

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 1

### 1A Memories page 3

- 1 See exercise 2
- 2 1 disorientated 5 withdrawn  
2 distraught 6 preoccupied  
3 bewildered 7 circumspect  
4 overwhelmed
- 3 1 f hindsight 4 c evocative  
2 a recall 5 b recollection  
3 d reminisce 6 e ingrained
- 4 1 I've asked you time and time again to keep the noise down.  
2 She recognised him at once.  
3 He's working at his father's shop for the time being.  
4 They'll be here any moment now.  
5 Everybody makes mistakes once in a while.  
6 My brother was still a baby at the time.
- 5 unaffected inappropriate  
immobile disapproval  
irresponsible illogical
- 6 1 self-employed 4 supersensitive  
2 undercooked 5 co-starred  
3 anticlockwise 6 misheard

### 1B Inheritance page 4

- 1 1 T 2 F 3 F 4 T 5 T

#### Transcript WB 01

Hmm. That's a very interesting question ... Well, physically, I take after my mum, I suppose. Our facial features are pretty similar – same eyes, same-shaped forehead. I've seen photos of her when she was my age and apart from the eighties hairstyle we're the spitting image of each other! Some people say that they can see a strong family resemblance between my dad and me. I can't see it myself, not facially anyway – although there are certain similarities in our physical build. I also seem to have inherited his big feet, unluckily for me. It was the first thing my parents noticed when I was born! Personality-wise, I've got a lot of my dad's traits in me. We're both quite bubbly and friendly (or so people say), and we share quite a laid-back approach to life. When it comes to taste, though, I reckon I've got more in common with my mum. She's got a knack of choosing really brilliant birthday presents for me, be it clothes, pictures or whatever, basically because she likes the same kinds of things as I do. We also share a liking for the same kinds of food, like olives and strawberries, and neither of us can

stand bananas and coffee! It's a bit uncanny really. Is it something she's passed on to me genetically, or is it learned behaviour? Who knows?

- 2
- 1 I take after my mum  
2 the spitting image  
3 a strong family resemblance between  
4 lot of my dad's traits  
5 comes to, more in common  
6 she's passed on to me genetically
- 3 1 There's a strong resemblance between Paul and Joe.  
2 Phobias can be genetically inherited.  
3 When it comes to politics, Edward and his dad have a lot in common.  
4 Luke is the spitting image of Matt Damon.  
5 Personality-wise, I take after my mum.
- 4 1 never used to  
2 always used to  
3 used to  
4 would help / helped  
5 didn't use to  
6 was thinking  
7 didn't use  
8 used to resent  
9 are forever mistaking  
10 think  
11 didn't / didn't use to  
12 say  
13 don't / won't  
14 borrowed
- 5 (possible answers)  
1 Well, you will go to bed late every night.  
2 Well, you will refuse to wear a coat.  
3 Well, she would keep driving too fast in the town.  
4 Well, he would keep misbehaving in class.  
5 Well, you would keep eating too much.

### 1C The origins of English page 5

- 1 1 Anglo-Saxon 8 Conquest  
2 farming 9 printing press  
3 borrowed 10 dictionaries  
4 alphabet 11 spelling  
5 Old Norse 12 influenced  
6 evolve 13 non-native  
7 disappeared
- 2 A honeymoon B salary C posh

- 3 1 to 8 of  
2 about 9 century  
3 like 10 assumed /  
4 of thought /  
5 any believed  
6 fought 11 between  
7 granted 12 Although

- 4 1 F 2 T 3 F 4 F 5 T

- 5 1 ignore  
2 broadened out  
3 a shred  
4 plausible  
5 obsolete

### 1D Sporting origins page 6–7

- 1 1 staunchly / resolutely  
2 By and large  
3 swiftly  
4 loosely  
5 categorically  
6 widely  
7 resolutely / staunchly  
8 strictly  
9 gravely
- 2 A France B USA C USA
- 3 1 A 2 C 3 C 4 A 5 B  
6 C 7 B 8 A 9 C 10 A  
11 A 12 B
- 4 1 F 2 F 3 T 4 F 5 T 6 F
- 5 1 railings 5 accomplishes  
2 vault 6 took off  
3 heroic exploits 7 emulating  
4 subterfuge 8 surge

Challenge! Students' own answers

### 1E Phrasal verbs page 8

- 1 1 go ahead 5 come to  
2 fall through 6 bring about  
3 tip off 7 go down with  
4 mistake for 8 come up with
- 2 1 bring about 5 go ahead  
2 fall through 6 go down with  
3 tip off 7 come to  
4 come up with 8 mistake for
- 3 1 Laura was offered a place at Manchester University but she turned it down.  
2 Whilst some people are in favour of the monarchy, others think we should do away with it.  
3 I keep meaning to sort out my photos but I never get round to it.  
4 After my boyfriend broke off our relationship I bought some new clothes to cheer myself up.  
5 My father was offered a job in New York but after thinking it over he decided not to go for it.

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- 4 1 let me down  
2 been thrown away  
3 brought up  
4 to put up with  
5 be looked after  
6 drop me off  
7 to lay off  
8 turned up

## 1F Discussion page 9

- 1 1 laboratory 5 crops  
2 controversy 6 harmful  
3 discredited 7 term  
4 campaign 8 crisis

- 2  a, c, e, f

### Transcript WB 02

**Leo** Did you watch that documentary about the latest advances in genetically modified food? They've developed a way of genetically adapting pigs so that they produce low-fat bacon.

**Rosie** Well, I won't be eating it.

**Leo** Why not? What's the big fuss about GM food?

**Rosie** It's unknown territory. We don't know enough about what effects it may have on the human body. You know, they talk about how GM food could affect our digestion, cause allergies, that sort of thing.

**Leo** There's a lot of controversy around it, but no actual evidence to prove that GM food does us any harm.

**Rosie** I don't agree with that argument, I'm afraid. There may be no evidence right now, but it's the long-term effects that I'm concerned about.

**Leo** Well any change has potential consequences. You could make exactly the same argument against mobile phones, or any new technology. Of course they may have harmful side effects but you have to weigh those up against their huge benefits.

**Rosie** Like what?

**Leo** For a start, it could help solve the world food crisis, by creating food crops which can tolerate extreme agricultural conditions, like droughts or floods. It can help farmers in developing countries produce more food.

**Rosie** Er, no, starvation in developing countries isn't about the *quantity* of food produced – it's just that it is not distributed to the right places. So that argument doesn't make sense – try another one!

**Leo** All right, that's a fair point I suppose ... but what about using GM food to fight malnutrition? Surely you can't disapprove of that?

**Rosie** All right, give me an example.

**Leo** Well, in some parts of Africa and Asia there are thousands of people suffering from blindness caused by a lack of vitamin A. Now there's a new type of rice which has been engineered to contain massive amounts of vitamin A. So there you are ... problem solved!

**Rosie** Yeah, these are good intentions, but not if we end up poisoning people in the long run. I don't know, I just find the whole thing unnatural. I don't think we have a right to 'play God' in this way.

**Leo** I see what you mean. But to be honest with you, people have been crossing breeds for hundreds of years. It's just the methods that are new.

**Rosie** Well, I think we're going to have to agree to disagree here ... Anyway, talking about food, what shall we ...?

- 3 

- 1 unknown  
2 consequences  
3 tolerate extreme  
4 disapprove of  
5 long run  
6 to disagree

- 4 

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

- 5 1 unfriendly  
2 incorrect  
3 completely  
4 totally  
5 perfectly  
6 wrong  
7 virtually  
8 highly

- 6 Students' own answers

## 1G Describing an event page 10

- 1 1 like 4 as 7 as  
2 like 5 as  
3 as if 6 as

- 2 1 I opened the door.  
2 irritated  
3 as red as a beetroot

- 3 1 unwilling  
2 apprehensive  
3 perplexed  
4 remorseful  
5 uptight  
6 petrified

- 4–5 Students' own answers

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 2

### 2A Compound adjectives

page 11

#### 1 Across

- |           |           |
|-----------|-----------|
| 1 broad   | 5 handed  |
| 2 hair    | 7 witted  |
| 3 cool    | 8 skinned |
| 4 assured |           |

#### Down

- |           |          |
|-----------|----------|
| 1 blooded | 6 action |
| 2 hearted |          |

#### 2

- 1 time-consuming
- 2 long-lasting
- 3 light-hearted
- 4 absent-minded
- 5 wide-eyed
- 6 fair-skinned

#### 3

- 1 well-behaved
- 2 far-reaching
- 3 strange-sounding
- 4 eye-catching
- 5 opening
- 6 shoe-string
- 7 heart-throb
- 8 blockbusters

Challenge! Students' own answers

### 2B What's on the box?

page 12

- |               |           |
|---------------|-----------|
| 1 rubbish     | 8 as      |
| 2 well-drawn  | 9 series  |
| 3 story-lines | 10 half   |
| 4 unlike      | 11 set    |
| 5 such as     | 12 unwind |
| 6 portrayed   | 13 slushy |
| 7 like        |           |

- |          |          |
|----------|----------|
| 2 1 like | 5 like   |
| 2 as     | 6 as     |
| 3 like   | 7 as     |
| 4 like   | 8 Unlike |

- 3 1 I sometimes do my homework in front of the TV, as does my brother.
- 2 She talks about soap opera characters like they are real people.
- 3 Her father works as a TV producer.
- 4 Unlike Kate, I don't like reality shows.
- 5 I love animated films such as *Ratatouille*.
- 6 I don't watch a lot of television, like Steve.

#### 4 Students' own answers

### 2C Arthur Miller and *All my sons* page 13

- 1 1 dramatist
- 2 immigrant
- 3 experienced
- 4 hardship
- 5 overemphasis
- 6 status
- 7 prestigious
- 8 awards
- 9 guilty
- 10 undermining
- 11 sympathies
- 12 verdict

#### 2

That he was responsible not only for his family but also to wider society.

- |               |                |
|---------------|----------------|
| 3 1 set       | 7 on           |
| 2 tells       | 8 on           |
| 3 made        | 9 for          |
| 4 during / in | 10 that        |
| 5 who         | 11 only / just |
| 6 over        | 12 why         |

- 4 1 Because the planes they were flying had faulty parts which caused them to crash.
- 2 He says he did it for his family and for Chris's future.
- 3 Because although the pilots are prepared to give their lives in the service of their country, their deaths are a result of Joe's lack of a sense of service to wider society.
- 4 They were horrified by it.
- 5 Both attack the 'American Dream' as a way of life with its overemphasis on making money.

- |                 |              |
|-----------------|--------------|
| 5 1 protagonist | 4 livelihood |
| 2 exonerated    | 5 integrity  |
| 3 deceit        | 6 reiterated |

### 2D Lord of the Flies

page 14–15

- 1 1 dismal
  - 2 vicious
  - 3 wailed / was wailing
  - 4 scrambled
  - 5 ungracious
  - 6 smudged
  - 7 twitch
  - 8 mimicking
- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 2 1 E | 2 B | 3 D | 4 H | 5 G |
| 6 C   | 7 A |     |     |     |

- 3 1 The boys were being evacuated from a war zone.
- 2 He is the holder of the conch, which is seen as a symbol of authority.
- 3 They are worried that there is some sort of beast lurking on the island.
- 4 He promises to protect them from the beast.

- 5 Because the boys are in the middle of a frenzied feast.
- 6 He realises that the boys have behaved in an unacceptable way and have lost touch with 'civilised' society.

