who played James Bond, is Irish.

4b  A: ‘A table for two,’ said the celebrity, ‘in a quiet corner preferably.’
    B: ‘Sorry, sir,’ replied the waiter, ‘we're full.’
    A: ‘Do you know who I am?’ asked the surprised celebrity.
    B: ‘No, sir,’ said the waiter, ‘but if you ask your mother, I’m sure she'll tell you.’

5b  1 To be successful, you need three things: talent, determination and good luck. (to
    introduce a list)
    2 I’d like to see the show again – in fact, I’m going to book tickets tomorrow.
    (adding extra information)
    3 Katie is a great actress; she has sensitivity and a good voice. (closely linked
    points)

---

**English in Use 1 p.45**

1  1 Paul Newman and Joanne Woodward

2a  1 Because there is so much celebrity gossip on the Internet.
    2 Because of the pressures Paul's fame had on their family life.

2d  1 ✓ 2 available (Note spelling of word ending)
    3 pressures (Note missing double letter)
4 Newman and 5 1952, have 6 combining
7 husband’s 8 years 9 treat 10 statesmen,’ she
11 ✓ 12 approach 13 children.’
14 achievements 15 especially 16 ✓

Writing 1 p.46

1 A (the ideas are in a logical sequence with linking expressions)
2 The information is presented in time order.
3 Suggested answer
   If you want to become famous, you need to think positively. You have to believe
   that you deserve success. Therefore, the first thing I would do if I wanted to
   become famous would be to decide how I was going to achieve it. Then I would
   set myself a small number of daily priorities and make sure I started to reach my
   goals. Finally, the most important message to myself would be ‘Never give up!’

Module 3B

Listening 2 p.47

1 1 B – Fire fighters are the only ones that respond to every emergency call-out and
   need better vehicles and equipment.
2 C – we just can’t do our job properly unless there are adequate levels of
   investment
3 A – one of my friends talked me into keeping her company
4 B – the actual arrangements left a bit to be desired = could have been better
5 A – this kind of thing will change anything overnight
6 C – I still think … in your own part of the world … contribute to global justice
7 A – in the park … the only bit of green space left … where children can play
8 C – only a tiny percentage of people refused to sign my petition
9 B – I felt … that students should protest, so I did, too
10 A – I feel a bit silly now when I think about it
Speaking p.48

1a  1 B 2 D 3 C 4 E 5 A

1b  1 on 2 in 3 about 4 on 5 on 6 for 7 on
     8 down 9 to; about 10 to

2  1 took part in a march 2 change 3 minds
    4 back down 5 held a meeting 6 put forward their views on / express their opinion
       on
    7 hand out 8 generate publicity for
    9 sign a petition 10 put pressure on

3b  1 You have to (1) talk about the advantages and disadvantages of each method of
    showing your feelings about different issues; (2) decide which would be the most
    effective
    2 About four minutes

3d  They carried out the task very successfully. They discussed the first part of the
    task before coming to a conclusion. Each speaker participated fully, but did not
    dominate, and they encouraged each other to speak.

4a  1 qualifying – Mind you …; Having said that, …
    2 emphasising – Of course, …; As a matter of fact, …
    3 adding – Besides that, …; Not only that, …; As well as that …
    4 disagreeing – Well, actually, …; As a matter of fact …
    5 moving on – Anyway, …; Anyhow, …

4b  1 Anyway 2 Having said that 3 Actually

Language development 2 p.50

1a  1 You can’t/mustn’t demonstrate here.

    2 I think you should/ought to go on strike.

    3 We must/have to have a vote before we call a strike.

    4 We don’t have to/don’t need to/needn’t send all these letters today.
5 I think it’s too late to protest now, you **ought to/should have protested** before.

1b 1 must/have to speak

2 don’t have to be in a union

3 had to go on strike

4 needn’t have closed / didn’t have to close

5 didn’t have to go

6 could have moved on

7 should / ought to have been back

2 1 Harry started collecting last year and so far **has been able to** raise £10,000 for charity. (use *be able to* for present perfect)

2 We couldn’t get to meet the minister yesterday but eventually we **were able to/managed to** speak to him on the phone. (*could is not possible for past ability at a specific time*)

3 Jack **could have photocopied** the leaflets at the office yesterday, but he forgot.

(to express something that was possible but didn’t happen)

4 They say there **could/might be** nearly half a million people on the march tomorrow. (*could or might for possibility*)

5 Why not come with us on the demo? You **might enjoy it**. (possibility)

6 The damage might **have been caused** by the people who were demonstrating.

(modal + have + past participle when referring to the past)

7 You must **have known** there was going to be trouble when you saw the crowds.

(past deduction)

3 1 **will** (future intention/fact) 2 **would** (past habit) 3 **won’t** (refusal) 4 **would; wouldn’t** (characteristic annoying activity) 5 **shall** (offer) 6 **Would** (request) 7 **won’t** (refusal)

8 **will** (annoying habit) 9 **would** (prediction) 10 **will** (obligation/order)

4 1 Visitors **are required to** report to reception on arrival. (formal)

2 You **are under no obligation to** answer the following questions. (quite formal)

3 I’d **better** phone home and tell them that I’m going to be late. (informal)

4 I **felt obliged to** invite my cousins to our wedding. (neutral)

5 All library books **are to be returned** by the end of term. (very formal)
6 It is **forbidden to use** mobile phones in this area. (formal)

7 It is **advisable to** take out insurance when travelling abroad. (formal)

**English in Use 2 p.51**

2a 1 The band has pledged to give away 10% of their earnings.

2 The second text is a more formal report

2b 1 the survival 2 behalf 3 have performed / have appeared 4 of charge 5 public 6 support/help 7 possessions 8 further than 9 such as 10 welcome 11 alone 12

Furthermore / Moreover / In addition / What's more / Additionally 13 exact/actual location(s)/venue(s)

3 1 report

2 1, 7, 13

**Writing 2 p.52**

1 **Suggested answers**

Sponsorship, jumble sales / car-boot sales / garage sales (where used articles are sold); dances, dinners, talent shows where admission is charged; going round knocking on doors; doing errands for people (e.g. washing car, gardening, taking dog for a walk); auctions, etc.

2 1 The director of a charity has written to you (a helper) asking you to write a report about a recent fund-raising day.

2 The Board of Governors will want a clear summary of what happened, whether or not the event was successful and any recommendations for the future.

3 An overview of the day, who was involved, how the money was raised, recommendations for the future.

4 The pie chart shows the relative percentages of how the money was raised (i.e. where it came from).

5 The style will be impersonal/formal.
Whether it is clear and succinct, well laid out (clear headings) with techniques (e.g. bullet points) which help the reader to read it.

3 Suggested answer

JULY FUND-RAISING DAY

Introduction

This report is intended to:

1 give an overview of our recent fund-raising day for your charity;
2 indicate who raised the money and how;
3 make recommendations for next year.

Overview

On 22 July this year, a substantial sum of money was raised for the charity. The total raised for disadvantaged children exceeded the sum achieved last year. In the main, the day was very successful, there were very few problems and everyone enjoyed taking part.

Participation

Most of the 50 volunteers were students from the university. Assistance was also provided by a few colleagues from work.

How the money was raised

The largest part of the total raised (40%) came from visiting houses and knocking on doors. Collections were also carried out in the street, accounting for 30%, and we raised a further 20% from a jumble sale. The remainder came from a variety of sources, including a number of appeals in the local newspaper.

Recommendations

In the light of this year’s experience, I would make the following recommendations:
1 that we organise a wider variety of activities, including sponsored runs and street parties (if we could make them work successfully);
2 since some members of the public thought our street collectors were not legitimate 
fund raisers, we should, in future, issue them with special badges to avoid 
misunderstanding.

**Conclusion**

To sum up, I would say that this year’s fund-raising day was a great success and that 
we could make it even more successful next year.

**(251 words)**

### Module 3 Review p.54

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<td>The <strong>arrogance of some politicians</strong> is breathtaking.</td>
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<td>Their <strong>partnership has lasted</strong> a long time.</td>
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<td>Getting a fine is an <strong>inconvenience</strong>, but nothing more.</td>
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<td>Her fame gives her a <strong>feeling/sense of isolation</strong>.</td>
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<td>He was proud of his <strong>(many) achievements</strong>.</td>
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<td>She’d never expected so <strong>much devotion from</strong> so many fans.</td>
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| 4 | All the President’s Men, directed by Alan Pakula and starring Robert Redford and Dustin 
Hoffman, is about two young reporters from the Washington Post who, after a lengthy 
investigation, discover that President Nixon had been lying to the nation about a break-in 
that occurred in the Democratic Party offices in the Watergate Hotel. Pakula’s film, 
praised by everyone for its acting, won many plaudits from the critics, including Vincent
Canby, the film critic of the *New York Times*, who said, ‘In my view, no film has come so close to being such an accurate picture of American journalism at its best.’

**Module 4A**

**Reading p.56**

3 2 B (line 32) *it’s healthy to have a bit of confrontation*

3 A (line 14) *you’ve the right to say … without one of us feeling crushed by it.*

4 E (line 81) *the diversity of things he has done is quite incredible*

5 B (line 17) *the fact that we were meant to work together*

6 B (line 22) *Stefano dislikes the business side of things, and I would rather stay in the background when it comes to public relations.*

7 C (the paragraph starting at line 40)

8 A (line 10) *I sometimes appear to be the one chosen to do a particular job.*

9 C (line 51) *a very clear demarcation of the areas we’re in charge of*

10 A (line 7) *squabbling about who left the top off a pen*

11 E (line 83) *he’s not pompous … I like to think we have this in common*

12 D (line 55) *it’s crucial to have a partner who you can bounce ideas off*

13 D (line 62) *we help each other to be objective about things*

14 B (line 29) *We take a cocktail approach … red … white … end up pink!*

15 B (line 21) *we have a common purpose*

16 E (line 88) *we share the same vision*

**Vocabulary p.58**

1a *hit it off* – get on well, have a good relationship *from the word go* – immediately, right from the start

*the chemistry’s working* – there is a mutual attraction/rapport

1b 1 full of – To say someone is *full of X* is common in both positive (e.g. *hope/good ideas*) and negative expressions (e.g. *rubbish*)

2 have
3 take – Can be used in positive form with a negative connotation (e.g. he takes himself/his work too seriously)

4 toes

5 bed – Always used in the negative. The word bed refers here to a flower bed.

6 sense

7 eye – Note that eye is countable, whereas vision and sight are uncountable.

8 heated – Compare a heated discussion (= passionate) with a heavy discussion (= about a serious topic) and a hot debate (= about something topical).

9 out – Multiword verbs are types of idiomatic expressions

2a 1 not upset – not one bit (NB only used with questions and negative statements)

2 much – also by far, by a long shot

3 quite a lot – compare the difference when stress is on fair (cautious/guarded) to when it is on bit (positive/upbeat)

4 100% – totally/completely would work in the same way here, too.

2b 1 barely 2 quite 3 absolutely 4 a fair bit

5 by a mile 6 a bit of 7 at all 8 full of

2c The expressions are used in the text to modify verbs, adjectives, noun clauses and comparatives.

Used after a verb clause: at all, absolutely

Used before a verb clause: barely

Used with a comparative: by a mile

Used before an adjective: quite

Used before a noun clause: a fair bit, full of

3a 1 on – on a regular basis

2 in – in the business

3 on – an effect on something

4 between – rivalry between

5 of – full of something

6 with – deal with

7 in – in the background
8 in – in perspective

Listening 1 p.59

2 1 Tom has to decide who to make redundant.

2 Four people are involved in his decision, and he has to make two of them redundant.

3 Corporate printing, packaging, digital supplies and labels

3a Mike Strong point: D Weak point: K

Joanne Strong point: F Weak point: H

Jason Strong point: A Weak point: L

Carol Strong point: C Weak point: J

3c 1 Jason (L) 2 Carol (C) 3 Carol (J) 4 Jason (A)

5 Mike (K) 6 Joanne (F) 7 Mike (D)

8 Joanne (H)

Language development 1 p.60

1a 1 amused/amusing, collapsible, dependable/dependent, different, hesitating/hesitant, influential, pleasing/pleased, productive

2 affectionate, aggressive, dangerous, energetic, enviable/envyable, funny, historical/historic, hopeful/hopeless, successful

3 amusement, confrontation, decision, defence, discovery, participation/participant, persistence, pleasure, safety/saviour

4 accuracy, cruelty, confidence, diversity, happiness, jealousy, loneliness, popularity, tolerance

5 beautify, deepen, generalise, legalise, popularise, strengthen, widen

1b 1 Suffixes: -ing, -ible, -able, -ent, -ant, -ful, -ial, -ed, -ive

Examples: amusing, collapsible, dependable, dependent, hesitant, influential, pleased, productive

2 Suffixes: -ate, -ive, -ous, -etic, -c(al), -ful, -less
Examples: affectionate, aggressive, dangerous, energetic, historic(al), hopeful, successful, hopeful, defenceless

3 Suffixes: -ment, -ation, -ion, -ce, -y, -ness, -ant, -ence, -ure, -iour
Examples: amusement, confrontation, decision, defence, discovery, participant, persistence, pleasure, saviour

4 Suffixes: -cy, -ty, -ence, -ity, -y, -ness, -ity, -ance
Examples: accuracy, cruelty, confidence, happiness, diversity, jealousy, loneliness, popularity, confidence, happiness, diversity, jealousy, persistence, pleasure, saviour

5 Suffixes: -en, -ise
Examples: deepen, generalise

6 Suffixes: -ify, -en
Examples: beautify, strengthen

2 breadth, choice, death, flight, height, length, proof, strength, success

3 • disappear, unbelievable, non-fiction, non-conformist, unpopulated, irreversible, insecure
• misunderstand, misprint
• co-develop, co-education, co-exist, co-worker
• enlarge, endanger, enrich, empower
• replace, reappear, rearrange, redrawn, reprint, redevelop
• underpaid, undercook, underdevelop, underpopulated
• overpaid, overcook, overdevelop, overdrawn, overpopulated, overpower, overprint
• prearrange, pre-cook, prefix, predate, pre-exist, pre-school

4 1 envy 2 enviable 3 unenviable 4 enviably

5 envious 6 enviously 7 hesitation 8 hesitancy

9 hesitant 10 hesitantly

**English in Use 1 p.61**

2b 1 appearance – noun after the and before of
2 disastrous – adjective before noun
3 unintentionally – adverb to describe the verb buying; needs to be negative
4 investigation – noun after and before of
5 considerate – adjective between a and a noun
6 imaginative – adjective between some and a noun
7 originality – noun after the and before of
8 invariably – adverb to describe the verb, negative to contrast with second part of the question
9 temptation – noun as object of a verb; NB to here is a preposition in the multiword verb (give in to something), not to + infinitive
10 discerning – adjective before noun
11 comparisons – noun as object of verb make, plural to fit sense and because no article
12 exceptionally – adverb as quantifier for adjective large
13 substantial – adjective before noun savings
14 curiosity – noun after possessive adjective our
15 unhealthy – adjective before noun foods, negative because we should avoid them.

