ANSWER KEY

UNIT 1

Lesson 1A

VOCABULARY

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

2
1 towel
2 tack
3 up about
4 knock
5 flies
6 making
7 along
8 give
9 out for
10 fair

GRAMMAR

3 **1** c **2** b **3** a **4** b

4
1 Provided that
2 But for
3 Without knowing
4 If I were to
5 Unless
6 Should

5
1 to take your ID, you won't be able to get in
2 my teacher's help/the help of my teacher, I would have failed the exam
3 we miss our flight, we can just take the next one
4 slow driving, we would have been on time
5 spent more time studying, you would have got better grades
6 Were Lily to prepare the meal, everyone would love it

PRONUNCIATION

6A
1 If you have
2 If it's not
3 If people properly
4 If we leave
5 If that rings
6 If it's not

READING

7 b

8
1 Tod Ibarra ('absolute twaddle'; 'If I were to trot out these trite inspirational phrases'; 'a complete fallacy')
2 Roman Hughes ('The whole idea of success is a very personal thing, and obviously success means different things to different people.')
3 Tod Ibarra ('Being successful is about getting results. If my team doesn't get results, my company won't survive. It's as simple as that.')
4 Isla Boyer ('And that's why I make sure I do my best – with every word I write.')
5 Roman Hughes ('In order to be successful, you first need to define what success means to you.')
6 Isla Boyer ('I'm talking about how people feel after they've read my stories. If the words have moved them in some way, then I know I've done my job, more so if that effect remains with them.')

9
1 F ('That's the key, I think. In order to be successful, you first need to define what success means to you.')
2 T ('So in that sense, the conventional wisdom definitely rings true.')
3 F ('If I were to trot out these trite inspirational phrases … we wouldn't be where we are today.')
4 T ('Doing your best is obviously important … but in the adult world of business it's patently not true.')
5 T ('It might appear on the face of things that being a successful author is a clear-cut thing to measure – you get your book published. But to me, it's more complex than that.')
6 T ('I think you have to be lucky and get a break at some point, but it's what you do with that luck that counts.')

Lesson 1B

VOCABULARY (collocations: education)

1
1 striving
2 find
3 maintain
4 deliver
5 develop
6 focusing
7 take
8 fulfilling

2
1 quality
2 rigorous
3 nurturing
4 mutual
5 good

PRONUNCIATION

3B
1 take the initiative
2 fulfil your potential
3 striving for excellence
4 nurturing environment
5 rigorous standards
6 mutual respect
7 fostering good relationships
8 a quality curriculum

VOCABULARY (compound nouns)

4
1 learning
2 environment
3 loan
4 thinking
5 training
6 fees
7 learning
8 assessment
9 accreditation
10 assessment

GRAMMAR

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

6
1 whatever
2 what
3 how
4 whenever
5 what
6 Whichever

LISTENING

7 b, c, e, f, h

8
1 a ('So, this is all born out of a mismatch between the skills and knowledge traditionally taught at school and those needed right across the board in a number of key industries.')
2 b ('But with STEM learning, we can get to the heart of the issue and teach those skills which will be universally useful to people in the future, whatever profession they work in.')
3 b ('It's essentially an integrated curriculum that allows for the development of core skills that are useful, such as critical thinking and creativity in problem solving.')
4 c ('You see, the thing that sets us humans apart is our creativity, especially in terms of creative solutions to problems.')
5 a ('We as educators need to stop thinking of education as the transfer of knowledge within the distinct frameworks of school subjects.')
6 a ('Key skills to nurture are a sense of inquiry – which children are naturally equipped with – collaboration and a focus on process-based learning, not knowledge and facts.')

9
1 It's essentially an integrated curriculum.
2 That's precisely what it is, that's spot on!
3 Do you think schools will implement this approach to learning?
4 The starting point is to remember that it's an integrated approach.

WRITING

10
1 begins
2 compares
3 points
4 gives
5 accepts
6 focuses
7 goes
8 cites

12 Sample answer
In this extract about STEAM learning, the presenter begins by asking Kendra Lewis what implementing a STEAM model of education means in practical terms for education staff. She then outlines how teachers should work together to plan lessons and explains that there might be a dedicated team looking at how different courses can be integrated. The presenter points out that this might cause extra work, but Kendra compares it to individual planning and cites teachers that she's spoken to who says that they've learnt a lot from the process. She goes on to talk about the role of educational managers and gives information on how they need to plan the curriculum and timetable carefully to allow for the integration of subjects. She then goes on to talk about the training educational staff will need and focuses on the importance of professional development. She also points out that it won't be a huge task as they can make use of the materials and resources that already exist. Finally, she talks about the role of assessment and compares it with traditional assessment which focuses more on knowledge of facts. She gives an example of what STEAM assessment might look like, and states that it needs to focus more on the process than the product.

Lesson 1C

VOCABULARY

1
1 fertile
2 box
3 sparked
4 raw
5 flash
6 novel

2
1 inspiration
2 blue
3 innate
4 outside
5 up
6 intuitive

How to ...

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

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

PRONUNCIATION

5 2 and 3

SPEAKING

6A
1 point
2 rolling
3 cut
4 saying
5 like
6 what

Lesson 1D

LISTENING

1 **1** B **2** J **3** I

2
1 Brayden ('The other thing she did was help us discover things for ourselves rather than just feed us answers.')
2 Ilsa ('… when I was at school, I wasn't really into history as a subject …')
3 Joanna ('I struggled a bit with maths at school, I was never very good at it because I just couldn't understand formulas and things like that.')
4 Joanna ('Another way in which she went the extra mile was by creating these worksheets that were specifically designed to play to our strengths and interests. They were great worksheets and I suspect it took her ages to create them.')
5 Ilsa ('I remember, once, he told us to think about the very spot where we were sitting and consider all the people in the past who had walked over that same spot, how fascinating that was.')
6 Brayden ('And she created this really sort of friendly, nurturing dynamic in the lessons, so that we felt secure and comfortable trying things out and not worrying too much about our errors.')

READING

3 **1** c **2** b

4
1 T ('… and daily life is dominated by the overwhelming stench of the tip.')
2 F ('When teacher, musician and environmental technician Favio Chávez visited the area as part of a state recycling project, he was shocked at the conditions these families were living in.')
3 F ('Enlisting the help of former carpenter Don Cola Gomez, they set about creating musical instruments from the material they found in the dump.')
4 F ('Up to three-quarters of the children's families were living in motels.')
5 F ('She then set about launching a national campaign to raise funds by asking businesses and organisations across the country to donate money.')
6 T ('As a result the students' scores in all subjects greatly improved.')

UNIT 2

Lesson 2A

VOCABULARY

1
1 profile
2 facilitating
3 bring
4 than
5 detrimental
6 up

2
1 tangible
2 boost
3 harm
4 stuck
5 showcase

3
1 bustle
2 large
3 about
4 parcel
5 learn
6 dried

4
1 peace and quiet
2 First and foremost
3 make or break
4 slowly but surely / sooner or later
5 slowly but surely / sooner or later
6 give or take

GRAMMAR

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

PRONUNCIATION

6A
1 as, as
2 a
3 than
They all have the same weak schwa sound.
4 than
5 as, as

READING

7
1 sister cities
2 (an) international (relationship)
3 (to develop) trade
4 (the) mid-20th century

8 **1** a ('exotic-sounding place you've never heard of and have no intention of finding out about')
2 b ('This was intended as a way of opening up lasting channels of communication between cities after years of conflict between warring nations.')
3 b ('the two previously warring cities of Paris and Rome became exclusively twinned. This sisterhood of great cities carries the motto, 'Only Paris is worthy of Rome; only Rome is worthy of Paris.')
4 a ('But, decades on, much has now changed in these industries. So is there much point in them being twinned?')
5 a ('… such as exchange programmes where teenagers get to visit the other town and stay with a family.')

