

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 1

### 1A Talking about people

page 3

- 1** 1 unreliable 4 modest  
2 naive 5 thoughtless  
3 courteous 6 grumpy
- 2** 1 considerate 4 modest  
2 broad-minded 5 self-confident  
3 naive 6 grumpy
- 3** 1 gold 5 lamb  
2 bird 6 rake  
3 the hills 7 bee  
4 a mouse 8 a fox

**Challenge!**

Students' own answers

### 1B Past and perfect tenses

page 4

- 1** 1 ate 8 was trying  
2 have/'ve met 9 came  
3 have/'ve caught 10 grew  
4 lived 11 were chatting  
5 haven't finished 12 walked  
6 have/'ve known 13 didn't admit  
7 walked  
8 have you phoned
- 2** 1 written 8 was trying  
2 been meaning 9 came  
3 got 10 grew  
4 fell 11 were chatting  
5 seen 12 walked  
6 were waiting 13 didn't admit  
7 was looking
- 3** 1 was getting, arrived  
2 was preparing, cut  
3 discovered, were building  
4 started, was talking  
5 found, was living
- 4** 1 has/had just arrived  
2 was she doing  
3 worked/was working  
4 travelled  
5 has she changed  
6 went  
7 hasn't had  
8 Did she meet  
9 was travelling  
10 was working  
11 started  
12 had lived  
13 happened  
14 didn't want  
15 insisted

**Challenge!**

Students' own answers

### 1C Worst Britons page 5

- 1** 1 poll 5 commentators  
2 public 6 celebrities  
3 Prime Minister 7 figures  
4 votes

**2** members of the royal family,  
politicians, reality TV contestants,  
singers and TV presenters

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

**Challenge!**

Students' own answers

### 1D Survival at sea page 6–7

- 1** 1 horrified 4 determination  
2 relief 5 resigned  
3 obstinate 6 misery
- 2** 1 Water was pouring into the boat.  
2 We clambered onto the rocks.  
3 The wooden floor had rotted.  
4 The little boy was sobbing and pointing to his sister's ice cream.  
5 The thief grabbed my bag and ran off.  
6 He dropped a leaf into the water and watched it drift under the bridge.  
7 As she got older, her health deteriorated.
- 3** She was unlucky because she was shipwrecked three times.  
She was lucky because she survived each of the three disasters.
- 4** 1 D 3 F 5 G  
2 A 4 B 6 E
- 5** 1 at first hand 5 maiden voyage  
2 tuberculosis 6 mine  
3 stewardess 7 retirement  
4 wonderful

**Challenge!**

Students' own answers

### 1E Past perfect simple and continuous page 8

- 1** 1 had been having hits since 1992  
2 had been writing songs since 1998  
3 had been working as a DJ for six years  
4 had been studying psychology for five years  
5 had been running his own record label since 2004
- 2** 1 She had completed a physical training regime.  
2 She hadn't studied basic Nepalese.  
3 She had obtained long-term weather forecasts.  
4 She had planned a route to the summit.  
5 She hadn't got to know the other climbers in the group.  
6 She had spent a week at high altitude.

- 3** Tick: belong, know, imagine, think, understand

- 4** 1 had known  
2 had been waiting  
3 had enjoyed/had been enjoying  
4 had thought/had been thinking  
5 had understood  
6 had belonged  
7 had imagined  
8 had been spending

### 1F Talking about photos

page 9

- 1** 1 connected 6 say  
2 show 7 as though  
3 imagine 8 would guess  
4 like 9 hard  
5 judging

**Transcript**

The photos are connected with the topic of school. Both photos show students in class.

In the first photo I imagine that they're about 13 years old. It looks like a science lesson and judging by the students' expressions, I'd say that they are enjoying their lesson. They look interested and it looks as though they are working hard. Most of them are looking at the experiment and working together. They are all wearing uniform – it's quite an old-fashioned-looking uniform, so I would guess that it's a private school, but it could be a state school. It's hard to say.

- 2** 1 I reckon they are about 17 years old.  
2 It's a mixed class of girls and boys.  
3 It's difficult to tell what kind of lesson their in.  
4 It could be that they're in a maths lesson.  
5 It looks as if one of them is asleep.  
6 It's clear that the girl in the front desk isn't interested.

**Transcript**

The second photo also shows students in a classroom. I reckon they are about 17 years old. It's a mixed class of boys and girls. It's difficult to tell what kind of lesson they're in. Their teacher is handing a paper to one student. It could be that they're in a maths lesson. These students aren't wearing uniform. It looks as if one of them is asleep. It's clear that the girl in the front desk isn't interested in the lesson or perhaps she doesn't understand what she has to do.

- 3** Students' own descriptions

**Challenge!**

Students' own answers

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## 1G Magazine article page 10

- 1**
- 1 Introduction: C
  - 2 Background information: A
  - 3 Main events: D
  - 4 Conclusion: B
- 2**
- 1 One afternoon, at the time, when I finally reached safety, after that day
  - 2 – and fast! The rock was now more than a kilometre out to sea! After that day, I always checked the times of the tides before I went swimming! I'd never been so exhausted in my life!
  - 3 exhausted, fantastic
  - 4 Only when I woke up ...
- 3**
- 1 Had the distance been twenty metres further, I wouldn't have made it.
  - 2 Never in my life had I been so exhausted.
  - 3 So tired was I that I fell asleep.
- 4–5** Students' own answers

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 2

### 2A Value and price page 11

- 1** 1 priceless 6 economic  
2 pricey 7 profitable  
3 worthy 8 valuable  
4 financial 9 worthless  
5 costly 10 economical
- 2** 1 economical 7 priceless  
2 pricey 8 economic  
3 valuable 9 costly  
4 financial 10 worthy  
5 worthless 11 overpriced  
6 profitable 12 precious
- 3** a 5 be dirt cheap  
b 6 cost a fortune  
c 2 rip somebody off  
d 4 pay through the nose (for something)  
e 3 make a killing  
f 8 tighten your belt  
g 1 put aside  
h 7 be well off  
i 10 splash out (on something)  
j 9 be hard up
- 4** 1 The skiing holiday was great but it cost a fortune.  
2 Jason paid through the nose for his new car.  
3 They've been hard up since Sam lost his job.  
4 We splashed out on a new computer.  
5 Sarah got a bonus at work, which she's going to put aside.  
6 Nowadays printers are dirt cheap.  
7 I think you were ripped off by the garage.  
8 We'll have to tighten our belts to avoid getting into debt.

#### Challenge!

Students' own answers

### 2B Determiners page 12

- 1** 1 – 8 a 15 the  
2 the 9 – 16 the  
3 a 10 – 17 the  
4 the 11 – 18 –  
5 a 12 a 19 the  
6 the 13 the 20 the  
7 the 14 –
- 2** 1 – 4 –/any 7 Some  
2 some 5 any 8 Any  
3 any 6 –
- 3** 1 little 4 little 7 Few  
2 a few 5 Few 8 a little  
3 a little 6 a few

- 4** 1 You can take any road.  
2 We don't have much time.  
3 My brother and I both play football.  
4 It didn't rain on either Tuesday or Wednesday.  
5 None of the shops are open.  
6 The food was neither cheap nor good.  
7 There are no easy answers.  
8 Few of my relatives live nearby.  
9 My parents have little money.  
10 He read the whole magazine.  
11 Most graduates quickly find a job.  
12 Everyone wants to be happy.

### 2C Buying abroad page 13

- 1** 1 unfurnished 5 basement  
2 detached 6 period  
3 conversion 7 top-floor  
4 open-plan 8 lease
- 2** 1 B 2 C 3 D
- 3** 1 T 2 F 3 F 4 T 5 F
- 4** 1 500,000 Britons live abroad for part of the year.  
2 There are 1,300,000 Britons living in Australia.  
3 There are 750,000 Britons living permanently in Spain.  
4 In the next five years 1,000,000 more Britons will leave the UK.

### 2D Down and out

pages 14–15

- 1** 1 run out of 5 equivalent  
2 poverty 6 cut down  
3 spend 7 waste  
4 rent 8 income
- 2** 1 *Animal Farm* and *Nineteen Eighty-Four*.  
2 In Paris.  
3 His new employer had gone on holiday.

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

- 4** 1 F 3 T 5 T 7 T  
2 F 4 F 6 F 8 T

#### Challenge!

Students' own answers

### 2E Verb patterns page 16

- 1** 1 listening 6 to buy  
2 living 7 to have  
3 to continue 8 to give away  
4 having 9 to spend  
5 to change 10 dealing with

- 2** 1 a sending b to lock  
2 a to tell b telling  
3 a to have b criticising  
4 a playing b to teach  
5 a taking b to take
- 3** 1 I advised Mike to get an early night.  
2 I agreed to give Jenny a lift into town.  
3 I had no difficulty repairing the broken vase.  
4 Dad refused to let me stay out late.  
5 We're considering selling our car.  
6 I enjoy relaxing in front of the TV in the evening.  
7 I finally managed to solve the crossword.  
8 I reminded Millie to bring some CDs to the party.

#### Challenge!

Students' own answers

### 2F Discussing pros and cons

page 17

- 1** 1 You have to admit that ...  
2 But wouldn't you admit that ...  
3 Well, look at it this way.  
4 Just think about ...  
5 But surely there's nothing wrong with ...  
6 You can't deny that ...
- 2** 1 benefit  
2 thing  
3 several  
4 favour  
5 positive  
6 other  
7 for  
8 disadvantages/drawbacks  
9 drawbacks/disadvantages  
10 creates  
11 consequences
- 3** 4 What are the pros and cons of online shopping?
- 4** The most obvious advantage of ... is that ...  
Another disadvantage is that ...  
Another important point is that ...