Writing 1 p.62

1a A 1 a formal article 2 to educate/advise/inform 3 other teachers
   B 1 a less formal article/report 2 to complain/criticise 3 other teenagers
1b A 2 – the other opening is too informal, not directly relevant and more illustrative /less factual.
   B 1 – the other is too formal, too distant (written in third person) and less emotional
1c a – A2 b – B1 c – B2 d – A1 e – B2
1d Intensifying adverbs (immensely), adjectives (unthinking), mixture of short and long sentences (Maybe we are.), lively expressions (easily led astray, it’s hardly surprising if)
2a  A – formal in vocabulary (e.g. *belittle*) and style (e.g. use of passive – *Advice and guidance need to be given*), aimed at teachers about children.

2c  Suggested answer

Basically, when it comes to making choices, our parents need to give us more freedom than they often do. Perhaps we’ll make mistakes. Fine, then we’ll talk things through and try and learn from them. Maybe they should start by letting us make smaller choices first, to give us a chance to show that we can really be trusted to be responsible. And if our decisions turn out to be the right decisions, how good it would be if our parents told us so! Then maybe they could say to us, ‘Next time there’s a big choice to be made, we’ll try leaving it to you!’

(102 words)

Module 4B

Listening 2 p.63

1  1 B – *at the time of each birth, parents are in a new situation … they relate to the new child in a different way.*

2 C – *the oldest child typically dislikes and avoids changes and risk-taking*

3 C – *they seem to cultivate different personality characteristics or skills.*

4 B – *how great an impact … is mainly related to the gap between them*

5 D – *adopt specific patterns of behaviour learned from the people who take care of them*

6 A – help people become aware of why they think and behave in the way they do

Speaking p.64

1a  Suggested answers

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

6 A, B

2a  1 *tightly-knit* (= closely connected) – compare *intimate* (private);

   *strong bond* (= emotionally) – compare *tight bond* (physically);
we relied on each other – compare each relied on the other;

have interests in common – compare share the same interests

2 extended (definition beyond parents and siblings) – compare increased (bigger)

only child – compare single parent

3 of

get on (= relationship) – compare get by (survive)

4 expectations (= beliefs) – compare aspirations (desires/ambitions)

conscientious (= diligent/hard-working) – compare conscious (aware/concerned)

disappoint them – compare let them down (separable phrasal verb so pronoun goes in the middle)

5 sheep – an idiom meaning the rebel from the start – compare from the word go

do as + clause – compare do anything that + defining clause

have cross words (= argue) – compare speak in any way

healthy – a positive thing

2b 1 takes after 2 get their own way

3 looked up to 4 see eye to eye

5 runs in the family 6 lost touch

7 got on with 8 fell for

3b 1 compare and contrast the pictures

2 say how important the relationships are and how they might change

3c She talks about pictures A and B.

3d The candidate was a bit vague when saying how important the relationship is. She could have used clearer signposts for the examiner.

4 1 there’s definitely 2 might 3 obviously become less 4 bound to 5 may well

6 could affect

**English in Use 2 p.66**

2a 1 False 2 True 3 True

2b 1 C – to + infinitive after ability; problem-solving completes the list of what intelligence is.
2 H – time link he said (past) … we needed (past); This in the following sentence links back to his theory.

3 G – whether intelligence is something we are born with is something scientists would try to discover. Scientists in G links to them in following sentence.

4 F – that clause as object of show; size of brain links to in this respect in the following sentence.

5 A – a clause beginning with a question word as the subject; them refers back to the results at the beginning of the sentence.

6 D – that clause as object of found; link between part of the brain to of taxi drivers … grew larger … mental map in rest of the sentence

Language development 2 p.67

1 1 a evidence that more people are becoming aware
   b encouraging that more teachers are adopting
   c suggests that people learn differently

2a What is good for one learner, How you teach
   b One feature … is how it identifies
   c depends on who/what you are teaching

3a Using words, To achieve the best results
   b If the goal is to help learners
   c it is important to adopt, no desire to change

2 1 which – wh- clause as object of the verb which because of limited choice.

   Question word clauses are related to questions (which areas not What areas of the brain are associated with intelligence?)

   2 that – following an adjective

   3 that – that clause as object of a verb, not related to a question

4 both – that clause after adjective (likely) or noun (likelihood)

5 both – degree (how far) or simply yes/no (is intelligence affected by diet).

6 both – to + infinitive (more formal) or –ing clause (less formal) as subject

7 what – What have researchers been trying to discover?
8 What – *what* clause as subject (*What we learn now*)

3  

1 *how* – method  

2 *where* – location  

3 *who* – person  

4 *which*  

5 *whether* – with or not  

6 *that* – after adjective  

7 *what* – what time  

8 *if/whether* – indirect question  

9 *whether* – choice, before to + infinitive  

10 *if/whether* – both possible when *or not* comes later in the phrase (but *if* would avoid repetition)  

11 *that* – after adjective  

12 *what* – what was the ending?  

13 *How/Why* – as subject  

14 *how* – after preposition  

15 *that* – after noun + *be*  

16 *what* – as subject (*what is it called?*)

4  

1 parents to want  

2 How parents; bring up  

3 to be confused  

4 Knowing who to turn to  

5 It is important to understand  

6 for parents to ignore  

7 Why some people have children

**Writing 2 p.68**

1b  

• a story: strong narrative coherence, interesting story (use of adverbs)  

• an article: interesting points, coherent argument, helpful/useful for the reader  

• a review: clear idea of what is being reviewed/clear (and balanced) opinion, will it help the reader decide to read/see it (opinion language)  

• a description: does it bring the person/place to life, vivid picture (use of adjectives)

2  

1 Two main parts (importance of good memory vs. bad memory; suggestions)  

2 To inform and entertain; the competition judges, and then the readers of the magazine  

3 article  

4 informal style (but not too informal)
engaging the readers and choosing examples/situations the reader can relate to;
making useful suggestions

4b  1  b Asking the reader a question directly is a good way of opening an article.
  2  a  A clear statement is used as a ‘topic’ sentence. b) is probably too informal
  3  b  This is more of a topic sentence. a) sounds like the middle of a paragraph, not
      the topic sentence.
  4  a  I short helps connect the paragraph with the rest of the text and indicates to
      the reader the purpose of the paragraph.

5  Suggested answer

THE IMPORTANCE OF A GOOD MEMORY

Are you one of those lucky people with a good memory, someone who can remember
everyone’s name at a party and never forgets an appointment? Or do you have the
misfortune to remember little of what you read and hear, and are generally absent-

Having a good memory is useful at all stages of our life. Being able to remember facts
and figures helps us sail through our exams at college, and when we are at work, we
are superbly efficient. On the other hand, if we suffer from a poor memory, we struggle
with our studies, writing out notes for ourselves hoping this will help the information to
‘stick’. And of course at work, our office will be in a state of chaos, with little reminders
and forgotten bits of paper all over the place.

But the idea that there is nothing we can do about a bad memory is wrong. For a start, when we
want to remember something, for example someone’s name, we should try to concentrate on it
and use it as often as possible in conversation. But by far the most useful technique is to build up
a visual picture around the name to create an amusing mental image of it. In other words, we can
learn to remember the name by association.

In short, we might have a naturally poor memory but there are ways of improving it and
remembering things we never thought possible. After all, once something is in our
memory it takes an awful lot to forget it!

(261 words)
1 C 2 B 3 A 4 D 5 C 6 A 7 C 8 D 9 A 10 B

11 C 12 D

1 I was impressed with/by the breadth of his experience.

2 He was an only child.

3 It was a really tough decision.

4 There is a very close bond between all the brothers.

5 She was made redundant because of the cutbacks.

6 He is very/so full of himself.

7 Why have they fallen out?

8 In the end, I always get my own way.

1 depth 2 energetic 3 productive 4 influential

5 actors 6 happiness 7 unhesitatingly

8 non-conformist 9 endanger(ed) 10 belief

11 confrontation 12 responsibility 13 enrich

14 lives 15 discoveries

4 1 Deciding who to live with is the most important choice we make in life.

2 Some people really know how to dress in order to show their personality.

3 If you want to understand a person, look at

what their life choices are. / … look at their life choices.

4 It's always difficult to decide what to spend our money on.

5 I know that if our choices reflect our personality, they turn out to be better choices.

6 It's interesting that decisions based on the opinions of others are usually wrong.

7 The question is how far we really have a choice in any particular situation. / The question is whether or not we really have a choice in any particular situation.

8 It's easy to say that we don't have a choice.

9 What that/this means is that we don't want to choose between the different alternatives.

10 It's very likely that we don't really register them as choices. / There's a strong likelihood
Module 5A

Reading p.72

3a/b 1 B They were inspired by refers back to Bra and three other Italian towns; The movement was first seen – refers back to they gathered to the ‘Slow’ banner in droves.

2 G the enjoyment of food and wine … conviviality = long lunches

3 C To win it = the designation Città Slow / mark of quality; the … manifesto pledges (line 28) refers back to the list in paragraph C

4 F Again in keeping refers back to traditional dishes; a more traditional way of looking at life = Despite their longing for kinder, gentler times

5 A a balance between … (line 46) = this ideal combination; the negative point after Nevertheless (line 48) contrasts with the successes in paragraph A

6 D At the very least contrasts with it is hard to make people … (line 54)

5a closed some streets to traffic, banned supermarket chains and neon signs, given the best sites to small family-run businesses, subsidised renovations that use regional material, serve traditional dishes in hospitals and schools using local produce, cut noise and traffic, increased green spaces and pedestrian zones, closed food shops on Thursdays and Sundays, opened the City Hall on Saturday mornings, encouraged use of local produce, promoted technology that protects the environment, preserved local aesthetic and culinary traditions, fostered spirit of hospitality and neighbourliness.

5b The Slow City way of life

linger over coffee

watch the world drift by

enjoyment of food and wine

fostering of conviviality

promotion of unique, high-quality and specialist foods
small family-run businesses
handwoven fabrics and speciality meats
materials typical of the region
traditional dishes
traditional architecture, crafts and cuisine
green spaces
pedestrian zones

The globalization of urban life
high-speed frenzy
frenetic way
processed meals
noise pollution
people shouting into mobile phones
speed through the streets
culture of speed
stress of urban living

Vocabulary p.74

1a turning the clock back (also turn back the clock, put the clock back) = to return to a
good situation experienced in the past.
strike a balance = to give the correct amount of importance/attention to two things

1b 1 f – get away from it all (line 2)
2 a – disturb the peace (line 51)
3 h – have a long way to go (line 48)
4 c – swim against the tide (paragraph G)
5 b – slowly but surely (line 27)
6 d – quality not quantity (line 37)
7 g – come in droves (also with other verbs, e.g. gather, arrive, etc.) (paragraph B)
8 e – to strike the right balance between A and B (line 46)

2a 1 promote (+ positive) = encourage – cf. provoke (+ negative), proceed (continue)
pledged = promised (what and when) – cf. decided (an idea), wished (not possible in present perfect)
ban = prevent/prohibit something – cf. bar someone, censor books/films, etc.
implement (a policy) = make changes (collocation) – cf. carry off out
curb = control/limit – cf. bring down (a number/amount), crack down on
epitomises = is a typical example of – cf. equalises (make the same), expands (make larger)
cut = reduce – cf. slice (cut thinly), chop (cut into pieces)
preserve = keep/maintain as is – cf. serve (help/assist), reserve (keep for the future/a particular purpose)

1. a. cost of living – the expense
   b. standard of living – the quality
2. a. way of life – of a community over a longer period
   b. lifestyle – of an individual, easy to change
3. a. livelihood – source of your income
   b. living – what you earn to live on
4. a. alive – predicative (after a verb, not used before a noun)
   b. living – attributive (only used before a noun)
5. a. lifelong – (adj.) continuing/existing all through your life
   b. lifetime – (n.) period of time that someone is alive
6. a. live out – to live until the end of your life
   b. outlive – to live longer (than someone else)

gulp: to swallow something quickly
sip: to drink something slowing, taking small mouthfuls

e – noisily

1. c – using muscle of mouth through a small hole
2. b – drink large mouthfuls, especially from a bottle
3. g/h – eat quickly, in big pieces because you are very hungry
4. a – taking very small bites
5. g/h – eat small amounts because you are not hungry or don’t like/want it
7 f – (negative) eat or drink a lot of something quickly and eagerly
8 i – with teeth
9 d – empty the glass because you are thirsty

Listening 1 p.75

2a Suggested answers
1 The history of Nike
3 Accusations against Nike
4 How Nike has/have responded

2b 1 d 2 c 3 a 4 b

3a 1 Blue Ribbon Sports 2 Nike 3 logo
3b 1 it/the company = Nike 2 it/it = the logo
3c 1 Nike 2 (Nike) logo

4a 3 footwear 4 working conditions
5 child labour 6 Opportunity International

English in Use 1 p.76

1 Suggested answers
Positive: creates work (many jobs needed in tourist industry), good for local economy (tourists spend money and brings foreign exchange into the country), educational (people learn about other places, languages, etc.), helps to preserve and protect monuments, traditions and cultures, as that’s what tourists like to see)
Negative: increases local prices (tourists willing to pay more than locals), uses valuable resources (water, land, food, etc. go to tourists instead of locals), creates pollution, disturbs wildlife, destroys local culture (everywhere becomes the same), jobs are seasonal and low-skilled, tourists don’t respect the places they visit (can offend local people)

2a Problem: Tourism damages local communities
Solution: Involve local people and respect their rights
Language development 1 p.77

1a 1 to intensify the adjective
   2 very, really
   3 used only with ungradable adjectives

1b 1 √
   2 very/vitally important or absolutely essential
   3 absolutely unique (ungradable)
   4 √
   5 very/extremely rich (gradable)
   6 absolutely furious (ungradable)
   7 utterly/entirely opposed (more formal)

2 1 B 2 A 3 C 4 B 5 C 6 A 7 C 8 B 9 C 10 B
   11 A 12 B 13 C

3a 1 absolutely/completely/pretty furious
   2 pretty/quite/fairly cheap 3 virtually empty
   4 rather/really pleased 5 fairly/quite/pretty
   similar 6 almost/virtually identical
   7 quite/slightly/somewhat unusual
   8 totally unique

Writing 1 p.78

1b 1 It’s been a sacred site for them for over 20,000 years.
   2 Benefits: provides work, educates visitors
   Problems: vandalism, litter, water pollution, destruction of wild plants
3 Discourage the current type, encourage respectful tourism
4 To increase visitor numbers.
5 More control for local people in tourism and no climbing.

2a Notes that could form basis of sample answer:

Paragraph 1
saw your recent editorial … writing to say that
I cannot agree with your criticisms of the
Anangu policy … important site
Uluru is a sacred site for the A, who have been
there for thousands of years.

Paragraph 2
Tourism is important, but needs to be managed so that these sacred sites are
respected

Paragraph 3
Are environmental damages from tourism.
Some success … implement measures to reduce littering and vandalism

Paragraph 4
If government wants to increase tourism to Uluru, they must do this together with
A; A are trying to do this by encouraging greater understanding … through Culture
Centre.
In my opinion, A should have greater control over tour promotion so they get a
fairer share of profits. At the moment, only get 24%.

