Oxford Word Skills

UPPER-INTERMEDIATE - ADVANCED VOCABULARY

Ruth Gairns and Stuart Redman



Oxford **Skills**

UPPER-INTERMEDIATE – ADVANCED VOCABULARY

Ruth Gairns and Stuart Redman

Learn to use the most important words and phrases in English topic by topic



OXFORD UNIVERSITY PRESS

Great Clarendon Street, Oxford, Ox2 6DF, United Kingdom
Oxford University Press is a department of the University of Oxford.
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Oxford University Press 2020

The moral rights of the authors have been asserted First published in 2020 2024 2023 2022 2021 2020 10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 460574 8

Pack

ISBN: 978 0 19 460575 5

Student's Book

ISBN: 978 0 19 479862 4

Oxford Advanced Learner's Dictionary

10th edition app

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Back cover photograph: Oxford University Press building/David Fisher. Front cover images: Alamy Stock Photo (woman with laptop/Mariusz Szczawinski); Oxford University Press (shark/Shane Gross), (hiker/Olga Danylenko); Shutterstock (man on scooter/OPOLJA), (CT scanner/zlikovec), (apple/Gunnar Pippel), (drilling platform/Oil and Gas Photographer), (protest poster/nicostock), (man with saxophone/Africa Studio), (dining/Pressmaster), (graffiti/Mehaniq).

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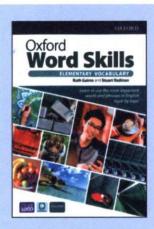
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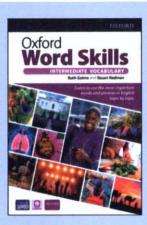
Introduction

What is Oxford Word Skills?

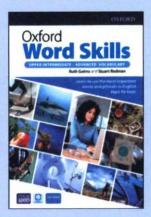
Oxford Word Skills is a series of three books for students to learn and practise new vocabulary.



Level 1: Elementary (CEFR levels A1 and A2)



Level 2: Intermediate (CEFR level B1)



Level 3: Upper-Intermediate – Advanced (CEFR levels B2 and C1)

There are over 2,000 new words or phrases in each level, and all of the material can be used in the classroom or for self-study.

How are the books organized?

Each level contains 100 units of vocabulary presentation and practice, with a unit being 1–2 pages, depending on the size of the topic. New vocabulary is presented in manageable chunks, then immediately followed up with practice exercises, often on the same page.

The units are grouped within modules containing 4–12 units. A majority of the modules are topic-based, e.g. People, Leisure and lifestyle, News and current affairs, but some modules have a language focus, e.g. Expand your vocabulary, Aspects of language.

The Upper-Intermediate - Advanced level also contains:

- · an Answer key for all the exercises
- a Word list of all the vocabulary taught with a reference to the units where each item appears and the CEFR level for words/phrases in the Oxford 3000™/5000™ or Oxford Phrase List™.

Oxford Word Skills comes with the Oxford Advanced Learner's Dictionary app, which allows learners to find the meaning of new words in English and provides a pronunciation model for the words. You will find pronunciation exercises throughout the book which refer you to the other than the correct pronunciation.

What vocabulary is included?

At Upper-Intermediate – Advanced level, the vocabulary includes:

- a wide range of topic areas, e.g. behaviour, competitive sport, medical advances
- a range of concepts, e.g. problems and solutions, time, old and new
- different fields of written English, e.g. literature, science, technical English
- · a wide range of phrasal verbs and idioms
- various aspects of language, e.g. compounds, prefixes and suffixes, prepositional phrases

Throughout the three levels the main focus is on high-frequency vocabulary in everyday spoken English, although the higher levels increasingly add more language from different styles of English as well as more figurative use of language.

The selection of vocabulary at each level is based on frequency and usefulness, with the foundation being the Oxford 3000 or Oxford 5000. These are lists of 3,000 and 5,000 words, respectively, identified by the Oxford University Press ELT Dictionaries team as the



most important words for learners of English. These items have been divided in the Oxford 3000 into four levels in accordance with the CEFR (A1, A2, B1 and B2), and the Oxford 5000 contains additional words at CEFR levels B2 and C1.

- The Elementary level includes many items from A1, but with the majority of items at A2 level.
- The Intermediate level has a focus on B1 items from the Oxford 3000, as well as recycling items from the A2 level.
- The Upper-Intermediate Advanced level concentrates on B2 items from the Oxford 3000, but also includes additional B2 items and C1 words from the Oxford 5000.

The Oxford 3000/5000 lists are supplemented by the Oxford Phrase List, which contains just under 1,000 phrases considered important for students at each level. The Upper-Intermediate – Advanced word list also draws on topic lists from OUP's learner's dictionaries, which identify key vocabulary items across a range of 60 topics. By using the Oxford 3000/5000 alongside the topic lists, we are able to focus on high-frequency vocabulary, but also to include vocabulary that may not have a high frequency overall, but will have great value in particular contexts, e.g. *overtake* when talking about driving, *extinct/extinction* when talking about climate change and the danger to wildlife, or *self-catering* when talking about holidays. By using the Oxford Phrase List, we are also able to ensure the best coverage of both words and phrases at each level.

We have taken great care to ensure that learners will be able to understand the meaning of all the new words and phrases by supplying a clear illustration, a simple definition, or an example of each word or phrase. Learners should be aware that many English words have more than one meaning. They should refer to the Oxford Advanced Learner's Dictionary of for information on other meanings.

To the teacher

How can I use the material in the classroom?

New vocabulary is presented through:

visuals



sentences and short dialogues note of sth basis a particular way in which sth is Time Management tips organized or done: on a dayto-day/daily/weekly/regular Do you note down jobs you have to do on a daily basis? . Do you put up reminders in the office about these aims? reminder sth that makes you remember sth remind sb (of/about sth) v . Do you prioritize the tasks you have to accomplish by the prioritize put tasks, problems, etc. end of the day? in order of importance so · Do you stick to your priorities, no matter what happens? that you can do the most important first priority n: . Do you focus on one thing at a time? a high/low/top priority

| Idiom | Meaning | | |
|---|--|--|--|
| I'm going to do the essay again. ~ What for? | for what purpose or reason | | |
| Are you going to the party? ~ You bet! | used to emphasize that you are keen to do sth | | |
| I've got my exam today. ~ OK. (The) best of luck. | used to wish sb success in what they are going to do | | |

different types of extended written text

he Glasgow School of Art has been devastated yet again by a huge fire. More than 120 firefighters tackled the blaze, which began on Friday night and spread to a concert hall next door. There were no reported casualties, but police evacuated 27 people from nearby properties as a precaution. At the moment, there is no suspicion the fire was started deliberately, but the intense heat is preventing fire officers from getting in to assess the damage. First Minister, Nicola Sturgeon, praised the courage of the firefighters who fought to save the building.

| GLOSSARY | |
|--------------|---|
| devastate | destroy or damage sth badly devastation n |
| firefighter | a person whose job is to stop fires, working for the fire brigade |
| tackle | make an effort to deal with a difficult problem or situation |
| blaze | a large and often dangerous fire |
| casualty | a person who is killed or injured in a war or accident |
| precaution | sth you do in order to avoid danger or problems |
| suspicion | a feeling or belief that sth is wrong or that sb has done sth wrong suspicious (of sb) adj suspect v |
| deliberately | in a way that was planned deliberate adj |
| intense | very great, strong or serious: intense heat/cold/ pressure intensity n |
| assess | judge or form an opinion about sth assessment n |
| praise | say that sb is good and should be admired for sth praise n |
| courage | the ability to do sth dangerous without showing fear SYN bravery ; courageous <i>adj</i> |

- Visuals provide a clear guide to meaning; sentences, dialogues and extended text show words being used naturally, with the meaning explained in a glossary (or within a table). The input varies from approximately 15 items in a single A or B section, to 25–30 items on a full page of input. Here is a procedure you could follow:
- Students study the visuals or written text in the presentation for five-ten minutes for an A or B section, or tenfifteen minutes for a full page. This allows time for them to reinforce the connection between the visual input and the meanings, or to read through the glossary carefully to check the meaning of new items in the presentation sentences, dialogues or extended text. With the information from the glossary, students should then go back to the presentation text and check that they fully understand the meaning of the new words in those contexts.

Tell students to look at the extra words in the **glossary** (opposites, synonyms, derivatives, collocations and further examples) as this will help them to expand their vocabulary with minimal effort in many cases. It is also important to look at the **spotlight** boxes. The spotlight box is an additional feature which picks out an item or items of particular value. For example:

SPOTLIGHT accept

Accept means 'say yes to an offer', but has some other meanings, too.

- 1 allow sb to be part of a group:
- They accepted me as one of the family. (as in the text)
- 2 agree to sth:
- The council has accepted the latest proposal.
- 3 admit you did sth wrong:
- I accept responsibility for the mistakes.

SPOTLIGHT expressing family similarities

If you **resemble someone/something**, you look like or are similar to another person/thing. The emphasis is more on looks than character. **resemblance** n

If you **take after someone**, you look or behave like an older member of your family. If you **follow in someone's footsteps**, you do the same job or have the same lifestyle as someone else, usually a member of your family.

- While students are working through the presentation, you can answer any questions they may have about the
 items. This is also an opportunity to provide a pronunciation model for your students to repeat; otherwise, the
 presentation stage is going to be a long silent phase. You might want to read a text aloud, or get students to
 read sections of it, etc.
- Students can move on to the first exercise, which they can check for themselves using the Answer key, or you can go over the answers with the whole class. This is probably a better approach, as you can also discuss why they might have arrived at a wrong answer and focus on practising the pronunciation if necessary. It is sensible to work through the exercises chronologically, as they tend to progress from pronunciation practice to receptive practice to controlled productive practice, and then quite often to freer productive practice in the ABOUT YOU or ABOUT YOUR COUNTRY activities.
- When you are satisfied with their answers to the first exercise, you can ask students to go on to further exercises, while you monitor them as they work individually or in pairs, and assist where necessary. When they have finished an exercise, you will find that many of the exercises sentence completion and particularly dialogue completion lend themselves to controlled speaking practice. Students can practise dialogues in pairs, or take it in turns to read out complete sentences to each other.
- TEST YOURSELF When they have completed written exercises, students can test themselves on the new vocabulary. The material has been designed so that students can cover the new words beneath a picture (using a book, notebook or piece of paper) while they look at the visuals and test themselves. They can do the same with some of the tables and glossaries: cover the new vocabulary and look at the meaning, or vice versa. This is a simple, quick and easy way for learners to test themselves over and over again, so there is no pressure on you to keep searching for different exercises. It is also useful to demonstrate this so that students can revise vocabulary in their own time using this 'cover and check' approach.
- You will often notice ABOUT YOU or ABOUT YOUR COUNTRY. These are personalized exercises which give learners an opportunity to use the new vocabulary in a freer way and within the context of their own lives. Students can write answers to these, but they make ideal pairwork activities for students to practise their spoken English while using the new vocabulary. If you use these as speaking activities, students could then write their answers (or their partner's answers) as follow-up. In the Answer key, possible answers for these exercises are provided by both native speakers and proficient non-native speakers from different parts of the world. This may be of particular value to a self-study learner, as a way of comparing answers.

How can students use the material on their own?

The material has been designed so that it can be used effectively both in the classroom or by learners working alone. If you want your learners to use the material for self-study, you can recommend that they use the book alongside the approximately, as it gives them a pronunciation model for items of vocabulary, as well as further practice exercises. For self-study learners in particular, it is a good idea to start with the first module on expanding your vocabulary. Self-study learners can check their answers to exercises using the Answer key, and test themselves using the 'cover and check' procedure explained above. They can also select the topics that interest them, or the topics where they most need to expand their vocabulary.

A Asking about meaning

- A Would it be accurate to say that student and pupil are synonymous?
- No, not exactly. A student is a person who studies in a school, college or university. Pupil has a more restricted use. A pupil is someone who only studies in a school, especially a primary school.
- It's a bit ambiguous to say she's a good student, isn't it?
- Yes, you can interpret it in different ways. Good can mean 'well-behaved' or 'hard-working'.
- The meaning of wrapping paper is fairly obvious, isn't it?
- Yes, it's self-explanatory: just paper for wrapping presents and stuff.
- A Can you give me a precise definition of soul?
- Well, it's virtually the same as spirit: the part of you that is believed to exist after you die. But spirit has several other meanings too

| GLOSSARY | |
|------------------|--|
| accurate | exact and correct; without mistakes OPP inaccurate ; accuracy <i>n</i> |
| synonymous | having the same, or nearly the same meaning synonym <i>n</i> |
| restricted | controlled or limited |
| ambiguous | not clear; able to be explained in different ways ambiguity n |
| interpret | explain the meaning of sth interpretation n |
| self-explanatory | easy to understand and not needing more explanation |
| precise | clear and accurate SYN exact ; precision <i>n</i> |
| virtually | almost, very nearly: virtually the same virtual adj |

| | - | ner meanings too. | | | | | | | | |
|---|----|------------------------------|-------|-------------------------|------------|------|-------------------|---------|-----|------------------|
| 0 | м | ark the stress on these | wo | ords. Use the 🌚 to l | help yo | ou. | | | | |
| | 1 | accurate | 3 | synonymous | 5 | а | mbiguity | | 7 | interpretation |
| | 2 | synonym | 4 | ambiguous | 6 | i | nterpret | | 8 | self-explanatory |
| 2 | Is | the meaning the same | or | different? Write S | or D. | | | | | |
| | 1 | The meaning is virtually | | | | tly | the same. | | | |
| | 2 | They are both students | in m | y school. / They are b | ooth pup | pils | in my school. | | | |
| | 3 | The meaning is quite pr | ecis | e. / The meaning is qu | uite resti | rict | red. | | | |
| | 4 | The sentence is ambigu | ous. | /The sentence can b | e interp | pre | ted in two ways. | ******* | | |
| | 5 | I don't know the exact r | near | ning. / I don't know th | ne precis | ise | meaning. | | | |
| | 6 | Tom is fairly inaccurate. | / Toi | m makes very few mi | stakes. | | | | | |
| | 7 | His soul will live on. / His | spi | rit will live on. | | | | | | |
| | 8 | What she said was fairly | aml | oiguous. / What she s | aid was | fai | rly accurate. | | | |
| 3 | Co | omplete the sentences | wit | h the correct form | of the | wo | ord in capitals a | t the e | enc | I . |
| | 1 | If you want to make son | | | | | | AMB | | |
| | 2 | She always expresses he | | - | | | | PREC | | |
| | 3 | Hide and conceal are ve | | | tely | | | SYNC | NY | /M |

- 4 Elsie is quite fluent but she lacks **ACCURATE** 5 I think this sentence is open to _____ INTERPRET 6 The instructions were _____; a child could understand them. **EXPLAIN** 7 They are opposites. **VIRTUAL**
- 4 Answer the questions.
 - 1 What's the exact meaning of huge?
 - 2 Which word is more restricted: **get** or **acquire**? Why?
 - 3 Is the meaning of waiting room fairly self-explanatory? Why? / Why not?
 - 4 Are slim and thin synonyms? Why? / Why not? ...
 - 5 Is it accurate to say that a pupil studies in a secondary school? Why? / Why not?
 - 6 I picked up my bag. Why could this sentence be ambiguous?



B Explaining style

| Example | Meaning |
|--|--|
| 7hanks for your help, Sam, 'she said ironically. Sam hadn't helped at all. | ironically using words to say the opposite of what you mean, often humorously ironic adj: irony n |
| The literal sense of gold is 'a valuable yellow metal used to make coins, jewellery, etc.'. | literal (of words and phrases) being the basic or usual meaning literally adv |
| Golden is used figuratively in the sentence Working in this company is a golden opportunity for him. | figuratively (of words and phrases) not used in the basic or usual way, but in a way that makes a description more interesting (Golden here means 'wonderful' or 'special'.) figurative <i>adj</i> |
| She has a heart of gold is an example of a metaphor. It means 'she is a very kind person'. | metaphor a word or phrase used to describe sb/ sth else in a way that is different from its normal use metaphorical a d · = figurative |
| The dictionary marks stupid as disapproving. | disapproving (often used in dictionaries) showing that sth is bad or wrong |
| In slang, a <i>shrink</i> is a psychiatrist or a psychologist. | slang very informal words and phrases, used by particular groups of people in spoken language |
| Swear words are offensive to many people and not appropriate in most everyday conversations. | offensive rude in a way that causes you to be upset or angry OPP inoffensive appropriate suitable or correct OPP inappropriate |
| He called Tom 'an old woman'. How insulting! | insulting rude or offensive insult n, v |

SPOTLIGHT swear

Swurtng is the use of swear words (= rude or offensive language). If you swear . t somebody, you might make them angry. SwNr can also mean to make a serious promise to do something.

• Hesmw that he would kill anyone who touched me.

O Underline the words which usually suggest something negative.

| disapproving | figurative | Inappropriate | Insulting | Irony | 1 |
|--------------|------------|---------------|-----------|----------|---|
| literal | metaphor | offensive | slang | swearing | ı |

C, Circle the correct word(s). Sometimes both words are correct.

- 1 The *literal I figurative* meaning of *currain* is a piece of cloth which covers a window.
- 2 The curtain fell on her career is figurative Imetaphorical. It means 'her career ended'.
- 3 Irony I Slang is commonly used to say the opposite of what you mean.
- 4 Ana is so kind; she has a heart of *silver I gold*.
- s It may be appropriate I inappropriate to ask someone how much they earn or how old they are.
- 6 He was being *ironic I offensive* he didn't mean to be rude.
- 7 I think it was a metaphor I an insult to say you were stupid.
- 8 Swearing is *offensive I inoffensive* to many people.