#### Transcript

S1 = student 1, S2 = student 2

- S1 Well, I suppose the most obvious advantage of online shopping is that goods are cheaper than in the shops. In fact you get some really good deals on the Internet.  
S2 True, but you have to admit that you don't really know what you're getting when you shop online, until it arrives.  
S1 But surely you can almost always see a photo of what you're buying on a website.

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S2 Yes, but you can't be sure that the colours are right, and you can't touch it or examine carefully.

S1 That doesn't really bother me. You can always return the goods.

S2 Another important point is that the Internet isn't always secure. If you use your credit card to buy something online, criminals could get hold of the details, then use them to buy other stuff.

S1 But how often does that happen? Just think about the convenience of shopping online. Another advantage is that you don't have to queue to pay, like you often do in shops. I know my mum in particular likes this aspect of shopping online. She orders all her groceries on the Internet and the supermarket delivers them to her door. She doesn't have to queue for the checkout.

S2 Yes, but I still think security is an important concern.

5 Students' own answers

## 2G Essay: for and against

page 18

- 1 c on the contrary
- 2 d Much as
- 3 e However
- 4 b In spite of
- 5 f whereas
- 6 a Nevertheless

2 Students' own notes

- 3 1 important      5 hand
- 2 one              6 opposite
- 3 argued          7 maintain
- 4 However

4-6 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 or remind students of strategies for dealing with the true/false task type. Encourage students to read the text through once to get the general idea before reading the task statements. Remind students to underline the fragments of the text where they have found the answers.

### Use of English

- Remind students that the words they write in the sentences must correspond with the rest of the

sentence in terms of grammar.

Encourage them to read their answers through when they have decided on the appropriate word form, making sure that their answer fits exactly with the framework of the sentence.

### Listening

- Remind students to prepare for the listening by reading the statements carefully and underlining any key words. Play the recording twice.

### Writing

- Read through and discuss the task together, then refer students to the Writing Bank for guidance. Students plan an article 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 TA 3 FC 5 TD 7 TB  
2 TB 4 TA 6 FA 8 TD

### Use of English

- 1 pride                      6 extinction  
2 remarkable              7 contamination  
3 mountainous            8 illegal  
4 severely                  9 Protection  
5 loss                        10 successful

### Listening

- 1 C 2 A 3 B 4 E

## Transcript

**Speaker 1** I'm 18 and I'm the author of *The Knight's Horses*, which has been published in the UK and is being translated into six foreign languages at the moment. I'm not unique – most young people have dreams and ambitions. But I'm lucky to be able to do professionally what I love most. I have written stories for as long as I can remember. My first creation, when I was four, was a book which was a mother's day gift. Yet, it wasn't until I was working on *The Knight's Horses* that I realised I wanted to pursue writing as a career. As I spent more time working on the book I began to hope that I would be able to carry on writing. One of the challenges is that since writing has become a job as well as a hobby, I'm more conscious of other people's expectations. Now I have to take them into consideration.

**Speaker 2** I'm 13 and I've been campaigning against guns since my brother got shot when I was nine. I gave a speech at my brother's funeral and that started it. It felt normal to stand up and speak out. People reacted and I thought, 'I've got to stop this gun thing.' I believe we should ban guns, period.

Unfortunately, guns are used for protection by certain people. They are a part of street culture, like fashion and music. It's very difficult to change because it's engulfed the whole world. And I know I can't change the world. But if you can convince one neighbour and then another, you can make your area a safer place to live.

**Speaker 3** I'm Cynthia and at 18 I'm a scientist and a proud inventor of a robotic laser hand that moves via corresponding signals from a glove worn by its operator. I've even got a patent for it. I never imagined I could produce such a clever invention. The biggest challenge was with the design. My interest in science was sparked while I was at grammar school. We had a very enthusiastic science teacher and during one of our field trips we were taken on a tour of a laser lab. I was fascinated and, after talking to the head of the lab, I was offered a summer job. I was lucky to get funding to cover my expenses and my boss was an inspiring mentor. I'm very competitive but mostly with myself. Sometimes I feel daunted by expectations people have but I place even higher demands on myself to strive for the top.

**Speaker 4** My name is Alan and I'm 15. I'm a classical composer and I've already had a chance to conduct the London Symphony Orchestra playing my latest piece. My parents first took me to the opera when I was three. I've been living and breathing music ever since. For most people music is a hobby, something to be appreciated without turning it into a profession. And that's good, because the world of music is very competitive. But I, in a way, had no choice. I was born to be a composer. All I want to do is make music. And it comes so naturally that I don't even see it as work. Everything inspires me and I can't stop thinking about what my next composition will be, which can be quite frustrating when I'm trying to relax. But that's ok; I can't imagine my life without being able to compose almost round the clock.

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## Unit 3

### 3A Stages of life page 21

- 1 a childhood d adolescence  
b adulthood e middle age  
c infancy f old age

- 2 1 infant 4 kids  
2 toddler 5 elderly  
3 adolescent

- 3 1 pass away 4 retire  
2 settle down 5 bury  
3 bring up

- 4 1 I won't put up with this kind of behaviour!  
2 He puts his success down to hard work.  
3 He set up a company to import Polish food.  
4 This rain is bringing me down.  
5 It will cost a fortune to do this house up.  
6 He looks down on everybody!  
7 I hope I'm not holding you up.  
8 She owned up to having lied.

- 5 Students' own answers

#### Challenge!

Students' own answers

### 3B Talking about the future

page 22

- 1 1 leaves  
2 will/'ll send  
3 are/'re spending  
4 am/'m going to take

- 2 1 is/'s going to 4 will/'ll  
2 is/'s going to 5 is/'s going to  
3 will/'ll

- 3 (Possible answers)

- 1 I'll help you look for it.  
2 I'll shut the window. I'll turn the heating up.  
3 I'll help you. I'll lend you my dictionary.  
4 I'll help you study. I'll do your jobs so you can study.  
5 I'll lend you the money. I'll give you a lift.  
6 I'll buy you a sandwich. I'll give you some of my lunch.  
7 I'll come shopping with you. I'll lend you a dress/jacket.

- 4 1 d until 4 f when  
2 a as soon as 5 e Unless  
3 c By the time 6 b in case

- 5 Line 4: before I go, my train leaves  
Line 6: I don't mind/I won't mind  
Line 10: Promise me you won't  
Line 12: Maybe I'll even visit

- 6 Students' own answers

### 3C Young and old page 23

- 1 1 jetting 3 rut 5 thing  
2 past 4 guy 6 bashing

- 2 Tick: c, d, e

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

#### Challenge!

Students' own answers

### 3D Teenagers in Britain

page 24–25

- 1 1 unpredictable 4 reasonable  
2 responsible 5 argumentative  
3 confusing 6 moody

- 2 1 ended up 4 grew up  
2 turned (it) into 5 comes down to  
3 get on with 6 stormed out of

- 3 a

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

- 5 1 The number of young people that the Youth Review consulted.  
2 The percentage of young people who belong to a gang.  
3 The percentage of young people who said they didn't know where to get help and advice.  
4 The annual cost of youth crime.  
5 The annual amount spent on positive prevention of youth crime and other youth programmes.  
6 The cost of putting a young person in a detention centre for a year.

#### Challenge!

Students' own answers

### 3E Future continuous, future perfect simple and continuous page 26

- 1 1 will have started a company  
2 won't have left the IT firm  
3 will have moved to the Caribbean.  
4 will have got married  
5 will have started a family

- 2 1 She'll be having dinner in a restaurant.  
2 She'll be surfing.  
3 She'll be sunbathing.  
4 She'll be dancing.  
5 She'll be swimming in the sea.

- 3 1 will/'ll have finished  
2 will/'ll have tidied  
3 will/'ll be wearing  
4 will/'ll be working  
5 will/'ll have learned  
6 will/'ll be sitting

- 4 1 will/'ll be driving  
2 won't be living  
3 will/'ll have moved  
4 will/'ll be arriving  
5 will/'ll have been travelling  
6 won't have been living  
7 will/'ll have learned  
8 won't be speaking

- 5 Students' own answers

### 3F Presenting arguments

page 27

- 1 a saying d instance  
b all e accept  
c view

- 2 c

- 3 1 example 4 agree  
2 more 5 opinion  
3 say 6 believe

#### Transcript

T = Tom, M = Megan

T I don't think adults really listen to teenagers' opinions. For example, governments often make changes to the education system without even asking students what they think. What is more, issues which teenagers really care about - say, the environment - only become important when adults start caring about them too.

M I don't really agree with that. In my opinion, teenagers have a lot of different ways of saying what they think - chat rooms, for example.

T But I don't believe that anyone in authority really listens to those opinions. They don't have any effect.

- 4 a

- 5 1 generalise 4 independence  
2 pressure 5 permission  
3 cash 6 stages

#### Transcript

S = Susan, T = teacher

S The first thing I'd like to say is that it's impossible to generalize about people's lives. Everybody is an individual, and some people have much more difficult lives than others. However, in my opinion, being a teenager is difficult.

T Why is it difficult?

S Well, firstly, teenagers have to spend a lot of time at school or doing schoolwork at home. Even at weekends, they are expected to do homework. And because of the pressure of exams, many students never really get a chance to relax. They're always worried about the possibility of failure.

T Is there really so much pressure?

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S Yes, I think so.

T But teenagers do get leisure time as well, don't they?

S They do, but the problem is, teenagers often have very little cash to spend. So in the small amount of time that they get for leisure, they usually don't have enough money to enjoy themselves. As a result, they end up getting bored in their free time!

T I see. It all sounds very depressing ...

