

Unit 8

- h different *to address* means: to think about a problem or a situation and decide how you are going to deal with it; *to explore* means: to examine completely or carefully in order to find out more about it
- i different *to contend* means: to say that something is true, especially in an argument; *to maintain* means: to keep stating that something is true, even though other people do not agree or do not believe it

5

- a The author of the first text's basic assumption that technology is inherently evil is wrong considering the positive impact it has had on technology. OR Considering the positive impact it has had on health care, the author of the first text's basic assumption that technology is inherently evil is wrong.
- b Having dismissed the positive impact of technology on our lives, the first text goes on to explain how technology is inherently evil.
- c The author argues that not only is technology corrupting our young, but also that its effects are now irreversible.
- d In reading the second text, one may well be convinced that technology will be the saviour of all society's ills.
- e What the writer of the first text fails to consider is the fact that a large number of people depend on science to save lives.

6

Model essay

Two things that have dramatically changed how the world operates, on both a business and personal level, are the improvements in transportation and communication. However, something that once improved lives can develop to be used in ways that are detrimental to society. Transportation has improved immensely in the last century, cutting journey times significantly. However, instead of saving time, people have now resorted to using these benefits in a manner that actually means they spend more time performing a particular activity. One result of the use of improved transportation is actually an increase in the amount of time required to travel to work, and this has placed pressure on many people. It is commonly argued that telecommunications advances will have a positive impact on this aspect of life by reducing the need to commute. Whilst this may be the case, the development of new technology raises another issue. Many people do not go to work solely to earn money. Other factors such as feeling part of a team and enjoying a positive working atmosphere can be equally important. By not being able to provide such an environment, companies run the risk of not being able to retain or recruit the best employees. This means that short-term financial gains could potentially result in long-term damage to the performance of the company. In conclusion, technological developments, when operated effectively, can benefit the quality of people's lives. Unfortunately, the temptation to push the limits in how these advances are applied can lead to short-term decisions having long-term consequences for all involved.

Introduction

1

- | | |
|------------|----------|
| 1 basic | 5 race |
| 2 freedoms | 6 status |
| 3 entitled | 7 virtue |
| 4 ethnic | 8 human |

2

Students' own answers

3

- a T b F

4

in almost every country human rights abuses exist

5

Students' own answers

6

POSSIBLE ANSWERS

crime

verbs: combat, commit, crack down on, cut down, detect, encourage, fight, perpetrate, prevent, reduce, wipe out
adjectives: appalling, atrocious, petty, violent, widespread
punishment

verbs: administer, carry out, deserve, escape, impose, inflict, suffer

adjectives: appropriate, brutal, capital, corporal, harsh, mild, well-deserved

rights

verbs: have, stand up for your

rules

verbs: abide by, abolish, apply the, establish, lay down, observe, impose, relax the, stick to the

adjectives: basic, complicated, oppressive, severe, standard, unpopular

7

Students' own answers

Reading & Use of English – Part 4

1

Students' own answers

2

- a attempted murder
b Students' own answers
c Students' own answers and see page 164 of the Student's Book

3

gerunds

reaching a verdict (as subject)
 without reporting the accident; from driving; for reckless driving (after preposition)
 had not stopped driving (after verb)
 his shooting of Taylor (after determiner)
 understanding (as object)
 the shooting (after definite article/determiner)

bare infinitives (without to)

can be an extremely; could not get over; must feel sympathy (after modal)
 let the event take over (after verb + object)

infinitives

have to balance (after phrasal modal)
 only to discover; only to hear (after *only* to express result)
 to ensure (to express purpose)
 unable to lead a normal existence (after adjective)
 Owen claimed to have fired (perfect infinitive after verb)
 he warned the jury not to be swayed (negative passive infinitive after verb + object)
 advised them to concentrate on (after verb + object)
 any intent to kill (after noun)

participle clauses

after being knocked off (reduced adverbial clause of time with *after* as conjunction: *After he was knocked off*. OR gerund after preposition)
 becoming unable; hitting him (reduced adverbial clause of result; *so that he became unable*; *so that he hit him*)

4

Students' own answers

5

in sentence a, the structure *only to* + infinitive is used to mention that something happens immediately afterwards, and is surprising, disappointing, etc. (*Immediately after they tracked him down, the police were surprised to discover ...*); in sentence b, the infinitive *to ensure* is an infinitive of purpose (*He wrote to the Queen in order to ensure ...*)

6

POSSIBLE ANSWERS

- a only to find/discover
- b to inspect/examine
- c to give/allow
- d only to learn/discover/hear/be told/be informed
- e to ensure

7

- a 1 to say
2 b not studying/not having studied
(*regret to do* refers to the present; *regret doing* refers to the past)
- b 1 to play
2 to learn OR learning
(*try to do* and *try doing* have little difference in meaning but *try your best to do* is always followed by the infinitive)