Lesson 2B

VOCABULARY

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

2 **1** cited
2 acknowledged
3 pondered
4 echoed
5 questioned
6 called

3 **1** for
2 into
3 off
4 off
5 in
6 up

GRAMMAR

4 **1** a **2** b **3** b **4** c

5 **1** called
2 claimed
3 echoed
4 confident
5 opinion
6 pointed
7 ability
8 need

PRONUNCIATION

6A The second part of the sentences gives a contrasting view. The intonation is higher on the names or descriptions of the people with the contrasting view.

LISTENING

7 The correct order is b, d, a, e, c.

8 **1** F ('And since I only work with English,')
2 F ('However, that doesn't mean my work is without its own challenges.')
3 T ('I guess one of the first things … We need to make sure the text doesn't cover up too much of the action in terms of screen space.)
4 T ('… and if the actors are speaking fast and there's a lot of text, it can be quite tricky.')
5 F ('Because of the time and space restrictions, we often find ourselves making decisions about what to include or whether to simplify the syntax to make it easier to follow.')
6 T ('We also have to stay true to the character's style of speech, register and any eccentricities they might have.')
7 T ('each line of text needs to be a 'sense unit', so we can't split articles from nouns, collocations …')
8 T ('We need to blend the text into this so that the subtitles almost appear invisible … That is our main aim whenever scribing text for subtitles.')

WRITING

9A Suggested answers:
1 audiobooks, TV adverts, animated films, dubbing foreign-language videos
2 They search online, record an 'audition' and send it off.
3 Pros: you can choose your work (and how much work you take on), there's a great community of people, you make contacts in a wide variety of fields.
Cons: can be expensive to get started, need to set and stick to a routine to be able to manage the work, uncertainty about future work, can be lonely

9B Suggested answers:
Both texts refer to radio advertisements in addition to the areas of work mentioned in the recording in 9A.
1 Morning – non-vocal work, e.g. search for new jobs, send emails and invoices; Afternoon – vocal work in studio: record auditions to warm up then work on main client's jobs; Evening – take a walk and rest voice.
2 organised (needs to set a routine to manage the different tasks involved to keep on top of things, can't rush things), ability to understand meaning behind the script, reading fluency, ability to work to deadlines, good timing.

10 Sample answer:
A voiceover artist usually works as a freelancer. They record for a range of media such as audiobooks and radio and TV adverts. They search online for jobs and when they find one they like the look of, they record an audition and submit it. The advantages of the work are being able to choose which projects to work on and how much work to take on. They are part of an interesting community of people who work in a wide range of different fields. On the other hand, it can be expensive to get started and it can be a bit lonely, working alone all the time. Voiceover artists also need to be organised and able to set and stick to a routine. On a typical morning, one voiceover artist does administrative work such as emailing and sending invoices, then afternoons are spent in the studio recording auditions and projects she's working on, before resting her voice in the evening by going for a walk. As well as having organisational skills, voiceover artists need to be able to understand meaning behind scripts and have reading fluency and good timing.

Lesson 2C

VOCABULARY

1 **1** frowned
2 commonplace
3 long-standing
4 irrespective
5 peculiar

2 **1** stereotypical
2 irrespective
3 rooted
4 standing
5 peculiar
6 upon

How to …

3 **1** Wanda ('The other day I accidentally bumped into someone at the train station and they turned round to me and said, 'Sorry!', even though I was to blame!')
2 Omar ('But surely it's good to be polite like that? Otherwise we'd just be walking around being rude to each other all the time.')
3 Stacey ('I remember once … a guy came rushing past, looking like he had to get somewhere quickly … and he walked into the lamp post. His first reaction was to say sorry, which he said to the lamp post!')
4 Omar ('And you make a good point. When it gets to that stage, I think we've taken things too far.')
5 Wanda ('I think often that politeness gets confused with the idea of polite language … My language has become more polite, but the intent is more aggressive, if you see what I mean.')

6 Wanda ('In America, strangers always talk to each other in the street. But, here in England, for example, if I try to strike up a conversation at a bus stop, I can feel the other person getting uncomfortable and trying to avoid engaging with me.')

4 **1** But **2** take **3** make **4** Fair **5** point **6** way

PRONUNCIATION

5A **1** b **2** a **3** d **4** c

SPEAKING

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

Lesson 2D

LISTENING

1 **1** A **2** C **3** C

2 **1** unpopular **2** isn't **3** cheese **4** with something else **5** the way it's baked **6** competition

READING

3 All except 2, 5 and 8 are mentioned

4 **1** fish tacos **2** (small fried) fish **3** unique cuisines **4** hygiene **5** sample **6** (three) different parts **7** convenience

REVIEW 1–2

GRAMMAR

1 **1** If I'd known about the dress code, I would have dressed smartly.
2 Unless you check, you won't have the full picture.
3 But for my parent's support, I wouldn't have gone to university.
4 If I were to go out tonight, I'd regret it tomorrow.
5 Had you studied more, you would have passed the exam.
6 We'll be there on time providing (that) we leave early.

2 **1** Whoever **2** how **3** exactly **4** whatever **5** what **6** this

3 **1** b **2** c **3** b **4** a

4 **1** hopeful **2** to **3** acknowledged **4** implored **5** cited **6** echoed **7** ability **8** have

VOCABULARY

5 **1** spot on **2** struck, chord **3** complete fallacy **4** vacuous comments **5** ring true **6** sweeping statement

6 **1** up **2** in **3** in **4** nothing **5** out **6** making

7 **1** blended **2** virtual **3** rigorous **4** nurturing **5** potential **6** critical **7** path **8** tuition

8 **1** fertile **2** box **3** out of **4** sparked **5** raw

9 **1** answer/answers **2** through **3** adjust **4** level **5** account

10 **1** b **2** a **3** a **4** b **5** a **6** b

11 **1** b **2** b **3** a **4** c **5** a **6** c

12 **1** acknowledged **2** reeled **3** raised **4** illustrate **5** fill **6** echoed

13 **1** deeply-rooted **2** irrespective of **3** stereotypical **4** frowned **5** commonplace of **6** peculiar

14 **1** b **2** c **3** b **4** c **5** a

UNIT 3

Lesson 3A

VOCABULARY

1 **1** warrant **2** identify **3** leave **4** spread **5** jeopardise

2 **1** word **2** selling **3** footprint **4** success **5** second **6** strengths

GRAMMAR

3 **1** unimaginable **2** essential **3** capable of **4** an aptitude **5** a requirement **6** bound **7** may **8** a chance

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

PRONUNCIATION

5A **1** are **2** to **3** to **4** all **5** of

LISTENING

6 2, 3 and 5

7 **1** b ('For some positions, the number of applicants is so high that it's simply impractical for employers to devote the necessary time to read each application and give it the attention it deserves.')
2 b ('A benefit of this for companies is that they'll be able to spend more valuable and productive 'human time' face-to-face with potential employees.')
3 b ('Companies will need to rethink their branding so that they not only appeal to their customer base, but also to potential employees.')
4 a ('So, for example, if you search for 'office administrator', results might also include something like 'hotel receptionist', which you may not have considered before.')
5 b ('… you'll need to be constantly alert to this, even when you're not actively seeking employment.)

