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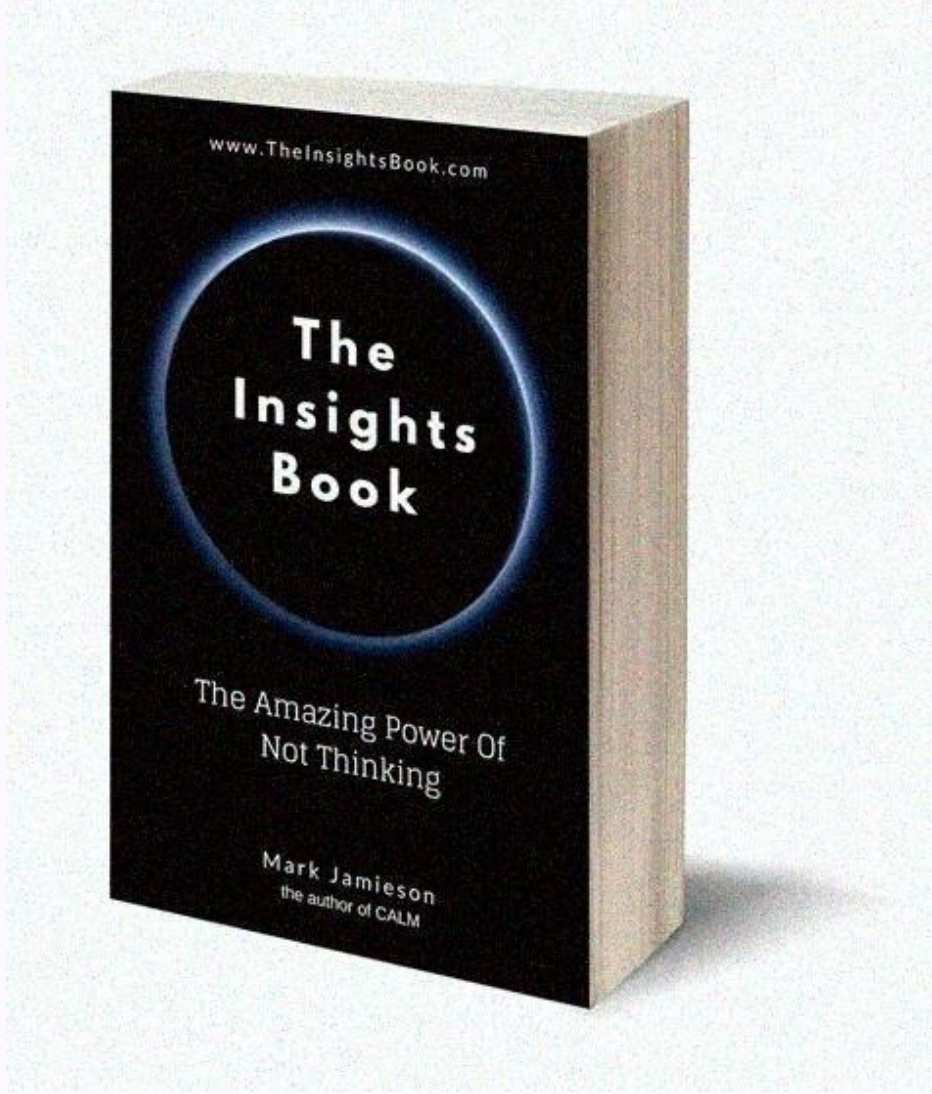
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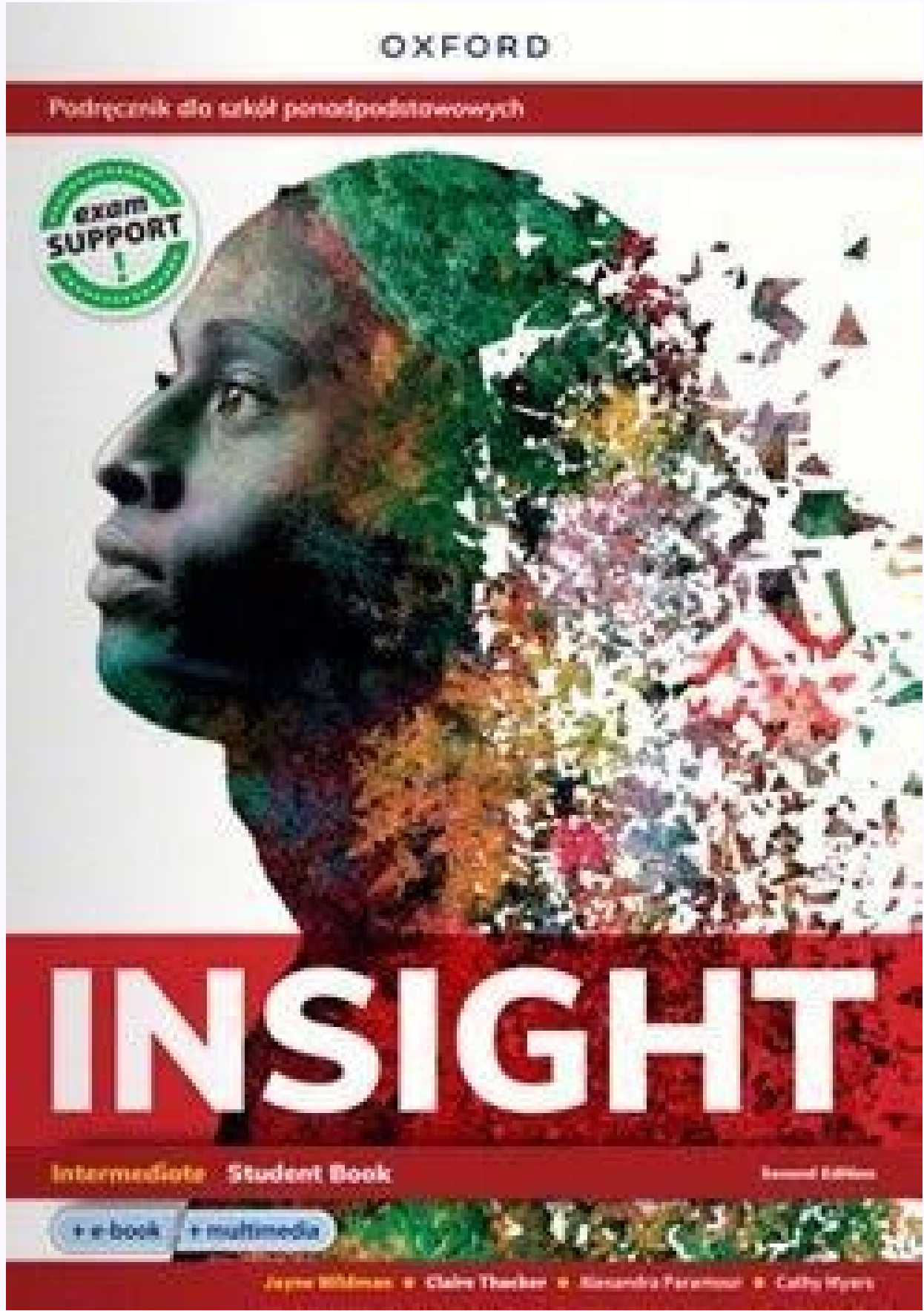
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Insight advanced book answers

insight Advanced PHOTOCOPIABLE © Oxford University Press Workbook answer key 1 insight Advanced Workbook answer key Unit 1 Identity Vocabulary Who you are page 4 Exercise 1 1 jumped out of my skin 2 a bone of contention 3 close at hand 4 made no bones 5 is in my hands 6 skin and bones 7 go hand in hand 8 saved his skin Exercise 2 1 shape 2 altered 3 enhanced 4 restores 5 evolve 6 reform 7 revert 8 progresses Exercise 3 1 turned 2 chopping 3 goalposts 4 strides 5 upside 6 square 7 socks 8 gone Exercise 4 1 bone of contention 2 have evolved 3 hand in hand 4 upside down 5 their own hands 6 can shape 7 close at hand 8 was determined Exercise 5 Students' own answers Grammar Every object tells a story page 5 Exercise 1 1 've / have moved; Having lived 2 'd / had received; 've / have been wearing or 've / have worn 3 've / have never felt; have been 4 to have settled; hasn't found 5 to have identified; 'll / will have documented 6 Having inherited; haven't forgiven Exercise 2 1 I've been trying to get a work permit for months, but I haven't managed it yet. 2 By next Christmas, we'll have left our old home and we'll have been living in New Zealand for a whole year. 3 We'd been planning to emigrate for ages, but now we've just decided to stay here. 4 You've been texting your friend all morning, and that's why you haven't finished your essay. 5 We've been tracing our long-lost relatives for years and I've already met some relations on my mother's side. Exercise 3 Rafa, Madrid I've been wearing it I've worn it Saskia, Holland Have passed it on to me Having passed it on to me Chen, China I'm glad I hadn't ever lost it. I'm glad I've never lost it. Jens, Belgium By the time I'm twenty-one, I'll hear all of them. By the time I'm twenty-one, I'll have heard all of them. Agnes, Hungary Before he left, I haven't realized how close we are. Before he left, I hadn't realized how close we are. Exercise 4 1 will have experienced 2 has been telling 3 Having married 4 has been 5 had died 6 has ... been teaching 7 have been donated 8 had ... worked 9 had been made 10 to have received Exercise 5 Students' own answers Listening, speaking and vocabulary Outsiders page 6 Exercise 1 1 attachment; isolation 