

- 4
- a heart; lies
 - b breathes; compelling; foot
 - c mounts; backdrop; emerge
 - d play; mirrored; paint
 - e laden; resonating; culminating
 - f nod; doomed
 - g marring; tendency; plot

- 5
- a 1 The balance should be fairly even as the review asks for an illustration of society through the characters.
 - 2 The article is for readers of all ages in the local area. They will expect to gain information about attitudes in society at a particular time in history as represented in the book.
 - 3 The style should be informal but also informative.
 - b 1 The main focus is on the relationship between the two characters and their different personalities, although some mention must be made of the external influences on their relationship.
 - 2 An introduction giving details of the beginning of the relationship; a paragraph explaining why the relationship could be considered doomed by referring to the characters' personalities and other factors that affected their relationship; a paragraph explaining why the relationship wasn't necessarily doomed by making reference to how the relationship might have worked in different circumstances; a conclusion giving the writer's own interpretation of the nature of the relationship.
 - 3 The style should be formal – appropriate to an essay for a tutor.
 - c 1 the editor of the magazine; you wish your suggestion to be taken up
 - 2 details of the personality of the protagonist and how she resolves the problem; reasons why this particular book and its protagonist would be of interest to the readers of the magazine
 - 3 formal and persuasive
 - d 1 the younger readers of the magazine
 - 2 to explain how the characters, their relationships and the themes of the book would be relevant to younger readers of the review
 - 3 an informal, personalized style
 - e 1 the head of English at your college
 - 2 The report should have a formal, impersonal style and be organized into clear sections, possibly with headings.
 - 3 The main focus should be on how the content of the book has provided you with an insight into the place where the events take place and into how you think a teacher could make the book more relevant to students. This could be achieved by using drama, encouraging students to research the country where the novel is set or by asking them to discuss a film version of the novel.

6
Students' own answers.

Unit 2

Introduction

- 1
See answers on page 163 of Student's Book.
- 2
The students mention: greenhouse gases; the impact of global warming; climate change (*the earth's climate ... subject to many changes*); the excessive consumption of energy (*consume fewer sources of energy*)

3

POSSIBLE ANSWERS

The **threat** of certain species becoming extinct is very **real**. The **prevention** of species becoming extinct depends on a **reduction** of the **exploitation** of their food sources. **Excessive consumption** of energy has led to a **depletion** of natural resources such as fossil fuels. The **detrimental** effects of climate change may well prove to be **irreversible**. The **indiscriminate** consumption of our throwaway society is **reprehensible**.

4

Students' own answers

5

- a While both students appear to accept the fact that global warming exists as a phenomenon, Student 2 is much more convinced that human interference is a major cause.
- b Students' own answers

Reading & Use of English – Part 2

1, 2

Students' own answers

3

- 1 far (*more* would be followed by *than*)
- 2 by (*get away*, meaning: escape, is wrong; *get by* has the correct meaning: manage)
- 3 much (*little* is wrong; *much* is correct, meaning: a certain quantity. In the expression *We only have ...*, you use *so much*, not *so little*. Here, *so much* means: a limited quantity, NOT: such a lot of.)
- 4 until/unless (*if* is the wrong meaning; the opposite is implied, i.e. It seems enough but, in fact, it isn't.)
- 5 come (correct answer)
- 6 such (*many* is the wrong meaning; *such* has the correct meaning: this level of consumption)
- 7 Unlike (*like* is the wrong meaning because we are not like the inhabitants of Biosphere 2; *unlike* has the correct

meaning: not like)

8 nowhere (correct answer)

4

- a will be needed (to)
- b will be approaching
- c will have reduced (to)
- d it is going to rise; will have (nowhere else) to go

5

- a opens
- b will continue
- c 's going to rain
- d 'm going
- e 'm going to start
- f 'll take

6

- a 'll / will be trying
- b was thinking
- c is to / is going to
- d will have fallen
- e already have been
- f going to install

7

- a The present simple is used for future actions or events (the failure of Biosphere 1) in clauses after subordinating conjunctions.
- b The present perfect is used in a future time clause with *when, as soon as* and *after* to emphasise that the event (the reading of the report) has been completed before the event in the main clause (telling what he/she thinks) takes place.
- c The present continuous is used in a future time clause to emphasise that the event (the resources running out) is ongoing or incomplete.

8

is about to is used to mean that something is going to happen very soon

is due to is used to mean that something is happening according to a schedule

is to is used to mean that something (usually official) is planned or a precondition; the style is formal

9

- a sure
- b set
- c bound
- d unlikely
- e certain
- f likely
- g if

10, 11

Students' own answers

Reading & Use of English – Part 6

1

- b 590 million years ago
- c 248 million years ago
- a 144 million years ago
- d 0.01 million years ago

2

POSSIBLE ANSWER

The attempt, on the part of a group of geologists, to receive official recognition for a new geological epoch called the *Anthropocene*.

3

1 D 2 G 3 E 4 B 5 H 6 A 7 C

The words in italics in both the text and the missing paragraphs provide coherent 'connections' in each pairing. Paragraph F is not needed.

