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LEAD-IN

PARTS OF SPEECH

1C

a 4 b 3 c 7 d 12 e 13 f 10 g 2 h 11 i 1 j 6 k 5
l 8 m 14 n 9

MULTI-WORD VERBS

2A

- jazz up
- stand up for
- going down with
- coming up with, carrying out
- switch off, carry on
- put up with
- look up to
- mull over

B

- Inseparable: stand up for them
- Inseparable: going down with it
- Inseparable: coming up with them.
Separable: carrying them out
- No object: switch off. No object: carry on
- Inseparable: put up with it
- Inseparable: look up to them
- Separable: mull them over

PRONUNCIATION

3A

- I don't know this shop.
- Would you like to eat mine?
- My email address is on our website.
- Could you remind me about the party?

1.1 TRAILBLAZER

READING

2A

- Students' own answers.
- Suggested answers: vision, drive, enthusiasm, creativity, originality, unconventionality, commitment, dedication, good communication skills, grit, persistence, energy, hard-working, the ability to inspire others, not intimidated, tireless, resilience, dedication, determination, stubbornness, resourcefulness (or any other valid ones that students come up with).

B

has vision (*Boyan Slat has a goal in life*)
drive and enthusiasm (*fired up by the problem*)
creativity and originality (*Slat came up with a game-changing idea; his innovative design, the idea represented a paradigm shift*)
unconventional (*aware that his ... project ... requires a leap of faith for those who devote their energy to supporting it; making this crazy idea a reality*)
commitment, dedication (*committed to developing the clean-up project and ready to dedicate all his time to it*)
good communication skills (*communicate his ideas more effectively*)
grit, determination, persistence (*never lost sight of his goal; he never gives up*)

energy (*Boyan's got this energy that simply takes you in*)
 hard work (*he works incredibly hard*)
 ability to inspire others (*his persistence is infectious*)
 not intimidated, tireless, resilience (*undaunted by the enormity of the task*)

C

- 1 millions of tonnes of plastic have concentrated in five 'gyres'
- 2 that would cost billions of dollars and take thousands of years to complete
- 3 From childhood his creativity and originality were evident; he was always fascinated by engineering, building tree-houses, zip wires and he even set a Guinness World Record for launching water rockets.
- 4 He went on to study aero-engineering at Delft University but quit after six months, as he was increasingly committed to developing the clean-up project.
- 5 The would-be entrepreneur set up a foundation, The Ocean Cleanup (TOC), but could find no sponsors. It was a disheartening experience.
- 6 He acknowledges that the clean-up, if successful, is only the start.

D

- 1 to inform the reader about the project, to convey a positive image of Boyan Slat
- 2 & 3 Students' own ideas.

VOCABULARY TRANSFORMATION

3A

- 1 had a profound impact on
- 2 pioneer
- 3 conventional wisdom
- 4 game-changing
- 5 paradigm shift
- 6 set in motion
- 7 major breakthrough
- 8 conducting pilot studies

C

Adjective–noun collocations: the stress is on the noun
 major breakthrough
 profound impact
 conventional wisdom

Noun–noun collocations: the stress falls equally on both nouns
game-changing
paradigm shift
pilot studies

4A

Answers may depend on the teaching context. There may be some famous examples in your local context. Suggested answers:
 1 Margaret Thatcher (UK), Indira Gandhi (India) 2 Mark Zuckerberg; Kevin Systrom 3 Any time before the 16th century (in the west)
 4 the wheel 5 Obama/Trump 6 the fall of the Berlin wall
 7 penicillin 8 solar energy (other alternative energies couldn't completely replace fossil fuels)

GRAMMAR VERB PATTERNS

5A

- 1 constructing, allowing, to swim
- 2 to go
- 3 participating, making
- 4 to study, developing, to dedicate

B

- 1 a) involved constructing
 b) was ... committed to developing
 c) whilst allowing
 d) thanks ... for making
- 2 participating
- 3 a) went on to study
 b) allow(ing) sea life to swim
 c) ready to dedicate
 d) way to go

▷ **LANGUAGEBANK 1.1** p104–105

A

- 1 renowned for not answering; in addition to never checking
- 2 reluctant to acknowledge; saving up to buy
- 3 since seeing, bursts out crying
- 4 looking forward to being
- 5 justified in leaving OR having left
- 6 remembering to pack; forget to take
- 7 to have visited; pointless trying to pick OR pointless to try to pick
- 8 admitted (to) ordering OR admitted (to) having ordered

B

- 1 to extinguishing
- 2 – spending
- 3 – starting (or: having started)
- 4 to collect –
- 5 to protecting –
- 6 – doing
- 7 to carry –
- 8 – having
- 9 to make –
- 10 – putting
- 11 to start –
- 12 to give –

6A

- 1 trying
- 2 of doing
- 3 doing
- 4 living
- 5 do
- 6 wondering
- 7 to gather
- 8 to come up with
- 9 to remove
- 10 funding
- 11 to stop
- 12 to make
- 13 getting
- 14 see

VOCABULARY PLUS PREPOSITIONAL PHRASES AFTER NOUNS

8A

Marième Jamme – recognising through the horrors of her childhood just how important an education is; enabling girls to study in a range of fields.
 Jadav Payeng – seeing the devastation of deforestation on Majuli Island; he's planted trees that amount to a forest and support wildlife.
 Michelle Payne – childhood passion for horseriding; her success in a male-dominated sport has inspired women (and probably men).

B

- 1 of
- 2 for
- 3 of
- 4 in
- 5 for
- 6 of
- 7 of
- 8 of
- 9 for
- 10 of
- 11 in
- 12 of

C

- 1 Because she saw the necessity of getting an education.
- 2 Because she had a talent for generating sales in the tech industry.
- 3 She did it with the aim of supporting girls in STEAMD.
- 4 For her success in achieving so much.
- 5 It was the motivation for him to start the project/devote his life to planting trees.
- 6 In the course of taking part in a government tree-planting scheme.
- 7 He did it in the hope of creating a forest capable of supporting the wildlife that once lived there.
- 8 As a consequence of his work.
- 9 She had a passion for it/riding.
- 10 The risks of riding.
- 11 Yes. She had no hesitation in talking about it.
- 12 Yes, the implications of a woman winning are/were huge/cannot be underestimated.

D

Nouns are underlined and prepositions are circled.

- 1 necessity of
- 2 talent for
- 3 aim of
- 4 success in
- 5 motivation for
- 6 course of
- 7 hope of
- 8 consequence of
- 9 passion for
- 10 risks of
- 11 hesitation in
- 12 implications of

▷ **VOCABULARYBANK 1.1** p120

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

B

- 1 on the verge, at bay
- 2 out of sorts, in the same boat
- 3 at a loose end, on impulse
- 4 out of bounds, in the dark.
- C (*Speakers identified only. Students may have other answers, and completion of responses is up to them.*)
- 1 A police officer or prison officer talking to a higher ranking officer or a media reporter at a protest or disturbance where things are getting out of hand.
- 2 Someone who works in a (downsizing) company talking to his/her partner, spouse, friend or family member.
- 3 A person talking to a colleague, fellow-student or friend about the previous weekend.
- 4 A journalist talking to another journalist. Neither know why the order is in place.

1.2 A LIFE AT A TIME

VOCABULARY ADJECTIVES: NEEDING AND GIVING

1B

1d) 2c) 3b) 4a)

C

- 1 a) on welfare, destitute, down to his last cent, hard up
b) philanthropic, altruistic
c) unstinting, lavish
d) vulnerable
e) compassionate
- 2 (other answers possible) well off; selfish; invulnerable

2B

Stressed on first syllable: on welfare (stress on first syllable of second word), destitute, vulnerable
Second syllable: unstinting, compassionate, hard up (stress on second word)

Third syllable: philanthropic, altruistic

3

▷ **VOCABULARYBANK 1.2** p120

1 A&B 1 fork out 2 smart money 3 raking in the money
4 strapped for 5 on a shoestring 6 pick up

LISTENING

4A

- 1 People in need submit their situation and particular needs to 52 Lives, and 52 Lives chooses one situation to feature every week. People who want to help then offer whatever they can.
- 2a) Her room was redone and refurbished.
- b) A rug, and possibly other help but it's not clear.
- c) New, false teeth.

B

- 1 ... putting power in the hands of people in need (so they can communicate their specific need to people who want to help.)
- 2 ... she was ill (she has a serious genetic condition).
- 3 ... the kindness that people are showing.
- 4 ... a horrible domestic (violent) situation.
- 5 ... he had heart surgery.

GRAMMAR CONTINUOUS AND PERFECT ASPECT

5A

- 1 present perfect simple
- 2 present perfect simple
- 3 present continuous
- 4 past continuous
- 5 past perfect simple
- 6 past perfect simple
- 7 present perfect continuous
- 8 present perfect simple
- 9 past perfect simple
- 10 future continuous

B

- 1 continuous: 1, 2, 4, 7 perfect: 1, 3, 4, 5, 6
- 2 existing tenses: past/present/future continuous, past/present/future perfect continuous.
In Ex 5A: past/present/future continuous, present perfect continuous. The speaker sees the action as ongoing (in relation to the point in time referred to) and as having limited duration.
- 3 existing tenses: past/present/future perfect; past/present/future perfect continuous.
In Ex 5A: present/past perfect simple, present perfect continuous. The action happens before a particular point in time and is relevant to that point in time.

C

a) 5, 6, 9 b) 1, 2, 7, 8 c) 10 d) 4 e) 3 f) 7

▷ **LANGUAGEBANK 1.2** p104-105

A 1 were, had been 2 've, 'll be 3 Haven't you found, were
4 he'd missed, hadn't 5 'd been, needed
6 've been, downloaded 7 I've been meaning, haven't had
8 're doing, 'll have finished

B 1 had/d taken 2 had/d never felt 3 was waiting
4 had/d lost / was losing 5 had/d been working / had/d worked
6 will/'ll be flipping 7 was walking 8 aren't moving
9 weren't moving 10 was giving 11 had started / was starting
12 was standing 13 hadn't said 14 have/'ve never heard

6

- 1 have changed
- 2 have helped
- 3 are offering
- 4 had contracted
- 5 hadn't been
- 6 had been trying (*had tried* is also possible, IF the parents were no longer trying).
- 7 will have raised
- 8 had done
- 9 is setting up (*has set up* is possible but less likely, as we find out in the next sentence that they're not finished setting it up yet)
- 10 will be helping
- 11 have become
- 12 will be posting

WRITING AN ARTICLE; LEARN TO VARY COLLOCATIONS

8A

a) What's on your Wish List?

B

1 anyone 2 informal 3 online magazine
4 inform, entertain, describe 5 quotations, examples

C

1 **Paragraph 1:** Grab the reader's attention with questions and a friendly tone.

Paragraph 2: Describe the main purpose of the site, and how it works.

Paragraph 3: Give some detail with examples.

Paragraph 4: Summarise, giving the writer's opinion and a suggestion to the reader.

2&3

- 1 A catchy title – *What's on your Wish List?*
- 2 Informal rhetorical questions – *Have you ever ... ?*
- 3 A question-answer sequence – *You know ... ? / Well, that's what ...*
- 4 Addressing the reader directly – 'you' in first paragraph
- 5 Quotations – in 2nd and 3rd paragraphs
- 6 Examples – *taking decent photographs, helping the homeless*
- 7 Informal sentence starters – *So what kind ... ?*
- 8 Contractions – *that's, it's*
- 9 Informal lexis and lexical phrases – *sets out to, come up with*

9A

Examples in the article: grant your every wish, express a wish, make a wish come true, fulfil a wish

B

Suggested answer: A collocations dictionary can help with both range and accuracy when writing. You can choose key words related to a topic and list relevant collocations during the drafting stage.

10A

Suggested answers:

website:

verbs: have, visit, design/create, post on, launch, download sth from, upload sth to, navigate, update, bookmark

adjectives: useful, official, secure, college/travel/news/company, etc., price-comparison

design:

verbs: do/create/produce, come up with, change/improve

adjectives: good, modern, simple, innovative, elegant/stylish, traditional, classic, basic

research:

verbs: do/carry out/conduct (formal), undertake (formal), publish, present, be based on

adjectives: scientific/medical, cancer/AIDs, etc., the latest, pioneering/groundbreaking, basic, historical, extensive, painstaking

experience:

verbs: have, get, gain (formal), lack, broaden/widen, use

adjectives: considerable/extensive, long, useful/valuable, invaluable, relevant, past/previous, practical/hands-on, direct/first-hand, teaching/nursing, etc., work, professional

B

Suggested answers: 1 hands-on 2 painstaking 3 navigate
4 come up with 5 first-hand/personal 6 basic 7 based
8 launched

1.3 SHARING ECONOMY?

VOCABULARY COLLOCATIONS: SHARING ECONOMY

1B

1 economy 2 fringes 3 model 4 collaborative
5 terms 6 online 7 driven 8 access 9 on-demand

FUNCTION PRESENTING SURVEY RESULTS

2B

Which would you like to find out more about? Which would you like to try?

3A

- a) whole
- b) cite, tended
- c) impression
- d) presumably
- e) illustration
- f) Generally
- g) consensus
- h) speculate

B

Answers:

Generalising

On the whole
tended (to be ...)
Generally speaking though

Exemplifying

To cite one example
Another illustration of this is

Hedging/Speculation

Our impression was simply that
(their interest) presumably (reflected ...)

One might speculate that

*The consensus seems to be that

(*the use of 'seems' puts this expression here. If it were 'the consensus is that ...' it would be under *Generalising*)

4A

In what way are they 'sharing', and in what way are they for-profit businesses?

B

▷ **LANGUAGEBANK 1.3** p104–105

A Generally **speaking**, a majority of respondents **tended** to feel that while a shortened (four-day) work week is an appealing idea, it would be too problematic in practice. The **consensus** seems to be that the resulting complications for human resources and management and the decline in productivity wouldn't be worth the benefits. To **cite** one example, a factory manager indicated that going to four days would require increasing his workforce by twenty percent. Another **illustration** of this is that many people said they would have to work at home to make sure their tasks got done anyway. This view presumably **reflects** the degree of inflexibility of many companies. On the **whole** our **impression** was simply that people in fact like their routine, and one might **speculate** that they identify so much with their work that they can't imagine life with less of it.

LEARN TO CHUNK LANGUAGE

5A

- a) On the whole, / people expressed a curiosity about businesses / that had less relevance for them.
- b) To cite one example, / people who don't have pets / tended to be particularly interested / in getting information about the pet-related services.

- c) Our impression / was simply that these businesses / had some novelty for them ...
- d) ... and their interest / presumably reflected amusement / more than a genuine desire / to use the service.
- e) Another illustration of this / is the number of people / who asked for more information / about the parking services, who, / as it turned out, / don't actually have a car.
- f) Generally speaking though, ... / there was limited interest / in trying out [services] that the survey participants / hadn't used in the past.
- g) The consensus seems to be / that people are partial to what they already use / or know about.
- h) One might speculate / that this reflects human nature.

1.4 GENERATION RENT

DVD PREVIEW

2

- 1 Students' own answers.
- 2 **Suggested answers:** There is a mix of private and communal space which seems suitable for the target group. There are a range of facilities which might appeal to the group, including spaces for socialising, entertainment and dining (spa, restaurant, games room, roof-top). The library might work well for people who want quiet communal work, study or internet-enabled space. Bills are covered by the rent, which is also convenient.

It is unclear what the igloos are or why they might be suited to the target group.

DVD VIEW

3A

Positive image: Interesting camera angles (some of which make the spaces, e.g. the bedrooms, look bigger); attractive lighting; restful, upbeat music, makes you feel chilled; a lot of screen time given to the founders, who of course present a positive image of themselves and of the residence. Interviews with inhabitants who have direct experience and are positive.

Doubts expressed: These all come through the nature of the reporter's questions, which are listed/paraphrased in Ex 3B. All the questions have an element of trying to find the problems/issues with the residence.

C

- 1 community
- 2 they 'embrace' the local community, e.g. clean up canal, a restaurant and bar is provided.
- 3 Yes. It's only used when you want quiet, reflection time.
- 4 No. More appropriate for singles but there are some couples.
- 5 There are a large number of people so conflicts are minimal. In the twodios – where people share a kitchen – the people are matched for age, interest, career. Conflict is dealt with by dialogue.
- 6 £1080 a month.
- 7 No. All the 'life administration' is taken care of (it's convenient) and so people can focus on making friends.
- 8 No answer is given. Students' own answers.

D

- 1 you know, kind of 2 sort of, sort of 3 kind of 4 it's like
- 5 just, like 6 You know

speakout design a co-living space

5B

Who the space is for: musicians

Why they chose that group: they have friends who are musicians and they struggle to find a space to rehearse and develop new music.