2 associations; loyalty 3 rapport; rejection 4 marginalization; disaffection Exercise 2 1 alienate 2 exclusion 3 isolating 4 alienating 5 isolated 6 exclude Exercise 3 \$ 3*01 The first two speakers are a teacher and a class rep. The purpose of the meeting is to discuss ways of improving community cohesion through school. The teacher wants to encourage the three reps to discuss their ideas so that the best ones can be implemented. The rep (Hanna) would like to persuade the people at the meeting that the idea of a food festival would be a good way to achieve community cohesion. Audio script Co-ordinator Welcome everyone. This afternoon we're going to listen to our three class reps, who have been looking at ways of improving community cohesion through school. Let's hear their ideas. Hanna, would you like to start? Hanna So, I've been trying to work out how best to build a link between the different language communities in our area. We need to strengthen the rapport between the different communities and also create a feeling of attachment towards our school. And what goes hand in hand with everyday life and is common to all communities? Food! My idea would be to create a food festival, with each community represented by a signature dish. Having food as the overall theme would create immediate interest and would involve people from all groups and of different ages.



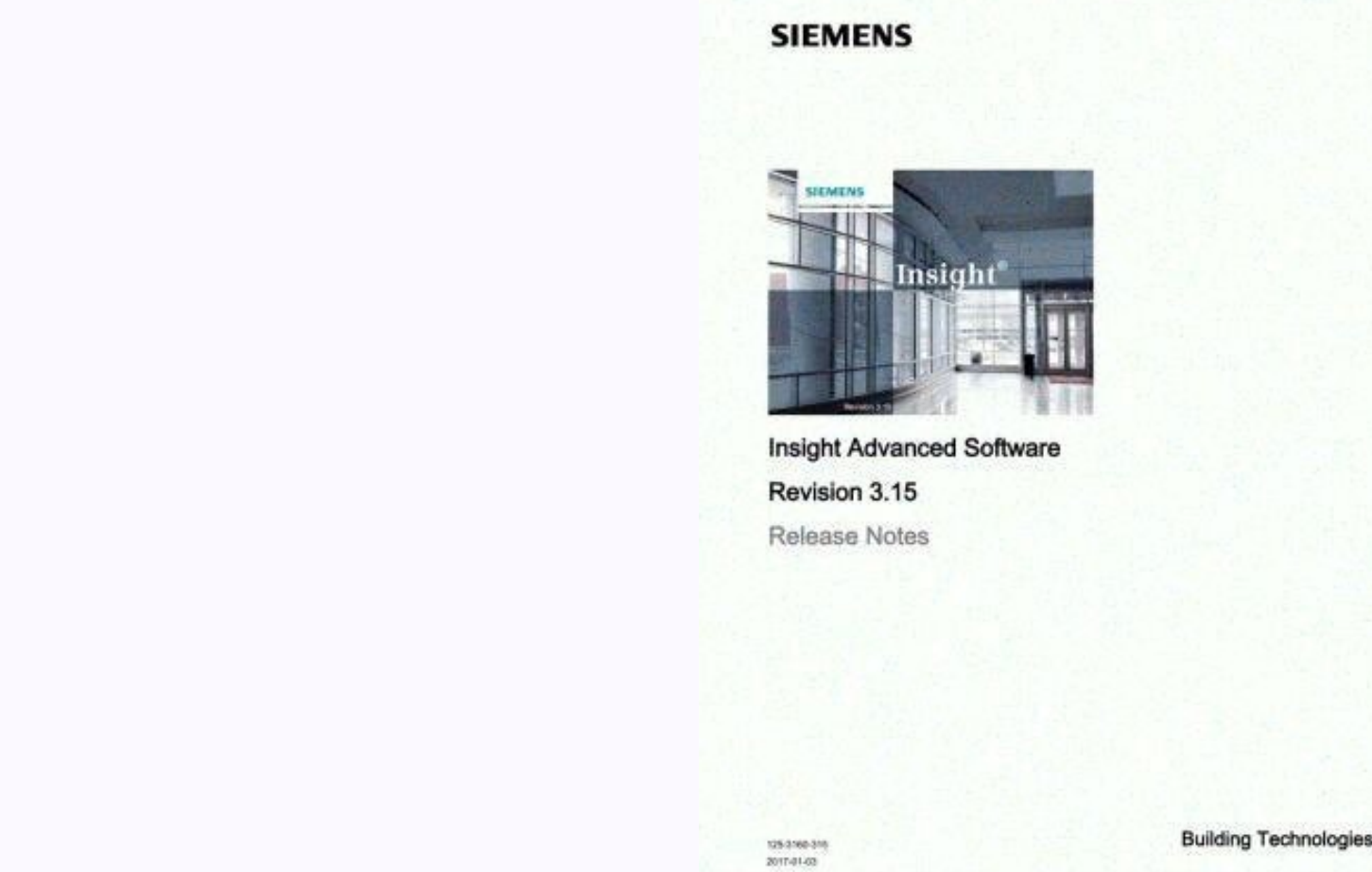
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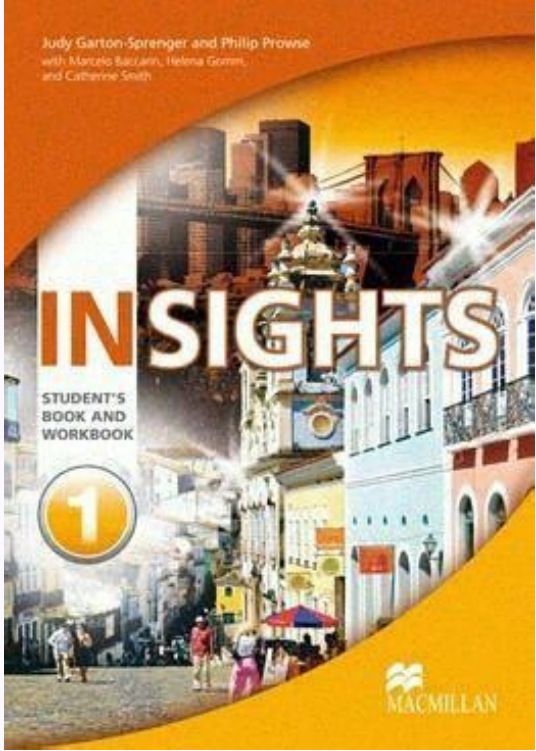
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Co-ordinator Thank you, Hanna. Now on to Asad with his proposal. Asad Right, while I agree that food is an interesting idea, I would like to suggest that music and dance appeal to a broader age range. recofeguww Having done some basic research into the communities we have on our doorstep, I can tell you that there are more than twenty languages spoken, each with a strong musical tradition. My proposal involves the school becoming the hub of a local musical community. bholetoia This would start with a one-day festival but wouldn't end there. fonojude I see it evolving into an ongoing programme of events, using the school's instruments and facilities, but eventually being in the hands of the local people. One-off events are fine, but it's only by building an ongoing feeling of attachment that we can fight isolation. Thank you. Co-ordinator Thank you for that, Asad. Now our final proposal is from