- |                  |            |
|------------------|------------|
| 4 1 stumble upon | 6 disprove |
| 2 summon         | 7 dwindled |
| 3 urge           | 8 ensues   |
| 4 frenzy         | 9 savage   |
| 5 lurking        |            |

Challenge! Students' own answers

### 2E Narrative tenses page 16

- 1 1 past perfect continuous
  - 2 past simple
  - 3 past continuous
  - 4 future in the past
  - 5 past perfect
  - 6 used to
- 2 a 2 b 6 c 4 d 1 e 3 f 5
- 3 1 been seeing
  - 2 have gone
  - 3 looked
  - 4 forgotten
  - 5 was taking
  - 6 been waiting, forgotten
- 4 There was once a wolf who used to wander out every night in search of a lamb for his dinner. But recently this wolf ~~has~~ **had** been having difficulty getting enough to eat because the shepherds in the area were particularly vigilant. One day he ~~was coming~~ **came** across a sheep's fleece which a sheep shearer had ~~been throwing~~ **thrown** on the floor and forgotten. It ~~had given~~ **gave** the wolf a cunning idea. He decided that later he is **was** going to put on the fleece. Thus disguised he would be able to sneak up on the sheep without the shepherd noticing him. So that evening, just as the sun ~~had been~~ **was** setting, he went out in his new disguise. He ~~was strolling~~ **strolled** confidently into a field where some sheep ~~grazed~~ **were grazing**. He had spotted a juicy-looking lamb and was just going to pounce on it, when a shepherd, who ~~looked~~ **was looking** for a sheep to slaughter for his own dinner, quickly ~~was grabbing~~ **grabbed** the wolf, thinking it was a sheep, and killed it.
- 5 Students' own answers
- 6 1 c 2 a 3 g 4 d 5 f 6 e 7 b 8 h 9 j 10 i
- 7 Students' own answers

# SOLUTIONS ADVANCED WORKBOOK KEY

## 2F Photo comparison page 17

- 1 1 skipping 5 kicked  
2 get 6 kick  
3 hanging 7 sleeping  
4 walked 8 hang
- 2 Sample answers
  - 1 they both show a person or people who are travelling
  - 2 the first photo shows a man who is alone and the second photo shows a group of people
  - 3 in the first picture, the man appears to have a lot of luggage and is in an airport setting, whereas in the other picture, the group are travelling without any luggage and are possibly in a train compartment

### 3 See transcript

#### Transcript WB 03


The photos are similar in that they both show people who have just arrived as immigrants in a foreign country. The most obvious difference between the photos is that the first picture shows a man who is alone and the second shows a group of people who have travelled together. The man in the first picture is at what looks like an airport, so he may have travelled legally, whereas those in the second picture seem to have travelled in the back of a lorry, presumably illegally.

### 4 Students' own answers

### 5 See transcript

#### Transcript WB 04

The man in the first photo seems to have a huge amount of luggage with him. I imagine he is planning to stay for a long time. He looks bewildered and rather disorientated. It must feel lonely and pretty overwhelming to go to a country where everything feels unfamiliar, including the language. He's probably feeling anxious about finding a job and somewhere to live. I guess he must be missing his family too. I wonder if he has emigrated because he wants to escape a political regime that he doesn't agree with. Or he might be an economic migrant who has come here in search of a better standard of living.

- 6 
  - 1 seems to 5 probably
  - 2 imagine 6 guess, must be
  - 3 looks 7 wonder
  - 4 must 8 might

### 7 Students' own answers

## 2G Review page 18

- 1 1 all-time  
2 highly acclaimed  
3 divided  
4 story  
5 involving  
6 consequences  
7 strengths  
8 ability  
9 times  
10 ending  
11 lovers  
12 recommend
- 2 1 a fairly complex novel  
2 extremely well-observed  
3 utterly superb  
4 a little cheated  
5 highly recommend
- 3 1 perspectives  
2 atone for  
3 well-observed  
4 a real page-turner  
5 futility

### 4 Students' own answers

## Get ready for your exam 1 page 19–20

- The Workbook *Get ready for your exam* lessons can be used as extra classroom lessons, as controlled exam practice or as independent study for homework. All the audio material for the listening tasks is on the *Solutions* Multi-ROM.
- **Reading:** Elicit strategies for dealing with the sentence insertion task. Remind the students to identify the topic of each paragraph, and the function of each missing sentence.
- In a **weaker class**, work on the first gap together, identifying the topic before and after the gap and looking for clues as to what is missing.
- Remind the students to make sure, after they have finished the task, that the remaining sentence does not fit in any of the gaps.
- **Use of English:** Encourage the students to read the whole text first to grasp the overall meaning. Remind them to focus on grammatical correctness within the whole article.
- **Listening:** Remind the students that in this type of task the order of the statements fits the order of the information in the recording. Tell them to prepare for the listening by reading the sentences carefully and underlining any key words. Encourage them to eliminate the wrong answers as well as identifying the correct one. Play the recording twice.

- **Writing:** Read through and discuss the tasks together, then refer students to the Writing Bank for guidance. Students plan an article or review to be written at home or in class.
- **Speaking:** Elicit strategies for the task from the students. Remind them to talk about each picture, comparing / contrasting them rather than just describing them. If necessary, in a **weaker class**, brainstorm ideas about both pictures before starting. Students work in pairs to do the task.
- **Reading:** 1 F, 2 C, 3 E, 4 A, 5 B, 6 G
- **Use of English:** 1 c, 2 b, 3 b, 4 b, 5 d, 6 d, 7 d, 8 d, 9 d, 10 c
- **Listening:** 1 a, 2 b, 3 c, 4 d

## Transcript WB 05

About 9,000 years ago, when migrating hunter-gatherer societies turned to the settled life of farming, they began to develop ways to record the number of animals they owned, or the amount of crops, and to keep a calendar for proper crop planting. The first attempts at writing it all down were 'clay counting tokens', which were found in the region which is now modern Turkey and Syria. These tokens were simply lumps of clay shaped like spheres, disks or cones and could either be plain or decorated. Each of them stood for one word. However, carrying them around was bothersome and gradually a transition from three-dimensional tokens to two-dimensional signs began. Around 4000 BC the ancient Sumerian scribes started to imprint shapes into clay tablets to represent the tokens. Now one tablet could contain more than one word. Originally, these pictures simply represented whole concepts such as names and numbers. But with time they were simplified and refined and eventually evolved into signs representing the consonants of the language. The first true alphabet was the Semitic alphabet which appeared around 1700 BC, followed, about 700 years later, by the Phoenician system. At this point the alphabet as we know it today was almost in its final form. The final touch was added by the early Greeks, who introduced vowel symbols to their alphabet. The descendants of this alphabet were Latin and Cyrillic, which were then spread far and wide by their respective users. The fact that Latin was the official alphabet of the Roman Empire, which at one point covered most of Europe, helped to establish this alphabet as the accepted way of writing across the continent. Along with their alphabet the Romans popularised the particular way in which they wrote their letters – the script.

# SOLUTIONS ADVANCED WORKBOOK KEY

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The reason behind the shapes of the early Roman script is very simple: the Romans loved writing on their buildings. The technique of engraving letters onto stone requires letters made up mostly of straight lines. This script was the ancestor of the 'Times New Roman' font we find on our computer screens today. Another feature familiar to computer users is 'italics'. Initially, characters written by hand resembled the carved letters, but gradually scholars began to change the form of their writing, slanting letters and connecting them. The credit for inventing Roman script using capitals and small letters goes to Aldus Manutius of Venice, in 1495 AD. The old Roman capitals and Greek letter forms were thus transformed into the twenty-six alphabet letters that we know today, with both upper and lower-case letters in common use by the end of the sixteenth century.

## Unit 3


### 3A Relationships page 21

- 1 1 form  
2 (across) return  
2 (down) resolve  
3 take  
4 major  
5 voice  
6 close  
7 speak
- 2 make a lasting impression  
remain close friends  
have a blazing row  
show a keen interest  
give an honest answer
- 3 1 an honest answer  
2 a blazing row  
3 a lasting impression  
4 close friends  
5 a keen interest
- 4 1 soaking 5 fighting  
2 fast 6 wide  
3 pitch 7 bone  
4 boiling 8 brand

#### Challenge!

- 1 gets on my nerves
- 2 get out of hand
- 3 side by side
- 4 mutually supportive relationship
- 5 took it the wrong way
- 6 to make a living

### 3B Friends page 22

- 1  1 acquaintance  
2 soulmate  
3 fair-weather friend  
4 workmate

#### Transcript WB 06


**Speaker 1** There's a guy I often bump into at parties called Jordan. I'm not sure where he lives exactly but I presume it's somewhere nearby as I often see him taking his dog for a walk in the park opposite my house. Whenever I see him we have a bit of a chat, and often end up talking about football or generally putting the world to rights. He seems like a really interesting guy.

**Speaker 2** Ruth and I go back about fifteen years – although we didn't particularly hit it off at first for some reason. It was only when her family moved into our neighbourhood that we became very close and we've remained so ever since. I went through a really tough time just before my A levels: I had some family problems which left me feeling pretty low and she really got me through all that. Even now she's the

one that I'll always turn to in times of need because I know that she really understands me and she knows that she can always lean on me too.

**Speaker 3** I met Jacob when we were at art college. I was really drawn to him because he had such a brilliant sense of humour. In our first year we did everything together, Jacob and I. I confided in him, told him all my deepest worries and insecurities. We were best mates as far as I was concerned. In our second year, I went through a very painful split with my girlfriend and felt really awful about it. But I knew Jacob would be supportive and would help me find the will to carry on during this time, or at least so I thought. As it turned out, he just didn't want to know, he basically just dumped me, and found himself a new friend that he could go out and have a good time with. Oh well, it's *his* loss!

**Speaker 4** Gill and I have known each other for about two years – since I joined St Mary's school. We get on pretty well, on a superficial level at least, and tend to socialise in the staff room. I've been in trouble a couple of times recently over issues such as not getting paperwork done on time and each time Gill has stepped in to defend me. I can always rely on her to be on my side in those situations. Life can be pretty stressful for a newly qualified teacher like me so I really appreciate having supportive colleagues like Gill!

- 2  1 got me through  
2 turn to in times  
3 can always lean on me  
4 find the will to carry on  
5 to be on my side
- 3 1 Tim and Fiona have had their ups and downs.  
2 Jenna knows me inside out.  
3 Steve and Jess have fallen out and aren't speaking to each other.  
4 Matt and I have been through a lot together.  
5 Becky and I go back eight years or so.  
6 I've opened up to her a lot over the years.
- 4 1 I've just eaten a whole chilli! e  
2 He's driven vans before. b  
3 She's had a virus for the last few days. d  
4 I've been waiting over an hour for a bus. I'm going to walk. f  
5 I've been revising for the last two hours. c  
6 He's been spending more time with his family lately. a

- 5 1 've been trying  
2 haven't been  
3 've got  
4 've been sharing  
5 has only recently arrived  
6 's been staying  
7 hasn't shown  
8 hasn't shown  
9 hasn't made  
10 has been hanging out  
11 have had  
12 haven't kicked

### 3C Marriage in the UK page 23

- 1 1 big day  
2 ceremony, reception  
3 venues  
4 register  
5 willing  
6 knot  
7 civil  
8 brides, engagement
- 2 A 'hag night' is a celebration for someone who is about to get married where both men and women celebrate together. 'Hag' is a mixture of 'stag' and 'hen'.
- 3 1 to  
2 of  
3 by  
4 like / such as  
5 from  
6 According  
7 to  
8 which  
9 due to / because of / by  
10 far / much / rather  
11 while  
12 as

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

### 3D Love conquers all page 24–25

- 1 1 plunge  
2 count  
3 conviction  
4 exiled  
5 reprimand  
6 embraced  
7 raid  
8 outflank  
9 escorted  
10 detour
- 2 1 through the Internet  
2 via a crossword  
3 it was completely successful
- 3 1 T He considered giving chase, but there's a fine line between blind love and stalking.