3 Suggested answer
I saw your recent editorial about the Uluru National Park and I am writing to say I
cannot agree with your criticisms of the Anangu policy of restricting tourism. Uluru is a
sacred site for the Anangu, who have been there for over 20,000 years, and while
400,000 tourists a year may not be huge numbers in national terms, it is still a lot.
I agree that tourism is important to the Anangu, but it needs to be managed so that its
sacred sites are respected. For example, the Anangu themselves never climb the rock,
and in my view, tourists should be prevented from doing so out of respect for the Anangu’s traditions.

Also, we all need to be concerned about environmental damage that tourism causes. Despite some success in reducing vandalism and litter, it is otherwise getting worse, and I personally believe it was right to remove the airstrip and I support attempts to remove the car park.

I also think the Anangu should have a much greater role in how the site is promoted and in tour organisation. At the moment, most Anangu are only able to get low-paid, seasonal employment, and the profits from tourism go to outsiders. However, they are trying, through the Culture Centre, to encourage a greater understanding of all aspects of their culture, not just the rock.

If the Government wants to increase tourism to Uluru, which seems to be its aim, it must do so together with the Anangu and implement measures to reduce environmental damage.

(254 words)

Module 5B

Listening 2 p.79

2 1 isolated 2 coast 3 protection 4 potatoes; birds 5 competition 6 transport 7 population 8 caves

3 1 The talk is divided up into clear sections containing one main idea, with one question per section being the norm. Signals that help students to identify when the information they need is going to come up include sentences that introduce the sections, and parallel phrases to those in the questions.

Question 1 Introduction describing Easter Island: this tiny Pacific island

Question 2 The focus of social life were the stone platforms called ahu … , these platforms were constructed …

Question 3 the fact that they all face inwards …
Question 4 At first, the islanders had no problems finding food ...

Question 5 Because of easy access to stone, the statues were always at least five metres high, but ...

Question 6 The amazing thing is how these huge statues got from the quarry where they were carved to the stone platforms ...

Question 7 By this date, many of the trees ...

Question 8 the absence of trees also led to soil erosion, so that plant and animal species became extinct, ... When the first Europeans arrived in 1722 ...

2 The words were mainly nouns. This is a sub-answer of Q3

**Speaking p.80**

1a/b **Photo A: Waste disposal/recycling**
- bio-degradable materials
- dispose of / dump (waste/rubbish)
- incinerate/recycle waste
- use up/run out of/conserve resources

**Photo B: Air pollution**
- contaminate water supplies
- destroy the ozone layer
- give off/emit carbon dioxide/toxic fumes
- pollute the atmosphere
- trigger allergies

**Photo C: Climate change**
- build-up of greenhouse gases
- global warming
- lead to/run the risk of famine/drought/flooding

**Photo D: Species loss/deforestation**
- bio-diversity
- deforestation
- extinction
loss of natural habitat
wipe out/kill off (animals/fish/birds)

**Photo E: Genetically modified crops**
become pest/disease resistant
DNA technology
genetically modified crops
health hazards
improve flavour/nutrition
spray crops (with pesticides)

1c  1 E 1 recycled 2 bio-degradable 3 conserve 4 resources
    2 A 5 give off 6 pollute
    3 D 7 build-up 8 global warming
    9/10 famine/flooding
    4 B 11 genetically modified 12 pesticides
    13 health hazards
    5 C 14 Deforestation 15 habitat loss/loss of habitat 16 extinction

2b  1 Talk about relative importance of problems
    2 Decide which is most urgent to address

2c  air pollution

2d  They cover both aspects of the task. Student 2 is better at turn-taking,
    responding to what student 1 says and asking questions. Student 1 tends to
    dominate, cuts student 1 off and does not invite responses from her.

3a  1 the more 2 and more 3 anywhere near
    4 hotter and hotter 5 pretty much 6 nearly
    7 by far the most

**English in Use 2 p.82**

2b  1 have enough 2 If (Should it be … (formal) = If it is … (informal)) 3 off (postpone
    (formal) = put off (informal)) 4 lot better (substantial improvement (formal)) 5
    unless it 6 on the 7 take cover/shelter (seek refuge (formal)) 8 once 9 good idea
Language development 2 p.83

1a  1 c – second conditional for unreal situations in present or future
    2 a – zero conditional for real, repeated situations that are always true
    3 d – third conditional for unreal situations in the past
    4 b – first conditional for real situations in the future

1b  1 If it **snows** again this week, the match on Saturday **could** be cancelled. (real possibility)
    2 If it **rains** during the night (future), the ground **might be** (possible) too wet to play. (cf. If it **had rained** during the night (past) the ground **might have been** too wet to play.)
    3 It was a good holiday (past), but if it **had been** (unreal past) sunnier, I **would have enjoyed** (unreal past) **it more**. (cf. It is a good holiday (present still there), **but if it was** sunnier **I would enjoy it more** (but it isn’t).)
    4 If there is an avalanche warning (future real possibility), **I won’t** go near the mountain (result – 1st conditional) (cf. If there is a warning, **I don’t go near the mountain** (regular timeless event).)
    5 If the typhoon **had hit the island** (unreal past – it didn’t), **everything would have been destroyed** (it wasn’t). (cf. If the typhoon **hit the island** (unreal future), **everything would be destroyed**.)
    6 If a giant hailstone **hit you** (past tense for unlikely future possibility), **it would hurt** (second conditional)! (cf. If a giant hailstone **hits you**, **it hurts** (general truth)! or If a hailstone **had hit you**, **it would have hurt** (unreal past)!

2a  1 2nd for the condition (unreal present – I’m not afraid and never am) + 3rd for the result (unreal past – I did go out)
    2 3rd for condition (unreal past – we didn’t listen) + 2nd for result (unreal present – result of past inaction is that we are in trouble now)
2b 1 had not destroyed (unreal past); would/might still live/be living (unreal present)
2 were not (always); would not have built (past)
3 would not be (present); had not erected (past)
4 did not use (present); would not have killed off (past – already)
5 had invested (past); would/might not be (present)

3a 1 Air travel will continue to grow unless economic conditions deteriorate again.
2 The total number of flights will not decline unless fares rise steeply.
3 Many people will continue to fly whether the price of tickets goes up or not. / whether or not the price of tickets goes up.
4 Targets for reducing atmospheric pollution can be met, provided that air travel is dramatically reduced.
5 Most people are in favour of new airports, as long as they are not built near their own homes.
6 A new airport might already have been built, but for opposition from local groups.
7 People should protest, otherwise the new airport will go ahead.

4a Sentence (b) in each case omits if and inverts subject and verb. Additionally, in sentence 3 was changes to were. It is formal, whereas sentence (a) is neutral in register.

4b 1 Had (formal letter) 2 Should (formal notice)
3 Were (formal letter/report)

Writing 2 p.84

2 1 Student representative on the Health and Safety committee; article for student newspaper
2 To inform students about Clean-up Day and the campaign
3 What happened on Clean-up Day; what the effect has been; what the principal’s most popular new policy is; which of her measures have been unpopular
The big clean-up campaign!

Have you ever wondered what our college would be like if it was cleaned up? If so, you should have been with us after Clean-up Day last Saturday.

Our newspaper has long campaigned for a cleaner college, and, as you'll remember, our committee believes we are all to blame for the mess. The idea was that we would tidy it up and the principal would introduce a number of new policies to keep it tidy. For our part, on the day itself, we issued rubbish bags and rubber gloves and set you to work, while others distributed leaflets about how to keep the college clean. As a reward, everyone was given a delicious buffet supper free of charge!

And what a transformation! For the first time that any of us can remember, the college is litter-free, and doesn’t it just make everyone feel more positive about the place? Amazingly perhaps, the most popular of the policies has been to ban smoking, even among smokers who, it seems, hated seeing cigarette ends around the place! Also, it’s clearly been a good idea to put extra bins around the place.

The idea of the leaflets, however, was counterproductive, since it only created more litter! Also, judging from the emails we’ve received, students feel that the new fines for dropping litter are unworkable, particularly as they are too high.

So now we have a cleaner college, it’s down to us. If we all like a cleaner college, which it seems we do, let’s try to keep it that way!

(260 words)
Module 5 Review p.86

1  1 C 2 B 3 A 4 D 5 C 6 B 7 A 8 D 9 B 10 C
   11 D 12 B

2  1 catch on 2 wiped out / dying out 3 given off
   4 away from 5 runs 6 swim 7 disturbing
   8 over 9 dependent 10 go

3  As people are becoming more weight-conscious, the major fast-food chains are now
   offering healthy options as an alternative to traditional burgers and chips. However, if
   customers hadn’t complained, there probably wouldn’t now be salads on the menu at
   all. Some customers have been terribly/extremely/really/very pleased or
   absolutely/highly/really/quite delighted with these new additions, while others have
   been bitterly/deeply/very/extremely/really/terribly disappointed or
   deeply/really/terribly upset. If you’re / Should you be one of the ones deeply attached
   to burgers and chips, don’t worry, they’re still on the menu.

   But for this change of strategy, the fast-food chains’ profits would decline / would have
   declined even further. The effect on profit margins has been
   entirely/extremely/highly/very beneficial. What people don’t realise is that when you
   eat a Caesar salad, you often consume just as many calories as you would if it
   was/were a plate of burger and chips! It’s painfully/fairly/
   totally/extremely/perfectly/quite obvious that if people simply ate less, there
   wouldn’t be the current obesity crisis.

4  1 Provided we make a concerted effort to fight racism, it will decline. (… to fight it, racism
   will …)
   2 Whether or not genetic modification of food is safe, many people are suspicious of it.
   (Whether or not it’s safe, many people are suspicious of genetic modification of food.)
   3 Unless something is done about climate change, there’ll be a severe water shortage in
   a few years.
   4 Had the Soviet Union not collapsed, globalisation might not have spread so quickly.
   5 As long as we carry on burning fossil fuels, there will always be pollution.
6 Should the population carry on declining, there'll need to be more immigration into western Europe.

7 But for the Internet, we wouldn't know what's going on in some countries.

8 We have to have fair-trade policies. Otherwise, the poor will get poorer and the rich richer.

Module 6A

Reading p.88

2 A Dr Sally Hancock
   – life expectancy – it will continue to increase
   – laser treatment – fewer people will need glasses

B Professor Susan Cullis
   – body shape – obesity will become more widespread and have a greater effect
   – complexion – will improve

C Dr David Murphy
   – drugs – they will be of limited value
   – appearance – people will be able to change appearance easily

D Dr Daniel Green
   – use of drugs – will cure many common problems

E Professor Steve Timms
   – genetics – in the future we will all look more similar to each other

3a The first one answers question 1; it begins with Don't be fooled by …, whereas the second one is a statement of fact.

3b 1 C – (line 41) Don't be fooled by …

2 D – (line 61) … he observes, sadly, 'I fear … become even more obsessed …'

3 B – (line 30) 'I can't see any evidence that this pace is going to slow down'

4 D – (line 56) I am optimistic that there will be a cure for baldness

5 E – (line 88) some characteristics seem to prove resistant to this
6 A – (line 105) More and more of us … are destined to become short-sighted … but …

7 A – (line 23) to get to the age of 100 if you live in certain places

8/9 C – (line 71) all people will have to do in order to avoid going grey

B – (line 100) It will also be possible to stop our existing tissue from deteriorating

10 C – (line 45) A drug can only reinforce what you do yourself

11 E – (line 83) in Europe … everyone seems to be merging together

12 B – (line 33) Those under 20 will continue to be the worst affected

13 A – (line 106) short-sighted, as we spend more time reading and doing things on screen

14 B – (line 98) a new generation of drugs … making cosmetic surgery unnecessary

15 D – (line 59) putting drug in our eyes as part of our morning routine to prevent short-sightedness

16 B – (line 95) People will continue to become ever more meticulous with the sunscreen

Vocabulary p.90

1 Suggested sentences

1 I'm confident/optimistic that a cure for cancer will be found in the not-too-distant future/within a decade/at some stage/one day.

2 I predict that no one will look their age a century from now/in 100 years’ time.

3 I fear that obesity will reach epidemic proportions in the near future.

4 It seems far-fetched to think that we will be able to change our appearance at will a century from now/in the near future.

5 I don’t hold out much hope that hair loss will be cured in the short term.

6 I can’t see any evidence that we are going to achieve the perfect body in the near future/in the short term.

7 I think/believe that living to 100 will have become the norm one day/at some stage/within a generation.
I believe that hair loss will be cured in the long term.

8 In my opinion, it is highly unlikely that exercise will become unnecessary in 100 years' time.

In my opinion, it is highly likely that laser technology will make glasses and contact lenses history in the not-too-distant future.

9 I'm sceptical of claims that exercise will become unnecessary one day.

2a 1 deteriorate – qualities deteriorate; numbers decline, standards slip

2 pumped – pump money into something

3 pinpoint – to discover/explain exactly; diagnose an illness, place an object or person (remember where you last encountered them)

4 replicate – get the same result again; imitate = copy, indicate = show

5 point to – point to a fact or link

6 reversing – reverse a trend = move in the other direction, restore = return to a former state

7 applying – apply a cream, etc. to skin; install machinery

8 weigh – weigh up = consider both sides carefully

3a Without wrinkles. The suffix -free is added to nouns to form adjectives with a positive connotation.

3b 1 debt-free 2 rent-free 3 interest-free 4 sugar-free 5 trouble-free 6 tax-free 7 lead-free 8 fat-free

**Listening 1 p.91**

2 1 Lifestyle and ageing population

2 Problems and possible solutions

3a 1 active 2 stressed

3b 1 way of life

2 sitting in front of computer screens; watching television

3 there’s a rising problem of obesity

4 increasingly

5 than previous generations
Because the speaker says, 'I don’t think we’re any more greedy …' (i.e. the statement is negative).

Twice – are increasingly stressed, treatments for stress

No. (It’s in the correct form to fit the notes the first time, i.e. adjective. The second time it's a noun.)

Adjective – after more

3 (personal) fitness card 4 (metal) bar 5 smart homes 6 social interaction 7 diets

English in Use 1 p.92

A medical condition which causes sufferers to fall asleep without warning at any time of day.

It would help narcoleptics and other groups of people stay awake; it can improve other aspects of mental functioning.

their (plural possessive to match sufferers)

that (cleft sentence)

One (before a non-defining clause; A man would need to be followed by a defining clause)

himself (reflexive pronoun)

nobody (cf. no one fits grammatically but is usually written as two words)

all (before plural noun sufferers, cf. nearly every sufferer)

the (definitive article before noun – only one conclusion)

due (is due to, cf. is because of)

What (cleft sentence)

no (before noun + at all)

of (noun + of + noun)

such (before a + noun)

like (= such as)

out (multiword verb: carry out a test/trial)

in (in addition)

1 6, 7, 10, 12
Language development 1 p.93

1a 1 the subject (who) 2 the action 3 the time 4 the place

1b 1 The country where the most cosmetic surgery is performed is Brazil.
   2 The reason many people have cosmetic surgery is to improve specific facial
      features.
   3 What I’d really like to change is the shape of my nose.
   4 What you need to do is take more exercise.
   5 The thing that companies are most keen to develop is a drug that prevents
      obesity.
   6 All my sister has ever wanted is to look like a movie star.