O Complete the sentences with a suitable word.

| CU | omplete the sentences with a suitable word. |
|----|---|
| 1 | Naive often has a negative meaning and is marked ••in the dictionary. |
| 2 | Flood is one of those words that can be used literally or |
| 3 | He said my food was tasteless, which I found incredibly |
| 4 | Knackered is very informal. means 'extremely tired', and is an example of British English |
| S | The offer is aopportunity for my brother to work abroad for a year. |
| 6 | Pu// your socks up is often used as ameaning 'you must work harder and do better'. |
| 7 | A manat me in the street because I got in his way. I was very upset. |
| 8 | They livejust round the corner, so I see them every day. |



Familiar words, new meanings

A Using words and phrases figuratively

Familiar words may appear with an unfamiliar meaning (often a figurative meaning), or surrounded by other words that together form an idiom or common phrase.

s I crawled along the motorway, I was having second Athoughts about staying with Marcus. I'd been in two minds about going in the first place, but it was sweet of him to invite me, and I wasn't tied up, so I said 'yes'. But now it struck me that perhaps he wanted to go out with me! How could I be so thick? Marcus was very nice, but a romantic relationship was the last thing on my mind. How can I get out of this, I wondered? Just then, the traffic suddenly started to speed up, and something went into the back of me. I pulled my mobile out of my bag. 'Is that you Marcus? Listen, you're not gonna believe this, but ...'

| GLOSSARY | |
|---|--|
| crawl have second thoughts (about sth) | (of a vehicle) move very slowly start having doubts about a decision you have made |
| be in two minds about sth | be unable to decide what to do about sth |
| sweet (of sb) | kind (of sb): It was sweet of you to come. |
| be tied up | be busy and unable to do other things |
| strike sb (that) | (of a thought or idea) suddenly come into sb's mind |
| thick inf | stupid |
| be the last thing on sb's mind | be the thing that sb is least likely to be thinking about |
| get out of sth | avoid doing sth |
| you're not gonna believe this | used to introduce surprising and often unwelcome news (gonna inf = going to) |

| M | lake sentences from t | • | | | | | |
|--------|----------------------------|--|--|--|--|--|--|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | 3 3 | | | | | | |
| 4 | | / mind / is / the / last / my. | | | | | |
| 5 | it / take / of / sweet / t | o/us/was/nim. | | | | | |
| C | | es with a word or phrase. | | | | | |
| 1 | | o? ~ Actually, I'm having | | | | | |
| 2 | Are you thinking of ge | etting married? ~ No, that's the last thing | ! | | | | |
| 3 | | the wedding? ~ Not really, but I can't | | | | | |
| 4 | You're not gonna | , but ~ You've lo | ost my keys, again! How could you? | | | | |
| 5 | Did he invite all of you | ? ~ Yes, it was very | of him. He's a lovely man. | | | | |
| 6 | Are you going or not? | ~ I'm still inab | oout it, actually. | | | | |
| 7 | Did you think she look | ked like her sister? ~ Yes, I was | by how similar they are | | | | |
| 8 | Could we talk about it | this morning? ~ I'm afraid I'm | this morning. | | | | |
| 9 | Why are you so late? ~ | Half the road was closed. We were | along for ages. | | | | |
| 10 | | | | | | | |
| 1 2 | Leyla is only eight mo | es using words from above with the nths; so she's stillacross book – almost 1,000 pages. | eir more usual literal meanings. s the living room floor. | | | | |
| 3 | These oranges are lov | ely. They're very | | | | | |
| 4 | The men were | , with both hands behind thei | ir backs. | | | | |
| 4 | l b' | the dog with a large stick. I was rea | ally angry. | | | | |
| 5 | I saw nim | and the second s | | | | | |
| | The policeman stoppe | ed me and asked me to | the car. | | | | |
| 5 | The policeman stoppe | ed me and asked me to , Carrie. Do you think we could | the car. hire a car for the weekend? | | | | |

B Common verbs with less familiar meanings

The words in **bold** in the examples are very common when the verbs are used with the meanings in the table.

| Verb | Examples | Meaning |
|--------------------------------------|--|--|
| get sb/sth to do sth | I couldn't get him to leave the house. I finally got the car to start. | make or persuade sb/sth to do sth |
| see what/how, etc | We may be able to help. I'll see what Rob says. It may be ok. Let's see what happens. | find out sth by looking, asking or waiting |
| keep | We must eat the grapes – they won't keep. | remain fresh |
| put | I think he put it very well in his essay. | say or write sth in a particular way ALSO put sth into words |
| push sb/yourself | Some parents push their kids really hard. | make sb work harder |
| leave sth to/with sb | We need to book a table. I'll leave that to you. | allow sb to take care of sth |
| make sth sth | My watch says 10.20. What time do you make it? He bought ten more; I make that 25 now. | think or calculate sth to be a particular time or number |
| bring sb/sth + adverb/preposition | It was the war that brought him to power. What brings you here? ~ I've got a meeting. | cause sb/sth to reach a particular condition or place |
| come with/in sth | I'm sure the radio comes with batteries. The chairs come in four different colours. | be sold or produced with a particular feature |
| do (for sb/sth) | I peeled six potatoes. Will that do? Will these shoes do for the wedding? | be enough/ acceptable in a particular situation |

| 4 | 0 | ne word is missing in each sentence. What is it, and whe | re does it go? |
|---|---|--|---|
| | 1 | How did you him to do it? ~ I offered him money. | |
| | 2 | These batteries in all sorts of different sizes. | *************************************** |
| | 3 | If both brothers come, that will it 20 altogether. | *************************************** |
| | | It's the fishing that most people to this part of the coast. | *************************************** |
| | 5 | When I speak to the staff tomorrow, I'll what they think. | *************************************** |
| | 6 | We'd better finish the cream: it won't after today. | |
| | | | *************************************** |

5 Complete the dialogues with suitable verbs.

7 He has great ideas but finds it difficult to them into words.8 I've got a packet of noodles. Do you think that will for six people?

| | mpiete tire alalog | MES MICH SUITABLE ACIDS. | | |
|---|----------------------|--------------------------------|-------------------------------|--------------------|
| A | Hello. What (1) | you to this part | of the building? | |
| B | I can't (2) | this new clock to wor | k, and it didn't (3) | with instructions. |
| A | OK, (4) | it with me. I'll (5) | what I can do. | |
| B | Thanks. Oh, one oth | ner thing, we've run out of pa | per for the photocopier. | |
| A | Er, there's some ove | r there. Will that (6) | ? | |
| | Yeah, that's plenty. | | | |
| A | What are the booking | ngs like for this evening? | | |
| | | his morning, so I (7) | that 36 now. | |
| A | Ok, but we'll need n | nore tables. Can I (8) | that with you? | |
| B | Well, I'll (9) | how things go, but I | may have to (10) | Mario to do it. |
| A | OK, but don't (11) | him too hard | ; he's had a very tough week. | |

6 ABOUT YOUR LANGUAGE Translate the verbs in the table into your own language. What verbs are used?



3 Word families

By learning words that are part of the same word family, you can often increase your vocabulary quickly and easily. For example, you will probably know the words in the left-hand column below, but do you know the related words?

| Word | Related word and its meaning | Example | | |
|--------------|--|---|--|--|
| mistake n | mistake sb/sth for sb/sth <i>v</i> wrongly think that sb/sth is sb/sth else | I mistook the woman in the café for a friend of mine. | | |
| certain adj | certainty <i>n</i> the state of being completely sure about sth OPP uncertainty | Is there any certainty things will improve? | | |
| problem n | problematic adj difficult to deal with; full of problems | Some places can be problematic for journalists. | | |
| possession n | possess v formal have or own sth | Some players just possess natural ability. | | |
| benefit n, v | beneficial adj having a good or useful effect | The extra money has been very beneficial. | | |
| require v | requirement n sth that you need or that you must have or do | A university degree is a minimum requirement . | | |
| house n | housing n buildings for people to live in | We need more family housing. | | |
| | household all the people who live in one house | Most households have at least one car. | | |
| likely adv | likelihood n the chance of sth happening | There's not much likelihood of success. | | |
| handle v | handling n the way sb deals with sth/sb | The situation needs careful handling . | | |
| guide n,v | guidelines n (usually pl) official rules | There are guidelines on repairing old buildings. | | |
| | guidance n help or advice | Our teacher gave us some guidance . | | |
| apologize v | apologetic adj showing you are sorry | It's his fault and he's very apologetic. | | |
| notice v | noticeable adj easily seen/noticed | The scar on his face is quite noticeable . | | |
| include v | inclusive adj (of the cost of sth) including everything inclusion n the fact of including sb/sth; the fact | Bed and breakfast is £80, fully inclusive . The inclusion of dancing as part of the | | |
| | of being included | entertainment was unnnecessary. | | |
| compare v | comparable adj similar; able to be compared | This year looks good. Are there comparable figures for last year? | | |
| replace v | replacement <i>n</i> a thing that replaces sth that is old, broken, etc. | The coffee machine isn't working, so can we get a replacement? | | |
| | irreplaceable cannot be replaced | My wedding ring is irreplaceable . | | |
| human n, adj | SYN the human race | War crimes are crimes against humanity. | | |
| | humanitarian concerned with trying to make people's lives better | The war has caused a humanitarian crisis. | | |
| race n | racism n the unfair treatment of people who | We must take action to stop racism in | | |
| (of people) | belong to a different race. The person who does | the workplace. | | |
| | this is a racist. racist adj | He was attacked by a group of racists . The newspaper was racist and was closed down. | | |
| recognize v | recognition n the fact that you can identify sb/sth that you see | She'd seen me several times but showed no sign of recognition . | | |

SPOTLIGHT related words with different meanings

Words in the same word family do not always have similar meanings. For example, the adjective **worth** can mean:

1 having a particular value;

2 used as a way of recommending: The castle is worth seeing.

It also has these related forms and meanings:

- The necklace is worthless. (= without value)
- He's a worthy champion. (= one who deserved to win)
- The meeting was worthwhile. (= important, interesting, etc.)

| | on these word | | | | |
|--|---|--|---|---|--|
| | | | | | beneficial |
| | | | | | irreplaceable |
| logetic | household | human | nity | humanitarian | possess |
| | | | | | |
| | | | | | |
| You get flight | s, accommodatio | n, and food | d; the holid | day is fully <i>included</i> | / inclusive. |
| | | | | | |
| | | | | | mparative. |
| | | | | SiS. | |
| | | | | | |
| | | | | | |
| reopie are no | imeless because i | nere's a sn | ortage of | cheap nousenolas / | housing. |
| vrite the ser | tences using a | related w | ord of th | e word in capitals | . Keep the same meaning. |
| | | | | is there any certa | inty it will happen? |
| | | | | | |
| | | the past | | | , |
| | | | | | |
| | | | | | |
| | | | WORTH | | |
| | | | COGNIZE | | |
| t was a very in | nteresting confere | ence. | WORTH | | |
| he tablets ha | nd a positive effect | t. | BENEFIT | | |
| nplete the d | ialogues with a | suitable | word. | | |
| | | | | ~ No, we need mo | ore |
| What can peo | ple do about the | danger of | infection? | | t has issued |
| | | | | ~ Yes, very | ······································ |
| | , - | | | ~ Yes, it's fully | • |
| | | | | | |
| - | , | e. | | | |
| | | | | ~ Yes, I've already | ordered a |
| s a difficult s | ituation. | | | ~ Yes, and it need | s careful |
| | | | | | |
| ome young p | parents would be | nefit from i | more | on how | to bring up children. |
| everal charitie | es have warned th | nat we are | facing a | crisis | in parts of Africa. |
| ne post office | e said the parcel v | vould be d | elivered to | morrow, but there's | no of that. |
| | | | | | |
| you think i | th someone else' | the rigi | nt qualities | for the job? | |
| lats in hig citi | es are expensive | n England | Λ | it for my own. | in would sast a lat lass |
| iais iii biu ciu | es ale expelisive | ri Erigiario. | There is a | lot of | in would cost a lot less. |
| ome say we i | will win others say | | . There is a | IOL OI | about the result. |
| ome say we v | will win, others say | | | | |
| ome say we v | vill win, others say | answers t | o the que | estions, or talk to | another student. |
| OUT YOUR CO | DUNTRY Write ally give a fully inc | answers t | to the que | m and breakfast? | |
| OUT YOUR CO To hotels usual housing a pa | DUNTRY Write ally give a fully incorricular problem | answers to | to the que for a room | m and breakfast? untry? | |
| OUT YOUR CO To hotels usual housing a pare | DUNTRY Write ally give a fully incorricular problem erally comparable | answers to clusive price in any part with other | to the que e for a room of the cou | m and breakfast? untry? s nearby, or are they | another student. very different? |
| THE PERSON OF TH | cle the corrections painting you get flight. There is a not we're amateur people are dy enjoyed the The delay was people are howere the sense was a very in the tablets has a pole to the tablets has a people don't refer these meass the was a very in the tablets has a people don't refer the delay was a very in the tablets has a people don't refer these meass the was a very in the tablets has a people don't refer these meass that £65 for the tablets has a people don't refer the deserved in the tablets has a people don't refer these meass that £65 for the tablets has a people don't refer the deserved the tablets has a people don't refer the deserved the tablets has a people the second the post office the second the post office the measurement of the post office the | cle the correct answer. This painting is unique; it's unreviou get flights, accommodation there is a noticeable / noticed of We're amateurs and they're propeople are dying. It's a humanic enjoyed the trip: it was very with edelay was his fault, but he people are homeless because the deserved to win. If there is a noticeable / noticed of We're amateurs and they're propeople are dying. It's a humanic enjoyed the trip: it was very with edelay was his fault, but he people are homeless because the with the sentences using a fare you sure it will happen? The deserved to win. If the deserved to win. If there a chance we'll win? If you see that he's lost a lot of the tablets had a positive effect the tablets had a | clematic likelihood require thwhile recognition comparing the logetic household human cle the correct answer. This painting is unique; it's unreplaceable you get flights, accommodation, and food there is a noticeable / noticed difference we're amateurs and they're professionals, people are dying. It's a humanitarian / | blematic likelihood requirement thwhile recognition comparable logetic household humanity cle the correct answer. This painting is unique; it's unreplaceable / irreplace you get flights, accommodation, and food; the holic flere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticed difference between the logethere is a noticeable / noticeable | blematic likelihood requirement benefit apologize household humanity humanitarian benefit apologize benefit apologize benefit apologize benefit apologize benefit apologize between the two performance benefit amateurs and they're professionals, so we're not comparable consequence benefit amateurs and they're professionals, so we're not comparable consequence benefit amateurs and they're professionals, so we're not comparable comparable consequence benefit amateurs and they're professionals, so we're not comparable comparable comparable consequence benefit amateurs and they're professionals, so we're not comparable c |

4 Collocation

A Verb + noun

Collocation is the common combination of particular words with each other, and particular **collocations** may be different in your language. In English, certain verbs **collocate with** certain nouns. You will need to learn many of these **collocations**.

In any school, the headteacher obviously has to make an effort to set an example to their staff and students, and that starts by treating everyone with respect. It is also their job to take responsibility for important decisions that the school makes. If things go well, the headteacher gets the credit; if they don't, he or she has to be prepared to take the blame.

Carrie had been **spreading** a **rumour** that Sean and Sophie were going to have a baby, although she told everyone else to **keep it a secret**. It was, therefore, quite a shock when Sean finally **broke the news** to everyone that they were going to get a cat. We all **roared with laughter** – everyone except Carrie.

| GLOSSARY | |
|-------------------------------------|--|
| make an effort (to do sth) | attempt to do sth, especially when it is difficult |
| set an example (to sb) | do sth good or well that people can try to copy or achieve: set a good example |
| treat sb with respect | behave towards sb in a polite and caring way OPP treat sb like dirt |
| take responsibility (for sth/sb) | accept a duty to deal with sth/sb, so that it is your fault if sth goes wrong OPP pass the buck make sb else responsible for a difficult situation |
| get the credit (for sth) | be admired and given the praise for doing sth successfully |
| take the blame (for sth) | accept responsibility for sth that goes wrong |
| spread a rumour | tell a lot of people about a piece of news or information that may not be true |
| keep (sth) a secret | not tell anyone about sth that others must not know ALSO keep a promise / an appointment / a record |
| break the news | be the first person to tell others about sth important |
| roar with laughter | laugh loudly or a lot |

| 1 | es or No? | | | | | | |
|-----|-----------------------------------|--------------------|------------------------|--|-----------------------------|----------------|------------------|
| 1 | I If you keep a p | oromise, is t | that a good thing | ? | | | |
| 2 | If you get the | credit for s | omething, are yo | u pleased? | | | |
| 3 | If you pass the | buck, are | others happy? | *********** | | | |
| 4 | If you take the | blame, is t | hat positive? | ************ | | | |
| 5 | f you treat sor | mebody lik | e dirt, is that goo | d? | | | |
| 6 | f you spread a | a rumour, is | that a good thin | g to do? | | | |
| 7 | 7 If you treat sor | meone wit | h respect, will the | ey be pleased? | | | |
| 8 | If you take res | ponsibility, | is that a bad thin | g to do? | | | |
| 2 (| Complete the s | entences | with a suitable | verb + noun combin | ation. | | |
| 1 | 1 Teenagers res | pond well | to her because sh | nethe | m with | | |
| 7 | I didn't tell any | yone becau | use Emma told m | e toit | a | | |
| 3 | My sister has b | been | aa | that I'm g | etting engaged. | It's not true | |
| | 4 Tanya does a f | fantastic jo | b, but doesn't alw | vaysth | ne | she dese | erves. |
| | It was a very fo | unny joke, | and everyone | with | | | |
| | 6 My parents | | a good | to me, and | now I always | | an |
| | | to do th | ne same with my | children. | | | |
| 7 | 7 I can't remem | ber who | th | neabo | ut the wedding, | but we we | re all delighted |
| 1 | 8 My boss neve someone else | r accepts re | esponsibility for the | hings. He always | the | | and makes |
| 9 | Young people | e must lear | n to | fo | or their actions; i | t's part of gi | rowing up. |
| | There are many each of these n | | tions with take | , make and set. Do y | ou know which | n verbs cor | mbine with |
| | control of sth a profit | a limit tablets | an impression an offer | pleasure in doing sth a look at sth | sth on fire the standard | a noise | |
| 1 | take: | | make: | se | et: | | |
| ı | TEST YOUR | | | | | | |

B Adjective + noun

There are also many common *adjective* + *noun* collocations that you may need to learn. For example, a person you know well and like is a **close friend** (NOT a near friend OR an intimate friend).

EXAMPLE

I gave them a detailed description of the burglary. He speaks with a strong accent. Our main concern for the party is the weather. It was a typical example of his stupidity. The house was utter chaos when I got home.

The children had a narrow escape.

Nice to see a familiar face at the party.

The vast majority of students passed.

My sister's ring is pure gold.

I thought he'd be tall but he was the complete opposite.