# SOLUTIONS ADVANCED WORKBOOK KEY

- 2 F ... then he waited ... for four torturous months
- 3 T Then a brainstorm: the Internet. / That night, he set up a website
- 4 T And in the back of Camille's mind, a nagging thought: Who is this guy?
- 5 F ... but this was information overload. So Aric produced a ring and asked, 'Will you marry me, Jennie?'
- 6 F We were uncertain how to act around each other
- 7 T ... along with a portrait of himself with this disclaimer pointed at his head: 'Not insane.'
- 8 F ... had dated for four years and never seriously discussed marriage. Why mess up a good thing?
- 9 F ... she was struck by the number of clues that matched up with people and places in her life

- 4 1 exchange  
2 take  
3 pluck up  
4 set up  
5 have  
6 assume

- 5 1 (she) had second thoughts  
2 plucked up the courage  
3 took a deep breath  
4 set up a website  
5 exchanged glances  
6 assume a / the pose

## Challenge!

- 1 a lot of people rushed in
- 2 I didn't want to make her feel uncomfortable
- 3 GMA saw a great love story and rushed to cover it
- 4 But suddenly receiving a lot of media attention
- 5 he told them about his idea. They accepted it immediately

## 3E Verb patterns page 26

1

-ing form	infinitive	either
anticipate	allow	go on
be used to	be made	hate
enjoy	choose	love
feel like	claim	remember
give up	demand	stop
recall	fail	try
risk	guarantee	
spend time	happen	
	have yet	
	manage	
	pretend	
	refuse	
	seem	
	take years	
	tend	

- 2 go on, remember, stop, try

- 3 1 to come 8 to take on  
2 to solve 9 writing  
3 to do 10 to have  
4 to become 11 killed  
5 to attract 12 to bring  
6 creating 13 to write  
7 to believe

- 4 1 She's given up smoking.  
2 Do you happen to know Karen's e-mail?  
3 He failed to break the world record.  
4 He seems to be feeling better.  
5 I don't anticipate their arriving before midnight.  
6 The roof appears to have been damaged in the storm.  
7 We shouldn't let him get away with it.  
8 Mike had his wallet stolen yesterday.

- 5 1 turning  
2 being told  
3 to be / have been handed  
4 to see / recognise  
5 having

## 3F Negotiation page 27

- 1 1 architecture 5 spectacular  
2 arguably 6 unforgettable  
3 stunning 7 descent  
4 setting



2 They chose Riverside Hotel. Grand Hotel: interior too old-fashioned; London Eye: best man scared of heights, a bit gimmicky

## Transcript WB 07

**Charlotte** Right, so the first venue is the Grand Hotel.

**Alex** The one in Park Street? Isn't that rather posh?

**Charlotte** Come on! You only get married once, Alex ... hopefully. Anyway, it's more affordable than you'd think and actually it has quite a lot going for it, in my opinion.

**Alex** Let me see the photo of the interior ... Mmm, impressive, but I'm not so keen on the decor. It's a bit old-fashioned for my liking.

**Charlotte** So you're not convinced?

**Alex** Not really. Show me the next option.

**Charlotte** The next one is the Riverside Hotel just outside Stoughton.

**Alex** Now that looks much more our style.

**Charlotte** Yes, true, and it serves excellent food apparently, and there's a stunning bridge over the river where we can stand for the wedding photos.

**Alex** All right, now are there any drawbacks that you can think of?

**Charlotte** Well, what puts me off slightly is the location. It's in a tiny village which is only accessible by car, and I don't imagine everyone will want to drive.

**Alex** Well, I suppose there are ways around that. We could hire a coach to transport people there. Yes, I think this one's definitely worth considering.

**Charlotte** Okay, well, before we make any hasty decisions, let's move onto the last option. I think you're going to like this too.

**Alex** ... that's the London Eye?

**Charlotte** Yes! They have a licence to hold civil ceremonies there. Wouldn't it be so fantastic to get married up there in the sky with those amazing views?

**Alex** It would be brilliant! But ... how would all of our guests fit into one of those capsules? And the other thing is, what about Jack, my best man? He's petrified of heights!

**Charlotte** That's true ... and anyway, perhaps the whole thing is a little bit gimmicky. All right, on reflection, maybe we should reject that option then. So shall we go for the Riverside?

**Alex** Yes. I'll go along with that.



- 3 1 It has quite a lot going for it, in my opinion.  
2 Are there any drawbacks that you can think of?  
3 What puts me off slightly is the location.  
4 I think this one's definitely worth considering.  
5 I suppose there are ways around that.  
6 On reflection, maybe we should reject that option.  
7 I'll go along with that.



4 Students' own answers

## 3G An article page 28

- 1 1 boasts 7 home  
2 blessed 8 renowned  
3 back 9 lined  
4 array 10 from  
5 throw 11 plays  
6 thing 12 fancy

- 2 ancient treasures (old treasures)  
contemporary dress (modern dress)  
fascinating collection (interesting collection)  
immense array (large array)  
vast proportion (huge proportion) / just how vast the site really is (just how large...) / vast array (large array)

3-4 Students' own answers

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 4

### 4A Describing change

page 29

- 1** 1 convert                      4 transform  
2 adapt                        5 evolve  
3 adjust                        6 refine
- 2** 1 conversion  
2 transformation  
3 evolution  
4 adjustment  
5 adaptation  
6 adjustments
- 3** 1 heart                        5 direction  
2 ways                        6 tune  
3 better                        7 plan  
4 hands                        8 mind

**Challenge!**

- 1 better                      4 streamline  
2 untouched                5 running  
3 ease

### 4B Life changes

page 30

- 1** 1 terms                      9 idle  
2 apply                      10 awful  
3 expected                   11 stable  
4 far                        12 quite  
5 responsible                13 confrontational  
6 steadily                    14 frustration  
7 carefree                    15 thing  
8 sight
- 2** 1 c    2 a, b, d    3 a, d    4 b, c
- 3** 1 Girls mature a good / great deal more quickly than boys.  
2 I am quite a lot less confrontational than I was when I was a kid.  
3 I'm not quite as self-centred as I was when I was younger.  
4 Mark is the tallest in our class by a long way.  
5 My A levels were far more difficult than other exams I've taken.
- 4** 1 The later you are, the angrier he'll be.  
2 The sooner we start, the sooner we can finish.  
3 The more tired she is, the more bad-tempered she gets.  
4 The harder you work, the more money you'll earn.  
5 The further he is from home, the more homesick he feels.  
6 The more sophisticated the computer, the more likely it is to go wrong.

**Challenge!** Students' own answers

### 4C Protest songs

page 31

- 1** 1 Performers, free  
2 abolish, captivity  
3 significance, political  
4 environmental, economic  
5 condemn
- 2** A civil rights worker was murdered in Mississippi and four black children were murdered at a church in Alabama. In the song Simone rejects the idea that African-Americans shouldn't expect fast change.
- 3** 1 at                      7 had  
2 for                    8 In  
3 of                     9 the  
4 her                    10 which / that  
5 where                11 many  
6 but                   12 abroad / overseas
- 4** 1 She played classical, jazz, soul, gospel and pop music, composed songs, played the piano and sang.  
2 Her parents were asked to move from the front row to the back of the hall because they were black. Nina refused to play until her parents sat at the front again.  
3 Because she was disgusted at the racism which continued to be a problem in the USA.

**Challenge!** Students' own answers

### 4D A new direction

page 32–33

- 1** 1 overbearing                5 protracted  
2 stormy                      6 competitive  
3 brief                        7 impressionable  
4 enforced                    8 uplifting
- 2** 1 David Weir  
2 Ester Vergeer  
3 Eleanor Simmonds
- 3** 1 b    2 d    3 c    4 c    5 a    6 b
- 4** 1 reveal                      5 refusal  
2 notch up                    6 overhaul  
3 accommodate              7 irreparable  
4 mollycoddle                8 shrewd

**Challenge!** Students' own answers

### 4E Conditionals

page 34

- 1** 1 hadn't invented, would be  
2 didn't exist, would have emigrated / would emigrate, wouldn't be  
3 weren't, wouldn't have developed  
4 were / was, would have been killed


- 5 hadn't been / weren't / wasn't, wouldn't be, would have been saved / would be saved

- 2** 1 stole, do  
2 been for, have got  
3 took  
4 Should you need  
5 could remember  
6 hadn't spent
- 3** 1 I would be able to come to the cinema on Saturday if I hadn't agreed to babysit.  
2 I wouldn't be feeling tired if I hadn't gone to bed at four in the morning.  
3 He wouldn't have been kicked out of school if he wasn't bone idle.  
4 I would have asked him to help with the party if he weren't (so) unreliable.  
5 He would have called you if he had your number.
- 4** 1 If you don't have ID, you won't get into that club.  
2 Without your encouragement / If it hadn't been for your encouragement, I would never have pursued my acting career.  
3 You can go the party provided that you are home by midnight.  
4 Supposing you could live for ever, would you really want to?  
5 If he'd beaten her at tennis, it would have been an absolute miracle.

- 5** 1 If you have, Should you have  
2 If Dad found out, If Dad were to find out, Were Dad to find out  
3 If it weren't, Were it not  
4 If it hadn't, Had it not  
5 If I had, Had I

### 4F Discussion

page 35

- 1** 1 a multi-storey car park  
2 a pedestrianised street  
3 a chain store  
4 disabled access  
5 a cycle rack  
6 a pedestrian crossing  
7 a water feature  
8 a shopping mall  
9 a landscaped area
- 2** 1 proposals                      5 within  
2 criteria                        6 affordable  
3 renewable                    7 developed  
4 conservation
- 3**  **Speaker 1** ✓                      **Speaker 3** ✗  
**Speaker 2** ✗                      **Speaker 4** ✓

# SOLUTIONS ADVANCED WORKBOOK KEY

## Transcript WB 08

**Speaker 1** To my mind, schemes like this that encourage people to adopt greener lifestyles can only be a step in the right direction. Personally, I think it would be wonderful to live in the pollution-free environment of an eco-town and I would love the idea that everybody who lives there would be like-minded people who share the same attitude to the environment as me.

**Speaker 2** The government is trying to persuade us that these carbon-neutral eco-towns are going to be environmentally friendly. Well, that's not how I see it at all. The way I envisage it, they'll just become commuter towns, where residents go home to sleep after a day's work in the city. The roads around it will get congested so any savings on energy will be immediately wiped out by increased car use. I think they should concentrate instead on building sustainable buildings in existing towns. That would seem like the best option to me.

**Speaker 3** I'm a resident of a village which is situated next to one of the sites which has been earmarked for an eco-town. For me a major drawback of the whole idea is that they're going to tear up the beautiful green landscape in order to create a horrible, soulless town. How can they call that green?

**Speaker 4** There's a lot of controversy around these eco-towns. Some people are against them because they have concerns about traffic congestion and I think that's a fair point. But others are against them because they don't want to see the countryside being concreted over. I'm afraid I don't go along with that objection. I don't believe affluent people with their big country houses have a right to complain about their views being spoiled when there are thousands of people from urban areas that can't afford homes at all. So all in all, I couldn't agree more with the government's proposals.

## 4

- 1 mind, step, right
- 2 Personally
- 3 how, see
- 4 best option to
- 5 major drawback of
- 6 fair point
- 7 afraid, go along
- 8 all, all, couldn't, more

## 5 Students' own answers

## 4G Discursive essay page 36

- 1 doctors, gene therapy, lifestyle, microscopic computers, pollution-related disease

- 2 1 just / only
- 2 because
- 3 almost
- 4 or
- 5 well / already
- 6 think / believe / predict
- 7 in
- 8 much
- 9 likely

- 3 1 to 4 as
- 2 likely 5 of
- 3 chance / possibility

## 4-5 Students' own answers

## Get ready for your exam 2 page 37-38

- **Reading:** Elicit strategies for dealing with multiple-choice reading tasks. Encourage the students to begin with reading the text through to get the general idea before they start answering the questions. Remind them to underline the fragments of the text where they have found the right answers, and to eliminate the wrong options.
- **Use of English:** Encourage the students to read the whole text first to grasp the overall meaning. Remind them that the missing words are often grammar words, prepositions or articles. After the students have filled all the gaps, encourage them to read out the text to make sure their answers fit grammatically and logically.
- **Listening:** Remind the students that in this type of task the order of the statements fits the order of the information in the recording. Tell them to prepare for the listening by reading the sentences carefully and underlining any key words. Remind them that if the statement is not fully true, they should mark it as false.
- **Writing:** Read through and discuss the tasks together, then refer students to the Writing Bank for guidance. Students plan an article or essay to be written at home or in class.
- **Speaking:** Elicit strategies for the tasks from the students. If necessary, in a **weaker class**, brainstorm ideas before starting. Students work in pairs to do each task.
- **Reading:** 1 D, 2 B, 3 A, 4 C, 5 B
- **Use of English:** 1 had, 2 against, 3 on, 4 both, 5 more, 6 who, 7 whose, 8 been, 9 interest, 10 are
- **Listening:** 1 F, 2 F, 3 F, 4 T, 5 T, 6 F, 7 F, 8 F

## Transcript WB 09

**Host** ... and our guest now is Max Perry, the managing director of a website that helps people make their dreams come true. Welcome to our programme, Max.