What facilities and services the space has: soundproofed bedrooms for private rehearsal, a few big rehearsal spaces, communal kitchen, dining room doubling as a performance space with a stage and an acoustic ceiling, cinema with amazing sound system

Any problems they anticipate: neighbours might have issue with noise and type of people living there, personality clashes (probably over musical tastes)

Proposed solutions: free concerts, music lessons for locals, on-site mediator

C

addresses, double, would seem, consideration, attention, an issue, solve the public relations problem, Knowing, kinks, hiccups

1.5 LOOKBACK

TRANSFORMATION

1A

- 1 profound impact
- 2 major breakthrough
- 3 game-changing, paradigm shift
- 4 sets, motion
- 5 pioneer, pilot studies
- 6 conventional wisdom

VERB PATTERNS

2A

- 1 -ing 2 to + infinitive 3 -ing 4 to + infinitive 5 -ing
- 6 to + infinitive 7 -ing 8 -ing 9 to + infinitive 10 -ing

ADJECTIVES: NEEDING AND GIVING

3A

- 1 philanthropic 2 compassionate 3 unstinting 4 vulnerable
- 5 altruistic 6 destitute 7 hard-up 8 welfare

CONTINUOUS AND PERFECT ASPECT

4A

- 1a) present perfect simple b) present continuous
No significant difference in meaning.
- 2a) future perfect continuous b) future perfect simple
These can be essentially the same in meaning if finished one way, e.g. '...here for 5 years', though even then a) might express a temporary view of 'living here'; b) can be completed in ways that a) can't, e.g. '...in fifteen countries in my life thus far'
- 3a) future perfect simple b) future continuous
No significant difference in meaning.
- 4a) past perfect continuous b) present perfect continuous
The point of reference is different. In sentence a) it is before and up to a point in the past. In sentence b) it is before and up to now. So, in a) the person is talking about a 'finished' story from their life, in b) a current, unfinished story.
- 5a) past continuous b) past perfect simple
Essentially no significant difference in meaning – the 'but' implies a change in plans for both, and either could come from a 'narrative' of someone's life when talking about a change of plans in the present OR in the past.

PRESENTING SURVEY RESULTS

5A

- 1 On the whole 2 tended 3 The consensus seems to be
- 4 To cite one example 5 presumably 6 Another illustration of this
- 7 One might speculate that 8 Generally speaking though
- 9 our impression was that

2.1 THE BEST MISTAKES

VOCABULARY LEARNING

1C

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

speakout TIP

Suggested answers:

get praise for deride sb for doing sth

be (highly) beneficial to sth/sb

be engaged in steer clear of sth/sb

READING

2A

2 Being praised: the article seems to support the idea of praise not being important – comparing the effect of praise (USA) and no praise (Japan) with Japanese students doing better.

3 Not being derided: the article mentions that this makes students feel that there are no negative consequences if they make a mistake.

4 Guessing: the article includes guessing as part of a student's engagement and hence successful learning. (Japanese students are expected to struggle. Research shows guessing can enhance the learning process.)

6 and 8 the article reinforces the notion that mistakes are beneficial (in Japan constructive use of error is a teaching technique. People who made a number of mistakes scored higher).

B

1 T Most report negative sensations – a sinking feeling in the pit of the stomach ...

2 F ... praise was only given provided that answers were correct.

3 T ... but rather the reason for the error ...

4 NG

5 F The total amount of time allotted was the same for both groups ...

6 T ... key factors of cognitive and personal engagement, which have long been known to enhance the learning process.

7 NG The psychologist does not specifically refer to classrooms, but learners in general.

8 F ... teachers and learners alike to rethink their quest for instant perfection.

GRAMMAR IF AND RELATED EXPRESSIONS

3

1 apparently 2 if and only if 3 almost never

4 if something is true or false 5 if true 6 if you're not sure

7 if there are some 8 if and only if 9 if it doesn't happen that

10 if it weren't for 11 if it weren't for 12 if this doesn't happen

▶ LANGUAGEBANK 2.1 p106–107

A

1 Rarely, if ever 2 without 3 If anything 4 otherwise
5 few 6 if so 7 if anything 8 provided that 9 as long as
10 unless

B

1 But for the doctor's quick intervention, he would be dead.
2 Whether you loved me or not, I'd still love you.
3 Without (having) a partner he can't go to the dance.
4 Let him sleep late as long as there's no / there isn't an emergency.
5 Unless instructed otherwise / to do otherwise / not to (by the crew), stay in your seats.
6 Say yes whether you agree or not. OR Say yes whether or not you agree.
7 I'll attend the meeting provided that I'm not obliged to speak.
8 Unless you have / you've got a licence, you can't use a TV.

4A

1 a) whether or not

b) it seemed as if

2 a) if ever

b) if any

3 a) If so

b) provided (not as long as because followed by that)

4 a) otherwise

b) as long as / provided that

5 a) unless, if any

b) if in doubt

5A

1 Seldom, if ever. 2 Few, if any. 3 I certainly am, whether you like it or not. 4 I'd feel as if I'd let everyone down.

5 If in doubt, I'd throw it away and start again. 6 No, as long as no-one could see it.

B

1 Seldom, if ever.

2 Few, if any

3 I certainly am, whether you like it or not.

4 I'd feel as if I'd let everyone down.

5 If in doubt, I'd throw it away and start again.

6 No, as long as no-one could see it.

Note: There are also intrusive (or added) sounds between vowels, i.e. certainly am has a /j/ sound added when speaking, and 'No, as...' has a /w/ sound added.

VOCABULARY PLUS IDIOMS: FEELINGS

8A

a sinking feeling – an unpleasant feeling when you realise something bad is going to happen

welcome (errors/sth/sb) with open arms – be very pleased to encounter, meet, or experience something

9A

1 Text or email. Informal, similar to spoken English, e.g. use of I, contractions (can't make it today), informal vocabulary (can't make it) but the use of 'etc.' wouldn't fit with a spoken exchange such as a phone call.

2 Written English. Short well-formed sentences. Probably romantic fiction because of the content.

3 Written English – a letter/email/posting to a problem page/website. Use of I, contracted forms, and appropriate content. It could also be spoken English with someone relating a problem.

4 Newspaper or website news. The piece is written in a factual way, in the present, and includes a quote from someone in the story, which is typical of this kind of report.

5 Spoken (or email) account of a situation. It's written with I. Neutral style.

6 Written narrative, perhaps from a novel. It is written about he and has well-formed and quite long sentences, although these are not complex.

7 Lyrics to a song. It has short lines, rhymes and has the content of a typical pop song.

8 A western novel. Shown by content and vocabulary (horseback, cowboy, gun) and use of direct speech typical of the genre.

B

brackets show part of the idiom that might change

1 (I'm) a bit under the weather

2 (It) made her flesh crawl.

3 (I'm) coming apart at the seams.

4 (Management) has (its) back to the wall.

5 (I felt) like a fish out of water.

6 (His) blood ran cold

7 (I'm) on cloud nine.

8 (Got) a chip on (your) shoulder

C

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

▷ VOCABULARY BANK 2.1 p121

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

- B**
- The figures fly in the face of our current understanding.
 - I'm going to play it by ear during the meeting, not before.
 - My exam results are really hanging over my head.
 - We started our relationship on the wrong foot. OR Our relationship started on the wrong foot.
 - Lydia's head and shoulders above the other candidates.
 - I'm very glad to see the back of Pat.

2.2 ANOTHER WAY

VOCABULARY COLLOCATIONS: EDUCATION

1C

B&C: 1 a nurturing environment 2 finding your own path
3 striving for excellence 4 fostering good relationships
5 fulfilling your potential 6 a quality curriculum
7 rigorous standards 8 taking the initiative 9 mutual respect
10 a focus on individuality

2A

- a) three syllables
nurturing, excellence, fostering, fulfilling, potential, quality, rigorous, mutual
- b) four syllables
environment, relationships, curriculum, initiative
- c) more than four syllables
individuality

B

- a) three syllables:
nurturing
excellence
fostering
fulfilling
potential
quality
rigorous [said with three syllables]
mutual [said with three syllables]
- b) four syllables:
environment
relationships
curriculum
initiative
- c) more than four syllables:
individuality

C

1 environment 2 excellence 3 relationships 4 potential
5 curriculum 6 standards 7 the initiative 8 respect

▷ VOCABULARY BANK 2.2 p121

- 1A** virtual learning environment, blended learning, vocational training, tuition fee, external accreditation, student loan, continuous assessment, rote learning
- B** 1 tuition fee 2 student loan 3 continuous assessment
4 virtual learning environment 5 vocational training
6 blended learning 7 rote learning 8 external accreditation
- C** Students' own answers.

LISTENING

4B

- To put internet-connected computers in walls in Indian slums, which students used to teach themselves with no adult help.
- Students' own answers.

5C

See sample notes in the Student's Book, p132.

GRAMMAR NOMINAL RELATIVE CLAUSES

6A

- a) whatever b) whoever c) what d) who e) how f) when

▷ LANGUAGE BANK 2.2 p106-107

A 1 I remember when ... (the time that) 2 Whoever thinks ... (Anyone who) 3 If you don't like how ... (the way that)
4 I'll have my eggs however ... (any way that) 5 Don't forget what's ... (the thing that) 6 ... so you can choose whichever you prefer (the one that) 7 Who I like best is ... (The person who)
8 You can have whatever you ... (anything that)

B 1 a) who b) Whoever 2 a) what b) whatever / what
3 a) when b) whenever 4 a) what b) Whatever

B

1 I practise speaking in English with **whoever** I can find.
2 Good subtitled films are exactly **what** I need to improve my listening. 3 Correct 4 **What** we're studying today is the same in my language. 5 A good app for vocabulary learning is just **what** I've been looking for. 6 Little and often. That's just **how** I like to learn. 7 I revise vocabulary **whenever** I'm on public transport.
8 **Whatever** I do, I don't seem to be able to manage phone calls in English. 9 Correct 10 I keep a record on my tablet of **what** we've studied. (It would also be possible to use a normal relative clause here (I keep a record on my tablet of everything (that) we've studied.))

WRITING TAKING NOTES; LEARN TO SUMMARISE NOTES

7B

1 1, 2 (headings are used, though of course we can't tell whether these were prepared before the talk), 3, 4, 5, 7.
We can't really say whether 6 or 9 were used or not.

9A

Paragraph 1: Ss work out answers on their own.
Paragraph 2: the local woman was twenty-two.
Paragraph 3: with no teachers, children feel they have more control; at first, children were frightened (*as well as curious*).

speakout TIP

B

The writer follows the first three points – there are examples of each. Regarding the fourth point (*Be accurate ...*), it's possible the writer left out bits of information because they weren't that important/relevant, in which case the writer DOES follow this point too. The one point that the writer goes against is the fifth, as the writer gives an opinion in the last sentence. The last point (*Acknowledge any sources*) isn't relevant to this summary.

2.3 THINK AGAIN

VOCABULARY CREATIVITY

1B

(phrases which relate to promoting creativity)

1 fire the imagination 2 have a fertile imagination – have a vivid imagination 3 question facts 4 neither 5 rely on intuition
6 think outside the box 7 be spontaneous – do something on the spur of the moment 8 be versatile

(differences in meaning)

- stifle the imagination = to stop something from being expressed; fire the imagination – the opposite meaning
- have a fertile imagination; have a vivid imagination – similar meaning
- regurgitate facts = reproduce facts without thinking; question facts – the opposite meaning
- learn by rote; learn by heart – the same meaning
- rely on intuition = to know something based on a feeling; rely on intellect = to use your brain and mental capacities – the opposite meaning
- think outside the box = think in an unconventional way; stick to the tried and tested = keep to conventional, traditional ways – the opposite meaning
- be spontaneous = doing something without stopping to think or plan; do something on the spur of the moment – the same meaning
- have a rigid outlook = fixed attitude; be versatile = having many different skills/to be adaptable – near opposites (although flexible would be the exact opposite)

FUNCTION LEADING A DISCUSSION

2A

1P 2C 3P,S,C 4P 5C

3A

a) task b) like to do c) that point further d) you're coming from
e) worth f) saying g) kick, off

B

Initiating a discussion or a topic

So our task today is to ...

What I'd like to do I think, is start with ...

Who would like to kick this one off?

Getting others to clarify ideas

Could you explore that point further?

Can I just check where you're coming from?

Correct me if I'm wrong, but what you're saying is that ...

Giving feedback / Evaluating

That's certainly worth considering.

C

Initiating a discussion or a topic

So our task today is to ...

What I'd like to do I think, is start with ...

Who would like to kick this one off?

Getting others to clarify ideas

Could you elaborate on that?

Could you run that past us again?

Could you explore that point further?

Can I just check where you're coming from?

Correct me if I'm wrong, but what you're saying is that ...

Giving feedback / Evaluating

That's an interesting perspective.

I can imagine that working.

That's certainly worth considering.

▶ LANGUAGEBANK 2.3 p106–107

- A 1 What I'd like to do I think is start with ...
2 Who would like to kick this one off? 3 Can I just check where you're coming from? 4 correct 5 Correct me if I'm wrong, but what you're saying is that ... 6 That's certainly worth considering. 7 I can imagine that working.

LEARN TO MANAGE INTERACTION

4B

1 add 2 stay focused 3 wrap up 4 digressing 5 comment
6 come in 7 wanted 8 pressed for

C

a) 5,6 b) 3 c) 7 d) 2,4,8 e) 1,7

5A

1P 2I 3T 4I 5P 6T 7I 8P

2.4 TEACHERS AND LEARNERS

DVD VIEW

2B

Peter: German – inspired him to think ahead, use what he had (nothing about personal qualities)

Jeanne: Intellectual Property – made the subject accessible, he was passionate and inspired her to be passionate

Wael: MA studies (applied linguistics and psychology of 2nd language acquisition and bilingualism) – makes you feel you can do it, can-do attitude, passionate

Agnes: Development Studies – he puts research into practice, inspiring, cares about his teaching and students' learning

Priscilla: PhD supervisor (subject not mentioned) – inspired her to challenge herself, inspiring

C

1 sparked 2 think ahead 3 accessible 4 can-do 5 puts it into
6 challenge myself

3B

Hamza: humility, is willing to listen, learn from the student, put themselves in their position, see things from their point of view/side

Jack: students are able to ask questions, teacher is able to listen and interpret, a facilitator

Sami: patience, enthusiasm about their subject, drive, love for what they're teaching

Jeanne: a personal connection with your students

Priscilla: patience, humour

The quality mentioned most is *patience*.

4B

Tricia and Priscilla feel most strongly about having a teacher.

C

Human interaction: Tricia – needs human interaction. Uses apps but needs a teacher as well. Gives structure. Can learn at own pace. Priscilla – needs a teacher in front of her. Sami – learnt to play the guitar without a teacher.

A steep learning curve: Jeanne – worked at law firm – very different from school. In a real situation learnt about how to deal with people and work as a team, etc.

A point of reference: Hamza – it's important to have a point of reference (he says), but implies that this doesn't have to take a human form, i.e. it can be an online resource.

2.5 LOOKBACK

LEARNING

1A

1 something of a 2 deride 3 steering 4 praise 5 crucial
6 engaged 7 beneficial 8 educated guess

IF AND RELATED EXPRESSIONS

2A

1 Rarely, if ever
2 whether or not
3 provided that OR as long as
4 it seemed as if
5 Otherwise
6 unless

COLLOCATIONS: EDUCATION

3A

1 path 2 individuality 3 relationships 4 potential
5 respect 6 environment 7 curriculum 8 standards
9 excellence 10 initiative

NOMINAL RELATIVE CLAUSES

4A

1 whoever 2 how 3 what 4 whenever 5 however
6 what / whatever 7 what 8 whichever

LEADING A DISCUSSION

5A

Answers: The underlined word is the one that is missing.

- 1 So our task ...
- 2 What I'd like...
- 3 ... this one off?
- 4 ... elaborate on that?
- 5 ... run that past ...
- 6 ... check where you're ...
- 7 ... but what you're ...
- 8 That's an interesting ...
- 9 I can imagine ...
- 10 ... certainly worth considering.

3.1 READY OR NOT

Warm up

Suggested answers:

vocation = work you feel suited to and which you feel strongly about; *job* = more neutral, the regular work done to earn money
salary = the amount of money paid every year to an employee on a contract; *wage* = money that is paid, usually every week, often for non-contractual, manual work
 CV (British English) and *résumé* (American English)

VOCABULARY JOB HUNTING

1B

1 stand out 2 buzzwords 3 literacy 4 convey, footprint, jeopardise 5 soft, hard 6 novice, record 7 play up, strengths 8 selling

C

b) a novice c) your digital footprint
 d) play up your strengths and achievements
 e) jeopardise your chances f) social media literacy
 g) a selling point h) the image you convey i) buzzwords
 j) proven track record k) make your CV stand out

LISTENING

2B

- ✗ Well, first of all, there are no tricks, really ...
- ✓ For example, these often refer to 'good organisation and communication skills'. Those are two different things but they're key, the ones you see mentioned the most. Another buzzword I've often seen is 'flexibility' ... that means the willingness to put your hand to anything, to muck in ...
- ✓ Not everyone is a fan of social networking but this is part of the literacy that's expected of employees, nowadays.
- ✓ If there's a problem with your digital footprint, inevitably it will come out at some point.
- ✗ The speaker says hard skills are 'not enough', she doesn't say hard skills are less important than 'soft skills', which is what statement 5 in Ex 1B says.
- ? She mentions skills ('But there are skills that a novice to the market can focus on in a CV') but not experience or track record, then later on implies that even a university student has experience in some relevant areas. So it's not 100 percent clear.
- ✗ She says to be proud but not play up.
- ? He gives no specific answer to either part of the statement ('... it all depends on the job'): he neither agrees nor disagrees with the first part of the statement and he gives no answer to the second.