S And finally, teenagers do not have independence. For instance, if I want to go and stay with a friend, I have to ask permission first. Teenagers have to live according to the rules that are made by adults. That's why I firmly believe that a person's teenage years are more difficult than other stages in life.

**6-7** Students' own answers

## 3G Description of a person

page 28

**1** girl a, boy d

**2** (Possible answers)

1 boy d

2 girl c

3 girls b and c

4 boy f

5 girls b and c

6 girl c

**3** Students' own descriptions

**4** artistic – creative

shrewd – clever

tolerant – patient

frank – honest

quick-tempered – argumentative

diligent – hard-working

emotional – sensitive

**5-7** Students' own answers

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 4

### 4A Animals page 29

- 1** 1 feather 10 palm  
2 gills 11 beak  
3 scales 12 arm  
4 fin 13 front leg  
5 antler 14 hind leg  
6 fang 15 fur  
7 whiskers 16 claw  
8 mane 17 hoof  
9 wing
- 2** 1 dog e 4 cat a  
2 cats and dogs b 5 cows f  
3 whale d 6 rat c
- 3** 1 birds, sheep  
2 cows, goats  
3 flowers, grapes  
4 cards, wolves  
5 dolphins, whales  
6 bees, insects  
7 books, dishes  
8 penguins, seals

### 4B Talking about ability

page 30

- 1** 1 can/can't  
2 will be able to, can/can't  
3 be able to, being able to  
4 could, managed to do, succeeded in doing  
5 couldn't  
6 could
- 2** 1 can't  
2 couldn't  
3 finally managed to  
4 didn't manage to  
5 have been able to  
6 was able to  
7 Can you  
8 couldn't read  
9 not being able to
- 3** 1 have been able to  
2 couldn't  
3 was able to/could  
4 wasn't able to/couldn't  
5 didn't manage/wasn't able to  
6 succeeded in  
7 to be able to  
8 be able to
- 4** 1 can't swim  
2 be able to find  
3 didn't succeed in finding  
4 Will you be able to find  
5 managed to beat  
6 wasn't able to find  
7 did you manage to afford  
8 couldn't go

### 4C Fox hunting page 31

- 1** 1 owners 5 kittens  
2 treat, treat 6 groom  
3 pets 7 welfare  
4 stuffed 8 put down
- 2** No
- 3** 1 the 8 have/get 14 on  
2 as 9 be 15 the  
3 of 10 as 16 in  
4 than 11 on 17 by  
5 of 12 are 18 to  
6 the 13 out 19 that  
7 to
- 4** 1 F 3 F 5 T  
2 T 4 T 6 F
- 5** 1 hound 6 dispute  
2 pursuing 7 humane  
3 pest 8 city-dwellers  
4 predator 9 scent  
5 lambs

#### Challenge!

Students' own answers

### 4D Half human, half beast

page 32–33

- 1** (Possible answers)  
1 dog 6 lion  
2 bee 7 parrot  
3 monkey 8 mouse  
4 snake, goose 9 bird  
5 cat
- 2** 1 Sphinx 3 Minotaur  
2 Centaur 4 Harpies
- 3** **Animal or human:**  
1 head 4 feet 7 face  
2 legs 5 chest 8 mouth  
3 hands 6 arms  
**Animal:**  
1 wings 3 horns  
2 tail 4 claws
- 4** 1 The Centaurs 7 The Harpies  
2 The Sphinx 8 The Sphinx  
3 The Harpies, 9 The Minotaur  
the Centaurs 10 The Harpies  
4 The Sphinx 11 The Centaurs  
5 The Minotaur 12 The Minotaur  
6 The Minotaur

#### Challenge!

Students' own answers

### 4E Nominal clauses

page 34

- 1** 1 It's strange that Keith isn't answering his phone.  
2 The important thing is that you are here now.  
3 It was amazing that Chelsea scored five goals.  
4 It was a shame that Philip couldn't come to my party.

- 5 The fact that the man was seen at the scene of the crime proves nothing.  
6 It's almost beyond belief that a man won the lottery on two separate occasions.
- 2** 1 The fact that animals are kept in unnatural conditions is one of the biggest criticisms of zoos.  
2 That the animals are not free to roam, however doesn't mean that they suffer.  
3 Another criticism is that zoos are only there to attract visitors and generate profit.  
4 It is beyond doubt that zoos do a lot of good work.  
5 That zoos have helped to save endangered wildlife from extinction is one of their greatest achievements.  
6 It is encouraging that the number of people who visit zoos and learn about animal conservation is increasing.

- 3** 1 All I need is a bit more money.  
2 All I need is a bit of peace and quiet.  
3 All I've got on me is £5.  
4 All you need to say is sorry.  
5 All Tom wants is a good night's sleep.  
6 All I need is a little more time.
- 4** 1 What I intend to do is get really fit.  
2 What probably caused the accident is ice on the road.  
3 What is really important is education.  
4 What I'd really like to do is travel around the world.  
5 What worries me is Frank's laziness.  
6 What surprised me was the ending of the film.  
7 What I need to do is work faster.

### 4F Topic presentation page 35

- 1** 1 ago 4 For 7 At  
2 In 5 ago  
3 Before 6 In
- 2** It isn't wrong to keep animals in zoos.
- 3** 1 long time 6 truth, argument  
2 more recent 7 fair  
3 own view 8 all in all  
4 people argue 9 true, ideal  
5 point out 10 firmly

#### Transcript

##### Claire

Zoos have been a popular form of entertainment for a very long time, though it is only in more recent years that people have questioned

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whether it is right to keep animals in captivity.

My own view is that zoos do more good than harm. Some people argue that it is cruel to keep animals locked in cages under any circumstances. They also point out that the only reason that zoos exist is to provide entertainment and to make money. There may once have been some truth in this argument. However, the role of zoos has changed over the last century. Nowadays, it is fair to say that modern zoos try to educate people about issues such as animal conservation. Zoos also see themselves as environmental organisations helping to prevent endangered wildlife from becoming extinct. Some species have been hunted nearly to extinction, and it is only in zoos that the last few remaining animals are safe.

So, all in all, I disagree that it's wrong to keep animals in zoos. While it's true that in an ideal world animals are happier and healthier when allowed to live in their natural habitat, I firmly believe that zoos play a vital role in protecting many species and raising public awareness of conservation issues.

4-6 Students' own answers

## 4G Descriptive essay

page 36

- |   |            |    |             |
|---|------------|----|-------------|
| 1 | 1 located  | 8  | endangered  |
| 2 | comprises  | 9  | appearance  |
| 3 | designated | 10 | spectacular |
| 4 | covers     | 11 | size        |
| 5 | explore    | 12 | course      |
| 6 | variety    | 13 | protected   |
| 7 | varieties  |    |             |

2-3 Students' own answers

## Get ready for your exam 2

page 37-38

### Reading

- Elicit strategies for dealing with the sentence insertion task from the class. If necessary, work on the first gap together, identifying the topic before and after the gap and looking for clues as to what is missing.

### Use of English

- Encourage students to read whole sentences before choosing words, as they may seem to require one word before the gap, but after the gap, the sentence may change direction. Students re-read their answers to make sure that their answer matches the grammar and sense of the text.

### Listening

- Remind students to prepare for the listening by reading the sentences carefully and underlining any key words. Play the recording twice.

### Writing

- Read through and discuss the task together, then refer students to the Writing Bank for guidance. Students plan a letter to be written at home or in class.

### Speaking

- Students work in pairs on the given role play. When they have finished, ask them to change roles and practise again. If there is time, get a few students to perform the task in front of the class.

### Reading

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

### Use of English

- |   |           |    |             |
|---|-----------|----|-------------|
| 1 | broken    | 6  | only / just |
| 2 | one / day | 7  | how         |
| 3 | out       | 8  | them        |
| 4 | an        | 9  | come        |
| 5 | have      | 10 | instead     |

### Listening

- |   |                   |    |           |
|---|-------------------|----|-----------|
| 1 | villagers         | 6  | poachers  |
| 2 | pets              | 7  | \$5,800   |
| 3 | tiger / tiger cub | 8  | training  |
| 4 | stuffed           | 9  | sanctuary |
| 5 | died              | 10 | island    |

### Transcript

Wat Pa Luangta Bua is a famous monastery in Thailand. And right from the start it gained a reputation as a wildlife sanctuary. It started with an injured wild fowl given to the monks by the villagers. Then peacocks came, attracted by the calls of the wild fowl. An injured wild boar stumbled into the monastery and the monks cared for it until it could be released back into the forest. The next day it came back followed by a family of 10. Soon, the villagers started to bring in unwanted pets, and then four species of deer moved in, followed by buffalo, cows, horses, wild goats and gibbons. These days all the animals roam the grounds of the monastery freely.

In February 1999, the first tiger cub arrived. It was a very young female cub whose mother had been killed by poachers. She was in a very poor condition after being sold and ordered to be stuffed by her new owner. A local man was hired to do the job, which fortunately he was unable to start because the cub managed to get loose. She arrived

at the monastery frail and terrified of the slightest sound, with impaired vision and blood oozing from her gums. She could hardly move her tongue, chew or swallow her food. Yet, in spite of her condition, the tigress never once attacked anyone. Under loving care of the monks she recovered, but in July of that year she fell seriously ill with heart palpitations and died. Unfortunately, mistreating tigers is commonplace in these parts of the world. The monastery is in the vicinity of large protected areas and national parks along the Thai-Burma border. These are believed to contain the largest surviving populations of tigers in Thailand, invariably attracting tiger poachers. A poacher can get up to US \$5,800 for one animal; the equivalent of several years' salary for a farmer. The profit is well worth the risk. When the mother tiger is killed, the cubs are either taken as a bonus, or left in the jungle. Just a few weeks after the first cub had died, more cubs were brought to the monastery. People just kept delivering them, and the abbot kindly welcomed the animals. Having had no prior training in how to handle tigers, the monks had to learn on the job and did such a terrific job that the tigers took to them like kittens. Thus the monastery became a sanctuary. And with the tiger population growing constantly, an island for tigers is now being built on the monastery premises. It will be surrounded by a ditch and a wall, providing safety to visitors as well as more space to accommodate the tigers. Inside the island, constructions imitating the tigers' natural habitat will be set up, thus allowing the new generation of tigers to prepare themselves for life in the real jungle.



# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 5

### 5A Headlines page 39

- 1 a
- 2 1 be about to happen  
2 promise  
3 attempt  
4 resign  
5 increase  
6 support  
7 argument/fight  
8 cut  
9 police officer  
10 mystery  
11 most important  
12 request  
13 investigation  
14 manager/head  
15 cause/set off  
16 get married
- 3 1 back – Voters are supporting the Green Party's campaign.  
2 axed – 1500 jobs are to be cut at a car factory.  
3 pledges – The Prime Minister promises to increase spending on Education.  
4 looms – The deadline for talks about CO2 is close.  
5 quit – A TV manager is going to resign after a corruption scandal.  
6 plea – Police are appealing for/requesting witnesses to come forward.  
7 clash – A heroic policeman has died in a fight with terrorists.  
8 sparks – A sudden rise in fuel prices has caused riots.  
9 wed – Actors in a soap opera are going to get married on a beach in the Caribbean.

#### Challenge!

Students' own answers

### 5B Reported speech: statements and questions

page 40

- 1 1 Toby says (that) he hates reading newspapers.  
2 Sue said (that) she would like to listen to the news on the radio.  
3 Sam complained that I/we/they had not been listening to him.  
4 My dad said (that) he would be working at home the next day.  
5 Chris says that I/you shouldn't be so sensitive.  
6 Jeff explained that he hadn't expected Tom to arrive so soon.
- 2 I asked Kevin what he was doing. He explained that he was writing a letter to the newspaper. I asked what the

letter was about and Kevin replied that it was about crime rates in our town. He said that there should be more police. I said that he should mention the recent bank robbery and Kevin said that he would if he could find the name of the bank. I asked whether he had looked online. He said he couldn't because somebody had stolen his laptop!

- 3 1 I asked him how long he had worked at the bank.  
2 I asked him what his job title was.  
3 I asked him if/whether he had seen the robbery.  
4 I asked him how much money the robbers stole/had stolen.  
5 I asked him if/whether it was a frightening experience.  
6 I asked him if/whether it was the first robbery at the bank.

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

- 5 1 had been working at the bank for six years/serving a customer  
2 how much money was stolen  
3 it was probably £20, 000  
4 it had been a frightening  
5 had stayed calm  
6 had happened four years before

### 5C Newspapers page 41

- 1 1 circulation  
2 gossip column  
3 dailies  
4 tabloid  
5 quality newspapers
- 2 1 named 7 criminal  
2 English 8 expensive  
3 historical 9 central  
4 daily 10 computerised  
5 location 11 prolonged  
6 financial 12 literally

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

### 5D Photo-journalism

page 42–43

- 1 1 obsession 6 publicity-hungry  
2 paparazzi 7 responsible  
3 pursue 8 public eye  
4 misery 9 invite  
5 privacy
- 2 Suggested answer: A paparazzi photographer follows celebrities to make money. A photo-journalist uses their pictures to tell more serious, global stories.

- 3 1 TB 3 TC 5 FE 7 TF  
2 FC 4 FD 6 TE 8 FG

- 4 1 Because their pictures tell stories.  
2 People see the pictures and campaign for change.  
3 He gave her an education and a love of photography  
4 She won their respect with her skill.  
5 She recorded the Great Depression.  
6 She was allowed to go to the combat zones in World War II.  
7 She knew where big news stories were going to happen.
- 5 1 documented 5 ensured  
2 compelled 6 torpedoed  
3 epitomised 7 inherited  
4 stranded

#### Challenge!

Students' own answers

### 5E Reporting verbs page 44

- 1 1 He complained that it wasn't fair.  
2 I admitted that it was/had been my fault.  
3 She promised that she wouldn't stay out late that night.  
4 I explained that I had gone to bed early because I had been feeling tired.  
5 He announced that he was going to take early retirement.
- 2 1 I warned you not to sit near the edge. (b)  
2 I insisted that she should tell me another joke.  
3 Now I understand why you advised me against wearing this T-shirt. (a)  
4 Well, I can't accuse you of being messy. (c)  
5 She doesn't admit to giving him your number.
- 3 1 of stealing 5 to revise  
2 to give 6 to use  
3 on getting 7 to swim  
4 to help 8 on paying

- 4 1 insisted that his son should come home  
2 refused to buy  
3 encouraged me to apply  
4 suggested going out  
5 apologised for breaking  
6 recommended eating  
7 congratulated me on passing

### 5F Talking about statistics

page 45

- 1 1 ninety-nine percent  
2 one and a half  
3 nought point nine  
4 an eighth

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

---

- 5 fifty percent
- 6 six point four
- 7 three quarters
- 8 one point two five
- 9 nine tenths
- 10 two thirds

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

- 3** 1 a quarter  
2 four fifths  
3 a tenth  
4 two thirds  
5 one and three quarters  
6 two and a half

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

- 5** See Transcript

## Transcript

The number of students attending courses at the school rose steadily in April and May from 50 to 100. During June and July numbers fluctuated between 80 and 120, before rising sharply to 200 at the beginning of August. The number of students stayed the same during August and early September, before falling sharply to 50 at the end of the month.

- 6** 1 In 2008, 2% fewer people went to work by bus than in 2000.  
2 Between 2000 and 2008, the number of people getting to work on foot increased by 50%.  
3 Between 2000 and 2008, the number of people cycling to work more than doubled.  
4 There was no change in the number of people who used the train to get to work.  
5 The number of people who get to work by car dropped by 3%.  
6 A quarter of people took the train in 2008.

## 5G Review page 46

- 1** 1 originally 8 character  
2 set 9 reason  
3 follows 10 Furthermore  
4 personalities 11 favourite  
5 one 12 memorable  
6 little 13 short  
7 comedian 14 recommend
- 2** 1 cast 5 packed with  
2 episode 6 script  
3 date 7 be broadcast  
4 of all time 8 storyline
- 3** Students' own reviews

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 6

### 6A Opinion and belief

page 47

- 1** 1 accept                    5 infer  
2 Admit                    6 doubt  
3 implied                    7 wonder  
4 presumed                8 insist
- 2** 1 I am convinced that Tom is lying.  
2 I doubt that the present government will win the election.  
3 Samantha denied that she had hit her little brother.  
4 Jason persuaded me that I was wrong.  
5 David rejects the idea that money is more important than friendship.  
6 Kate admitted that the accident was her fault.  
7 Harry realised that Joe wasn't listening to him.  
8 The police quizzed the witness about what she had seen.
- 3** 1 of            5 on            8 In  
2 in            6 of            9 To  
3 about        7 about      10 with  
4 in, of

### 6B Question forms

page 48

- 1** 1 What's moving in that tree?  
2 Which girl started crying?  
3 Who did James meet in town?  
4 Who came into the room?  
5 What did Celia give him to read?  
6 What is missing from the drawer?  
7 Which of those sandwiches would you like?  
8 What has Henry got in his pocket?  
9 Who fell off their chair?  
10 What did Sarah run over in her car?
- 2** 1 Have you any idea what it is?  
2 Do you know where it came from?  
3 I'd like to know if it's really an alien spacecraft.  
4 Could you tell me who took the photo?  
5 I wonder if the photo is genuine.
- 3** 1 Who did you discuss your plans with?  
2 Who did you meet at the party?  
3 Who did Tom give the money to?  
4 Who did you stay with?  
5 Who did you speak to?
- 4** (Possible answers)

- 1 Could you tell me where you live?  
2 Have you any idea what time you plan to leave?  
3 Can you tell me when the next train from Brighton arrives?  
4 I'd like to know what happened.  
5 I wonder if you would be willing to donate some money to charity?  
6 Would you mind telling me why you are smiling?  
7 Do you know if you will need a taxi?

### 6C Religion

page 49

- 1** 1 Buddhism                7 Islam  
2 Buddhist                8 Muslim  
3 Christianity            9 Judaism  
4 Christian                10 Jew  
5 Hinduism                11 Sikhism  
6 Hindu                    12 Sikh
- 2** 1 in/during    6 for            11 which  
2 to            7 to            12 to  
3 With            8 in            13 by  
4 the            9 the            14 be  
5 of            10 between    15 is
- 3** 1 F    4 T    7 F    10 T  
2 F    5 T    8 T    11 F  
3 T    6 F    9 F

### 6D TV scandals

page 50–51

- 1** 1 admit  
2 found, maintained  
3 appeared  
4 declined  
5 maintain  
6 admit  
7 arguing  
8 declined  
9 find  
10 appeared  
11 argued
- 2** All four
- 3** 1 B    4 B    7 D    10 C  
2 A    5 C    8 C    11 D  
3 C    6 A    9 B    12 A
- 4** 1 T    3 F    5 T  
2 T    4 T    6 F
- 5** 1 rig                            6 come to light  
2 viewers                    7 apologised  
3 notorious                8 refund  
4 storming out            9 faked  
5 trailer                    10 defrauded

#### Challenge!

Students' own answers

### 6E Question tags

page 52

- 1** 1 wasn't he?            4 can't he?  
2 won't he?            5 doesn't he?  
3 did he?                6 has he?