**MP** Hello everyone, glad to be here. But let me be clear on something – we help in the search for happiness, but we don't make it happen. And we give no guarantees and take no responsibility for the outcome ...

**Host** Well, of course, all is fair in love and war ...

**MP** Speaking of which, let me tell you a story about both. There was this charming army officer who was sent overseas with his unit and claimed to be lonely and misunderstood. He got in touch with a woman via our site and seduced her with romantic messages. She was planning marriage when she found out that something was wrong with her Mr Right. Do you know what was wrong with him? Our Romeo had no fewer than 50 fiancées. I'm sorry to say he met every single one of them on our dating website and dated them via e-mail. But, you see, we cannot be held responsible for that...

**Host** Oh, sure you can't! But 50?! And how did he get discovered? I mean, e-mails are private ...

**MP** In fact, one of these women did eventually hack into his e-mail account, stole his e-mails and circulated them among the rest. They were outraged! But actually, the scheme got exposed when one of his betrothed appeared on TV to talk about the pain and pride that soldiers' spouses feel. Another bride-to-be watched the show, got suspicious, started investigating and found the others. Now, you won't believe this, but although none of them had actually met the guy, many had bought wedding dresses and were ready to march down the aisle! Others were buying pillows and dishes or preparing to sell their houses for him!

**Host** Wow! They were really ready to take a chance on this guy. They must have been pretty angry when they found out. So, did they sue him?

**MP** Oh yes! But guess what really got to them? It wasn't that our Romeo had proposed to all of them. In fact, once it was over, most were baffled by their own behaviour. And then, listen to this, it turned out the guy was already married. But that still wasn't it. In fact, the most infuriating thing was the fact that their ex-fiancé wasn't as tall as he claimed to be. You see our dating service is for Tall Singles who want Tall Partners. And so these women believed what he had told them – that he was 190 cm tall. He is in fact about 20 cm shorter.

# SOLUTIONS ADVANCED WORKBOOK KEY

---

**Host** That is one of the problems with Internet dating, isn't it? You have to trust people, based on what they tell you.

**MP** Exactly. And our administration received hundreds of calls about it and of course we took this man off the site. But guys like him prey on the growing popularity of Internet dating services. And it is growing. Last year alone we launched eleven such services helping people with particular preferences to find their perfect match. There is the 'Green Singles' and 'Salt 'n' Pepper' for vegetarians and seniors respectively, and 'Love Wheels' for car lovers. It's a great chance for those who still haven't found their soulmate. But these sites can only work if the people are honest. And that we cannot guarantee ...

**Host** But there are some happy endings as well, right?

**MP** Oh yeah, dozens! For example, there was this lady ...

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 5

### 5A War and peace page 39

- 1 1 coalition  
2 launched  
3 capture  
4 had been defeated  
5 insurgents  
6 suicide bombings  
7 troops  
8 withdrawn  
9 security
- 2 1 civil 4 allies  
2 defeat 5 released  
3 retreat 6 disarm
- 3 1 ground, halt  
2 made, breakthrough  
3 gave orders  
4 put up, resistance  
5 claimed victory  
6 suffered, casualties
- 4 1 gun c 5 stick h  
2 drop d 6 losing f  
3 set e 7 wounds a  
4 bury g 8 boats b

### 5B Family tensions page 40

- 1 1 F 2 T 3 F

#### Transcript WB 10

On the whole, I don't argue too much with my older sister, Tilly. I think it's got a lot to do with my temperament – I hate confrontation and avoid it like the plague. Having said that, there did use to be a little bit of friction between us. When she was younger she begged and begged our mum for a baby sister to play with but when I came along she found it quite hard because she suddenly had to vie for our parents' attention. To be quite frank, I think she wished I hadn't been born! But she eventually got used to me being around and clearly loves me to bits now. She still has major rows with our parents sometimes, and I think the fact that I rarely get into conflict with them still makes her a little jealous of our relationship sometimes. But that's sibling rivalry for you – it's very hard to avoid!

- 2   
1 plague  
2 friction between  
3 vie for  
4 loves, bits  
5 into conflict  
6 sibling

- 3 1 constructive 7 slammed  
2 upsetting 8 raised  
3 destructive 9 Oddly  
4 endless 10 draining  
5 animated 11 disrespectful  
6 heated 12 strengthen
- 4 1 It's time for them to start being honest with each other.  
2 It's essential for you to stand your ground in an argument.  
3 My parents are very keen for me to be a good role model for my brother.  
4 It would be a miracle for them to manage a day without arguing.  
5 It's crucial for you to apologise for your rudeness.  
6 It'd be better for me not to get into a row with Tamsin – she hates conflict.

5 Students' own answers

Challenge! Students' own answers

### 5C Fighting for equality page 41

- 1 1 campaigned 7 strike  
2 right 8 fed  
3 held 9 suspended  
4 petitions 10 urged  
5 disobedience 11 indispensable  
6 arson 12 amended
- 2 18%
- 3 1 not 7 to  
2 their 8 Although  
3 couldn't 9 under  
4 for 10 as  
5 at 11 when  
6 up 12 would
- 4 1 Her strong personality enabled her to be better than men.  
2 Women in parliament  
3 9%  
4 That parliament tolerates sexism more readily than an office setting  
5 Students' own answers

Challenge! Students' own answers

### 5D Jacques-Yves Cousteau page 42–43

- 1 1 administer a heart massage  
2 acquire fame and fortune  
3 cause pain  
4 laugh off an incident  
5 pronounce dead  
6 provoke mixed feelings  
7 shake off an image  
8 take a risk  
9 take over a business

- 2 1 laughed off, incident  
2 pronounced, dead  
3 take over, business  
4 cause, pain  
5 take, risk  
6 shake off, image  
7 administered, heart massage  
8 provoked mixed feelings  
9 acquiring fame and fortune
- 3 1 Congress of Documentary Film  
2 United Nations  
3 *The Silent World*  
4 Ted Turner  
5 the Calypso  
6 Cannes  
7 Émile Gagnan  
8 *Eighteen Metres Deep*
- 4 1 E 2 A 3 G 4 C 5 F  
6 H 7 B

- 5 1 staple  
2 flora and fauna  
3 layman  
4 submerged  
5 strapped  
6 dump

Challenge! Students' own answers

### 5E Ellipsis page 44

- 1 1 b did 4 f had  
2 d has 5 c would  
3 a won't 6 e do
- 2 1 –  
2 ... she didn't expect to  
3 –  
4 ... if you'd like to  
5 –  
6 ... I don't want to
- 3 1 will 4 should  
2 do 5 has  
3 can't have 6 won't have
- 4 1 didn't mean to  
2 would have liked to / wanted to  
3 don't intend to  
4 don't want to  
5 would love to  
6 won't be able to

### 5F Presentation page 45

- 1 Students' own answers
- 2 a, d, e

#### Transcript WB 11

I'd like to state from the outset that I don't agree that tougher prison sentences are the answer to knife crime since spending time in prison in the company of hardened criminals is not going to make a young person less likely to re-offend. Of course many people would take a different view and say that the threat of imprisonment

# SOLUTIONS ADVANCED WORKBOOK KEY

is a good deterrent for any potential knife criminal. However, to my mind, that argument doesn't hold water since most knife criminals don't believe they will get caught. It can also be argued that for some criminals a spell in prison just adds to their tough image and gives them increased respect in the eyes of some members of their community.

The government has also attempted to tackle the problem with er ... what's the word? ... erm when they allow people for a limited period of time to hand in illegal knives and other weapons without getting punished. Oh, yes ... an amnesty. But I entirely reject the notion that this is a useful strategy because knife crimes are often committed using knives that are easily obtained from the kitchen drawer.

So I'd now like to deal with some alternative solutions. One way forward is for the government to educate people better through, say, workshops and school talks about the dangers of carrying knives, making it clear that knives make you less safe rather than more safe, and could easily be turned against you. I also think there could be some merit in arranging meetings between knife criminals and the knife attack victims. This way people are forced to face up to the consequences of what they have done and I believe it could have a far deeper impact than imprisonment. Another effective measure could be to arrange for people who have been caught in the possession of knives to visit prisons and meet up with young people who have been convicted of actually using knives on other people.

To conclude, then, I'd like to reiterate the point that I made earlier that knife crime can't be eradicated by stiffer prison sentences.

## 5G Article: describing a person page 46

- |   |   |              |    |               |
|---|---|--------------|----|---------------|
| 1 | 1 | captivated   | 8  | altruism      |
| 2 | 2 | compelling   | 9  | marriage      |
| 3 | 3 | gifted       | 10 | courage       |
| 4 | 4 | uninterested | 11 | determination |
| 5 | 5 | achievement  | 12 | generous      |
| 6 | 6 | literacy     | 13 | poverty       |
| 7 | 7 | loyalty      | 14 | inequality    |

- 2
- |   |                             |
|---|-----------------------------|
| 1 | to boot                     |
| 2 | Apart from / In addition to |
| 3 | along with / in addition to |
| 4 | Apart from / In addition to |

3-4 Students' own answers

3 

- 1 different view
- 2 doesn't hold water
- 3 be argued
- 4 reject, notion
- 5 deal with
- 6 reiterate, point

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

- 5
- |   |              |   |         |
|---|--------------|---|---------|
| 1 | admit        | 5 | restate |
| 2 | on to        | 6 | merit   |
| 3 | hand         | 7 | to      |
| 4 | Returning to |   |         |

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

7-8 Students' own answers

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 6

### 6A Looking into the future

page 47

- 1 1 forecast 4 prophesy  
2 anticipate 5 predict  
3 expect
- 2 1 forecast 4 anticipate  
2 expected 5 prophesied  
3 projected
- 3 1 I can't see **myself** getting married ...  
2 He's set **his** sights on ...  
3 I'm not pinning my hopes **on** getting ...  
4 ... in the foreseeable **future**  
5 ... I'm working **on** improving my grades  
6 If I succeed **in** getting ...  
7 If my plans come **to** nothing, ...  
8 He's determined **to** have ...  
9 ... give it **everything** I've got  
10 ... a better **position** to earn ...
- 4 1 difficult 5 well  
2 suppose 6 guess  
3 unlikely 7 go, directions  
4 Assuming

#### Challenge!

- 1 will be said ('will have been said' is also grammatically correct, although not part of the original quote)
- 2 're going to make
- 3 will be
- 4 may be done ('will be done' is also grammatically correct, although not part of the original quote)
- 5 will die

### 6B The meaning of dreams

page 48

- 1 Students' own answers
- 2 1 off 7 out  
2 down 8 on  
3 out 9 off  
4 off 10 on  
5 up 11 back  
6 off
- 3 1 made 6 phased  
2 sorted 7 clear  
3 brightens 8 brush  
4 died 9 sign  
5 came 10 log
- 4 depart: make off, clear off  
end: sign off, log off  
disappear: phase out, die out  
solve: sort out  
approach: come up  
improve: brighten up, brush up

