Unit 11 Extra practice: Key

1 livid
despondent
astonished
petrified
taken back
cross
ecstatic
scared
content

miserable, despondent
livid, cross
astonished, taken aback
petrified, scared
ecstatic, content

2 1 thrilled to bits
2 hot under the collar
3 a bit on edge
4 all over the place
5 a bit down
6 completely done in

3 1 I wish
2 We’d rather
3 I’d just as soon
4 What if
5 It’s high time
6 If only
7 Supposing
8 If only

4 1 Were he to change jobs
2 Should they change their mind
3 Were she to ask for a pay rise
4 Had I listened to your advice
5 Were it not for their lottery win
6 Had we not been on the same flight to Paris
7 Should you need to email them

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

Unit 11 Revision: Key

1 1 livid
2 petrified
3 ecstatic
4 miserable
5 astonished

2 1 a bit down
2 done in
3 thrilled to bits
4 on edge
5 under the collar
6 speechless

3 1 I wish I didn’t keep losing
2 so he’d rather pay extra and go by taxi
3 If only you didn’t have to travel
4 Supposing one of your colleagues shouted at you at work
5 What if we were to study at the library
6 It’s high time (that) we sat down and had a proper talk
7 If only they wouldn’t argue in public
8 I’d just as soon not buy a house

4 1 Should he answer the telephone, can you put me straight through?
2 Had it been $100 cheaper, I would definitely have bought it.
3 Had they been honest about the money, we wouldn’t have contacted the police.
4 Were she to walk out tomorrow, I don’t think we’d mind.
5 Had she told me about her accident, I would have understood why she was so upset.
6 Were it not for the fact that I was at the meeting, I would never believe he was the CEO.
7 Should they want to meet us in person, I’ll email our details.
8 Had she not read that book, she wouldn’t have been such a good negotiator.

5 1 moving the goalposts
2 on the move
3 moved up in the world
4 Don’t move a muscle
5 move up a gear
6 moved to tears
Unit 11 Extension: Key

1. The writer believes that altruism exists, but the extent to which people display altruistic behaviour depends on individual circumstances and situations.

2. The writer gives evidence of studies and games carried out in laboratories and in ‘real world’ experiments.

3. The writer repeats his/her main argument: he/she says that altruism exists, but it is dependent on so many variable factors.

4. Students’ own answers.

2. 1. c
    2. b
    3. a
    4. b

3. 1. present and develop your main argument; find and give evidence to support your argument; repeat your main argument in the conclusion
    2. Students’ own answers.
    3. Students’ own answers.
    4. Boxes to be ticked (answers may vary):
       - a summary of the ideas in the main body paragraph
       - a final opinion on the subject

4. Students’ own answers.

Teacher’s checklist
- Has the student organised their work into paragraphs?
- Is the main argument clear?
- Does the essay outline the main argument at the beginning and repeat it in the conclusion?
- Has the student used evidence to support their main argument?
- Do you find the arguments logical and convincing?
- Is the writing in a suitable register?