2a 1 Dr Christiaan Barnard was the person who performed the first heart transplant.
   3 1967 was the year when Dr Christiaan Barnard performed the first heart
      transplant.
   4 South Africa was the place where Dr Christiaan Barnard performed the first
      heart transplant.

2b 1 DNA 2 1973 3 1978 4 Edinburgh

3b 1 It was the Danish geneticist Wilhelm Johannsen who coined the term gene, not
    Gregor Mendel.
    2 It is obesity rather than cancer that is now the major cause of death in the UK.
    3 It wasn’t until the 1950s that the link between cigarette smoking and cancer was
       identified.
    4 It was three years ago that/when we last had a holiday abroad.
    5 It was only when I got to the airport that I realised I’d left my passport behind.
    6 It’s because you work so hard that you’re always stressed out.
    7 It is only by identifying its causes that we can overcome stress. / … identifying
       the causes of stress that we can overcome it.
INTRODUCTION
We appreciate that the last thing that many of you have time to do is to keep fit. However, physical exercise is the key to maintaining a healthy body and mind. That’s why we’ve created a luxury club that offers a convenient and enjoyable way to achieve your personal fitness goals, whatever they may be. What’s more, we pride ourselves on offering a welcoming atmosphere, one in which you can feel relaxed and at ease.

FACILITIES
Once inside this urban paradise, you will find a range of facilities, all of which are free to members. Why not take a dip in the heated pool or enjoy a snack by the poolside? Or perhaps you’d prefer a strenuous workout? If so, the Club offers a large variety of state-of-the-art exercise machines which will challenge the fittest among you. We think our club is the best in the city and, we are pleased to say, so do our members.

Module 6B

Listening 2 p.95

2 1 goats 2 15,000 / fifteen thousand 3 (East) Asia 4 protection 5 migrant 6 food; tools (in either order) 7 (selective) breeding 8 (a) status symbol(s)

Speaking p.96

2a 1 admission fee: fixed amount of money paid to get in voluntary donation: variable amount of money given by choice season ticket: pass for a fixed amount of time that gives admission (probably at a reduced rate) 2 an exhibit: an object in an exhibition an exhibition: a collection of objects on show to the public an exhibitor: the person who puts the object(s) on show 3 a guide: someone who shows visitors around and gives them information an attendant: someone who works for the institution and provides a specific service (e.g. security, information on request, cloakroom) a curator: someone with specialist knowledge who looks after the objects 4 an event: a special performance/exhibition/etc. organised for a specific time period an incident: a single, noteworthy happening an experience: something that happens that influences or affects you 5 a catalogue: a detailed list of every object
a guidebook: a description of the most interesting objects bound into book form

a brochure: a short guide to the exhibition in leaflet form

an audio guide: a description of the objects in audio format (e.g. cassette, CD)

wander (around): to walk slowly, in a relaxed way, without specific aims

trudge (along): to walk heavily, as if tired and bored

stride: to walk quickly and purposefully

2b 1 exhibition 2 season ticket 3 event 4 wandering 5 catalogue 6 audio guide 7 attendants

3a 1 Compare and contrast photos 2 Say how successful the places might be in encouraging young people to take an interest in the past

3b He talks about photos B and C.

3c Yes, he dealt with both parts, but also included something irrelevant (the comment about queues).

4a 1 A stress on doing

2 B use of intensifier much

3 C change of normal word order: emphasis using cleft sentence structure (see Language development 1)

4 C introductory expression

5 D use of auxiliary verb do

4b 1 Why so many people are interested in fossils I just don’t know!

2 It was the cost of admission that put me off going to the exhibition.

3 What I particularly enjoy is doing hands-on activities.

4 I’m not at all/in the least bothered about going on the museum trip.

English in Use 2 p.98

2b 1 G – what it is (that) you want

2 D – find out the most important facts about something

3 A – looking through photo albums and talking to relatives connect to finding out about as many of your relatives as possible

4 C – write everything links with including a note
5 F – wills and tax records are examples of useful documents

6 I – people use a computer (= it’s the right point to start using)

Language development 2 p.99

1a 1 finding 2 to help 3 to find 4 to trace 5 spending 6 to share 7 drawing 8 to
discover

1b 1 contemplate + -ing 2 imagine + -ing 3 be forced + to-infinitive 4 consider + -ing 5
pretend + to-infinitive 6 refuse + to-infinitive

2 1 We chose Alice to represent us at the investigation. (choose + object + to-
infinite)

2 ✓ I found out (cf. I never expected him to find out = he found out)

3 I arranged for the library to send me all the information. (arrange for someone to
do something)

4 ✓ I miss Amanda moaning (verb + object + -ing) or I miss Amanda’s moaning
(verb + possessive + gerund (= more formal))

5 I didn’t expect them to discover anything very exciting. (They discovered it.)

6 Can I recommend you visiting (or you to visit) the industrial museum in town?
(recommend + ing or recommend + object + to-infinitive (more formal))

7 I was made to go first because I was known to have experience. (made in
passive + to-infinitive (cf. made in active + object + infinitive: They made me go …)

8. ✓ (formal) (cf. like + object + -ing: I didn’t like them suggesting)

3a 1 visiting – thinking back to an earlier action 2 to spend – intention 3 to learn –
reason/ purpose (we stopped travelling in order to learn) 4 seeing – thinking back
5 to set – didn’t do what we had to, future action 6 waiting – resulted in 7 to find –
objective 8 hitching – method 9 worrying – this activity ceased 10 to have –
change to another action 11 exploring – continued 12 missing – feeling sorry
about the past

4 1 a ii I like to pay my bills at the start of the month. (I don’t enjoy it, but feel it is
the best thing to do – thinking of specific occasions with future reference.)
b i  I like paying less than other people for things. (I enjoy the activity in general.)

2 a i  I prefer reading about an exhibition before I see it. (present simple + -ing for a generalisation)

b ii  I’d prefer to read about the exhibition before I see it. (would prefer + infinitive for a specific case)

3 a i  I saw the driver drop his ticket before he went into the museum. (single short action)

b ii  I saw the driver dropping people off outside the museum all afternoon. (repeated action)

4 a ii I can’t bear to go to a museum today. (specific case)

b i  I can’t bear going to museums when I’m on holiday. (generalisation)

5 a ii I watched him painting a portrait; he only did the nose while I was there. (part of unfinished action)

b i  I watched him paint a portrait; it only took 30 minutes. (complete finished action)

6 a ii I left Duncan waiting for the gallery to open and went home. (duration: he continued waiting while I went home)

b i  I left Duncan to wait for the gallery to open while I bought us some coffee. (purpose: his purpose was to wait for it to open)

7 a ii I don’t want you to go there tonight. (specific case)

b i  I don’t want you going there every night. (generalisation)

Writing 2 p.100

2 1 To try to give the reader a ‘picture’ of the attractions and clear idea whether they are worth visiting. The target reader is an overseas tourist.

2 Three. Describe two attractions, saying why they interesting and what can be seen there, then compare them.
3 Both: facts are important, but so is an evaluation of the place. Note that in this question, you are not asked to give practical information such as times, prices, etc.

4 Descriptive/semi-formal/impersonal style: language which creates a picture, brings the places to life and engages the reader.

5 Yes and no. A guidebook is independent and does not have the same aim as a brochure, which tries to sell a place. However, guidebooks need to make a place sound interesting.

6 If they can decide whether or not to visit the place. To know what sort of person it is most suitable for (e.g. children).

1 The talk is divided up into clear sections containing one main idea, with one question per section being the norm. Signals that help students to identify when the information they need is going to come up include sentences that introduce the sections, and parallel phrases to those in the questions.

Question 1 Introduction describing Easter Island: this tiny Pacific island

Question 2 The focus of social life were the stone platforms called ahu … , these platforms were constructed …

Question 3 … the fact that they all face inwards …

Question 4 At first, the islanders had no problems finding food …

Question 5 Because of easy access to stone, the statues were always at least five metres high, but …

Question 6 The amazing thing is how these huge statues got from the quarry where they were carved to the stone platforms …

Question 7 By this date, many of the trees …

Question 8 the absence of trees also led to soil erosion, so that plant and animal species became extinct, … When the first Europeans arrived in 1722 …

5 Suggested answer

Located in the centre of the city, you’ll find two museums quite unlike the sedate museums elsewhere in the city, both with a gruesome past.
The Bishop’s Prison Museum, used originally in the 12th century as a prison for disobedient church people, later became a dumping ground for the city’s lowlife. Not surprisingly, it became a much-hated institution and was frequently attacked by rioters in the 18th century. The exhibition features several scenes from prison life and dwells on the torture and grim conditions inside. The museum doesn’t take long to walk through, but several audio stories from ‘inmates’ make you linger by the waxworks.

The Dungeon Museum, on the other hand, is a large Gothic horror show and one of the city’s major crowd pleasers. Throughout its history, until the middle part of last century, this was the place where royalty, politicians and ordinary criminals were imprisoned and put to death. Inside today, medieval torture has become a spectator sport with all the ketchup-splattered authenticity of a horror movie. At every turn, the spine-chilling exhibits give you some nasty surprises. You are assaulted by rats, attacked by fire or put in a boat and sent backwards down a dark river. All the while, the music is ghoulish and the lighting spooky. Although teenage kids love the place, there is plenty to offend, so it’s best avoided by young children.

In fact, both museums are really best avoided if you are of a nervous disposition or prone to nightmares. The National Museum is a much calmer experience!

(257 words)

Module 6 Review p.102

1. There has been a startling rise in the number of anti-ageing products on the market.

2. Do you believe the world will be trouble-free in the future?

3. I’m a pessimist. I don’t hold out much hope for a better world.

4. First published in the 1930s, the data remains an absolutely indispensable resource.

5. Most health-food companies have online brochures of their products.

6. He has a very selective memory – he only remembers what he wants!

7. Can you pinpoint the site on the map?

8. The government’s refusal to hand back the relics caused a major diplomatic incident.

9. What is the price of admission to the exhibition?
10 We need many **alternative** forms of fuel.

11 We need to **ensure** there are fewer nasty weapons about.

12 He **leads** a very solitary life.

3 1 I really regret not being able to come to the museum with you.

2 The shuttle is expected to reach / It’s expected that the space shuttle will reach its destination by next Tuesday.

3 It is considered to be the most daring space mission yet.

4 What they did was make us work 12 hours a day.

5 The archaeologist has stopped talking to his assistant.

6 Do/Would you mind me sharing your programme?

7 It is the director who decides who goes on the mission.

8 They have given up making any effort to find life on Mercury.

4 1 where 2 were 3 What 4 was 5 making 6 reason 7 that 8 It 9 who 10 things 11 is 12 to 13 be 14 did 15 Whatever/Despite

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**Module 7A**

**Reading p.104**

3d 1 C – (line 9 *in pursuit of what?*)

2 C – (line 16 *before succumbing to mental and physical pressures*)

3 B – (line 32 – *We all have strange compulsions and we all choose to prove ourselves in different ways*)

4 A – (line 47 *we need to be free of our comfortable lives at times; to push ourselves …*)

5 D – (line 53 *her husband … left her to it and line 56 she finished the competition*)

6 B – (line 68 *spare a thought for a man haunted by his sense of self-worth and wish him well*)

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**Vocabulary p.106**
1a  1 succeeded in 2 quest 3 driven
   4 prove himself 5 gripped 6 compulsion
   7 pushes himself 8 capable of
1c  despite great difficulties = against the odds
   to give up = to abandon
   problem = setback
   to give in to = to be defeated by
   to show = to prove
2  1 There is no chance of beating this record.
   2 The fact that someone else has already climbed Everest is beside the point.
   3 The compulsion to succeed against the odds is far from being a male preserve.
   4 This compulsion to take risks may come down to a basic human need for challenges.
   5 The routines of everyday life have/hold no allure for people who crave risk.
3b  1 health/security 2 life and limb
    3 element of risk 4 risky business / calculated risk 5 at your own 6 run
3c  Competition: hold/run/launch a competition; enter/win/lose a competition; knock someone out/be knocked out of a competition; be in competition with; fierce/stiff/intense competition; not much/little competition; foreign/international competition; a competition winner
   Doubt: have (your/no) doubts; raise/express/voice doubts; cast/throw doubt on something; be beyond/without/open to/in doubt; there’s no/little/some doubt; serious/grave doubts; nagging/lingering doubts; an element of doubt; to doubt someone’s word
   Success: be a big/huge/great success; the secret/chances of success; a box-office/overnight success; a success story; without success; have success in doing something

Listening 1 p.107
Language development 1 p.108

1a 1 boxes; heroes 2 wonderful; visiting
    3 swimming; entered 4 beginner; success; surprising 5 beautiful; prettier 6
    regretted; cancelling 7 panicked; arriving 8 niece; unwrapped 9 humorous;
    practise (v.)

1b 1 cities; families 2 relieved; receipt 3 moving 4 truly 5 neighbour; opening 6 advice
    (n.)

2 1 accommodation 2 necessary 3 immediately
    4 medicine 5 separate 6 pronunciation
    7 professional; skilful 8 assistance

3a 1 a loose b lose (compare pronunciation and meaning with choose/chose)
    2 a stationery b stationary
    3 a complementary b complimentary
    4 a effect b affect

3b Suggested answers

1 Their coats are over there.

2 I can’t hear what you’re saying – please come over here.

3 He has a nasty cut on his heel that won’t heal properly.

4 He’s bone idle – he just sits on the sofa all day watching his idol, the TV.

5 The miners had a minor crisis down the coal mine.

6 They had to give their boots a thorough clean after walking through the mud.

4 1 The BBC offers a 24-hour up-to-the-minute news service.

2 The band split up in 1998 but re-formed after a three-year break.

3 She still sees her ex-boyfriend quite regularly.

4 His co-star in the film was a very down-to-earth person.
5 The economy has enjoyed a consumer-based recovery.
6 There have been several break-ins in our neighbourhood recently.

**English in Use 1 p.109**

2a 1 She became the first Aboriginal to be selected for the Australian Olympic team.
   2 She is having to come to terms with not being successful in athletics now.