MEANING

a description full of information OPP brief description
a very noticeable accent OPP slight accent
most important worry SYN principal concern
very good example SYN perfect example
complete confusion ALSO utter nonsense
ideas that you think are stupid or not true
= they were lucky to escape safely
a person you recognize and know
a very large majority
not mixed with anyting else ALSO pure silk/cotton
a person or thing that is as different as possible from
sb/sth else SYN the exact opposite

| - | a familiar | ******** | a | escape | | | |
|--|--|--|--|--|---|---|---|
| 2 | a typical | ******** | b | chaos | | | |
| 3 | a vast | ********* | c | face | | | |
| 4 | a slight | ******* | d | opposite | | | |
| 5 | utter | ******* | e | accent | | | |
| 6 | a detailed | | f | majority | | | |
| 7 | the exact | | | description | | | |
| 8 | a narrow | | | example | | | |
| An | nswer the q | uestions. W | hat's | | | | |
| 1 | | | example? | | 4 | the apposite of a dat | ailed description? |
| | | | • | | | the opposite of a uet | |
| 2 | the opposit | e of a slight | accent? | | | | |
| | | e of a slight | accent? concern? | | 5 | a synonym for the co | mplete opposite? s with utter? |
| 3 | a synonym | e of a slight for the main | concern? | | 6 | a synonym for the co a noun that combines | mplete opposite? |
| 3 Co | a synonym | e of a slight for the main dialogues | concern? | le <i>adjective</i> | 5 6 + 1 | a synonym for the co a noun that combines noun combination. | mplete opposite? s with utter? |
| 3 Co | a synonym | e of a slight for the main | concern? | le adjective | 5 6 2+1 was | a synonym for the co a noun that combines noun combination. | mplete opposite? |
| 3 Co | a synonym emplete the Was it true | e of a slight for the main dialogues what your da | with a suitab d said? | ele <i>adjective</i> ~ No, it v | 5 6 2+1 was | a synonym for the co a noun that combines noun combination. ne says. | mplete opposite? s with utter? |
| 3 Co 1 | a synonym mplete the Was it true v Did they all | e of a slight for the main dialogues what your da understand? | concern? with a suitab d said? | le adjective ~ No, it is anything anyt | 5 6 2+1 was ng h | a synonym for the co a noun that combines noun combination. | s with utter? Don't believe I had to explain it. |
| 3 Co 1 | omplete the Was it true of Did they all You manage | e of a slight for the main e dialogues what your da understand? ed to avoid ti | with a suitab d said? ne accident? | ~ No, the ~ No, the ~ No, the ~ Yes, bu | s + r was ng he | a synonym for the co a noun that combines noun combination. ne says. | mplete opposite? s with utter? |
| 3 Co 1 2 3 | mplete the Was it true of Did they all You manage Are you wo | e of a slight for the main e dialogues what your da understand? ed to avoid the cried about the | with a suitab d said? ne accident? ne exam? | ~ No, it wanth | s + r was ng he | a synonym for the co a noun that combines noun combination. The says. | mplete opposite? s with utter? . Don't believe . I had to explain it. is that I get nervous |
| 3 Co 1 2 3 4 | omplete the Was it true of Did they all You manage Are you woo Did the top | e of a slight for the main e dialogues what your da understand? ed to avoid the cried about the | with a suitable disaid? The accident? The exam? The ne you tried it | ~ No, it vanythi ~ No, the ~ Yes, be ~ Yes, moon? ~ Yes, loo | s + r was ng he ut it y | a synonym for the co a noun that combines noun combination. ne says. was a | mplete opposite? s with utter? . Don't believe . I had to explain it is that I get nervou |
| 3 Co 1 2 3 4 5 | Did they all You manage Are you woo Did the top Do you kno | e of a slight for the main dialogues what your da understand? ed to avoid the cried about the feel nice who w what she le | with a suitable disaid? The accident? The exam? The ne you tried it | ~ No, it value anything anything ~ No, the ~ Yes, but ~ Yes, mon? ~ Yes, low ~ Yes, m | s to the second of the second | a synonym for the co a noun that combines noun combination. ne says. was a | mplete opposite? s with utter? |
| 3 Co 1 2 3 4 5 6 | Did they all You manage Are you woo Did the top Do you kno Did you see | e of a slight for the main e dialogues what your da understand? ed to avoid the rried about the feel nice who w what she le your old frie | with a suitable disaid? The accident? The exam? Then you tried it tooks like? | ~ No, it vanything ~ No, the care Yes, mon? ~ Yes, mon? ~ Yes, mon? ~ Yes, and ~ Yes, ~ Y | 5 6 2+17 was ng h e ut it y vely. | a synonym for the co a noun that combines noun combination. The says. Was a It was It was It was It was you was great to see so ma | mplete opposite? s with utter? . Don't believe . I had to explain it is that I get nervou |
| 3 Co 1 2 3 4 5 6 7 | Did they all You manage Are you woo Did the top Do you kno | e of a slight for the main e dialogues what your da understand? ed to avoid the feel nice who what she le your old friet lish is good. | with a suitable disaid? The accident? The exam? Then you tried it tooks like? | ~ No, it vanythin ~ No, the ~ Yes, bu ~ Yes, mon? ~ Yes, mon? ~ Yes, an ~ Yes, an ~ Yes, an ~ Yes, bu ~ Yes, an ~ Yes, bu | was ng he ut it y y ur id it | a synonym for the co a noun that combines noun combination. The says. Was a It was It was It was It was you was great to see so ma | mplete opposite? s with utter? . Don't believe . I had to explain it is that I get nervou |

Compounds

A Nouns

English has a large number of compound nouns formed from a noun + noun. Cover the compounds below and read the meanings. Do you know these compounds, or can you guess them?









nail polish/varnish

| drawing pin | paper cup | Duibea wiic | |
|--|-----------------------------|-----------------------------|-------------------|
| Meaning | | | Compound noun |
| an official document that s | hows you are qualified to o | drive | driving licence |
| an official document show | | | birth certificate |
| a card given to customers Each time they shop, they | by a shop to encourage the | em to shop there regularly. | loyalty card |
| a part for a car or machine | | | spare part |
| confidence in yourself and | | | self-confidence |
| the number of years that a | | | life expectancy |
| a path or route that is quic | _ | | shortcut |
| the language that you first | | | mother tongue |
| food that is quick and easy | | t good for your health | junk food |
| a person that you admire a | | | role model |

- Replace the crossed-out word with a word that forms a compound noun.
 - 1 Do you know a short way to the school from here?
 - 2 Have you got any nail paint?
 - 3 Does she have enough personal confidence?
 - 4 I ripped my shirt on the twisted wire around the field.
 - 5 What's the average life length for men in your country?
 - 6 I stepped on a drawing nail it really hurt.
 - 7 I need some paper staples to put these notes together.
 - 8 Is it easy to get new parts for your car?
- 2 Complete the compound in each sentence.
 - 1 What is your mother _____? What other languages do you speak?
 - 2 Have you got a driving? How long have you had it?
 - 3 Do you know where your birth is? If so, where?

 - 4 Do you have any _____ cards for different shops? If so, which?
 5 Are there any short _____ you often take? If so, where to?
 - 6 Who has been the most important role in your life?
 - 7 Do you ever wear _____polish? If so, what colour?
 - 8 Do you often eat _____food? If so, what, and why?
- 3 ABOUT YOU Write answers to the questions in Exercise 2, or ask another student.
- 4 Eight of the words below form compounds with card, one forms a compound with pass, and one forms a compound with pass and card (with the same meaning). Can you complete the compounds correctly?

greetings identity bus credit rail post boarding debit SIM gift



B Adjectives

Most compound adjectives have a hyphen (-).

It was very much a last-minute decision to go, but the kids loved it and were very well behaved.

My cousin is very absent-minded. We have a long-standing joke that whenever we meet, he pretends he doesn't know me.

These boots are worn out now, but they've been incredibly hard-wearing.

I have an uncle who is very narrowminded and self-righteous. He thinks I'm bad-tempered, but it's only him who makes me angry; we argue all the time.

GLOSSARY

last-minute happening at the last possible moment well behaved (compounds with well are hyphenated before a noun but not after a noun) behaving in a way that people think is correct and polite: a well-behaved child long-standing that has existed or lasted for a long time worn out 1 (of a thing) no longer useful because it has been used so much 2 (of a person) exhausted from work

or exercise

hard-wearing (of a product) remaining in good condition for a long time

self-righteous believing that what you say or do is right and other people are wrong

bad-tempered often angry and easily annoyed

SPOTLIGHT adjectives with -minded

You can be narrow-minded (= not willing to listen to the ideas and opinions of others) OPP broad-minded, open-minded; absent-minded (= forgetful); or single-minded (= thinking in a concentrated way about sth and determined to achieve it).

| 5 | Answer | the | questions. |
|---|--------|-----|------------|
| | | | |

- 1 If something is worn out, is it no use or very comfortable?
- 2 If something is last-minute, is it very quick or at the last possible moment?
- 3 If someone is single-minded, are they determined or closed to new ideas?
- 4 If something is hard-wearing, is it *uncomfortable* or does it *last a long time*?
- 5 If someone is worn out, are they exhausted or unhealthy?
- 6 If someone is absent-minded, are they stupid or forgetful?
- Form six compound adjectives using words from the box.

| long tempered | worn well | behaved narrow | standing bad | minded righteous | self out |
|------------------|--------------|-------------------|-----------------|------------------|-------------|
| | | | | | |

Complete the dialogues with a suitable compound adjective.

- 1 He always thinks he's right, doesn't he? ~ Yes, he's very _____ She's very determined, isn't she?

 Your parents are all and a series a very

 The gets angry very easily.

 The gets angry very easily. ~ No, it was a ______ decision.

- Your parents are always open to ideas. ~ Yes, they're very

Can you complete these compound adjectives using either self or well?

| known | confident | employed |
|---------|-----------|-----------|
| behaved | dressed | conscious |
| service | informed | |



Using a dictionary

A learner's dictionary includes a wide range of information that will help you to expand your vocabulary and use words more effectively when you speak and write. Look at these entries from the Oxford Advanced Learner's Dictionary.

The key (1) tells you that reflect is in the Oxford 3000 and is an important word.

re-flect (1) (II) (a) /ri'flekt/ verb 1 % (II) (T, usually passive to show the image of sb/sth on the surface of sth such as a mirror, water or glass: be reflected (in sth) His face was reflected in the mirror. She could see herself reflected in his eyes. 2 1 [T, 1] to throw back light, heat, sound,

work. 4 1 [1, T] to think carefully and deeply about sth: Before I decide, I need time to reflect. < ~on/upon sth She was left to reflect on the implications of her decision.

The words before the definition give a general idea of the different meanings of count.

ab-sorb ¥+ B2 /əb'zə:b; NAmE -'zə:rb/ verb

- LIQUID/GAS 1 2+ 1 to take in a liquid, gas or other sub-
- INFORMATION 4 2+ @ ~sth to take sth into the mind and learn or understand it SYD take in: It's a lot of information to absorb all at once.

The phrases in bold show common phrasal structures and/or collocations: they will help you to use favour naturally in typical contexts.

Propose is a formal word and more common in written English.

- Pro-pose () B2 (pro-pouz/verb
 suggest a plan, an idea, etc. for people to think about and decide on: ~sth The
- ~that... She proposed that the book be banned. ♦ (BrE also) She proposed that the book should be banned. o it is proposed that... It was proposed that the president be elected for a period of two years. A -doing sth He proposed changing the name of the company. o it is proposed to do sth It was proposed to pay the money from public funds.

Idioms and phrasal verbs are listed at the end of the entry.

no comment (said in reply to a question, usually from a journalist) I have nothing to say about that: 'Will you resign, sir?' 'No comment!'

count a gainst sb | count sth a gainst sb to be considered or to consider sth to be a disadvantage in sb: For that job her lack of experience may count against her. count down (to sth) to think about a future event with

The numbers tell you that reflect has different meanings.

Prepositions that follow reflect are shown in bold.

count @ A2 /kaunt/ verb, noun

at PERMISSION

SAY NUMBERS 1 2 [1] to say numbers in the correct order: Billy can't count yet. $\diamond \sim \text{(up)}$ to sth She can count up to 10 in Italian. o - from sth (to/up to sth) to count from 1 to 10 FIND TOTAL 2 % (2) [T, I] to calculate the total number of INCLUDE 3 % (3) [T] ~sb/sth to include sb/sth when you calculate a total: We have invited 50 people, not counting the children.

Dictionaries often provide synonyms (take sth in is a synonym for one meaning of absorb) and opposites: these help you to expand your vocabulary.

fa-vour () (US favor) /'fervə(r)/ noun, verb

HELP 1 & [C] a thing that you do to help sb: Could you do me a favour and pick up Sam from school today? o I'll ask Steve to take it. He owes me a favour. O Thanks for helping me out. I'll return the favour (= help you because you have helped me) some time. o as a ~ (to sb) I'm going as a favour to Ann, not because I want to. Oo yourself a favour (= help yourself) and wear a helmet on the bike. SEXPRESS YOURSELF

It is followed by a noun, a that clause, or an -ing form, so you cannot say: He proposed us to go.

The grammar of each word is labelled, e.g. whether a noun is countable [C], uncountable [U], plural, or usually plural (as here), etc.

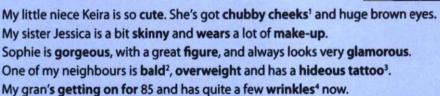
cir-cum-stance @ B2 @ /'sa:kəmstəns, -sta:ns, -stæns; NAmE 'ss:rkamstæns/ noun 1 & [C, usually pl.] the conditions and facts that are connected with and affect a situation, an event or an action: Police said there were no suspicious circumstances surrounding the boy's death. o under... circumstances Under normal circumstances, your white blood cells are able to fight infections. . in... circumstances The company reserves the right to cancel this agreement in certain circumstances. In exceptional circumstances, detainees could be denied access to a lawyer.

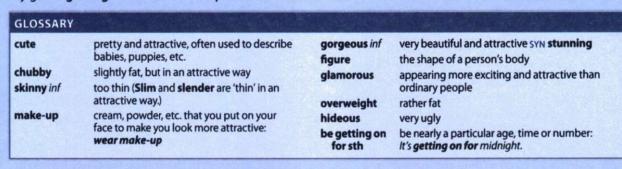
| | is being used. | | | | |
|---|------------------------------|-----------------------------------|---|---|-----------|
| | | he bus, not | the teacher | rs | |
| | | andon | | | ********* |
| | | m because the sponge | | | ******** |
| 4 From t | he list I have | fifteen who still | haven't replied to | the invitation | ******** |
| | | ion to | | | ******** |
| | | | | 50, while the others hide. | ******** |
| 7 He was | s standing behind me h | out I could see his face | op to | in the water | |
| | r starroung dermita me, e | out reduid see this face | *************************************** | in the water. | ******** |
| Complete | the sentences with | a word from the opp | osite page. | | |
| | | me a favour? ~ Sure. | | | |
| | | ? ~ Lots, but I didn't act | | them. | |
| | | on, I couldn't | | | |
| | | to Anne | | | |
| | | nything to say? ~ No | | | |
| | | ertain | | | |
| | | ? ~ Yes, of course. What | | | |
| | | me a favou | | | |
| | and the second second | | | | |
| Cross out | the grammar mistal | ke in each sentence a | nd write the co | orrections at the end. | |
| | uld see our faces reflecte | | | | |
| 2 She pro | oposed to leave the chil | ldren behind. | | | |
| | T | in certain circumstance | | | |
| | | no counting the two of | | | |
| | d to reflect in what he s | - | | | |
| 6 He pro | posed us to take the ca | r. | | | |
| | | | | | |
| | | | nd the answer | s in the <u>full</u> dictionary | entrie |
| | s shown on the oppo | | | | |
| | MOTOR DAMAGE STORY (1985) | cy to have a job that I re | | | |
| | | equal pa | | | |
| | | would prefer not to say | | | |
| | | badly on every | | | |
| 5 You can | n email us or leave a | on our v | vebsite. | | |
| 6 When | you buy someone a pre | esent, it's the thought | that | ············· • | |
| | <u>.</u> | | | | |
| W. 1741 | | . What special inform | nation is given | for each one? Write an | exan |
| | | | | | |
| sentence | for each. | | | | |
| sentence inform | Tor each. | | | | |
| sentence inform observe | Tor each. | | | | |
| sentence inform observe finding | Tor each. | | | | |
| sentence inform observe | Tor each. | | | | |
| sentence inform observe finding immune | | | | | |
| sentence inform observe finding immune | OUR DICTIONARY Lo | | | ery common word suc | |
| inform observe finding immune ABOUT Y head or to | OUR DICTIONARY Lo | | | ery common word sucl phrasal verbs that incl | |
| sentence inform observe finding immune | OUR DICTIONARY Lo | | | | |
| inform observe finding immune ABOUT You head or to | OUR DICTIONARY Lo | | | | |
| inform observe finding immune ABOUT You head or to | OUR DICTIONARY Lo | | | | |
| inform observe finding immune ABOUT You head or to | OUR DICTIONARY Lo | | | | |

Describing appearance

A Physical features







| | bald chubby | cute | full of w | vrinkles | glamorous | gorgeous hi | deous | overweig | ht skinny | slim | stunning |
|----------------------------|--|--|-----------------------------|----------------------|--|---|--|-------------------|--------------|---------|--------------|
| HA | APPY: | | | UNH | APPY: | | N | OT SURE: | | | ************ |
| Fi | nd six pairs o | of wor | ds in th | e box a | and explai | n the conne | ction. | | | | |
| | chubby cute | gorge skin | ous | over | | wrinkles cheeks | bab stur | ies nning | wear fat | | |
| ***** | | *************************************** | | | | | | | | | |
| | omplete the | | | | | of a hea | rt on hi | s chest I t | hink it's ho | orrible | |
| | My brother h | as now | got a | | | | | | | | |
| 1 | My brother h My mother's | nas now | got a | | 50, but | still has a grea | t | | | | <u>.</u> |
| 1 2 | My brother h My mother's Most babies I want peopl | seem to | got a o have a nk I'm | round | 50, but s face and ch | still has a grea nubby , but not | too ski | nny. | • | | |
| 1 2 3 | My brother h My mother's Most babies I want peopl | seem to | got a o have a nk I'm | round | 50, but s face and ch | still has a grea nubby , but not | too ski | nny. | • | | |
| 1 2 3 4 | My brother h My mother's Most babies I want peopl He's got a fee There's a pict | seem to think | o have ank I'm | round | face and ch now h asleep on a | still has a grea hubby , but not he's in his 70s, l h chair. They lo | too ski but I thi ok very | nny. nk they g | ive his face | e char | acter. |
| 1 2 3 4 | My brother h My mother's Most babies I want peopl He's got a fer There's a pic My sister's bo | seem to thi w | o have a nk I'mthe two | kittens | face and ch now h asleep on a | still has a grea hubby, but not he's in his 70s, l his chair. They lo hit the new one | too ski but I thi ok very e is reall | nny. nk they g | ive his face | e char | acter. |
| 1 2 3 4 5 6 | My brother h My mother's Most babies I want peopl He's got a fer There's a pict My sister's bo Film stars alv | seem to e to thi w ture of byfrience | o have a nk I'm the two | kittens sually qu | face and ch now h asleep on a uite ugly, bu | still has a grea hubby , but not he's in his 70s, l h chair. They lo | too ski but I thi ok very e is reall ey? I'm s | nny. nk they g | ive his face | e char | acter. |

B Clothes and appearance

DRESS FOR YOUR SHAPE

The **key to** dressing for your body shape is to **enhance** your best **features** and cleverly **conceal** the not so good ones. Here are a few **guidelines**:

- Wearing dark colours or vertical stripes¹ will create the illusion of being slimmer.
- For women, high heels² are flattering because they exaggerate the length of their legs.
- If you are pear-shaped (with narrow shoulders and broad hips³),
 jeans that sit below the waist⁴ are flattering, as they draw
 attention to the waistline and make your bottom look smaller.



| GLOSSARY | | | |
|------------------------------|---|--|---|
| key to sth | the thing that makes you able to understand or achieve sth | create an illusion (of sth) flattering | make sth appear true, which in fact is false making sb look more attractive |
| enhance feature | increase or improve the quality, value or status of sth a part of sb's face or body | exaggerate | opp unflattering make sth seem bigger, better, worse or more important than it really is exaggeration n |
| conceal formal guidelines | hide sth information that can help you make a decision or form an opinion | broad | wide: broad shoulders/hips OPP narrow (We use wide more to talk about distance and geographical areas: The room was 4 |
| vertical | OPP horizontal ——— | draw (sb's) attention to sth | metres wide .) make sb notice sth |

- Underline the main stress on each word. Use the to help you.
 conceal create enhance exaggerate exaggeration guidelines horizontal illusion vertical
- Circle the correct answer.
 - 1 If you create an illusion, you make something appear true / false.
 - 2 Guidelines usually stop you doing something / help you.
 - 3 Enhancing something is a positive / negative change.
 - 4 Lines that go up and down are horizontal/vertical.
 - 5 If you exaggerate something, you make it seem more/less important than it really is.
 - 6 People came to the music festival from a broad / wide area.
 - 7 If you wear something that is flattering, it makes you look worse / better than usual.
 - 8 If you conceal something, others can / can't see it.



