

# Blueprint 7

## Answer Key

### Module 1 - Preview

#### Grammar (pg. 7)

1. b
2. admired
3. *Answers will vary.*  
you will have a successful career.
4. have loved

### Module 1 - Lesson 1 Who do you believe in?

#### B Authentic Text (pg. 8)

##### Part 2

*Answers may vary.*

1. My parents are my role models. The adjectives that describe them are *dedicated, hard-working, and loving*.
2. I think that people who have at least one role model have a distinct advantage over people who do not have a role model. It is very important to see a proper example of important behaviour.
3. I'm a very kind person. I think people admire my kindness.
4. I don't think that politicians and celebrities should be held to a higher standard. Just because you're in the public eye doesn't automatically make you a role model.
5. I think the most important thing I can do while being a role model for others is to be honest. I make mistakes, and other people need to know that I'm fallible.

##### Part 3

2, 3, 1, 4

##### Part 4

True statements: 2, 3, 5, 7, 8

#### C Vocabulary (pg. 9)

##### Part 1

1. idol
2. emulate
3. reassure
4. aid

##### Part 2

1. a

2. c
3. e
4. b
5. d
6. f

### Module 1 - Lesson 2 The future is now!

#### B Authentic Text (pg. 10)

Elon Musk is a noted philanthropist and inventor who is working to secure a better future for earth and all of **humanity**. He has invested millions of dollars in companies that are working on futuristic **endeavours**. He is perhaps best known for founding Tesla, a company that produces electric cars. This aligns with his goal of improving **sustainability** of our natural resources. If everyone drove electric cars, we would greatly reduce greenhouse gas **emissions**, slowing down global warming. His other work with sustainability involves solar energy. Among other ventures, he has developed solar panels that also function as roof tiles!

Musk's vision is not limited to Earth. He sees great potential in the development of economical space travel, and his company, SpaceX, is the vehicle for this dream. Musk's goal is to establish a **colony** on Mars by 2040, with the first manned flight to the red planet scheduled to depart in 2024. The first step for SpaceX was to build a reusable spacecraft. In 2015, they successfully **launched** and then **recovered** the Falcon **rocket**. With further development, this reusable spacecraft could reduce the cost of space flight by a factor of ten!

Musk's ambitions don't stop there. He has been working on a mode of **transportation** called the Hyperloop. The Hyperloop is essentially a giant circular tunnel that pods can travel through. If it works, it will be far cheaper than any other mode of transportation for long distances.

#### B Vocabulary (pg. 11)

##### Part 1

1. recovered
2. invested
3. vision
4. sustainability
5. humanity
6. colony

##### Part 2

1. f

2. c
3. e
4. g
5. b
6. d
7. a

### **C Grammar (pg. 11)**

#### **Part 1**

1. present perfect continuous
2. present perfect
3. present
4. present perfect
5. present perfect continuous
6. present continuous

#### **Part 2**

*Answers will vary.*

1. The cat eats the food.
2. The cat is eating the food.
3. The cat has eaten the food.
4. The cat has been eating the food for five minutes.

### Module 1 - Lesson 3 Soaring to New Heights

#### **B Audio (pg. 12)**

##### **Part 2**

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

#### **C Vocabulary (pg. 12)**

##### **Part 1**

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

##### **Part 2**

*Answers will vary.*

1. The man was very disciplined with his diet and turned down dessert.
2. The salesman was very persistent in trying to sell us a new air conditioner.
3. His mother pushed him hard to study as much as possible.
4. My sister is very driven to get good marks.
5. My aunt is a very gifted singer.

6. Someday, I'll get my degree as long as I have enough perseverance.

### **D Grammar (pg. 13)**

#### **Part 1**

1. has worked
2. has agreed
3. has won
4. has eaten
5. have trained

#### **Part 2**

*Answers will vary.*

1. I have lived here for fifteen years.
2. I have learned about the importance of passion in achieving great things.
3. She's been to London four times.
4. They've been together for eight years.

### Module 1 - Lesson 4 Dine with a Celebrity

#### **B Authentic Text (pg. 14)**

##### **Part 3**

1. false
2. false
3. true
4. false
5. true
6. false
7. false

#### **D Vocabulary (pg. 15)**

##### **Part 1**

1. luxurious
2. prank
3. tedious
4. spy

##### **Part 2**

1. shocked
2. talk politics
3. tactic
4. plotted
5. incidentally
6. in surprise

#### **E Grammar (pg. 15)**

1. If it rains today, we won't be able to play football.
2. If you pass your driving test, you will get your licence.
3. If the dinner had not burned, you could have fed your guests.
4. When we don't have English class, we can spend more time reading novels.

5. If the car had been affordable enough, I would have bought it.

## Module 1 – I'm a big fan!

### D Analyse the Text (pg. 16)

#### Part 1

1. c
2. b
3. b

#### Part 2

*Answers may vary.*

1. He is writing a letter because he wants to tell her how much she means to him as a journalist.
2. When Chenelle spoke to the men at the march, she was showing her dedication to open dialogue. She didn't agree with them, but she spoke with them anyway. Her approach served as an example of open dialogue.

### E Vocabulary (pg. 16)

#### Part 1

1. march
2. poverty
3. scholarship
4. channel
5. newsreader

#### Part 2

*Answers will vary.*

1. After being found guilty of a crime, the politician was asked to step down from his position.
2. I always stand up for my little brother.
3. The townspeople voiced concern about the new taxation laws.
4. It's safe to say that no one wants children to be harmed.
5. Parents should not be too critical of their children's behaviour when they are young.