WRITING

8 **1** F (*you're, I've, I'm, That's, I'd, haven't, you'd*)
2 F (*Hope you're well. I really like the look of this job. I think I'd fit the bill! … good at the job. Let me know*, etc.)
3 T
4 F (Is he actually formally applying for the job or just wanting to find out if he's a 'good fit'?)
5 F
6 F (He hasn't attached his CV.)

9 Sample answer

Dear Mr Wilkley

I am writing to apply for the role of sales and marketing executive as advertised on the job seekers website. Your company has an excellent reputation in the industry and I was particularly impressed with your recent *Homes for all* campaign.

Aspects of my background which I consider relevant include the following:

- I hold a first-class degree in marketing from the University of Birmingham.
- During my five years' experience in my current sales and marketing role, I have consistently met or exceeded my monthly sales targets, often working calmly under pressure.

During my time here, I have also worked within a small sales team and have helped integrate new members into the team as well as participated in team-based activities to build strong relationships. In addition, I have led workshops on developing communication skills with clients. I am passionate about my career and see myself working long-term with the right company. I feel that my experience, expertise and skills would be a real asset to your company.

I am attaching my CV, which includes further details and references. Please do not hesitate to contact me should you require any further information. Thank you in advance for your consideration.

Kind regards,

Chris Pennington

Lesson 3B

VOCABULARY

1

1 ease, stress
2 engender, distrust
3 exacerbate, divisions
4 aggravate, problem
5 strengthen, bonds
6 boost, morale
7 alleviate, boredom

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

PRONUNCIATION

3A

1 morale
2 exacerbate
3 divisions
4 aggravate
5 boredom
6 alleviate
7 engender
8 distrust

GRAMMAR

4

1 got
2 it was
3 must
4 had
5 being
6 to have been
7 to be learnt
8 have been
9 is
10 having

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

READING

6 b (In text A: '… it was down to the very fact that I didn't have those interruptions. This meant that I wasn't taking the odd break. The fact that I was so focused and able to concentrate meant I was working much harder.'; In text B: 'That there are fewer distractions from other people so you can focus better and get your work done more quickly, leaving you free for the rest of your day to go and sit in the park or whatever else takes your fancy.') (Point a is mentioned in text A and point c is mentioned in text B.)

7

1 B ('But not all social interaction is healthy (think of the crowded daily commute …')
2 A ('Except, I soon started to realised that if I do dress up for the office every morning it really motivates me to get started and put my work 'hat' on (changing it from my home 'hat'), and helps me focus on my work more easily.')
3 B ('… it's been shown that people with emotional stability and good self-discipline work best at home.')
4 B ('… they often find they end up working longer hours in order to fill the day.')
5 A ('I had a comfortable place to work (in front of a big window overlooking the park – always work near a window if you can: another top tip!)')
6 B ('But this really isn't true, as, when working remotely, people often feel more of a need not to waste each other's time.')
7 A ('So I started using a timer to force myself to take a break every thirty minutes, no matter what I was doing. I felt much better at the end of each day.')

8

1 A (The writer talks directly to the reader: 'If you follow my blog, you'll know, …', etc. while in A the writer takes a more formal and impersonal approach.)
2 B (The writer uses paragraphs signposted by linkers, such as 'Firstly', 'Another common fallacy' and contrasting language, for example, 'There are some health advantages …, however'. The paragraph in Text B also have an identifiable introduction and conclusion, while in Text A the structure seems to reflect the writer's thoughts on the topic as they develop.)
3 A ('Big plus!', etc.)
4 B (The writer generally uses longer sentences, passive forms, more formal language, more technical and 'higher level' language.)

Lesson 3C

VOCABULARY

1

1 enforce
2 encouraging
3 eliminate
4 stand
5 shape
6 allocate

2

1 wing
2 manifesto
3 exit
4 head
5 cast
6 hereditary
7 constitution
8 spin

How to ...

3

1 F (She thinks they have the necessary qualifications, but don't have the right skills.)
2 T ('The aim of the new skills initiative is for industry leaders to work more closely with the Department of Education in order to have an influence on how they shape the curriculum.')
3 F (This is what the interviewer suggests, but the politician rejects this suggestion: 'That's not what I mean.')
4 T ('We need to equip students with the necessary skills they need in most jobs. Things like critical thinking, communication skills, creativity. These are important skills in all jobs, and they fit into all school subjects.')

4

1 So, what you're basically saying is that we need more investment.
2 But isn't that the opposite of what you said before?
3 Am I right in thinking you need this to work?
4 What I said was it's important for everyone.

SPEAKING

6A **1** words
2 What
3 right
4 got
5 rephrase
6 put
7 exactly

Lesson 3D

LISTENING

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

2 **1** b ('It was a great way to get experience, as long as it's in the field of work you later want to work in.')
2 a ('You want to do it at a company which prioritises staff development over profit, otherwise you're just going to end up being someone who gets the coffees, cleans up after others, that sort of thing.')
3 a ('So, the first day I started, I had to sign an NDA, because obviously the bank deals with a lot of sensitive and personal information about their clients … It's basically a document where you say you won't reveal any information about the bank or its customers.')
4 b ('We'd meet up at the end of each week and review what I'd learnt that week. I could ask questions about anything I wasn't sure of, and she'd ask me questions about what I might do differently. She also asked me how I could use what I'd learnt that week in the following week.')
5 a ('Don't fall into the trap of thinking that you're not a real employee. You essentially are and you're doing real work.')
6 a ('When I first started, I didn't want to seem 'difficult' so I took on all the tasks I was given')
7 b ('The point is to try and learn from them. That's the real learning process.')

READING

3 **1** h **2** c **3** d **4** a **5** f **6** g

4 **1** T ('Employees should have sufficient space and the capacity to allow them to personalise their own space, too.')
2 F ('Some studies suggest … Whether you buy into all that or not …')
3 F ('There are many aspects to this, such as …')
4 T ('… it's important to provide quiet spaces where staff can go when they need to concentrate, or just have some quiet time.')
5 T ('… unless everyone's fully involved and contributing, it's going to be wasting time that could be much better spent.')
6 F ('It seems that most people have a sense of duty and knowing that they don't need to be in the office helps them work more productively when they are.')

UNIT 4

Lesson 4A

VOCABULARY (verb–noun collocations)

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

2 **1** satisfy
2 Fuelled
3 back
4 raise
5 push
6 pursuing
7 realised

PRONUNCIATION

3A **1** funding
2 project
3 ambition
4 limits
5 science
6 curiosity

VOCABULARY (adjective–adjective collocations)

4 **1** infinitely
2 ludicrously
3 significantly
4 blindingly
5 immediately
6 vehemently
7 wildly
8 gravely

GRAMMAR

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

READING

6 **1** submit a proposal/submit proposals
2 Philadelphia
3 intelligent automation

7 **1** c
2 b
3 a

8 **1** F ('Technology which can read human brainwaves isn't new …')
2 F ('This technology is a way off from being universally developed, as everyone's brain signals are different …')
3 T ('However, the software developed by the team features a form of AI that learns how to distinguish different signals as it goes on, learning the correct functions over time.')
4 T ('They're building a hub for delivery drones and flying taxis …')
5 F ('The whole hub and its vehicles are powered by hydrogen and are carbon neutral with zero emissions … In fact, it doesn't need to be connected to the national energy grid at all.)
6 F ('Using a mixture of sand, gel and bacteria …')
7 T ('It can also draw in dangerous toxins from air pollution …')