### 6C The European dream?

page 49

- 1 1 conflict  
2 minister  
3 commission  
4 policy  
5 legislation  
6 Citizens  
7 state  
8 tangible
- 2 It helps students to travel abroad to study.
- 3 1 of 9 with  
2 make 10 for  
3 as 11 for  
4 so 12 most  
5 however 13 than  
6 in 14 also  
7 least 15 into  
8 of
- 4 1 He impressed his professors so much that they asked him to stay and teach.  
2 Promoting cooperation between European students and institutions of higher education.  
3 It remedies poverty by giving a grant to students.  
4 Languages  
5 She learnt Polish, discovered a new way of life, made friends and became more confident.
- 5 1 proposition  
2 emulate  
3 poverty-stricken  
4 agency  
5 renowned  
6 acquire

### 6D Sweet dreams?

page 50–51

- 1 1 catch 5 lost  
2 patterns 6 back  
3 cried 7 feigned  
4 lull / lulled 8 deep
- 2 B
- 3 1 Because their content is strange or disturbing  
2 The Bible presents dreams as examples of the revelation of God's will; Greeks encouraged sick people to sleep in temples to have a 'curing' dream.  
3 Why we dream  
4 The illogical nature of dreams and the fact that they mix up time, people and places  
5 Over 50,000 'dream reports' from children, university students and adults from all around the world

- 6 American men were more likely to experience aggression in dreams
- 7 School, work and family life
- 8 Personal recent experiences are often incorporated into our dreams

- 4 1 recall 5 anonymous  
2 seek 6 sharp  
3 endeavour 7 chase  
4 revelation 8 nocturnal

Challenge! Students' own answers

### 6E Reporting structures

page 52

- 1 1 a Sue congratulated me on getting such good grades in my exams.  
2 e Kate begged me not to leave her there alone.  
3 b The phone company threatened to disconnect my line if the bill wasn't paid within seven days.  
4 f Jack accused me of lying to him.  
5 c Phoebe apologised for putting her foot in it the day before / yesterday.  
6 d Daniel recommended taking the bus.  
7 h Marcus warned me not to stroke the dog as he can be vicious.  
8 g Liam claimed that he hadn't taken / didn't take my wallet on purpose.
- 2 1 Natalie complimented James on his new hairstyle.  
2 Nigel confirmed his willingness to help fix Angela's scooter.  
3 Jamie enquired after Liz's health.  
4 Martin expressed his apologies for breaking Mrs Jones' car mirror.  
5 Rachel declined Steve's invitation to dinner.  
6 Robin boasted about his running ability.
- 3 1 callously  
2 sympathetically  
3 sarcastically  
4 sharply  
5 defiantly  
6 resignedly

### 6F Photo comparison

page 53

- 1 1 over 5 come  
2 bits 6 an honour  
3 walking on 7 world  
4 joy 8 believe

# SOLUTIONS ADVANCED WORKBOOK KEY

- 2 Photo 1: she's an elderly woman who's just graduated  
Photo 2: he's / she's managed to get to the top of a very challenging mountain

## 3-4 Students' own answers

### Transcript WB 12

In the case of the climber, he is clearly driven by a desire to push himself to the limit, physically and psychologically. I expect he does it for the amazing feeling of achievement that he must feel when he reaches the top having got through the experience unharmed. Doing something like that must really make you feel alive. Perhaps he is a thrill-seeker by nature or perhaps he has a boring job and feels he needs more excitement in his life. As for the woman, she appears to be in her eighties or nineties so she obviously didn't do the degree to advance her career. She must have done it because she has a real passion for the subject that she studied. Given her age, it's quite possible that she missed out on a university education when she was younger and since then it's been her lifelong dream to get a degree.

- 5 1 case 2 for 3 Given

- 6 1 though  
2 Having said that  
3 yet  
4 Much as  
5 Granted

## 7-8 Students' own answers

### Transcript WB 13

Much as both achievements without a doubt require great strength of character and dedication, if I had to choose, I would say the woman has encountered the most challenges. Granted, the climber will have faced huge challenges, such as extreme temperatures, avalanches, lack of oxygen, dangerous terrain, and to deal with these he must be very fit, alert and mentally very strong. Nevertheless, mountain climbing is a hobby available to many people, whereas for a woman in her eighties to get a degree is extremely rare. If she didn't have any previous education, it would have been hard to summon up the confidence to apply for a place at university. Also, it must have been very difficult for a person of her age to have the energy to keep up with her studies and the mental capacity to learn new things. Having said that, some older people still have phenomenal minds and we shouldn't assume that they don't want to keep on expanding them.

## 6G Story-writing page 54

- 1 1 a strange-looking tall old woman  
2 a long dark country road  
3 dishevelled long grey hair  
4 a spooky old stone house
- 2 1 All of a sudden the train came to a halt.  
2 We had been so deep in conversation, we hadn't even noticed the other passengers had got off.  
3 We gradually realised that we were in the middle of nowhere.  
4 To our horror we discovered that there was no mobile phone coverage.
- 3 Students' own answers

## Get ready for your exam 3 page 55-56

- **Reading:** Elicit strategies for dealing with the matching task. Encourage students to underline the parts of the text that may help them to answer. Point out that some of the questions are more easily answered by elimination.
- **Use of English:** Encourage students to look at the whole sentence and decide what part of speech (noun, verb, adjective, adverb) is required. Point out that sometimes they should use a negative prefix. Remind them to make sure that their answer matches the grammar and sense of the whole sentence.
- **Listening:** Janusz Korczak (1877-1942) was a Polish children's author and educationalist. He studied medicine at university and became a paediatrician, before becoming director of an orphanage in Warsaw. He ran the orphanage along very democratic lines, with the children taking part in a parliament and running a court there. He always championed the rights of children, believing that parents and other adults should help children to achieve their own goals, rather than imposing goals on them. As well as being a popular author of children's story books, he wrote about pedagogy and the philosophy of education. One of his most famous books was *How to Love a Child*. Much of his work has been translated into other languages. The United Nations' Convention on the Rights of the Child was inspired by his teachings. Much of his work has been translated into other languages.

- Remind the students to prepare for the listening by reading the sentences carefully and underlining any key words. Point out they are supposed to listen for the general sense of each utterance rather than for details or words. Play the recording twice.
- **Writing:** Read through and discuss the tasks together. Students plan a story or letter to be written at home or in class.
- **Speaking:** Elicit strategies for the task from the students. Remind them to talk about each picture, comparing / contrasting them rather than just describing them. If necessary, in a **weaker class**, brainstorm ideas about both pictures before starting. Students work in pairs to do the task.
- **Reading:** 1 B, 2 D, 3 B, 4 A, 5 C, 6 B, 7 C, 8 A
- **Use of English:** 1 reinforcements, 2 immemorial, 3 deprivation, 4 losing, 5 heritage, 6 untold
- **Listening:** 1 E, 2 A, 3 D, 4 B

### Transcript WB 14

**Speaker 1** Children's rights are one of the most pressing issues in today's world. There's so much injustice around! And I've made it my personal mission to bring the work of Janusz Korczak to the attention of all those who influence children's lives in any way. Did you know that the Convention on the Rights of the Child passed by the United Nations in 1989 was inspired by his teachings? It took us over 50 years to hammer out the 'rights' that Korczak had already laid out in his books decades ago. His books entitled *How to Love a Child* and *Respect for the Child* prove that he was not only ahead of his own, but also of our times! I mean, Korczak's insights and simple truths concerning children are as fresh and valuable today as they were then. If only more parents, teachers, counsellors and juvenile court judges would listen.

**Speaker 2** In his orphanage, Korczak had a Children's Court, which was presided over by child judges. Every child with a grievance had the right to bring the offender to the court of his peers. Teachers and children were equal before the Court and even Korczak had to submit to its judgement. He envisaged that in 50 years every school would have such a court and that they would be a real source of emancipation for children, teaching them respect for the law and individual rights. I must say that the idea seems a bit utopian to me. I've been a teacher for fifteen years now

# SOLUTIONS ADVANCED WORKBOOK KEY

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and I'm a firm believer in the equality of students and teachers. Yet having children make binding decisions on important matters is like saying they're mature and experienced enough to make such decisions. I'm afraid that is a bit of a far-fetched notion.

**Speaker 3** There was this radio thing about Korczak recently and we listened to that – the guys from the school council and I. So he had this idea about peer courts at school and we just couldn't believe it. I mean there's no school that wouldn't benefit from a court like that. If students could judge one another and take responsibility into their own hands, then we could do something about things like bullying and theft at school. I mean who knows better than the students who does what and which punishment would really work? And most of all – it would make teachers listen and respect our opinions and feelings. I wish our school would allow us something like that.

**Speaker 4** We were all surprised at Korczak's instruction to gather in the X-ray lab. The doctor arrived, bringing along a four-year-old from his orphanage. The X-ray machine was switched on and we saw the boy's heart beating wildly. He was so frightened by the strange people, the dark room and the machine. Speaking softly, Korczak told us: 'Don't ever forget this sight. How wildly a child's heart beats when he is frightened. It does even more so when the child reacts to an adult's anger, not to mention the fear of punishment.' Then, heading for the door with the boy's hand in his, he added, 'That is all for today!' That lesson was imprinted on our minds forever.


# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 7

### 7A Travelling about page 57

- 1 1 voyage 5 trip  
2 outing 6 journey  
3 pilgrimage 7 an expedition  
4 break 8 travels
- 2 1 heaving 4 grub  
2 shattered 5 bucket down  
3 whinge 6 flog
- 3 1 show round  
2 hold up  
3 touch down  
4 put up  
5 stop by
- 4 1 I'm not going to let her walk all over me like that!  
2 I ran into Harry on my way here.  
3 Can I run my ideas for Charlotte's present by you?  
4 Don't just walk off while I'm talking to you!  
5 Oh no! The printer's run out of ink.  
6 Simon's been inconsolable since Maria walked out on him last week.
- 5 1 tiptoe 4 stroll  
2 stumble 5 march  
3 stagger 6 creep

### 7B The travel bug page 58


- 1  Fiona: 1, 5  
Bobby: 2, 5, 7, 8

#### Transcript WB 15

**Fiona** If I ever got the chance, I'd really love to go to Egypt to the Valley of the Kings, where all the pharaohs, including Tutankhamen, are buried. I've always been completely fascinated by ancient Egyptian history. I've read so much about it but it would be brilliant experiencing it first-hand. My brother went a few years ago and has been raving about it ever since. He took a balloon ride over the Valley. Can you imagine how thrilling it must have been seeing it from the air? His photos are amazing. They show the really stark contrast between the lush, fertile, green land on the east bank of the river Nile and the dry, dusty desert of the Valley of the Kings on the west. The ride must have been expensive but well worth doing.

**Bobby** Something I'd love to do one day is go for a winter adventure holiday in the Rocky Mountains in Canada. From what I've heard, the mountain scenery is totally awe-inspiring, and it sounds like just the place for me

because I'm really into adventure activities like skiing, ski-shoeing, dog-sledding and that kind of thing – it would be so exhilarating being pulled down a mountain on a dog-sled! And you also get to see all kinds of wild animals like elk, coyotes, cougars, bears ... Mind you, it would be pretty scary coming face to face with a grizzly bear when you least expected it ... oh, and the other thing which kind of appeals is that that part of Canada is renowned for its superb steaks!

- 2  1 experiencing, first  
2 thrilling, seeing  
3 well worth  
4 exhilarating being  
5 pretty, face to face  
6 kind of
- 3 1 worth going  
2 thought, spending  
3 amazing seeing  
4 pointless bringing  
5 pain not having  
6 uncomfortable riding
- 4 1 something like that  
2 one way or another  
3 that kind of thing  
4 a bit of a  
5 sort of  
6 In a way, just kind of
- 5 Students' own answers

### 7C Early migration to Australia page 59

- 1 1 outlook 5 breakthrough  
2 downfall 6 uprising  
3 make-up 7 comeback  
4 takeover 8 outbreak
- 2 They were convicted criminals. The British expected them to build settlements that could be used for later immigrants.
- 3 1 known 9 beginning  
2 arrival 10 unsuitable  
3 apprehension 11 poorly  
4 worried 12 shortage  
5 biggest 13 starvation  
6 was chosen 14 safety  
7 useful 15 foundations  
8 making
- 4 1 It commemorates the arrival of the first British immigrants to Australia.  
2 Forcing someone to leave their country because they had committed a crime.  
3 Escape was very difficult; the criminals provided free labour to build settlements for later immigrants.