C

1 Good organisation (skills), communication (skills), flexibility, a good team player, a proven track record, relevant experience.

GRAMMAR EXPRESSING MODALITY

3A

1 check-in agent at airport 2 IT support 3 teacher
 4 supermarket assistant 5 politician 6 vet 7 car mechanic

C

B&C

- Flight delays, angry passengers. I can't think straight. A
- You needn't bother. I've already done it. N
- That must have been annoying. C
- Anna again! I might have guessed! C (one might put P for probability, but the speaker is expressing certainty in the context)
- Sorry, I've got to go now. O
- You might as well come in. PP
- It may not be ready. Give me a call first thing. P

4A

Double underlining indicates main stress; single underlining indicates secondary stress.

- I can't think straight.
- You needn't bother.
- That must have been annoying.
- I might have guessed!
- Sorry, I've got to go now.
- You might as well come in.
- It may not be ready.

The pattern is that generally the main or primary stress is on the main content word, here the main verb or (if *be*) the complement/adjective, and the secondary stress is on the modal verb.

5A

1 C 2 N 3 N/A 4 A 5 P 6 O 7 C 8 O 9 N 10 P
 11 P 12 P/C

B

1 are guaranteed to, will undoubtedly 2 's crucial 3 have to be capable of (selecting and prioritising), are expected to be capable of (selecting and prioritising) 4 Being capable of (articulating)
 5 I would guess 6 (You) 're expected to 7 it will undoubtedly, it is guaranteed to 8 're expected to, have to 9 's crucial 10 is highly unlikely 11 most probably 12 I would guess

speakout TIP

Some suggestions: *If I were you, I'd do it. Why don't you do it? You ought to do it. You'd better do it. You really must do it (recommending). It's to your advantage to do it (formal). It's better if you do it. You're better off doing it than not. Don't even consider/think about not doing it. My advice would be to do it.*

▶ LANGUAGEBANK 3.1 p108-109

A 1 will most probably 2 It could 3 would guess 4 correct
 5 undoubtedly 6 supposed 7 absolutely essential
 8 are capable 9 correct 10 You're guaranteed to have
 B 1 vital 2 bound 3 well 4 responsibility 5 expected
 6 unlikely 7 capacity 8 capable 9 not allowed
 10 permitted 11 inevitably 12 likelihood

WRITING A COVER EMAIL; LEARN TO IMPROVE USE OF FORMAL ENGLISH

7A

2

- a) A cover email/letter is different from a CV because a CV in Britain/the USA appears more like a list giving:
- factual information - nationality, date of birth, contact details
 - dates and description of educational background
 - dates of previous employment and role and descriptions of duties within that role. (NB: the most recent job is first)
 - qualifications and professional skills
 - names of references
- b) A cover email/letter is different from an informal email/letter because it provides the following information:
- relevant aspects of the applicant's background/experience
 - shows that the applicant has some knowledge of the company's activities
 - conveys how the applicant sees themselves fitting in to the position/the company
 - expresses the applicant's personality to some degree
 - is respectful without being overly formal

B

The content is in this order:

- Say what job you're applying for and something specific about the company and its recent activities, relating this to your reason for applying.

- Highlight key and relevant aspects of your experience. Help the reader make the connection between your experience and the position you're applying for.
- Describe yourself, and how others see you professionally.
- Say why you want to work for the company and why they should employ you.
- Say what you are submitting with your email.
- Say where the reader can find added documentation.
- Ask the person to contact you.

Three words that *might* describe the tone of the email (but answers will vary!): confident, friendly, respectful.

8

- 1 particularly excited to discover this opening
- 2 has an excellent reputation
- 3 I have been involved in projects similar to
- 4 I have extensive experience working with the full range of (relevant)
- 5 I have also learnt to adapt to the demands of different (project types)
- 6 am also accustomed to working under pressure and to short deadlines
- 7 I am dedicated to the profession and see myself working long-term with a company.
- 8 a real asset to
- 9 I would be grateful for the opportunity to discuss
- 10 to explore my suitability for the position
- 11 Please contact me at your convenience
- 12 your consideration

SPEAKING

10A

A selection of suggested questions for interviewers:

- Tell me about yourself.
- What were your responsibilities (in your last job)?
- What did you like or dislike about your previous job?
- What major challenges and problems did you face? How did you handle them?
- What is your greatest strength/weakness?
- How do you handle stress and pressure?
- Why are you leaving/have you left your job?
- Why do you want this job?
- What are your goals?
- What are your salary requirements?
- What are you passionate about?
- How do you get on with co-workers?

A selection of suggested questions for interviewees:

- Can you tell me more about the day-to-day responsibilities of the job?
- What do you think are the most important qualities for someone to excel in this role?
- What are your expectations for this role in the first month, quarter, year?
- Could you describe the culture of the company?
- Where do you think the company is headed in the next five years?
- Who do you consider your top competitor and why?
- What are the biggest opportunities/challenges facing the company right now?
- What is the typical career path for someone in this role?

3.2 FIRED!

VOCABULARY HONESTY

2A

- 1 to come clean (about) 2 to make candid comments (about)
- 3 to overstate 4 to present an accurate picture (of)
- 5 to catch someone red-handed 6 to lose face 7 to gloss over
- 8 to show your true colours

B

- 1 a) overdo – overstate b) photo – picture c) lose your face – lose face
- 2 a) candied – candid b) paint – gloss c) colours – colours
- 3 a) clear – clean b) red-footed – red-handed c) correct

GRAMMAR PASSIVES

3B

- 1 might be seen
- 2 to be fired
- 3 shouldn't have been fired
- 4 got hacked
- 5 to be done
- 6 was declared
- 7 've been having (work) done (first part could be, 'am having' 'have had' or 'had' but in the text this form is used)
- 8 to be said
- 9 Not being given
- 10 being spotted

C

- 2 passive infinitive
 - 3 modal present perfect passive
 - 4 past simple passive (with *get* instead of form of *be*)
 - 5 passive infinitive
 - 6 past simple passive
 - 7 (causative *have*) present perfect continuous passive
 - 8 passive infinitive
 - 9 (negative) passive gerund
 - 10 passive gerund
- 10 Big Brother
- 1 The focus is on *they*; the agent (*someone who shouldn't*) is not specific or unknown.
 - 2 The focus is on *they*; the agent (*the employer*) is obvious; it is also needed later in the sentence as a subject.
 - 3 The focus is on *we*; the agent is obvious.
 - 4 The focus is on *My account*; the agent is unknown.
 - 5 The agent is unimportant (*by anyone?*); this is part of a fixed expression *there's nothing to be done*.
 - 6 The focus is on *a mistrial*; the agent is unimportant/obvious.
 - 7 At this point the focus is on *'I'*, the person and his story, and not the therapist. Note that the causative usually focuses on the person (see Language Bank 3.2).
 - 8 The passive is part of a fixed expression *there's a lot to be said*.
 - 9 The focus is on the situation of being forced to leave. The agent is obvious.
- informal: 4 *got* is used instead of *was*; impersonal: 5 and 8: *there's a lot/a great deal/much/nothing*, etc. to be said is an impersonal sounding structure.

D

- 2 did they deserve to /tə/ be fired
- 3 we shouldn't have /ʃədntəv/ been /bɪm/ fired
- 4 my account got hacked
- 5 there's nothing to /tə/ be /bɪ/ done
- 6 a mis-trial was /wəz/ declared
- 7 I've been /bɪm/ having work done on my /dʌnəmaɪ/ back
- 8 there's a lot to be /ðeəzəlɒtəbi:/ said for honesty
- 9 Not being given a second /gɪvənəsekən/ chance
- 10 without fear of /fɪrəv/ being spotted

▷ LANGUAGEBANK 3.2 p108–109

- A**
- Correct: a) because it's a problem on a grand scale. It's not important who helps to solve it; b) implies it might be dealt with by a single person.
 - Correct: b) as it's understood/obvious that it's management or the person's boss who might have asked; a) sounds like the 'someone' could be anyone, e.g. a colleague.
 - Correct: b) we understand that 'she' is the hairdresser, but mainly because in a) the structure sounds as if the person doesn't know who messed up her hair, OR that the messing up was something the person asked to be done.
 - Correct: a) because the speaker is using a formal style; in b) the speaker sounds informal and also sounds like the requirement is weak or the request is optional, not a rule.
 - Correct: a) because the speaker arranges the repair; b) is odd because it sounds like the speaker is avoiding referring to whoever arranges the repair.
 - Correct: b) because it's not just 'me' who could say these things about being prepared; in b) 'there's a lot to be said for ...' is also a common semi-fixed phrase, used almost as a saying.
- B**
- Have been caught out / are being caught out / are getting caught out
 - might be interpreted
 - have been exposed
 - spends / has been spending / has spent
 - videoed
 - made
 - was informed
 - improve
 - was included
 - had been terminated / was terminated / was being terminated
 - to be gained
 - Being sacked / To be sacked

- 4**
- Being disrespected.
It becomes clear later over this sentence and the next that Alan Sanford is the object of disrespect here, and that it's not disrespecting people in general that makes him mad.
 - a customer left him
We need a subject here because later in the sentence there is a reference back to 'the person' and we need to establish which person this is.
 - took a photo of the person
It would be unrealistic for AS to ask for and pay someone to take the photo. He obviously took the photo himself and so the active is appropriate.
 - he was fired
The active here would be confusing as 'they' seems to refer to both the colleagues and the boss, which would be impossible. Using the passive also keeps the focus on Sanford, the main focus of the paragraph.
 - I could have been given
The subject of the active sentence 'He' would be unclear. It also becomes clear in number 6 that Sanford is the focus of the sentence.
 - being sacked
An *-ing* form is needed after a preposition.
 - can't be said
isn't said is not wrong, but makes it sound as if people actively talk about how interesting flipping burgers is (or not); *can't be said* conveys the notion 'if people were to talk about this ...'
 - to have her video taken
Reading ahead, a subject (*her video*) is needed for the verb *posted*. *To be videoed* would later imply that Jackie is posted rather than her video.
 - She shouldn't have posted the video.
The passive here is not incorrect. However, if we want to maintain the focus on the colleague (*I'm very angry with my colleague*) it is better to maintain the colleague as the subject (*She*).
 - to be said
This is a fixed phrase which is almost always in the passive.

VOCABULARY PLUS METAPHORS

- 6**
- 1 cultivate 2 weed out 3 hedged in
- The metaphors all come from nature/agriculture/farming/gardening (any of these are acceptable). *Cultivate* = grow/nurture plants, giving them everything they need to grow. *Weed (out)* = removing unwanted wild plants from places where they may damage cultivated plants. *Hedge* = a line of bushes or small trees planted very close together to form a kind of fence.

- 7A**
- 1 Silicon Valley 2 Nestle 3 UNICEF

- B**
- sprouted, flourished, branched out, ecosystem
 - ploughing back, bore fruit, thorny issues, blossomed
 - branch, root, grass-roots, reaped (rewards)

- 8A**
- 1 above 2 trickle down 3 water down 4 wet blankets 5 flow
6 freezes 7 pour 8 flooded

▷ VOCABULARYBANK 3.2 p122

- 1A 1D 2F 3A 4D 5B 6E 7B 8C**
- B** 1 lay our cards on the table, follow suit
2 skate around/over
3 let you off the hook
4 plain sailing, back on an even keel
5 below the belt
6 quick/first off the mark

3.3 WHAT I'M SAYING IS ...

VOCABULARY POLITICAL COLLOCATIONS

- 2A**
- 1 allocate 2 promote 3 stand up 4 bridge 5 set 6 tackle
7 shape 8 enforce

▷ VOCABULARYBANK 3.3 p122

- 1A 1** left, right **2** polls **3** hard/far **4** constitution
5 state, monarch **6** ballot, vote **7** Progressive, regressive
8 liberal **9** spin **10** lobbyists

FUNCTION EVADING A QUESTION

- 4C**
- a, b, d, e, f, h
- D**
- After the reporter asks the first question, the politician says 'Good morning and thank you for inviting me on the programme.'
 - After the question 'So why have you broken that election pledge? Why haven't you done anything about it?' the politician says 'Well, what we have to take into account is that there can be many reasons for the difference in pay ...'
 - After the question 'Yes, so what you're saying is that it's right that typically female occupations, such as a carer or a nurse, are paid at a lower level than say an equivalent male dominated job?' the politician says 'No, not at all. What I am saying is that we have to look at the employment figures overall and particularly we need to take into account our priorities of providing more employment for everyone in this difficult economic sit ...'
 - 'Well, it would be shocking but this figure has been taken out of context.'
 - Citing a statistic that's not immediately verifiable: 'research shows that men tend to be more assertive in asking for pay rises and this is something we need to educate employers in so that ...'

5A

- 1 This figure has been taken **out of** context.
- 2 Let me put it **in** perspective.
- 3 What we're seeing **is** actually a positive, in that more women ...
- 4 Well, what we have to take into account **is that** there can be many reasons ...
- 5 I'm glad you've brought **that up** because there's another point that needs addressing ...
- 6 Before I answer that, let me just add to **that** what I was saying.
- 7 Well, what we plan to **do** is to set up a review to look into the issue ...
- 8 All I'm saying **is that** the government admits there is a problem.

B

- 1 5 and 6
- 2 The sentences or clauses begin with 'What...' or 'All...' –cleft structures (students are not expected to remember the term). The structure helps to emphasise the information immediately after 'What' or 'All'.
- 3 Well. *Other ways: Let me see ... Let's see ... That's a very good question ... That's an interesting question ...*

C

- 1 What we're planning to do is (to) crack down on drug abuse first.
OR
What we're planning to do first is (to) crack down on drug abuse.
- 2 All that's happening is that it's taking longer for us to fulfil our promises.
- 3 What the council will do is (to) promote the development of tourism.
OR
What the council will promote is the development of tourism.
- 4 Let me clarify the facts before we hold a vote.
- 5 All I meant was that we have kept our manifesto promise.
- 6 What the union will always do is (to) stand up for its workers' rights.
OR
What the union will always stand up for is its workers' rights.

6A

- 1 What we'd like to do is to allocate more resources to sport.
- 2 What the council will always do is stand up for the rights of the self-employed.
- 3 What the council should be discussing is a budget for parks.

▷ **LANGUAGEBANK 3.3** p108–109

A

- 1 I'm glad you've brought that up because there's another point that needs addressing.
- 2 Before I answer that, let me just add to what I was saying.
- 3 Let me see. That's a very interesting question.
- 4 This figure has been taken out of context.
- 5 All I'm saying is that ...
- 6 What we're seeing is actually a positive ...

LEARN TO CONTROL THE AGENDA

7A

- 1 surely 2 what 3 interrupting 4 due 5 interrupting 6 blunt

3.4 FUTURE JOB

DVD PREVIEW

2

Statement 3: The programme makes several definite predictions about the future.

DVD VIEW

3A

Initially sceptical, then curious, and at the end accepting that AI will change her job (but shows no strong emotions about this).

B

- 1 Pre-1970s people were integral to the workforce. After the 1970s people became less integral as more and more tasks were taken over by robots/automation.
- 2 Car factory production lines, help lines, bank clerks.
- 3 By asking questions about the symptoms and checking these against a 'knowledge base' – a medical data base.
- 4 The computer teaches itself how strongly related the various diseases, symptoms and risk factors are. It looks at past real-life cases to calculate probability.
- 5 Parts of the doctor's job are threatened (the diagnosis) but Dr Parsa describes the computer as an aid to a doctor and points out that it can't replace the human touch.
- 6 Half of the world's population has little or no access to doctors, so in those parts of the world.

C

Students' own answers.

D

- 1 determines 2 a big future 3 competition 4 on the march
5 superseded 6 immune from

speakout recommending a career

5B

Musician – repetitive elements can be automated, and in fact already have (synthesisers).

Financial advisor – robo-advisors are doing the same job, and will be able to do more in the future.

Chef – a lot of tasks are manual and can be automated. The creative positions are limited in number.

Tour guide – apps provide a lot of the content and services that human tour guides provide.

C

I was vulnerable to musician, has at least as good as I wouldn't, intellectual the genuinely creative, lucky few guiding a tour

writeback a fact file

7A

The writer overall appears to be optimistic, particularly because of issues with the physical space of hotel rooms, some jobs which are 'incompatible with automation', and financial considerations. The conclusion is that being a hotel maid is 'a relatively secure profession.' Ss' own ideas for the second question.

3.5 LOOKBACK

JOB HUNTING

1A

- 1 play 2 strengths 3 stand 4 convey 5 jeopardise 6 novice
7 buzzwords 8 hard 9 literacy 10 selling 11 record
12 footprint

EXPRESSING MODALITY

2A

- The crew is/are obliged to seal the exits first ('is' is more 'correct' but 'are' is used equally often).
- It's everyone's responsibility to have memorised every word they're going to say.
- Someone will probably be in pain.
- The flames and smoke must be frightening.
- There's an expectation that every aspect of service is perfect OR The expectation is that every aspect of service is perfect.
- The capacity to work in high places without getting vertigo is important.
- It's imaginable that the staff will know more about the subject than the painters themselves.
- Most people there will undoubtedly find the motion difficult during a storm.