Lesson 4B

VOCABULARY

1 **1** patch
2 ends
3 hand
4 effect
5 word

2 **1** rough
2 meet
3 face
4 helping
5 knock
6 spread

3 **1** compassionate
2 enterprising
3 aloof
4 appreciative
5 intuitive
6 resourceful
7 conscientious
8 selfless

PRONUNCIATION

4A **1** word
2 day
3 meet
4 hand

GRAMMAR

5 **1** had been looking
2 's living
3 've been helping
4 have received
5 has finally implemented
6 've lost
7 'd forgotten
8 've had

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

LISTENING

7 b and c

8
1 T ('We always get requests from donors asking to see how their donations are spent.')
2 F ('I worked in IT before I joined the charity.')
3 T ('This then has a knock-on effect on how people perceive us, they become more appreciative of our work and they're encouraged to donate more.')
4 F ('So far the app's been downloaded nearly a thousand times, so it's popular, too.')
5 F ('In fact by early next year we'll have been running for ten years.')
6 T ('What we aim to do is match people in third-world countries with people in this country who want to invest ethically.')
7 F ('and then invest part or the whole of the sum required.')
8 T ('It's sort of venture capitalism, I guess, but on a smaller, more human scale.')

WRITING

9A a

9B **1** c **2** e **3** a **4** b **5** d

10 Sample answer

Small scale, but a big difference

People invest for all sorts of reasons. While everyone wants to see a good return on their investment, there are a whole host of other motivations, such as making a difference to people's lives or protecting the planet. ImpactVest allows you to not only do that, but also see the positive effects of your money.

So, what makes investing with ImpactVest different? Well, unlike other investment companies which promise higher returns the higher the risk, the aim of this organisation is to get the money exactly where it's needed on a small scale. Not only that, but you can see who it's giving a helping hand to and how.

The way it works is simple. For example, someone in a developing country might have a small business which is doing well, and wants to expand. So they post the amount needed and their business plan on the website. Potential investors can then browse the website and choose how much they want to invest. They can invest part or all of the required amount. They then receive regular updates on how the business is doing.

This is a great way to invest ethically, so if you want your money to do some good in the world as well as bring you a return, this is the organisation for you.

Lesson 4C

VOCABULARY

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

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

How to ...

3 b

4
1 whole
2 Having
3 To
4 speaking
5 presumably
6 impression

PRONUNCIATION

5A
1 Having said that, // many people expressed a concern that this shouldn't go too far.
2 To cite one example, // one respondent stated that this should by no means include military service.
3 Generally speaking, though, // most people thought community service was a good idea.

SPEAKING

6A
1 picture
2 cite
3 Another
4 reflected
5 might
6 seems

Lesson 4D

LISTENING

1 b ('It is of course, nothing like a cow, as this cute little mammal is a porpoise which closely resembles a dolphin, with a large dark ring around its eyes and a dark grey hue over its top surface.')

2
1 female (Females grow up to 150 cm long, whereas their male counterparts grow to around 140 cm long')
2 (a group of mammals including) whales, dolphins and porpoises ('This makes them the smallest of all cetaceans, a group which includes whales, dolphins and other porpoises')
3 (at the very top end of) the Gulf of California ('The vaquita roams the very top end of the Gulf of California …')
4 smaller fish, crustaceans and squid ('… loves the warm, shallow waters with its abundance of smaller fish, crustaceans and squid.')
5 the illegal fishing industry ('However, the main culprit for its decline is the illegal fishing industry …')
6 567 ('… by 1997 there were an estimated 567 left in this bay.')
7 fewer than ten ('… today there are believed to be fewer than ten in the wild.')
8 She died. ('In 2017 one captured female was so traumatised that she died.')

READING

3 Yes.

4
1 a ('Wondering what a bird of prey is doing in such an urban environment,')
2 b ('Their appearance as a bird of prey created an impression of them as a harbinger of doom, something dark and to be feared.')
3 b ('In Wales, however, … they were afforded some semblance of protection over the next hundred years.')
4 a ('That came in the unprecedented form …')
5 b ('From their new home, they started to spread out westwards along the corridor of the M40 motorway, feeding on carrion found there.')
6 a ('a truly magnificent and awe-inspiring creature that has gone from being on the brink of extinction in Britain to numbers there now forming nearly ten percent of the world's population …')

REVIEW 3–4

GRAMMAR

1
1 It's a given that he'll get the job.
2 It seems totally unimaginable that they'd fire her.
3 We aren't supposed to wear trainers at work.
4 This needs to be sorted out immediately.
5 That must have been the client on the phone.
6 The odds are that we'll get homework tonight. / The odds are that tonight we'll get homework.

2
1 thought
2 having
3 being
4 got
5 be done
6 to have been

3 **1** Solving
2 doing
3 to fix
4 engaging
5 to get
6 to pull

4 **1** 've never tried
2 lived / was living
3 'll be travelling
4 've been
5 'll have been working / 'll have worked
6 'd been waiting

VOCABULARY

5 **1** plays
2 footprint
3 jeopardise
4 selling
5 warrant

6 **1** engender
2 aggravate/exacerbate
3 exacerbate
4 alleviate
5 strengthen
6 boost

7 **1** freezes
2 head
3 blanket
4 flooded
5 trickling

8 **1** tackle
2 enforce
3 shape
4 allocate
5 encourage

9 **1** exit
2 head
3 ballot
4 views
5 constitution
6 manifesto

10 **1** share
2 aspect
3 field
4 toxic
5 footing

11 **1** realise
2 back
3 raise
4 push
5 serve
6 pursue

12 **1** vehemently
2 ludicrously
3 blindingly
4 significantly
5 wildly
6 gravely

13 **1** patch
2 hand
3 effect
4 meet
5 face
6 word

14 **1** conscientious
2 aloof
3 compassionate
4 enterprising
5 resourceful
6 intuitive

15 **1** profit
2 zero
3 umbrella
4 finite
5 transactions

16 **1** taken
2 grave
3 global
4 set
5 brink

UNIT 5

Lesson 5A

VOCABULARY

1 **1** up
2 have
3 project
4 preconceptions
5 adopt
6 establish
7 lasting
8 taint

2 **1** dishevelled
2 bereft
3 gullible
4 self-deprecating
5 distinctive
6 susceptible
7 unfavourable
8 implausible

3 **1** reassuring
2 pompous
3 unapproachable
4 disconcerting
5 unperturbed

GRAMMAR

4 **1** b **2** b **3** c **4** b

5 **1** her brother's an electrician
2 was my workload last month that
3 I love about my new job
4 was the best I've seen in ages
5 was Jan who took your mug

PRONUNCIATION

6A **1** What I hate most is when people lie to me.
2 Under no circumstances should you attempt to lift this without help.
3 It felt like the longest ever, that meeting.
4 That customer you were talking to, what did she want?
5 All I needed was a bit more time.
6 When I'm going to have time to finish this, I have no idea.

READING

7 The correct order is: b, d, a, c.

8 **1** a ('We unwittingly size them up by their posture, eye gaze, tone of voice, body language and facial expressions.'
2 b ('… appearance counts. If we see something we don't like, it taints our impression.')
3 b ('They try to project themselves in a certain way, even adopting mannerisms that they believe will help them succeed.')
4 a ('A lot of our expressions come from our eyebrows. In monkeys, raised eyebrows are a sign of aggression, but with us it's the opposite.')
5 b ('… perhaps not the best advice, as people do it in a split-second and without thinking.')