2b 00 Misplaced apostrophe.
   000 Spelling

2c 1 Sydney, she – to separate secondary time clause
   2 winning – double the final consonant after single vowel
   3 ✓ 4 that reconciliation – believe that + subject in same clause
   5 ✓ 6 children, telling – reduced non-defining relative clause
   7 ✓ 8 on it.’ – end of direct speech
   9 She – capital at start of a new sentence
   10 Italian – capital needed for nationalities
   11 Afterwards, getting – comma needed after time clause
   12 weighed – ei in \(eI\) sounds
   13 wasn’t – apostrophe goes where letter is missing
   14 success – double c and double s
   15 conceded – concede not conceded
   16 announced – double n

3 1 spelling rules:
   winning, announced – double the consonant
   weighed – \(eI\) sounds
   success – double s
   conceded – single e, not double

2 punctuation:
   use of commas; quotation marks; correct use of apostrophe in short forms
Writing 1 p.110

2 The paraphrases use a variety of changes:

- in vocabulary (e.g. partner someone up with / match someone with, began to understand/realised)
- numerical (e.g. four-week / 30 days)
- positive–negative (e.g. not there long / there only a short time)
- change of word class (e.g. to lead a happy (adj.), life (n.); in safety (n.), to live (v.) happily (adv.) and safely (adv.); a four-week (adj.) exchange, for four weeks (n.))
- register change (e.g. mutually convenient / a time which suits us both; have the same aspirations / want the same things)
- other paraphrases: to welcome / to host; my own age / the same age as you; became one of the family / as part of the family / made me feel at home; learning about how people in other countries live / get to know people from a different culture; who we are or where we live / it doesn’t matter where people come from

3a Suggested answer

I have just returned home after the best four weeks of my life. For 30 days, I lived on one of the Orkney Islands, just off the coast of Scotland, as part of a student-exchange programme. The organisers partnered me up with a boy my own age and, although I was there only a short time, I became one of the family. Next year, I will be welcoming their son, Tom, into my own home at a time which suits both of us.

The family I lived with were marvellous. Although they’d never met anyone from my country before, they gave me a warm welcome. They were very friendly and pleasant and showed me around. And Tom was great, we got on so well because we shared many of the same interests.

The whole programme was extremely significant for me because not only was this the first time I’d ever been abroad, it was the first time I’d ever been away from my family. At first I was very frightened, but I soon learnt to look after myself and I think I’ve become a much better person. What I also enjoyed was learning about how people in
other countries live. I began to understand that no matter who we are or where we live, we all want the same thing: to live happily and safely.

(226 words)

Module 7B

Listening 2 p.111

2 1 G – gym membership … it’s taken over my life.

I’m now working out five nights a week.

2 H – torn myself away from the screen … One link leads to another.

3 E – a ready-meal on a tray … the wrong kind of stuff

4 F – Half the time, I don’t need the stuff

5 A – I’m just ringing for the sake of it

6 B – none of them ever calls any more

7 F – my parents think … and I let them think that

8 G – My girlfriend’s always telling me … We had a big row about it

9 H – it infuriates my parents

10 D – my last bill was astronomical

Speaking p.112

1a 1 PLEASED: thrilled, elated

2 RELIEVED: thankful, grateful

3 WORRIED: anxious, apprehensive

4 SURPRISED: astonished, stunned

5 SAD: regretful, dejected

1b 1 Now the exams are over, it’s a weight off my mind.

2 The news came as a huge surprise.

3 My parents were over the moon when they heard I was getting married.

4 The thought of losing my job has been preying on my mind for months.

5 Even though I didn’t win, I have no regrets about taking part.
2a Most likely answers: 1 e 2 c 3 b 4 a 5 d

3a 1 Compare and contrast two of the photos.
2 Say what impact these events might have on these people’s lives.

3b She talks about photos C and D.

3c She achieves the task well. She talks about two photos and the impact of each.
She compares the similarities (lifestyle changing, no going back) and mentions
some differences (less freedom for the couple, more for the man retiring). She
keeps speaking, structures her answer well and ends with a summary.

4 1 Right, well …; So …; Well, …; And …; What about …?
2 both … and … are …; This event … similar to …; And like with …; On the other
hand …
3 I think …; I suppose …; seems to me …; could be …; I’d say …

English in Use 2 p.114

1b 1 undrinkable – adjective after found it, negative to contrast with until
2 countless – adjective before the noun experiments, too many to count
3 pleasure – noun (direct object) after give
4 distinctive – adjective before noun taste
5 profitable – positive adjective between article and noun
6 Unbelievably – adverb as discourse marker, negative because the secret was
kept so long
7 beneficial – positive adjective to combine with delicious but also
8 behaviour – noun after possessive adjective your
9 ineffective – adjective after found (something) and before adverb totally,
negative because only to find expresses contrast
10 miraculous – adjective between article the and noun power
11 relaxed – adjective between adverb deeply and noun state
12 unknown – adjective before noun parts, negative because need hypnosis to
know them
13 procedure – noun after article a and adjective similar
14 assistance – noun between article the and of

15 distractions – noun, countable and plural, after few, cf. as little distraction as possible

2 1 1, 6, 9, 12,

2 15 (distractions)

Language development 2 p.115

1 1 is – wish + past for unreal present

2 watch TV – If only = I wish

3 not optimistic – wish + would for actions beyond our control that are unlikely to change

4 know – If only / wish + past perfect for unreal past

5 doesn’t – he lived = past tense for unreal present (compare he acts as though he lives there = he might)

6 should leave now – unreal past: we haven’t left yet

7 shouldn’t smoke – I’d sooner + past = polite request

8 might – Supposing = If in a second conditional (it’s possible)

2a 1 hope – real future possibility (compare I wish = unreal, I want to pass …)

2 could – wish + past form to express unreal present

3 was – If only (I wish) + past form to express unreal future

4 wishes – 3rd person present needs -es; ongoing wish in the present wished – single act in the past – he no longer wishes it

5 didn’t – past simple for present habit, he does it regularly

6 hadn’t – past perfect for single act in the past

7 had to – past obligation for unreal present

8 could – for unreal present ability (compare would cannot be used to refer to oneself/things, should for real situations)

8 you/he – wish + would possible with other people, but not with I as it expresses things beyond our control
9 you only / only you – If you only is a more emphatic variation of If only you
(compare I wish you knew or If you knew = conditional)

10 had paid / had been paying – wish + past perfect simple or continuous
(the reality is I haven’t paid … or I haven’t been paying … recently)

2b 1 I wish I had a personal trainer – about present
2 I wish I hadn’t eaten so much last night – about past
3 I wish he wouldn’t keep sending me text messages – another person’s
annoying habit that I don’t expect him to stop
4 If only I could get into these clothes I had five years ago – own present
ability
5 I wish I had paid / been paying my girlfriend more attention – regret about
past (repeated) action

3a 1 to stop / I stopped – it’s time + to + infinitive / it’s time + subject + past
2 you changed – only use subject + past after it’s high time
3 stopped / would stop – I’d prefer + past like a second unreal conditional;
would stop is more distant/formal
4 was / were – past because I’m not stupid
5 get / got / had got – get = real likely possibility; got = unreal or unlikely
possibility; had got = unreal past
6 doesn’t / didn’t – doesn’t = present for real possibility; there’s a good
chance it won’t / didn’t = past for unreal; there’s a very small chance it won’t
work
7 know / knew – know = real and timeless – they still know; knew = real past
– they did at the time

3b Suggested answers
1 It’s time to go / I went / I was going back to work.
2 Supposing I was/were to join a gym, how much would it cost per month?
3 I’d rather/sooner you didn’t spend all your time watching TV.
4 He looked as if he had been sitting in front of a computer all night.
5 I’d rather / I’d sooner you hadn’t told me what the film was about.
Writing 2 p.116

2 A part-time worker in a restaurant; a ban on smoking has been proposed in public places.

2 Letter: to complain to the City Council about a proposed smoking ban in public places; note: to a journalist friend to explain your plans

3 Leaflet: council explaining ban to local businesses (with your reactions); email: journalist friend encouraging you to write a letter of complaint to the council; letter: to a fellow student saying what happened in your country and your plan to write a letter

4 Leaflet: reason for ban; timing/extent of ban; consequences of flouting; email: suggestion to include experience of your own country; letter: details of the experience

5 Aim of letter: to get council to change its mind; style: formal, diplomatic but firm, not too forceful (to persuade the reader); aim of note: informal, relaxed, friendly

4a 1 drop 2 take 3 introduce 4 damage 5 round 6 majority 7 wider 8 oppose 9 suffer 10 down 11 effect 12 right

4b A 1 correct level of polite formality 2 too informal

B 1 too formal 2 right level of informality

4d The extract copies phrases from the input, which will lose marks.

5 Suggested answers

LETTER

I am writing to express my great concern at your proposed smoking ban. I fear that such a move would damage businesses, and many workers would lose their jobs.

At present, I am working for Café Noir, a well-known restaurant popular with visitors, many of whom have told me that if such a ban were introduced, they would take their custom elsewhere.
On top of that, I think the amount of notice you have given people is unreasonable. If you are going to make such a huge change, there needs to be much wider public debate, and if a majority of people agree, they should be given enough time to get used to the idea.

To support my argument, I would like to tell you what happened in my country when a ban was introduced. First, it was almost impossible to enforce. There simply weren’t enough police to go round checking every public place. Secondly, business suffered enormously, with many people objecting that they should be given the right to smoke if they wished. In the end, the government had to back down and instead tried to persuade restaurants and cafés to provide non-smoking areas.

This approach strikes me as much more realistic, and I urge you to reconsider before it is too late.

(214 words)

NOTE

Sorry I didn’t get back to you sooner, but I was away. Thanks for your suggestion about writing to the Council. I’ll drop them a line, but I can’t imagine it’ll make much difference. The idea of the article sounds more promising. Get back to me when you’ve decided.

(49 words)

Module 7 Review p.118

1  D 2  C 3  A 4  B  5  C  6  D  7  A  8  C  9  D  10  C  11  D  12  B

1  If we club/clubbed together, we could get her a great leaving present.

2  I got/became hooked on TV soap operas when I was ill in bed recently.

3  He spends money (just) for the sake of it.

4  I apologise for not ringing you.

5  She’s not short of money.

6  There’s no point (in) pushing him too hard.

7  I never tempt fate by saying I’m going to win in case I lose!

8  Her speech had/made a powerful/great/huge/profound impact on me.
What drives him is the desire for success.

There’s no chance of me ever giving / that I’ll ever give up eating chocolates!

1 complimentary; practice 2 procedure; entered
3 realise; priceless 4 Unbelievably; lose
5 two-year; swimming 6 Unknown; idle
7 heels; receipt 8 There; unprofitable
9 beautiful; behaviour 10 truly; ineffective

1 as 2 were/was 3 could 4 would 5 were 6 only 7 had 8 sooner/rather 9 were 10 what 11 wish 12 had

Module 8A

Reading p.120

3 1 D – the first sentence (The explanation …)

answers the question before the gap; the change refers back to the sudden crime wave. In line 16, after the gap, Only a few years later refers back to lifting the ban in 1999 in paragraph D; it refers back to the new cable television service.

2 B – In the real Bhutan contrasts with the mention of the fictional Shangri-La; his in line 28 refers back to the current Dragon King’s father

3 F – It (= outlook, line 39); wasn’t completely spiritual either contrasts with not quite so materialistic. Later that same year (line 41) refers back to the mention of In 1998 …

4 A – Three clear links between the first sentence of paragraph A and the previous sentence: Beneficial or not links to will be good; it is certainly omnipresent refers back to television; and to this crowded country refers back to for our country. Also the impact of foreign influences such as this (line 59) refers back to a violent Australian programme.

5 E – pupils refers back to children; this onslaught refers back to the negative impact mentioned in the previous paragraph; They (line 69) and their parents (line 70) refer back to the children mentioned in the paragraph.
6 C – this new materialism refers back to the examples of consumerism mentioned in the previous paragraph.

Vocabulary p.122

1a 1 e (bow to (popular) pressure) subheading
2 d (play a (crucial) role) line 47
3 g (capture the market) line 62
4 a (think nothing of -ing) paragraph C
5 h (can’t be bothered to) paragraph C
6 c (lift a ban on) paragraphs D/G
7 b (reel off a list) paragraph E
8 f (stand accuse d of -ing) line 17

1b 1 captured the market 2 reel off a list of
3 think nothing of playing 4 can’t be
bothered 5 play a crucial role 6 to stand
accused of 7 to bow to popular pressure
8 lift the ban

2a 1 initiate 2 consume 3 transform 4 maximise
5 erect 6 inhibits 7 relent 8 confide in
3a/b 1 materialistic, materialism
2 influential, influences
3 preoccupied, preoccupation
4 content, contentment
5 popular, popularity
6 controllable, control
7 spiritual(ly), spirituality
8 idyllic, idyll
9 beneficial, benefit
Adjectives (and nouns, e.g. *cynic, fanatic*) ending in *-ic* are stressed on the syllable before (e.g. *idyllic, materialistic*), as are nouns ending in *-ity* (e.g. *spirituality, popularity*) and *–tion* (e.g. *preoccupation*).

3c  1 materialistic  2 beneficial  3 influential  
    4 popularity  5 preoccupied  6 spiritual  
    7 contentment  8 control  9 idyllic

**Listening 1 p.123**

2  1 A – 24-hour working is nothing new … the whole concept is expanding to include …
    2 B – But honestly, who wants to …? It beats me.
    3 C – If you ask me … fixed times of work will be a thing of the past
    4 B – people might feel they should be available for work all the time
    5 B – the needs of working parents … balancing work with home life and leisure interests
    6 C – there’s no turning back now, is there?
    7 A – More traffic at night means less in the day.
    8 B – these things can be a bit of a rip-off.
    9 A – they are members of a daytime species
    10 A – they could live to regret it in the long run

**English in Use 1 p.124**

1a  1 The National Lottery in the UK
    2 A breakfest cereal (Kellogg’s Rice Krispies).
    3 The Yellow Pages (a telephone book listing companies’ phone numbers and adverts)

1b To get across the ‘message/concept/most attractive feature/style/image, etc. of a company or product through a short, memorable phrase.
2a  1 To give potential customers information about a competition and to encourage them to enter (and try out the latest models!).

2 The first is ‘punchier’, getting across its message simply and clearly, generally with shorter, direct sentences. The second is more discursive.

2b  1 opportunity 2 come up 3 take part

4 the (following)/these 5 over 6 provided that

7 accompanied by 8 reach/arrive at

9 no more/no longer 10 rejected 11 be chosen

12 in touch 13 appeal

3  1 2, 3, (4), 6, 7, (8), 9, 11, 12

2 In terms of single words, only number 1 (chance/opportunity), but there are several phrase equivalents (e.g. invent/come up with, contact/get in touch with).

3 All they have to do is ... At no time should they ...

Language development 1 p.125

1a  1 1 b 2 b 3 b

2 By starting each sentence with an emphatic construction.

3 Subject and verb are inverted after an emphatic construction (as in a question form).

4 Auxiliary verb did with verbs in the present or past simple.

1b  1 Under no circumstances will we enter into correspondence with competitors.

2 On no account will the judges discuss their decision.

3 Not only is this slogan witty, it is also original.

4 Not since winning the school poetry prize have I been so excited.

5 Rarely do you get the opportunity to visit such a remote place.

6 Hardly had we arrived, when we were besieged by reporters.

7 Only now are they beginning to realise what a mistake they made.

8 Not a word was said (by him)/did he say all evening.

9 No sooner had I dropped off to sleep, than there was a knock at the door.

10 No way will I go / am I going to the party wearing that!
2 1 only 2 but 3 did 4 had 5 when 6 sooner
7 than 8 was 9 Never 10 has

3a 1 'He’s going to resign.’ ‘I find that hard to believe.’
2 We arrived at the base of the mountain. Then the long trek to the summit began.
3 I spent hours thinking of a slogan for the competition!
4 It may be difficult, but it isn’t impossible.
5 The restaurant serves excellent food. Their starters are (the) best of all.
6 The response to our offer has been so great that the deadline has been extended.
7 The King is very worried about the situation, and his government is, too.
8 However hard we try, we will never surpass their achievements.