Dan. Dan In my research, I actually went to speak to some of the immigrant communities that are suffering marginalization. And the one thing that unifies them is language. Both a love of their own language and the need to progress in English. My proposal is to set up a 'language for life' programme. As with Asad's idea, this would launch with a special day, involving storytelling and poetry from each language community. But the key thing is that the programme will become a language and cultural resource for all local people. One of the obvious benefits is the age range of potential contributors. It can be rare for us to hear the voices of younger and older immigrants. With the help of their relations with better language skills - many of whom actually attend this school - we can gain a real insight into people's lives and the challenges they face. cuyilo Co-ordinator Thank you very much to our three class reps. I hope you'll agree that we've heard three very interesting and well-presented proposals. I'm now going to open up the meeting to everyone for questions and comments ... Exercise 4 3•01 1 A, H 2 A, D 3 A 4 A, D 5 H 6 H 7 D Exercise 5 1 will ... make / is ... going to make 2 are ... going to do / will ... do 3 'm seeing / 'm going to see 4 does ... start 5 're going to talk 6 will be 7 'll have recruited 8 is going to be 9 'll have been living Dan's scheme was selected. Exercise 6 Students' own answers Vocabulary and grammar Post card page 7 Exercise 1 1 The writers were emigrating from China to America. cuho 2 They were on board a ship when they were writing. Exercise 2 1 both 2 A 3 B 4 A 5 both 6 B 7 A 8 B Exercise 3 1 took passage 2 sparing me the additional sorrow 3 stir my emotions 4 countenance 5 President Lincoln 6 the throat choked up 7 harsh abuse, barbarities Exercise 4 1 personification: - 2 repetition: There were words of... / There were many feelings, many tears... 3 oxymoron: - 4 imagery: I ate wind and tasted waves / ... a prisoner suffering in the wooden building? / Waves big as mountains 5 rhetorical question: How was I to know I would become a prisoner suffering in the wooden building? Exercise 5 3•02 1 The poem presents a positive view of immigration. Whitman says that every man has a right to his place. 