

# insight Intermediate Workbook answer key

## Unit 1 The way we are

### Vocabulary The art of beauty pages 4

#### Exercise 1

1 overweight 2 handsome 3 trim 4 ugly  
5 beautiful 6 plump 7 elegant

#### Exercise 2

1 sun-tanned 4 middle-aged  
2 blonde-haired, blue-eyed 5 pale-skinned  
3 short-sighted 6 broad-shouldered

#### Exercise 3

1 dreadlocks 2 spiky hair 3 shaved head 4 curly hair  
5 A bun 6 plaits 7 A ponytail 8 a bob

#### Exercise 4

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

#### Exercise 5

Students' own answers

### Grammar Appearance and survival pages 5

#### Exercise 1

1 PS 2 PC 3 PS 4 PC 5 PC 6 PS 7 PS 8 PC

#### Exercise 2

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

#### Exercise 3

1 Is she walking? 5 Are they making  
2 'm watching / am watching 6 're trying / are trying  
3 's / is 7 's biting / is biting  
4 's running / is running 8 don't like

#### Exercise 4

1 work 9 'm coming / am coming  
2 opens 10 seem  
3 're closing / are closing 11 doesn't live  
4 am feeding 12 live  
5 want 13 don't sleep  
6 aren't looking 14 Do you know  
7 'm keeping / am keeping 15 do you think  
8 are watching 16 drink

#### Exercise 5

1 learn 2 are you travelling 3 believe 4 watch  
5 'm doing / am doing 6 save up  
7 'm eating / am eating

#### Exercise 6

Students' own answers

### Listening, speaking and vocabulary First impressions pages 6

#### Exercise 1

1 ✓ 2 modest 3 lazy 4 stubborn 5 ✓

#### Exercise 2

1 emotional 2 assertive 3 shy 4 easy-going  
5 determined

#### Exercise 3 2:29

1 T  
2 F: Ethan has seen the illusion before.  
3 F: Ethan says the old lady disappears completely when he can see the young woman.  
4 T

#### Audio script

Ethan: Hey, Sarah, look at these optical illusions! My cousin has just emailed them to me. Have you seen any of them before?  
Sarah: Cool! I haven't seen all of these. What does it say about them?

Ethan: For A it says 'Are the lines straight and parallel?'

Sarah: They can't be straight. They look as if they're going up and down, and the bands are wider and narrower at the sides, so there's no way they can be parallel.

Ethan: Well apparently it only appears that way. And you can test it with a ruler.

Sarah: Wow! Look, they are parallel! That's incredible!

Ethan: Oh, I've seen B before. They're called the Penrose Stairs.

Sarah: Yes, the ones that look as if they're going up and up forever. It looks so weird! You know it must be an illusion, but it looks like the stairs really are going up!

Ethan: C is a new one to me. It just looks like an old lady. I can't see the illusion.

Sarah: Oh, I can see it. Take another look. Can you see anything else?

Ethan: Oh yeah! It could also be a young woman. That's clever! I love the way that when you see one thing, the other disappears completely!

Sarah: Yes, that's what happens with D. It could be a black picture on a white background, or it might be a white picture on a black background. You see one, a glass, and then the other, two faces.

Ethan: It only seems like a black glass to me ... Oh, hang on, yes, I can see the two faces now. They look as if they're staring at each other.

Sarah: E is hurting my eyes! The dots between the squares look white at first, and then they look black.

Ethan: Yes, and it looks as if they disappear completely as you move your eyes around.

Sarah: What does it say about F?

Ethan: It says, 'Which of the diagonal lines is longer?'

Sarah: The one on the left definitely looks longer – it must be quite a bit longer.

Ethan: No, they're the same length!

Sarah: I don't believe it, they can't be. Where's that ruler ... ? Oh, no, it's true! That's amazing!

# Photocopiable Oxford University Press Intermediate Unit Test

**Jack C. Richards, Andy London**



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**Test Booklet Starter Person to Person** Jack C. Richards, Andy London, 2006

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**Developing Tactics for Listening** Jack C. Richards, 2003 A fresh new edition of the classroom proven listening skills favourite

Internet English Christina Gitsaki, Richard P. Taylor, 2000 Internet English helps students develop the skills to surf the Internet while providing a structured framework to practise their conversation skills through communicative tasks It

can be used in traditional or computer equipped classrooms      *Integrated English: Gateways: 2: Teacher's Book* Irene Frankel,1997-10-30 Core vocabulary is explicitly presented practiced and applied so beginners can start communicating immediately A logical carefully structured grammar syllabus provides a firm foundation for communicative exchanges Task based pair and small group activities give maximum practice and ample opportunities for personalization Realistic task based speaking listening reading and writing activities reinforce grammar and vocabulary High interest cross cultural topics provide a context for meaningful language learning Conversation management strategies in each unit give students the tools they need to handle real life English Strategy Session review units present and practice important learning strategies that help students learn how to learn      **Springboard 1** Jack C. Richards,1998 A flexible topic based conversation and listening course for adults and young adults      **The British National Bibliography** Arthur James Wells,2000      German Teaching,1997      **Books Out Loud** ,2007      *New Headway: Upper-Intermediate Third Edition: Student's Book* Liz Soars,John Soars,2005-05-05 Integrated skills syllabus and a clear grammar focus Everyday English in every unit Music of English feature for stress and intonation Spoken English for informal phrases in speech 12 units Tapescripts grammar reference extra material and phonetic symbols      **National Library of Medicine Current Catalog** National Library of Medicine (U.S.),1993      *Oxford Bookworms Factfiles* Jennifer Bassett,2001 Supplementary teaching material for the Oxford Bookworms Factfiles      **New Headway** Amanda Maris,Oxford University Press,1997      Japan's Financial Crisis and Its Parallels to U.S. Experience Ryōichi Mikitani,Adam Simon Posen,2000 Japan is only one of many industrialized economies to suffer a financial crisis in the past 15 years but it has suffered the most from its crisis as measured in lost output and investment opportunities and in the direct costs of clean up Comparing the response of Japanese policy in the 1990s to that of US monetary and financial policy to the American Savings and Loan Crisis of the late 1980s sheds light on the reasons for this outcome This volume was created by bringing together several leading academics from the United States and Japan plus former senior policymakers from both countries to discuss the challenges to Japanese financial and monetary policy in the 1990s The papers address in turn both the monetary and financial aspects of the crisis and the discussants bring together broad themes across the two countries experiences As the papers in this Special Report demonstrate while the Japanese government s policy response to its banking crisis in the 1990s was slow in comparison to that of the US government a decade earlier the underlying dynamics were similar A combination of mismanaged partial deregulation and regulatory forbearance gave rise to the crisis and allowed it to deepen and only the closure of some banks and injection of new capital into others began the resolution The Bank of Japan s monetary policy from the late 1980s onward however was increasingly out of step with US or other developed country norms In particular the Bank of Japan s limited response to deflation after being granted independence in 1998 stands out as a dangerous and unusual stance      *Headway* John Soars,1987

**English File Intermediate** Clive Oxenden,Christina Latham-Koenig,2014-04-17 English File Third Edition Intermediate

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