Lesson 5B

VOCABULARY

1 **1** went
2 sway
3 escalate
4 abound
5 boost
6 embellished

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

3 **1** distort
2 sway
3 boost
4 embellish
5 go
6 escalates
7 abound
8 quashed

GRAMMAR

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

5 **1** Having forgotten
2 approaching
3 Designed
4 having/having had
5 Having run
6 Cooked

PRONUNCIATION

6A **1** lost
2 Being
3 was
4 Having

LISTENING

7 a and c

8 **1** F ('And their tactics are becoming ever more duplicitous as they distort information to achieve their goal.')
2 T ('contacting you by phone, they claim to be calling from your bank, saying that you've been a victim of fraud and your account details have been compromised.')
3 T ('A lot of people have experienced this type of scam happen when they're about to make a large payment, say, for example, a deposit for a house or a new car, something like that.')
4 F ('But you shouldn't rely on banks and other organisations to protect you.')
5 F ('And, finally, the first time you buy from a website, do a search for reviews of the site.')

9 **1** What are the types of scams they're using?
2 Contacting you by phone, they claim to be from your bank.
3 You shouldn't rely on banks and other organisations to protect you.
4 Check your credit report every month for any unusual signs.

WRITING

10

1 aim	**6** few
2 on	**7** proportion
3 minimise	**8** large
4 consensus	**9** worrying
5 cited	**10** points

11 Sample answer

Introduction

The aim of this report is to summarise the positive and negative effects of businesses having a social media presence, based on a survey of 50 companies. It will go on to offer recommendations on how companies can minimise any negative effects.

Positive effects

There was widespread agreement among those interviewed that it is generally expected these days. A frequently mentioned reason was that it can help improve the company's image online. A significant proportion of those interviewed said it helps them interact with customers directly, by answering questions or responding to complaints. A few businesses also said that they use social media to promote their services and launch new products. Companies with links to the local community can use social media to communicate initiatives and activities directly to local people.

Negative effects

On the other hand, an overwhelming number of businesses mentioned the risk to the company's image. They mentioned that if complaints aren't dealt with quickly, they can be amplified. A substantial percentage cited the need to keep the account information up to date to avoid creating a negative impression among customers. A worrying number of companies stated the cost of constantly monitoring social media for the business is sometimes prohibitively expensive. However, companies which had a dedicated member of staff or trained their staff in social media management reported fewer risks to their image.

Recommendations

After considering these points, I recommend that businesses should be advised to:
- have a social media presence
- monitor and update their social media as much as possible
- respond to queries and/or complaints as quickly as possible
- train staff in social media management skills

I believe that a social media presence has more positive than negative effects for businesses and so should be used, but managed carefully.

Lesson 5C

VOCABULARY

1

1 own	**4** come
2 bring	**5** convince
3 gauge	

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

HOW TO ...

3 a

4

1 perfectly	**5** Not
2 like	**6** for
3 like	**7** calm
4 no	

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

PRONUNCIATION

6A It rises on each word except the last one, when it falls.

SPEAKING

7A

1 just consider	**4** huge breakthrough
2 Not only	**5** waiting for
3 to me	**6** cool, collaborative

Lesson 5D

LISTENING

1 2, 5

2

1 Cora	**5** Ed
2 Ed	**6** Ed
3 both	**7** Cora
4 Cora	**8** Ed

READING

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

4 **1** T ('On the one hand, when faced with problems, try to keep things in perspective and look at the whole picture.')
2 F ('Achieving these will put you in a good frame of mind, which will rub off on others.')
3 T ('…but you'll also be demonstrating that things can actually be done.')
4 F ('I think everyone admired him for doing that.')
5 F ('If you try to be something or someone you aren't, it might make other people suspicious.')
6 T ('Even if you don't agree with what they say, the act of hearing them will make them feel like what they're saying is important.')
7 T ('Pay attention to people's actions and when you notice something that's been done successfully, compliment them and make a bit of a song and dance about it.')
8 F ('But, in arguments over a polarising issue, how often does one side actually 'win' and convince the other? That's not something I've ever experienced.')

UNIT 6

Lesson 6A

VOCABULARY

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

2
1 set
2 seen
3 plunged
4 revolves
5 resonated
6 devoted

3
1 sheer
2 style
3 plotted
4 grips
5 riveting
6 debut
7 fiendishly

GRAMMAR

4 **1** b **2** a **3** c **4** b

5
1 'd been steadily getting
2 liked
3 went
4 followed
5 were gently running
6 felt
7 woke
8 had fallen

PRONUNCIATION

6A The stress increases and the intonation is higher.

READING

7
1 T ('there has to be something learnt in the story, whether that's a lesson in life or a resolution to a conflict.')
2 T ('Remember that, when writing, you don't have to begin at the start. You can start to relay the narrative from the middle, or even the end. But a clear structure will allow you to do so without confusing the audience.')
3 F ('Bear in mind that the reader has allowed you to venture into their time, and so if your offering is too difficult to follow, they'll just give up.')
4 F ('Once you've got the message and structure in place, it's time to explore your characters and scenarios.')
5 F ('I was always told to write about what I know, but there's no harm in throwing in a few surprises for your reader.')
6 T ('It's easy to build short bursts of writing into your daily schedule.')

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

WRITING

9 **1** b **2** d **3** e **4** a **5** c

10 Sample answer
Neverwhere by Neil Gaiman
It's London, but not as you know it. This fiendishly clever tale is set against the backdrop of a murky underworld, deep in the belly of England's capital. The protagonist, Richard Mayhew, having moved to London from his native Scotland, finds himself in a dead-end job and a failing engagement. One night, he chances upon a girl in the street looking completely wretched, as though she'd just been attacked. He stops to help her when they are whisked through a door into a magical kingdom full of mythical people and beasts, a whole subterranean world which, though it exists before our very eyes, we're blissfully unaware of. The girl's name is Door, which is ironic as Richard went with her through an actual door into this world. What follows is a rollercoaster ride of an adventure through 'London Below' to aid Door in escaping assassins and to locate whoever was responsible for her family's deaths and avenge them. Here, everything is aptly named, of course. As they travel through the world, they meet shepherds at Shepherd's Bush, a baron at Baron's Court, and a band of black friars at Blackfriars. And who do you think they meet at Earl's Court? That's right, it's the Earl himself!
The story itself is absolutely amazing and quite brilliant. Gaiman is a true storyteller and, with his ability to make the completely absurd seem plausible, a proper entertainer. It's well worth a read. It'll open up a whole new world to you that you never knew existed, just like it does for the protagonist himself.

Lesson 6B

VOCABULARY

1
1 confrontational
2 melodic
3 poignant
4 rousing
5 simplistic
6 emotionally charged
7 melancholic
8 punchy

2
1 find
2 back
3 conjures
4 nothing
5 relate

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

GRAMMAR

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

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

PRONUNCIATION

6 It rises in the first part in bold, and falls on the second.

LISTENING

7 B

8 1, 2, 4, 6 and 7

9
1 a ('I think the simple answer is you need to get lucky! It's an incredibly difficult business to break into, so you need an opportunity to get yourself heard by as many people as possible.')
2 c ('You need to take a good look at where music is today and get a feel for the direction it's heading in.')
3 c ('So, we all met at college, and we soon discovered we had a mutual love for the type of punchy, rousing sound that we play.')
4 b ('… but it's not just about how well people in your band can play, it's about how well you play together. That's the thing about music, it's more than the sum of its parts. When good musicians get together and they're a good fit, what they produce is poignant and beautiful.')
5 a ('It's important to get on socially, too.')
6 b ('When we first started we just played covers of songs we all really like and can relate to.')
7 c ('But these days, the songwriting mainly comes from Kyle … But it's true that I do most of the writing.')
8 a ('I'll bring it to the next band practice and then other people will add little riffs here and there and then, before we know it, we end up with a new hit.')