B

- a ship/a ferry/an aeroplane
- theatre, actors
- ambulance/hospital, paramedics/doctors/nurses
- firefighters
- (five star) hotel or restaurant and employees therein, e.g. waiters
- builders or window cleaners or painters of high buildings
- art gallery/museum
- a cruise ship

HONESTY

3A

- 1 true 2 lose 3 accurate 4 Overstating (x2) 5 gloss 6 come
7 Candid, candid 8 red-handed

PASSIVES

4A

- 're getting (work) done OR are having (work) done
- 've had (your car) fixed
- is done OR has been done
- 're sometimes charged OR have sometimes been charged
- haven't (actually) been performed
- 're being watched
- to be told
- be persuaded

EVADING A QUESTION

5B

- All I'm saying **is** that I admit there is a problem.
- Before I answer that, let me just **add** to what I was saying.
- I'm glad you've brought that **up** because there's another point that needs addressing.
- Let me put it **in** perspective.
- This has been taken **out** of context.
- Well, what we plan to do is to **set** up a review to look into the issue.

4.1 ROLE MODEL

VOCABULARY INFLUENCE

1B

- 1 carry a lot of weight
- 2 pull strings
- 3 am easily swayed by (*note the change of position of the adverb easily here*)
- 4 idolise them; emulate them
- 5 an inspiration

READING

2B

Dominique was Jen's role model, because she excelled at a sport that Jen loved, and because she identified with her personality and with the fact that she was Romanian.

Students' own answers to the second question. (Students are likely to say the most surprising aspect is that they were sisters and didn't know for a long time.)

C

- 1 NG: we don't know if this was the reason for the adoption.
- 2 NG: we know that the parents were originally from Romania and Jen was adopted into an American family. We do not know whether the sisters were born in the USA, or arrived as immigrants.
- 3 F: the text doesn't refer to a state-level Paralympics because it says she competed with able-bodied people. It doesn't say that she didn't also win a state-level 'Paralympics' gold on another occasion. A 'Paralympics' is, by definition, an international event.
- 4 T: Jen approached her mother asking about her past.
- 5 F: Jen waited four years to contact Dominique. Dominique replied within about a year (Jen sent the letter when she was about 20 and Dominique replied when Jen was 21).
- 6 NG: One of Jen's sisters was pregnant – it could be Dominique or Christina – we only know that it was Jen who was going to be an aunt.
- 7 T: Jen looks very much like Christina, the younger sister.
- 8 NG: It is unlikely, because of the emphasising 'has even toured' (present perfect focusing on experience) which indicates a one-off occasion but there is no further information given.

GRAMMAR PARTICIPLE CLAUSES

3A

2 Raised in Oblong, Illinois, by adoptive parents Sharon and Gerald Bricker 3 transfixed as Dominique became an overnight sensation 4 Inspired by Dominique's success 5 Feeling the time had come 6 competing against able-bodied people 7 Having found out about her connection to her idol 8 performing acrobat routines 9 travelling the world and connecting with people from all walks of life 10 Finding out my idol

B

- 1 a) *any of the following:*
-ing: having been..., feeling..., Having found out..., performing..., travelling...
Past participle: Raised..., transfixed... Inspired...
b) Having found out
- 2 *Note that sometimes a clause can fit more than one category, depending how its meaning is meant/understood.*
a) travelling the world and connecting with people from all walks of life.
b) Having been adopted at birth OR Raised in Oblong, Illinois, by adoptive parents Sharon and Gerald Bricker, OR Inspired by Dominique's success, OR Feeling the time had come, OR Having found out about her connection to her idol,
c) Inspired by Dominique's success, OR Feeling the time had come,
d) ... transfixed as Dominique became an overnight sensation.

▶ LANGUAGEBANK 4.1 p110–111

A

- 1 Blessed 2 Crippled / Having been crippled 3 confronted
4 having had 5 persuading 6 Having seen 7 buzzing
8 planning 9 having learnt 10 obsessed 11 not having
12 Handing

B

- 2 Having eaten all their food, they decided to leave the shelter.
- 3 Resources allocated to the health service have been reduced each year.
- 4 Not having any idea how to get there, we had to phone for directions.
- 5 Having jeopardised his chances of a promotion, Ed decided to quit.
- 6 The people living in the flats didn't stand a chance.
- 7 Having been caught red-handed, OR (Once) Caught red-handed, Julia saw no point in denying taking the bribes.
- 8 Emulating their favourite pop star, the kids all wore torn black T-shirts.

4B

- 2 Perhaps sensing the connection, Jen fantasised about being related to Moceanu as early as age six.
- 3 Growing up with her three half-brothers, Jen started playing softball with them when she was seven.
- 4 When Dominique was seventeen, she sued to become a legal adult, accusing her parents of squandering her professional earnings.
- 5 Assuming that their biological mother had told Dominique about her physique, Jen only mentioned off-handedly in their first phone conversation that she didn't have legs.
- 6 Astonished, Dominique had no idea what to say.
- 7 Amazed at how many things the three sisters had in common, Jen said, 'All three of us did gymnastics and Christina loved volleyball, which is my second favourite sport!'
- 8 Having achieved amazing success by any standard, Jen still has plans, saying, 'My real dream would be to perform on a show like *Dancing with the Stars*.'

VOCABULARY PLUS THREE-PART MULTI-WORD VERBS

6A

- 1 feel up to 2 held off on 3 make up for 4 catch up on
5 fall back on

B

- 1 feel up to 2 held off on 3 make up for 4 catch up on
5 fall back on

▶ VOCABULARYBANK 4.1 p123

- 1A 1 played up to 2 tie in with 3 listening in on
4 led up to it 5 fill in for 6 come down to 7 bearing down on
8 come in for
B Students' own answers

7B

Suggested answers:

- 1 Because the character stood up to racist people despite threats / he was a principled man who had high ideals.
- 2 The character is strong and she stands up for what is right for her and not what was traditional.
- 3 The writer identifies with the character and his suffering (presumably admires him dealing with it).

D

- 1 coming up against 2 back out of 3 live up to 4 get out of
5 comes up with 6 looks up to 7 caught up in 8 face up to

4.2 THINK THIS WAY

Warm up

2 billion + = number of active users (as at June 2017 according to Facebook); 338 = average number of friends a user has; 25–34 = most common age group which uses Facebook (2012); 1pm–3pm = highest traffic time (2017); 83 million = number of fake profiles (according to CNN 2017); 13.8 = average number of times a day users check Facebook (2013).

VOCABULARY SOCIAL MEDIA

1B

- a) ... whether something is true or not? fake, post-truth, unbiased
- b) ... something technical related to computers and/or the internet? algorithms, hacking
- c) ... the separation of people into groups? segregation, bubbles, echo chambers
- d) ... something that can happen with opinions? reinforced, filtering, censored, trolling

C

- 1 unbiased
- 2 algorithms
- 3 filtering
- 4 echo chambers / bubbles
- 5 reinforced
- 6 censored
- 7 echo chambers / bubbles
- 8 fake
- 9 post-truth
- 10 segregation

LISTENING

2B

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

3A

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

B

- 1 bizarrely 2 screenshots 3 exist 4 algorithmically
5 reinforce, discount 6 chronological

GRAMMAR INTRODUCTORY IT AND THERE

4A

- 1 There 2 It 3 There 4 It 5 There 6 There 7 It 8 It 9 it
10 it

C

Sid23, X2Y, Deirdre, Fern27

5

- a) 4,10 b) 7,9 c) 2 d) 8 e) 1 f) 6 g) 3 h) 5

▶ LANGUAGEBANK 4.2 p110–111

A

Digital image advice

Is **there** anyone who thinks **there** is no unwanted content about them on the web? **It** is my job to advise people on how to modify their digital image – **it** doesn't matter if you haven't posted it yourself, **there** is no doubt that a time will come when you'll want to get something deleted. Don't leave **it** too late. Contact me on ...

Editing support

It is claimed that more than 500 children's books are sent to publishers every month so **it** is no wonder that **there** are a lot of disappointed would-be writers out there. As an author, **there** is an advantage to having a fertile imagination but **it** is obvious that something special is needed and **there** is nothing wrong with getting some extra help from our experienced editors. Contact us on ...

B

- 1 It's typical of large corporations ...
- 2 There's nothing you can do to bridge ...
- 3 It's odd how few ...
- 4 There seems to be a tendency ...
- 5 It bothers me to see ...
- 6 There may come a moment when ...
- 7 There's no likelihood that he'll come clean ...
- 8 It was / is you who said that everything ...

6A

- 1 There could come a time when ... 2 I'd like there to be more ...
3 There seem to be a lot of problems with ... 4 There isn't any point in complaining about ... 5 Is there anyone who doesn't have ... ?

WRITING A REPORT: LEARN TO USE USEFUL PHRASES

9A

- 1 Students' own answers.
- 2 Students' own answers – Different people will omit different things, but the important thing is to think about order of importance when looking at data, so that it's easier to make decisions about what to omit when drafting the report.

B

Laptop/mobile-friendly

D

- 1 This report sets out 2 It will go on to 3 to improve the situation 4 a substantial percentage 5 answering
6 commonly cited 7 a clear consensus 8 A negligible number
The three phrases not used and where they are most likely to be used:
– In light of the above – In the conclusion/recommendations section
– This report will present – In the introduction
– Significant disagreement regarding – In the body, when commenting on survey results

11C

In light of the above, I am offering the following recommendations; I believe that ...

4.3 HAVE A GO!

VOCABULARY PERSUASION

1D

- a) succinct b) persuasive c) credible d) genuine
e) pertinent f) earnest g) compelling h) pushy

2A

- 1 succinct 2 persuasive 3 genuine 4 compelling 5 pertinent
6 earnest 7 pushy 8 credible

▶ VOCABULARYBANK 4.3 p123

- 1A 1 captivating 2 assured 3 expressive 4 cogent
5 pertinent 6 subtle

- B 1 muddled 2 crude 3 mediocre 4 flimsy 5 stiff
6 self-deprecating

FUNCTION PERSUASIVE TECHNIQUES IN PRESENTATIONS

3B

- 1 like 2 like 3 you can't, you can't 4 If you fail, feel really good about it 5 people who like, people who like 6 general
7 but you will also

C

- a) 2 b) 1 (simile), 5 (metaphor), 6 (metaphor) c) 7 d) 3,4,5
e) 5 f) 3,5

▷ LANGUAGEBANK 4.3 p110–111

- A 1d 2c 3e (or b) 4b (or e) 5f 6a
 B a) direct speech b) simile c) repetition, the rule of 3
 d) rhetorical question e) metaphor f) negative inversion
 C There are further examples of:
 – rhetorical questions: *Are you fed up with your job? Do you know about the three-step programme?*
 – repetition AND the rule of 3: *It's no secret, it's no mystery, it's the three-step programme.*

LEARN TO USE ADJECTIVE ALLITERATION

4A

The rule of 3
 It uses alliteration – the adjectives all begin with a hard 'c' (a /k/ sound).

B

- 1 succinct 2 genuine 3 pertinent 4 persuasive, pushy
 5 compelling, credible

4.4 PERSUASION

DVD VIEW

2B

- 1 than four stars 2 based on that 3 word of mouth 4 do the job
 5 factor for me

3

Speaker order in brackets

- 1 Hamza (2), Alex (3), María (4) 2 Hamza (2) 3 Sue (1), Alex (3),
 María (4) (who is arguably more systematic, as she describes three
 considerations specifically) 4 Sue (1), María (4)

4

Word of mouth: *Alex More likely to buy something when someone else tells you/it's personalised, which is similar to reviews and chatty type of advertising*

Endorsements: *Hamza Because you admire the person, it looks interesting*

Billboards: *Jeanne Best quality. See them every day.*

Internet: *Jeanne Cookies and pops up, annoying, put her off product*

5B

Only Sofia who bought some peanut butter because it looked good on the advert.

C

- 1 the fact that adverts sometimes annoy him
 2 peanut butter 3 the product 4 advertising 5 a great advert

writeback a short opinion piece

7B

The author argues his/her position by:

- giving a well-argued counter-argument early on in the piece, i.e. making his/her disagreement with the quotation unequivocal;
- giving a sound basis for the counter-argument, i.e. emotion instead of truth;
- giving an example illustrating the absurdity of the quotation, i.e. applying the idea to the advertisement of soft drinks;
- implying that the quotation reflects wishful thinking not reality.

4.5 LOOKBACK

INFLUENCE

1A

- 1 modal model 2 swerved swayed 3 way weight
 4 stage scenes 5 footprints footsteps 6 immortalised idolised
 7 affluent influential 8 away way 9 aspiration inspiration
 10 ropes strings 11 amulet emulate 12 podium pedestal

PARTICIPLE CLAUSES

2A

- 1 lying, sipping, watching 2 Having 3 fed, frustrated 4 having
 5 put

SOCIAL MEDIA

3A

- 1 a) censored b) unbiased 2 a) hacking b) trolling
 3 a) bubbles b) segregation 4 a) reinforce b) echo chambers
 5 a) algorithms b) filtering 6 a) fake b) post-truth

B

- 1 If something is censored, it's not unbiased; censorship is a form of bias.
 2 Both hacking and trolling are done by people with particular knowledge of how the internet works, but hackers have technical knowledge and can penetrate protected systems, whereas trolls seek to influence thought by attacking individuals or groups, i.e. trolls have some knowledge of how social influence works.
 3 The separation of online communities into 'bubbles' IS a form of segregation.
 4 The 'echo chambers', because they repeat the same opinion which one already holds anyway, reinforce that belief.
 5 The filtering of, e.g. online news/info is done through the use of algorithms which contain information about individual views and preferences.
 6 Fake news is characteristic of the post-truth era; the term 'post-truth' came into use as a result of fake news becoming so prominent and influential.

INTRODUCTORY IT AND THERE

4A

- 2 It's a mistake 3 There's no harm 4 There's nowhere
 5 It doesn't matter 6 There isn't likely 7 It's no coincidence
 8 It's typical of

PERSUASIVE TECHNIQUES IN PRESENTATIONS

5A

- 1 a political speech – (Lincoln's Gettysburg Address, 1863)
 2 an advert or sales pitch for an investment, or a retirement home – could be many things
 3 an advert (probably a battery or mobile phone)
 4 a literary context (from *Lolita* by Vladimir Nabokov)
 5 an advert or a pitch for a travel company/programme
 6 literary – (from *As You Like It* by Shakespeare)

B

- a) 5 b) 4 (simile) 6 (metaphor) c) 3 d) 1 e) 2 f) 1

5.1 GOOD FIT

READING

VOCABULARY BANK 5.1 p124

1A 1 Spinning 2 Circuits 3 Boot Camp 4 Pilates
5 Aquarobics 6 Boxcercise

2B

Rule 1: 6 Rule 2: 4 Rule 3: 2 Rule 4: 3 Rule 5: 5 Rule 6: 1

C

Suggested answers:

- Often at the beginning of the year people decide to change something significant in their lives which they see as a problem, e.g. lose weight, stop smoking, etc. However, these resolutions can be too big and look for a quick solution so often people lose motivation after a short time.
- If you are bad (inefficient) at an exercise, your body will have to work harder and will therefore burn more calories.
- The writer assumes that some readers might look down on fitness classes ('don't turn your nose up at fitness classes').
- Lifting weights helps you add more muscle and more muscle results in burning more energy when you're not exercising, which will then lead to more weight loss.
- 1: it burns fat 2: it increases your ability to burn calories 3: it's efficient for the time available.
- Weight loss doesn't necessarily lead to being healthier or fitter, and particularly if you add muscle you might not weigh less, but you'll achieve the more important goal of feeling and looking better, and being healthier.

GRAMMAR

NOUN PHRASES

3A

- short, tough session
- high-intensity sessions
- fitness classes
- added muscle; lasting results
- energy at rest
- people who have similar goals
- the best way to burn fat
- activities keeping you active
- time available

LANGUAGE BANK 5.1 p112-113

A 1 A nurturing environment characterised by a focus on individuality is what makes the course so special. 2 After a largely dry start to the day we've got rain moving in from the north and winds gusting up to 100 kilometres an hour. 3 Cutting-edge pilot studies conducted by researchers from three countries support the initial hypothesis. 4 I need more time to relax and let ideas flow if I'm going to create something original and worth writing. 5 We believe there is a rapidly expanding market for a smartphone app like this which can monitor blood-sugar levels. 6 The ideas (which) we came up with yesterday could help bridge the gap between folk and jazz audiences.

B 1 People overwhelmed by work pressures no longer have an excuse for not exercising. 2 Our seven-minute workout, inspired by high-intensity interval training (HITT), is the go-to option for busy people whose packed schedules leave no time for extensive exercise. 3 The workout consists of thirty-second bursts of exercise separated by ten-second rest periods. 4 There is persuasive scientific support for the health benefits of HITT compared to/with longer, less intensive activity. 5 For those who dislike exercise, there is the irresistible attraction that no matter how bad it feels, it's over before you notice.

C

Suggested answers on p132 in SB material.

VOCABULARY COLLOCATIONS

4A

1 trigger 2 enhance 3 an aspect of 4 sustain 5 deliver
6 success

B

Suggested answers:

The main purpose is to get Ss discussing/using the items and they could make an argument for others to be included.