## Module 1 - Active Review

### A Listening (pg. 18)

#### Part 1

1. false
2. true
3. true
4. false
5. true

#### Part 2

*Answers will vary.*

1. I find it inspiring that the boy decided to race even though he had lost his legs.

2. He may have had an unfair advantage if the artificial legs worked better than human legs.

### C Improving the World (pg. 18)

*Answers will vary.*

## Module 1 - Fluency

### A Read to speak (pg. 19)

1. c

### B Write to Speak (pg. 19)

*Answers will vary.*

- Action: I can work hard and always try my best.  
How it helps: I can inspire others as they see how my hard work results in success.
- Action: I can defend those who are weak.  
How it helps: I can show others that bravery is needed to protect everyone.
- Action: I can make my opinions known.  
How it helps: When others see and understand my beliefs, they'll know that their thoughts are valid as well.

### C Now Speak (pg. 19)

*Answers will vary.*

It is important to be the best person you can be. You never know when you might become a role model for someone else. If I work hard and always try my best, I can inspire others as they see how my hard work results in success. I must be brave as well. If I'm not afraid to share my thoughts and opinions, others might see and understand my beliefs. Then they'll know that their thoughts are valid as well. And it's important to stand up for people who are weaker than you. This will show others that bravery is needed to protect everyone.

## Module 2 – Preview

### Grammar (pg. 21)

1. b
2. supporting
3. *Answers will vary.*  
When I learned of the tragedy, I donated to help those affected.
4. that I participate

## Module 2 - Lesson 1 A Language at Risk

### B Authentic Text (pg. 22)

#### Part 2

*Answers may vary.*

1. The children of the tribe were taken and forced

to attend English-only schools.

2. A language can be preserved through development of a written alphabet and through audio recordings.

3. Young people are important if they learn the language.

Speaking a language is the best way to keep it alive.

4. Every culture that has a language is worth saving. Preserving a language signifies the practice and continuation of a people's culture. In addition, some aspects of culture lose their meanings when not expressed in the native language.

### Part 3

4, 2, 1, 3

### Part 4

True statements: 2, 3, 4, 6, 7

## C Vocabulary (pg. 23)

### Part 1

1. abandon

2. elder

3. instruct

4. monotonous

### Part 2

*Answers may vary.*

1. to leave without explanation or intention to provide further care

2. to gather a large amount of something

3. an older member of a community

4. to interact with

5. to be able to speak quickly and naturally

6. a group of people born within a few years of each other

7. to teach

8. boring because things aren't changing

9. to inspire someone to do something

10. to keep something as is and to protect it

## Module 2 - Lesson 2 Remembering British History

### A Authentic Text (pg. 24)

The next Commonwealth Games will take place in Birmingham in 2022. However, many people are beginning to question the relevance of this large sporting event, which **started** life as the British Empire Games in Hamilton, Canada, in 1930. As the name suggests, this **was** like an Olympics for countries that **were** part of the British Empire at the time. Most people know what an empire is, but what exactly is a "commonwealth"?

By the mid-twentieth century, the British Empire **was** weakening. Countries like Australia, Canada, India, Jamaica, Kenya, New Zealand, and South Africa **gained** independence. The British Government **wanted** to commemorate the empire and so **invited** newly independent countries to join the "Commonwealth of Nations". The Commonwealth Games **was** another way to keep hold of what the British government **saw** as "special relationships". From the perspective of many people though, the history of empire is nothing to celebrate. The British government had **extracted** a staggering amount of money from

other countries. And particularly in Asia and Africa, they had **ruled** harshly, using violence to control and dominate local populations.

After the Second World War, Britain **had** a shortage of people to work in important fields such as healthcare. They **invited** people from the commonwealth to come to Britain and fill these important roles. However, many **found** that when they **arrived** they **were treated** as second-class citizens, no matter how hard they **worked**. Today, a

positive legacy of empire can be seen in the diversity of British cities, where many immigrants from former British colonies have made their homes. However, people whose heritage can be traced back to these countries can still be treated unfairly.

The games have been controversial in the past. In 1986 many countries boycotted the event in protest at South Africa's policy of apartheid. Since 1948, this policy had been separating black and white people's lives almost entirely. In fact, the campaign **helped** and apartheid **ended** in the early 1990's. Defenders of the games say it is a chance to build bridges between cultures. It also gives athletes from tiny islands like Tuvalu, Niue, and Norfolk Island a chance to compete at a high level. For the athletes who opt to take part, the games are a significant moment, even if to some they seem increasingly irrelevant. It may not be that the games continue forever, but when they begin in 2020, an estimated 1.5 billion people will

be tuning in for what promises to be a stunning opening ceremony.

## **B Vocabulary (pg. 24)**

### **Part 1**

1. true
2. false
3. false
4. true
5. true

**Part 2**

*Answers will vary.*

1. This day is an important celebration of our heritage.
2. The university has launched a campaign to get students to stop smoking.
3. She sang the song to commemorate the soldiers who died in battle.
4. The government's decision to invade was very controversial.
5. He is an immigrant working to help his new country.

**D Grammar (pg. 25)****Part 1**

1. past continuous; simple past
2. simple past; simple past
3. past perfect continuous
4. past perfect; simple past
5. past continuous

**Part 2**

*Answers will vary.*

1. He was sleeping while the teacher was talking.
2. She cleaned the kitchen.
3. She looked at her watch and realised that she was late.
4. The cat was waiting to be adopted.

**Module 2 - Lesson 3 Living in a Bubble****B Audio (pg. 26)****Part 2**

The Sentinelese are an indigenous tribe off the coast of India.

When the Sentinelese encounter visitors, they usually attack.

The Sentinelese live without agriculture, fire, industrialisation, and allies.

Isolation allows the Sentinelese preservation of their culture, including language, and protection from disease.

**Part 3**

1. India
2. Africa
3. uncontacted
4. spears
5. immunity
6. extinct
7. illegal
8. fire

**C Vocabulary (pg. 27)****Part 1**

1. primitive
2. isolated

3. distress
4. intruder
5. flee

**Part 2**

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

**D Grammar (pg. 27)**

1. When I came home, my brother jumped up in joy.
2. When the teacher came into the classroom, the students were chatting loudly.
3. By the time I finished my homework, my brother had eaten all the cookies.
4. Before the guests arrived, we had been cleaning the house for hours.