2 repetition: adds impact, makes the poem memorable. tevxesivito Audio script You, whoever you are!...All you continentals of Asia, Africa, Europe, Australia, indifferent of place!All you on the numberless islands of the archipelagos of the sea!All you of centuries hence when you listen to me!All you each and everywhere whom I specify not, but include just the same!Health to you! good will to you all, from me and America sent!Each of us is inevitable,Each of us is limitless—each of us with his or her right upon the earth,Each of us allow'd the eternal purports of the earth,Each of us here as divinely as any is here. Exercise 6 Students' own answers Reading Learn a new language, get a new soul pages 8-9 Exercise 1 Students' own answers Exercise 2 1 F 2 O 3 O 4 F 5 O 6 F Exercise 3 1 b 2 d 3 c 4 d 5 a Exercise 4 1 courteous: polite, especially in a way that shows respect 2 grumpy: bad-tempered 3 bizarre: very strange or unusual 4 rigorous: done carefully and with a lot of attention to detail, demanding that particular rules, processes, etc. are strictly followed 5 anecdotal: based on anecdotes and possibly not true or accurate 6 erratic: not happening at regular times; not following any plan or regular pattern; that you cannot rely on 7 abrupt: sudden and unexpected, often in an unpleasant way, speaking or acting in a way that seems unfriendly and rude; not taking time to say more than is necessary 8 introverted: more interested in your own thoughts and feelings than in spending time with other people insight Advanced PHOTOCOPIABLE © Oxford University Press Workbook answer key 3 Exercise 5 Students' own answers Writing A letter to a newspaper page 10 Exercise 1 1 An online citizenship course was recently withdrawn due to a number of mistakes in the factual content. 2 Certain countries have made their tests more challenging, which has so resulted in a lower pass rate. 3 In the spite of recent changes to the focus of the test, the pass rate continues to rise. 4 Such tests are worryingly flawed. What's is more, they do little more than create revenue for the government. 5 An overestimation of migration figures gave the rise to tougher border controls. 6 What could be more moving than to declare your loyalty to a country on such account of their offering you a home? 7 There is a need to assess language skills. juzchebezzenoba In addition to, candidates should show knowledge of culture and history. ditegunawe 8 Newcomers need to have an understanding of their host country. That having said, how this is tested is yet to be decided. Sentences 4 and 6 express a clear point of view. Exercise 2 (Possible answer) The writer thinks that the citizenship test is worthwhile, but