10 **1** It's an incredibly difficult business to break into.
2 You need to have some substance to what you create.
3 You've got to have something that's worth sharing.
4 When we get together to rehearse, it doesn't feel like work.

Lesson 6C

VOCABULARY

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

2 **1** rugged **2** rambling **3** dense **4** rugged **5** pristine **6** barren

How to ...

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

4 **1** like **2** mean **3** Funny **4** those **5** this

PRONUNCIATION

5A Yes, they are.

SPEAKING

6A **1** stuff **2** like **3** this **4** sort **5** know **6** those **7** like

Lesson 6D

LISTENING

1 b

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

READING

3 **1** c **2** a **3** d **4** e **5** b

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

REVIEW 5–6

GRAMMAR

1 **1** The source of the misinformation we
2 What I really hate is
3 It's very popular round the world, this
4 It was this story which
5 All we need is
6 That article you shared, where

2 **1** the rumour was false, Kevin spread it anyway.
2 I read last week was fascinating.
3 discussed the matter at length, we've agreed it's not viable
4 convinced by the story, Sonja decided to check it.
5 by Liam, the article was later proved to contain falsehoods.
6 slowly, the onions taste best.

3 **1** were talking **2** 'd been working **3** were you doing **4** hadn't even started **5** didn't know **6** walks

4 **1** perfectly **2** utterly **3** horror **4** distinctly **5** fully **6** Difficult

VOCABULARY

5 **1** e **2** c **3** a **4** d **5** b

6 **1** industrious **2** disconcerting **3** unintelligible **4** reassuring **5** dishevelled **6** unperturbed

7 **1** sway **2** go **3** boosting **4** embellished **5** distorted

8 **1** come **2** bring **3** gauge **4** own **5** convince **6** go **7** bolster

9 **1** mediocre **2** long-winded **3** stiff **4** muddled **5** assured **6** inappropriate

10 **1** e **2** c **3** a **4** d **5** f **6** b

11 **1** resonated **2** addresses **3** set **4** breaks **5** devoted

12 **1** riveting **2** plotted **3** sheer **4** grips **5** debut **6** fiendishly

13 **1** emotionally **2** melancholic **3** conjures **4** nothing **5** relate **6** reduced

14 **1** c **2** a **3** e **4** f **5** b **6** d

15 **1** farmhouse **2** forest **3** room **4** beach **5** mountains

16 **1** b **2** e **3** c **4** a **5** d

UNIT 7

Lesson 7A

VOCABULARY (idioms for choices)

1 **1** spoilt **2** umming **3** quandary **4** take **5** second **6** sit

PRONUNCIATION

2A **1** I'm trying not to sit on the fence.
2 It's time to stop umming and ahhing.
3 You need to dig your heels in.
4 It's easy to just take the path of least resistance.
5 I'm in a bit of a quandary over this.
6 Ooh, we're really spoilt for choice!

VOCABULARY (connotation)

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

4 **1** embarking upon **2** subscribe to **3** Confronted **4** vexing **5** anti **6** out

GRAMMAR

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

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

READING

7 The correct order is: b, d, a, c.

8 **1** F ('… but that doesn't mean we can't apply those techniques in our daily lives.')
2 T ('This is linked to the next step, generating multiple solutions, or suggestions in our case. Then we need to evaluate each option.')

3 F ('Quite simply, what you do is write all your ideas on separate sticky notes or cards and stick them to a wall or a board.' Only the ideas are written on paper, not the whole diagram.)
4 T ('The idea behind this is that when you're spoilt for choice and have many different options and factors, you organise them into sense groups, which lead you more easily towards making a decision.')
5 T ('… especially if we're looking to make a large purchase such as a new car.')
6 F ('These methods involve making decisions that are good enough, though possibly not the best.')

9
1 affinity diagram
2 heuristics
3 seven-step model
4 heuristics
5 seven-step model
6 cost/benefit analysis

10
1 ('So, what are some of these techniques?')
2 ('Finally, we get to select the option based on our evaluation … and implement it …')
3 ('Let's say it's a relative's birthday coming up, and you need to decide what to buy them and how to celebrate.')
5 ('… but deciding what to have for dinner isn't as important a decision as how to allocate thousands of pounds …')
6 ('This might involve ambling around the supermarket to see what's on offer, or looking up a recipe online.')
7 ('When deciding what to have for dinner, we might feel hungry, or just be planning ahead to the evening.')

Lesson 7B

VOCABULARY

1
1 cast
2 scrutinise
3 plough
4 skim
5 pore

2
1 perusing
2 skipped
3 up
4 dip
5 pored
6 skim
7 flick
8 cast

3
1 bookworm
2 die
3 curl
4 heavy
5 lost
6 nose
7 cover
8 hit

GRAMMAR

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

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

PRONUNCIATION

6A
1 skip
2 obsess
3 in
4 protect
5 aside
6 comment
The verbs are stressed when followed by a dependent preposition, while particles (prepositions or adverbs) are stressed in the phrasal verbs.

LISTENING

7 c

8
1 L ('At the same time, people often feel a little embarrassed by this, as they feel like they're "cheating".')
2 B ('Reading involves cognitive processing, attention, reasoning, language comprehension, memory, visual processing and motor control of your eyes. … Well, listening has exactly the same benefits except for, obviously, visual processing and motor control of your eyes.')
3 B ('And both reading and listening to stories benefit your brain in terms of making sense of the plot of the story.')
4 R ('When we listen to a performance, we can feel the emotions of the characters instead of having to imagine them …')
5 L ('I guess you can multitask, too. I often listen to audiobooks while I'm driving or pottering around in the garden, something like that.')
6 R ('Well, books are better at holding our attention, and paying attention is another skill we use when reading.')
7 L ('I sometimes find my mind wandering to other things I'm doing when I listen to an audiobook, and it can be tricky getting back to the exact spot.')
8 B ('But either way, the most important skills involved in both reading and listening to books are the ones to do with processing content, and they're the highest-level skills.')

9
1 When you read, a number of parts of your brain are involved.
2 Regular reading can increase your lifespan.
3 Both reading and listening to stories benefit your brain.
4 Indeed, but that's where books also have an advantage.

WRITING

10 **1** F **2** A **3** F **4** A **5** F **6** A

11 Sample answer
There's nothing worse than one of your colleagues or employees having problems with grammar and spelling, especially on important or promotional documents. Hearing someone say, 'You should of done that' really grates. But how do you broach the subject with them? It has been suggested that the solution to the problem may lie in employers providing grammar and spelling 'lessons' or directing employees to online courses, to avoid any embarrassment.
Supporters of the idea argue that learning grammar and correct spelling helps with other key skills, such as the ability to communicate clearly and social interaction. And having all employees undergo the training together will help strengthen bonds and encourage teamwork. It can even help people when they want to learn other languages by providing a framework for the way the language is structured.
Those who disagree with the idea, though, suggest it's perhaps a waste of time, and that it's time that could be spent much more usefully on the job at hand. And I guess it depends on the job, too. I mean, does a plumber really need to be able to tell the difference between the past continuous and the past perfect, or spell words that they will probably never need to write?