- 2** 1 do you?                9 do you?  
2 will you?              10 will you?  
3 is there?              11 shall we?  
4 didn't they?        12 doesn't it?  
5 don't they?        13 had you?  
6 did I?                14 do they?  
7 does it?              15 will you?  
8 mustn't we?        16 won't you?
- 3** 1 aren't you?            4 will you?  
2 isn't it?                5 won't you?  
3 haven't you?        6 didn't I?
- 4** 1 Aren't you?            7 Has it?  
2 Does she?              8 Didn't they?  
3 Must you?              9 Did he?  
4 Won't he?              10 Is he?  
5 Have they?            11 Hadn't she?  
6 Might you?            12 Is it?

### 6F Expressing opinions

page 53

- 1** 1 remember            5 bear  
2 doubt                6 convinced  
3 forget                7 deny  
4 believe                8 think
- 2** 1 O    3 O    5 E    7 E  
2 E    4 O    6 O    8 E
- 3** Opinion 1 Example 5  
Opinion 3 Example 8  
Opinion 4 Example 7  
Opinion 6 Example 2
- 4** Student A: question 1 – Yes  
Student B: question 4 – No

### Transcript

**Student A** Nobody can deny that not enough girls do science at school. In my class, for example, there are only five girls who do physics, while there are 13 boys. Personally, I really enjoy physics but it seems, on the whole, that boys enjoy science subjects more than girls. It's not that girls can't do science – in fact I think they're just as good as boys. There's no doubt in my mind that they just need more encouragement to take up science subjects.

**Student B** People need to go about their business, get to and from work, go shopping and so on, and public transport between the city centre and other parts of city where I live isn't that great. Admittedly, cars cause a lot of pollution and the air would undoubtedly be much cleaner if we didn't drive so much, but I'm not convinced it would be right to ban them from city centres. At least not yet. Not until there are adequate alternatives in place.

- 5** a personally            c undoubtedly  
b admittedly            d on the whole
- 6** Students' own answers

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## 6G Essay: opinion page 54

1 Tick: 3, 5, 7

2 C: And yet, ... Having said that, ...  
However, ... Nevertheless, ... On the other hand, ...

A: Furthermore ... Moreover, ...  
Similarly, ... We should also remember that ... What is more, ...

- 3 1 deny 4 worth  
2 Having 5 though, maintain  
3 clear 6 balance

4–7 Students' own answers

## Get ready for your exam 3

page 55–56

### Reading

- Elicit strategies for dealing with the sentence insertion task from the class. If necessary, work on the first gap together, identifying the topic before and after the gap and looking for clues as to what is missing.

### Use of English

- Discuss the task with the students. Encourage them to read through the test for the first time without looking at the options, so that they can anticipate the missing word themselves without getting distracted. If they cannot make a choice for one of the items, tell them to eliminate the answers that are clearly wrong, and then focus on the options that are left, thinking about the collocations and structures in the rest of the sentence.

### Listening

- Remind students to prepare for the listening by reading the sentences carefully and underlining any key words. Play the recording twice with pauses for preparation before each playing. Check and discuss the answers as a class, playing any sections again as necessary.

### Writing

- Read through and discuss the task together, then refer students to the Writing Bank for guidance. Students plan a letter to be written at home or in class.

### Speaking

- Students work in pairs on the given role play. When they have finished, change roles and practise again. If there is time, get a few students to perform the task in front of the class.

### Reading

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

### Use of English

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

### Listening

1 T 2 T 3 T 4 F 5 T 6 F 7 F

### Transcript

H = Host, MW = Marcus Wellmington

H ... and any sightings should be reported to the zoo. Moving on, and now it's time for my favourite part of the programme – our weekly *Corner for the curious* segment. With me today is Marcus Wellmington, the literary critic with the Sunday Herald. Marcus, nice to have you with us.

MW Hello, everyone. It's nice to be here.

H Now Marcus, I'm right in saying that you're not just a critic, but also something of a connoisseur of books.

MW Yes, quite.

H And I understand you've brought along a book that sounds like the ultimate choice for a curious reader.

MW Yes. Definitely. You see many of us have all these questions like why the ocean is salty but lakes aren't, or we'd like to know how much the Earth weighs, and how it's possible to know. Or how big an atom is. Well, the author of today's book had the same queries and decided to find out once and for all. But rather than reading thousands of science books, which, incidentally, had bored him to tears in school, he set out on a journey around the world to write his *Short History of Nearly Everything*.

H Oh my, that sounds like an extremely ambitious project.

MW And so it is. But who better for the job than Bill Bryson, for the most part, a beloved author of travelogues? Here, he takes his ultimate journey – into the most intriguing questions that science seeks to answer. And believe me, it certainly is an educational journey. He's curious to understand everything that has happened from the Big Bang to the rise of civilization. And in order to find his answers, Bryson boggles plenty of the world's most ingenious scientific minds, asking as many questions as it takes him to understand.

H But, I mean, a history of 'everything'?

MW Well, 'nearly everything,' yes. The amount of ground covered is truly impressive. From the

furthest reaches of cosmology, he goes through time and space until we are looking at the smallest particles. The basic facts of physics, chemistry, biology, geology – all these and many more are presented with exceptional clarity and skill. And the accounts are brimming with strange and amazing facts.

H So it's like all my school science books in one, really?

MW It's actually even more than that. Bryson seems enchanted by the splendid gallery of eccentric personalities he encounters. So he tells stories about some of them. Like a chemist who so much hated human contact that he forbade people to even look at him and communicated with his housekeeper by notes. Or, the story about how Isaac Newton once stuck a needle into his eye socket just to see what would happen.

H Ouch! And?

MW Actually – nothing. But please don't try this at home. But do try to get your hands on this book. It's a wonderful read. The language is efficient yet colloquial so you won't be blinded with science. And to top it off, Bryson is unfailingly witty and entertaining, making you laugh out loud at times.

H Oh, I love it when an author can tackle difficult and boring topics with humour. It does sound like an indispensable book for our *Curious Corner* listeners. Thank you, Marcus! I think I'll have to stop at the bookstore on my way home ...

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 7

### 7A Global warming page 57

- 1 1 CO<sub>2</sub> 7 sea  
2 atmosphere 8 Industrialised  
3 solar 9 emissions  
4 Earth 10 carbon  
5 warming 11 footprint  
6 caps 12 energy
- 2 1 fuel F 5 endangered T  
2 caps T 6 change T  
3 gases F 7 panels T  
4 renewable F

### 3 (Possible answers)

- 1 They are good because they use less electricity than normal light bulbs.  
2 They are good because they help to produce clean energy.  
3 They are bad because they use a lot of electricity.  
4 They are bad because they produce a lot of carbon emissions.  
5 It is good because it reduces the amount of household waste.

### Challenge!

Students' own answers

### 7B Advice, obligation and prohibition page 58

- 1 1 b 2 a 3 b 4 b 5 a
- 2 1 mustn't/shouldn't 4 must  
2 must 5 shouldn't  
3 should
- 3 Students' own answers
- 4 1 need 5 needn't  
2 don't have 6 mustn't  
3 should 7 have to  
4 shouldn't 8 must

### 5 Students' own answers

### 7C Our vanishing planet page 59

- 1 1 species 5 global  
2 primeval 6 outcry  
3 coral 7 vehicles  
4 growth 8 interest
- 2 Environmentalists who cannot give up their cheap flights
- 3 1 on 5 which 9 who  
2 to 6 is 10 of  
3 of 7 the 11 even  
4 how 8 as 12 than
- 4 1 T 3 F 5 F  
2 F 4 F 6 T

### 7D Waste not, want not

page 60–61

- 1 1 for 4 to 7 with  
2 by 5 to 8 to  
3 in 6 to 9 with
- 2 c
- 3 c
- 4 1 F 3 D 5 G  
2 A 4 E 6 C
- 5 1 d 2 a 3 c 4 e 5 b
- 6 Students' own answers

### Challenge!

Students' own answers

### 7E Speculating: present, past and future page 62

- 1 1 might – future  
2 may – present  
3 can't – present  
4 might – past  
5 could – future
- 2 1 can't 4 can't 7 must  
2 must 5 must 8 might  
3 can't 6 might
- 3 Students' own answers
- 4 1 may/might/could have opened  
2 must have left  
3 might be  
4 may/might/could have gone  
5 may/ might need  
6 must have broken into  
7 can't be  
8 may/might look

### Challenge!

Students' own answers

### 7F Role-play page 63

- 1 1 compost bin  
2 solar panel  
3 cycle rack  
4 wind turbine  
5 wood burning stove  
6 recycling bins
- 2 1 solar panel  
2 wood burning stove  
3 compost bin
- 3 1 roof 4 things  
2 generating 5 landfill  
3 source

### Transcript

Boy What about those things that you put on the roof – you know, for generating electricity? They would really make a difference to the environment, because energy from the sun doesn't create pollution.

- Girl And it's free, too – although it might cost a lot to install them in the first place.
- Boy You're right. And it isn't very sunny in the winter!
- Girl I've heard that the most environmentally friendly form of heating is to burn wood.
- Boy Really? Why?
- Girl Because wood is a renewable source – unlike fossil fuels. And when it's growing, it absorbs carbon dioxide.
- Boy What are you suggesting? We can't have fires in the classroom.
- Girl No, but what about those metal things for burning wood in? You know ... we would have a few of them in the boiler room, and heat all the water for the radiators ...
- Boy Too expensive.
- Girl I guess so. OK, here's something cheap. What about one of those big containers for putting all your old vegetables and fruit in? You know, instead of throwing it in the rubbish.
- Boy Good idea! That way, we'd send less waste to landfill sites.