in need of some refinement in order to encourage social cohesion. Exercise 3 1 Although 2 therefore 3 because of 4 Moreover, 5 lead to 6 Despite 7 owing to 8 Furthermore, 9 the effect of Exercise 4 benefits; undoubtedly; a fair and practical system; more positive attitude; proven commitment; legitimate sense of pride and belonging; achieve; integrate more quickly and more fully Unit 1 Progress check page 11 Exercise 1 The writer's purpose: why did they write the text? The writer's opinion: what clues reveal their opinion? Exercise 2 a skin and bone b close at hand Exercise 3 a enhance b shape Exercise 4 a to have received b Having caught c will have finished / 'll have finished Exercise 5 a Emphasizes an action that has happened repeatedly in the past and that is still happening now. b Emphasizes an action that took place in the past but is relevant now. Exercise 6 a isolation b attachment Exercise 7 a present continuous: a future event that is fixed because it is based on a schedule, calendar or timetable b future perfect simple: an event that will be completed before a definite time in the future c future continuous: an action that will be in progress at a definite time in the future Exercise 8 nostalgia, isolation, rebellion Exercise 9 a imagery, oxymoron b repetition Exercise 10 Please refer to Student's Book pages 12 and 13 Unit 2 Saints and sinners Vocabulary The bystander effect page 12 Exercise 1 1 Last night, in a classic case of bystander apathy, a woman was stabbed in a crowded supermarket, but nobody present in the shop did anything to stop the attack. 2 Concerned police officers, who fear for the woman's well-being, are seeking the young man responsible for the attack. 3 A police spokesperson said that a significant number of people witnessed the distressing event, but did nothing. 4 'It is one of the worst imaginable crimes,' she said. 'Society would be in deep trouble if we all behaved like this.' 5 'They acted as if it was nothing special,' she continued. 'This is not a proper way to behave.' Exercise 2 1 buck the trend 2 follow their lead 3 go against the grain 4 spur someone into action 5 bow down to 6 bury their heads in the sand, turn a blind eye to 7 step up to the mark Exercise 3 1 distraught 2 stumped 3 dazed 4 disorientated 5 befuddled Exercise 4 1 baffled 2 bury 3 took 4 disorientated 5 overwhelming 6 flustered Exercise 5 Students' own answers Ten topic based units divided into five clear sections (A-E) that