4

- a Because it is a quote the writer is using.
- b given responsibility for
- c a great and important change in the way something is done or thought about; a sudden or temporary change which does not affect the general progress of something
- d nit-picky; fraught with acrimony
- e Because it was a species which had very little visible impact on the world around it at that time.
- f description, classification
- g as good, bad, important, etc. as somebody/something else
- h Earth-shattering; planet-cloaking
- i to show that even a very ordinary object could have an important long-term effect on the planet
- j hence

5

- a accumulated
- b influential / major
- c catastrophic / major
- d compelling / geological
- e accepted
- f global
- g permanent / catastrophic / major
- h influential / global
- i determining / major
- j geological / influential / major

6

according to; impact on; push for; on a par with; charged with; fraught with; in terms of; come to terms with; implications for; responsibility for; defined by; shift in

7

- a for; on
- b to; on; in; of
- c of; in; with
- d on; with
- e to; to; on

8

The most common preposition is *of*. The main function is to introduce a second noun as a headword, creating multi-word noun phrases.

9

Students' own answers

10

- a densely populated
- b old-fashioned
- c open-minded/broad-minded
- d eye-catching
- e life-changing
- f absent-minded
- g jaw-dropping
- h mouth-watering

11

eye-opening; awe-inspiring; kind-hearted; mouth-watering; mind-blowing; long-winded; far-fetched; loud-mouthed; ready-made; money-grabbing

12

Students' own answers

Listening – Part 2

1

- a True
- b False: They live in packs of between two and twenty.
- c False: They have thick coats consisting of two layers.
- d True

2

POSSIBLE ANSWERS

- 1 noun: probably plural since there's no determiner/article
- 2 noun: title of a job
- 3 adjective: probably negative or disapproving
- 4 noun: could be something like 'admiration' or 'fondness'
- 5 noun: type of food
- 6 noun: type of interaction
- 7 adjective: referring to danger
- 8 noun: some kind of animal or natural threat
- 9 noun: change in attitude or lifestyle

3

- 1 books and films
- 2 basic field biologist
- 3 dangerous
- 4 respect
- 5 (raw) deer and elk
- 6 human contact
- 7 vulnerable
- 8 bear
- 9 culture shock

4

Students' own answers

5

innate fear / behaviour
rugged appearance / landscape
remote landscape / spot
gaunt appearance
strict behaviour / hierarchy / diet
savage appearance / beast / behaviour / nature

ruthless behaviour / nature
balanced behaviour / nature / diet
trustworthy behaviour / nature

6

- a *to keep the wolf from the door*: to have enough money to avoid going hungry
- b *a fish out of water*: uncomfortable or awkward because you are in surroundings that are not familiar
- c *a snail's pace*: very slowly
- d *chickened out*: decided not to do something because you are afraid
- e *a fly on the wall*: a person who watches others without being noticed

Speaking – Part 2

1

Students' own answers

2

- a photos A and B
- b look at pictures A and B; talk together about how common the situations are in their country/countries
- c The students do reasonably well. Both talk about each photo for an appropriate amount of time. It is clear that each student is also listening and responding to what the other one says. Their use and range of grammar and vocabulary are accurate and appropriate.

3

generalizations: broadly speaking, on the whole, generally speaking
exceptions: not really that common, not exactly something you'd find, you don't often come across, except of course

4

Students' own answers

5

look at all the pictures; imagine that your local council is running a campaign (and publishing a leaflet) to improve the environment where you live; talk together about how effective the ideas in the pictures would be in improving the environment; decide which idea might be the most popular

6

Students' own answers

7

POSSIBLE ANSWERS

aspects: more waste or recycling bins, congestion charging to reduce traffic and pollution; images for leaflet: colourful recycling bin in street, car with red cross through it

Writing – Part 1

1

- a Yes
- b summarize; evaluate
- c No, you should use both texts
- d Yes, you should use your own ideas
- e No, it is important to paraphrase rather than use large groups of words from the text
- f No, you should use the two key points from each of the texts

2

first text: the first person whose life could span a thousand years is alive today; it is possible that an eternal lifespan may be reality in the future

second text: society is already under strain from a growing population; the fact that people are born to die should be accepted as a blessing rather than seen as a challenge

3

- a Yes, the first text is the focus of paragraphs 1 and 2; the second text is the focus of paragraphs 3 and 4.
- b The writer disagrees with the claim that people could reach the age of 1,000 or have their lives prolonged to eternity; the writer agrees that we should be focusing our energies not on living longer but on raising global standards of living.
- c the long-held human desire to live forever... is now a distinct possibility; it is said that there are people in existence today whose lives could span a thousand years or even be prolonged for eternity; our planet is already finding it difficult to bear the current burden of human existence; we should not be focusing our energies on how to live longer
- d personally; I very much doubt

4

Word order, vocabulary, punctuation and grammar can be changed. Spelling and meaning can't be changed.

5

b (most appropriate style; *a* is too informal; *c* is too close to the wording of the original sentence)

6

POSSIBLE ANSWERS

- a Our resources of the future are being eroded by our present destruction of the natural world.
- b Climate change can mostly be attributed to variations in solar activity.
- c The rate at which animals and plants are being made extinct has not been seen since the disappearance of the dinosaurs.
- d War, migration and a subsequent diminishing of the world's population are the most likely results of a failure to tackle climate change.
- e Nuclear power does not emit harmful gases that contribute to global warming.

7

Students' own answers

8

Students' own answers