- 4 It was unsuitable for growing crops.  
5 Ships arrived carrying food and tools, saving the convicts' lives.
- 5 1 apprehension  
2 harsh  
3 settlement  
4 set up  
5 run out

### 7D Time travel page 60–61

- 1 1 opportunity 7 infer  
2 possibility 8 imply  
3 borne 9 classic  
4 born 10 classical  
5 excessively 11 irrational  
6 exceedingly 12 unreasonable
- 2 1 *Close Encounters of the Third Kind, ET*  
2 1984  
3 the *Matrix* series  
4 *The Invisible Man*  
5 *Brave New World*  
6 *The Thing from Another World*
- 3 1 T ... most of the societies that fiction presents us with are also frightening. But are these dangerous societies ...  
2 F People were genuinely frightened about the implications of scientific discoveries falling into the hands of the wrong people ...  
3 T ... predict the control of people by the state through the use of up-to-date technology  
4 T Orwell's grim futuristic novel was really a commentary on the terrible consequences of fascism and communism that swept across Europe during the 1930s and 1940s.  
5 F ... while they may not have always been as negative as the novelists ...  
6 F ... they tended to portray peace-loving democratic societies under attack ... the enemies depicted in these films were not human; they were aliens from outer space.  
7 F They are both rare examples of science fiction offering images of a potentially better future.  
8 T The enemy, if you can find it, could be in your city, your company, your home, your computer or it could even be ... in you!
- 4 1 disquieting 4 omnipresent  
2 consequence 5 grim  
3 articulated 6 implacable

Challenge! Students' own answers

# SOLUTIONS ADVANCED WORKBOOK KEY

## 7E Adding emphasis page 62

### 1 Students' own answers

- 2 1 Not only do they generate zero emissions, but they travel at 40 kph.
  - 2 What will be attractive to users is its promised convenience.
  - 3 No longer will passengers have to share public transport with other unknown people.
  - 4 Not until after it has been put to the test will we know whether it will live up to its promises.
  - 5 It is the possibility of vandalism as well as the negative visual impact of the elevated tracks that may put some investors off.
- 3 1 Never have I tasted such awful food.
  - 2 I was late for the meeting, but I did call to explain.
  - 3 It was a ginger cat that peered out of the window.
  - 4 The problem is that he's bone idle.
  - 5 I do beg your pardon!
  - 6 It wasn't me that took the wallet.
  - 7 What a nasty cough you've got.
  - 8 What on earth are you talking about?

### Challenge! Students' own answers

## 7F Presentation page 63

- 1 1 proposal 5 rejected
- 2 coast 6 grounds
- 3 development 7 environment
- 4 financial 8 habitat

- 2 give permission for something to start



- 3 Speaker 1 Such developments lead to more jobs; growth in the local economy where tourism provides revenue
- Speaker 2 It's wrong to sacrifice wildlife for the sake of revenue; the main income won't go to local people; it will allow other projects to go ahead on other sensitive sites.

### Transcript WB 16

**Speaker 1** On the whole, I'm in agreement with the principle of allowing development projects such as Donald Trump's golf course in Scotland to go ahead. In the current economic climate, broadly speaking, very few private investors are prepared to spend substantial amounts of money on developing land for tourism. For this reason we should welcome such investments as they lead to the

creation of more jobs in the area, first during the construction phase, and later to support the tourism and leisure industries. The increase in tourism will of course result in a growth in the local economy. This is of particular importance in remoter parts of the country where the local economy must rely to a great extent on the revenue generated from tourism. I can't deny that there is some merit in the arguments of those who are against developments that pose a threat to the environment, such as the sand dunes in Aberdeenshire and the wildlife that they support. However, I would still maintain that in times of recession, the economic benefits significantly outweigh the environmental damage.

**Speaker 2** I am of the opinion that tourist developments that have a detrimental effect on the environment should be discouraged at all costs. In my view it is wrong to sacrifice rare species which bring great pleasure to many people for the sake of extra revenue from tourism. Furthermore, I don't go along with the argument that development will mean a huge improvement in the local economy. Take the case of the golf course in Scotland, for example. Granted, it will bring more jobs, which is very important, but other than that, I don't see how the local population will benefit from it if the income from tourism goes to Donald Trump. Another thing to consider is the example that it sets. If one development project is allowed to go ahead then this will probably give the green light to tear up other protected sites in the future. All in all, I strongly feel that this is too high a price to pay for the supposed benefits of tourism.



- 4 1 broadly 5 detrimental
- 2 lead 6 benefit
- 3 threat 7 price
- 4 outweigh

### 5 Students' own answers

## 7G Letter of complaint page 64

- 1 1 We regret to inform you ...
  - 2 The service leaves much to be desired.
  - 3 I trust you will ensure ...
  - 4 Give my regards to Paul.
  - 5 I would be grateful if ...
  - 6 Please find enclosed ...
- 2 a 7 b 6 c 1 d 2 e 13 f 8
  - g 3 h 9 i 10 j 15 k 12 l 5
  - m 14 n 4 o 11
- 3 Students' own answers

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 8

### 8A Fashion page 65

- 1 1 neat. The others all mean the opposite of neat.  
2 corset. The others are to do with hair.  
3 piercing. The others are accessories.  
4 bandana. It's a garment; the others are parts of garments.  
5 shabby. The others describe design.
- 2 1 v-neck, full-length, open-toed  
2 zip-up, skin-tight
- 3 1 e 2 h 3 b 4 c 5 f 6 d  
7 a 8 i 9 g
- 4 1 too big for his boots  
2 pull their socks up  
3 hot under the collar  
4 feather in your cap  
5 off the cuff  
6 below the belt

Challenge! Students' own answers

### 8B Food or fuel? page 66

- 1 1 into, phases, menu  
2 tooth, gorge, crave  
3 broaden, set  
4 treat, touch, gross  
5 fussy, fanatical
- 2 1 I wouldn't touch them!  
2 I'd say I'm fairly ...  
3 I'd prefer to avoid it ...  
4 I would try them if I had to.
- 3 1 My parents wouldn't let me eat sweets till I was about five.  
2 I would say (that) Luigi's restaurant serves the best pizzas.  
3 I'd rather not eat too late.  
4 She would have been about fifteen when she learned to cook.  
5 I wouldn't want to eat fish every day.  
6 When my mum was pregnant she would crave doughnuts.  
7 I'd love to know how to make a perfect Thai curry.  
8 I asked her why she became a vegetarian but she wouldn't tell me.

### 8C Youth culture page 67

- 1 1 crew 5 wannabes  
2 super-skinny 6 took in  
3 skiving 7 lapped up  
4 clued-up 8 grungy

- 2 Reading: rock, indie, underground punk, hardcore  
Big Chill: electronic  
Glastonbury: all sorts
- 3 1 many 7 can  
2 at 8 might  
3 always listened 9 grounds  
4 all 10 such  
5 off 11 for  
6 over 12 just
- 4 1 The arrival of monster rock concerts that attracted thousands  
2 It started off as a jazz festival but now has many kinds of music; it takes place on two sites.  
3 The setting is beautiful.  
4 Poetry, films, gourmet food fair  
5 Glastonbury
- 5 1 cater for 4 setting  
2 evolve 5 generate  
3 faithful

Challenge! Students' own answers

### 8D Food and the future page 68–69

- 1 1 contaminants 5 tasteless  
2 Bacteria 6 protein  
3 ingredients 7 nutrients  
4 fat 8 toxic
- 2 1 Dining in a laboratory  
2 Scientific cooking, but only for a few  
3 Take your time  
4 A divided year  
5 Popular prices?  
6 Some things never change
- 3 1 c 2 a 3 b 4 d 5 c 6 a  
7 b
- 4 1 crops 4 gourmet  
2 savour 5 exponent  
3 retain 6 bear in mind


Challenge! Students' own answers

### 8E Modal verbs page 70

- 1 1 do we have to / must we  
2 can  
3 may / might  
4 might / could  
5 couldn't / weren't able to  
6 must  
7 have to  
8 should / ought to  
9 should / might
- 2 1 must have got  
2 must make, don't have to leave  
3 must have known  
4 must be  
5 can't have had  
6 shouldn't / oughtn't to interfere

- 3 1 That must be Andy's brother – he's the spitting image of him.  
2 You must have been over the moon when you were picked for the team.  
3 I shouldn't be late home this evening.  
4 I might / may not go to the firework display.  
5 He ought to / should apologise to the teacher.  
6 I should have put on more sun cream.

### 8F Stimulus-based discussion page 71

- 2 1 rocket 4 remain stable  
2 fluctuate 5 tail off  
3 creep up 6 plummet
- 3 1 give  
2 form, home  
3 something like  
4 strikes  
5 tendency, embrace  
6 trend, towards
- 4  a 35–54 b over 65 c 13–17

#### Transcript WB 17

This chart shows the result of a survey into the age profile of people who use the Internet on their mobile phones. According to the chart, the vast majority of people who access the Internet from their phones are in the 35–54 age bracket. I guess these are the people who can afford this expensive service and I expect a lot of them are using their phones for work purposes, to send e-mails and things like that. The second largest user group are the 25–34 year olds who make up about 25% of people who use the Internet on their mobile phones. Again, that's quite predictable as you'd expect young professionals to be using the latest technology. The chart indicates that very few people over the age of 65 use the Internet while on the move, which is hardly surprising given that the display is very small and difficult to read if you are long-sighted, and roughly equal numbers of 13–17-year-olds and 18–24-year-olds use it.

5 Students' own answers

### 8G A report page 72

- 1 1 side 4 the least  
2 do 5 exactly  
3 If 6 tendency
- 2 1 insight 7 lacks  
2 single out 8 makes up  
3 boasts 9 renowned  
4 reputation 10 somewhat  
5 throw 11 showcases  
6 array 12 unreasonable

# SOLUTIONS ADVANCED WORKBOOK KEY

- 3
- 1 it's too commercial / it's a little on the commercial side
  - 2 the tickets are ridiculously pricey / the tickets are a little pricey to say the least
  - 3 the main tent gets horribly crowded / the main tent does have a tendency to get crowded
  - 4 the layout is extremely confusing / the layout is a little on the confusing side
  - 5 the sound system is poor / the sound system could do with an overhaul
  - 6 the toilets are disgusting / the toilets aren't exactly clean

## 4 Students' own answers

### Get ready for your exam 4 page 73–74

- **Reading:** Elicit strategies for dealing with multiple-choice reading tasks. Encourage the students to read the text through to get the general idea before reading the task statements. Remind the students to underline the fragments of the text where they have found the answers.
- **Use of English:** Remind the students to read the whole sentence first. Encourage them to focus on the grammatical correctness of each sentence when filling in the gaps.
- **Listening:** Remind students that the order of the information in the recording will not be the same as the order of the statements in the task. Encourage them to read the questions carefully before listening, to underline the key words, and think of synonyms that they may hear. Play the recording twice. With a **weaker group**, discuss the answers before the second listening.
- **Writing:** Read through and discuss the tasks together, then refer students to the Writing Bank for guidance. Students write the report or article at home or in class.
- **Speaking:** Elicit strategies for the task from the students. Remind them to talk about each picture, comparing / contrasting them rather than just describing them. If necessary, in a **weaker class**, brainstorm ideas before starting. Students work in pairs to do the task.
- **Reading:** 1 C, 2 C, 3 A, 4 D
- **Use of English:** 1 see Martha off, 2 no use even trying to, 3 must have cost her, 4 did they realise how dangerous, 5 the local economy benefit from
- **Listening:** Speaker 1: d, f; Speaker 2: a, e; Speaker 3: b, c

## Transcript WB 18

**Presenter** And now, some more advice for those planning a journey. Here are a few gadgets you may want to add to your luggage.