- food: trigger rapid weight loss, enhance your capacity to (e.g. function on fewer calories, eat healthily), ignore an aspect of (e.g. nutritional science), sustain long-term motivation (to stick to a diet)
- learning English: sustain long-term motivation (to study)/sustain interest in (English), deliver a host of benefits/tangible results (for example, meeting people on holiday), enhance your capacity to (get work/meet people, etc.)
- discussing an issue: ignore/consider/discuss an aspect of (the issue), deliver a solution (to a problem)

C

1 long-term motivation/interest 2 memory 3 consider
4 your capacity to 5 success 6 deliver

VOCABULARY PLUS COMPOUNDS

6A

1 short 2 Long 3 High 4 low 5 self

B

high-powered, high-grade, high-risk, high-end, high-key, high-maintenance, high-profile, high-tech

low-profile, low-maintenance, low-tech, low-key, low-end, low-grade, low-powered, low-risk

long-awaited, long-suffering, long-haul, long-range, long-winded, long-lost

short-staffed, short-haul, short-tempered, short-range

D

The second word is usually stressed.

7A

1 Because they were short-staffed. 2 Because he was short-tempered. 3 low-tech equipment 4 a long-haul flight
5 high-maintenance 6 in a low-profile way

VOCABULARY BANK 5.1 p124

A 1 hard- 2 far- 3 full-

B 1 far-sighted, full-fledged 2 hard-hitting, far-reaching

3 far-flung 4 far-fetched. 5 full-page, hard-earned

6 full-scale, full-blown 7 hard-wired 8 hard-headed

C Suggested answers – these will vary depending on students' resources: 2 **hard-hitting** report, campaign, comments, film, drama, letter, approach; **far-reaching** effects, reform, change, influence, implications 3 **far-flung** corners, parts, outpost, empire, territories, ideas, regions, reaches (of the country)

4 **far-fetched** theory, story, notion, idea. (Often *far-fetched*

is used *after* the verbs: *be/seem/sound*: The story seemed far-fetched, but it was true). 5 **full-page** advert, illustration, article, story; **hard-earned** rights, victory, cash, money, income, scholarship 6 **full-scale** attack, emergency, probe, riot, invasion, revolt, war; **full-blown** crisis, illness, epidemic, affair, controversy 7 usually after the verb *be*: the ability/instinct to X is **hard-wired**; humans/babies are **hard-wired** to ... OR used technically in relation to computers: a **hard-wired** (internet)

connection, program, set of instructions 8 **hard-headed**

decision, decision-maker, businessman/woman, executive,

calculation

5.2 THREE APPLES A DAY

VOCABULARY FASHION AND LOOKS

1B

- 1 photo-shopped/retouched, shoot/filming.
- 2 victims/martyrs; follow/keep up with; last/latest
- 3 catwalk/runway – catwalk is British English, runway is US English
- 4 conscious/aware
- 5 eating disorders/ailments
- 6 *deceiving/deceptive* – both are used, though *deceptive* has the connotation that one has the *intention* of being misleading; *photogenic/photographable* ('*photographable*' is syntactically possible but the meaning – 'capable of being photographed', doesn't fit in the context)
- 7 *back in fashion/fashionable again; gone out of fashion/been unfashionable*
- 8 *distorting/contorting; regard/view*

C

Presented as fact: 1,2,3,5,7

Presented as opinion: 4,6 (beauty is too subjective for this to be fact), 8

LISTENING

2B

She talks about all of them except early childhood and travel.

C

Suggested answers:

(Students' answers will vary)

Being discovered as a model – walking in street, preparing for A-level, shopping with mother; man walked up to her.

Diet – ate three apples a day to stay skinny.

Illness – became anorexic, went to hospital; had body of old lady, lost her hair.

Taking pills – took laxatives, more and more because effect wasn't strong enough.

Recovery – three months, doctors saved her life, had to take pills to build up weight again.

A law – French law forbidding overly thin girls from modelling; doesn't work.

The industry – it's about money, has so much power.

D

- 1 nose (instead of *face*) 2 skinny (instead of *thin*)
- 3 anorexia (instead of *illness*) 4 chicken (instead of *sugar*)
- 5 correct 6 skeleton (instead of *skin*)

GRAMMAR FRONTING, HEADERS AND TAILS

5A

- 1 question 3
- 2 question 1
- 3 question 5
- 4 question 5
- 5 question 4
- 6 question 5

B

- 1 1,3,5,6
- 2 2,4
- 3 Students' ideas, but here are some examples: to emphasise a particular item; to make it easier for the listener to follow due to the real-time nature of speech; to manage long noun phrases more easily, by partly separating them from the main clause; because the speaker often realises they left a detail out, and want to add it on.
- 4 Spoken informal English

C

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

LANGUAGEBANK 5.2 p112–113

A

- 1 How he stole *it* we'll never find out – we never got it back.
 - 2 I just can't work with *them*, control freaks I mean.
 - 3 correct
 - 4 That pushy colleague of yours, *she* I just saw her in the café downstairs.
 - 5 Some people I'll never understand ~~them~~. (there is no comma after 'people', which would be needed for 'them' to be correct at the end of the sentence)
 - 6 In general, I don't think it's healthy, putting *someone/him/her* on a pedestal.
 - 7 The house you've been building, how's *it* coming along?
 - 8 This issue we've gone over *it* again and again, and I think we need to move on.
 - 9 Where it disappeared to I can't actually say *it*.
 - 10 correct
- B 1 that's 2 Other sports 3 having an aim 4 The lessons 5 having fun/enjoyment 6 those 7 That 8 Challenge

6A

- 1 Some things I'll never understand.
- 2 Your phone, would you mind lending me it/it to me just for tonight?
- 3 He/She's just come in, that friend of yours.
- 4 That book I lent you, have you finished it?
- 5 Why he married her I really don't know.
- 6 A: Why is he here? B: That I couldn't tell you.
- 7 I don't think it's the right job for you, working as a model.
- 8 That actor, I forget his name, but he was in *Thor*.

B

- 2 ✓ 3 ✓ 4 ✓ 7 ✓ 8 ✓

The sentences with commas (headers and tails) use pausing. The sentences that use simple fronting (with no extra pronoun) with no commas have no pause: 1,5,6

7

Suggested answers: 2 I agree with the need for a neat and tidy appearance but it's outrageous for example to fire a woman for refusing to wear high heels. 3 It's been proven that high-heeled shoes are bad for your feet so firing someone in that way must be illegal. 4 And in my view, the two girls who were barred from boarding their flight because they wore leggings should sue the airline. 5 Another case in point is the interns in a company in the States who wrote a petition protesting that the dress code was too strict and they were fired.

WRITING A DESCRIPTION; LEARN TO USE FRONTING

8C

- 1 Paragraph 1: A description of the person's appearance and what he is doing.
Paragraph 2: The feelings evoked in the person observing.
Paragraph 3: The resolution.
- 2 'Looks can be deceiving' – The other two are too vague.
- 3 perfect proportions, razor-sharp jack-knife, flawless shape, quiet melody, shiny bronze, spindly fingers
- 4 Carefully, gingerly; On the ground next to him; Like a vision; Ahead of me; Mindless of the rain (*focus Ss' attention on the use of commas after these introductory clauses*)

D

- 1 In the centre of the forest lay a tiny cabin.
- 2 Angrily, she slammed the door and stormed out of the room.
- 3 Through the valley beneath us flowed an enormous river.
- 4 On his shoulder perched a parrot, tilting his head as if trying to understand something.
- 5 Ignoring the temptation to look down, Greta climbed out to the top of the cable car.
- 6 From the corner of its cage snarled a huge black leopard.

5.3 MAGIC BULLET

VOCABULARY WELL-BEING

2B

2 exert myself physically 3 get engrossed in 4 incorporate it into my daily routine 5 feeling out of sync with myself 6 magic bullet 7 restoring my peace of mind 8 cure-all

C

Point out: the /s/ sound in panacea; the /i/ sound in exert, physically, engrossed, sync, bullet, restoring

And the stress patterns in: 1 panacea 2 exert myself physically 3 get engrossed in 4 incorporate it into my daily routine 5 out of sync with myself 6 a magic bullet 7 restoring my peace of mind 8 cure-all

FUNCTION INFORMAL TURN-TAKING

3C

- a) burning calories Y
- b) feeling good at the end Y S
- c) a sense of community Y S
- d) how it fits into their daily routine D Y S
- e) doing it at home S
- f) health benefits D Y S

4A

Anyway ..., As I was saying ..., To get back to what I was saying before ..., Going back to ..., That reminds me of ..., Actually, that's like ..., Funny you should mention that ..., I feel the same way about ..., I just want to add ...

B

- a) 2 b) 1

▶ LANGUAGEBANK 5.3 p112-113

A 1c) 2i) 3f) 4a) 5e) 6h) 7b) 8g) 9j) 10d)

LEARN TO JUSTIFY YOUR POSITION

5A

1D 2D 3D 4D 5Y 6Y

5.4 CULINARY JOURNEY

DVD PREVIEW

2

Italy, Croatia, Albania, Greece, Turkey.

DVD VIEW

3B

- 1 a) Makes sense to put all ingredients in the pan first before it goes on the heat – because the boat is bobbing about.
b) fresh green chillies must be seasonal at this time of year
c) fresh oily fish taste creamy – the best-tasting fish in the world. Not so good when not fresh.
d) fish stew never tastes so good in a restaurant – best in the right surroundings – in a fishing harbour
- 2 The cats are 'complaining' about adding garlic and tomatoes as they just want the fish.
- 3 Just peel the tomatoes rather than using other methods.

C

- 1 how it's done
- 2 once before in Spain; forward to trying it
- 3 a slightly brisk morning
- 4 delicious creaminess about it

speakout describe a food memory

4A

Suggested answer:

The person is clearly interested in food, though it's not clear if it's just about eating or cooking too. The style is tentative ('maybe, perhaps' and the rather polite and indirect 'it would be great'), so the person seems to be or feels a bit insecure about posting the request.

C

The name of the food – Coquille Saint-Jacques
The context you had it in – on special occasions, e.g. someone coming for dinner
Who made it – mother
What's in it – (big white sea) scallops, sauce (= onions, mushrooms, butter, cream, white wine), mashed potatoes, cheese and breadcrumbs on top
Why it was special – the presentation: in big scallop shells – succulent, rich

D

I can just taste/smell it now.
She'd/She used to make this amazing sauce ...
It's coming back to me now, how it tasted/smelled ...
What really made it was the presentation/freshness of the ingredients.
My mouth waters just thinking/whenever I think about it.
It's incredibly succulent/impossibly light, decadently rich.
When I used to/ I'd smell this cooking, I knew/ I'd know it was a special occasion.
I'll always associate this dish with/ This dish always reminds me of home.
I've sometimes tried making it but it never comes out/turns out the same.

5.5 LOOKBACK

NOUN PHRASES

1A

Tai Chi is a traditional *martial art* (which comes/coming) from China. It has a *worldwide* following (worldwide) and its practice can lead to a focused state of *calmness*. In China it's often practised somewhere *outdoors* with other *like-minded* people.
It is claimed that a (plant-based) **vegan diet** of *plant-based food* increases *weight loss* and has *proven* health benefits. People *following this diet/who follow this diet* often started *giving up meat* as vegetarians and say they *have a reluctance to harm or eat animals*.

COLLOCATIONS

2A

- 1 a fitness regime, long-term motivation, interest in sth
- 2 rapid weight loss, a response, a memory
- 3 your posture, your capacity to, your appearance
- 4 a host of benefits, tangible results, a solution
- 5 stand a chance of, ensure, achieve
- 6 ignore, consider, discuss

FASHION AND LOOKS

3A

- 1 retouched, photogenic
- 2 conscious, keep, regarded
- 3 disorders, fashion
- 4 Catwalk, distorting, in
- 5 deceiving
- 6 victim, fashionable

FRONTING, HEADERS AND TAILS

4A

Suggested answers:

- 1 Do you ever let anyone borrow it, *your mobile phone*?
- 2 *That new film with Justin Bieber*, have you seen it yet?
- 3 Sometimes I wonder if it's the best thing for me, *studying to be a doctor*.
- 4 *That lovely scarf you were wearing yesterday*, can you remember where you got it?
- 5 Have you noticed it, *the teacher's new haircut*?
- 6 Some people I just can't stand, for example *people who are ...*

FUNCTION: INFORMAL TURN-TAKING

5A

Word(s) that can be omitted:

- 1 sort of 2 Actually, something 3 thing 4 just, quickly
 5 just 6 also 7 Anyway OR so 8 briefly 9 Then 10 do, exactly

6.1 NEW IN TOWN

VOCABULARY CITIES

1B

- 1 hectic, congested 2 hustle and bustle, buzz, intimidating
3 alienating, out of place 4 sanctuary 5 on my doorstep
6 no-go

2A

- 1 hectic 2 no-go 3 out of place 4 congested
5 sanctuary (NOTE sanctuary can be pronounced with three syllables = Ooo /'sæŋktʃəri/) 6 on my doorstep 7 alienating
8 hustle and bustle 9 intimidating

READING

3B

- 1 New York, Jakarta 2 New York, Brussels 3 Lima (also to some extent London, Berlin and Melbourne)

C

- 1 F – Seasoned traveller though I am 2 T – the onslaught of people 3 T – hustle and bustle became soothing
4 F – feeling of being constantly on guard 5 F – not yet amassed all the necessary paperwork 6 F – ill-equipped 7 T – felt more a part of the social fabric 8 T – Belgium is my turf

GRAMMAR CONCESSION CLAUSES

4A

- 1 2 (when), 4 (albeit), 8 (even though)
2 5 (I felt like a stranger, though)
3 3 (I do like the buzz), 6 (Jakarta does have)
4a) 1 (Seasoned traveller though I am)
b) 7 (Ill-equipped as we were), 9 (Cold, confusing and foreign though it was)
5 10 (However different we all may be ...)

B

A doctor or nurse (reference to patients in the text).

C

- 1 as 2 though 3 however 4 when 5 albeit 6 even though
7 as 8 do 9 though 10 as

5A

In each case *as* or *though* can be used with no difference in meaning.

- 1 New *as/though* I may be to a city, it doesn't take me long to master the transport system.
2 Keen coffee-drinker *as/though* I am, I don't like this fashion for really milky coffee.
3 Lonely *as/though* I sometimes feel in a new place, I generally make friends quickly.
4 Real fashion victim *as/though* I am, I draw the line at shaving off all my hair.
5 Difficult *as/though* it can be driving in a new town, I'd rather hire a car than walk.

▶ LANGUAGEBANK 6.1 p114–115

A I live in basements. Yes, strange as it sounds, I have never lived above ground, although I've been offered flats from the ground floor to the penthouse, albeit at prices I couldn't pay. But even if the offers were rent-free, I wouldn't have taken them, however desperate I might have been at the time. No I'm not acrophobic, or weird – though my friends might tell you otherwise. A basement is cold, damp, and often coated with decades of dirt – I love it, nevertheless. Or should I say I love it all the more? Disgusting as you may find it, there's always a firm grip for my hundred legs as I scamper over the surfaces foraging bits of nourishment. Badly though you might think of me, you must admit that I do have as much right of abode as you.

- B 1 Credible *as/though* I thought he was, the jury seemed to doubt his testimony.
2 Much as I enjoyed the first ten pages, (after that) the novel quickly became impossible to follow.
3 Catwalk model *though* she was, Lia wasn't thought photogenic enough for print work.
4 However progressive the new tax laws appear at first sight, on closer inspection it is clear they will have a detrimental effect on less well-off workers.
5 Highly influential public figure *as/though* Sam is when it comes to education, (it's ironic that/ironically) he's had remarkably limited success running for office.
6 Annoying *as/though* Jenny/she can be at times, I was glad to have her/Jenny on my side.

VOCABULARY PLUS BINOMIALS

7A

- 1 bustle 2 quiet

B

- | | | |
|-----------------|-------------------|--------------------|
| sooner or later | slowly but surely | first and foremost |
| safe and sound | more or less | tit for tat |
| make-or-break | all in all | wine and dine |

C

- sooner or later
first and foremost
/əŋ/
slowly but surely
ə
safe and sound
/əŋ/
more or less
tit for tat
ə
all in all
make or break
wine and dine
/əŋ/

8A

- 1 first and foremost 2 Slowly but surely 3 make-or-break
4 tit for tat 5 wine and dine 6 Sooner or later
7 part and parcel 8 more or less 9 safe and sound 10 All in all

▶ VOCABULARYBANK 6.1 p125

- 1A 1 dried 2 sweet 3 shut 4 tear 5 clear 6 true
7 large 8 dance 9 forth 10 choose 11 balances 12 learn
B 1 meaning (something can be cut and later dried) 2 sound
3 meaning (opposites) 4 sound (rhyming) and meaning (similar) 5 meaning (reinforcing) 6 meaning (near opposites) 7 meaning, though this isn't guessable – The origin is a nautical term, as both parts have a special meaning in the context of sailing. 8 meaning (singing and dancing go together) 9 meaning (opposites) 10 meaning (near synonyms) 11 meaning (both relate to controls) 12 sound (two words beginning with 'l')

6.2 IN OTHER WORDS

LISTENING

1B

Suggested answers:

Problems

- a) speaker taps microphone – can cause interpreter pain/serious injury/hearing loss
- b) speaker is not good at the language and impossible to follow
- c) the speaker speaks too fast
- d) humour doesn't easily translate/travel well
- e) references are unfamiliar to audience

Solutions

- a) educate/shock the speaker and the organisation
- b) ask for the speech in advance
- c) summarise what they say
- d) tell audience speaker has made an untranslatable joke and ask them to laugh
- e) suggest speaker finds references the audience will understand

C

- 1 booth 2 least 3 case scenario 4 incompetent
5 educated guess 6 fall back 7 steer clear 8 mutual

VOCABULARY SUMMARISING VERBS

2B

- 2 reprimanded 3 calling for 4 voiced 5 repudiated
6 maintaining 7 related 8 echoing 9 vowing

3A

(NB: Underlining shows the schwa sound, grey highlighting shows the short /i/ sound.)

