

Unit 5

Introduction

1
See answers on page 164 of Student's Book

2
arachnophobia: fear of spiders
technophobia: fear of new technology
agoraphobia: fear of being in public places
acrophobia: fear of high places
claustrophobia: fear of being in a small confined space
hydrophobia: fear of water

3 POSSIBLE ANSWERS

- a baggage of attitudes + beliefs: 'can-do' messages or programmed for failure – neg statements do more harm than good
- b taking risks = nec part of accepting adult responsibility
- c best strategy: understand why feel fearful + learn how to deal with it, when succeed more confident next time
- d apparent confidence – others just as daunted, but don't let stand in way

- 4
- | | |
|------------|--------------|
| a grave | d averse |
| b imminent | e calculated |
| c fraught | f inherent |

5, 6
Students' own answers

Reading & Use of English – Part 1

1
POSSIBLE ANSWERS

- a good head for heights, physically strong, well-coordinated, technically competent
- b main risk is of falling, resulting in severe injury or death; exposure to all weather conditions
- c Students' own answers

2
The tourists went on a guided tour of Australia's Sydney Harbour Bridge, which involved climbing up it.

- 3
- 1 C *Up to this point* is a fixed expression; here, *point* means: moment
 - 2 D *to break a fall* is a fixed expression meaning: to suddenly stop somebody or something falling
 - 3 D one meaning of *prospect* is: an idea of what might or will

- happen in the future, in this case it refers to the daunting task of climbing up the high ladder
- 4 B *reckless* collocates with *mission*, meaning: a task which shows a lack of care about danger and the possible results of your actions; *careless* is wrong because it means: not giving enough attention or thought to something, i.e. it is not strong enough in this context
 - 5 A *acrophobia* means: a fear of high places; the other (wrong) answers are different phobias
 - 6 B *drained* (out of) combines with nouns like *tension*, *energy*, *fear*, etc. to mean: flowed out of (often at a steady speed), i.e. reduced in intensity
 - 7 C in this context, *dropped my gaze* means: looked steadily down for a long time; the differences in meaning between verbs to describe ways of looking are covered in Exercise 4 on page 53 of the Students' Book
 - 8 A *flushed with excitement* is a fixed expression meaning: very excited; the implication is that he is experiencing the emotion so intensely that his face is red; other expressions with *flushed* include: *flushed with success/pride/anger*

- 4
- a glimpse
 - b glance
 - c peek/glance
 - d glare
 - e peek/peep
 - f glance
 - g gaze

- 5
- tentative / cautious / sneaky peek
fleeting / brief / furtive glimpse
menacing / fierce / defiant / furious / steely / intimidating glare
tentative / cautious / sneaky peep
defiant / unflinching / dreamy / steely / intimidating / intent gaze
defiant / brief / surreptitious / curious / furtive glance

6
Students' own answers

- 7
- a might just as well have been
 - b We ought to have found this out
 - c needn't have worried
 - d It must have been
 - e couldn't have been

- 8
- 1 must have been
 - 2 certainly can't/couldn't/wouldn't have been
 - 3 could/may/might have taken
 - 4 could/may/might have been taken
 - 5 must have been doing
 - 6 could possibly work/have worked
 - 7 must/would/could give
 - 8 must/ought to/should go

9

POSSIBLE ANSWERS

- a if they had advertised it at a lower price
- b if he'd known our new address
- c because he's not waiting on the platform like he usually is
- d but I can't say for certain
- e if she'd known I needed it
- f because I'm a great singer

10

POSSIBLE ANSWERS

- a must have been wonderful OR can't/couldn't have been so amazing
- b so it must have been someone else OR so it can't/couldn't have been him
- c must have been raining
- d must have been too absorbed OR can't/couldn't have been listening to me
- e must have been careless OR can't/couldn't have been paying attention during the lesson

11

- a 5/7 b 1/2/4 c 1/6 d 3/5 e 1/2/4/6

12

POSSIBLE ANSWERS

- a needn't have taken / didn't need to take
- b could borrow / didn't need to bring / needn't have brought
- c should have brought / ought to have brought / needed to have brought
- d didn't need / didn't need to get
- e shouldn't have driven / ought not to have driven
- f needed to get to / should be taken to / ought to be taken to
- g needn't have spent / shouldn't have spent / ought not to have spent
- h shouldn't drive / shouldn't be driving / shouldn't have been driving / mustn't drive / ought not to drive / ought not to be driving / ought not to have been driving

Listening – Part 3

1

- a storm (at sea); damage to or sinking of marine vessels and injury or death to sailors/passengers, damage to or destruction of coastal buildings
- b lightning; damage to property and injury or death to people, starting of fires
- c tornado (twister, NAmE); damage to property and natural environment (trees), injury or death to people, flooding

2

- 1 C She says she was *sort of unnerved* and the thunder sounded *ominous*, both of which suggest she was worried about what the storm might bring.
- 2 D She says *it's not a very wise thing to do ... or so I'm told*, which suggests she knew it was inadvisable.
- 3 B She says she reached a *kind of track* (another word for

path) and Rod and Mark were *on their way back home* after *driving around in the forest*. So they were in their car, travelling along a forest path.