Personally, I agree with this argument: I don't think it's that important for many jobs. I mean, of course, for certain professions that involve a lot of communication, such as marketing or publishing, it's important, but you'd expect people in those professions to have already been trained in such matters.

Lesson 7C

VOCABULARY

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

How to ...

2 **1** b **2** e **3** a **4** d **5** c

3
1 maybe
2 would
3 no
4 some, just
5 guessing
6 Obviously
7 going

PRONUNCIATION

4A Rising intonation is shown in bold below. Falling intonation is shown with the underlined words.
1 Well, maybe **it's just me**, / but I'm not really a fan of zoos.
2 **I'm no expert**, / but I think they do a lot to raise awareness.
3 Obviously you've got to **have some controls**, / but I think building zoos is going too far.
4 The idea has a lot **going for it**, / but I don't think we'll have time.

SPEAKING

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

Lesson 7D

LISTENING

1 She disagrees.

2
1 T ('This means that customers make calculated choices based on what they perceive will make them happiest.')
2 T ('This might mean buying a more expensive version of something because they feel the quality is better, perhaps buying the cheapest because spending less will make them happier.')
3 F ('This assumes that no matter what consumers opt for, they'll never be totally satisfied. So, taken with the first principle, consumers aim to be as happy as possible, but they'll never be fully satisfied with what they purchase.')
4 F ('This states that the amount of satisfaction you gain from a purchase decreases gradually over time.')
5 F ('... as it allows them to calculate the relationship between what prices to set and the state of the economy at any given time.')
6 T ('The primary assumption, utility maximisation, makes the mistake of assuming that consumers always act rationally. But they don't.')
7 T ('Or perhaps the item that a consumer really wants to buy isn't available, so rather than skip the purchase – if it's a small one – they might look for a quick substitute.')
8 F ('In effect, rather than looking at how consumers behave, it portrays a somewhat idealistic view of how customers *should* behave.')

READING

3 They are against too much choice.

4
1 b ('But, as I'm sitting here reading about per-condition cover, lifetime or non-lifetime cover, size and type of excess ...')
2 b ('I can feel a bead of sweat running down my forehead.')
3 a ('But when I've only got fifteen minutes left on my lunch break and I'm faced with rows and rows of different types of sandwiches, these values are most definitely not at the forefront of my mind.')
4 b ('This shows how too much choice can be overwhelming, causing us to baulk at the thought of trying to choose which we like most.')
5 b ('By limiting choice, customers go from being 'utility maximisers' (people who make careful and calculated choices on what is best for them) to 'satisficers' (people who buy things which, for them, are 'good enough').')
6 a ('... and research shows that a lack of knowledge of the many different types of plans, coupled with this perceived lack of urgency, means that a lot of people defer making the choice until it's too late')

UNIT 8

Lesson 8A

VOCABULARY

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

2
1 getting
2 be
3 show
4 overcome
5 step
6 have

3
1 honoured
2 held
3 cut
4 term
5 fetched
6 coming
7 reaching
8 wired

GRAMMAR

4 **1** a **2** b **3** a **4** a

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

PRONUNCIATION

6A
1 long
2 comfort
3 good
4 gift

READING

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

8
1 400 (should be 401)
2 a foot injury (should be hernia)
3 a quarter of a million pounds (should be £330,000)
4 heart attack (should be a partial stroke)
5 cycle 14,000 miles (most of this distance will be covered by running marathons, only 1,310 miles of cycling)
6 140 days (should be 104 days)

Lesson 8B

VOCABULARY

1
1 nostalgic
2 shrill
3 tingling
4 involuntary
5 distressing

2
1 comforting
2 soothing
3 hypnotic
4 unsettling
5 distressing

3
1 flinched
2 gasp
3 clutching
4 squirm
5 grimace
6 set
7 wince

GRAMMAR

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

5
1 would make
2 Would (you) help
6 won't start
4 'll be going
5 will win
6 wouldn't need

PRONUNCIATION

6
1 They'll have received the package by now.
2 Contracted *will* is not used.
3 You'll have to show me how to use it.
4 We'll need more time.

LISTENING

7 There are both positive and negative things about it.

8 1, 2, 4, 5 and 7

9
1 F ('synaesthesia involves the mixing of two or more senses, that aren't usually connected, so people with synaesthesia might see sounds as colour, or even taste sounds.' The examples involve three senses: hearing (sounds), sight and taste.)
2 T ('With mirror-touch synaesthesia, people feel sensations that other people feel. So, for example, if they see someone stub their toe, they'll feel that pain.')
3 F ('in the US, it's estimated that it affects between 1.6% and 2.5% of the population.')
4 F ('In one of them, people are touched on different cheeks while they watch an assistant being touched on their cheeks.')
5 T ('Treatment mainly involves therapy and might include things like imagining there's an invisible wall separating the synaesthete from the person they're looking at. In some cases, prescription medicines normally used to treat anxiety and depression can be effective.')
6 F ('It can be, but it can also be acquired.')

10
1 She felt like she was getting a hug, too.
2 We know it's a rare condition, but just how rare?
3 Is there any treatment available for sufferers of the condition?
4 It all sounds quite overwhelming to me!

WRITING

11 3

12 **a** 3 **b** 1 **c** 2 **d** 4

13 Sample answer
One of my favourite fictional characters is very well-known: Forrest Gump. He's the main character of the 1986 novel of the same name by Winston Groom (as well as the 1994 film). In the story, we soon come to learn that he's compassionate, optimistic and determined as he manages to overcome a number of major setbacks through a combination of luck and a steely desire to help others.
At an early age, Forrest is diagnosed with polio, which means that, while he has strong legs, he has a crooked spine. He therefore has to wear thick metal leg braces in order to help him walk. Due to his innocent nature and low IQ, coupled with the unsightly leg braces, Forrest is bullied at school. One day, walking home from school with his friend Jenny, some bullies appear and start to chase him. Jenny then blurts out the famous line, 'Run, Forrest, run!' and that's exactly what he does. His steel and determination show themselves here, when he runs so fast, and with such strength that his leg braces come off and he's able to make good his escape.
What follows is a series of robust challenges he faces as he makes his journey through life, all of which he's able to deal with in his own unique way. These include war, shrimp fishing, running across America, meeting presidents and rock stars and much, much more. By the end of the story, you'll come to love Forrest just as much as I did, I'm sure!

Lesson 8C

VOCABULARY

1
1 kick-
2 foster
3 open
4 keep
5 offset
6 alleviates

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

How to ...

3 1, 2 and 4

4
1 beneficial
2 look
3 plus
4 just
5 get
6 positive

PRONUNCIATION

5A The intonation in the first part of each sentence is higher.

SPEAKING

6A
1 about
2 point
3 out
4 so
5 real
6 got

Lesson 8D

LISTENING

1 c

2
1 T ('highly competent or successful people – or at least those who we view as such – become more likeable when they make a mistake, or 'pratfall'.')
2 F ('What he did was to gather together a group of forty-eight participants and organise them into four groups, and then play a different recording to each group.')
3 T ('At the start of the recording, the person would introduce themselves, saying things like 'I was a high school honours student, I was on the school track team', that kind of thing.')
4 T ('And the person answered ninety percent of the trivia questions correctly. The second group was played a recording of someone answering the same trivia questions, but this person was perceived to be 'average' and only answered thirty percent of the questions correctly.')
5 F ('The third and fourth groups listened to the same recordings, but the actor on them announced at one point, 'Oh no, I've spilled coffee all over my new suit!'')
6 T ('The person seen as average actually became less attractive')

READING

3 **1** b **2** c **3** a

4
1 a ('What's wrong with laughing, you might ask? Everyone loves a good giggle, surely? Except this wasn't your average run-of-the-mill laughter. It came in uncontrollable fits …')
2 b ('It came in uncontrollable fits that lasted from a few hours up to sixteen days in one instance.')