3b 1 So tense was the competition that tempers flared.
2 Try as they might, they weren’t able to overtake the leaders.
3 Shakespeare wrote many plays, but Hamlet is his best-known work. / The best-known of Shakespeare's many plays is Hamlet.
4 We stayed in a hotel in the old part of town. Opposite it / the hotel was a statue of the city's founder.
5 So good is his work that he deserves the Nobel prize for literature.
6 I'm anxious for news, as are the other team members.
7 Weeks it took us to finish the project.
8 'It’s a beautiful place and very cheap.’ ‘Beautiful it may be, but cheap it isn’t.’

Writing 1 p.126

1a 1 Generally speaking
2 What was particularly noticeable was that

1b Generalising: generally speaking
   Opinion: understandably
   Commenting: as we shall see, surprisingly, evidently
   Emphasising: indeed
REPORT ON ADVANTAGES AND DISADVANTAGES OF TECHNOLOGY

Introduction

The aim of this report is to present the views of a number of people interviewed on the benefits or otherwise of technology in three key areas.

1 Education

Generally speaking, the people we spoke to believed that bringing the latest technology into education was a good thing, although, arguably, in some areas, like the use of calculators in maths lessons, some felt it had made students more lazy. In the main, though, our interviewees appreciated the fact that there are so many more sources of information that are readily available nowadays.

2 Shopping

Surprisingly, perhaps, when it came to shopping, people were less convinced of the benefits. Of course, they liked the ease with which they can find and buy things on the Internet, but most regretted that it encouraged people to spend too much time indoors behind their computers instead of meeting people in town. They noted that, as a result, many town centres were dying.

3 Housework

On the other hand, people were very positive about technology helping them perform mundane chores in the house. Some said they couldn’t imagine life without their washing machine or microwave and, clearly, many of them would welcome all jobs being taken over by robots.

Conclusion

All things considered, people were positive about benefits of technology, only expressing minor doubts in relation to education and more serious doubts about the effect of changing shopping habits.

(242 words)
Module 8B

Listening 2 p.127

2 1 On Track 2 poverty 3 rude 4 exclusion
5 throwing stones; stealing cars 6 leaflet
7 parenting course 8 attention 9 affection

Speaking p.128

1a Suggested answers

A the police have arrested somebody.
B the police officer is carrying out desk work.
C The police are carrying out crowd-control duties. They have erected crowd barriers.
D The police officer is carrying out protection duties. He is protecting Prince William.
E The police officer is using a speed gun. He is trying to catch speeding motorists.
F The police have sealed off the area while they attend the scene of the crime.

1b Suggested answers

Crime prevention, community liaison, investigate/solve crimes, keep the peace, respond to emergency calls, help victims of crime

2a 1 general public 2 drug-dealing 3 scheme
4 anonymity 5 written statement
6 come forward 7 reprisals 8 entitles
9 take up (= accept) 10 set up (= established)
11 arrest of 12 recovered
13 charged with (compare accused of, arraigned for)

4a 1 Discuss how challenging each aspect is.
2 Decide which two photos would be most suitable for a police recruitment brochure.
5b  1 Questions 1 and 5  
   2 Their answers respond to the questions and expand them. However, the female candidate interrupts the male candidate and dominates the discussion. She also wanders off the subject, starting to talk about car accidents.  
   3 Well, that’s a difficult one.

6a  1 we were waiting 2 would realise  
   3 put more effort 4 didn’t show 5 was watching  

6c  1 It’s not as if we need more prisons. Crime isn’t any higher than it used to be.  
   2 It’s time they found an alternative to prison.  
   3 I’d rather the courts passed more Community Service Orders.  
   4 I wish the government would ban violent computer games.

English in Use 2 p.131

2b  1 unlike 2 whom 3 from 4 of 5 himself 6 one  
   7 into 8 than 9 were 10 for 11 over b most  
   13 it 14 why 15 their  

3  1 pronouns: 2, 5, 13, 15  
   prepositions: 1, 3, 4, 7, 10  
   comparative structures: 8, 11, 12  
   2 one of the most prolific bank and train robbers

Language development 2 p.132

1a  (1) New York was once notorious as one of the world’s most dangerous cities. (2) Nowadays, however, it is far safer. (3) There are considerably fewer crimes, and people are not as much afraid to walk around the streets. (4) The crime rate is now much the same as in other comparable cities and nothing like it was. (5) A key reason for the improvements was the introduction of new laws that were a great deal stricter. (6) Penalties are now by far the toughest the city has ever
There are some people who say life is not as much fun these days and that they feel more restricted. (8) (correct)

1b far/considerably less safe / safer
nowhere near as safe
nothing like as safe
by far the safest
just about the safest
one of the safest
somewhat/slightly less safe / safer
(not) nearly as safe (as)
a great deal safer
much the same (as)

2a 1 than – I'd sooner A than B
2 prefer – I'd prefer to do A (to B)
3 a terrible – such a + adjective + noun
(compare so + adjective)
4 as; like – as = he really was, a fact; like = not identical, but similar to
5 more strange – more A than B (the -er form is not used, even with short adjectives, as it is not ‘how strange’, but more about being strange rather than suspicious)
6 The more; the less – a causal relationship: the more that A happens results in an increase in B.
7 more and more – to emphasise a constantly changing situation (with short adjective use –er and -er, e.g. it is getting tougher and tougher)
8 as – as A as B

2b Suggested answers
1 The more people read about crime, the more they become afraid. / People become increasingly afraid the more they read about crime.
2 I am not so much happy as relieved that he has been caught.
3 He’s not such a reliable witness as Jim.
4 Crimes using weapons are happening more and more. / There are more and more crimes using weapons.

5 Some people are too afraid of crime to go out.

6 I’d sooner have more police officers on the street than more CCTV cameras.

7 The new regulations are too complicated for me to understand.

3 A 1 much 2 least 3 the 4 the 5 too 6 such
B 1 As 2 more 3 more 4 equally 5 as
6 nowhere 7 as 8 deal

Writing 2 p.133

2 Who is writing to whom about what? – You, as Student Representative, to the School Administrator about security issues.

What is the purpose of the report? – To explain the current situation and suggest improvements.

What style will it be written in? – A concise, factual and fairly formal style.

What points have you been asked to cover? – 1 Describe the current situation; 2 Give examples of security issues/concerns; 3 Outline suggestions for improvement.

What will make the reader think it’s a well-written report? – If it is well presented and laid out, and presents the points in a clear and concise way with suggestions that relate to the problems.

3a Possible headings: Introduction, The general situation, How the information was obtained, Security worries, Recommendations

4a Suggested answers

This report outlines the general security situation on the summer school.

In recent days, several/a number of security problems have arisen.

I conducted a formal survey by questionnaire and spoke to students informally.

According to some students, a lot of valuable items have gone missing of late.

In light of the above, we believe the front door should be locked during the day.
4b  Suggested answers

1 The front door should be locked during the day.
2 There should be an unarmed security guard to patrol the premises.
3 In the long term, security cameras and security lighting should be installed.
4 The college authorities should consider introducing individual safes in the main office for students to store their valuables.
5 A system of identity cards could be introduced which the security guard would check.

5  Suggested answer

Introduction
This report outlines:

1 the general security situation at the summer school;
2 how the information was obtained.

It also gives instances of specific security worries and makes recommendations for improvement.

The general situation
In recent days, several security problems have arisen, and in general, many students feel the college is not a safe place to live and work in.

How the information was obtained
I conducted a formal survey by questionnaire and spoke to students informally. Many asked me, in my role as Student Representative, to prepare a brief and urgent report for the college authorities and to convey their specific suggestions.

Security worries
According to some students, a number of valuable items have gone missing recently. During the daytime, the front doors of the residence are unlocked, and unwelcome outsiders, pretending to be students, have come in off the streets and wandered around the premises. Of course, it’s quite possible that the thefts have been committed by other students, but we feel this is unlikely.

Recommendations
In light of the above, we believe:
1 the front door should be locked during the day;
2 there should be an unarmed security guard patrolling the premises at all times challenging any suspicious-looking people.

In the long-term, we suggest the college authorities should consider:
1 installing security cameras and security lighting;
2 introducing a system of identity cards which the security guard could check;
3 providing every student with a safe for valuables, to be kept in the main office.

(250 words)

Module 8 Review p.134

1 1 C 2 A 3 D 4 A 5 D 6 A 7 C 8 B 9 C 10 C
2 1 The company lifted the ban on people working nights.
   2 Only one witness has come forward.
   3 The newspapers seem (totally) preoccupied with young people.
   4 He was the victim of a robbery last night.
   5 We need to reduce congestion on our roads.
   6 He didn’t realise he had committed an offence (= a crime) /caused an offence (= upset someone).
   7 It’s time we initiated a public debate on terrorism.
   8 Suddenly there was a crime wave. / There was a sudden crime wave.
3 1 I’d sooner to have more police officers on the beat than more CCTV cameras.
   2 Little did I realise that there were so many serious crimes in such a small place.
   3 The hackers’ attacks are nowhere near as intense as last week’s.
   4 No way will I work as a community officer in my spare time!
   5 Generally speaking, the less we know, the better it is.
   6 He acted more like a criminal than a police officer!
   7 On no account should you feel too scared to report the crime.
   8 Not once did anyone break into the house!
4 1 I’m not so much desperate as disheartened at the slow progress we’re making.
   2 Not since the first PC has there been so much interest in a piece of new technology.
3 It isn't such a simple device as I thought.
4 To get one anywhere is almost impossible.
5 It's somewhat quieter / less noisy than the other one.
6 Hardly had it appeared on the market when a major flaw came to light.
7 The bug was too complicated to fix immediately.
8 The more I think about the problem, the more worried I am/get/become about it.
9 Not only did he solve the problem, but he discovered a way of making the device work better.

Module 9A

Lead-in p.135

Suggested answers

The monkeys are grooming or nit-picking, an important social ritual suggesting friendship, companionship and trust.

Through their clothes and the way they are standing and looking, the youths are communicating a sense of solidarity and shared identity, and the desire to be the same.

The stag could be communicating dominance of female deer and/or a threat to others.

The man in the couple is communicating affection, but also, from the way he is holding his girlfriend, possession, dominance and perhaps jealousy or fear of losing her. The girl exhibits signs of love and submission, but also, from the way she is instinctively protecting her neck, a lack of trust.

Reading p.136

3 1 C – line 74 On their return, parents and chicks relocate each other
2 G – line 126 grooming … to bond them to the family or tribal unit
3 A – line 15 rhythm of five scratchy pulses … sent out by the female … and a reply from the male; pure-toned pulses …
4 B – line 47 If this doesn’t scare away a predator …
5 E – line 101 maintain their group’s territory with scent-marking
6 F – line 114 look to the starling for signs of danger

7 B – line 53 where dense vegetation prevents them from keeping an eye on one another

8 A – line 20 the female can tap out a different rhythm to make him go away

9 H – line 140 can describe individual people in detail … whether they are carrying a gun

10 E – line 108 the smellier tail wins and the overwhelmed contender backs off

11 B – line 63 can identify each other’s rumbles at a range of over a mile

12 and 13 in either order

F – line 116 a sign of a predator approaching on the ground … while a clear whistle … will make them look to the sky

H – line 136 they have evolved a special alarm call for each one

14 and 15 in either order

A – line 12 conducted … along a network of branches

D – line 93 by marking trees

16 and 17 in either order

B – line 61 Elephants recognise the calls of about 100 other herd members

C – line 89 enough for the chicks to correctly identify the parents

5 1 warning of danger, finding a mate, keeping in contact with group, parent locating baby, marking territory against rivals, bonding

Vocabulary p.138

1a 1 infinitesimally small (vibrations) (line 13) 2 comes in on (the conversation) (line 19) 3 crack (a code) (line 27) 4 pervasive (form(s) of communication) (line 28) 5 convey (messages) (line 35) 6 emits (a loud trumpeting sound) (line 46) 7 scare away (a predator) (line 47) 8 account for (the telepathic way) (line 58) 9 encode (identity) (line 67) 10 discriminate between (one chick and another) (line 79) 11 This reflects the fact that (line 85) 12 traces (line 92) 13 plaintive (call) (line 102) 14 intimidate (rivals) (line 104) 15 pungent (substance) (line 105) 16 responds in kind (line 107) 17 backs off (line 109) 18 look to (the starling) (line 114) 19 take to
the trees (line 118) 20 exhibit (very sophisticated behaviour) (line 131) 21 evolved
(a special alarm call) (line 136) 22 down to (their size) (line 141)

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<td>c</td>
<td>loud, high, long, musical</td>
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<td>2</td>
<td>e</td>
<td>loud, low, long</td>
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<td>3</td>
<td>c</td>
<td>quiet, very low, long</td>
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<td>4</td>
<td>g</td>
<td>loud, high, short, could be musical</td>
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<td>5</td>
<td>d</td>
<td>quiet, high, short</td>
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<td>a</td>
<td>quiet, long</td>
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<td>7</td>
<td>f</td>
<td>quiet, very low, long</td>
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<td>8</td>
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<td>roar</td>
<td>2</td>
<td>rumble</td>
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<td>3</td>
<td>whistle/roar (with laughter)/hiss (in a pantomime)</td>
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<td>4</td>
<td>whistle/roar (of the crowd)</td>
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<td>5</td>
<td>squeak</td>
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<td>6</td>
<td>hiss</td>
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<td>7</td>
<td>whistle/roar</td>
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<td>8</td>
<td>trumpet</td>
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<td>growled (quietly) / roared (loudly)</td>
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<td>2</td>
<td>trumpeting</td>
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<td>3</td>
<td>hissed (to show disapproval)</td>
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<td>4</td>
<td>squeak(ed)</td>
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<td>5</td>
<td>croaked</td>
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<td>6</td>
<td>whistled</td>
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<td>7</td>
<td>roared</td>
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<td>8</td>
<td>rumbled</td>
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<tbody>
<tr>
<td>1</td>
<td>rat – c (dishonesty)</td>
<td></td>
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<tr>
<td>2</td>
<td>cat – f (think of the cat leaping free)</td>
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<tr>
<td>3</td>
<td>horse – b (possibly from horse-racing tips)</td>
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<tr>
<td>4</td>
<td>donkey – e (known for endurance)</td>
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<tr>
<td>5</td>
<td>rabbit – d (probably from rhyming slang: rabbit and pork = talk)</td>
<td></td>
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<tr>
<td>6</td>
<td>goose – a</td>
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<td>7</td>
<td>parrot – g (learns words without knowing the meaning)</td>
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<tr>
<td>1</td>
<td>(straight) from the horse’s mouth</td>
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<tr>
<td>2</td>
<td>talk the hind legs off a donkey</td>
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<tr>
<td>3</td>
<td>let the cat out of the bag</td>
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<tr>
<td>4</td>
<td>wouldn’t say boo to a goose</td>
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<tr>
<td>5</td>
<td>smell a rat</td>
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<td>6</td>
<td>rabbits on parrot fashion</td>
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**Listening 1 p.139**

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<tr>
<th>2</th>
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<tbody>
<tr>
<td>1 A</td>
<td>– It’s an alarming thought, and I’m not 100% convinced</td>
<td></td>
</tr>
<tr>
<td>2 B</td>
<td>– if you present a false impression of yourself … you’re hardly going to feel comfortable</td>
<td></td>
</tr>
</tbody>
</table>
3 A – The thing to remember … is that it's talking about subconscious impressions … it seems that they are influenced, … even if that's not what they notice at the time

4 D – You want to look as if you’ve made an effort

5 B – Candidates who project an image of vitality and energy come across as more capable

6 A – they suddenly sound sure of themselves, more energetic and enthusiastic

7 C – but don’t get hung up on them

3b  Suggested answers

Dos

Give a good first impression.