8 Body language

A Reading the signs



Body Language can tell you a lot, but if you jump to conclusions when you are trying to interpret a particular gesture, you may misinterpret what it means. For example, people who look away to avoid eye contact may not necessarily be lying: they could just be very shy. To understand body

language, therefore, we need to **observe** a **combination** of behaviour. With lying, for example, **look out for** any of these:

- · avoiding eye contact
- sweating a lot
- · going red
- · biting fingernails1
- constantly moving about

| GLOSSARY | | | |
|--------------------------------|---|------------------------|---|
| jump to conclusions | make a decision about sth too quickly, before you have thought about all the facts | observe formal | see or notice sth. An observant person is good noticing things. observation <i>n</i> |
| interpret | decide that sth has a particular meaning | combination | two or more things that exist or are put togethe |
| | interpretation n If you misinterpret sth, you give it an incorrect meaning. | look out for sth/sb | look and try to see or find sth/sb |
| gesture | a body movement you make to show a particular meaning | sweat | If you sweat , water appears on the surface of you skin because you are hot or nervous. sweat n |
| eye contact not necessarily | looking into another person's eyes used to say that sth is possibly true but is | go red | become red in the face, often when you're embarrassed SYN blush |
| | not always true | constantly | all the time or very frequently |

| U | G | Good or bad? Write G or B. | |
|---|----|--|----------------------------------|
| | 1 | 1 He sweats a great deal. 5 He | jumps to conclusions. |
| | 2 | 2 She goes red all the time. 6 Sh | e's very observant. |
| | 3 | 3 She has strong powers of observation. 7 He | e always makes eye contact. |
| | 4 | | e misinterprets what people say. |
| 2 | Co | Complete the sentences with a suitable word. | |
| | 1 | 1 You should stop and think beforeto conclusi | ons. |
| | 2 | | |
| | 3 | and the second s | |
| | 4 | 4 I used to bite my a lot, but not any more. | |
| | 5 | s is it difficult tosomeone's body language if y | ou don't know them well? |
| | 6 | If you <i>go red</i> , does it mean you're angry? ~ No, not | |
| | 7 | 7 I use hand a lot. Sometimes it annoys people | |
| | 8 | The increase in the number of students is the result of a | of different factors. |
| | 9 | It was so hot in the room, I was starting to | |
| 1 | 0 | move my feet when I'm nervous – I can't sto | pp it. |
| 3 | Al | ABOUT YOU Write answers to the questions, or talk to an | nother student. |
| | 1 | Do you use lots of gestures? If so, what type? | |
| | 2 | | e? |
| | 3 | | vhat people are wearing? |
| | 4 | | |
| | 5 | | |
| | 6 | Do you like sitting and observing people when you are in pub | olic places? If so, why? |
| | | | |



B Interpreting gestures

Here are some common interpretations of gestures, but remember the danger of **making generalizations about** body language.



 A clenched fist¹ often shows anger.



People who fold their arms² and cross their legs³ may be defensive, and may be signalling the fact that they disagree with you.



3 People who lean towards⁴ each other are displaying an interest in one another.



4 Women who fancy someone often touch their hair. Women also lift their heads to show more of their neck when they're flirting.

| GLOSSARY | Company of the control of the contro | | irlanguage |
|---|--|---|--|
| make generalizations (about sth) anger defensive | make general statements about sth that may only be based on a few examples the state of being angry showing that you feel sb is criticizing you | signal display fancy inf flirt (with sb) | If you signal sth, you do sth that sends a particular message. signal n show signs of sth display n be sexually attracted to sb behave towards sb as if you find them sexually attractive, but not in a serious way |

- 4 Cross out the wrong word.
 - 1 flirt with/by someone
 - 2 make/do generalizations
 - 3 a clenched hand/fist
 - 4 cross your body / legs

- 5 lean by / towards somebody
- 6 fold your arms / legs
- 7 send a signal / display
- 8 fancy someone / with someone

5 Complete the sentences.

| - | ompiete the sent | ences. | |
|-----|---------------------|--|---|
| 1 | Both girls like Con | rad, and they're always | with him. |
| | | | nething in his ear. I think shehim. |
| 3 | If you say negative | e things about his work, he become | s a bit . |
| 4 | I think I often | my arms and | my legs when I'm sitting. |
| 5 | A clenched | sometimes indicates ey've just scored a goal. | , but footballers also do it when they are |
| 6 | Certain gestures b | etween couples clearly | that they fancy each other. |
| 7 | Hand and body ge | estures can mean different things in bout their meaning. | different countries, so it can be dangerous to make |
| 8 | | ngry, he doesn't really | any signs of emotion. |
| 1 2 | Do you often fold | lean towards people to show you ar | vhy? |
| _ | Do jou till in your | mi cinacii. | |



If you fancy someone, what gestures do you make?

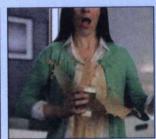
9 Physical actions



 He's crawling along the floor.



2 She's kneeling (down) and praying.



3 She spilt the coffee.



4 He's diving into the water.



5 He's sweeping the floor.



6 She's shrugging her shoulders.



7 She's putting on lipstick.



8 He's **leaning against** a wall.



9 He's dragging the cabinet along the floor.



10 She's tearing a piece of paper in half.



11 He's plugging it in.



12 She's combing her hair.



13 She's folding the blanket in half.



14 He's begging for money.



15 He's sewing on a button.



16 He's nodding his head.



17 She's screwing it into the wall.



SPOTLIGHT nod and shake your head

In some countries, including Britain, you can **nod your head** (= move it up and down) to say 'yes', and **shake your head** (= move it from side to side) to say 'no'.

| - | the pronunciation of the help you. | | | Salli | e or u | illeit | ent: v | | | | tire w |
|---|--|---|--|---|--|--|--|--|--------|---|--------|
| 4 | | | | | | 20001 | | | | | |
| 1 | put/shrug | | | | / scre | The Contract of the Contract o | ******* | | | | |
| 2 | shrug / button | | 7 | | nket / | | | | | | |
| 3 | comb/nod | | 8 | | / con | | , | | | | |
| 4 | l <u>ea</u> n / t <u>ea</u> r v | | 9 | | ı / l <u>ea</u> r | | | | | | |
| 5 | sw <u>ee</u> p / kn <u>ee</u> l | | 10 | <u>k</u> ne | el / co | m <u>b</u> | ******** | | | | |
| W | rite the past tense and th | ne past participle of | f the | se ve | erbs. | | | | | | |
| 1 | beg | | 6 | kne | el | *********** | | | | | |
| 2 | sweep | | 7 | sew | | | | | | | |
| 3 | tear | | 8 | put | | | | | | | |
| 4 | shake | | 9 | lean | 1 | | | | | | |
| 5 | nod | | 10 | spill | | | | | | | |
| Co | omplete the phrases. | | | | | | | | | | |
| 1 | fold something | half | 5 | plug | | | | the ke | ettle | | |
| 2 | lean the v | vall | 6 | | | | | | | | |
| 3 | divethe la | | 7 | sew | *************************************** | | a | butt | on | | |
| 4 | put lipstic | | 8 | | | | r | | | | |
| | pat | | 0 | beg | | | ············' | HOHE | y | | |
| Ur | nderline the correct answ | | dr. | | | | | | | | |
| 1 | He was leaning against a p | 7. 7. | | 6 | Knee | dow | n on t | he bl | anket. | /kettle | 2. |
| 2 | She folded the towel / cabi | net in half. | | 7 | She c | dived | into th | e wa | ter/fl | oor. | |
| 3 | He dragged the body/wal | I to the door. | | 8 | He sp | oilt the | e drink | s/ble | anket. | | |
| 4 | I'm going to put on my hai | r/lipstick. | | 9 | She s | hrug | ged he | r legs | /sho | ulders. | |
| 5 | Could you plug in the toas | ter/button? | | 10 | He cr | awled | dalong | the the | water | /carp | et. |
| | mulata the centences | | | | | | | | | | |
| Co | implete the sentences. | | | | | | | o ctro | opts | | |
| | omplete the sentences. There are more and more h | omeless people | | | for | mone | ov in th | | | | |
| 1 | There are more and more h | nomeless people God in a church | | | for | mone | ey in th | ie stre | | | |
| 1 2 | There are more and more heople to | God in a church. | | | | mone | ey in th | ie stre | | | |
| 1 2 3 | There are more and more he People to I asked Dad if I could go, but | God in a church. It he just | | his he | ead. | | | | | | |
| 1 2 3 4 | There are more and more he People to I asked Dad if I could go, but She's only ten months, so si | God in a church. It he just he's still | a | his he | ead. the flo | oor m | ost of t | the tir | me. | | |
| 1 2 3 4 5 | There are more and more he People to I asked Dad if I could go, but She's only ten months, so si I tried to ir | God in a church. It he just he's still the kettle, but there | a | his he along ns to | ead. the flo be a p | oor m | ost of t | the tir | me. | | · |
| 1 2 3 4 | There are more and more he People to I asked Dad if I could go, but She's only ten months, so so I tried to ir We all down | God in a church. It he just he's still he the kettle, but there wn on the floor to try a | seer | his he along ns to find m | ead. the flo be a p | oor moorble | ost of to m with t conta | the tir the | me. | | · |
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| 1 2 3 4 5 | There are more and more he People to I asked Dad if I could go, but She's only ten months, so so I tried to ir We all downwarta was so angry, she Could you help me | God in a church. It he just he's still In the kettle, but there who non the floor to try a his lettethese sheets the chest of drawers but | seer and f er in s? ut it | his he along ms to find m half a | ead. the flo be a p ny wife nd thr | oor moroble e's los rew it | ost of t m with t conta in the | the tir the | me. | ••••• | · |
| 1 2 3 4 5 6 7 8 9 | There are more and more hereople to lasked Dad if I could go, but She's only ten months, so sill tried to ir We all downwarta was so angry, she Could you help me litried to the was his | God in a church. It he just he's still the kettle, but there vn on the floor to try a his lette these sheets he chest of drawers but shead, so I assumed it | seer and fer in s? ut it of t was | his he along ns to find m half a dama s OK to | ead. the flo be a p ny wife nd thr ged the o go in | poor moroble e's los rew it ne floon. | ost of the with the contains the or. | the tin the act ler bin. | me. | | |
| 1 2 3 4 5 6 7 8 9 | There are more and more hereople to lasked Dad if I could go, but She's only ten months, so sill tried to ir We all downwarta was so angry, she Could you help me I tried to the was his BOUT YOU Write your and Do you ever (or often) spill to | God in a church. It he justhe's stillhe's stillhis letter In the kettle, but there with on the floor to try ahis letter these sheets the chest of drawers but head, so I assumed it is swers, or talk to anothings? | seer and fer in s? ut it d t was | his he along ms to find m half a dama s OK to | ead. the flo be a p ny wife nd thr ged th o go in | poor moroble e's los rew it ne floon. | ost of the with the contain the or. | the tin the act ler bin. | me. | | |
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| 1 2 3 4 5 6 7 8 9 10 AE | There are more and more hereople to lasked Dad if I could go, but She's only ten months, so sill tried to ir We all downwarta was so angry, she Could you help me I tried to the was his Do you ever (or often) spill the worken do you comb you poyou ever wear lipstick? Are you good at sewing? Do you pray? If so, what do Can you dive well? | God in a church. It he just he's still his letter his letter these sheets he chest of drawers but head, so I assumed it things? Sur hair? you pray for? | a seen and fer in ss? ut it was | his he along ns to find m half a dama s OK to | ead. the flo be a p ny wife nd thr ged th o go ir | poor moroble e's los rew it ne floon. | ost of the with the contain the cort. | the tin the just the | me. | | |
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TEST YOURSELF

10 Physical movement

A Ways of moving

It was a nice day so we decided to go for a stroll.

I just spent the day wandering around town.

We were hiking in the countryside, and I stumbled on a rocky bit of path.

The soldiers marched along the street.

The police charged across the square towards the protesters.

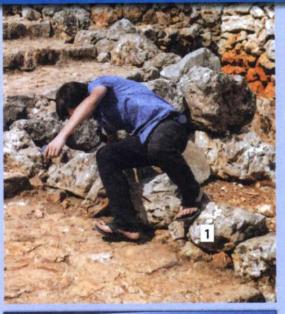
I rushed to catch my train.

Two policemen chased the robber across the park. I ran flat out to get home before the others.

GLOSSARY

stroll wander (around/ about) hike stumble (over/ on sth) march charge rush chase

a slow, relaxed walk: go for a stroll; stroll v walk somewhere slowly, often without any particular aim or in any particular direction walk a long way in the country: go hiking hit your foot against sth when you are walking or trip (over) running and almost fall over walk fairly quickly with regular steps (like a soldier) run straight at sb/sth in a noisy or aggressive way move or do sth at great speed, usually for an important reason or because you are late for sth run after sb/sth in order to catch them run after sb/sth



SPOTLIGHT idioms and phrasal verbs with run

run flat out run as fast as you can run off with sth take or steal sth:

- The thief ran off with my handbag. run sb/sth over hit sb/sth with a vehicle:
- I ran over the child's toy.
- run away escape from somewhere:
- The boy threw a stone then ran away.

|) Aı | nswer the questions. | |
|------|---|--------------------------------------|
| 1 | Who often marches? | 5 Why do people rush? |
| 2 | Who might run off with something? | 6 Why do people trip over things? |
| 3 | Who might chase after people? | 7 Why do people wander around? |
| 4 | What animals sometimes charge at people? | 8 Where do people go hiking? |
| C | orrect any mistakes in the underlined verbs. Be | e careful: the answer may be correct |
| 1 | We often go chasing in the countryside at the week | |
| 2 | About 100 angry demonstrators stumbled down the | he street. |
| 3 | The car appeared suddenly, so I had to stroll across to | the road. |
| 4 | I tripped over and hurt my ankle. | |
| 5 | He was terribly upset when he marched over the ca | at |
| 6 | My dog loves to charge rabbits. | |
| 7 | It was a very hot humid day so we just ran flat out the | through the park. |
| 8 | The teenager ran away because she was unhappy li | |
| C | omplete the sentences. | |
| 1 | When Jordan heard about his brother's accident, he | eto the hospital. |
| 2 | Iand fell into some long wet grass. | S. |
| 3 | We had lots of time so we decided to go for a | |
| 4 | They broke into the shop then with | |
| 5 | The police car was a black BMW th | hrough the streets at great speed. |
| 6 | My train was just leaving, and I had to run | |

We had nothing to do so we just ...

around for a couple of hours.

B Physical exercise

My 20-minute workout

I'm not as agile as I used to be, and I was beginning to feel quite stiff early in the morning, so I asked a friend to devise a workout routine for me. First I warm up with some stretching¹ and bending, then I go on to more demanding activities, like pressups² to strengthen my muscles. But the key for me is variety: I like a constant change of activity to stay motivated. It's also vital that you finish by warming down with fairly gentle activities.





| workout | a period of physical exercise you do to keep fit work out v |
|-----------|--|
| agile | able to move quickly and easily agility n |
| stiff | feeling some pain, and unable to move easily |
| devise | invent a method or plan of doing sth SYN think sth up |
| warm up | do physical activities to prepare the muscles for exercise OPP warm down |
| bend | move your body forwards and downwards bent adj |
| demanding | (used about a task) needing a lot of effort or skill |
| constant | happening or existing all the time or again and again |
| motivated | wanting to do sth badly, often for a reason motivation n |
| vital | extremely important SYN essential, crucial |

SPOTLIGHT verbs with -en

CLOCCADY

You can add -(e)n to a few nouns and some adjectives to form verbs.

- I want to strengthen my arms. (= make them stronger)
- They plan to widen the road. (= make it wider)
- The illness has weakened him. (= made him weaker)
- 4 Put these words in three groups according to the pronunciation of the letter 'i'. Use the 🌚 to help you.

stiff agile agility crucial motivated devise demanding widen essential vita

Circle the correct answer(s). Sometimes both answers are correct.

- 1 I worked in the garden yesterday, so I feel a bit stiff / demanding today.
- 2 It's easier to touch your toes if you stretch / bend your knees.
- 3 It's vital / crucial that you do exercises that are suitable for you.
- 4 You should warm *up/down* when you have finished your exercises.
- 5 My brother thought up / devised this new training method last year.
- 6 I can reach the ceiling if I stretch / bend my arms.
- 7 I do a short workout / press-up every morning.
- 8 I can't do certain activities because I'm not demanding / agile enough.

6 Complete the sentences.

| 1 | I couldn't finish my exercises because of the | phone calls I was getting. |
|---|--|--|
| | I want to a way of doing m | |
| 3 | If Iforwards quickly, I get a | bit of a pain in my back. |
| 4 | My brother does 30 | every day. He wants to stay fit so is very |
| 5 | You must do this exercise with your knees | , not straight. |
| | | the muscles to give my knee more support. |
| | My brother usuallyin the g | |
| 8 | The problem is that a lot of people don't have | ve theto exercise regularly. |
| 9 | I want to run a marathon next year, but I kno | w it will be very |
| | I had much more when I w | |

A Are computers bad for your eyesight?

eyesight

Many of us spend hours every day working at a computer. As a result, eye strain and blurred vision are common complaints. Most people also blink less frequently when they are concentrating, resulting in poor tear production, which can irritate the eyes. Here's how you can change your computer use and ease your discomfort:

- adjust your computer screen so that it is 50-65 cm from your eyes, just below eye level
- adjust the lighting to eliminate any very bright lights
- take frequent breaks, blink often to stop your eyes becoming dry, and let your eye muscles relax by looking into the distance every 15 minutes.