- 4 1 energy 3 drinking  
2 glazing 4 bin
- 5 1 solar panel, wind turbine  
2 wood burning stove, low energy light, double glazing  
3 compost bin, recycling bin  
4 cycle rack, drinking fountain
- 6 Students' own answers

### 7G Essay: for and against page 64

- 1 Students' own answers
- 2 1 e 3 g 5 c 7 h  
2 b 4 a 6 f 8 d
- 3 1 On the other hand  
2 Moreover  
3 On balance  
4 I feel that  
5 It is argued that  
6 For instance
- 4–5 Students' own answers

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 8

### 8A The Internet page 65

- 1** words down: desktop, operating system, web browser, back button, document, address bar, wireless network  
words across: command, password, icon, scroll, thumbnail, save, minimise, virus, restart
- 2** 1 b scroll  
2 d thumbnail  
3 f operating system  
4 a wireless network  
5 e address bar  
6 c minimise  
7 i restart  
8 g web browser  
9 l password  
10 h desktop  
11 k icon  
12 j drag
- 3** 1 Carry on walking until you reach the traffic lights.  
2 The strike was called off at the last minute.  
3 Take a chocolate and then pass them on to Ed.  
4 Jodie set off at five p.m. and arrived home at six.  
5 George took on a lot of extra work because he needed the money.  
6 Don't put Jamie off while he's concentrating.

#### Challenge!

Students' own answers

### 8B Modals in the past

page 66

- 1** 1 ought to have brought  
2 shouldn't have stayed up  
3 might have left  
4 needn't have booked
- 2** 1 should have turned  
2 might have/should have/could have/ought to have told  
3 needn't have made  
4 didn't have to wait  
5 might have/could have/should have/ought to have let  
6 shouldn't have eaten  
7 needn't have bought  
8 needn't have got/didn't need to get
- 3** (Possible answers)  
1 You ought to have done more revision.  
2 You might have told me you had already bought some socks.  
3 You needn't have worried about me, I was just next door.  
4 I didn't need to fill the tank after all.  
5 You should have asked me before borrowing them.

### 8C Social networking sites

page 67

- 1** 1 networking 6 launched  
2 late 7 protests  
3 users 8 options  
4 website 9 opt out  
5 feature
- 2** 1 who 8 such 15 of  
2 be 9 as 16 who  
3 of 10 a 17 if  
4 to 11 in 18 of  
5 more 12 have 19 that  
6 of 13 is 20 to  
7 to 14 a
- 3** 1 T 3 T 5 T  
2 F 4 T 6 F
- 4** 1 victim 4 fraudster  
2 obtain 5 applicant  
3 goods or services 6 recruit

### 8D Another world page 68–69

- 1** 1 online games  
2 virtual worlds, avatars  
3 created, imaginary  
4 Advertisers  
5 currency  
6 software engineer
- 2** a
- 3** 1 B 3 D 5 C 7 C  
2 C 4 A 6 D 8 A

#### Challenge!

Students' own answers

### 8E Mixed conditionals

page 70

- 1** 1 b 2 e 3 d 4 a 5 c
- 2** 1 had paid, could/would understand  
2 wouldn't be, hadn't moved  
3 didn't like, wouldn't have had  
4 were taller, would have joined  
5 would have, had invested  
6 hadn't been, wouldn't be wearing  
7 had paid, could work out
- 3** 1 If I hadn't failed my maths exam, I wouldn't be taking it again.  
2 If I had more money, I would have bought a new car.  
3 If Dave had written to Emily, she wouldn't be cross with him.  
4 If Bill wasn't learning German, he wouldn't have spent the summer in Munich.  
5 If Poland hadn't beaten Belgium, they wouldn't be playing in the European Cup.  
6 If Ellen had a mobile, she could have phoned you last night.  
7 If Harry hadn't lost his iPod, he wouldn't be looking miserable.

- 8 If Madeleine was feeling well, she would have gone to school yesterday.

### 8F Discussion page 71

- 1** 1 a completely b couldn't  
2 a think b see  
3 a right b spot  
4 a disagree b really  
5 a opposite b of  
6 a how b way
- 2** a 2 disagree d 4 agree  
b 5 agree e 1 agree  
c 3 disagree
- 3** Tick: 1a, 1b, 2a, 3a, 3b, 4a, 4b, 6a

### Transcript

- 1**  
**Girl** Computers were invented before I was born so I find it difficult to answer the question with certainty. However, computers obviously play a vital role in the modern world.  
**Boy** I think you're absolutely right. It would be difficult to imagine life without them. But I'm not sure computers have made the world better.  
**Girl** I think they have. There are so many things that we can do today that our grandparents couldn't do, because of computers.  
**Boy** That's true.  
**Girl** And I think the Internet has certainly made the world a better place. Everyone can now access information which was only available to a minority of our grandparents' generation.  
**Boy** Actually, now I come to think of it, I think you're spot on.
- 2**  
**Boy** I really enjoy online games.  
**Girl** How much time do you spend playing them, then?  
**Boy** A couple of hours a day.  
**Girl** That's a lot. I don't think it's a good idea to play computer games at all actually, because they're so addictive.  
**Boy** I totally disagree. I'm not addicted. I could easily stop playing, any time. I don't think playing online games is any different from watching the TV or a DVD.  
**Girl** That's not how I see it at all. Watching the TV is harmless and isn't addictive.

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

- 3  
Boy I think these days young people spend far too much time staring at computer screens.  
Girl I really can't agree with you. It's vital that people acquire computer skills and the only way they're going to do that is by using computers.  
Boy Yes, but other activities like sport or reading are also important.  
Girl I couldn't agree more – of course they're important. But people can easily find time for all these things, if they plan their time carefully.

- 4  
Girl Computers are just machines. They can do the most amazing things, but that doesn't mean that they're cleverer than people.  
Boy I agree completely. They're better at maths than people for example, but they can't actually *think*, and I don't think they'll ever be able to.  
Girl Absolutely. In my opinion we'll never be able to have a meaningful conversation with a computer, will we?  
Boy No.  
5  
Girl We have to go to the computer lab when our teachers want us to use computers at school.  
Boy Do you? We've actually got computers in every classroom.  
Girl Lucky you! I wish we had. I think it would make learning much more fun.  
Boy Yes, it does. I think the government should find the money to install computers in every classroom in the country.  
Girl That's what I think too.

## 4–5 Students' own answers

### 8G Biography page 72

- 1 1 grew up 4 company  
2 graduated 5 website  
3 designed 6 launched
- 2 1 Born in 1977, Chad Hurley grew up in Pennsylvania.  
2 Having graduated from high school, he went on to study Fine Art at university.  
3 Hired as a graphic designer by PayPal in 1999, he designed their current logo.  
4 Not wishing to work for PayPal any longer, he left the company in 2002.

- 5 Having found it difficult to send video clips by email, he designed a website for sharing videos.  
6 Launched in 2005, YouTube is now one of the most popular websites in the world.

3 (possible answer)  
Steve Chen was born in 1978 in Taiwan. When he was 15, he emigrated to the USA. He attended high school between 1993 and 1996. In 1996, he went to the University of Illinois, where he studied Computer Science. He started working for PayPal in 1999. During this time, he met Chad Hurley. After leaving PayPal, he started to develop YouTube, and in December 2005, YouTube was launched. It was an immediate success. Less than a year later, Google bought YouTube for \$1.6 billion. By the age of 27, Steve Chen was a millionaire.

## 4–5 Students' own answers

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

#### Reading

- Elicit or remind students of strategies for dealing with the multiple choice task type. Encourage students to read the text through once to get the general idea before reading the questions. Remind students to underline the fragments of the text where they have found the answers.

#### Use of English

- Encourage students to look at the whole sentence and decide what part of speech (noun, verb, adjective, adverb) is required. Remind them to make sure that their answer matches the grammar and sense of the whole sentence.

#### Listening

- Remind students that the order of the information on the audio does not always match the order of the statements. They have to listen carefully and should familiarise themselves with the statements before the task begins. Encourage them to underline key words.

#### Writing

- Read through and discuss the task together, then refer students to the Writing Bank for guidance. Students plan an essay to be written at home or in class.

#### Speaking

- Remind students not to describe each picture individually, but compare and contrast. In a weaker class, you could brainstorm ways of comparing and contrasting before students start.

#### Reading

1 A 2 C 3 B 4 C

#### Use of English

- 1 threatened 4 competition  
2 unjustly 5 complaint  
3 majority

#### Listening

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

#### Transcript

- Host** Good evening and welcome to our programme 'Make a World of Difference'. Today we're going to talk about virtual volunteering. You'll hear from people who haven't let time constraints, physical limitations and home obligations prevent them from getting involved. Juliet Wiles, Bill Begley and Evelyn Carson have all been able to make a positive impact as virtual volunteers. Let's find out just what they've done. Starting with you, Juliet.
- Juliet Wiles** Hello Bob. I've been a mentor for teenagers for over a decade. It's very exciting to work with young people who are at that age when everything is still a possibility. I spend several hours each week discussing books, offering encouragement and talking about what drives them in life and where they want to be in five or ten years. I help them define their goals and research college and career options. Even though all our discussions take place online, I don't feel it makes the experience less personal. After I've worked with somebody for a while, I get the same sense of their personality as I would if I were sitting right across from them. I volunteered in the past in a face-to-face mentoring program, but online mentoring saves me the trouble of travelling back and forth. It saves time too. I'm a senior editor for a financial magazine, and my employer encourages me to spend some of my working week doing online mentoring.
- Host** Thanks. I'm going to turn to Bill Begley next. Bill, tell us about what you do.
- Bill Begley** Hello. Well, I'd worked as a nurse until my retirement a short while ago. Right after that I started volunteering for one of our local

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

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non-profit organisations. The program is called Reassurance. Every day of the year I make several phone calls. I call elderly, housebound people in our town who live alone. I check in on them to make sure they are safe. As long as they answer the phone and are okay, I'm happy. And if they want to chat, I can chat with them. If they don't respond and I haven't been notified that they are away, I've got to take action. I call their family members, the security office at their apartment building, or the police. I ask them to stop by and see if those people are in trouble.