**Module 2 - Lesson 4 Food Culture****B Authentic Text (pg. 28)****Part 2**

*Answers will vary.*

1. S/he cheers for the Italian football team.
2. The writer imagines Nonnina's cooking because it is more delicious than the take away food.
3. The writer values Nonnina's cooking because it reminds him/her of his/her family and their traditions.

**Part 3**

1. brandy, espresso, egg yolks, milk, sugar
2. zucchini, onions, tomatoes
3. wine, lemon juice, chicken breast
4. stewed tomatoes, oregano, basil
5. chocolate, cookies
6. ground beef, carrots, orzo pasta, green veggies

**D Vocabulary (pg. 29)****Part 1**

1. hunger
2. produce
3. tender
4. pastry
5. hearty
6. bland

**Part 2**

1. dice
2. wheat
3. fatty
4. feast

### **E Grammar (pg. 29)**

*Answers will vary.*

1. that you move the pan off the hob before your food catches fire.
2. that you prepare food for your little brother.
3. I were a chef
4. that I be careful when I chop those onions
5. that you use oven gloves when you take the lasagne out of the oven.

### Module 2 - Lesson 5 Cultural Conflict

#### **D Analyse the Text (pg. 30)**

##### **Part 1**

1. true
2. false
3. true
4. false
5. false

##### **Part 2**

1. She means that the men who united around the statue were not protecting their heritage. They were promoting intolerance.
2. He believes that they represent history. He doesn't want that history to be erased.
3. The writer believes that the monuments represent hate, and the speaker believes that they simply represent history.

#### **E Vocabulary (pg. 31)**

##### **Part 1**

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

##### **Part 2**

*Answers will vary.*

1. Her hatred of those who think differently is upsetting.
2. At the protest, people were demonstrating for equal rights.
3. If we unite, we can achieve great things.
4. Our teacher is very supportive of our ideas.
5. It's OK to disagree, but we must condemn violence.
6. The mafia boss's legacy was one of crime and deception

### Module 2 - Active Review

#### **A Read (pg. 32)**

1. past perfect
2. Squanto instructed them on how to survive off

the land.

3. They had a hearty feast with the Wampanoag tribe.

### Module 2 - Communication

#### **B Listen (pg.33)**

1. true
2. false
3. true
4. false
5. true

### Quarter Test 1

#### **A Vocabulary (pg. 34)**

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

#### **B Grammar (pg. 34)**

1. having
2. then
3. decided
4. are having
5. celebrating, cancelled
6. were
7. voiced
8. united
9. that
10. had been

#### **C A Letter to a Celebrity (pg. 35)**

1. false
2. false
3. true
4. false
5. true
6. true

### Module 3 - Preview

#### **Grammar (pg. 37)**

1. was
2. My mum said that she won't buy me a new mobile.
3. A longer-lasting light bulb was created by Thomas Edison.
4. I will be a huge fan of 3D films until the day I die.

## Module 3 – Lesson 1 The Cost of Genes

### B Multi-Text (pg. 38)

#### Part 1

*Answers will vary.*

1. According to Text 1, the pessimists have the strongest feelings about gene editing. I think this is because there are always issues with new technology, and when this new technology is applied to the fundamental aspects of what makes humans who they are, errors could be disastrous for life as we know it.
2. One specific benefit is that doctors may be able to extend the human lifespan.
3. Next year, Organic Organs Laboratories will be raising its first batch of “gene-perfect” babies.

#### Part 2

3, 2, 2, 3, 1

#### Part 3

1. untreatable diseases
2. Eighteen
3. hereditary disease treatments
4. Organic Organs Laboratories
5. Gene therapy

### D Vocabulary (pg. 39)

#### Part 1

1. fundamentally
2. customised
3. compatible
4. extend
5. genes
6. donor
7. simultaneous
8. portable
9. state-of-the-art
10. eliminating

#### Part 2

1. gene
2. simultaneous
3. compatible
4. portable

## Module 3 - Lesson 2 No Work Left to Do

### B Authentic Text (pg. 40)

#### Part 1

1. artificial intelligence

2. capable of
3. unforeseen
4. employ
5. industries
6. personnel
7. trial
8. prosperous
9. developments
10. imaginative

#### Part 2

1. g
2. b
3. c
4. a
5. i
6. e
7. d
8. h
9. j
10. f

### D Grammar (pg. 41)

#### Part 1

Checked sentences: 3, 4, 5, 6, 7

#### Part 2

1. would be
2. would be
3. wouldn't be

## Module 3 - Lesson 3 Space Exploration

### B Audio (pg. 42)

#### Part 1

##### Speaker 1:

1. She is a historian.
2. She values documentation of events to understand them.
3. There are six colonists in all.
4. *Answers will vary.*

I learned that many steps were taken before going to Mars.

##### Speaker 2:

1. He is a biologist.
2. He values discovering new life.
3. He mentions the chemist.
4. *Answers will vary.*

I learned that there may be life in the ice on Mars.

##### Speaker 3:

1. He is an engineer.
2. He values building a new human civilisation.

3. He mentions his father because he helped build the first rockets that could travel to the moon and back.

4. *Answers will vary.*

I learned that there is great opportunity for engineers in the future.

### Part 2

- David Holmes
- Bowie Stevens
- David Holmes
- Rachel Chadwick
- Bowie Stevens
- Rachel Chadwick

### Part 3

- engineer
- ice, cave
- Exploration, frontiers
- colony
- risks, Wild West

### C Vocabulary (pg. 43)

- historian
- bacteria
- scarce
- conservation
- evaluate

### D Grammar (pg. 43)

*Answers may vary.*

- The astronaut said that it was one small step for man but one giant leap for mankind.
- The biologist said that he looked into his microscope at the sample and saw organisms that didn't look like those on Earth.
- The entrepreneur said that she wanted to go to Mars to discover and sell resources such as diamonds and aluminium.