Remember: if a problem continues, see an optician.

| GLOSSARY | |
|----------------|---|
| eyesight | the ability to see ALSO sight SYN vision ; good/ poor eyesight |
| strain | an injury in part of your body often from using it too much: eye strain, back strain |
| blurred vision | If your vision is blurred, you cannot see clearly. |
| blink | shut and open your eyes quickly |
| concentrate | give all your attention or effort to sth concentration n |
| tear | a drop of liquid that comes out of your eye when you cry |
| irritate | cause a part of the body to be painful or sore irritation n |
| ease | make sth less unpleasant or painful |
| discomfort | a slight feeling of pain and being uncomfortable |
| adjust | change sth slightly to make it more suitable adjustment n |
| eliminate | remove or get rid of sth elimination n |
| optician | a person whose job is to test people's eyes, sell glasses, etc. An optician's is a shop where an |

optician works.

eyesight.

discomfort

The pronunciation of the letter 'i' is the same as in bit in eight of the cases underlined. Which four are different? Use the @ to help you.

strain

eliminate

- blink optician irritate vision
- 2 Circle the correct word(s). Be careful: sometimes both words are possible.
 - 1 Did you know that pigs often have really poor sight / vision?
 - 2 The optician can eliminate / adjust your glasses if they are too loose.
 - 3 We are currently trying to eliminate / ease theft from our offices.
 - 4 I can get eye strain if I irritate / concentrate for too long without taking a break.
 - 5 These eye drops should adjust / ease the pain.
 - 6 I could see a strain/tear in the corner of her eye.
 - 7 If you get any discomfort / irritation, go and get your eyes checked.
 - 8 She got a new pair of glasses from the doctor's / optician's.
- 3 One word is missing in each line. What is it, and where does it go?
 - 1 Sore, tired or burning eyes are symptoms of eye.
 - 2 I went to the chemist's to get some stuff to the pain.
 - 3 I think these glasses will be fine with a small.
 - 4 Even with glasses, there are some problems you can't completely.
 - 5 The said I needed new glasses.
 - 6 Bright lights for a period of time can your eyes.
 - 7 People's vision can be a bit if they drink too much alcohol.
 - There were in her eyes when she told me the sad news.
 - The flash of a camera makes a lot of people.
 - 10 If you work too long, tiredness will affect your powers of.
- ABOUT YOU Have you suffered from any of these problems? If so, what did you do about it? Write your answer, or talk to another student.



B A peaceful sight

We stood at the top of the hill for ages, gazing at the spectacular view below. In the distance, the port was barely visible through the early morning mist, but we could just make out the island. As we drove back down, I caught a glimpse of a waterfall and asked Marcello to stop. Then, all of a sudden, a young deer appeared with its mother. They stood completely still, looking at us suspiciously, then ran off and vanished into thin air.



| GLOSSARY | |
|-----------------|--|
| gaze at sb/sth | look at sb/sth for a long time because you are interested in them/it or are thinking about sth else gaze n |
| spectacular | very impressive to see |
| barely | only with great difficulty or effort SYN only just |
| visible | Sth that is visible can be seen. OPP invisible |
| mist | a thin cloud just above the ground making it difficult to see misty adj |
| make sth/sb out | see, hear or understand sth/sb with difficulty |
| stand still | stand without moving at all: keep/stay/sit still |
| suspiciously | carefully because you think there may be sth wrong or dishonest suspicious <i>adj</i> ; suspicion <i>n</i> |
| vanish | disappear vanish into thin air disappear suddenly |

SPOTLIGHT ways of seeing

If you catch a glimpse of sth/sb, you see it/them for a very short time and not clearly or completely. If you glance at sb/sth, you look at them/it for a moment. If you spot sb/sth, you see or notice sb/sth, especially suddenly or when it is not easy to do.

- We caught a glimpse of the actress as she left the theatre.
- I glanced at my watch to see if it was time to go.
- I spotted several mistakes in my work just before I handed it in.

| 5 | Co | prrect the spelling mistake(s) in each sentence | | |
|---|----|---|---|---|
| | 1 | The view was spectactular. | 4 | When the bird was stil, it was unvisible. |
| | 2 | She looked at us suspisiously. | 5 | We just caught a glimse of the deer. |
| | 3 | I could barily see them. | | I granced at my friend. |

- 6 Underline the words which are possible. More than one word is often possible.
 - 1 The bottom of the valley was invisible / misty / suspicious.
 - 2 The castle was visible / standing still / spectacular.
 - 3 The man was badly dressed and looked suspicious / spectacular / misty.
 - 4 After an hour, we finally caught a glimpse of / spotted / glanced at the rare bird.
 - 5 Could you please stand/wait/keep still?
 - 6 When Lia came in, I quickly glanced at / gazed at / spotted John next to me. He smiled.
 - 7 We could suspiciously/only just/barely see the church in the distance.
- Rewrite the sentences using the words in capitals. The meaning must stay the same.
 - 1 He sat without moving while I drew him. STILL
 2 I was only just able to see the boat on the horizon. MAKE
 3 They were both watching me; I don't know why. GAZE
 4 Those stars can't be seen without a telescope. INVISIBLE
 5 We could barely see the trees through the mist. ONLY
 6 After a while I could see Leo in the crowd. SPOT
 7 The thief ran out of the building and disappeared. THIN AIR
 - 8 I briefly saw Blanca as she left the shop. GLIMPSE
 - 9 Please don't move.
 10 I didn't believe he was telling the truth.
 KEEP
 SUSPICION



12 | Sounds and hearing

A Things I don't want to hear

There are noises I love - when someone bursts out laughing, or people cheer at football matches, for example - but if I went deaf, there would also be noises I wouldn't miss:

- background noise of cars, machines, etc. that can be so irritating
- · the sound of a child in tears
- the sound of someone sneezing¹ that makes me worry I will be the next person to catch their cold.
- someone whispering behind me I imagine they are talking about me!
- · overhearing something unpleasant that I wasn't meant to hear
- someone sighing
- people booing at sports events or other occasions it's very rude.
- · my partner snoring!



| GLOSSARY | 6 三 | | |
|-----------------------------|--|-------------------------|--|
| burst out laughing | suddenly start laughing, often loudly | catch a cold whisper | get an illness: catch a cold / (the) flu speak very quietly in sb's ear so others cannot |
| cheer | shout to show that you like sth or to encourage sb in a sporting event, etc. OPP boo | overhear | hear whisper n: He spoke in a whisper. hear what sb is saying, by accident, when they |
| deaf background noise | unable to hear. Blind is unable to see. sounds or noise that can be heard but aren't the centre of attention and are often unwanted | sigh | are speaking to sb else let out a long deep breath to show you are tired, sad, disappointed, etc. |
| irritating in tears | annoying; making you angry crying | snore | breathe noisily through your nose and mouth when you are asleep |

| Carret | 44- | michalia | in each | contonco |
|---------|-----|----------|-----------|-----------|
| Correct | tne | mistake | III eacii | sentence. |

- 1 There was a lot of background noises.
- 2 We burst out laugh.
- 3 The poor boy was into tears.
- 4 Did you overhere what she said?
- 5 Please stop wispering like that.
- 6 My husband snorts in his sleep.

Find five phrases from the words in the box

| background | in | catch | ina | burst out | whisper | tears | laughing | noise | a cold |
|------------|----|-------|-----|-----------|---------|-------|----------|-------|--------|
| | | | | | | | | | |

3 Complete the sentences with a suitable word or phrase.

- When you have a cold, you often ______ a lot.
 My next-door neighbour has been ______ for several years, and now has a guide dog. 3 The poor man can't hear a thing: he's been ______for years. 4 If you spend time with someone with a cold, you might _____ their cold. 5 If you don't want someone to hear what you are saying, you should 6 Most people stood up and _____ when Liam won, but a couple ____ It was a bit embarrassing.

- 7 One or two people have told me I _______ in my sleep.

 8 When my mother ______ like that, I can tell she's disappointed.

 9 I ______ two people on the bus talking about unpleasant noises. It was quite funny.
- 10 A lot of young people talk very quickly and not very clearly. It's very _____



B A sound story

It was a dark and stormy night. I shut my eyes ...

- · I could hear a car horn in the distance.
- · Several dogs were barking.
- · I heard a crash.
- · Someone yelled.
- · A car door slammed.
- · Something hit my window it cracked.
- · I heard footsteps in the hall.
- · Silence. Then my door handle turned.
- I screamed and woke up.
- It was a nightmare. I breathed a sigh of relief.

| GLOSSARY | |
|-------------------------------|--|
| horn | the thing in a car that makes a loud warning noise |
| bark | (of dogs) make a loud short noise or noises |
| crash | a sudden loud noise made by sth hitting sth, etc. crash v |
| yell | shout very loudly |
| slam | shut or make sth shut very loudly |
| crack | break or make sth break so that a line appears on the surface but doesn't break into pieces: The glass has cracked. The stone cracked the windscreen. crack n |
| footsteps | the sound or marks made when you walk or run |
| silence | no noise or sound at all |
| scream | make a loud, high, unpleasant sound scream n |
| (breathe) a sigh of relief | let out a long deep breath when sth unpleasant stops |

SPOTLIGHT nightmare

A **nightmare** is a frightening or unpleasnt dream. It is also used informally to describe a bad or unpleasant experience.

- My trip to London was a nightmare: all the trains were delayed.
- 4 Put these words in three groups: 1 no noise 2 a noise 3 a loud noise.

8 A spider suddenly appeared, and Kasia let out a high unpleasant sound.

| crack | bark | sigh | yell | silence | scream | footsteps | slam | crash |
|-------|-------------|------------|----------------------|----------------|---------------|-------------------|-----------|---|
| 1 | | | 2 | | | 3 | | |
| Matc | h 1–5 with | ı а-е. | | | | | | |
| 1 Th | e door | | | a barke | ed. | | | |
| 2 Th | e car | | | b crack | ked. | | | |
| 3 Th | e dog | | | c slam | | | | |
| | e glass | ******** | | | med. | | | |
| | e woman | | | e crash | | | | |
| Repla | ce the un | derlined | words w | ith a sinc | ale word K | eep the same | meanin | • |
| 1 w | alked into | the classr | oom. Ther | e was no r | noise at all | eep the same | meanni | g. |
| | | | | | outing really | loudly | | *************************************** |
| | | | | | for some ti | | | ······································ |
| | | | | | | path towards | the door | *************************************** |
| | walked ou | | | | | patritowards | the door. | *************************************** |
| | | | | | | | | *************************************** |
| | | | | | | g something. | | *************************************** |
| 7 Aft | er i aroppe | ed the gla | ss, it had <u>li</u> | nes along | the surface. | so I got rid of i | t. | |

7 Complete the text.

Where I work is terrible. For a start, there's constant background noise from the traffic, with drivers sounding their car (1) all day long. Then there is a dog that's often tied to a tree outside, so of course it all the time. And in my office I have several colleagues who are always (3) at each other – they can't talk in a normal voice – and can't seem to leave the office without (4) the door. It's an absolute (5) , and I breathe a (6) of (7) every day at 5.30 when it's time to go home.



A Ways of touching



1 She squeezed the bottle. 2 I tapped him on the



shoulder.



3 He grabbed my bag.



4 She pinched my arm.



5 He punched him.





6 The cat scratched me. 7 They hugged each other. 8 She slapped his face.



her a _____.



9 She rubbed the suntan lotion on.

SPOTLIGHT verbs and nouns

Some of these verbs can be used as nouns with the same meaning.

- She gave him a punch/slap on the arm.
- He gave her hand a squeeze.
- Give him a tap on the shoulder.
- I got a scratch on the car.

| 1 | hug someone | 5 | scratch someone | |
|----|--|-------------------|---|---------|
| 2 | rub someone/something | 6 | tap someone on the shoulder | |
| 3 | grab something | 7 | slap someone | |
| 4 | pinch someone | 8 | punch something | |
| Aı | nswer the questions. Write Yes or No. | | | |
| 1 | If you punch someone, do they usually laug | h? | | ******* |
| 2 | If you hug someone, are you trying to hurt | them? | | |
| 3 | If you tap someone on the shoulder, are you | u trying to get t | their attention? | ******* |
| 4 | If you scratch your car, are you happy about | it? | | ****** |
| 5 | If you grab something, do you do it quickly | | *************************************** | |
| 6 | If you pinch someone, is it nice? | | *************************************** | |
| 7 | If you slap someone, does it often hurt? | | | |
| 8 | Can you squeeze a bottle of milk? | | | |



3 The youth ____

2 Someone _____ me a ____ on the shoulder, so I turned round.

People were horrified when the mother _____ the child round the face.

The man _____ Joe in the stomach, and he dropped to the floor.

Don't ______your mosquito bites – they'll start to bleed.

4 When Sam left for his trip, he said goodbye to his wife and ____

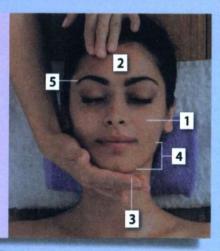
Oliver _____ his hands to keep warm.

the woman's purse and ran off down the road.

B Massage

A Simple Face Massage

- 1 Start by gently stroking the whole face. With both hands, slide up the neck, across the cheeks1, then up and over the forehead2. Apply gentle pressure to the sides of the head.
- 2 Stimulate the skin by gently patting the cheeks and neck.
- Use your fingertips3 to lightly massage the skin around the jaw4.
- 4 To release tension around the eyes, firmly press down on the eyebrows5 with your fingertips.
- 5 Massage the scalp vigorously as if shampooing your hair.



GLOSSARY

massage (see picture): have a massage; massage v

stroke move your hand over sb's skin, hair, etc. gently and slowly

move or make sth move smoothly along a surface slide

apply pressure (to sth) press on sth hard with your hand, foot, etc. stimulate make a part of the body or skin more active

touch sb/sth gently a number of times with a flat hand or

both hands

tension You have tension if your muscles are tight and not relaxed

and you need to release (= free) the tension.

scalp the skin that covers the part of the head where the hair grows

SPOTLIGHT adverbs of manne

Gently and **lightly** are soft, relaxed movements. **Firmly** is much stronger. If you move your hands steadily, you make regular movements. Vigorously means in a very energetic and active energetically.

| 4 | Are these | e actions usual | ly gentle, o | r can they be quite | vigorous? | |
|---|--|---|--------------|---|---|-----------------|
| | stroke | massage | slide | apply pressure | pat | stimulate |
| | GENTLE: | | | | | |
| | | /IGOROUS: | | | | |
| 5 | Cover the | e text and look | at the face | . What does each r | number ide | entify? |
| | 1 | *************************************** | | 3 | | 5 |
| | 2 | *************************************** | | 4 | | |
| 6 | I often I love g She sat The ph | oing to have a t quietly, gently lysio just used hi | my forehead | o apply | to the b | ack of my neck. |
| | | | | rir, he massages my re to the wound to sto | | |
| | | | | for massage, just the | | |
| | 8 I think | a massage is one | of the best | ways to release | *************************************** | in your body. |
| | | | | blood circ | | |
| 1 | | | | itomatically as you ap | | |
| | | | | e shoulder to get his | | |
| 1 | 2 I presse | ed the button | | but still nothing ha | ppened. | |

Illness

A Types of illness







| MORE MIN | OR | | |
|--|--|--|--|
| hay fever: | an illness affecting the eyes, nose and throat, caused by breathing in pollen | GLOSSARY | |
| a rash: | an area of red spots commonly caused by an illness or an allergy | minor | not very big, serious or |
| MORE SERI an allergy: asthma: diabetes: | a condition that makes you ill when you eat, touch or breathe certain things that don't normally make people ill, e.g. eating nuts. Allergies can be minor or very serious. allergic (to sth) adj a condition that gives people breathing difficulties a disease caused by an inability to control the level of sugar in the blood | pollen commonly inability potentially | important the powder produced by some plants usually; very often; by most people the fact of not being able to do sth that may possibly happen or become sth potential adj |
| POTENTIA | LLY FATAL | fatal | causing or ending in |
| cancer: | e.g. lung cancer, breast cancer: a very serious illness in which a lump grows in the body | | death: a fatal accident a swelling under the skin which can be |
| a heart att | ack: a sudden, serious illness when the heart stops working correctly | | small or large |

| | elp you. heart breast | 3 | diabetes fe | ver | 5 | diabetes | minor | | 7 | <u>a</u> llergy <u>a</u> llergic | |
|----|---|----------|--|-------------------|-----------|--|-------------|---------|---------|----------------------------------|------|
| 2 | <u>a</u> llergy r <u>a</u> sh | 4 | allergy lung | <u>]</u> | . 6 | hay fata | l | | 8 | potential asthma | |
| Co | omplete the ser | ntences | | | | | | | | | |
| | I'm | | | · | | on my | face if I e | at just | one | | |
| | Drugs are a | | | | | | | | | | |
| 3 | It's clear that sm | oking in | creases your | risk of lu | ng | | , which | ch is | ******* | fatal. | |
| 4 | A friend of mine | has a v | ery serious | | | If he eats | peanuts | , he ha | sab | ad reaction. | |
| 5 | A friend of mine has a very serious If he eats peanuts, he has a bad reaction. I get a bit of hay every summer, but it's only a problem. I don't wor about it. | | | | | | | | | | |
| 6 | and, of course, I | neart | | . • | | | : you are | more | at ri | sk from | **** |
| 7 | One of my frien | ds died | in a | 1 | road acc | ident. | | | | | |
| 8 | The | to | control the le | evel of su | igar in t | he blood | is | | | very serious. | |
| Cc | | | the same of the sa | | | AND DESCRIPTION OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TWIND TWO IS NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NAMED IN | illnesse | s and | thei | ir causes and sym | p |
| | hay fever dia breathing difficu | | | breast c sugar | | rash n lump | o | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

B Medicine labels

These tablets must be dissolved in water.

For short-term use only.

THE STATED DOSE Please read the enclosed leaflet before taking Possible **side**

Discard any remaining solution 60 days after opening the bottle.

these tablets.

stomach disorders.

If symptoms persist,

consult your doctor.

effects may include

DO NOT **EXCEED**

Do not use after the expiry date.