- 1 a) call for b) allege c) acknowledge d) reprimand
2 a) repudiate b) maintain c) illustrate d) voice
3 a) vow b) relate c) plead d) echo

B

Suggested answers:

A Possible stems for the 'summarising' person's sentences:

- 1 You illustrated why ...
- 2 You're calling for ...
- 3 You reprimanded me for ...
- 4 You vowed to/that you would ...
- 5 You echoed your friends' feelings that ...
- 6 You voiced the opinion that ...

B Possible stems for the 'summarising' person's sentences:

- 1 You pleaded for ...
- 2 You repudiated the idea that ...
- 3 You maintained that ...
- 4 You alleged that your neighbour ...
- 5 You acknowledged that you'd made mistakes ...
- 6 You related a story/experience ...

VOCABULARY BANK 6.2 p125

1A

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

B

- 1 Do fill (me) in (on) what's happened in the past 1.5 million years.
- 2 Erm, remind me why you talked (me) into this ...
- 3 Sure, I'll back (you) up (on) that.
- 4 What tipped (you) off (to) the fact that I was the escaped prisoner?
- 5 Jack entertained the guests by reeling off (the names of) his 298 grandchildren.
- 6 Protesters are calling for a ban on margarine.

Note: prepositions in brackets are not part of the basic multi-word verb but are used if there is another clause in the sentence.

Four of them are separable: 1,2,3,4

C

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

GRAMMAR INDIRECT SPEECH

4A

- 1 The interpreter asked for notes to be sent beforehand, but the speaker did not answer and did not send the notes.
- 2 The speaker switched between Russian and Turkish and the audience could not understand him.
- 3 The interpreter could not understand the speaker half the time.

B

- 1 I was concerned because he *hadn't* provided me with any notes beforehand.
- 2 I had told *him* it would be useful if I could have the notes for his talk in case of any problems.
- 3 The organisers asked him to *submit his* slides ahead of time, but he didn't acknowledge the requests.
- 4 ... he insisted *on* switching between Russian and Turkish.
- 5 He was speaking about *whether* there could be a global blackout next year.
- 6 Hardly any of the delegates could understand *what he said*.
- 7 I didn't understand half the time either, and I thought I *would* die of embarrassment.
- 8 Up in the booth, we discussed *whether* we should stop even trying to translate.
- 9 My booth mate suggested *sending/that I sent/I should send* him a note asking him to stick to one language.
- 10 In the end I was really sorry I had agreed to *do* this particular job.

C

- 1 1, 3, 6, 7 2 2, 5, 8 3a) 10 b) 3 c) 9 d) 4 4 3 5 8 6 5

LANGUAGE BANK 6.2 p114–115

A

- 1 In 1543 Copernicus published his theory stating (that) the earth goes round the sun. (the earth still goes round the sun, so there is no need to change the tense)
- 2 The application form states (that) a recent photo must be attached.
- 3 When we crossed/were crossing the border last night, border officials demanded to see our papers.
- 4 When we were young, our father assured us (that) we would never regret going to college.
- 5 Last night Sue explained to me (that) she travels a lot in/for her current job. (she still travels a lot, so there is no need to back-shift the tense).
- 6 When he saw the broken window, Mr Harris asked whoever had done it to step forward.

B Authorities have cracked down on distributors of the health supplement 'Magic Bullet' alleging the business had made a number of promises it could not substantiate. Company owner Sven Petersen has been formally accused of misleading the public through an advertising campaign that claimed that Magic Bullet would deliver a host of benefits to those who took it regularly. Asked about whether he denied the charges, Petersen repudiated the accusations and vowed to demonstrate that his company's practices were entirely above-board. Customers voiced support for the legal action, insisting on pushing/that they would push for full compensation, though several acknowledged not having taken/that they had not taken the supplement on a regular basis. Authorities are urging users of Magic Bullet to come forward to assist in the investigation. Meanwhile they have advised would-be customers not to use the supplement until the case has been fully investigated.

WRITING SYNTHESISING FROM DIFFERENT SOURCES

7B

Suggested answers:

These are sample notes including all possible points related to the first question, motivation to become a sign interpreter:

- you learn about specialty areas
- it's satisfying on a human level
- it's varied
- it's well-paid
- you travel a lot (for people who see this as a positive)
- because of growing up with a deaf parent/relative
- the desire to ensure equal opportunities for the hearing impaired
- the satisfaction of helping people with their specific needs (understanding a doctor's instructions, getting a job)

8B

- 1 The first sentence is the topic sentence.
- 2 The writer omitted these points related to motivation:
 - you learn about specialty areas
 - because of growing up with a deaf parent/relative
 - the desire to ensure equal opportunities for the hearing impaired
 Note that another writer might prioritise things differently, and there's no single 'right' answer.
- 3 Firstly, Additionally, Furthermore.

6.3 FAUX PAS

VOCABULARY CONVENTIONS

2A

atypical A, commonplace N, customary N, expected N, inappropriate A, out of the ordinary A, peculiar to sb/sth N, routine N, taken for granted N, unheard of A

B

- 1 unheard of 2 peculiar to 3 atypical 4 taken for granted (also possible = customary) 5 inappropriate

FUNCTION TALK ABOUT CUSTOMS

3B

Speaker 1 1 Egypt 2 she complimented someone on jewellery and they gave it to her 3 guilty 4 sympathetic, but also questioning whether the information she'd been given was really the case

Speaker 2 1 Japan 2 he didn't stand up or leave the room first so the students had to wait 3 awkward and mystified (later on, bad and foolish) 4 curious but also sceptical as to whether this is really the case in Japan

C

- 1 norm is to 2 'm accustomed to 3 get used to
4 things completely alien 5 'm used to 6 given that they

▶ LANGUAGEBANK 6.3 p114-115

- 1 become/got 2 expected 3 become/get 4 a given 5 was
6 alien 7 to living 8 norm

LEARN TO QUESTION GENERALISATIONS

5A

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

C

- 1 I've heard that, but it sounds like a stereotype.
- 2 Do you really think it's always the case?
- 3 I still wonder if it's really that common.
- 4 Somehow I doubt it's generally true.
- 5 Don't you think it depends on the situation?
- 6 I always wonder about these things.

6.4 DIFFERENCES

DVD VIEW

2B

Most systematic – Peter (I put out my clothes the day before)
Least systematic – Priscilla (I just randomly pick clothing)

C

- 1 I don't really make a fuss about what clothes to put on when I get up in the morning.
- 2 She has her clothes immaculately laid out, perfectly ironed and colour-co-ordinated.
- 3 I just randomly pick clothing. I don't even put much thought into it.
- 4 I'm studying and just working a part-time job where you don't have to dress up.
- 5 I don't have much of a fashion sense so it's quite easy.
- 6 I put out my clothes the day before so it's there when I wake up.

3A

Nicole: SD **Priscilla:** SD (but she does say twice that she behaves the same way in both situations, i.e. informally)

Praneet: S **Charlie:** SD

B

Nicole: She means that with friends you can talk about anything, so it's relaxed and informal.

Priscilla: She calls the girl she babysits for 'girlfriend' or 'chica', as she does with her own friends – that's an indication of their informality.

Charlie: She's talking about being at work, when the need to focus creates a difference between that context and informal contexts.

4B

bureaucratic, direct, distanced, formal, precise, professional, reserved

D

- 1 beloved 2 around 3 Whereas 4 necessarily
5 would say 6 wholeheartedly 7 disentangle 8 scientific

writeback an article

6A

Satirical – It follows the style of 'How do you spot a... (E.g. Trekkie)?' articles, and has a humorous tone throughout, with a lot of irony, e.g. *It's not everyone's goal in life to blend in with techies and So be prepared to make a few comments along these lines if you don't want people to notice that you're NOT one of THEM.* In speaking directly to the reader, often with the imperative (*DON'T refer to your laptop as 'a lapper'*), it has a conversational, even chatty tone. There's a serious message near the end, that people are individuals no matter how strongly you may identify them (or they themselves) with their 'group'.

6.5 LOOKBACK

CITIES

1A

- 1 place 2 intimidating 3 sanctuary 4 hustle and bustle
5 no-go 6 doorstep 7 hectic 8 congested 9 alienating 10 buzz

CONCESSION CLAUSES

2A

- 1 though/as 2 although/though 3 Nevertheless/However
4 though/although/albeit 5 However 6 if 7 though/that
8 though/however

SUMMARISING VERBS

3A

- 1 acknowledge 2 allege 3 call for 4 echo 5 illustrate
6 maintain 7 plead 8 relate 9 reprimand 10 repudiate
11 voice 12 vow

B

- S/he echoed her opponent (in saying that education is key).
- S/he maintained her/his position is unchanged.
- S/he vowed never to betray the public's trust/that s/he would never betray the public's trust.
- S/he pleaded for/called for the public to remain calm pending an investigation.
- S/he reprimanded the opposition for their use of immoral tactics.

INDIRECT SPEECH

4A

The police (A) phoning someone at a security company (B) to check a crime/security breach/robbery.

Possible questions in A's part of the conversation:

- Did the security guard see anything?
- How long do you usually keep the footage/videos?
- Can you send me the footage/film/videos?

B

Suggested answer:

I wanted to know if the security guard had seen anything. Mrs Jones replied that he hadn't and that he must have fallen asleep during the period in question. She suggested checking the security camera footage. I enquired how long the security footage was kept/they kept the security footage. Mrs Jones answered that they'd usually keep/they usually kept everything for one week before it was deleted. I asked her to send me the footage/film/videos and she agreed/offered to send them straightaway.

TALK ABOUT CUSTOMS

5A

- 1 get accustomed to/accustom myself to 2 was so used to/had got so used to 3 find the weightlessness completely alien/alienating
4 correct 5 It's a given 6 the norm is 7 if you can't get used to

B

deep-sea fishing; space station astronaut; oil rig worker

7.1 HAPPY ENDING?

VOCABULARY FILM

1A

- 1 heist movie, chick flick, indie film, spaghetti western, road movie
- 2 A-lister, plot twist, supporting cast, formulaic plotline, universal appeal, female protagonist, flashback
- 3 chick flick

B

A-lister
 chick flick
 female protagonist
 flashback
 formulaic plotline
 heist movie
 indie film
 plot twist
 road movie
 spaghetti western
 supporting cast
 universal appeal

READING

2B

Pretty Woman: the ending changed to a happy one (it was going to end with the female protagonist back on the street and dying).
 Return of the Jedi: Han Solo was kept alive instead of dying (as was the original intent).

Thelma and Louise: instead of the audience seeing the car fall into the canyon the final shot is a freeze-frame of the car in mid-air.

Se7en: the creators chose the worst of several endings.

C

- 1 F – It is the studios rather than the director: ‘the studios will try to find a way to turn a downbeat ending into an uplifting finale, since it is in their interest that the film be a financial success.’
- 2 T – ‘... and it was only after much deliberation that the producers went ahead with the happy ending.’
- 3 F – ‘Apparently director George Lucas insisted that Han Solo not die, that he be kept alive ...’
- 4 F – ‘There is seemingly something about the freeze frame that immortalises whoever is caught in its eternal grip, and it’s not surprising that it should now have become something of a cinematic cliché.’
- 5 T – ‘... the film’s creators contemplated a whole range of endings ...’
- 6 F – ‘... there is an epilogue complete with a quote from Ernest Hemingway ...’

GRAMMAR SUBJUNCTIVE

3

- a) 4 b) 1, 2, 8 c) 6 d) 3, 5, 7

▶ LANGUAGEBANK 7.1 p116–117

(changed items indicated by underline)

A To maximise commercial viability, we recommend that an editor keep the following in mind:

- It is imperative that total length be cut to 90 minutes.
- While it is understandable that some directors should prefer a slower pace, it’s best that the editor omit or greatly curtail overlong scenes.
- It is vital that product placement be taken into consideration and that relevant scenes not be removed.

- Our market segment demands that offensive elements be minimised, thus we advise that the editor cut any scenes containing violence or nudity entirely.
- We ask that commercial breaks be kept under consideration; while currently it might seem odd that an advertisement break up a paid-for-view film, we anticipate that this will change.

- B 1 what may 2 need be 3 it may 4 from me 5 to say 6 be it

4A

- 1 (should) exist 2 be adapted 3 were distributed 4 be cut 5 (should) not see 6 should change 7 were 8 satisfy 9 (should) matter 10 (should) familiarise

WRITING A REVIEW; LEARN TO EDIT A COMPLEX TEXT

6

- 1 A fairly serious magazine/paper/website. The tone is neutral and the language is sophisticated with a wide range of vocabulary and some complex sentences (much more than would be expected in a more informal publication).
- 2 Students’ own opinions. This will probably depend on whether they like the sound of a non-plot-driven indie movie.
- 3 acting ✓ paragraph 2,3; directing ✓ paragraph 1 (the final sentence) and 3; music X; editing ✓ paragraph 3; casting ✓ paragraph 3; plot ✓ paragraph 2; appeal ✓ paragraph 4.
- 4 a) indie movies, movie-viewers, low budgets, artsy stories, story-line, plot-driven, protagonist, moviegoer
 b) masterpiece, impressive body of work, modest yet powerful poems, exquisite Golshifteh Farahani, unhurried, lyrical, seduces us with its stark imagery, tribute to the casting director that ... , each character comes across with a realism that creates a sense of intimacy with the audience, Driver’s performance as Paterson is extraordinary, will surprise and reward you, a film for everyone.
 c) idle moments, woven through the film, deeply devoted partner, artistic pursuits, each more whimsical than, imposing voice
- 5 Para 1: Jarmusch’s background and previous films.
 Para 2: A description of the story/plot.
 Para 3: The main evaluation of the directing, casting and acting.
 Para 4: A summary and recommendation.
 The ideas are cohesive. Each paragraph keeps to a single topic and cohesive devices are well used, e.g. Para 1: Linkers: *and yet, Meanwhile, And with*; Para 2: The subject ‘Paterson/he’ is maintained as the focal point (sentences 1–4) and the initial focal point (sentence 5) of each sentence; Para 3: Linkers: *While, Like, such that*; use of participle and relative clauses: *world that seduces us, no less entrapped, a realism that, the way he draws us into ...*; Para 4: Linker: *Even for*.

7A

- a)
 clear sense of film
 recommendation
 background information
 rich language
- b)
 too long
 too much info/detail in each paragraph
- c)
 cut whole sentences
 e.g. first long sentence
 cut ‘meanwhile’ start ‘relatively few’

7.2 MORE THAN WORDS

VOCABULARY RELATIONSHIPS

1A

- 1 dislike 2 bears a grudge 3 put a strain on
4 meet people halfway 5 am on friendly terms 6 rocky
7 clicked straightaway 8 working

SPEAKING

2A

Suggested answers:

The first is about how our actions can be misunderstood, or seen differently by our partner. The second expresses the vulnerability that is part of a relationship.

B

Suggested answers:

1

McGough poem: *We can no longer communicate because we completely misinterpret every attempt to heal our relationship.*

Yeats poem: *I want to give you the most beautiful thing I can think of but I have nothing but my love and dreams to give you so please don't crush me/these.*

3

McGough a) Likely to be after a few years in a relationship (so 30s/40s?). No reason couldn't be from a woman's perspective.

b) a) The lines are strangely arranged with each one ending with *You* or *I* (this reinforces the idea of conflict and the distance between the two people's point of view) b) the whole poem is written in pairs of contrasting perspectives from the point of view of 'I' and 'you'. There are many opposites to denote the opposing sides in the relationship (dove/hawk, withdraw/impact). **c)** Some of the opposites portrayed perhaps, black and white images. Depends on Ss' imaginations.

Yeats a) Sounds like young love, beginning of a serious relationship (so 20s?) No reason couldn't be from a woman's perspective.

b) a) There is a lot of repetition, of: *cloths, light, spread, dreams* b) There are some internal rhymes or half-rhymes: *night, light, half-light; spread, tread.* c) The first half of the poem is contrasted with the second half: what the speaker wants to offer (the universe) and what s/he is able to (dreams) **c)** The night sky, someone giving something precious and fragile to someone else. Depends on Ss' imaginations.