## Module 3 - Lesson 4 Products That Will Change the World

### B Authentic Text (pg. 44)

#### Part 2

*Answers will vary.*

- People can use Bitcoin for a number of different purchases, from pizzas to various online retailers.
- The advantages of digital currency are that anyone can use it and that it's free of manipulation. The downside is that its only value is in what people are willing to pay for it.
- I think people will want a currency backed by something of actual value. Ironically, I think the future of currency is the history of currency and

that gold-backed currency will once again reign supreme.

### Part 3

- false
- true
- true
- false
- true
- false

### D Vocabulary (pg. 45)

#### Part 1

- programmer
- risk
- block
- utilise

#### Part 2

- probability, prediction
- plausible
- viable
- notable, stability

### E Grammar (pg. 45)

- Complex operations were performed by the heart surgeon every day.
- Toys, utensils, and even something as complex as car parts can be made by 3D printers.
- You can be transported by virtual reality to places you would not have the opportunity to visit.
- The security on my self-driving car was overridden by a thief.

## Module 3 - Lesson 5 Smart Homes

### D Analyse the Text (pg. 46)

#### Part 1

True statements: 2, 3, 5, 6

#### Part 2

Answers will vary.

- Smart homes may be self-cleaning and very secure from burglary.
- Smart homes may contain tables that scan and monitor the food a person eats and evaluates its nutritional value. They may also contain a bed that monitors a person's vital signs while they sleep to help people avoid health emergencies.

### E Vocabulary (pg. 47)

#### Part 1

- e
- c
- f

4. b
5. a
6. d

## Part 2

*Answers will vary.*

1. The dishes are picked up by a drone.
2. The house is cleaned automatically.
3. The doors were opened by a mechanism on the floor.
4. His activity is monitored by the guard.
5. The smart watch was shown at the convention.

## Module 3 - Active Review

### A Read (pg. 48)

1. state-of-the-art
2. capable of
3. portable
4. imaginative
5. components
6. customise
7. plausible
8. eliminate
9. programmer
10. fundamentally

## Module 3 - Fluency

### A Listen to Write (pg. 49)

1. He mentions self-driving cars, computers that can recognise faces, and networks that can monitor events in your home.
2. She thinks it could turn on us and kill us.
3. He is also worried about AI.

## Module 4 - Preview

### Grammar (pg. 51)

1. but
2. *Answers will vary.*  
I can understand them better.
3. I will explain the mystery after you pay the fee.
4. metaphor

## Module 4 - Lesson 1 Superstitions

### B Authentic Text (pg. 52) Part 2

*Answers may vary.*

1. I think people notice a pattern and then attribute cause to their observation.
2. There is one baseball pitcher who will only approach the pitcher's mound from the left side. He thinks that if he enters from the right, he'll have a bad game. He's not a very good pitcher though, so I think he shouldn't worry which side he uses.
3. I think people can easily be swept up in their superstitions. In fact, I think beliefs such as

these can grow and begin taking over a person's life in an irrational way.

### Part 3

First row: 1, 3,  
Second row: 4, 2

### Part 4

True statements:  
1, 2, 4, 7

## C Vocabulary (pg. 53)

### Part 1

1. validity
2. belief
3. chaotic
4. jump to conclusions
5. associate

### Part 2

1. b
2. e
3. a
4. c
5. d

## Module 4 - Lesson 2 Conspiracy Theories

### A Authentic Text (pg. 54)

Dear Readers,  
In the past, I have debunked the flat Earth theory and the chemtrail conspiracy, but both pale in comparison to what I am going to talk about today. There is an idea circulating on the

Internet that the moon is not what it seems. Conspiracy theorists claim that, contrary to popular belief, the moon is empty. There is absolutely no evidence to support the Hollow Moon hypothesis, but this has not convinced the conspiracy theorists. Hollow Mooners, as they are called, believe that the moon is a giant spaceship. When asked to back up their claims, they often point to the size and shape of the moon's craters. Those refuting the Hollow Moon theory presume that this misinterpretation is due to perception. We are far away from the moon, and thus the craters seem small. Hollow Mooners also think

that the news won't cover their story because the government doesn't want the truth to get out. In actuality, of course, the news won't broadcast information about the moon being empty because it is simply not true.

The Hollow Moon conspiracy is believed to stem from the equally ridiculous Hollow Earth theory, which states that the inside of the earth is vacant. Unlike the theory itself, its origins have a plausible explanation. There are many myths and legends that could have led to the misconception. For example, the Hollow Earth theory is often believed to have originated from the Greek myth of Hades, god of the underworld. In the stories, he actually lives within the planet. Remember readers, never believe anything you read on the Internet, unless you check to see if it is based on facts!

## B Vocabulary (pg. 54)

### Part 1

1. hypothesis
2. vacant
3. claims
4. debunked
5. stem
6. myths
7. conspiracy
8. cover
9. contrary

### Part 2

*Answers may vary.*

1. Despite having no **evidence**, Jim believes that his tinfoil hat will protect his brain from harmful waves.
2. Some believe the **claim** that the pyramids were built by ancient aliens.
3. The new retail space stayed **vacant** for months due to its exorbitant rent.
4. The researcher deduced that her **hypothesis** was correct after viewing the sample evidence under the microscope.