Send out the right message.

Greet people appropriately.

Be yourself.

Find out what people wear to work there and dress accordingly.

Try to fit in.

Sit up straight.

Speak clearly.

Look people in the eye.

Smile.

Monitor your body language.

Don’ts

Don’t rely on a smart suit and a firm handshake.

Don’t wear clothes you wouldn’t normally wear.

Don’t pretend to be someone you’re not.

Don’t fold your arms, cross you legs or look at the floor.

Don’t get hung up on body language.

English in Use 1 p.140
2b  1 himself 2 on 3 ✓ 4 that 5 who (reduced relative clause who was assumed) 6 really 7 ✓ 8 of 9 ✓ 10 these 11 with 12 quite 13 ✓ 14 and 15  ❌ 16 which

3  It might suggest that people need exposure to language at an early age in order to activate the ability to acquire it; at 12, it was too late for Victor to learn, whereas had he been found at six, he might have become fluent. Alternatively, as he only learnt two words, it might just suggest that Victor had learning difficulties.

Language development p.141

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

8 D (objected to our using is considered more formal and old fashioned)

Suggested rewrites

1 She complained to him about the problem.

2 Mike confessed to having eaten all the ice cream.

3 The lawyer advised me that I should contact him immediately.

4 Jackie requested me to write the letter for her.

5 Peter advised me to email you.

6 A number of people noticed how easy she was to talk to.

7 The report suggests people spend more time together as a family.

8 They didn’t allow us to use the phone.

2a  1 Emily apologised for forgetting to record the programme.

2 Mike announced that the programme he (had) made would be on TV the next day.

3 Kevin advised me/us to get rid of the TV.

4 Claudio blamed Laura for breaking the TV.

5 Stella reminded me/us to switch the TV off before I/we went to bed.

6 Richard regretted staying up late to watch the film.

7 Doug admitted (that he had been) watching a lot of TV recently.

8 Susanna explained that the reason (why) she had the TV on was that she didn’t like being on her own.

3a  1 It is claimed that gorillas are as intelligent as humans.
2 It is known that Penny Patterson taught a gorilla, Koko, to communicate.

3 Koko is reputed to have acquired 645 words.

4 It's been suggested that Koko understands grammar.

5 It is hoped that more research can be done in future.

3b 1 It is said that Koko has an IQ of 85–95.

Koko has been said to have an IQ of 85–95.

2 It has been reported that she can make logical sentences.

Koko has been reported to make logical sentences.

3 It has been hinted that Koko’s trainers imagined she is cleverer than she is.

4 It has been argued that Koko knows only words and not grammar.

5 It has been suggested that the word order she uses is either memorised or random.

6 Human language is believed to be outside of the capacities of other species.

It is believed that human language is outside the capacities of other species.

7 It is (generally) accepted that human language is a unique phenomenon without significant similarity in the animal world.

Writing 1 p.142

1a 1 word order: a new series of wildlife programmes starts on TV

2 run-on: … subtle. However, …

3 fragment: … language, because …

4 run-on: … money, as the pay …

5 fragment: This is a great opportunity … / … courts, providing a great opportunity …

6 run-on and wrong word order: … experience; their willingness to learn is much more important.

7 punctuation: … parents, learning from … / … parents and learn …

1b 1 subject–verb agreement: There are a lot of things …

2 subject–verb agreement: … is my favourite meal.

3 verb form: have never heard of = present perfect
4 wrong verb form after Why not: take up

5 wrong conditional tense form: If I hadn’t thrown away … could have got …

6 wrong relative pronoun: All that concerns …

7 inversion, missing subject, subject–verb agreement: … not only does the Swan Hotel have … but it also takes care of …

1c 1 beleive > believe; rise> increase

2 presentation > presentation; farther > further; inform > information; (cooperation > co- operation;) wish > hope

3 sugested > suggested; accepted > agreed; exept from > except for; as I am > as I was; say > express; practice > practise; bump > rush

2 Suggested answer

LEARNING ENGLISH – JOY OR MISERY?

How can a language with so many phrasal verbs ever be easy? That’s what a friend said to me once, and she’d been trying to learn English for years!

But for me, it hasn’t been as hard as I thought it was going to be. One of the good things is that there are so many English words used everywhere these days that even in my beginners’ class not all the words were unfamiliar. Also, I’d been listening to English-language pop songs and watching English-language films for years, which meant I had learned a lot of the language without thinking about it.

The one thing I still find very difficult, though, is the link between spelling and pronunciation. How is it that words like row, lead and refuse can have different pronunciations and have different meanings! Ridiculous! Not surprisingly, my teacher says I still need to work on my spelling.

Although I’ve learnt a lot in my classes, I think what really helped me improve was spending a few weeks in London last summer, working in a café. I really had to understand what everyone was saying or I would get the customer’s order wrong, and of course I had to learn to speak politely in English.

Overall, I have really enjoyed leaning English. My teacher is very young and he makes the classes very interesting, encouraging me all the time to speak in English and have
fun using the language. But in the end, there's nothing like being in a native-speaker environment to make you learn quickly!

(263 words)

Module 9B

Listening 2 p.143

2 1 French 2 mass production 3 sleeves
4 sportsmen 5 'skin-tight' 6 rebellion
7 advertising 8 political

Speaking p.144

1a 1 Fifteen minutes (for two candidates)
2 Two (three if there are an odd number on the day)
3 Two: an interlocutor and an assessor
4 Four: Part 1, three minutes; Part 2, four minutes; Parts 3 and 4, eight minutes.
5 Part 1: answer interlocutor's questions, ask each other questions
Part 2: talk about a set of photos
Part 3: discuss a social issue with each other using prompts
Part 4: answer general questions related to the issue in Part 3
6 Your ability to: compare, contrast and speculate; discuss, evaluate and select.
7 In general: listen carefully to the instructions/questions and do what they ask, show interest in your partner, keep speaking but don't dominate, don't say 'I don't know', don't worry if your partner seems much better or worse than you, it will not affect your mark.
In Part 1: show interest and respond appropriately.
In Part 2: keep talking and answer both parts of the instruction
In Parts 3/4: be sensitive to turn taking, offer opinions, agree or disagree giving reasons, reach a conclusion.
English in Use 2 p.147

1 The connection could be to do with conveying an image.

2b 1 Originally (adverbial discourse marker) 2 appearance (noun after his) 3
unforgettable (adjective to describe character, contrast with silly but …) 4
atmospheric (adjective) 5 substantial (adjective between a and noun) 6 marketing
(noun – uncountable after preposition) 7 excessive (adjective after verb be) 8
psychologists (noun – occupation plural because general) 9 owners (noun after
possessive adjective their, plural because all owners) 10 desirable (adjective after
how before be) 11 fiercely (adverb after how and before adjective) 12 relaxation
(noun after preposition of) 13 reality (noun in prepositional phrase) 14 security
(noun after of) 15 uncharacteristically (adverb before adjective, negative to
contrast with even normally sensitive)

3 0 continuous/continual 3 (un)forgettable/forgetful (can’t make forgetful negative)
10 desirable/desirous of, etc.

Writing 2 p.148

1 Suggested answer

Water sports: rowing, canoeing, sailing, kayaking; climbing; orienteering; archery;
etc.

Attract customers by: having a wide range of activities, good atmosphere, low
prices, excellent publicity, etc.

2 1 You are the Senior Administrator in the Bookings Department; you need to write
a proposal suggesting how to increase sales, mainly through raising the profile of
the centre.

2 To make suggestions (for the Board of Directors) about ways of increasing sales
through raising the centre profile.

3 Memo: no increase in bookings, need more money for promotion and new
facilities, need to raise profile of centre

Feedback: positive, but centre doesn’t publicise itself well
Email: website needs redesigning, brochure and posters for publicity, journalist to be invited, special offers.

4 Like a report, there will be a clear layout, probably with headings/subheadings. Also, there will be some analysis and suggestions. With a report, there is more emphasis on the analysis (probably with some concluding recommendations); with a proposal, there is more emphasis on a set of suggestions (possibly with some analysis).

5 Consistently formal or neutral.

3a Main focus: recommendations

3b 1 Introduction

2 Suggestions and recommendations

A Publicity material

The website

B Facilities

C Pricing policy

D Special events

3 Conclusion

4a Suggested answers

It is clear from customer feedback that too few people know about our centre.
The last year’s results have been disappointing for the centre.
With regard to the website, the general view seems to be that it could be made more user-friendly.
To raise the profile of the centre, we should display attractive posters in prominent locations.
The aim of this proposal is to suggest ways of getting more people into the centre.
Perhaps the most effective way of increasing bookings would be to offer special deals.
If the centre is to attract more customers, it is vital that we overhaul the website.
A programme of visits to local schools could be organised.

4b Suggested answers
1 We recommend that a specialist web-design company should redesign the website.

2 It would be a good idea to invite journalists to visit the centre.

3 We suggest contacting Tourist Information Centres and asking them to display posters of the centre.

4 We urge the board to increase the promotional budget for next year.

5 Suggested answer

PROPOSALS FOR INCREASING CENTRE ATTENDANCE

Introduction

The main aim of this proposal is to make suggestions for improving sales. Having looked at customer feedback and discussed ideas with colleagues, I have considered whether it is necessary to extend our facilities and looked at different ways of increasing our public profile.

Suggestions and recommendations

Facilities

It is clear from feedback that our customers think our facilities are already of a high standard, sufficient in number and, given the current underuse, do not need to be extended.

Publicity material

With regard to our website, the general view seems to be that it is inefficient. Search engines frequently fail to locate it, and it is poorly designed, very slow and the information is too dense, making it difficult for customers to find their way around. We propose getting a specialist web-design company to overhaul the site.

In addition, we would like to see improved publicity material, such as a more detailed brochure and posters that could be distributed locally.

Special events

The centre has not been featured in the local media for some time, and we are therefore currently underexposed. It would be a good idea to invite local journalists (radio, TV and newspapers) to the centre on a regular basis.
Perhaps the most effective way of increasing visitor numbers would be to offer discounted rates for school parties at quiet times.

**Conclusion**

If the centre is to increase sales, it is vital that we introduce some, if not all, of the above measures.

(251 words)

**Module 9 Review p.150**

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

2. 1 His arguments were (very) persuasive.
   2 There was gradual acceptance of the need for extra publicity.
   3 Getting them to speak clearly is a seemingly impossible task.
   4 She wore a very/highly fashionable dress.
   5 He was uncharacteristically quiet today.
   6 I’d like a job somewhere in the local area/this locality / this area.
   7 Her nervousness showed in her voice.
   8 The previous owners had left the place in a mess.

3. 1 I reminded Tom to bring his laptop.
   2 He didn’t want to comment on the report.
   3 It was suggested that the advertisers should be sacked / that they should sack the advertisers.
   4 We were all urged to work out what the message meant. / We urged them all to work out what the message meant.
   5 She complained about the high cost of visiting Europe.
   6 She refused to have anything more to do with him.
   7 I admitted (to) feeling jealous / to a feeling of jealousy every time Carl spoke to Anna.
   8 It was hoped that the economy would improve soon.

4. It has been known for some time that learning languages can stimulate intellectual development in young children. Now research in Canada has suggested that speaking more than one language also helps us to stay
mentally alert in old age. Indeed, researchers there have noticed about how much more quick-thinking older bilinguals are than non-bilinguals. They claim that not only are bilinguals more mentally efficient at all the ages they tested, but their memories decline less rapidly in old age. They admit that, as yet, they have managed to find no evidence to show that learning a language below bilingual level makes a difference to adults.

However, they hope to do further research in this area shortly and have promised they will publish the results at the earliest opportunity. All the same, they remind us of/about the growing body of evidence suggesting that any intellectual activities may have a beneficial effect on the health of our brain.

1 There > It (line 1) It has been known …
2 run-on sentence (line 3)
3 to speak > speaking (line 4)
4 no preposition after notice (line 6)
5 subject and verb inverted after not only (lines 8–9)
6 present perfect tense after present tense reporting verb (line 11)
7 present tense after present-tense reporting verb (line 13)
8 to-infinitive after hope (line 14)
9 vocabulary: do research (line 14)
10 wrong preposition with remind (line 17)

Module 10A

Reading p.152

2 Rubber-faced – his ability to pull funny faces in his visual comedy

   The burden of comedy – the pressure to perform, the fear of failure

   The joy of fixing a plug – his love of electronics and engineering

3 1 A – line 15 unless it was perhaps the desire to break out and rebel

   2 D – line 22 his comic persona exists in a parallel world dominated by his lifelong passion for cars and machinery
3 A – line 40 *he needs an audience and the formality of staging or a camera before he can be somebody else*

4 B – line 46 *I constantly believe that there is a better performance just out of reach*

5 B – line 70 *he must represent to adults from many nations the child within them*

6 C – line 82 *It’s myself and the audience out there who I’m interested in*

**Vocabulary p.154**

1a 1 never uttered a word (line 6) 2 stumbled across (line 9) 3 forging (line 11) 4 underpin (line 12) 5 all-consuming (line 26) 6 trademark (line 37) 7 nondescript (line 38) 8 contrived (line 43) 9 debilitating (line 48) 10 shudders (line 52) 11 vicious (line 53) 12 is adamant that (line 61) 13 phenomenal (line 66) 14 relish (line 82)

1b 1 phenomenal 2 vicious 3 nondescript 4 contrived 5 all-consuming 6 forge 7 utter 8 shudder

2a 1 for 2 for 3 of 4 to 5 of 6 to 7 of

2b 1 knack for 2 target of 3 prospect of 4 attention to 5 key to 6 passion for 7 risk of

2c 1 for 2 of 3 for

3a 1 well – (quantitative) a large amount or to a great degree  
   Compare with other use of *well*- (qualitative) (e.g. *well-acted, well-written*) to mean ‘pleasing’ or ‘successful’.  
   2 off – not happening or located in usual place. Compare with other use of *off*- (*off-balance, off-peak*) which means ‘not the case’.  
   self – how people feel about themselves. Compare with other uses of *self*- (*self-made, self-defence*) in which *self-* means actions done to or by oneself, or *self*-cleaning, *self*-locking in which *self-* means ‘automatic’.  
   3 low – not high or complex.