logically follow on from one another Sections A-E within each unit are: Reading and Vocabulary, Grammar and Listening, Listening, Speaking and Vocabulary, Culture, Vocabulary and Grammar, Writing Vocabulary insight pages at the end of every unit develop a deeper awareness of how language works and build students' dictionary skills Every unit includes a writing strategy and either a listening or reading strategy that develop students' skills and help them become more confident and autonomous learners. Strategies are practiced through a number of activities, so students can immediately apply the skills they have learnt Unit Reviews appear in every unit and test all the grammar and vocabulary points covered during the unit Each level of the Student's Book contains five Cumulative Reviews (found after every two units) which review all the language taught up to that point through a series of skills-based tasks. Each Cumulative review includes listening, speaking, reading, use of English and writing exercises. Vocabulary bank There are two cross-references to the Vocabulary bank from each unit. Each Vocabulary bank presents and practises two vocabulary sets that are typically related to the unit. 'The visuals in the vocabulary bank help many students to memorize the key vocabulary more easily.' Marijana Ivica, Croatia 'Vocabulary insight pages give my students a better understanding about English vocabulary. They learn how words function in the language, and how it is necessary to look at the meanings in context instead of just taking the first meaning.' Rita Rudaitiene, Lithuania 'Apart from learning English, students become aware of the world around them. The topics are introduced through interesting, unconventional stories, which my students often find surprising and intriguing. They are, therefore, always a good basis for heated discussions in the classroom.' Gordana Nikolic, Croatia 'The best thing about insight is that there are plenty of small speaking exercises in which students are encouraged to use the same vocabulary again.' Maeike Kiers, the Netherlands 'The topics in insight focus on realities that teenagers can easily connect with... As a consequence, students not only develop their language skills but also their communication skills because they participate more enthusiastically in discussions.' Deolinda Araújo, Portugal 'I do enjoy teaching with Insight. It's extremely rich, varied and thought provoking!' Charles Rohrbasser, Switzerland