- c 1 seeing
2 to fill in
(*remember to fill in* refers to the future; *remembered filling in* refers to the past)
- d 1 to outline
2 talking
(*went on to outline* means: the next thing he did was (to) outline; *went on talking* means: continued to talk)
- e 1 cycling
2 to enter
(the infinitive of *enter* is needed after the noun phrase; *cycling* is a gerund, and refers to the activity in general terms)
- f 1 to think
2 having to
(*dread* + gerund: be anxious about; *dread to think*: don't want to think)
- g 1 to put
2 working
(*I meant to put* means: I intended to put; *it'll mean working* means: the consequence will be that you have to work)
- h 1 smoking
2 to check
(*stopped to check* means: stopped in order to check);
checking (*stopped checking* means: stopped doing this)

8

Students' own answers

9

- a charged with, appear before/in front of
- b accused of, released on
- c found ... of
- d sentenced to
- e banned from
- f remanded in
- g lodge ... against
- h arrested ... for
- i acquitted ... of
- j cracking down on

10

- 1 is no point (in) appealing
- 2 it easy to get over
- 3 paid no attention to
- 4 prevented the jury from reaching
- 5 showed no remorse/regret for
- 6 put an end to the games the children

Listening – Part 3

1

POSSIBLE ANSWERS

the statue is Lady Justice; the symbolic significance of the sword is the power of Reason and Justice, which may be wielded either for or against any party, and the scales represent the strengths or 'weight' of a case's support and opposition

2

POSSIBLE ANSWER

forensic science: scientific tests used by the police when trying to solve a crime

3

1 B Dr Lafford says Holmes provides a good model in that the forensic scientist is *absolutely impartial*, i.e. unbiased

2 A the *basic principle* is that *material is transferred both ways*, i.e. the contact is mutual

3 A the broken headlight is mentioned as an example of how *painstaking* and *time-consuming* forensic science has become – also, *the range of tests has mushroomed* (compared to how it used to be)

4 C he says that the electron microscope can *give the chemical composition of a sample*

5 D he talks about how forensic science can reduce the number of suspects to *one person in twenty* and then to *one person in 500,000 or a million*

4

a a law unto herself (yourself/himself, etc.): to behave in an independent way and ignore rules or what other people want you to do

b above the law: exempt from the laws that apply to everybody else

c the letter of the law: the exact words of a law or rule rather than its general meaning

d the law of the jungle: a situation in which people are prepared to harm other people in order to succeed

e lay down the law: to tell sb with force what they should or should not do

f take the law into our (your/his/her, etc.) own hands: to do sth illegal in order to punish sb for doing sth wrong, instead of letting the police deal with them

5

Students' own answers

Reading & Use of English – Part 7

1

a Students' own answers

b

POSSIBLE ANSWERS

information about: some early history as well as more modern history, key texts or documents drawn up on human rights, situations in different countries or parts of the world, organizations which promote or protect human rights

2

Students' own answers

3

1 F the quote in lines 72–75 of the text (particularly its use of the phrase *scourge of war, which twice in our lifetime has brought untold sorrow*) is the view that a situation which had wreaked widespread havoc (itself outlined in lines

66–68) could not be repeated

2 A *the event of recording the decrees on the Cyrus Cylinder, which has now been recognized as the world's first charter of human rights* suggests a recent consensus that an event had far-reaching global repercussions

3 E *extend care without discrimination to wounded and sick military personnel*; if people are treated without discrimination, it means they (in this case soldiers from all sides) are treated equally

4 B *the protest against the flagrant injustice of a despotic monarch was the forcing of King John to sign the Magna Carta*; *injustice* and *despotic* are used because he was considered to have violated a number of ancient laws; *far-reaching consequences* because *it was arguably the most significant early influence on the extensive historical process*

5 D the two phrases *Just six weeks* and *barely three weeks* convey the surprise that widespread change came about in a relatively short space of time

6 A *actions that a major advance for the human race on the part of Cyrus the Great* suggests that they were unusual and ahead of their time

7 C Thomas Jefferson's writing of a *formal explanation, which was published and widely distributed and read to the public*, suggests an acknowledgement that he was prepared to justify his actions

8 F the quote in lines 72–75 of the text (particularly with its use of *we/our* and the phrase *untold sorrow*) is an expression of regret for mistakes made in the past

9 B the Magna Carta, which *established the rights of widows who owned property to choose not to remarry*, officially tried to prevent a certain kind of gender discrimination, i.e. against women whose husbands had died

10 D the idea that everyone should have the same opportunities for advancement is contained in the phrase in lines 51–54 (*All citizens, being equal ... virtues and talents.*)

4

a *it was his next actions that marked a major advance for the human race* to emphasise the important of these actions

b *subjects forced* normally a *subject* would not be in a position to force a monarch to do anything

c to introduce a list and expand on the previous idea

d *set the stage*: to make it possible for sth to happen

e *raged*: continued violently or with great force; *smouldering ruins*: still burning or with smoke rising from them; *the scourge of war*: terror/torment/punishment of war; *untold sorrow*: indescribable or unimaginable sadness because sth

very bad has happened

5

Students' own answers

Speaking – Part 2

1
Students' own answers

2
I would say that this is / it certainly looks like it – they might be / that kind of thing / Can't quite make out exactly what it is / seems / They look as if / Perhaps / probably