The program makes people feel less vulnerable but also helps with their loneliness. These folks are very responsive and friendly, and they often tell me that they appreciate my calls.

**Host** I'm sure they do Bill. And finally, Evelyn Carson, who joins us on the line from Austin, Texas. Can you hear me Evelyn?

**Evelyn Carson** Oh yes, you're coming through loud and clear! I'm 82 and I started crocheting baby blankets over 50 years ago, just before my first child was born. Since then, I've been making afghans and quilts for all my friends and family members. Seven or eight years ago, I saw a notice in our local newspaper. It was about this organisation that collects blankets and donates them to charitable agencies that serve the homeless or victims of various disasters, and other people in need. I contacted them, and asked if I could help. They were delighted and that's how it started. Now I spend around 1,500 hours a year crocheting for the group. Many of my blankets go to the northern states. They are given to the homeless or to people who are made homeless after some kind of disaster. I once watched the news when the president visited New Orleans after the hurricane – I'm sure it was my blanket I saw on one of the beds in the rescue centre in that huge stadium!



# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 9

### 9A Working life

page 75

- 1 a pilot c miner  
b farmer d nurse

- 2 1 brick-layer  
2 fast-food employee  
3 civil servant  
4 surgeon

3 Suggested answers:

- 1 If you hand in your notice, you tell your employer that you are leaving; if you are sacked it is your employer who terminates the contract.
- 2 To retire is to stop working due to old age; to resign is to stop working for a particular company and can be for many reasons.
- 3 Shift-work involves working at different times but can be a full-time position (e.g. 40 hours per week); part time work means you work less than a full working week.
- 4 Working full time means working for all the hours of a week during which people normally work; to work overtime is to work more hours than a normal full working week.
- 4 1 construction – e.g. builder, bricklayer, carpenter, plumber  
2 health – e.g. doctor, surgeon, psychiatrist, dentist  
3 legal – e.g. lawyer, barrister, judge, magistrate  
4 leisure – e.g. fitness adviser, personal trainer, aerobics teacher, sailing instructor  
5 retail – e.g. shop assistant, cashier, store manager

Challenge!

Students' own answers

### 9B Habitual behaviour

page 76

- 1 1 used to live 5 would push  
2 would leave 6 would get out  
3 would walk 7 used to hate  
4 used to work

- 2 Alex was too short to reach the button for the 12th floor.

- 3 Students' own answers

- 4 1 c He's always being  
2 e She's forever missing  
3 b He's always making  
4 f She's constantly trusting  
5 a He's constantly saying  
6 d She's continually letting

- 5 Students' own answers

- 6 1 d would 4 b would  
2 a will 5 c will  
3 e will

Challenge!

Students' own answers

### 9C In search of a better life

page 77

- 1 1 legal 5 melting  
2 predominantly 6 gateway  
3 opportunity 7 soil  
4 ancestry

- 2 b

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

Challenge!

Students' own answers

### 9D Making a name for yourself

page 78–79

- 1 1 state-funded 5 fall  
2 entertainment 6 name  
3 corridors 7 solo  
4 rehearse 8 scene

- 2 1 university 3 school  
2 school

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

- 4 1 Gates 5 Thurman  
2 Simmons 6 Simmons  
3 Simmons 7 Simmons  
4 Gates 8 Thurman

- 5 1 secure 4 asset  
2 collaborating 5 teased  
3 notorious 6 graduating

Challenge!

Students' own answers

### 9E Future in the past

page 80

- 1 1 was to have started  
2 was about to end  
3 would remember  
4 would be, was taking  
5 was to be  
6 were to remain

- 2 1 There was no time to argue because the train was about to leave.  
2 She was excited because she was going to meet Prince William.  
3 They had to find their seats because the show was about to start.

- 4 She was looking for a job because she would have to pay her university fees.

- 5 She was nervous because she was soon to take her driving test.

- 6 He knew he would never forget that wonderful day.

- 3 It was 3rd July, and the first day of Connor's gap year. He was about to leave on a six-month trip around Europe. He was going to spend the first month in Spain working at a holiday camp and the second month in France on a language course. After that, he would decide where to go next. He wouldn't get another chance to go travelling for a while, so he was really going to make the most of the experience. He would definitely have some interesting stories to tell at the end of it!

- 4 Students' own answers

### 9F Job interview

page 81

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

- 2 1 Did you find the office easily enough?  
2 Is there anything you would like to ask about job?

- 3 1 introduce I 4 coming in I  
2 meet A 5 touch I  
3 CV I 6 hearing A

### Transcript

I = Interviewer, A = Alice

I Hi. You must be Alice.

A Yes, that's right. Alice Baker.

I Lovely. Please sit down, Alice.

I'd like to introduce myself. I'm Brenda Willis, the Head of Human Resources.

A Pleased to meet you.

I Did you find the office easily enough?

A Oh yes. Your directions were perfect!

I Good. Now, we haven't got a great deal of time, so ... I'd like to start by talking about your CV. You've done quite a few interesting jobs, it seems! Most recently ... at the British Museum.

A Yes.

I What would you say your main qualities are as an employee?

A I'm honest, hardworking – and I'm a self-starter, too.

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

- I Good! We like self-starters in this company. How long have you been in your current job?
- A I'll have been there three years exactly next month.
- I What do you enjoy most about your work?
- A Lots of things, really. But I suppose the best thing is working as part of a team. And also, dealing with the public – I really like that.
- I So why do you want to come and work here?
- A I just think it's the right time in my career for a new challenge.
- I I see. Do you realise that this is a part time position?
- A Yes, I do. I'm planning to start a degree course with the Open University, so I need time for that.
- I I understand. Would you be interested in going full time at a later date?
- A Perhaps. I hadn't really thought about it.
- I Is there anything you would like to ask about the job?
- A Yes. Is there a company pension scheme?
- I Well, yes and no. There is a scheme, but it's only open to full time employees.
- A Oh, I see.
- I Well, thanks for coming in. We'll be in touch very soon.
- A Thank you. I look forward to hearing from you.

**4** It must have been the National Portrait Gallery because it is a part-time job and Alice has experience of working in museums.

**5** Students' own answers

## 9G A letter of application

page 86

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

**2** entitled  
intend  
queries  
whom  
envisage  
enclose  
to date  
at your earliest convenience

**3** 1 Reason for writing  
2 Personal information  
3 Questions  
4 Request for a reply

**4–5** Students' own answers

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

## Unit 10

### 10A Space page 83

- 1 Down**                      **Across**  
1 constellation    5 astronomer  
2 asteroid        6 comet  
3 capsule         7 gravity  
4 meteor          8 galaxy  
6 crater           9 supernova
- 2** 1 space shuttle    8 astronauts  
2 launched        9 space shuttle  
3 crew             10 re-entered  
4 mission         11 atmosphere  
5 satellite        12 Space Station  
6 orbit            13 orbit  
7 mission control
- 3** a light year        e red giant  
b black hole        f the Milky Way  
c solar system     g spacecraft  
d shooting star    h touchdown

#### Challenge!

- 1 A    2 C    3 A    4 B    5 C

### 10B Passive page 84

- 1** 1 being teased  
2 to be invited  
3 being followed  
4 being blamed  
5 to be allowed  
6 to be made  
7 being mugged  
8 being surprised
- 2** 1 will have been sent out  
2 were arrested, was reported/had been reported  
3 was being followed/had been followed  
4 Have (these windows) been  
5 is being renovated  
6 will be chosen/were chosen/are chosen
- 3** 1 The address can be found on our website.  
2 Shoplifters should not be sent to prison.  
3 My letter must have been lost in the post.  
4 This church might have been built in the 10th century.  
5 The database needs to be updated.  
6 The door can't have been locked because the key had been stolen.
- 4** 1 is named/was named  
2 is (often) called  
3 to be given/to have been given  
4 was decided  
5 be named  
6 was built  
7 been launched  
8 was lost  
9 have been damaged

10 be known

#### Challenge!

Students' own answers

### 10C Science fiction page 85

- 1** 1 news bulletin    4 scandal, fictional  
2 adapted         5 broadcast  
3 captured        6 fled
- 2** 1 near Smolensk in 1920  
2 eleven  
3 1992
- 3** 1 one    6 were    10 After  
2 which    7 of       11 on  
3 to        8 where   12 the  
4 than     9 by       13 that  
5 to
- 4** 1 T    3 F    5 T    7 T  
2 F    4 F    6 T

#### Challenge!

Students' own answers

### 10D Space tourism page 86

- 1** 1 slowed down    6 take in  
2 creeping up     7 go through  
3 check (it) over 8 put on  
4 started up      9 keep (them) out  
5 headed out
- 2** 1 The opening is planned for 2012.  
2 The pods are seven metres long and four metres high.  
3 The guest will get to the Suite by space shuttle.  
4 Eventually they plan to have up to 22 pods.  
5 The bathrooms caused the most problems.  
6 A three-day stay will cost 2 million pounds.  
7 The company plans to send people to Mars.
- 3** 1 D    3 H    5 A    7 F  
2 E    4 B    6 G
- 4** 1 T    3 F    5 T  
2 T    4 F    6 F

#### Challenge!

Students' own answers

### 10E Passive: advanced structures page 88

- 1** 1 are reported  
2 was alleged  
3 were rumoured  
4 is/was not known  
5 were taken  
6 were denied  
7 was recovered  
8 had (indeed) been taken  
9 had been dropped  
10 have been written

- 2** 1 The satellite is thought to have burned up in the atmosphere.  
2 He is alleged to have murdered his wife.  
3 He is said to have moved to the USA.  
4 Terrorists are believed to have planted the bomb.  
5 Five people are now known to have died in the accident.  
6 The car is reported to have been stolen last night.
- 3** 1 It is said that prices will go up next year.  
2 It was once thought that the Earth was flat.  
3 It is thought that we will one day colonise the moon.  
4 The thief is believed to have stolen all the paintings.  
5 The woman was suspected to be a witch.  
6 It is claimed that Henry wasn't who he said he was.  
7 It is said that the weather is going to improve.  
8 He is considered to be a very rich man.
- 4** 1 The teacher was given a present at the end of the year.  
2 Alcohol is not served to people under 18.  
3 He hasn't been taught good manners.  
4 I was promised a big pay rise (by my boss).  
5 I was given ten minutes to make up my mind.  
6 The job was not offered to Martin.  
7 A prize was given to the cleverest student.  
8 Harry is owed £100 by the bank.