## D Grammar (pg. 55)

1. [underline "after"], time
2. [underline "When"], time
3. [underline "Furthermore"], agreement
4. [underline "because"], cause and effect
5. [underline "if"], condition
6. [underline "although"], disagreement
7. [underline "until"], time
8. [underline "As a result of"], cause and effect

## Module 4 - Lesson 3 Animal Emotions

### B Audio (pg. 56)

#### Part 1

##### Jessie

Job: animal empath

Motivation: to ease the distress of animals

How she helps animals: runs a shelter

Feelings toward job: wouldn't trade it for the world

##### Scarlett

Job: veterinarian

Motivation: to help sick animals

How she helps animals: provides healthcare

Feelings toward job: passionate and learning more every day

##### Eve

Job: pet sitter

Motivation: to achieve two things at one time (can do homework while she pet sits)

How she helps animals: gives them attention, takes care of them

Feelings towards job: absolutely loves it

### Part 2

1. Jessie / Speaker 1
2. Eve / Speaker 3
3. Scarlett / Speaker 2
4. Scarlett / Speaker 2
5. Eve / Speaker 3
6. Jessie / Speaker 1

### Part 3

1. gives me insight / emotional and physical
2. feel the transformation / regain their desire
3. help heal them / reduce their pain
4. visit my clients' homes
5. we just cuddle / do homework

## C Vocabulary (pg. 57)

1. loneliness
2. symptom
3. insight
4. neglect
5. heal
6. analyse
7. transformation
8. frustration
9. empathy
10. fully-fledged

## D Grammar (pg. 57)

1. purpose
2. result
3. purpose
4. purpose

## Module 4 - Lesson 4 A Ghost Story

### B Authentic Text (pg. 58)

#### Part 2

*Answers will vary.*

1. Winter is compared to death in this story.

2. The townspeople left the town because the priest convinced them. He had seen a bad omen.

3. They became ghosts because no one was left

to perform their last rites.

### Part 3

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

### D Vocabulary (pg. 59)

#### Part 1

1. tomb
2. devour
3. frightening
4. spirits

#### Part 2

1. omen
2. resentment
3. hesitant
4. uncertainty
5. the unknown
6. wary

### E Grammar (pg. 59)

1. underline "as pale as a ghost" (simile)  
She is experiencing fear.
2. underline "ran its fingers through my hair" (personification)  
The wind has fingers. The author is trying to evoke a cold mood.
3. underline "landing in a lump in my throat" (metaphor) It's more powerful because we can imagine how the writer's heart responded so strongly.
4. underline "like a moth under a light" (simile)  
This is funny because it's strange to picture a professor bouncing around like a moth, especially off a desk.

Module 4 - Lesson 5 What do you know?

### D Analyse the Text (pg. 60)

#### Part 1

1. c
2. c

#### Part 2

*Answers will vary.*

1. He has shown her scientific evidence. He has also offered to have her speak to one of his professors.
2. Possible answer: I don't think that he will be happy because he seems more interested in

being right than in getting along with his mother. Maybe he will learn to prioritise their relationship over being right.

### E Vocabulary (pg. 61)

#### Part 1

*Answers will vary.*

1. The open-minded woman loved to swim in new places whenever she got the chance.
2. The lady feels the pain of arthritis in her hand.
3. The man is not convinced of the woman's seriousness.
4. Jimmy is really struggling with his mountain of paperwork.

#### Part 2

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

## Module 4 – Active Review

### A Listen (pg. 62)

1. The woman says that she saw a large creature. She thinks it was Bigfoot.
2. She says that it was eight feet tall, walked like a man, and was covered in hair.
3. The man is not convinced because the woman didn't provide any evidence. Also, it was Halloween last night.
4. They will go out together to see if they can find evidence of Bigfoot.

## Quarter Test 2

### A Vocabulary (pg. 64)

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

### B Grammar (pg. 64)

1. would be
2. was created
3. reported
4. when
5. since

6. eventually
7. so that
8. is like
9. is
10. would be

**C Future Technologies (pg. 65)**

1. false
2. true
3. true
4. true
5. false
6. false

Module 5 - Preview

**Grammar (pg. 67)**

1. isn't
2. An award was given to Bill for his senior art project.
3. [circle] if she wanted to visit the art museum.
4. rhetorical

Module 5- Lesson 1 Working with Art

**B Multi - Text (pg. 68)**

**Part 2**

- 3, 1, 2, 2

**Part 3**

1. on show for viewing by the public
2. discuss purchasing art directly
3. anticipate which art is most likely to sell
4. assess the value of various art pieces for purchase or sale
5. help predict the value of other paintings by the same artist

**C Vocabulary (pg. 69)**

**Part 1**

1. anticipate
2. consider
3. bid
4. auction

**Part 2**

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

Module 5 - Lesson 2 The Art of Tattooing

**A Authentic Text (pg. 70)**

Students should underline these questions:

“That kind of dedication sounds like art, doesn't it?”

“That kind of precision sounds like art, doesn't it?”

“So, are tattoos fine art?”

“My tattoo might not be hanging in a gallery or museum, but couldn't you consider my skin to be the exhibition space in this case?”

**B Vocabulary (pg. 70)**

**Part 1**

1. completion
2. apply
3. tip
4. elaborate
5. selective
6. honed
7. determines
8. represents
9. depicted
10. intention

**Part 2**

1. hone
2. elaborate
3. determine
4. completion
5. tip
6. depict

**D Grammar (pg. 71)**

1. rhetorical
2. tag
3. rhetorical
4. rhetorical
5. tag

Module 5 - Lesson 3 Art Movements

**B Audio (pg. 72)**

**Part 1**

Impressionism: emphasises physical movement; changing light, modern scenes; appreciation of the complexity and chaos of the modern world  
 Cubism: a new way of thought and expression; concepts of deconstruction  
 Surrealism: works in high definition that are dreamlike or even absurd with deep symbolism

**Part 2**

1. movements, response
2. appreciate, chaos
3. created, express
4. Deconstruction, individual
5. dreamlike, symbolism

**C Vocabulary (pg. 72)**

### Part 1

Answers will vary.

1. It's not appropriate to **provoke** your employees by yelling at them.
2. His portfolio shows that he can be very **expressive**.
3. The family's **collaboration** helped them finish the puzzle quickly.
4. This is the work of a true **master**.