GLOSSARY dissolve (in sth)

(of a solid) combine with a liquid and become

short-term lasting only a short period: a short-term solution OPP long-term: a long-term

dose (ALSO the amount of a medicine that you take at any one time

dosage) enclosed

included inside sth else, usually inside a letter

or a packet

leaflet one or several pages of printed free

information about sth

side effect an extra and usually bad effect that a drug

has on you

disorder illness to a part of the body

discard get rid of sth you no longer want or need persist (especially of sth unpleasant) continue to

exist persistent adj

consult ask sb for some information or advice

consultation n

expiry date the date after which sth should not be used

expire v

SPOTLIGHT exceed and excess

1 do more of sth than is stated in an order or a law: Don't exceed the stated dose. You shouldn't exceed the speed limit.

2 be greater than a particular number, amount or quality: The cost won't exceed \$5,000. OR The cost won't be in excess of \$5,000.

- True or false? Write T or F. Correct any false sentences.
 - Drugs can have side effects.
 - 3 You can read a leaflet.
- 5 If something *persists*, it stops.
- 2 If something is *enclosed*, you can't open it. 6 'In excess of 50' is more than 50.
 - 7 You can *dissolve* sugar in hot water.
- 4 A disorder means a machine isn't working. 8 If you consult someone, you disagree with them.
- 5 Add a word to complete an instruction or a common phrase.
 - 1 Don't exceed the stated _____.
 2 a long_____solution

 - 3 the expiry

- 4 in _____ of 20 people
- 5 common side
- 6 Read the
- 6 Use one word to complete the sentences on the right with the same meaning as those on the left.
 - 1 It's all there in the information they provide.
 - 2 He's got something wrong with his stomach.
 - 3 The information is included with this letter. 4 One teaspoon is the amount you should take.
 - 5 See a doctor if the symptoms don't go away.
 - 6 Don't use after the end of July.

- It's all there in the _____. He's got a stomach _____.
- The information is _____.
- One teaspoon is the _____. See a doctor if the symptoms
- Don't use after the expiry

- 7 Complete the sentences.
 - 1 You can buy aspirin, which ______ in water; that avoids taking tablets.
 - 2 I've had a _____cough for weeks now; the doctor thinks I should ____ a specialist. 3 lought to _____ the contents of this bottle: it's been open for months.
 - 4 The doctor gave me sleeping tablets, but it's only a solution.
 - 5 This is a powerful drug so I mustn't _____ the stated dose. 6 I've already had a _____ with one doctor, but he wasn't very helpful.



A From head to toe













My cousin fractured his skull' when he came off his motorbike. He was unconscious for several minutes. I once got a black eye2 in a fight at school. I dislocated my shoulder playing rugby. I sprained my wrist when I fell off my bike. I twisted my ankle running for a bus. I used to get lots of blisters3 on my feet from running. I've bruised myself hundreds of times.

GLOSSARY

fracture break a bone or some other hard material unconscious in a state like sleep, often because of an injury or an illness OPP conscious

put sth (usually a bone) out of its correct position dislocate injure a part of your body, especially your wrist or sprain

ankle, by suddenly bending or turning it SYN twist your ankle (NOT USUALLY twist your wrist)

a swelling on the surface of the skin that is filled blister with liquid and is often caused by rubbing

or burning

get or make a blue, brown, etc. mark on the skin bruise after sb has fallen, been hit by sth, etc. bruise n

a lot; a large amount: hundreds of things to do hundreds (of sth) inf SYN masses (of sth)

SPOTLIGHT verbs, nouns and adjectives

A number of the verbs above can also be used as nouns, and some of the past participles from these verbs can be used as adjectives.

- He's got several fractures.
- a sprained wrist
- I've got a large bruise on my arm.
- a twisted ankle a dislocated arm

- Answer Yes or No.
 - 1 Can you talk when you're conscious?
 - 2 Can you twist your eye?
 - 3 Can you sprain your ankle?
 - 4 Can you fracture a fingernail?

- 5 Can you bruise your hair?
- 6 Can you dislocate a finger?
- 7 Can you get a blister on your hand?
- 8 Can you write when you're unconscious? ...
- Put the following in order from most serious (1) to least serious (6). Give your reasons.
 - a twisted ankle
 - a fractured skull

 - a bruise on the arm

- a dislocated elbow
- a black eye
- a blister

- Complete the sentences.
 - of times playing rugby. He's injured himself
 - 2 The man wasn't moving. I thought he was dead, but in fact he was
 - 3 He told me he got a black _____ when his dog jumped up and hit him in the face.
 - 4 When I _____ my finger, the doctor put it back into position and it hurt!
 - 5 His arm is black and blue from the he got from falling off the wall.

8 I sprained my _____, and then the next day I twisted my ____.

- Do you often get _____ on your feet from walking in new shoes?
- 7 Clara ______ her leg skiing and hasn't been able to walk for weeks.
- ABOUT YOU Write your answers, or talk to another student. 1 How many of the injuries at the top of the page have you had?
 - 2 Which of the injuries at the top of the page require a visit to the hospital? Which require a visit to the doctor?



B First Aid

FIRST AID: To clean a wound, you need to bathe it thoroughly. For a small cut, just put on a plaster. For a more serious wound, especially if it is bleeding quite a lot, cover it with a clean dressing to prevent infection, and then hold that in place with a bandage. Most cuts heal within seven days.

If a part of the body is swollen, apply a bag of frozen peas wrapped in a towel to reduce the swelling.







| GLUSSART | | | |
|------------|--|---------------------------|---|
| first aid | simple medical treatment that is given to sb, often before a doctor comes or before the person can be taken to a hospital | bleed in place heal | lose blood bleeding <i>n</i> in the correct or usual position: hold sth in place (especially of a cut) become healthy again |
| wound | an injury to a part of your body, especially a cut, and often from a weapon wound v (usually passive) | swollen | |
| thoroughly | wash part of the body, often for medical reasons in a careful and complete way | wrap | swelling n cover or tie sth around an object or part of the body |

SPOTLIGHT infection An infection is an illness caused by **bacteria** or a **virus**. (Both are small living things that can only be seen through a microscope.) An infectious illness or disease travels easily from one person to another.

| 5 | Is | the pronunciation o | of the unde | rlined letters the | same or different? Wi | rite S or D. Use the 🌚 to | | | |
|---|---|---|----------------|------------------------|----------------------------|---------------------------|--|--|--|
| | | lp you. | | | | | | | |
| | 1 | bathe bandage | | 6 | wound thoroughly | | | | |
| | 2 | bandage infection 7 thoroughly infectious | | | | | | | |
| | 3 | bathe plaster | | 8 | body swollen | | | | |
| | 4 | heal bleed | | 9 | wound swollen | | | | |
| | 5 | virus infection | | | bacteria dressing | | | | |
| 6 | Co | mplete the sentence | ras | | | | | | |
| U | | We did a bit of first | | when I was at so | -hool | | | | |
| | | | | | | | | | |
| | 3 | | | | | | | | |
| | 4 | | | | | | | | |
| | 5 If you want to prevent infection, you need to clean the wound | | | | | | | | |
| | 6 | | | | | | | | |
| | | , | | | | | | | |
| | 8 | He was | in the lea | when he was atta | acked by a man with a kn | ife | | | |
| | 9 | I put a large plaster o | | | | nc. | | | |
| 1 | - | | | | bruise, it will reduce the | | | | |
| | | ,000 | sorric paci | or recitoding the | braise, it will reduce the | • | | | |
| 7 | Te | st your knowledge | of first aid. | Answer the ques | itions. | | | | |
| - | 1 | What is the purpose | of doing first | aid? | | | | | |
| | 2 | What is the purpose of doing first aid? | | | | | | | |
| | 3 | | | | | | | | |
| | 4 | Why do you need a c | lean dressing | g? | | | | | |
| | 5 | What is the purpose | of a bandage | ? | | | | | |
| | 6 | How long does it take | e for most cu | ts to heal? | | | | | |
| | 7 | Why would you wrap | frozen peas | in a towel? | | | | | |
| | 8 | What is the main risk | with an infect | tious disease or illne | ess? | | | | |
| | | | | | | | | | |



16 Character

A Personal qualities

Online dating: find your dream partner

* 1

Galina's profile:

My friends describe me as a real extrovert. I'm an enthusiastic, talkative sort of person, but at the same time I love to hear other people's opinions. I'm also quite decisive and feel able to assert myself in different social situations. I have a very positive attitude to life, and I'm truly passionate about health and fitness. My sister describes me as a lively and dynamic person.

GLOSSARY

extrovert a lively, confident person who enjoys being with other people OPP introvert; extrovert

adj, introverted, introvert adj

enthusiastic feeling or showing a lot of excitement or interest about sth/sb enthusiasm n

talkative A talkative person likes to talk a lot.

decisive able to make decisions quickly and

with confidence

assert yourself behave in a confident way and say clearly

what you think or want assertive adj

attitude (to/towards/ the way you think or feel about sth/sb

about/on sth/sb)

truly used to emphasize sth; very passionate very enthusiastic or interested

(about sth) passion (for sth) n lively full of life and energy

dynamic having a lot of energy and a strong personality

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|---|--|---|---|---|--|--|
| enthusiastic dynamic the mistake in e ister is absolutely p can't make up her i rice really needs to professor talked wi ne has a live persor colleagues apprecia ousin has a passion | each sentence. passionate for skiing mind about the ho b assert him in mee with great enthusiass conality and everyon iate Anna's pleasan on of Scottish castle | g. bliday. She's etings. I neve tic about the ne likes her. at and dynan es. He spend | enthusias assertive not very de er know wh e new deve | m decigive attitude eciding about nat he thinks. elopments in | t things. | |
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| the mistake in e ister is absolutely p can't make up her i rice really needs to professor talked wi ne has a live person colleagues apprecia ousin has a passion | passionate for skiing mind about the ho assert him in mee with great enthusias conality and everyon iate Anna's pleasan on of Scottish castle | g. bliday. She's etings. I neve tic about the ne likes her. at and dynan es. He spend | not very de er know wh e new deve mism mann | eciding about nat he thinks. elopments in ner. | t things. chemistry. | |
| ister is absolutely p can't make up her i rice really needs to professor talked wi ne has a live persoi colleagues apprecia ousin has a passior | passionate for skiing mind about the ho assert him in mee with great enthusiass anality and everyon iate Anna's pleasan on of Scottish castle | bliday. She's etings. I never tic about the ne likes her. at and dynan es. He spend | er know wh e new deve mism manr | nat he thinks. elopments in ner. | chemistry. | |
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| ne has a live person colleagues apprecia ousin has a passior | onality and everyon iate Anna's pleasan on of Scottish castle | ne likes her. It and dynan es. He spend | nism manr | ner. | | |
| ne has a live person colleagues apprecia ousin has a passior | onality and everyon iate Anna's pleasan on of Scottish castle | ne likes her. It and dynan es. He spend | nism manr | ner. | | |
| colleagues apprecia ousin has a passion | iate Anna's pleasan on of Scottish castle | nt and dynar es. He spend | | | | |
| ousin has a passion | on of Scottish castle | s. He spend | | | | *************************************** |
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| | | giobai wan | ming. | ic visiting the | | *************************************** |
| te the dialogues | ne. | | | | | |
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| | | | | | | |
| children are runnin | an about and bayin | | s, they're ve | ery | today. | |
| 1 | s full of ideas and I n is very confident n is very interested y loves to chat – sh y makes choices qu | s full of ideas and has lots of energy. A is very confident and gets people to it is very interested and excited about y loves to chat – she never stops. ~ Yo y makes choices quickly and with cor | s full of ideas and has lots of energy. ~ Yes, she's want is very confident and gets people to listen to wants very interested and excited about the new sowy loves to chat – she never stops. ~ Yes, she's very makes choices quickly and with confidence. ~ Yes | s full of ideas and has lots of energy. ~ Yes, she's very h is very confident and gets people to listen to what he thin h is very interested and excited about the new school plans. y loves to chat – she never stops. ~ Yes, she's very y makes choices quickly and with confidence. ~ Yes she's ve | s full of ideas and has lots of energy. ~ Yes, she's very is very confident and gets people to listen to what he thinks. ~ Yes, he's is very interested and excited about the new school plans. ~Yes, he's very loves to chat – she never stops. ~ Yes, she's very makes choices quickly and with confidence. ~ Yes she's very | n is very confident and gets people to listen to what he thinks. ~ Yes, he's n is very interested and excited about the new school plans. ~Yes, he's very |

4 ABOUT YOU Write your answers, or talk to another student.

Who among your friends and family is \dots

an extrovert? an introvert? very talkative?

dynamic?

truly passionate about something? (What?) assertive? enthusiastic about cars?

My sister is an extrovert. She loves talking to people and is very confident.



B Ideal match

Galina describes her ideal match:

I'm attracted to men who are considerate and sensible, and they should be happy to show affection too. I'm not looking for a saint – just a normal guy who is sincere and is looking for a genuine relationship. I don't like people who show off or boast about things. I'm interested in someone with integrity who is decent and has ethical values. And if they like the outdoor life, so much the better!

SPOTLIGHT saint and holy

- 1 A saint (abbreviations 5, 5t) is a person that the Christian Church recognizes as being very holy (= good in a religious or moral way) because of the way they have lived or died.
- 2 In the text, a saint (inf) is a very good, kind person.

| GLOSSARY | |
|-------------------------------|--|
| considerate | thinking about other people's wishes and feelings SYN thoughtful OPP inconsiderate ; consideration n |
| sensible | make good judgements based on reason and experience rather than emotion |
| affection | the feeling of liking or caring about sth/sb affectionate adj syn loving |
| sincere | (of feelings or beliefs) showing what you really think SYN genuine OPP insincere |
| show off inf, disapproving | behave in a way that is intended to attract people's attention and make them admire you. A person who does this is a show-off . |
| boast | talk with too much pride about sth you have or can do |
| integrity | the quality of being honest and having strong moral principles |
| decent | honest, good and fair |
| ethical | connected with beliefs and principles about what is good and right ethic n: They're looking for people |

with a strong work ethic.

| | ositive or negative? Write P or N. | | | | |
|----|--|-------------|------------|-------------------------------------|---------------|
| 1 | That woman is a real saint. | ******* | 6 | I find him quite insincere. | ******** |
| | The decision is completely ethical. | ******** | 7 | She shows a lot of affection. | ******** |
| 3 | He's a decent guy. | ******** | 8 | He's always boasting. | ******** |
| 4 | She shows off a lot. | | 9 | I think she's inconsiderate. | ******* |
| 5 | He's very genuine. | ******** | 10 | He has integrity. | ******* |
| Ci | rcle the correct word. | | | | |
| 1 | Angela arrived in an expensive outf | it, covere | d in jewe | ellery. I think she was showing | off/boasting. |
| 2 | Mario adores his wife and is very ho | ly/affect | tionate to | owards her. | |
| 3 | I think you can trust Jamelia's judge | ment; she | e's very o | iffectionate / sensible. | |
| 4 | Do you think Mr Erickson is ethical/ | sincere a | bout wa | nting to help us? | |
| 5 | Decent / Thoughtful people don't g | o stealing | g from sh | nopping malls. | |
| 6 | We need people in this company w | ho have | a strong | work integrity / ethic. | |
| 7 | You have to be a show-off/saint to | live with | Duncan | : he's a very difficult person. | |
| Co | omplete the sentences. | | | | |
| 1 | It's to give your sea | at to an e | lderly pe | rson on a bus or train. | |
| 2 | Where I live, you should never show | any | | to your husband or wife in | n the street. |
| 3 | A lot of people who | | | | |
| 4 | Some peopleabou | | | | |
| 5 | people are kind an | d friendly | y toward | s strangers or foreigners. | |
| 6 | People who keep you waiting for ov | ver fifteer | n minute | s are really | |
| | In my country shop assistants smile | a lot and | seem fr | iendly, but I don't think that it's | S |
| 7 | in thy country, shop assistants sinile | | | and can be trusted. | |

Interviews were conducted on July 30th for the flight attendant training programme. We require a calm, confident and hard-working person.

| NAME | Interviewer's comments | 3 |
|-----------------|---|-------|
| Joel Robbins | Joel seemed rather arrogant and immature. He started badly by saying some idiotic things about the company, showing that he wasn't at all knowledgeable about it. He struggled to answer the most basic questions. | no |
| Makiko Yaguchi | I didn't know what to make of her at first, but as the interview progressed, I felt she was a very capable person, mature and motivated. | Ases, |
| Marek Novak | At first he came across as timid and lacking in confidence. However, as he relaxed, I could see he was actually quite charming. He seemed conscientious and efficient, and I think he would take the job seriously. | Yee? |
| Jacinta Ribeiro | I really took to Jacinta immediately. She struck me as a confident, straightforward candidate, and I feel she has great potential. | yes |

| GLOSSARY | | | |
|--------------------------|---|-----------------------------|---|
| arrogant | behaving in a proud, unpleasant way arrogance n | confidence | a belief in yourself and your abilities confident adj |
| immature | behaving in a way that is typical of much younger people OPP mature | charming conscientious | very pleasant charm <i>n</i> taking care to do things carefully |
| idiotic knowledgeable | very stupid SYN ridiculous ; idiot <i>n</i> knowing a lot SYN well informed | efficient | and correctly doing sth well without making mistakes or |
| struggle (to do sth) | try very hard to do sth when it is difficult or there are a lot of problems struggle n | take sth/sb | wasting time efficiency <i>n</i> think that sth/sb is important and is worth |
| capable motivated | able to do things well wanting to do sth, especially sth involving | seriously take to sb/sth | your attention start liking sb/sth |
| timid | hard work motivation n shy and nervous | straightforward | and opinions |
| be lacking in sth | having none or not enough of sth ALSO lack sth | potential | qualities in a person that exist and can be developed potential adj |

SPOTLIGHT creating and forming an impression

make sth of sb understand the character of sb:

I didn't know what to make of him. What do you make of the new receptionist? come across (as sth) make a particular impression SYN come over (as sth):

- He came over/across very well in the discussion.
- He comes over/across as an efficient person.
 strike sb as sth give somebody a particular impression:
- She struck me as someone with potential. He struck me as odd.