### 10F Presentation page 89

- 1** 2 far                      9 own  
3 having                10 Nevertheless  
4 would                11 accept  
5 alter                  12 maintain  
6 deny                  13 Personally  
7 opinion                14 people  
8 true                    15 way
- 2** a: 8, 14  
b: 2, 7, 9, 13, 14  
c: 1, 6, 11, 12  
d: 3, 4, 5, 10,
- 3** 1 F    2 T
- 4** 1 a    3 c    5 b    7 f  
2 d    4 g    6 e    8 h

#### Transcript

**Simon** Personally, I believe that life must exist on other planets. When

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

you think how many stars there are in our galaxy – astronomers think about 100 billion – the chances are pretty high that there are planets out there similar to ours, orbiting stars similar to our sun, with the right conditions for life to evolve. In fact, in recent years astronomers have actually discovered a number of planets beyond our solar system. Of course we have to accept that the chances of our ever making contact with alien life forms are extremely small because of the enormous distances between the stars, and the amount of time that it would take to travel from one part of the galaxy to another. However, this doesn't alter my view that it's highly likely that life exists somewhere in our galaxy.

**Belinda** Let's be honest, we don't really know. Nobody knows. If you mean by 'life' any kind of microscopic organism, then perhaps the answer is yes. But 'little green men' and weird monsters – in my view that's extremely unlikely. Some people argue that there must be life out there simply because there are so many stars in the galaxy, but I would say that the chances of finding conditions that would support life – oxygen, water, the right temperature – are really remote. I think the Earth and the life-forms on our planet are unique. So, on balance, if you ask me, I'd say that life probably doesn't exist elsewhere in the galaxy. It follows, then, that I don't think we'll ever make contact with alien life-forms, even if it were possible.

5 Students' own presentations

## 10G Narrative page 90

- 1 Many galaxies are disc-shaped.  
2 The sky was slate coloured.  
3 The alien was the size of a small house.  
4 The wood is visible from the road.  
5 A house stands at the end of this lane.

2 (possible answers)

- 1 Having left Italy, they drove to Spain.
- 2 Coming into the room, Jack tripped on the rug.
- 3 After knocking on the door, she went in.
- 4 As I was leaving the house, it started to rain.

3 Students' own stories

## Get ready for your exam 5

page 91–92

### Reading

- Elicit or remind students of strategies for dealing with the multiple choice task type. Encourage students to read the text through once to get the general idea before reading the questions. Remind students to underline the fragments of the text where they have found the answers.

### Use of English

- Encourage students to read whole sentences before choosing words, as they may seem to require one word before the gap, but after the gap, the sentence may change direction. Students re-read their answers to make sure that their answer matches the grammar and sense of the text.

### Listening

- Remind students to prepare for the listening by reading the sentences carefully and underlining any key words. Play the recording twice with pauses for preparation before each playing. Check and discuss the answers as a class, playing any sections again as necessary.

### Writing

- Read through and discuss the task together, then refer students to the Writing Bank for guidance. Students plan a note to be written at home or in class.

### Speaking

- In a weaker class, brainstorm information together on your country. Encourage the students to use their own words. Then students work in pairs on the given role play. When they have finished, change roles and practise again. If there is time, get a few students to perform the task in front of the class.

### Reading

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

### Use of English

- 1 about 6 for
- 2 The / This 7 for
- 3 who 8 by
- 4 out 9 if
- 5 like 10 of

### Listening

1 A 2 B 3 C

### Transcript

**A Christine** I have a good relationship with Mum. She's taught me to make the most of life. She instilled in my sisters and I the idea that we could

take on the world. When I came out of art school and didn't know what I wanted to do, it was Mum's idea I should draw all the star signs for a teenage magazine and send them in. The art director asked me for an interview; that was a great kick-off. Mum taught us that we didn't have to have a normal nine-to-five job; she was happy for us to be creative. Both of my parents are very inspiring. It's the same with sport – Mum's not sporty, but she was happy to take me to training sessions and drive me around. We didn't have a normal upbringing; we didn't have dinner on the table at 6pm. Mum worked weekends and taught pottery and macrame. Our relationship is a little different now that I have Maxina. I understand Mum a bit better; I see her more clearly. She was there for the birth, and the experience brought us even closer.

**B Ella** What I love about my mum is that she's always there for me. I was her first baby, so we spent a lot of time together. She's always ready to give me advice and is very supportive. If I get on the wrong side of someone, I know I can rely on her. Mum's sense of humour is different to mine. I've got the same humour as my dad, although Mum and I can both be stubborn. We also share a love of sport. Mum's coached my netball team and I've filled in for her team when they're a player short. It's fun to play with Mum. I can talk to Mum about most things. If she's strict, I can see that she's trying to protect me. I'm fine with that. I definitely want to travel and I love sewing and collecting beads. That's definitely Mum's influence. I can tell when Mum's angry because she gives me that look. But we laugh a lot, too.

**C Penny** Mum and I are close as can be. We enjoy each other's company. I have no siblings, and I think that's brought us closer. We get our eyebrows done together, go shopping and to the hairdressers. When she's buying clothes, she always asks me first. She says she's done this ever since I made a comment about her shoes not matching her outfit. I was about three then. Mum's very well educated. She's been to university and studied for a masters. She's been someone to look up to. Now I'm studying science at uni and Mum has been very supportive. Marriage and children is something I want. When the time comes, I think

# SOLUTIONS UPPER-INTERMEDIATE WORKBOOK KEY

I'll know. Mum doesn't force me into conversations about it. Some things I feel more comfortable doing on my own, and she's really good with that.

## Exam Challenge! 1

page 93-94

### Reading

- 16th century
- young
- the Bloody Countess
- victim
- Central Europe
- world
- western standards
- description
- Historians
- her country

### Use of English

- 1 least                      6 no  
2 up                            7 others  
3 at / in                      8 This  
4 than                         9 why  
5 have                        10 though
- 1 adviser / advisor  
2 sustainable  
3 shorten  
4 environmentally  
5 differently  
6 risky  
7 contributors  
8 warming  
9 inefficient  
10 consumption

## Exam Challenge! 2

page 95-96

### Reading

A 6 B 5 C 3 D 4 E 2

### Use of English

- 1 too / very  
2 behind / beneath / under / by  
3 Since  
4 anybody / anyone  
5 him  
6 nothing  
7 could  
8 this  
9 What  
10 might / could / may  
11 at  
12 This
- 1 B    3 C    5 B    7 C    9 A  
2 A    4 A    6 C    8 A    10 B

## Review 1 page 97

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

- line 3: The                      line 14: has  
line 5: will                      line 15: for  
line 6: a                         line 19: to  
line 9: when                    line 20: it  
line 11: the

## Review 2 page 98

- 1 cloning                      6 organisation  
2 genetic                      7 procedure  
3 owner                        8 Scientist  
4 indispensable              9 variations  
5 exactly                      10 delighted
- 1 managed to  
2 will you find out  
3 I've been  
4 I get  
5 haven't been doing  
6 I'll probably be sitting  
7 I'll send  
8 I return  
9 I'll be able to  
10 I borrowed

## Review 3 page 99

- 1 For                            6 Back  
2 through                      7 like  
3 in                              8 throughout  
4 by                             9 On  
5 as                             10 for
- line 4: aren't they  
line 5: are enjoying yourself  
line 6: have to work  
line 8: I passed  
line 10: which I was  
line 12: didn't I  
line 16: telling me to work  
line 21: to go skiing  
line 23: Where are you  
line 24: Are you going

## Review 4 page 100

- 1 might have told me  
2 must be hungry  
3 needn't have met  
4 would have phoned you  
5 mustn't walk  
6 refused to go to bed  
7 asked Sally why she hadn't phoned  
8 did you manage to  
9 What annoys me  
10 don't feel like going out
- 1 at                              6 to  
2 for                            7 up  
3 with                         8 of  
4 of                             9 over  
5 in                             10 for

## Review 5 page 101

- 1 on                            6 had / used  
2 the                          7 enough  
3 As                            8 lasted / took  
4 same                        9 made  
5 in                            10 over

- line 4: sometimes miss  
line 7: I haven't been working  
line 8: worried about  
line 9: I've just taken  
line 11: do you  
line 13: term has ended  
line 14: you will be able to  
line 16: I won't be working  
line 18: so short  
line 19: What I need is