### Part 2

1. dawn
2. founder
3. credit
4. prominent
5. definition
6. pioneer

### D Grammar (pg. 73)

1. personal
2. personal
3. personal
4. impersonal
5. impersonal
6. personal

## Module 5 - Lesson 4 Taste

### B Authentic Text (pg. 74)

#### Part 2

1. The sculpture depicts Perseus holding the head of Medusa.
2. Immanuel K. thinks the sculpture is beautiful because it shows physical beauty and the expression of great themes such as heroism.
3. He thinks that knowing good taste requires more education or being a part of an elite group.

#### Part 3

1. true
2. true
3. false
4. false
5. true
6. true
7. false

### D Vocabulary (pg. 75)

#### Part 1

1. disgust
2. upper class
3. pleasurable

#### Part 2

1. taste
2. sensational
3. imitate
4. universal

5. subjective
6. composition
7. elite

### E Grammar (pg. 75)

1. My aunt asked if I thought this new reality show was in bad taste.
2. He asked if I thought that beauty was in the eye of the beholder.
3. The philosopher asked his students how we can discuss whether something is beautiful if we cannot define beauty.
4. I asked my grandfather why he thought this song was terrible.

## Module 5 - Lesson 5 Global Art

### D Analyse the Text (pg.76)

#### Part 1

Answers may vary.

1. Governments have used art to promote their countries abroad. They have also used it to regenerate poor areas and increase the value of property.
2. The writer thinks globalism will end up making all art the same. This will mean that it doesn't reflect ordinary people's lives.

#### Part 2

True statements: 3, 6, 7, 8

### E Vocabulary (pg. 76)

#### Part 1

1. boundaries
2. alarming
3. legislation
4. regenerate
5. globalism

#### Part 2

Answers may vary.

1. Gold is a very valuable **commodity**.
2. I don't be going to the **moral** thing to do.
3. Dennis decided that he would have to take **drastic** measures to solve the problem.
4. There seems to be less focus on family **values** in society these days.
5. Jules **deemed** him worthy of her time.

## Module 5 – Active Preview

### A Listen (pg. 78)

1. collaboration
2. pleasurable
3. hone
4. direct
5. prominent
6. taste

7. composition
8. consider
9. availability
10. consult

## Module 5 - Fluency

### A Read to Speak (pg. 79)

1. false
2. false
3. true
4. true

## Module 6 – Preview

### Grammar (pg. 81)

1. in order to
2. but
3. definite
4. *Answers will vary.*

Greg voted for Susannah because he believed in Susannah's stance on environmental issues.

## Module 6 – Lesson 1 Success at University

### B Multi-Text (pg. 82)

#### Part 2

- 1, 2, 2, 1, 3

#### Part 3

True statements: 1, 2, 4, 6, 7

### C Vocabulary (pg. 83)

#### Part 1

1. volunteer
2. accept
3. distinction
4. material

#### Part 2

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

## Module 6 - Lesson 2 The Happiness Report

### B Authentic Text (pg. 84)

#### Part 1

1. elated
2. inequality
3. middle class
4. fluctuate
5. applauded

6. toast

### Part 2

1. b
2. d
3. c
4. a
5. f
6. e
7. g
8. h

### D Grammar (pg. 85)

*Answers will vary.*

1. The Jeffersons are a middle-class family **even though** their grandparents were poor.
2. I had to wash the floor **because** a clean house makes me happy.
3. Universal health care has proven to increase the standard of living, **whereas** gross income stops influencing quality of life after a certain point.
4. They created the happiness index **so that** we can understand the factors that contribute to overall well-being.
5. Brush your teeth **in order to** avoid getting cavities.
6. Raise your glass **so that** we may toast to the bride and groom.

## Module 6 - Lesson 3 Leadership Styles

### B Audio (pg. 86)

#### Part 2

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

### C Vocabulary (pg. 86)

#### Part 1

1. diplomacy
2. accolade
3. reign

#### Part 2

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

### D Grammar (pg. 87)

Answers may vary.

1. King advocated for nonviolence, yet many still protested in violent ways.
2. Elizabeth was more peaceful than her father; she was, however, a skilled military leader.
3. The pope supports Catholic traditions, but he is also seen as a moderniser.
4. She rose to power; however, she was unable to restore peace.

## Module 6 - Lesson 4 Reaching Your Goals

### B Authentic Text (pg. 88)

#### Part 2

Answers will vary.

1. The first step to achieving a personal goal is to set the goal.
2. Thinking about the feeling of saying I goal is to is great motivation for me to do difficult things.
3. I set a goal to learn to play piano. It took a long time, and I still have plenty of practice ahead of me, but now I'm able to play several songs.

#### Part 3

Cross out: "The speaker knows the audience's goals." and "Small goals aren't worth celebrating."  
Order:

- 6 Your success might motivate others to achieve goals of their own.
- 3 Everyone has room for improvement in their life.
- 4 A dream is something you desire, but that you might never achieve.
- 2 If you don't prioritise your success, you will never reach it.
- 5 Most big goals are made up of several smaller goals.
- 1 Hundreds of goals are being struggled toward right now.

### C In your world (pg. 89)

Answers may vary. 2, 5, 3, 4, 1

### D Vocabulary (pg. 89)

#### Part 1

1. d
2. c
3. a
4. e
5. b

#### Part 2

1. desire

2. realise
3. speak for
4. recognise
5. doubt

### E Grammar (pg. 89)

1. a
2. (no article)
3. the
4. a

## Module 6 - Lesson 5 What to Be, and What Not to Be

### D Analyse the Text (pg. 90)

#### Part 1

1. b
2. c
3. c

#### Part 2

1. The author started to play in small student bands and learn how to make his own music.
2. The author changed his definition of success so he could still be happy.

### E Vocabulary (pg. 91)

#### Part 1

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

#### Part 2

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

## Module 6 - Active Review

### A Idealistic Spokesperson (pg. 92)

#### Part 1

1. spokesperson
2. volunteered
3. corruption
4. leadership
5. well-being
6. significance
7. professional
8. idealistic

9. inequality
10. charisma
11. speak for
12. accomplish

### Part 2

1. Even though you know this action risked the well-being of your job, you still stood up for us.
2. She says that Teyonda has charisma and has risked the wellbeing of her job in order to protect the rights of the workers. She says that Teyonda is a true professional.
3. *Answers will vary.*  
I wouldn't be able to do this because I am afraid of speaking in front of large crowds. I think it would be scary to have to stand up to the leadership of the company.