LISTENING

4B

B&C:

Yeats

rich imagery – compares love to the sky, universe, stars, beautiful cloth

trust – putting hopes and dreams under her feet

elegant style – the opening two lines

repetition – 'cloths, light, feet, dreams, tread'

McGough

a breakdown in communication – a quiet explanation is perceived as shouting

seeing the relationship from outside – I love the way it is described as if from the outside

direct and simple language – actions are described as seen, no interpretation; conversational language

paradox – we're aware of our foolishness, but can't act differently

GRAMMAR ADVERBIALS

5A

- 1 fairly 2 utterly 3 quite 4 quite 5 closely 6 painfully
7 Sad to say 8 Unsurprisingly

B

1a) Unsurprisingly b) Sad to say

2a) utterly devastating b) intensified = painfully aware; modified = fairly young c) modifies = quite simple; intensifies = quite perfect

3b) examine closely

▶ LANGUAGEBANK 7.2 p116–117

A 1 To his horror 2 Difficult as it is to credit 3 Strange as it sounds 4 Much to my astonishment 5 Sad to say

6 With some embarrassment

B 1 might sound 2 entirely 3 totally 4 utterly 5 fairly

6 remarkably/relatively 7 fully 8 quite 9 deeply

10 completely 11 inextricably (intrinsicly) 12 hugely

6A

1 ✓ (seems in favour of songwriters receiving the prize) / ✗ (against being given to Dylan 'contenders with a better claim')

2 ✗ ('his writing is linked to his music'; not a genuine writer)

3 ✗ (music isn't poetry)

4 ✓ ('poetry is a performance art, just like singing')

B

1 PoetLover22: His lyrics are poetry, though I was **somewhat** surprised by the choice of song-writer; there are contenders with a **far** better claim. I **vaguely** remember reading that (**roughly**) 60 percent of songs are about love and relationships and I think that's (**roughly**) the same in poetry. (**widely** not used)

2 Mexikal7: **With some reluctance**, I have to say that actually what we have here is a **quite** brilliant musician but his writing is **inextricably** linked to his music and I think that the award should **exclusively** honour a genuine writer. (**relatively** not used)

3 MCStar28: As a rap-artist I sometimes get asked about whether my work is poetry. On balance, I'd say not and so I query the award. Some rap themes are **quite** similar but most are **closely** associated with politics and the backing track **totally** dictates the rhythm. You can **instantly** tell the difference between poetry and rap. (**nearly** not used)

4 NoorAlfaaz7: **Obvious as it is**, people don't **fully** realise that poetry is a performance art, just like singing. You only have to think of **truly** great poets like Homer or Faiz or Maya Angelou to realise this. And Poetry Slams are all over YouTube these days. So it's a **perfectly** reasonable choice. (**deeply** not used)

VOCABULARY PLUS ADVERB-ADJECTIVE COLLOCATIONS

8B

prohibitively expensive, fundamentally different, vitally important, hopelessly inadequate, bitterly disappointed, infinitely preferable, greatly admired, predominantly female

D

(Note: accept any other topics of conversation which seem reasonably possible)

1 Discussion by interviewers about a candidate after the interview: hopelessly inadequate

2 A conversation about two people who are about to meet to discuss something – where they have different opinions e.g. a union representative meeting someone from a company: fundamentally different

3 People deciding not to spend money on something, e.g. renting an expensive apartment or going on a luxury cruise holiday: prohibitively expensive

4 A TV or radio programme about a famous person, for example a great rock guitarist or a political leader: greatly admired

5 Someone listing a number of jobs, perhaps in a discussion on career choice or a radio programme about public sector jobs: predominantly female

6 A line from a song: vitally important

7 A sports commentator talking about a defeat. Or a political commentator talking about a defeat and how the person/people feel: bitterly disappointed

8 Any situation where there's a choice and one thing is outstanding, e.g. deciding who wins an architectural competition: infinitely preferable

▶ VOCABULARYBANK 7.2 p126

1A 1 acclaimed 2 motivated 3 worded 4 deserved

5 needed 6 disturbed 7 controlled 8 held

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

7.3 CLASSIC JOURNEYS

VOCABULARY TRAVEL

2B

legendary journey, soaring mountains, panoramic views, authentic cuisine, indigenous culture, opulent dining, tranquil lakes, turbulent history

C

1 panoramic 2 turbulent 3 authentic 4 legendary
5 tranquil 6 indigenous 7 soaring 8 opulent

▷ VOCABULARY BANK 7.3 p126

1A 1 rambling 2 barren 3 pristine 4 rugged 5 dense
6 well-appointed

B 1 building 2 beach 3 furniture 4 exhibition 5 town
6 coffee

C Suggested answers:

- building: dilapidated, state-of-the-art, imposing, derelict
- beach: windswept, pebbly, deserted, sandy
- furniture: antique, second-hand, solid wood, modern
- exhibition: forthcoming, retrospective, temporary, pop-up
- town: industrial, bustling, sleepy, provincial
- coffee: bitter, fragrant, milky, tepid, scalding hot

FUNCTION TELLING ANECDOTES

3B

A:

instant noodles – he bought a lot before leaving Beijing and ate them in the mornings

no lingua franca – there wasn't one (not even English!)

drawing pictures – one of the ways they tried to communicate

a bunch of kids – on the platform at the first stop, yelling for gum

B:

fellow travellers – a Russian and two young Chinese guys.

roast chicken – the Russian guy shared one on the second day

chewing gum – he brought some, because someone told him it's

useful to have to either give to kids or sell

a kid on his own – away from the group of kids – he gave the kid all his gum and chocolate

4A

1 were like 2 this 3 what I mean 4 sort of 5 stuff like that
6 it was 7 some 8 this 9 it was one of those

B

a) am/is/are/was/were like b) this c) some

d) stuff, it was, sort of e) Funny f) I mean, those moments

▷ LANGUAGE BANK 7.3 p116–117

A 1 I think it was (note 'it' refers to the incident, not Robbie)
2 sort of 3 you know what I mean 4 stuff like that 5 was like
6 were like 7 Funny 8 this

5

Suggested answers:

Student A

This happened when I was in Algeria with some friends quite a few years back. We had this great idea that we'd buy a donkey and walk along the coast. It seemed like a good idea at the time, sort of romantic and natural. So we bought this donkey from some man we met and started walking along the deserted coast. We saw hardly anyone or any houses. It was fairly typical of the area. So each night we'd camp on a beach and each night the donkey would run back to its village. Funny, I can't remember why but we just walked back to the village each time and when we got there we'd find a group of villagers almost weeping with laughter. They were like, 'What do you expect from a donkey? That's how they are.' On the fourth night,

I think it was, the donkey ate its saddle. It was one of those moments where we just all looked at each other and decided enough was enough, you know what I mean?

Student B

This story is sort of depressing. A few years ago my friend Dan and I were hitchhiking from Santiago, Chile to Córdoba in Argentina. We got stuck for a while somewhere, and spent hours standing there with our big cardboard sign that said 'Córdoba'. Finally this car pulled over, a beautiful Mercedes I think it was, driven by this really nice Argentinian guy. He was an architect and on his way to Buenos Aires for an important meeting, some big job that was going to change his life. He was a fast driver too, and we got to Córdoba by late afternoon. He dropped us off in the city centre, we said goodbye. Strange, we didn't exchange numbers or anything, and I wish we had. Anyway, Dan had the sign and found a rubbish bin to throw it into, but then he was like, 'Hey, what's this?' and then 'Oh, no ...' Then he showed me: It was the architect's cardboard portfolio, full of the drawings that he was taking to his meeting. Somehow we had picked it up instead of our sign. It was one of those moments when I just wanted to die.

LEARN TO USE ELLIPSIS

6B

I got up when I felt like it, I went to the loo, I made some tea and noodles, and I stood at the window staring outside.

(NB: We can't omit 'I' in 'I felt like it' because it's a part of a subordinate clause with an adverbial – so no ellipsis.)

No one spoke any English. ~~It was~~ a fairly typical situation for a traveller in an exotic context.

7A

Have you ever been to Turkey?

Yes, I have, several times. There are brilliant beaches and fabulous old ruins.

That sounds great.

Are you thinking of going there?

Yes, I am, maybe next year.

B

A: Ever been to Turkey?

B: Yes, several times. Brilliant beaches and fabulous old ruins.

A: Sounds great.

B: Thinking of going there?

A: Yeah, maybe next year.

7.4 GREAT EXPECTATIONS

DVD VIEW

2

The house: dilapidated, decaying

Miss Havisham: eccentric, cold, wealthy

Pip: poor, naive, overawed

Estella: wealthy, cold, scornful

Suggested further adjectives:

The house: dark, spooky, poorly lit, mysterious, dusty, cobwebby, dirty, hideous, creepy

Miss Havisham: strange, strangely-dressed, mad/insane/crazy, controlling/manipulative, creepy, imposing

Pip: nervous, clumsy, awkward, curious

Estella: pretty, beautiful, well-dressed, snobbish

3B

1 reaches, specimen, stuck

2 pursuit, revenge

3 destroyer

4 heartbeat

5 meant, extraordinary

C

Suggested answers:

- 1 and 2 are very violent images about beauty, destruction and revenge. This could show that something has happened to Miss Havisham which has stuck a pin through her heart and killed something inside her. It could show that she feels strongly about the theme of revenge. Perhaps there is something or someone she wants revenge against.
- 3 Straight after Miss Havisham says this, we have an image of Estella, the beauty. Could this indicate that Estella is to destroy Pip?
- 4 Another theme – the pivotal moment when everything changes. Did this happen to Miss Havisham? Is this going to happen to Pip? The way he looks at Estella suggests so.
- 5 She seems to be planting an idea in Pip’s head and also linking his destiny in some way with Estella’s.

speakout a strange event

4A

It appears to be for the general public or at least anyone who is online, but is likely to be seen by people who frequent writing/literary websites.

Suggested criteria:

- Originality
- An element of surprise, i.e. it’s not obvious what’s going to happen
- A clear story line
- Interesting characters
- Attention to detail/description
- Strength of imagery, i.e. the listener/reader ‘sees’ the events in their head

C

Answers: annoyed, times, altered, destiny, where was I, nothing, coincidences

writeback describe a strange event

6A

Some key differences here (students might find/recall others):

- 1 Spoken version: He met Rob after he’d searched his room
Written version: He was having dinner with Rob and then searched his room
- 2 Spoken version: While waiting for Rob he went to the TV room and was watching sport
Written version: While waiting he sat (presumably in the dining room) and was reading the hotel brochure
- 3 Spoken version: the wallet was at the back of the top of the wardrobe
Written version: The wallet was in the secret lining of his suitcase
- 4 Spoken version: Rob finds things in part because he has a radar for human behaviour.
Written version: Rob finds things without thinking about what he’s doing.

Foreshadowing sentences:

I’m not one for believing in mystical powers, but sometimes something happens that makes you wonder.
Looking back now, there was something in the way he listened that gave me a strange feeling.

7.5 LOOKBACK

VOCABULARY: FILM

1A

- 1 indie film, A-listers
- 2 chick flicks, universal appeal
- 3 heist movie, spaghetti western
- 4 road movie, supporting cast
- 5 female protagonists, flashbacks
- 6 formulaic plotlines, plot twists

GRAMMAR: SUBJUNCTIVE

2A

A city in South Africa, for example Johannesburg. The writer mentions ‘the townships’ and ‘apartheid’.

B

- 1 were to visit 2 read 3 keep 4 should ask 5 show 6 see 7 should go 8 were

VOCABULARY: RELATIONSHIPS

3A

- 1 clicked 2 strain 3 meet halfway 4 rocky 5 bearing, grudge 6 dislike 7 friendly terms 8 working

GRAMMAR: ADVERBIALS

4B

- 1 utterly basic, vitally important, feelings perfectly
- 2 distinctly remember, quite young, inextricably connected
- 3 instantly evokes; Perhaps unsurprisingly OR Unsurprisingly, perhaps; vaguely resembling
- 4 Sad to say, I don’t OR Sad to say, I’ve never really travelled; painfully aware; totally ill-equipped

FUNCTION: TELLING ANECDOTES

5A

Friday, *when I think it was*, and I was at the checkout and I *was like* ‘Where’s my wallet?’ Panic stations! And *some of* woman in the queue behind me started *sort of* sighing. So rude, *you know what do I mean?* And *there it was one of those moments* when you really don’t need *the stuff like that*. Then *this the* guy comes over waving my wallet! *Funny experience*, how finding something you’ve lost is the best kind of feeling.

8.1 IT'S THE LITTLE THINGS

VOCABULARY IDIOMS FOR CHOICES

1A

1e) 2c) 3g) 4a) 5f) or h); d) 6f) or h); b)

READING

2B

- 1 X (the number is hardly surprising)
- 2 ✓ (drawing our attention to the way everyday choices are the ones that have the greatest impact on our lives and indeed on who we are, rather than the 'biggies' such as career/partner/home-related ones.)
- 3 ✓ (People judged negatively for their reluctance to make simple decisions may find some validation in Helmstetter's book. Since each decision has significance, then it is totally reasonable to approach each one seriously.)
- 4 ✓ (Perhaps Helmstetter's greatest contribution is the way he empowers readers to create a framework for their decision-making.)
- 5 X (*Choices* has stood the test of time, and remains a go-to title for those looking for focus and motivation.)

C

- 1 Five in paragraph 1; two in paragraph 2; five in paragraph 3. (total 12). (NB. Mention to Ss that this refers to 'specific' decisions)
- 2 Paragraph 3, first two sentences; paragraph 4, 2nd sentence (*Choices* has stood the test of time, and remains a go-to title...'), 3rd sentence ('This is all the more remarkable given that it was published in 1990'), and 4th sentence ('Helmstetter's list therefore is (refreshingly, it has to be said) devoid of references to technology...')

GRAMMAR UNDERSTANDING COMPLEX SENTENCES

3A

- 1 The six numbered sentences could be confusing because they either contain numerous subordinate clauses and examples and/or it's difficult to match the subject and the main verb.
- 2 1 the decisions which/that people have the most difficulty dealing with are often the smaller ones.
2 the immensely successful self-help author and social psychologist Dr. Shad Helmstetter in his book *Choices: Discover your 100 Most Important Life Choices* invited us to reflect on the decisions which/that we make, drawing our attention to the way that/which everyday choices are the ones that have the greatest impact on our lives and indeed on who we are, rather than the 'biggies' such as career/partner/home-related ones.
3 Helmstetter's list, which ranges from decisions about 'Your posture' to 'Who you spend most of your time with' or 'How you spend your holidays', comes as good news for those who agonise over the decisions which/that they make.
4 People who are judged negatively for their reluctance to make simple decisions may find some validation in Helmstetter's book.
5 By exploring so many disparate examples of everyday decisions which have consequences of greater significance than one might think at the time, he reminds us that in fact we are the ones in control of our destinies.
6 It's not only actions such as what time we go to bed or how often we lie that are under our control, but also how much patience we have, what makes us angry and even how happy we are.

B

a) 1 (decisions people) 2 (the way everyday choices) b) 4 (People judged) c) 1, 2, 3, 4, 6 (see answers to Exercise 3A: 2a/b)
d) 3 (Helmstetter's list, which ranges from decisions about 'Your posture' to 'Who you spend most of your time with' or 'How you spend your holidays'); 6 (It's not only actions such as what time we go to bed or how often we lie that are under our control, but also how much patience we have, what makes us angry and even how happy we are.) e) 5 (By exploring so many disparate examples of everyday decisions which have consequences of greater significance than one might think at the time)

4A

- 1 The choices which you (made when you're in your teens) are the ones that will have the most impact on your life.
- 2 The time of day when/at which (a person makes a decision) matters and morning is considered best for most people because mental energy is highest.
- 3 People who can't make small decisions let alone big ones often leave decisions to others.
- 4 By developing daily routines in connection with predictable activities like eating, working and getting around, good decision-makers preserve mental energy.
- 5 Decisions like which dish to choose at a restaurant or whether to buy the blue or red socks can cause some people greater stress than choosing a partner.
- 6 People who are put into groups to make decisions generally do worse than individuals who work working on their own.

5B

Suggested answer:

According to numerous studies looking at what rich and successful people have in common, people equipped with the capacity to make quick and determined decisions without hesitation, regardless of the degree of risk, tend to go further in a range of fields such as business, politics, and even the arts, are more likely to accumulate wealth, and are in a better position to fulfil their dreams.

▶ LANGUAGEBANK 8.1 p118-119

A

- 1: 2,5,3,6,1,4 A statement reassuring local residents the gas cloud coming off the sea yesterday is likely to be a one-off event, is unlikely to be acceptable.
- 2: 6,4,9,8,1,5,7,3,2 An exhibition exploring the 500-year-old story of humanoid robots, ranging from a robot made in the sixteenth century resembling a monk, to robots created in labs to work with hospital patients, opens next week.
- 3: 7,4,8,1,5,2,6,3 The money owed to the woman who invented the spinner toy, currently making a fortune for manufacturers around the world, never came to her because she couldn't afford to pay for the patent.
- 4: 5,1,3,7,4,6,2 More than a dozen people, rescued after monsoon flooding caused a building to collapse, talked to reporters about their ordeal.