3
Students' own answers

4
look at all the pictures; imagine you are putting together a report on civil liberties for a student magazine; talk together (for about three minutes) about how effective the pictures are in illustrating the issues related to civil liberties; suggest two other images which could be included in the magazine report

5
Students' own answers

6
Students' own answers

Writing – Part 2

1
a programme of voluntary education and training courses
b Students' own answers
c formal

2
a Students' own answers
b introduction; strengths; weaknesses; conclusions; recommendations
c lexical variation: teenagers, participants, attendees, of those surveyed, candidates; a number of, 87% of, a minority, the majority, 5% of
d to hedge/soften their opinions
e notwithstanding; albeit

3
a the use of *could* makes it more remote and more hypothetical; *would* is more definite that this would be the result
b the use of *could* makes it more tentative
c the use of *could* makes it more remote
d there is little difference in meaning
e the use of *can* makes it more tentative

4
a rule
b way/sense
c respects
d said/assumed/thought; can
e assumed

5
a insurmountable
b shortcomings
c underlying; touches
d alleviate
e exacerbate; discourage
f grips
g viable; grapple; ongoing

6
Students' own answers

verb): subject (I) causes or arranges for the action

h got + myself (object) + locked (past participle); reflexive pronoun (myself) when object is same as subject

i had + everyone (object) + dancing (present participle); subject (We) causes or arranges for the action

9

The passive is used in order to keep the focus on the concept, which is the main topic of the previous sentence.

10

Students' own answers

Listening – Part 4

1

Students' own answers

2

1 G I tend not to look at people when I'm listening to them, i.e. she doesn't maintain eye contact

2 C if I have no real contact with the person I'm talking to, I'm afraid I tend to just switch off, i.e. he needs to be able to relate to them

3 E If somebody says something sarcastic ... I'll definitely remember how I felt when they said it, i.e. she is sensitive to the tone or emotion

4 D I pick up much more rapidly ... ; I do have a tendency to cut in ... ; It's extremely frustrating for me to have to wait, i.e. all of which show he is quick on the uptake

5 B I can only really give things my full attention when what someone is saying has a direct impact on me, i.e. unless the content is relevant, her mind starts to wander or switches off

6 D it doesn't look as if I'm ... not paying attention, i.e. it gives the impression she's interested in listening

7 H trying to draw or doodle what people are saying ... creating a sort of picture in my mind, i.e. he tries to visualize

8 A what point the person I'm listening to is trying to make, i.e. exactly what the speaker is trying to say

9 C I know I react more positively when people give me a brief idea ... then let me give some sort of immediate response, i.e. initial interaction with the speaker

10 F a way of trying to link things directly to my own life and circumstances, i.e. making a connection with their own circumstances

3

Students' own answers

4

a in (listen in (on sb/sth): to listen to a conversation that you are not supposed to hear)

b last/end (never hear the last/end of sth: to be reminded of sth by sb repeatedly over time)

c all (hear it all before: to be very familiar with what sb is saying)

d out (hear sb out: to listen until sb has finished saying what they want to say)

e play (play sth by ear: to decide how to deal with a situation as it develops rather than by having a plan to follow)

f coming (coming out of your ears: to have too many or too much of sth)

g up (up to my ears (in sth): to have a lot of sth to deal with)

h prick (make your ears prick up: to listen carefully, especially because you have just heard sth interesting)

i gave (give sb an earful: to tell sb for a long time how angry they are about sth)

Speaking – Part 3

1

POSSIBLE ANSWER

'good speaker' of another language: sb who can express themselves clearly and confidently in a wide range of situations, and speak about a wide range of concrete and abstract topics using accurate and appropriate vocabulary and grammar

2

a Firstly, with the result that, in addition

b he begins with the first point and expands his long turn by using the prompts available

c I think, what's even more important perhaps, I suppose, I'm convinced that, I actually believe, in my opinion, maybe, possibly

d by using different structures, e.g. many years ago, in the past, many people, more and more people

e yes, a good range and accuracy of vocabulary, e.g. dominated, commute, decades, attitudes, work patterns, resulted in

f yes, a good range and accuracy of grammatical forms, e.g. with the result that it's had a huge effect on; what's even more important; if it hadn't been for computers and the internet, work patterns wouldn't have changed half as much as they have done

g he uses discourse markers and fillers sparingly to give himself time to think or reformulate, e.g. er, well

3, 4

Students' own answers

Reading & Use of English – Part 5

1

Students' own answers

2

POSSIBLE ANSWER

New findings on how rivalry affects competition

3

1 D the writer says rivalry differs from other kinds of competition, i.e. normal competition, in that it offers a psychological prize and can boost motivation

2 B Kilduff found that runners consistently ran faster when competing against rivals; the fact that the rivals had