## Module 6 - Communication

### A Warm Up (pg. 93)

*Answers will vary.*

1. You should pursue your musical desires. Practise a lot and recognise that it will take a long time to become a professional.
2. You should accept what you can't change, and change what you can. Recognise your value as an asset to the company. Pursue a new career if you need to.
3. You should dedicate yourself to studying. It will take a lot of focus to accomplish this goal.
4. You should make sure that this is something you want to undertake. If you do, you should practise a lot and dedicate your time to honing this skill.

### B Discuss (pg. 93)

*Answers will vary.*

Goal: To learn a foreign language.

1. Select the language you want to learn.
2. Find classes that you can take in person or online.
3. Practise your language for a period of time every day.
4. Find other learners or a native speaker of that language to practise with.

## Quarter test 3

### A Vocabulary (pg. 94)

1. anticipate
2. obligatory
3. provider
4. volunteer

5. elated
6. inequality
7. credit
8. subjective
9. moral
10. medical

### B Grammar (pg. 94)

1. a
2. c
3. a
4. b
5. a
6. d
7. c
8. d

### C Speech (pg. 95)

#### Part 2

1. satisfy your passions right away
2. the truth for many of you
3. to make it in the art world
4. the importance of never giving up
5. the only constant
6. and you will find a way in this world that will bring you success

#### Part 3

*Answers may vary.*

1. I find it helpful to realise that we'll always be travelling along the path of our lives. Sometimes, it feels as if I'm standing still, but that's not true. It's just that some stages of the journey are slower than others. No matter what, we're always travelling in time.
2. I would emphasise that failure is not the end of the world. So many people are afraid of failing. For many people, this failure prevents them from even trying. That's a shame.

## Module 7 - Preview

### Grammar (pg. 97)

1. inverted
2. made
3. fill in
4. *Answers will vary.*

Anthony was in trouble because he kept putting off studying for the test.

## Module 7 - Lesson 1 Animal Rights

### B Authentic Text (p.98)

## Part 2

Answers will vary.

1. I would ask the author how we can change our society to live a more peaceful life with the animals who share our world.
2. Saying that the book is animals who share our world. means that the author is extremely motivated that her message is heard and acted upon in the way she proposes.
3. The most universal argument I've heard against factory farming is that factory farms are breeding grounds for disease. It's probable that a factory farm will be the birthplace of the next pandemic.

## Part 3

1. b

## Part 4

1. b
2. a
3. paragraph 2 / square 2
4. c
5. d

## C Vocabulary (pg. 99)

### Part 1

1. advocates
2. habitat
3. captive
4. justice
5. compassion

### Part 2

1. c
2. a
3. e
4. d
5. b

## Module 7 - Lesson 2 Serving Your Country

### B Vocabulary (pg. 100)

#### Part 1

1. mandatory
2. enforce
3. military
4. invaluable
5. serve
6. refusal
7. eligible
8. confiscation
9. shield
10. penalties

## Part 2

1. confiscation
2. shield
3. refusal
4. serve

### D Grammar (pg. 101)

1. Never had he been so moved in his life.
2. Under no circumstances should you eat the cookies.
3. Barely had the prime minister's plane landed when the crowd began to cheer.
4. So rarely had she lost a race that everyone expected her to win yet again.
5. Seldom have I felt so happy.
6. Not only am I proud of you, but I am also amazed at your achievement!

## Module 7 - Lesson 3 Corporate Social Responsibility

### B Audio (pg. 102)

#### Part 1

##### Elaine:

Project manager for a construction company  
Builds LEED-certified and energy-efficient buildings

All buildings are healthy to live and work in.

##### Jackson:

Human resources director

Ensures that workers are paid fairly

Treat people well, and they will do good work.

##### Shauna:

Owner of an organic vegetable farm

Committed to hiring a diverse staff and paying fair wages

All workers are treated like family.

### Part 2

- a. Jackson
- b. Shaun
- c. Elaine
- d. Jackson
- e. Elaine
- f. Shaun

### Part 3

1. office buildings
2. organic
3. paid off
4. impact; healthy
5. treat people well

### C Vocabulary (pg.103)

1. initiative
2. regulate
3. Agriculture
4. finance
5. philosophy
6. manufacture
7. incentive
8. corporate
9. environmentalist
10. labour

### **D Grammar (pg. 103)**

*Answers will vary.*

1. Heather had the waiter bring more napkins to the table.
2. Your boss let you leave early on Friday, didn't he?
3. Robert made his dog stay outside while he mopped the kitchen floor.

## Module 7 - Lesson 4 My Responsibilities

### **B Authentic Text (pg. 104)**

#### **Part 2**

*Answers will vary.*

1. I agree and disagree. I think it is admirable that the writer does not deny the poor behaviour of his peers, but I think it's misguided for him to attempt to take responsibility for others' behaviour. The only person you can control is yourself.
2. I would focus on my behaviour if an issue like this arose. I would make sure to be a good neighbour.
3. I think it's nice that the writer admits to the poor behaviour, but I think it would be misguided to think that he could change the behaviour of others.

#### **Part 3**

1. true
2. false
3. false
4. true
5. false
6. true
7. false

### **D Vocabulary (pg. 105)**

#### **Part 1**

1. ethics
2. rejection
3. mindful
4. civic
5. reputation

### **Part 2**

*Answers will vary.*

1. Samantha was being disruptive in the classroom, so I had to send her to the head teacher's office.
2. Be considerate of others, and they will be considerate of you.
3. Wealthy people enjoy privileged status in society.
4. The benefits of a carbon tax outweigh the negatives.
5. The philanthropy of Warren Buffett is admired around the world.