1 Complete the table.

| NOUN | ADJECTIVE | |
|------------|-----------|------|
| | arrogant | - 15 |
| | confident | |
| | efficient | |
| | charming | |
| motivation | | |
| potential | | |
| knowledge | | |
| idiot | | |

| m | notivation | | | | | | |
|----|---|--------------|---|---|---|---|---|
| p | otential | | | | | | |
| kı | nowledge | | | | | | |
| _ | liot | | | | | | |
| | | | | | | | |
| | the pronunciation of the underli | ned letters | s the sam | e or differe | nt? Write 5 o | r D . | |
| Us | se the 🐵 to help you. | | | | | | |
| 1 | ma <u>t</u> ure <u>ch</u> arm | ******* | 5 | ridicul <u>ou</u> s | | | |
| 2 | confidence idiot | ******* | 6 | capable a | | | |
| 3 | | ******* | 7 | ridic <u>u</u> lous | str <u>ug</u> gle | | |
| 4 | potential confident | | 8 | con <u>sc</u> ientio | ous effi <u>c</u> ient | | |
| Co | omplete the dialogues in a suitab | le way. | | | | | |
| 1 | Is Mr Morris knowledgeable about t | he business | | | | | |
| 2 | Does she say exactly what she want | s? | ~ Yes, she | e's very | | | |
| 3 | She seems like she's just out of school. | | ~ I agree. compa | She's too | *************************************** | for our | |
| 4 | Would he be organized and work q | uickly? | | | oss said he was | | |
| 5 | Was it easy to fill in that long form? | | | | | | I didn't |
| | | | unders | | | | |
| 6 | 'hat candidate's answers were idiotic! ~ Yes, they were | | | | | | |
| 7 | I liked him, but I'm worried that he's | | ~ Yes, he | 's rather | | | , isn't he? |
| 8 | Would she have the right qualities for | or | | | | | |
| | managing the office? | | ~Yes, she | seemed | *************************************** | | to me. |
| Re | ewrite the sentences using the w | ord or a fo | rm of the | word in cap | pitals. Keep t | he sa | me meaning. |
| 1 | What did you think of Aaron's chara | cter? | | MAKE | | | |
| 2 | Josie found it hard to explain what s | she meant. | STR | UGGLE | | | |
| 3 | Lawrence didn't seem that charmin | g to me. | LA | CKING | | | |
| 4 | I didn't like Rollo at first. | | | TAKE | *************************************** | | |
| 5 | Parminder made a very good impre | ssion in the | interview. | COME | | | |
| 6 | Rupert gave me the impression of b | | | STRIKE | | | |
| 7 | I think Ariana has qualities that can l | | | ENTIAL | | | |
| 8 | Vicky didn't seem to have much mo | | | IVATED | | | |
| ΔΙ | BOUT YOU Complete the answer | s in a way | that is tru | e for you. If | nossible tal | k to a | nother studen |
| 1 | I am well informed about | | | | | | |
| 2 | I think people who are consciention | ıc | *************************************** | | *************************************** | ************* | *************************************** |
| 3 | If people are charming towards me, | l | | *************************************** | *************************************** | | |
| 4 | I feel confident when | ' | | | *************************************** | | |
| 5 | It's sometimes a struggle for me to | | | | | | |
| 6 | If I meet someone who is arrogant, | I | *************************************** | | | | |
| 7 | If someone doesn't take me serious | lv. I | | | | | |
| 8 | I don't take to people who | .,, | | *************************************** | | *************************************** | *************************************** |
| - | . don't take to people tillo | | | *************************************** | ******************************* | ************* | *************************************** |



9 In an interview situation, I think I probably come across as ...

10 If someone says something ridiculous in an interview, I think it could be because ...

A Strong feelings

| Word/Phrase | Example | Meaning |
|-------------|--|--|
| ecstatic | I was ecstatic about getting the new job. | very happy, excited and enthusiastic SYN delighted, over the moon inf |
| thrilled | Lou was thrilled to win the competition. | very excited and pleased |
| joy | It's always a joy to see the children. | sb/sth that gives you great pleasure joyful adj |
| astonished | I was astonished when they gave me the prize. | very surprised about sth you did not expect SYN astounded |
| shocked | I was shocked to hear she was so ill. | surprised and upset shock n, v |
| in tears | She was in tears by the time we got to the hospital. | crying; tear a drop of water coming from your eye |
| devastated | I was devastated when she left me. | very upset SYN heartbroken |
| desperate | Alone, without food or money, Janie was desperate. | having little hope and ready to do anything to change a terrible situation desperation <i>n</i> |
| ashamed | He stole the money, but felt very ashamed of himself afterwards. | guilty or embarrassed that you have done sth wrong shame <i>n</i> |
| disgusted | We were disgusted by the way the children were treated. It was awful. | very angry and upset about sth you do not like or agree with disgust <i>n</i> |

| A 4b | | | Al 2 14/ta | | D/M |
|-----------|----------|---------|-------------|------|---------|
| Are these | positive | or nega | tive: write | P, N | OF P/N. |

| 1 | ecstatic | 5 | shame | ******* | 9 | astonished | |
|---|---------------|-------|-------------|----------|----|-------------|-----------|
| 2 | disgust | 6 | delighted | ******** | 10 | in tears | |
| 3 | shock | 7 | desperation | ******* | 11 | thrilled | ,,,,,,,,, |
| 4 | over the moon | 8 | joy | | 12 | heartbroken | |

Circle the correct word(s) in italics. Sometimes both answers are correct.

- 1 I was ashamed / astounded when I heard that I'd come top in the exam.
- 2 Our daughter passed her driving test and we were over the moon / devastated.
- 3 My cat was killed in front of me by a driver; I was heartbroken / joyful.
- 4 There were cats on the table in the hotel kitchen. I was thrilled / disgusted.
- 5 Our team won the championship and we were all desperate / ecstatic.
- 6 The news about the flood was terribly sad: my sister was in tears / delighted.
- 7 My son was born on New Year's Day, and my family were delighted / shocked.
- 8 My brother has been missing for a week now and my dad and I are ashamed / desperate.

Complete the dialogues using vocabulary from the table.

- 7 She was really emotional about losing her job.
 8 The hotel bedroom was really dirty.
 Yes, she was in ______.
 Yes, I was ______ when I saw it.



B Expressing your emotions

RE YOU the kind of person who bottles up your emotions? Do you find it difficult to handle intense feelings, or do you just suppress them? Do you feel that if you reveal too much about yourself, you could make yourself rather vulnerable.

Psychologists say that suppressing your emotions over a long period of time is often ineffective and can worsen the situation. It can even lead to severe anxiety and depression at a later stage.

| GLOSSARY | |
|---------------|---|
| bottle sth up | stop yourself showing negative emotions or feelings especially over a long time: bottle up your emotions/feelings |
| handle | deal with sth/sb: handle stress / your emotions |
| intense | very strong, very great |
| suppress | stop yourself from having or expressing a feeling/emotion |
| reveal | make sth known to sb SYN disclose formal |
| vulnerable | weak and easily hurt, physically or emotionally |
| worsen | become or make sth worse than before |
| severe | extremely bad or serious |
| anxiety | the state of feeling nervous or worried that sth bad is going to happen anxious adj |
| depression | a medical condition in which sb feels very sad and anxious for a long time depressed <i>adj</i> |

SPOTLIGHT psychology and related words

Psychology is the study of the mind and how it affects people's behaviour. A person who is trained in psychology is a **psychologist**. **Psychological** problems relate to the way somebody's mind works, e.g. some pain can be psychological rather than physical.

| Ü | veal | vulnerable | anxiety | worsen |
|---|--|---|--|---|
| se | vere | disclose | psychological | intense |
| an | xious | psychology | psychologist | suppress |
| Re | place the | underlined wo | ord(s) with a word | that has the same meaning. |
| 1 | I did a cou | irse in the study | of the mind and beh | aviour at university. |
| 2 | He would | n't <u>disclose</u> inforr | nation if he thought | it was secret. |
| 3 | It's a diffic | ult time for him a | and he's <u>weak and ea</u> | sily hurt. |
| 4 | Things have | ve got a lot wors | e since the elections | |
| 5 | Donna ha | s been suffering | from <u>a very serious</u> o | depression. |
| 6 | I don't thir | nk Steven is <u>deali</u> | ng with the stress of | school very well. |
| 7 | She has ve | ery strong feeling | s about Alastair; it's | a love/hate relationship. |
| 8 | Last year I | suffered from a | period of worry and | nervousness. |
| _ | | | | |
| 1 | | ne questions. | to | stress well or hadly? |
| 1 | Do top sp | orts people tend | to | |
| 1 2 | Do top sp Is it good | orts people tend for powerful peo | ple to show they are | and have weaknesses? |
| 1 2 3 | Do top sp Is it good Can you ti | orts people tend for powerful peo hink of any probl | ple to show they are ems that | and have weaknesses? are currently studying? |
| 1 2 3 4 | Do top sp Is it good Can you th Are there | orts people tend for powerful peo hink of any probl times when it's g | ople to show they are ems that ood to | and have weaknesses? are currently studying? your emotions and stay silent? |
| 1 2 3 4 5 | Do top sp Is it good Can you th Are there How can p | orts people tend for powerful peo hink of any probl times when it's g people deal with | ople to show they are ems that ood tofee | and have weaknesses? are currently studying? your emotions and stay silent? elings of loneliness? |
| 1 2 3 4 5 | Do top sp Is it good Can you the Are there: How can pare there | orts people tend for powerful peo hink of any probl times when it's g beople deal with any professions v | ople to show they are ems that lood tofee where you think peo | and have weaknesses? are currently studying? your emotions and stay silent? lings of loneliness? ple suffer a lot from? |
| 1 2 3 4 5 6 7 | Do top sp Is it good Can you th Are there How can p Are there What's the | orts people tend for powerful peo hink of any probl times when it's g people deal with any professions v be best thing to de | ple to show they are ems thatfee lood tofee where you think peo or if you're feeling ver | and have weaknesses? are currently studying? your emotions and stay silent? elings of loneliness? ple suffer a lot from? yabout something? |
| 1 2 3 4 5 6 7 8 | Do top sp Is it good Can you th Are there How can p Are there What's the If you | orts people tend for powerful peo hink of any probl times when it's g people deal with any professions v be best thing to do you | pple to show they are ems that | and have weaknesses? are currently studying? your emotions and stay silent? elings of loneliness? ple suffer a lot from? yabout something? chink it affects your physical health? |
| 1 2 3 4 5 6 7 8 9 | Do top sp Is it good Can you th Are there How can p Are there What's the If you Do you | orts people tend for powerful peo hink of any probl times when it's g people deal with any professions v be best thing to do you | ople to show they are ems that | and have weaknesses? are currently studying? your emotions and stay silent? elings of loneliness? ple suffer a lot from? yabout something? |



A Difficult relationships

take an instant/immediate dislike sb as soon as you

GLOSSARY

When I married Vince, he already had two children from his first marriage, and they **took an instant dislike to** me. They **blamed** me for all their problems. I tried hard to get their **respect**, but they wouldn't **forgive** me for taking the place of their



aggressive

mother. They either stared at me without saying a thing, or were openly aggressive. It was a tough time, and it was inevitable that it finally put a strain on my relationship with Vince. I began to regret my decision to marry him. Fortunately, he stuck up for me when the kids were difficult, and over time, things settled down a bit.

SPOTLIGHT meanings of tough

Tough can mean:

- 1 difficult: He had a tough childhood. (as in the text)
- 2 strong and able to deal with difficult situations: She'll be OK – she's tough.
- 3 strict: There are some **tough** new driving laws.

angry and ready to attack sb

dislike to sb meet them inevitable that you cannot avoid or prevent blame sb (for sth) think or say that sb is responsible inevitably adv put a strain on sb/sth create pressure and anxiety for sb/sth respect polite behaviour towards sb/sth regret (sth / doing sth) feel sorry about sth you have done that you think is important stick up for sb/yourself support and defend sb/yourself forgive sb (for sth/for stop feeling angry towards when they/you are criticized doing sth) sb for sth that they have done wrong settle down become calmer, more relaxed and stare (at sb/sth) look at sb/sth for a long time less excited Positive or negative? Write P or N. The protests are putting a strain on the country. 6 Things are tough at work now. 2 I think he's forgiven me. 7 Being poor has made him tough. 3 He's very aggressive. 8 I really regret contacting him. 4 She can stick up for herself. 9 Things have settled down since the strike. 5 She blames me for what happened. 10 The war was inevitable. Complete the sentences. 1 I don't _____leaving the job: it was the right decision. 2 As soon as I met him, I took an immediate ______to him. 3 The food was my responsibility, so I don't _____ anyone else for the mistake in the order. 4 The lack of money put a terrible ______ on our relationship. 5 Some children do what they like and have no ______ for authority. 6 Please don't _____ at those people; it's rude. 7 My brother accepted that he caused the accident, but I him; he's my brother. 8 Mum accused me of lying, but my sister _____up for me and said I was telling the truth. One word is missing in each line. Where does it go? Write it at the end of the line. I've been having a time at work recently. A young man joined the department and for some reason an instant dislike to me. His desk was close to mine, and he just sat and at me without speaking, which made me feel uncomfortable. 3 Over time, he started to shout at me and became more and more until I felt guite nervous being near him. It put a big on me and my work began to suffer. One day, I decided it was time to stick for myself, so I told him his behaviour was terrible. I was shocked when he suddenly started crying and, of course, I what I had said to him. He thought that I him for the poor results in the department, when

in fact, that wasn't the case. Eventually, things down, and we got on much better.

B Successful relationships



Now two years on, things are looking up. Initially the kids were really nasty to me and reluctant to accept me, but I gave up work to spend more time with them, and that helped to create a closer bond. I realized that I had been too strict with them and not caring enough; I just wasn't sensitive to their needs. To be honest, it was my own fault – I'm the adult and should have known better. It takes a lot of patience, but I'm feeling optimistic and I really enjoy being with them now.

| GLUSSART | |
|--------------------------|--|
| look up inf | (of sb's situation or business) start to become better after a difficult period |
| initially | in the beginning initial adj |
| nasty | unkind; unpleasant SYN mean |
| reluctant (to do sth) | not wanting to do sth syn unwilling; reluctance n |
| bond | a connection between people based on shared feelings or experiences |
| strict | If you are strict , you make people do what you want and do not allow them to behave badly. |
| caring | kind and showing that you care about people |
| sensitive (to sth) | understanding other people's feelings and being careful about them |
| fault | If sth bad is your fault , you made it happen. |
| patience | the ability to stay calm and not get angry when waiting for sth patient <i>adj</i> |
| | |

SPOTLIGHT accept

Accept means 'say yes to an offer', but has some other meanings, too.

- 1 allow sb to be part of a group: They accepted me as one of the family. (as in the text)
- 2 agree to sth: The council has accepted the latest proposal.
- 3 admit you did sth wrong: I accept responsibility for the mistakes.

| 4 | Is the pronunciation of the underlined letters the same or different? Write S or D. |
|---|---|
| | Use the ap to help you. |

- 1 initially reluctant 4 fault bond 2 patience initial 5 look caring 6 sensitive reluctance
- 6 Circle the correct word.
 - She showed a reluctance / unwilling to speak about the event.
 - 2 The *initial / initially* problem was money.
 - 3 He's sensible / sensitive to the feelings of others.
- 4 She's a caring / patience nurse.
- 5 The mistake wasn't my bond / fault.
- 6 It can be a good thing if parents are nasty/strict.
- 7 My business is finally accepting / looking up.

Replace the underlined word(s) with a word or phrase that keeps the same meaning.

- 1 It's not my <u>responsibility</u> if we're late.
- 2 They were very unwilling to leave.
- 3 She expects people to obey her all the time.
- 4 In the beginning it was a difficult relationship.
- 5 He <u>admits</u> responsibility for what happened.
- 6 I have no ability to wait for things for a long time.
- 7 It was strange moving to a different country, but I now feel welcome.
- 8 I had a tough time last year but things are improving now.
- 9 The children said some very <u>unpleasant</u> things about me.
- 10 There is a special <u>connection</u> between parents and their children.



20 Heroes and villains

A Personal heroes

My heroine is my aunt Georgia, who worked with homeless teenagers. She was deeply spiritual, and I admire her courage and dignity. More than anyone, she has inspired me to dedicate my life to looking after people.

I really looked up to my grandfather. He was a lifeboat captain for 20 years, and showed remarkable bravery on many occasions - at times he was truly heroic.

| GLOSSARY | |
|--|--|
| heroine | a woman who you admire for doing sth brave or good. A man is a hero. heroic adj showing extreme courage heroism n |
| spiritual | connected with your spirit, rather than the physical world |
| courage | the ability to do sth, even though it is dangerous, frightening or very difficult syn bravery ; courageous , brave <i>adj</i> |
| dignity | the ability to behave in a calm and serious manner in a difficult situation dignified adj |
| inspire | give sb the enthusiasm and desire to do sth inspiration n; inspirational adj |
| dedicate yourself/sth to (doing) sth | give a lot of time and effort to a particular activity or purpose because you think it is important |
| look up to sb | admire and respect sb, often sb older or in a higher position |
| captain | the person in charge of a ship or plane |

| Us 1 | hero heroism | | | cantair | cniritual | | | |
|---------|---|---|--|---|---|---|--|--|
| - | | ******** | | | n sp <u>i</u> ritual | ******** | | |
| | courage courageous | ******** | | _ | courage | ******* | | |
| 3 | inspire inspiration | | 7 | 1000 | ed bravery | ******* | | |
| 4 | inspiration dedicate | ******** | 8 | ner <u>o</u> in | e her <u>o</u> ic | ******** | | |
| Co | mplete the sentence | s with the co | rrect form of | the wo | rd in capita | als. | | |
| 1 | He was so | | COURAGE | 5 | I admired h | er | | DIGNIFIE |
| 2 | She's a personal | of m | ine. HERO | 6 | His behavio | our was | | HERO |
| | She showed great | | | | | | leader. | |
| 4 | Hem | e in my work. | INSPIRATIO | | | | person. | |
| | The person who has all war. I was born during the country, she was was all always | the war, and wi eryup to my und | hen the gover and foug cle. He was a _ | nment to ht to kee | ried to take u ep us with he in th | us children av er. ie navy and l | way to anoth | er part of m |
| 2 | war. I was born during the country, she was vo I always to join the navy myself me he was a | the war, and wheryup to my unof when I grew u | hen the government and foug cle. He was a mand long p. On several c | ht to kee | ried to take use us with he miles with he miles with he miles with he rescued | us children aver. er. ne navy and l I migrants w | way to anoth heho were lost | er part of m at sea. To |
| 2 | war. I was born during the country, she was w I always | the war, and whery | hen the government and fouguele. He was a person of mine. Should be should b | ht to kee ccasions e refuse ly' buses | ried to take usep us with he in the in the she rescued do to give up is She acted v | us children aver. I e navy and l I migrants with seat on with great | way to anoth he ho were lost the bus in Al | er part of m at sea. To abama, a She |
| 2 | war. I was born during the country, she was was I always | the war, and whery up to my und f when I grew up al lly led to the en person with because I was | hen the government and foug icle. He was a mip. On several common Shand of 'white on black'. | ht to kee ht to kee occasions e refuse ly' buses and self- | ried to take usep us with he in the in the she rescued do to give up is She acted v | us children aver. I e navy and l I migrants with seat on with great | way to anoth he ho were lost the bus in Al | er part of m at sea. To abama, a She |
| 2 | war. I was born during the country, she was w I always | the war, and whery up to my und f when I grew up al lly led to the en person with because I was | hen the government and foug icle. He was a mip. On several common Shand of 'white on black'. | ht to kee ht to kee occasions e refuse ly' buses and self- | ried to take usep us with he in the in the she rescued do to give up is She acted v | us children aver. I e navy and l I migrants with seat on with great | way to anoth he ho were lost the bus in Al | er part of m at sea. To abama, a She |
| 3 | war. I was born during the country, she was was I always | the war, and whery | hen the government and fouguele. He was a men of mine. Should of 'white on black'. | ht to kee ccasions e refuse ly' buses and self- | ried to take usep us with he in the she rescued do to give up a she acted we respect, and | us children aver. I e navy and l I migrants with seat on with great | way to anoth he ho were lost the bus in Al | er part of m at sea. To abama, a She |
| 2 3 | war. I was born during the country, she was w I always | the war, and whery | hen the government and fouguele. He was a person of mine. Should be a factor of white on the black'. The person of | ht to kee ccasions e refuse ly' buses and self- | ried to take usep us with he in the she rescued do to give up a she acted we respect, and | us children aver. I e navy and l I migrants with seat on with great | way to anoth he ho were lost the bus in Al | er part of m at sea. To abama, a She |
| 2 3 | war. I was born during the country, she was was to join the navy myself me he was a | the war, and whery | hen the government and fouguele. He was a person of mine. Should be a factor of white on the black'. The person of | ht to kee ccasions e refuse ly' buses and self- | ried to take usep us with he in the she rescued do to give up a she acted we respect, and | us children aver. I e navy and l I migrants with seat on with great | way to anoth he ho were lost the bus in Al | er part of m at sea. To abama, a She |

B Personal villains

Pop stars often start off as **rebels** with strong moral **principles**. But when they achieve **fame** and become rich, their **values** can change completely. I **loathe** that.