**Speaker 1** Travellers who don't like to fiddle around with the small keyboard on their palmtop, mobile phone or other hand-held device may find the Virtual Keyboard useful. It's about the size of a lighter, so it fits perfectly into your pocket. Unfortunately though, it does eat up your palmtop's batteries within minutes, so you'll need to find a socket. When hooked up to your palmtop, this device produces a light projection of a full-size keyboard. It even produces real typing sounds. The keyboard has software that studies the movement of your fingers to interpret and record keystrokes. It does make typing much easier, though not immediately. You see, since there's nothing to actually press, you kind of have to re-learn typing and adapt to the sensitivity of the laser sensors. But once you get the hang of it, it does speed things up. And I must admit I do feel like a character in a sci-fi movie, which is fun.

**Speaker 2** Part of the fun while travelling is spending time outdoors. Unfortunately, camping or hiking, especially off the beaten track, means being away from the nearest electrical socket. And in this modern world we all need power. Until recently the only solution was a heavy and dangerous gas-powered generator but now you can just steal the power from the sun! Just bring along your Solar Briefcase, and you're away! Small, light and handy, it opens to reveal two powerful solar panels that generate thirteen watts of power. That's enough to power a laptop or charge mobile phone batteries. Of course, the downside is that on a rainy day when you're bored out of your mind you still won't be able to watch movies on your laptop.

**Speaker 3** I love to travel to exotic places. In fact, the rougher the conditions the more exciting the place seems to me. But if you're like me, this will sound familiar: you're thirsty, you enter a local bar, get a glass of water and discover it smells like elephant droppings! I'm very particular about the quality of water I drink, so I never leave home without my ultraviolet water purifier. It looks like a fountain pen and you just stick it in the water. There's no need to put any soluble tablets into your glass and there's no chemical aftertaste. Also, the important thing is that there's no need to plug it in. You just stick it in, turn it on and in about 48 seconds you have a glass of safe, drinkable water. It's particularly good at killing bacteria which are a common cause of diarrhoea, and have ruined many an adventure in faraway places.

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 9

### 9A Gossip page 75

#### 1 Across

- |           |              |
|-----------|--------------|
| 2 glean   | 7 indiscreet |
| 3 scandal | 8 drop       |
| 4 reveal  | 9 rumour     |
| 5 sealed  | 10 wraps     |

#### 6 soul

#### Down

- 1 eavesdrop

#### 2 1 juicy

- |              |              |
|--------------|--------------|
| 2 scandal    | 6 further    |
| 3 strictest  | 7 soul       |
| 4 confidence | 8 discretion |
| 5 breathe    | 9 knowledge  |

- 3 1 An ex-employee blew the whistle on FCOM's illegal financial activities.  
2 James clammed up when he realised everyone was listening.  
3 The politician stonewalled when asked questions about the corruption scandal.  
4 When the news broke that there wouldn't be a pay rise, the unions organised a strike.  
5 The judge tried to hush up the fact that his son had been arrested.  
6 Daisy isn't supposed to know about the party but I think someone must have let it slip.

### 9B In confidence page 76

- 1 1 boost 6 betray  
2 crop 7 give  
3 fall 8 turn  
4 prise 9 feign  
5 get

#### 2

- Speaker 1 TJ Grant's real name  
Speaker 2 Jackie's nose job

#### Transcript WB 19

**Speaker 1** I've got this boss called TJ Grant. He always insists on being called TJ because he couldn't stand his real name and keeps it under wraps. Well, as it happens, his wife works at the company too and because we are all obviously really curious to find out his real name we often try and prise it out of her but she always feigns ignorance. I don't know if she's been sworn to secrecy or whether she's been kept in the dark like everyone else. Anyway, there's a big prize for the first person who manages to find out!

**Speaker 2** I've got an aunt called Jackie who's only about ten years older than me and we've always been very close. Jackie used to be super-sensitive about her nose so she decided to have cosmetic surgery to make it smaller. I must have been about eight at the time – I remember her having a bandage on her face for what seemed like ages. About a year later she started going out with Jim and two years after that they got engaged. Well, at the engagement party the subject of plastic surgery cropped up in a conversation between Jackie, Jim and me and I said, 'Remember when you had that nose job, Jackie?' Well, she looked *daggers* at me! It turned out that I'd just betrayed her biggest secret!

#### 3 2, 4, 6, 9

#### 4 1 c 2 a 3 b

- 5 1 She has had to promise not to reveal the secret.  
2 She has been kept ignorant / She hasn't been told.  
3 She looked at me in a very angry way.
- 6 1 Have a think about it.  
2 I didn't mean to cause offence.  
3 He came to the conclusion that he had made a mistake.  
4 She dropped a / the hint that it was time for me to leave.  
5 Can we have a talk?  
6 He's made / taken the decision to resign.  
7 Let me have / take a look at your swollen ankle.  
8 Give me a call on my mobile.  
9 I could do with having / taking a rest.
- 10 It's time you did some revision.
- 7 1 Fancy coming for a jog? Can't be bothered. Promise.  
2 Still working at the shop? Last I heard, it was Canada. Typical!  
3 Another drink? OK, see you soon. Will do.  
4 Mind if I close the window? No, chilly in here, isn't it?

Challenge! Students' own answers

### 9C The secret agent page 77

- 1 1 obscure 5 dingy  
2 flimsy 6 rousing  
3 impudent 7 nondescript  
4 ostensible 8 grimy
- 2 He doesn't attract attention.

- 3 1 many 9 in / during  
2 as 10 which  
3 in 11 is  
4 by 12 lot  
5 had 13 have  
6 who 14 as  
7 where 15 on  
8 with

- 4 1 resourceful, cold-blooded, skilled at self-defence, good-looking  
2 to exemplify a public place where someone would get noticed  
3 He isn't good-looking and therefore doesn't attract attention; he has a prodigious memory and an innate ability to detect people's strengths and weaknesses.  
4 That he is just as ruthless as his enemy.  
5 Students' own answers
- 5 1 resourceful  
2 unassuming  
3 prodigious  
4 an innate ability  
5 ruthless

### 9D Hoaxes page 78–79

- 1 1 former 6 sense  
2 grab 7 order  
3 alarm 8 appealing  
4 tool 9 cause  
5 complexity 10 belief
- 2 1 CBS  
2 three experts in history  
3 Hence Gutzli  
4 the FBI  
5 Hence Gutzli  
6 Gerd Heidemann
- 3 1 F 2 C 3 A 4 G 5 E 6 B
- 4 1 T These and more unanswered questions very quickly led the world's Internet users to one conclusion: it was a hoax.  
2 F ... a trip he'd made to New York in 1997  
3 T Unfortunately for Hence, one of his friends decided to share his e-mail with the rest of the world.  
4 F ... have been motivated by interests other than attempts at humour of questionable taste.  
5 T *The Sunday Times* announced an exclusive that was sure to increase its circulation: the serialisation of Adolf Hitler's diaries.

# SOLUTIONS ADVANCED WORKBOOK KEY

- 6 F Heidemann claimed that the diaries had been hidden in an East German barn when in fact they were the work of a forger, Konrad Paul Kujau.
- 7 F ... the channel had to admit they were probably a hoax
- 8 F CBS asked the source of their documents to send the originals but ... the originals had apparently been destroyed soon after they were faxed.
- 5 1 a snap  
2 (dramatic) impact  
3 an appeal  
4 an exclusive  
5 circulation  
6 surface

Challenge! Students' own answers

## 9E Passive structures page 80

- 1 1 have been played  
2 have been fooled  
3 be built  
4 be funded  
5 had been invented  
6 was supposed  
7 was claimed  
8 be changed  
9 be prevented  
10 to be demolished  
11 be made  
12 was not reported
- 2 1 When Dan's feeling ill, he likes to be given lots of attention.  
2 I felt that my case wasn't being taken seriously (by the police).  
3 It was the longest film that had ever been made.  
4 His restaurant is described (by food critics) as the best in the country.  
5 The prisoners shouldn't have been treated so badly.
- 3 2 Caught shoplifting for a second time, John Bates was made to pay a fine.  
3 Neglected by the previous owners, Felix the cat was given a nice new home by a couple in Grinstead.  
4 Injured by a falling tree, Mary was driven to hospital by a neighbour.  
5 Painted in 1893 (by Edvard Munch), *The Scream* was stolen a few years ago.

## 9F Drawing conclusions page 81

- 1 1 by 3 assume  
2 take 4 leads

2 Students' own answers

3-4 

- 1 clear 6 obviously  
2 kind 7 points  
3 foreground 8 celebrity  
4 some 9 suggest  
5 to 10 such

### Transcript WB 20

It's hard to say where the photo has been taken but it's clear from the fact that there is a wide river running through it that it's some kind of major city. The man in the foreground has climbed up onto some sort of platform – it looks like a rubbish bin to me. He's holding onto the street sign so he's obviously finding it hard to balance. Other people are watching too which points to the fact that he's probably trying to get a shot of some event or a visiting celebrity. He could just be a tourist, but he's going to great lengths to position himself which would suggest that he's a professional photographer. We can't see what building he's waiting outside but it's probably a hotel or some such place.

5 Students' own answers

## 9G Opinion essay page 82

- 1 1 Telling white lies (to protect other people) is usually regarded as permissible.  
2 It is frequently considered less acceptable to lie to get oneself out of trouble.  
3 Lies which damage others are generally seen as morally reprehensible.  
4 Holding back information is often felt to be more acceptable than telling a lie.
- 2 Students' own answers
- 3 1 embellishing  
2 deported  
3 underplaying  
4 sparing the feelings of sb
- 4 Students' own answers
- 5 1 O 2 O 3 S 4 O 5 S 6 S  
7 S 8 S
- 6-7 Students' own answers

# SOLUTIONS ADVANCED WORKBOOK KEY

## Unit 10

### 10A Farewell page 83

- 1** 1 must D      3 Be, Till B  
2 do A      4 shortly, let C
- 2** 1 terminate      6 wind up  
2 ceased      7 concluded  
3 culminated      8 closes  
4 complete      9 finalised  
5 wrapped up
- 3** 1 correct  
2 Queen Victoria's reign ceased in 1901.  
3 correct  
4 correct  
5 The outdoor concert concluded with a firework display.
- 4** 1 impartial  
2 opportune  
3 tough as old boots  
4 dejected  
5 essential  
6 minute

Challenge! Students' own answers

### 10B Threats to our planet page 84

- 1** 1 degrade      7 exported  
2 landfill      8 greenhouse gases  
3 thermostat      9 seats  
4 emissions      10 altitude  
5 pavements      11 species  
6 tap      12 deforestation
- 2** 1 addressing      4 combat  
2 stockpile      5 bring in  
3 assess      6 decommissioned
- 3** 1 However many times you ask me, the answer is still going to be No!  
2 Whoever arrives at the station first will buy the tickets.  
3 Whenever he speaks to her he blushes.  
4 Whatever she wears, she always looks chic.  
5 However cheeky it seems, I think you should ask for a lift.  
6 Whichever presidential candidate wins, they will have a tough job on their hands.

Challenge!