3b well – established, paid, travelled, worn
off – duty, guard, line, road, track
self – assured, confident, important, respecting, satisfied
low – level, paid, profile, risk, tech
3d 1 well-established 2 self-important 3 off-track 4 self-respecting 5 low-paid 6 off-guard 7 low-profile

Listening 1 p.155

2 1 tension – a build-up of tension. And in order to release this, we … the cause of the tension (key word repeated)
2 popular – people with a good sense of humour usually turn out to be popular
3 20%/twenty per cent – humour, … only explains between 10 and 20 per cent of laughter, the remaining 80 per cent (20% figure reinforced by giving the other 80%)
4 social communication(s) – laughter is used as a way of easing social communication
5 heart rate/heartbeat – during a big belly laugh is that, … your heart rate also rises, as does your blood pressure. As the heart beats faster, … (repetition).
6 cold(s); (in)flu(enza) – fight the minor ailments we all seem to get, like colds and flu
7 pain – laughter also triggers the release of endorphins – hormones which can help to prevent pain … instead of painkillers
8 flexibility – to laugh … suggests that someone has the flexibility to cope with … something people with a less flexible attitude … (repetition, but with adjective instead of noun)

Language development 1 p.156

1a/b 1 time clause – Less than three years after he (had) left university, …
2 contrast clause – Despite the fact that he is acknowledged …
3 -ing clause to replace **and + co-ordinate clause** – works hard to extract **maximum leverage from his talents and (he) pays incredible attention to detail** – and an -ed clause to express reason/result **attention to detail, because he is terrified of the risk**

4 contrast/passive – Although **he is impressed** by …

2 1 Having appeared in a popular sitcom, John became a household name.

2 Glancing at the TV page, I saw that my favourite comedy was on later.

3 Being very witty, Sam is a great performer.

4 Having spent five years working in the theatre, Sarah has lots of stories to tell.

5 Bored with the normal TV channels, I decided to get cable TV.

6 Generally speaking, few young people like opera.

3a 1 Having already seen the film, I didn’t go to the cinema with the others.

2 Amazed by the special effects, I went to see the film three times.

3 Thinking I would get a better view, I sat in the front row.

4 Having had a lot of trouble getting tickets, I had hoped the concert would be better.

5 Finally Pavarotti walked off stage, blowing kisses to the audience as he went.

6 Knowing how much my sister likes *Carmen*, I’ve bought her tickets at the Opera House.

3b 1 To see her perform live, you’d think she’s been doing it for years. (condition)

2 My grandmother saw *The Sound of Music* enough times to know all the songs off by heart. (result/consequence)

3 I rushed home to watch *Friends* (purpose), only to discover that it was a repeat. (consequence)

4 Phil has directed enough plays to know what he’s talking about. (result)

5 I like opera, but to understand the story, I have to read the programme notes. (purpose)

6 The show is not for everyone. To put it another way, it’s pretty unusual. (purpose)
One day, feeling generous, I volunteered to take my five-year-old niece Amy to a musical.

Thinking *Chitty Chitty Bang Bang* would be good for children, I booked two tickets.

Planning the outing well would ensure that / Planned well, all would go smoothly and we would have a great time.

Having stopped a few times on the way to the theatre, we arrived just as the show was starting.

We found our seats, only to discover that we were sitting behind a very tall family.

Not being able to see, Amy had to sit on my lap for the full three hours!

At first, she was spellbound. To see her face, you’d think that she believed she was really in the car. But frightened by the Child Catcher, Amy started howling.

To distract her, I offered to buy her an ice cream.

Creeping through the darkness, we found somewhere to buy one, then returned to our seats. Having apparently got over her fear, she sat back in my lap and enjoyed the rest of the show.

At the end she stood clapping until the curtain came down for the final time.

I don’t know how the actors felt at the end of the evening, but after seeing / having seen the show with Amy, I was exhausted! Nevertheless, all things considered, it was a great success.

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**English in Use 1 p.157**

2a Cafés in bookshops, fashion shows in department stores, electronic games and big TVs in toy shops, music downloads in coffee shops

2b 1 techniques 2 customers 3 ✓ 4 like the 5 children’s 6 pleasurable 7 business 8 through 9 Saturday 10 workshops, a 11 ✓ 12 town. Some 13 innovative 14 its 15 coffee, order 16 ✓

3 Time clause: *Strolling through a town centre, … > As (or If) you stroll through …*
1b Suggested answers

1 Although I love various forms of entertainment, like the cinema and the theatre, being someone who relishes a challenge, I also like to learn something new in my spare time. (or Although I love …, I am also someone who …, which is why …)

2 After working hard all day, Mark needs to relax in the evenings and he does so this by playing computer games, which is unusual for someone who enjoys the company of others so much.

3 Our ancestors, not being slaves to the work ethic, had more leisure time than we do, in spite of the fact that they had fewer labour-saving devices. (or Because our ancestors were not …, they had … in spite of having …)

4 Even though some people think board games are very old-fashioned, they are still very popular because they are a great way for families to have fun together. (or Despite the fact that some people … or Although board games may be considered old fashioned by some people, they are still …)

5 I like relaxing in a hot bath in the evenings because it helps me to get a good night’s sleep, which is important, as I need to be wide-awake and ready for work the next morning. (or Relaxing in a hot bath in the evenings helps me to get …)

2b Suggested answer

The problem is that these days many people lead very busy lives, as a result of which, they don’t have so much time on their hands, particularly when they start work. Having had a long hard day at the office, the last thing they feel like doing is making much of an effort to go out. Many hard-working people don’t go to the theatre or cinema, preferring to slump in the armchair in the evening and watch TV.

3a Suggested answer

These days people can enjoy themselves doing things they couldn’t do 150 years ago, such as watching TV or going to the cinema. However, most people lead very busy lives. They get up early in the morning and go to their jobs, where they work till late,
and have little time for fun. That's why, instead of going out to the theatre or the cinema, many hard-working people prefer to slump in their armchair in the evening and watch TV.

In the old days, people didn't work quite so hard to earn money and, because they had more leisure time available, were able to spend more time chatting to friends and playing games. What's more, if they went out to the theatre or the opera, they made it into much more of a big occasion, dressing up and taking time over it.

In my view, as time is precious in today's fast-moving world, the best way of having fun is to learn to enjoy the simple things in life, like reading a book on the train, or cooking a meal for a friend on their birthday. Being quite a shy individual, I also like to spend an hour or two sitting on a park bench in the warm sunshine watching the world go by and feeding the birds.

Believe it or not, once you realise you don't have to spend lots of time and money going out to shows, having foreign holidays or spending the weekend at Disneyland, life becomes a lot more enjoyable.

**Module 10B**

**Listening 2 p.159**

1. 1 D – our primary aim was to bring out the best in non-professional singers; open up avenues for them

2. 2 B – people expect opera singers to lead exotic lives, whereas mine is anything but – you know, I'm just a supermarket cashier

3. 3 C – all this time I've harboured a nagging feeling that maybe I blew my big chance of a career in music

4. 4 D – Mind you, I didn't think I stood much of a chance.

5. 5 C – hasn't got what it takes in terms of determination, energy and stamina

6. 6 A – They were, of course, much less used to the speed and intensity … longer to adapt what they had prepared

7. 7 A – Mind you, I did feel a bit defenceless at times
**Speaking p.159**

1b **Strings**: electric guitar, acoustic guitar, harp, banjo, cello, violin, double bass, sitar

**Woodwind**: saxophone, clarinet, flute, panpipes

**Brass**: trumpet, French horn

**Percussion**: drums, marimba, bodhran, maracas

**Keyboard**: piano, organ, synthesiser

4a 1 performing – as musicians; artists and designers show their work

2 live – there in front of them; *living* is the opposite of *dead*

3 venue – the place/building where concerts take place; *location* = position

4 holds – maximum capacity; *contains* = number in it now

5 off – *pull something off* = succeed; *pull through* = survive

6 meant – *caused; resulted in* = result

7 despite – + noun/gerund; *although* + clause

8 recording – music; *filming TV/cinema*

9 comprising – + noun; *consisting of* + noun

10 what – *What* + (adjective) + noun; *How* + adjective

11 but – *couldn’t help but do something*

**English in Use 2 p.162**

2a It encouraged young girls to believe they too can become heroes.

2b 1 I – link between *laughed at the jokes and* and *sang along with the songs*; also

while provides contrast with the following clause *hundreds of schoolgirls* …

2 H – Once they refers back to *schoolgirls; sat at home* contrasts with *but* …

become heroes themselves

3 B – *a tiny minority sport* fits as the subject of *has turned into the hottest new pastime*

4 G – *Girls* fits the subject of *are being coached* and links to the previous sentence about a girls’ league
5 E – They refers back to boys who are the problem and the ones who acts as subject of laugh at the girls

6 C – While signals contrast between the attitude of the boys and the parents.

Language development 2 p.163

1a 1 d – dream of (verb + preposition)

2 f – object to (verb + preposition)

3 a – interest in (noun + preposition)

4 b – discuss something with (verb + object + preposition)

5 h – strange about (adjective + preposition)

6 e – depend on someone for support (verb + preposition + object + preposition)

7 g – (no) objection to (noun + preposition)

8 c – discourage someone from (verb + object + preposition)

1b A noun; verb

B verb

C possessive (e.g. their daughter’s taking up the sport)

D the same (e.g. object to/objection to)

2 1 Someone presented to the singer with a big bouquet of flowers. (verb with two objects, so two forms possible, compare presented a big bouquet to the singer).

2 The critic aimed most of his comments at the writer. (aim something at someone)

3 First we had a discussion about the venue, then we discussed about the dates. (a discussion (noun) + about; discuss (verb) without preposition)

4 The success of the comedy saved the theatre from disaster. (verb + object + preposition)

5 The producer blamed on the press for the lack of ticket sales. (two objects: blame something on someone; blame someone for something)

6 When his jokes failed, he resorted to shouting insults at the audience. (to as a preposition followed by -ing)
7 The reason that I don't like music festivals is that I'm unaccustomed to **sitting** in muddy fields all day. (as question 6)

8 What's the point **in/of buying** a ticket if you can't see anything? (**the point of/in + -ing**)

3 1 with (someone); about (something)
   2 to (someone); for (something)
   3 about (something); to (someone)
   4 on (someone); for (something – the topic)
   5 with (someone); about/over (something – the topic)

4 1 We were annoyed at finding someone else sitting in our seats.
   2 I'd like a new CD, but I'm nervous **about asking** again.
   3 My parents advised me **against going** to drama school.
   4 They insisted **on everyone buying** a ticket.
   5 The doorman suspected **me of buying** the tickets on the black market.
   6 I'm sorry **for/about losing** your CD.

5 1 a heard about (be told news)
   b heard of (know exists)
   2 a shouted; to (difficulty hearing)
   b shout at (in anger)
   3 a anxious for (strong feeling of want)
   b anxious about (worried)
   4 a cares about (think it is important)
   b care for (in negative to not like)
   5 a laughed about (something that involves you)
   b laugh at (something that doesn’t involve you)

**Writing 2 p.164**

4a **Positive**: memorable, original, lively, popular, riveting, stylish, entertaining,
   moving, sophisticated, hilarious (unless it is unintentionally funny), different,
   beautifully recorded
**Negative:** predictable, boring, unconvincing, over the top, inaudible, overrated, flat

5 Suggested answers

**TASK ONE**

If you like to watch ordinary people make fools of themselves, then these two programmes could be for you.

In *Big Brother*, ten contestants are locked into a house, with no contact with the outside world. Every week, the TV audience votes one of them out, and the final person left in the house wins the prize. During the week, the producers give the contestants tasks to make the show interesting. Of course, how interesting the programme is depends on the personalities and how they all get on. Some people have found the show riveting, but personally I found it excruciatingly boring.

*Survivor* is considerably more interesting and, at its best, is absolutely hilarious.

Whereas *Big Brother* stretches over an interminable nine weeks, *Survivor* lasts only 39 days and has 16 contestants, thrown together in a remote part of the world. The basic idea is that they have to compete against each other and survive a number of physical and psychological challenges, then vote each other out of the game one by one. Of course, hidden cameras pick up everything, and there are some terrific shots, not only of the contestants making fools of themselves, but of exotic wildlife, too. However, despite the many amusing moments, I have to admit I found the programme a bit flat at times, depending on which personality was being focused on.

If I had to choose one programme, though, there’s no doubt which one I’d choose. Quite simply, *Survivor* is fun. *Big Brother* is a bore!

(252 words)

**TASK TWO**

You might think that Diana Krall and Eminem could have nothing in common, but you’d be wrong.

In *The Girl in the Other Room*, Diana Krall, the marvellously talented jazz pianist with the wonderful singing voice, explores her musical depths in a number of moving interpretations of modern standards. In *The Eminem Show*, the notorious rapper, whose controversial lyrics have shocked the world, produces tracks that are raw with
thundering rhythms. While Krall’s music takes us back to an earlier era and appeals to the mature young and a middle-aged audience who like their music safe, Eminem seems to threaten society as we know it and is the standard-bearer for angry, dispossessed youth. And yet both have a kind of sincerity and honesty in what they do, as they try to explore the possibilities of their art. In this album, Krall is experimenting with different formats and exposing her audience to new material, in an attempt to create something that is truly original. These beautifully recorded songs are a mixture of her own and adaptations of such singers as Joni Mitchell and Bonnie Raitt. Each song is wonderful, and Krall’s voice and style fits in perfectly with each song she sings. Although they are quite sad, they are no way depressing. Eminen, too, likes his material downbeat, as he explores his life, loves and failures with surprising insight and honesty. In every song there is genius. So two very different artists, but what they have in common is creativity and integrity. They are two great talents.

(256 words)

Module 10 Review p.166

1 1 B 2 C 3 A 4 C 5 B 6 A 7 D 8 C 9 A 10 C 11 D 12 B
2 1 As soon as he came on stage, I burst out laughing.
   2 I stumbled across one of her old records in a second-hand shop yesterday.
   3 I have no objection(s) to you/your going to the show.
   4 It’s a well-established/long-established tradition.
   5 Many amateur stage productions formed/provided the basis for his later success in movies.
   6 He has an all-consuming passion for music.
   7 Do you think there’s any prospect of his performance ever improving / that his performance will ever improve?
   8 He’s off duty / not on duty tonight.
3 1 with; about 2 Having 3 about 4 to 5 of
   6 Frightened/Disturbed/Deafened 7 finding
Having had my car stolen the day before and still feeling completely devastated, I decided to dance the night away in my favourite club. Annoyed at finding it full when I got there, I had to resort to arguing with one of the security guards to let me in. Even then, he insisted on me waiting until some people had left. To understand my frustration, you need to realise that, having been a regular there for many years, I love the place and don't much care for being treated as an ordinary clubber. Anyway, having complained to the manager about being left out in the cold, I was let in and, losing myself in the music and the dance, I forgot my troubles in an instant.