B Four people (who were) charged for their role in toppling a monument (which was) first erected in North Carolina several decades after the American Civil War (who) have turned themselves in to the authorities. Standing outside the court house protesting in support of the people (who were) arrested a crowd of about 200 sympathisers (which included) including people from around the state (who were) not even there when the statue was destroyed (who) demanded that they should also be arrested. Declining to allow any of the 'volunteers' into the courthouse an officer claimed that the reason was a risk of fire with such large numbers. The situation brings into sharp relief the choice (which) facing many societies (face): is it right that we judge history by today's standards?

VOCABULARY PLUS CONNOTATION

7A

1 d) gave in 2 a) discerning

8B

Thirteen words have the stress on the first syllable (one-syllable words not counted)

- 1 a) articulate, garrulous, chatty
b) determined, headstrong, resolute
c) proud, self-assured, conceited
- 2 a) intelligent, smart, well-dressed
b) mean, nasty, stingy
c) gifted, excellent, brilliant
- 3 a) meticulous, nit-picking, systematic.
b) disabled, special needs, handicapped
c) famous, celebrated, notorious.

C

- 1 a) garrulous b) headstrong c) conceited
- 2 a) smart (= well-dressed in UK, intelligent in USA)
b) mean (= nasty in USA, stingy in UK)
c) brilliant (= gifted in USA, excellent in UK)
- 3 a) nit-picking b) handicapped c) notorious

▷ **VOCABULARY BANK 8.1** p127

1A

- 1 lone – this adjective is normally only used in the attributive position (before the noun) e.g. *the lone survivor*
- 2 the wrong way round – this refers to orientation – e.g. a shirt on backwards – not direction/movement
- 3 taking up – this means *starting out* and is used with activities, particularly hobbies
- 4 sees eye to eye – this means *agree* but is used when the object is a person, not an idea
- 5 Take-home – this is used with *pay* but not *deliveries*
- 6 urchin – while it refers to a mischievous child, it's not used in everyday speech. It is old-fashioned and would be more appropriate to a classic novel, e.g. a Charles Dickens story.
- 7 persuasion – Jack may be persuasive, but you can't 'have' persuasion
- 8 concerned – the *-ed* ending is incorrect; it would need to be *a concerning problem*

B

- 1 *secluded* has positive connotations of privacy, peace and quiet; *isolated* doesn't convey these characteristics, not without context, at least. If a person is isolated, this can show a negative connotation – they lack communication with others.
- 2 *anti-clockwise* is UK English, *counter-clockwise* is US English
- 3 *embarking upon* is more formal, e.g. you would find it in writing or in formal speech
- 4 *subscribes to* implies that they act according to the belief; *concur with* implies simple agreement with/support of the belief. Both are formal.
- 5 *Take-out* is US English, *Take-away* is UK English
- 6 *brat* is negative, *devil* can be used endearingly
- 7 *clout* is informal and often refers to political contexts or positions of power at work; *influence* is more general, e.g. not just politics
- 8 *vexing* is old-fashioned and in current usage it usually describes a problem, question or issue rather than a practical problem such as a lack of nursing staff

8.2 OUT OF PRINT?

VOCABULARY WAYS OF READING

1B

- a) flick through, cast an eye over, dip into
- b) pore over, scrutinise, read up on, plough through (see negative connotation in definition above), peruse

C

Suggested answers:

pore over – a report, a sports report, a love letter/email, a catalogue, an auction website
 flick through – a magazine, a book to see if you want to buy it, a photo album
 scrutinise – a contract, a bank statement, a legal document, a proposed merger
 cast an eye over – someone's writing to check what they've asked you, a draft document checking quickly for errors, junk mail in case there's anything of interest
 read up on – the grammar to be covered in the next English class, a tourist site you are going to visit
 dip into – a book of poems, a book of short stories, a magazine to read one article
 plough through – a report, a grammar book, revision notes before an exam
 peruse – a contract, a bank statement, your medical report, a catalogue/auction website

LISTENING

3B

(Professor's ideas)

- 1a) print, because '[it] gives us the opportunity to concentrate'
- b) both
- c) print, because of the physical connection

C

- 1 Pros: the smell and touch of a book, it's 'real reading'; Cons: heavy/ weigh a lot
- 2 Skimming, scanning and scrolling
- 3 Readers took as much time as they wanted to read a text before a test. Some read print and some read e-readers.
- 4 Students who read the e-book version spent less time reading and did worse in the comprehension test.
- 5 'getting involved in' = not wanting to be distracted; 'being drawn in' = have the rest of the world disappear; getting lost in the book.
- 6 Because they are physically connected to the book.

GRAMMAR PREPOSITIONAL PHRASES

4A

Chilled P MikiOg D Rav D Avid N Browse N AliB N
 ReeBoot P

B

- 1 of, decline 2 of, closing 3 for reading 4 about, disappearance
- 5 of/about, popularity 6 on, charging 7 in, ability/capacity
- 8 of, reliance

5B

- 1 I'm not ^{/ə/} aware _{/ə/} of ^{/ə/} any _{/ə/} problems.
- 2 There's some ^{/ə/} likelihood _{/ə/} of ^{/ə/} rain.
- 3 There ^{/ə/} are many ^{/ə/} reasons _{/ə/} for ^{/ə/} learning _{/ə/} English.
- 4 I haven't got ^{/ə/} any _{/ə/} regrets _{/ə/} about ^{/ə/} the _{/ə/} past.
- 5 It's ^{/ə/} indicative _{/ə/} of ^{/ə/} a _{/ə/} new _{/ə/} fashion.

▷ LANGUAGEBANK 8.2 p118–119

A In ancient mythologies, such as Indian or Greek, heroes tended to be humans who benefited from the support of gods and goddesses and succeeded in destroying their enemies on an epic scale. These days we are becoming more accustomed to women wielding weapons as well as men. The rise in cinema of the female hero may be indicative of women's changed role in society. And our heroes tend to be people who show courage in the face of adversity and are committed to acting for society's greater good: a charity worker in the field or a first responder at the scene of a terrorist attack. Our modern-day notion of a hero is based on the saving of lives as opposed to a focus on how many enemies or monsters a hero can slay. One thing we can be certain of/about is that humans will always have an innate desire for a hero to look up to.

- B**
- 1 There's no chance of you getting an interview with her today.
 - 2 It's common for pictures in magazines to be manipulated.
 - 3 Anyone caught up in the mis-selling scandal is eligible for compensation.
 - 4 The landlord is justified in raising rents annually.
 - 5 What do you hope to specialise in in your third year?
 - 6 (You) Winning the contract depends on you not glossing over the problems.

6B

I am conscious of not being a digital 'native', and you probably find it ridiculous that I'm amazed at people's addiction to texting in restaurants. Yes, I get deeply upset about people sitting together but reading or watching different things on their tablets and phones. And I love reading, so the thought of the decrease in the number of libraries depresses me. My anger at people downloading pirated books for their e-readers is intense. But even I am not resistant to change. Last year I decided against taking novels on holiday and bought an e-reader instead. It's now normal for me to listen to an audiobook while driving to work. And while I used to get annoyed at my kids being on their computer all the time, now I'm actually convinced of the importance of YouTube/(convinced of YouTube's importance) in encouraging kids' creativity. Still, part of me is terrified of being replaced by an app, which is probably silly because I'm a chef in a five-star restaurant.

WRITING FOR AND AGAINST ESSAY; LEARN TO WRITE AN INTRODUCTION AND CONCLUSION

8C

- 1 In order: To introduce the topic; to describe points supporting the main thesis; to describe points against the main thesis; to give the writer's opinion in a conclusion.
- 2 At the end, in the conclusion. The writer should not state their opinion earlier in the essay.
- 3 contrastive – on the one hand, yet, but, conversely
additive – also, a third point is that, and, finally
exemplifying – such as
cause-effect – as, thus
other – that
- 4 Answer in endmatter p133

8.3 THEM OR US?

VOCABULARY WILDLIFE

1C

- 1 Both are related to killing animals; hunting can have many purposes (sport, food), while culling is specifically for controlling the animal population in cases where it has grown too big in the eyes of decision-makers.
- 2 Both are related to the number of animals in a group; lone wolf is a single, isolated wolf (and the expression is often used to describe a person), while 'pack' is a group of wolves or other animals that move together. 'Pack' can also be used to describe people, especially whom you disapprove of.
- 3 Both are related to movement; roaming is less direct or deliberate, though a search for food (in the case of animals) may determine its direction, while migration refers to a (usually regular) movement from one place to another.
- 4 A predator is an animal that kills another; 'prey' is the animal sought by the predator.
- 5 Livestock is specifically animals that are kept on a farm, e.g. cows or sheep, as opposed to animals more generally.
- 6 A conservationist works to protect animals (or something, e.g. old buildings); an animal lover loves all animals.

▷ VOCABULARYBANK 8.3 p127

- 1A** 1 horses 2 wolf, sheep, 3 cows 4 wolf 5 elephant
6 bull 7 lion 8 fly 9 goat 10 cow

B

- 1 a wolf in sheep's clothing
- 2 take the bull by the horns
- 3 a cash cow
- 4 till the cows come home
- 5 gets my goat
- 6 crying wolf
- 7 hold your horses
- 8 wouldn't hurt a fly
- 9 the elephant in the room
- 10 the lion's share

FUNCTION GIVING OPINIONS

2A

The woman's opinion is similar to Camila Soto's.
The woman: thinks wolves have a bad name, exaggerated by the media, need to get the balance back, hates hunting; also thinks that wolves bring in tourism and overall everything's been blown out of proportion and there are other options.

B

Suggested answers: 1 view, opinion, idea, judgement 2 kind, type, manner 3 sense, regard, case 4 will, can/could (possibly), is likely to 5 truth, way things are, reality, (true) situation 6 surface, face

C

- 1 take 2 form 3 respect 4 would 5 case 6 face

D

What's your take on this?
How do you see this?
I'm really against any form of ...
Why should it be any different with ... ?
In that respect I'm with you.
No one would disagree with that.
I'd be surprised if that's the case.
That doesn't surprise me in the least.
On the face of it, it seems ...
Well supposedly so, but look at the facts.

▷ LANGUAGEBANK 8.3 p118–119

- A**
- 1 What's your ~~m~~istake on this?
 - 2 On the ~~f~~ate face of it, ...
 - 3 In that ~~p~~respect *respect* I'm with you.
 - 4 And, I'm really against any ~~f~~orm *form* of coercion, ...
 - 5 No one ~~m~~ight *would/could* disagree with that.
 - 6 How ~~e~~an do you see this?
 - 7 Why should it be ~~a~~ll *any* different with this?
 - 8 I'd be surprised if that was the ~~b~~ase *case*.
 - 9 Well supposedly so, but look at the ~~f~~actors *facts*.
 - 10 That doesn't surprise me in the ~~l~~ast *least*.

LEARN TO HEDGE AN OPINION

- 4B**
- 1 Maybe it's just me but it feels like the danger is always exaggerated.
 - 2 Well, I'm no expert but I think it's important that the risk is properly assessed.
 - 3 If you've got a wolf in the same sort of situation, I'm guessing that could cause you a real problem.
 - 4 There are some things that I agree with but I just think that tourists bring money to places and it's actually a plus to have wolves.

8.4 DECISIONS

DVD VIEW

2A
Michael, the presenter: India; **Agnes:** the Middle East (she mentions she's been to Lebanon but doesn't specify whether this is the country she wants to revisit); **Ewan:** Spain; **Mila:** Ethiopia; **Tricia:** Portugal; **Praneet:** the UK; **Simon:** Germany; **Michael:** somewhere warmer than Britain

B
Michael, the presenter: India has a culture quite different from his own and the country would challenge his cultural values.

Agnes: she studies Arabic and would like to 'live that language in practice'. She's already had a flavour of the culture when she visited Lebanon and the food was great.

Ewan: one of the best European countries: friendly people, cheap things, 'the best'.

Mila: Ethiopian food is 'awesome.' It has an interesting history as it was never really colonised.

Tricia: She likes Portuguese culture and wants to become fluent in the language, which means going and living there.

Praneet: She's loving the UK – it's beautiful, relaxing, there's art everywhere and she's in love with the 'spirit of London.'

Simon: His wife is German; he's spent many years living there; Berlin's his favourite city on the planet; he loves speaking German, the country and the culture; it's a very 'grown-up place.'

Michael: As he gets older, he doesn't like the winter weather in Britain.

- 3B**
 1 bird 2 elephant 3 bumble bee 4 otter 5 octopus
 6 dog (her own dog) 7 dog 8 elephant or whale

- C**
 Missing words are italicised:
- 1 ... just fly in the sky. *But yeah, somewhere warm ...*
 - 2 Like generally all herbivores there's a lot of just eating *the same thing over and over again.*
 - 3 ... have a nectar, go to the next flower, chill out, *have another nectar, go out, party.*
 - 4 ... they are incredibly cute and *just seem to* have fun all the time.
 - 5 Don't they have, *like,* three brains and seven hearts ... ?

- 6 ... he doesn't have to do any work, he *just lies there,* plays, eats all day
- 7 ... they seem to bounce back after *pretty much* any experience of adversity
- 8 ... an animal that lived a long time so it would *have to be a ...*

4A
 attraction/attractiveness, enthusiasm, innocence, naivety, optimism, loyalty

B
 optimistic, loyal, innocence, naivety, enthusiasm, attractive

- 5A**
- 1 Sami (I'm tired of sitting here across a computer)
 - 2 Jack (I think my current lifestyle is a bit transient)
 - 3 Peter (smoking)
 - 4 Ewan (if I could be stricter with myself), Praneet (I'd like to be more disciplined)

- C**
 The clues are in brackets:
- 1 Jack (grow solid roots in a place)
 - 2 Peter (I don't think I need to tell you why/I think I should quit/don't smoke)
 - 3 Sami (I'm tired of sitting here across a computer)
 - 4 James and Alex (OK, we have a good balance there)
 - 5 Ewan (Less procrastination, the bane of every student's life)
 - 6 Praneet (I really lose on a lot of things)

8.5 LOOKBACK

IDIOMS FOR CHOICES

- 1A**
 1 lesser, evils 2 path, resistance 3 one, dozen 4 sitting, fence
 5 quandary 6 torn 7 sleep 8 spoil, choice

UNDERSTANDING COMPLEX SENTENCES

2A
 Local newspaper because of the style – a single-sentence lead summarising the story, with an emphasis on the physical appearance of the girl – and that it's a typical 'small' newspaper human interest story. And the USA, because of words like 'vacationing', 'patrolman', which are used in US English.

- B**
 Lucy Reed story notes
- 36 hour search
 - 150 volunteers
 - family panicking
 - Lucy had blonde hair and blue eyes
 - went missing early Saturday morning
 - found by a patrolman
 - he found her at the water's edge
 - Lucy was fine (safe and sound)
 - found yesterday
 - patrolman was off-duty
 - he was on vacation in Rye Beach
 - at the moment he found her, he was out for a morning jog

WAYS OF READING

- 3A**
 a) pore b) peruse c) plough d) dip e) read up
 f) cast an eye g) scrutinise h) flick through
(Suggested answers:)
 a) to get to know the particular area
 b) out of interest or boredom, while waiting in an office somewhere
 c) because you have an exam and need to learn the material
 d) to pick up on a few points of interest that catch your eye

- e) because you're going to Australia or to a party where there will be a lot of Australians and you want to be aware of a few things about their country/culture
- f) to check whether there's anything of major significance
- g) to make sure everything is exactly as you want, before signing it; or, if you're a lawyer, because it's your job to make sure everything is exactly right before the client signs it.
- h) to check where they've been; if you're a border official, to make sure they have the right stamps or visa.

PREPOSITIONAL PHRASES

4A

- 1 of 2 to 3 for 4 in 5 with 6 of 7 in/on 8 for

GIVING OPINIONS

5A

(the missing word is underlined)

- 1 I'd be surprised if that was the case.
- 2 I'm really against any form of exploitation, but ...
- 3 In that respect I'm with you.
- 4 No one would disagree with that.
- 5 On the face of it, it seems ... but actually ...
- 6 That doesn't surprise me in the least.
- 7 How do you see this/it?
- 8 Well supposedly so, but look at the facts.
- 9 What's your take on this?
- 10 Why should (would) it be any different with ..?

Pairs according to function: 1-6, 2-10, 3-4, 5-8, 7-9

PARTS OF SPEECH

1C

- a 4 b 3 c 7 d 12 e 13 f 10 g 2 h 11 i 1 j 6 k 5 l 8
m 14 n 9

MULTI-WORD VERBS

2A

- 1 jazz up 2 stand up for 3 going down with
4 coming up with, carrying out 5 switch off, carry on
6 put up with 7 look up to 8 mull over

B

- 2 Inseparable: *stand up for them*
- 3 Inseparable: *going down with it*
- 4 Inseparable: *coming up with them*
Separable: *carrying them out*
- 5 No object: *switch off*
No object: *carry on*
- 6 Inseparable: *put up with it*
- 7 Inseparable: *look up to them*
- 8 Separable: *mull them over*

PRONUNCIATION

3A

- 2 I don't know this shop.
- 3 Would you like to eat mine?
/dʒ/ /w/ /ɜ:/
- 4 My email address is on our website.
/j/
- 5 Could you remind me about the party?
/dʒ/ /j/ /ɜ:/