### **E Grammar (pg. 105)**

*Answers will vary.*

1. I can't afford to put off this assignment any longer. / I can't afford to put this assignment off any longer.
2. I look forward to my birthday every year because my friends always throw a big party. / inseparable
3. You should check out this interesting article. / You should check this interesting article out.

## Module 7 - Lesson 5 A Letter to a Member of Parliament

### **D Analyse the Text (pg. 106)**

#### **Part 1**

1. false
2. true
3. true
4. false
5. true

#### **Part 2**

*Answers will vary.*

1. The writer believes that changing to more efficient forms of energy can help fight climate change.
2. The author is writing the letter to urge the MP to vote in favour of the upcoming carbon tax.

### **E Vocabulary (pg. 107)**

#### **Part 1**

1. efficiency
2. the bottom line
3. tax
4. accelerate
5. imperative
6. concrete

#### **Part 2**

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

## Module 7 - Active Review

### A A Major Announcement (pg. 108)

#### Part 1

1. false
2. false
3. false
4. true
5. true
6. true

## Module 7 - Fluency

### A Read to Write (pg. 109)

1. a
2. *Answers will vary.*  
People too often eat, drink, smoke, or put on makeup while driving. Many people also follow the car ahead of them too closely.

## Module 8 – Preview

### Grammar (pg. 111)

1. had
2. had
3. wouldn't be
4. possessive

## Module 8 - Lesson 1 Innovators

### B Authentic Text (pg. 112)

#### Part 2

*Answers may vary.*

1. The cause is that Ms Stamos made false claims about Ray Smith. The effect is that the lawyer is demanding that the false claims stop.
2. They would make it hard for him to get another job.
3. Yes, I think newspapers have a responsibility to ensure that what they are reporting is accurate. Otherwise, it's just fake news, and fake news can mislead people and cause trouble.
4. The law firm can show that there are no legal proceedings against Ray Smith, so he is not in fact guilty of forgery.

#### Part 3

- 2, 1, 4, 3

#### Part 4

True statements: 2, 3, 4, 6, 8

## C Vocabulary (pg. 113)

### Part 1

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

### Part 2

1. object
2. civil
3. persist
4. sue
5. retract

## Module 8 - Lesson 2 Human Rights

### A Authentic Text (pg. 114)

Underlined sentences:

If humans had been born perfect, there would have been no need for rules to keep them in line. "If we had done something then, we could have changed the course of the world."

## B Vocabulary (pg. 114)

### Part 1

1. g
2. a
3. d
4. f
5. j
6. i
7. h
8. b
9. c
10. e

### Part 2

1. helpless
2. inferior
3. champion
4. bond

## D Grammar (pg. 115)

### Part 1

1. Circle "would have hiked," and underline "rain hadn't come."
2. Circle "would have been finished," and underline "you had started."
3. Circle "would have gone," and underline "if he had bought."

### Part 2

*Answers will vary.*

1. If you'd really wanted to come, you would have signed up on time.
2. I would have helped if I'd known you were in so much distress.
3. I would have been there if my car hadn't broken down.

## Module 8 - Lesson 3 Capital Punishment

### B Audio (pg. 116)

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

### C Vocabulary (pg. 116)

#### Part 1

1. juveniles
2. imprison
3. unsolved

#### Part 2

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

### D Grammar (pg. 117)

*Answers will vary.*

1. I would be a lawyer if I had gone to law school.
2. If the guard didn't care about people, he wouldn't have watched out for the prisoners.
3. You would be enjoying the film if you had brought your glasses.
4. Your friend would have made dinner if he had known you were coming.

## Module 8 - Lesson 4 Nations Helping Nations

### B Authentic Text (pg. 118)

#### Part 2

*Answers may vary.*

1. He claims that the philanthropist focuses on helping other countries but doesn't help his own country.
2. He thinks that we should pay for services that everyone uses. He also believes that this obligation should extend to the world.
3. He says that, by helping poor nations, we help them thrive on their own and contribute more to the world economy.

### Part 3

1. true
2. false
3. true
4. false
5. true

### D Vocabulary (pg. 119)

#### Part 1

1. crash
2. catastrophe
3. starvation
4. homelessness

#### Part 2

1. brutal
2. thrive
3. noble
4. budget
5. cure
6. consumption

### E Grammar (pg. 119)

1. my, possessive
2. that, demonstrative
3. the, article

## Module 8 - Lesson 5 A Dilemma

### D Analyse the Text (pg. 120)

#### Part 1

*Answers may vary.*

1. Norway focuses on helping prisoners change.
2. Money is an incentive for imprisoning citizens.

#### Part 2

True statements: 2, 3, 4, 6

### E Vocabulary (pg. 121)

#### Part 1

*Answers will vary.*

1. He **repeatedly** found himself in challenging situations.
2. The new business venture proved to be very **lucrative**.
3. How to spend the lottery money turned out to be quite a **dilemma** for the winners.
4. Jared's grades have improved **remarkably** since last year.

#### Part 2

1. e

2. d
3. f
4. a
5. b
6. c

## Module 8 - Active Review

### A Listen (pg. 122)

#### Part 1

1. b
2. c

#### Part 2

1. Janet thinks it violates basic human rights because it lowers taxes on the wealthy and increases taxes on the poor.
2. Low-income citizens face starvation and a brutal winter.
3. The man thinks the taxes will be used to reconstruct services for low-income people.
4. She claims the taxes will be used to support the military.

## Module 8 - Communication

### C Organise (pg. 123)

The right to education

1. Governments provide free education.
2. International organisations provide schooling in conflict areas.
3. Schools should take proper measures to offer a safe environment.

## Quarter Test 4

### A Vocabulary (pg. 124)

1. e
2. b
3. h
4. i
5. j
6. f
7. d
8. c
9. a
10. g

### B Grammar (pg. 124)

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

### C Letter to a Member of Parliament (pg. 125)

1. false
2. true
3. true
4. false
5. true