- 4 A She says they didn't think there was *a grain of truth* in the story and that it was *far-fetched* (very difficult to believe), both of which suggest they were dubious about its authenticity.
- 5 C She says she's *not really a quitter* (someone who gives up) and she is *really determined to go on hiking*.

3

POSSIBLE ANSWERS

- a Cindy was struck by lightning while out hiking, but lived to tell the tale; students' own answers
- b Students' own answers
- c measures: educate people about how to recognize climatic conditions associated with lightning, e.g. the colour and appearance of clouds; issue storm warnings on local radio weather forecasts; educate people about the best course of action if caught in a storm, e.g. find appropriate shelter inside a substantial building

4

- a *the calm before the storm*: a calm time immediately before an unexpected period of violent activity or argument
- b *make heavy weather of sth*: to do sth in a way which suggests it is difficult or irksome
- c *ride the storm*: to manage to deal with a difficult situation or time
- d *under the weather*: slightly ill/sick and not as well as usual
- e *take sb/sth by storm*: to be extremely successful very quickly in a particular place or among particular people
- f *keep a weather eye on sb/sth*: to watch sb/sth carefully in case you need to take action
- g *a storm of protest*: a sudden and strong expression of disagreement or opposition to sth, often by a large number of people
- h *a storm in a teacup*: a lot of anger or worry about sth that is not important (Note: *a tempest in a teapot*, NAmE)

5

Students' own answers

Reading – Part 5

1, 2

Students' own answers

3

- 1 D The writer refers to a study which argues that *people die in emergencies not because they are competing but because they care for one another*.
- 2 C In paragraph B, he compares affiliation with the London terrorist bombings, where people were *among strangers*, i.e. others they do not know.
- 3 B The writer refers to researchers who have shown that *social norms were observed*, i.e. they acted as they normally would.

- 4 C The writer concludes that *the shared social identity of any group can be the basis for an efficient and orderly evacuation.*
- 5 A The writer describes how the *social solidarity* (i.e. behaving similarly or in a like-minded way in a situation) *played an essential role.*
- 6 B The writer says *the single biggest killer in emergencies is lack of information.* He goes on to say public address systems are *effective* because they provide *credible information*, i.e. information increases the chances of survival.

4

- a so-called
 b strikes
 c but for the fact that
 d the whole story
 e because the findings produced a good quantity and quality of evidence
 f hence
 g to show that the expression is a direct quote of what the miners called the system
 h their worst nightmare

Speaking – Part 3

1

Students' own answers

2

- 1 c Despite almost turning back to get personal possessions, the man made his way to the emergency stairs.
 2 d The woman went to the police station, cancelled her credit cards and, in the end, went to the Embassy.
 3 a The man abandoned his car and walked the rest of the way.
 4 f The woman decided not to panic.
 5 b The man decided to go back home and wait to see what would happen the next day.

Situation e is not needed.

3–7

Students' own answers

Writing – Part 2, Letter

1

- a the newspaper's readers
 b strong opinions, both for and against the points that the writer of the article makes

2

- a
 Paragraph 1: purpose of letter and brief summary of main opinion
 Paragraph 2: positive aspects of government control
 Paragraph 3: negative effects of government control
 Paragraph 4: why some attempts at control don't work
 Paragraph 5: conclusion restating overall opinion and making

a suggestion

- b It is likely to suit the readers of the newspaper because it clearly and strongly presents its opinions in support of the article, but it also refers to a different point of view in paragraph 2. Acknowledging the other side of an argument is an important feature of opinion writing.
 c The language is quite formal and strongly expresses the writer's opinions. It is probably similar to the language in the original newspaper article.
 d I would definitely agree that; it would be infinitely preferable; Having said that, it is also true; Of course, it is vitally important; which is a complete waste of time; it serves no purpose whatsoever; it will never be possible to; To sum up, I think; There is no evidence of; What we do need is; we should be

3

POSSIBLE ANSWERS

infinitely preferable
 vitally important
 grossly offensive
 wildly inaccurate
 deeply / vehemently opposed to
 wholly unfounded
 deeply unpopular
 drastically improved
 gravely mistaken
 hopelessly inefficient
 frankly ludicrous
 fully justified

4

POSSIBLE ANSWERS

- a Apparently the bus crashed because of faulty brakes.
 b Admittedly there are still some lingering concerns about safety.
 c Ultimately, parents should decide what is best for their children and not the politicians.
 d Frankly, I'm not surprised he hurt himself.
 e If you use a mobile phone while driving, you are obviously a risk to other motorists.
 f They were driving incredibly fast when they crashed but, amazingly, no one was hurt.
 g Put simply, smoking is bad for you.
 h Realistically, we will never eliminate all risks.
 i He took us out for a spin and, typically, drove way too fast.
 j Theoretically, we will be able to rescue them before nightfall.
 k The new law will also logically lead to a reduction in fatalities on our roads.
 l Generally, drivers in my country don't buckle up when driving.

5, 6

Students' own answers