- 1 wherever      4 however  
2 whatever      5 whenever  
3 whichever      6 whoever

### 10C Happy endings? page 85

- 1** 1 intriguing  
2 thought-provoking  
3 clichéd

- 4 feel-good  
5 sentimental  
6 subtle  
7 ambiguous  
8 baffling
- 2** Aristotle, Syd Field
- 3** 1 left      8 finally  
2 coming      9 seventies  
3 Being      10 better  
4 shortage      11 successful  
5 doesn't      12 following  
6 greatly      13 reversal  
7 beginning      14 unoriginal
- 4** 1 the screenplay  
2 the spec not matching the set ideas about what makes a good screenplay  
3 films that followed Aristotle's plan did better at the box office  
4 The beginning should last no more than 30 minutes, at the end of which there should be a turning point; the middle should last for around an hour, during which there may be another turning point; the final quarter of the film depicts the climax of the story.
- 5** 1 a hit      4 come up with  
2 lucrative      5 the climax  
3 meticulously

Challenge! Students' own answers

### 10D Immortality page 86–87

- 1** 1 ill      2 un      3 mal      4 in      5 de  
6 less      7 non      8 un      9 im
- 2** 2
- 3** 1 T ... the question of life and death has always preoccupied mankind  
2 F he is mortal  
3 F ... not only because of his exploits, but because the Greek ideas of heroism, courage and loyalty are still valid today.  
4 T Burdened with the responsibility ... Hamlet feels trapped. / ... suicide would be a way of escaping the pressures he's subjected to.  
5 F But would it? What happens after death ... would he have to face the tortures of hell?  
6 F Nobody doubted that there was an afterlife.  
7 T ... he becomes cut off from his family, friends and society.  
8 T The book was also seen as a criticism of how scientists were detached from society, with little concern for the consequences of their work.

- 4** 1 an exploit  
2 epic poem  
3 glory  
4 avenging  
5 a rampage  
6 remorse

Challenge! Students' own answers

### 10E Complex sentences page 88

- 1** 1 The Wieliczka salt mines, which are outside Krakow, are really worth visiting.  
2 That's the guy who fixed the puncture on my bike.  
3 The fugu fish, whose organs contain a poison which can kill you instantly, is a delicacy in Japan.  
4 My brother borrowed my iPod, which meant that I couldn't listen to music on the bus.  
5 I bought a bag yesterday which seems rather flimsy.  
6 We had some delicious cake my grandmother had made.
- 2** 1 I was over the moon when I found the ring I had been looking for.  
2 We're going to see a Roman villa which I once did a school project on.  
3 We watched the road movie that Greg was telling me about.  
4 Laura got the promotion (that) Sara had set her sights on.  
5 Katie's seeing Joe, who Sharma used to go out with.
- 3** 1 The winner of the 2000 Darwin Awards is posthumously known as Jumping Jack Cash, whose foolish exploits you may have heard about.  
2 The scene of his stupidity was the Grand Canyon, to which thousands of tourists flock every year.  
3 The canyon contains some particularly steep drops, around which fences have been built to prevent sightseers plummeting to their deaths.  
4 Close to some of the drops are small towering plateaus onto which you could jump if you were feeling very brave.  
5 Tourists like to throw coins on to the plateaus, some of which pile onto the surfaces, while others fall to the valley floor below.  
6 Jumping Jack Cash leaped over to a plateau on which was a huge pile of coins and he filled his bag with them.

# SOLUTIONS ADVANCED WORKBOOK KEY

- 7 He tried to leap back but his bag, which was now full of coins, prevented him, and he plunged to the bottom.

## 10F Presentation page 89

- 1 1 what 4 escapes  
2 on 5 tip  
3 slipped



Speaker 1  
What? viruses  
Example: If you get one, just when you need a lot of sympathy, everyone avoids you.

Speaker 2  
What? computer viruses  
Example: They cause a lot of damage.

### Transcript WB 21

**Speaker 1** I'd love somebody to do away with these. They creep up on you when you're least expecting them to. Sometimes they're quite mild but at other times they can knock you for six. They get hold of anybody and everybody but you're particularly vulnerable to them if you're feeling stressed or slightly run-down. The worst thing about them is that at a time when you are in need of lots of sympathy, everybody sh— er the word's just slipped my mind, well, it's another word for *avoid*, everybody avoids you in case you pass it on to them. Once you've got one you know you're going to have to experience all the different symptoms, like a blocked nose, sore throat, chesty cough and so forth. Hopefully, one day scientists will find a way of knocking them on the head completely.

**Speaker 2** I'd love to see the back of these malicious things, which cause so much damage. There are thousands of different types of them and they are created for a variety of purposes. Some of them are used to steal sensitive information but most seem to have been created purely to inconvenience people. Something else that really gets to me about these things, the name escapes me for the moment, is that you are forced to spend money in order to be protected against them. I really don't understand what motivates the people who create them. I suppose they do it to prove how powerful they are or in some cases to prove how vulnerable Windows is.



- 1 away 4 knocking, head  
2 knock, six 5 see, back  
3 run 6 vulnerable

- 4 a knock you for six  
b run-down  
c do away with, knock them on the head  
d find a way of  
e see the back of  
f malicious

- 5 1 middle 8 rough  
2 across 9 yellowish  
3 less 10 shaped  
4 looks 11 handy  
5 colours 12 handle  
6 serve 13 by  
7 comes 14 sharp  
a contact lenses  
b an avocado  
c a Stanley (craft) knife

### 6–7 Students' own answers

## 10G Opinion essay page 90

### 1 Students' own answers

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

- 3 1 undoubtedly  
2 suggested  
3 There is no denying that  
4 Furthermore  
5 I firmly believe  
6 inconceivable  
7 On balance  
8 There is also some truth in the view that

### 4–5 Students' own answers

## Get ready for your exam 5 page 91-92

- **Reading:** Elicit strategies for dealing with the sentence insertion task. Remind the students to identify the topic of each paragraph, and the function of each missing sentence.
- In a **weaker class**, work on the first gap together, identifying the topic before and after the gap and looking for clues as to what is missing.
- Remind the students to make sure, after they have finished the task, that the remaining sentence does not fit in any of the gaps.
- **Use of English:** Encourage the students to read the whole text first to grasp the overall meaning. Remind them that the missing words are often grammar words, prepositions or articles. After the students have filled all the gaps, encourage them to read out the text to make sure their answers fit grammatically and logically.
- **Listening:** Remind the students that in this type of task the order of the statements fits the order of the

information in the recording. Tell them to prepare for the listening by reading the sentences carefully and underlining any key words. Encourage them to eliminate the wrong answers as well as identifying the correct one. Play the recording twice.

- **Writing:** Read through and discuss the task together, then refer students to the Writing Bank for guidance. Students plan an essay or letter to be written at home or in class.
- **Speaking:** Elicit strategies for the tasks from the students. If necessary, in a **weaker class**, brainstorm ideas before starting. Students work in pairs to do each task.
- **Reading:** 1 G, 2 A, 3 E, 4 D, 5 F, 6 C
- **Use of English:** 1 at, 2 during / in, 3 to, 4 each, 5 had, 6 They, 7 what, 8 little, 9 it, 10 so
- **Listening:** 1 A, 2 C, 3 D, 4 B

### Transcript WB 22

**Presenter** Hello and welcome to *Top TV* with me, Richard Pilkington, and this week's guest, writer and broadcaster Moira Devlin. So Moira, what's not to be missed this week?

**Moira** Well, this week it's all about archaeology for me. *Egypt Unwrapped* is a new Anthony Geffen documentary that premiered on the National Geographic Channel on Sunday. We get another chance to watch it on Tuesday, and I can't recommend it highly enough!

**Presenter** Yes, I don't think it's an exaggeration to say that *Egypt Unwrapped* has performed miracles in the ratings, knocking even the most popular soaps and reality shows off the top spot. Why do you think that is?

**Moira** Well, I think the signs are that we are entering a new phase of television in terms of what people expect from our programming. It does seem that although viewers want to be entertained, of course, these days they also want something more substantial. So now factual documentaries are almost certain to become much more popular again. Just wait till you see the 'screaming man'.

**Presenter** The screaming man? Who's that?

**Moira** He's the subject of Geffen's documentary. He's as close to a celebrity as anyone who has been dead for over 2,000 years can be! He is also one of the greatest mysteries of archaeology. First of all, there's the obvious puzzle of why when his face was mummified it was locked in a horrible grimace. It makes him look as if he's constantly screaming in terror.

# SOLUTIONS ADVANCED WORKBOOK KEY

The other thing is that his body was buried without any markings or adornments alongside some of the most famous pharaohs. His hands and feet were bound at the time of his death and his unmarked coffin suggests that those who buried him made a conscious attempt to deny him the glory of the next life.

**Presenter** And what does the film reveal about the screaming man?

**Moira** When the mummy was found, archaeologist Gaston Maspero and two other scientists ran an autopsy and came up with several theories. One was that the body had not been mummified properly. This assumption led to the hypothesis that the man was an official who might have died while he was on an assignment outside Egypt, and the body had to be quickly preserved by people lacking in the expertise required for the task. But a computer tomography scan proved those deductions wrong.

**Presenter** Do you mean they used a CT scan?

**Moira** No, they couldn't; it was in the 1880s. But modern scientists have. Geffen and his team applied to Egypt's Supreme Council of Antiquities, and were granted permission to give the screaming man a professional CT scan.

**Presenter** That's fascinating.

**Moira** Oh yes! It's quite incredible. Just like in your favourite mummy movies: a team of scientists and Egyptologists met in the archives of the Cairo Museum, where they loaded the screaming man on a medical stretcher and carried him like paramedics, through the marble hallways past hordes of astounded tourists. It must have been an incredible sight. I wish they'd filmed that too.

**Presenter** It does sound amazing. And what did the scan show?

**Moira** Well, that's something I'm not going to give away! You'll have to see for yourself. If you want to learn the secrets of the screaming man, just tune in to the National Geographic Channel this Tuesday evening.

**Presenter** I certainly will. Moira, thank you for being with us today.

## Exam Challenge! 1

page 93–94

### Reading

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

### Use of English

- 1 1 what 6 their  
2 was / were 7 less  
3 being 8 both  
4 only 9 like  
5 make 10 whose

- 2 1 outraged 6 analysis  
2 response 7 respectively  
3 pleasures 8 threat  
4 withdrawal 9 justification  
5 shortage 10 substantially

## Exam Challenge! 2

page 95–96

### Reading

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

### Use of English

- 1 1 has 6 in  
2 to 7 at  
3 who 8 that  
4 the 9 later  
5 until / when 10 must  
2 1 c 2 d 3 b 4 b 5 c 6 a  
7 a 8 d 9 c 10 b

## Review 1 page 97

- 1 1 about 7 aside  
2 at 8 which  
3 his 9 the  
4 before 10 from  
5 through 11 each / the  
6 could  
2 1 b 2 a 3 c 4 b 5 c 6 b  
7 b 8 a 9 b 10 a

## Review 2 page 98

- 1 1 b 2 b 3 c 4 a 5 d 6 c  
7 a 8 a 9 d 10 b  
2 1 what 6 to  
2 ✓ 7 ✓  
3 it 8 ✓  
4 of 9 the  
5 ✓ 10 about

## Review 3 page 99

- 1 1 survival 6 unable  
2 abnormally 7 calculations  
3 affects 8 deprivation  
4 detrimental 9 truly  
5 drowsy 10 interaction  
2 1 off / against 6 times  
2 sign 7 come  
3 that 8 out  
4 a / per 9 up  
5 be 10 out

## Review 4 page 100

- 1 1 deadly 6 tiredness  
2 nutritional 7 depression  
3 convenient 8 harmless  
4 addictive 9 attention  
5 fatty 10 growth  
2 1 through / round / in  
2 keep

- 3 have  
4 these  
5 like  
6 which / that  
7 other  
8 widely / also  
9 all  
10 may / might / could

## Review 5 page 101

- 1 1 told me (that) she would be  
2 Should you need  
3 haven't fallen out  
4 shouldn't have bought  
5 was watched  
6 said to have had  
7 wish I hadn't voiced  
8 object to me / my wearing  
9 if she hadn't seen  
10 is said to have been invented  
2 1 an 6 ✓  
2 ✓ 7 the  
3 time 8 of  
4 out 9 ✓  
5 of 10 the