3 b ('many teenagers were facing the fast-approaching final-year exams when all of a sudden there was an outbreak of a virus – or so it seemed.')
4 a ('… doctors could find no underlying medical causes whatsoever. They were stumped. But then it transpired that the sick teens all had something in common: they'd all watched the soap opera the night before and in that particular episode there had been an outbreak of a virus …')
5 a ('Some were also vomiting or had sore eyes or throats or headaches.')
6 b ('More sensible theories have attributed it to a type of pesticide being sprayed on nearby fields, a type which has since been banned in the UK.')

REVIEW 7–8

GRAMMAR

1 **1** b **2** a **3** b **4** c

2 **1** to **2** of **3** in **4** on **5** for **6** of **7** from **8** to **9** of **10** of

3
1 I've got <u>something I need to talk to you about</u>.
2 It was <u>a totally unbelievable story</u>.
3 We're looking for <u>someone able to meet tight deadlines</u>.
4 We're based in <u>the high-rise building at the end of the street</u>.
5 Poverty is a growing problem <u>amongst the elderly</u>.
6 <u>The person who I admire most</u> is my father.

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

VOCABULARY

5
1 quandary
2 heels
3 ahhing
4 resistance
5 choice
6 sleep

6
1 anti
2 subscribe
3 away
4 confronted
5 ahead
6 clout

7
1 over
2 skimming
3 dipping
4 scrutinise
5 up
6 flick

8
1 bookworm, nose
2 die
3 cover
4 curl
5 hit
6 heavy

9
1 actively
2 hotly
3 strictly
4 deeply
5 completely
6 patently

10 **1** c **2** a **3** b **4** b **5** b **6** a

11
1 step
2 aptitude
3 setbacks
4 determination
5 grips

12
1 far
2 clear
3 widely
4 far
5 time

13 **1** a **2** f **3** c **4** d **5** b **6** e

14
1 flinch
2 sets
3 gasped
4 started
5 clutched

15
1 loosen
2 take
3 alleviate
4 kick
5 open
6 keep
7 offset

16 **1** a **2** c **3** e **4** b **5** d

CUMULATIVE REVIEW 1–4

GRAMMAR

1
1 Should you
2 were
3 provided
4 for
5 unless
6 if

2
1 Andressa thinks the book is amazing.
2 He maintained that the decision was the right one.
3 The journalist questioned the minister's ability to govern.
4 As mentioned in the programme, inflation will rise.
5 My teacher was satisfied with my explanation.
6 We wondered if it was OK to bring our own food.

3
1 done
2 odds
3 capable
4 highly
5 given
6 imperative

4
1 was standing
2 'd/had just decided
3 'd/had been playing
4 were waiting
5 's/has been
6 've found
7 'll/will be performing

VOCABULARY

5
1 struck
2 throw
3 patently
4 making
5 trot
6 hung

6
1 box
2 fertile
3 flash
4 blue
5 spark

7
1 in
2 point
3 off
4 voiced
5 into
6 issue

8
1 an assault
2 intriguing
3 fused
4 take
5 with
6 unique

9
1 spread
2 warrant
3 identify
4 leave
5 jeopardise
6 play

10 **1** e **2** c **3** d **4** a **5** f **6** b

11
1 going
2 selfless
3 make
4 appreciative
5 give
6 intuitive

12
1 infinite
2 unprecedented
3 grave
4 brink
5 set
6 action

How to …

13
1 ball
2 come
3 cut
4 point
5 on
6 up

14
1 round
2 relevant
3 surely
4 where
5 flaw
6 strong

15
1 correct
2 mean
3 put
4 words
5 not

CUMULATIVE REVIEW 5–8

GRAMMAR

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

2
1 somewhat
2 remarkably
3 Unbelievably
4 horror
5 perfectly
6 utterly

3 **1** Haven't got
2 I
3 Am I
4 Liberty
5 let

4 **1** 'd/would be OK
2 won't ask for help when she needs it
3 'd/would have put the heating on
4 'll/will have received it
5 would tell us stories while we fell asleep

VOCABULARY

5 **1** bearing
2 rapport
3 unapproachable
4 effect
5 self-deprecating
6 implausible

6 **1** mediocre
2 lengths
3 credibility
4 long-winded
5 cogent
6 gauge

7 **1** identify
2 melancholic
3 conjures
4 charged
5 back
6 confrontational

8 **1** e **2** a **3** d **4** f **5** b **6** c

9 **1** anti
2 sleep
3 subscribe
4 fence
5 embarking
6 second

10 **1** actively
2 completely
3 strictly
4 deeply/completely
5 patently/completely
6 hotly

11 **1** winced
2 distressing
3 gasped
4 soothing
5 shrill
6 started

12 **1** c **2** a **3** e **4** d **5** b

How to ...

13 **1** perfectly
2 follow
3 for
4 hesitation
5 will you

14 **1** f **2** a **3** d **4** e **5** b **6** c

15 **1** on
2 just
3 lot
4 with
5 look
6 some

CUMULATIVE REVIEW 1–8

GRAMMAR

1 **1** studying
2 explaining
3 Whatever
4 submitted
5 what
6 how

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

3 **1** has been fired
2 is thought
3 to be selected
4 had our windows replaced
5 needs to be made
6 to be done

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

5 **1** given
2 Affected
3 shouting
4 invested
5 been told
6 Knowing
7 missed
8 Planted

6 **1** joined
2 'd/had been thinking
3 invited
4 had been set
5 didn't have
6 was having
7 found
8 hadn't read

7 **1** for
2 on
3 of
4 for/to
5 for
6 about
7 in
8 on

8 **1** to stay
2 echo
3 warm
4 educated
5 highly
6 for
7 you make
8 interesting

How to ...

9 **1** consensus
2 assume
3 contradict
4 illustration
5 interest
6 expressed
7 cite
8 speaking

10 **1** F **2** I **3** I **4** F **5** F **6** I **7** I **8** I

VOCABULARY

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

2 **1** through
2 feed
3 take
4 dynamic
5 adjust
6 inspire

3 **1** showcase
2 quiet
3 detrimental
4 take
5 facilitate
6 harm

4 **1** frowned
2 standing
3 rooted
4 common/commonplace
5 peculiar/particular

5 **1** morale
2 wet
3 aggravate
4 poured
5 engender

6 **1** prioritise
2 shared
3 field
4 toxic
5 sound
6 social

7 **1** realise
2 immediately
3 fuel
4 vehemently
5 push
6 blindingly

8 **1** Profit
2 zero-
3 umbrella
4 finite
5 online

9 **1** squashed
2 embellish
3 escalated
4 viral
5 distort

10 **1** c **2** d **3** a **4** e **5** f **6** b

11 **1** breaking
2 sheer
3 resonate
4 fiendishly
5 plunged
6 grips

12 **1** authentic
2 opulent
3 rugged
4 pristine
5 panoramic
6 dense

13 **1** c **2** a **3** e **4** f **5** b **6** d

14 **1** overwhelmed
2 indecisive
3 chop
4 narrow
5 investigate
6 limitations

15 **1** shape
2 fetched
3 get to
4 hardwired
5 overcome

16 **1** loosen
2 keep
3 unwind
4 kick-start
5 open