A few boys **bullied** me at school, and since then I've always **despised bullies**.

I can't bear all the rich, greedy people who seem to run the country. They are responsible for such misery. I don't approve of drivers who lose their temper with other road users.

SPOTLIGHT principles and values

Principles are strong beliefs that influence how you behave. **Values** (*pl*) are beliefs about what is right, wrong and important in life.

The words are very similar in meaning but are used in different expressions.

- Eating meat is against my principles.
- I won't go there on principle.
- She has a different set of values.

| a person who is morally bad or responsible for causing trouble or harm | bully | use your power to hurt or frighten a weaker person, or make them do sth. The person who does the |
|--|--|--|
| sb who opposes people in authority rebel v; | | bullying is a bully. |
| rebellious adj | despise | hate and have no respect for sb/sth despicable adj |
| the state of being famous | can't bear | (usually in negatives and questions) If you can't bear |
| dislike sb/sth very much SYN detest | | sth, you cannot accept or deal with sth because it is |
| have a positive feeling towards sth/sb | | unpleasant. SYN can't stand |
| OPP disapprove (of sb/sth); approval n OPP disapproval | greedy | wanting more food, power, etc. than you need greed <i>n</i> |
| become very angry | misery | great suffering of the mind or body SYN distress |
| | for causing trouble or harm sb who opposes people in authority rebel v; rebellious adj the state of being famous dislike sb/sth very much SYN detest have a positive feeling towards sth/sb OPP disapprove (of sb/sth); approval n OPP disapproval | for causing trouble or harm sb who opposes people in authority rebel v; rebellious adj the state of being famous dislike sb/sth very much SYN detest have a positive feeling towards sth/sb OPP disapprove (of sb/sth); approval n OPP disapproval |

Circle the words which are verbs.

| provalde | etestfamene | proveloathegreedhuu |
|----------|-------------------|---|
| helappin | Principledespiest | your temper disapprove loathe greed bully |
| reb | Spiselose | yourtemp |

| 6 | Comp | lete the | sentences. |
|---|------|----------|------------|
|---|------|----------|------------|

against

| 1 | The opposite of <i>approval</i> is | 6 | The related adjective for <i>greed</i> is |
|---|---|----|---|
| 2 | Detest means the same as | 7 | Can't stand means the same as |
| 3 | The related adjective for <i>despise</i> is | | Approve is followed by the preposition |
| 4 | The related adjective for <i>rebel</i> is | | The noun related to <i>famous</i> is |
| 5 | Distress is another word for | 10 | Values and have a similar meaning |

temper

Complete the questions with words from the box in the correct form.

rebellious

disapprove

| | greedy | rebel | values | bully | principle | despise |
|----|-------------|---------------------|-------------------|---------------------|------------------|---------|
| 1 | Do brothe | rs sometimes | the | eir sisters, or car | n the opposite b | e true? |
| 2 | Is there an | ything you won't | eat on | ? | | |
| 3 | Do you of | ten lose your | ? | | | |
| 4 | Are there a | any types of car dr | ivers that you ca | an't | ? | |
| 5 | As a teena | ger, were you a | ? | If so, what wer | e you | about |
| 6 | ls it | your pr | inciples to borro | w money from | friends? | |
| 7 | Do you | of a | ny of your friend | ds' partners? W | hy? | |
| 8 | In your cou | untry, do young pe | eople and older | people have d | ifferent sets of | |
| 9 | Do you thi | nk rich people are | | and just wan | t more and more | e? |
| 10 | | yone you | | | | ? |

8 ABOUT YOU Write your answers to the questions in Exercise 7, or ask another student.



21 Behaviour

A Influences on behaviour

Why do we behave the way we do? Is it a case of **nature** or **nurture**? According to behavioural psychologist Michael Woods, various factors have an **impact on** our lives.

Parents play a crucial part; other role models are less influential.

Peer pressure is a significant factor.

People respond positively to incentives, but not the threat of punishments.

A broken home or deprived childhood needn't have a damaging effect.

| ABO | TUC | YOU | 1 | |
|-----|-----|-----|---|--|
| | | | | |
| | | | | |
| | | | | |

| GLOSSARY | | | |
|---|---|--------------------------|--|
| nature | the basic character of a person: Violence isn't in his nature. | peer pressure | the influence on your behaviour of people around you of the same age |
| nurture | the care and attention given to help sb develop nurture v | incentive (to do sth) | sth that encourages you to do sth, work harder, etc. |
| impact (on sth) play a part (in sth) | an effect or influence (on sth) be involved and influential in developing sth | broken home | a family in which the parents are divorced or separated |
| crucial | extremely important because it will affect other things | deprived | without sufficient food, education or mone deprive v; deprivation n |
| role model influential | a person you admire and learn from able to influence the way other people think or behave | damaging | having a bad effect on sb/sth: a damaging effect OPP beneficial |

| 0 | Find six | compounds | or phrases | in the box. |
|---|----------|-----------|------------|-------------|
|---|----------|-----------|------------|-------------|

| effect a broken | nature or peer | pressure play | a part childhood | a deprived home | a beneficial nurture? | |
|--------------------|----------------|------------------|---------------------|--------------------|-----------------------|--|
| | | | | | | |

2 Are these positive or negative statements? Write P or N.

- 1 She felt nurtured in the children's home.
- 2 She's an influential role model.
- 3 There is a lot of deprivation in this town.
- 4 The amount of work had a damaging effect on me.
- 5 More money proved to be a real incentive.
- 6 A month's break was highly beneficial.
- **7** He smoked because of peer pressure.
- 8 Their broken home had an impact on the boys.

Complete the text.

| Danny's story is interesting. He | e came from a broken (1) | , had a fairl | y (2) |
|----------------------------------|--------------------------------------|--------------------------|-----------------------------|
| childhood, and was stealing b | by the age of 13, largely because of | peer (3) | |
| although it wasn't in his (4) | to be violent. Then | he started going to | a local boxing club, which |
| had a real (5) | on his life. The man who ran it wa | as Danny's first posit | tive role (6) |
| and he played a (7) | part in changing Danny's a | ittitude to life. His be | ehaviour changed completely |
| he gave up crime and becam | e dedicated to his sport. He might | even win a place in | England's amateur boxing |
| team at the next Olympics, ar | nd that is a real (8) | for him to train ha | rd. |

4 ABOUT YOU Do you agree with the statements at the top of the page? Write your answers, or ask another student.



B Teenage behaviour

COPING WITH ADOLESCENCE

When adolescents are making the transition to adulthood, their conduct can change a lot and can be difficult for parents. Teenagers need you to be supportive and sympathetic as they try to find their way towards independence. Encourage them to talk about their problems, but only in their own time and at their own pace. If you are wise, you will try to be consistent in the way you deal with them, and help them cope with the changes in their needs and emotions. And remember that it's just a phase they're going through.

SPOTLIGHT stages of life

Adolescence is the time in someone's life when they develop from a child to an adult. An adolescent between the ages of 13 and 19 is called a teenager. adolescent, teenage adj

Adulthood is the time in your life when you are no longer a child or teenager and become an adult. SYN grown-up; adult, grown-up adj

GLOSSARY

phase

cope (with sth) deal successfully with sth difficult transition a change from one state or form (from sth to sth) to another

conduct a person's behaviour in a particular

place or situation

supportive giving help or support to sb in a

difficult situation

sympathetic showing that you understand other (to/towards sb)

people's feelings, especially their problems sympathy n

in your own time when you are ready

pace the speed at which sth happens: at your own pace (= as fast or as

slowly as you like)

able to make sensible decisions or wise

give good advice because of your experience or knowledge wisdom n; gain wisdom

become wiser

consistent always having the same opinions,

standards, etc. and not changing them

a stage in the development of sth: go through a phase

5 Circle the correct word.

- 1 When you work with teenagers, you need to be sympathetic / grown-up.
- 2 My son has just become a teenage / teenager.
- 3 I think it's just a difficult phase she's going through / to.
- 4 What are the main problems for teenagers during adolescents / adolescence?
- 5 Just make your choices at your own pace / time.
- 6 Ariel's attitude changes all the time: she's not very wise / consistent.
- 7 Ollie's successfully made the transition from adolescence to adult / adulthood.
- 8 Cora is 17 now, so she isn't a teenager / grown-up yet.

Complete the sentences using suitable words from the top of the page.

| 1 | It's always | to think carefully be | fore you speak. | | | |
|---|----------------|---|-------------------------------------|--|--|--|
| | | with difficult situations is to laugh about them. | | | | |
| | | of your life is | | | | |
| | | | friend or partner. | | | |
| | | om childhood to adoleso | | | | |
| 6 | You need to be | when creating | rules for your children to live by. | | | |
| | | through yea | | | | |
| | | | have to make decisions in your own | | | |

9 When your mother starts asking you for advice, you know you're an ... 10 I have great ... for families who are struggling with problem teenagers.

11 People accept bad ... from teenagers but not so easily from adults.

ABOUT YOU Do you agree with the sentences in Exercise 6? Why? / Why not? Write your answers, or talk to another student.



and

22 Families

There is a tendency among some women to believe that however hard you try, you end up like your mother. Well, it's hard to say if that's the case with me because my mother passed away when I was only nine, and my father was left a widower. He did remarry several years later, and I was brought up by my father and stepmother. I know the presence of a new woman in the family can be difficult, but we have always had a really positive relationship. We are not alike in looks or character, but I think I've picked up one or two of her good habits. For example, I always remember to write personally to thank people for birthday or Christmas presents.

By my teens, my father told me that I was starting to resemble my mother a bit more, and it seems I have got one or two of her characteristics. (Like me, she didn't take criticism very well!) But I think it's now increasingly apparent that I take after my father more in character and behaviour. That's fine by me, although it seems to be the opposite with my two siblings, both sisters. My dad says that they remind him much more of my mother.



| GLOSSARY | | | |
|-------------------------------|---|------------------------|---|
| tendency | If sb has a particular tendency , they are likely to behave or act in a particular way. | alike pick sth up | very similar get a skill, habit, etc. by chance, without |
| however | used with an adjective or adverb to mean 'to whatever degree': however hard, however much | personally | making an effort to get it by a particular person and not someone else |
| it's hard to say | = it's difficult to give an opinion the true situation | teens | the period between 13 and 19: They're in their teens. |
| pass away | die. We sometimes use pass away to avoid saying <i>die</i> . SYN pass on | characteristic | a typical feature or quality that sb has characteristic (of sb/sth) adj |
| widower | a man whose wife/husband has died. A widow is a woman whose husband/wife has died. We can use late in formal English to talk about sb's | criticism | the act of expressing unhappiness and disapproval with sb/sth: He can't take any criticism; criticize v |
| | dead wife/husband: the property of his late wife | apparent | easy to see or understand SYN obvious |
| bring sb up | care for a child, teaching them how to behave, etc. SYN raise | sibling formal | a brother or a sister |
| (often passive) stepmother | the woman who is married to your father but is not your real mother ALSO stepfather/ daughter/son , etc. | remind sb of sb/sth | If sb/sth reminds you of sb/sth else, they make you remember or think about the other person, place, thing, etc. because they are similar in some way. |
| presence | (of a person) the fact of being in a particular place | | |

SPOTLIGHT expressing family similarities

If you **resemble someone/something**, you look like or are similar to another person/thing. The emphasis is more on looks than character. **resemblance** n

If you **take after someone**, you look or behave like an older member of your family.

If you **follow in someone's footsteps**, you do the same job or have the same lifestyle as someone else, usually a member of your family.

| | ndency widower personally resemblance |
|---|--|
| allk | characteristic criticism apparent |
| | |
| | the pronunciation of the underlined letters the same or different? Write S or D. |
| | e the 🌚 to help you. |
| | remind sibling 3 presence remind 5 apparent alike |
| 2 | sibling widower 4 tendency obvious 6 criticize alike |
| - | and the soul all and a soul a state and a solution of the territory of the territory of the sound of the soun |
| | pace the underlined words with a word or phrase that keeps the same meaning. |
| 1 | She is between 13 and 19. |
| | They aren't very similar. |
| 3 | She looks like her mother. |
| | He has three <u>brothers and sisters</u> . |
| 5 | It's difficult to give an opinion whether it will work. |
| 6 | I'm not sure if that's the <u>true situation</u> with him. |
| 7 | Her mother <u>died</u> last year. |
| 8 | Constant optimism is just one of his <u>typical features</u> . |
| Co | omplete the sentences |
| 1 | Her husband died in the war so she's been a for many years. |
| | If I speak to him, then I'm sure he'll understand. |
| 3 | There's a strong between the two sisters. People often say they are |
| 4 | hard I work, I still can't seem to understand this subject. |
| 5 | If you see them together, it's that they are twins. |
| 6 | Lea was upset because her mum her for wearing too much make-up. |
| 7 | I'm like Mum, but Martha after Dad much more in the way she behaves. |
| • | arter bad matrix are tray are believed. |
| 8 | My mum wants to be there. She thinks the of a parent will make a difference |
| 8 | My mum wants to be there. She thinks the of a parent will make a difference. My brother up playing quitar just from watching and listening to other quitarists. |
| 9 | My brotherup playing guitar just from watching and listening to other guitarists. |
| 9 | |
| 9 | My brother up playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have the dialogues with a word or phrase. |
| 9 10 Co | My brother up playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a anyone? ~ Yes. She's just like Rachel, isn't she' |
| 9 10 Co | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't takeve |
| 9 10 Co 1 2 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't takevery well, does he? |
| 9 10 Co 1 2 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't takeve well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following |
| 9 10 Co 1 2 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't takeve well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here |
| 9 10 Co 1 2 3 4 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't takeve well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. |
| 9 10 Co 1 2 3 4 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I have been been been been been been been be |
| 9 10 Co 1 2 3 4 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I have a you anyone? ~ Yes. She's just like Rachel, isn't so well, does Lucy you anyone? ~ Yes. She's just like Rachel, isn't so well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's Is Don your real father? ~ No, he's my |
| 9 10 Co 1 2 3 4 5 6 7 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't takeve well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's Is Don your real father? ~ No, he's my Have you read the document? ~ Not yet, but I've heard what it contains. |
| 9 10 Co 1 2 3 4 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I have a you anyone? ~ Yes. She's just like Rachel, isn't so well, does Lucy you anyone? ~ Yes. She's just like Rachel, isn't so well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's Is Don your real father? ~ No, he's my |
| 9 10 Co 1 2 3 4 5 6 7 8 | My brotherup playing guitar just from watching and listening to other guitarists. I have ato talk too much when I'm nervous. I have ato talk too much when I'm nervous. I have been been been his work wasn't good enough. ~ I know, and he doesn't takevelocity well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's Is Don your real father? ~ No, he's my Have you read the document? ~ Not yet, but I've heard what it contains. Did his father run the company? ~ No, his mother did until her death. |
| 9 10 Co 1 2 3 4 5 6 7 8 | My brother up playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a anyone? ~ Yes. She's just like Rachel, isn't so well, does Lucy anyone? ~ Yes. She's just like Rachel, isn't so well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's Is Don your real father? ~ No, he's my Have you read the document? ~ Not yet, but I've heard what it contains. Did his father run the company? ~ No, his mother did until her death. |
| 9 10 Co 1 2 3 4 5 6 7 8 | My brother up playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a you anyone? ~ Yes. She's just like Rachel, isn't so tell Ben his work wasn't good enough. ~ I know, and he doesn't take well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's Is Don your real father? ~ No, he's my Have you read the document? ~ Not yet, but I've heard what it contains. Did his father run the company? ~ No, his mother did until her death. Do you resemble either your mother or father? |
| 9 10 Co 1 2 3 4 5 6 7 8 | My brother up playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have guitarists. Does Lucy you anyone? ~ Yes. She's just like Rachel, isn't to talk to tell Ben his work wasn't good enough. ~ I know, and he doesn't take we well, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following Have you always lived in London? ~ No, I was in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's Is Don your real father? ~ No, he's my Have you read the document? ~ Not yet, but I've heard what it contains. Did his father run the company? ~ No, his mother did until her death. SOUT YOU Write your answers, or talk to another student. Do you think you take after one of your parents more than the other? |
| 9 10 Co 1 2 3 4 5 6 7 8 | My brother up playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't take verwell, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's is Don your real father? ~ No, he's my Have you read the document? ~ Not yet, but I've heard what it contains. Did his father run the company? ~ No, his mother did until her death. Oo you resemble either your mother or father? Do you think you take after one of your parents more than the other? If you have siblings, do you think you are alike in either looks and/or character? |
| 9 10 Co 1 2 3 4 5 6 7 8 | My brotherup playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a you anyone? ~ Yes. She's just like Rachel, isn't so well, does here well, does here well, does here well, does here well and a doctor like her dad? ~ Yes, I believe she's following in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's is Don your real father? ~ No, he's my thave you read the document? ~ Not yet, but I've heard what it contains. Did his father run the company? ~ No, his mother did until her death. SOUT YOU Write your answers, or talk to another student. Do you think you take after one of your parents more than the other? If you have siblings, do you think you are alike in either looks and/or character? Do you think there are any characteristics that are common to different members of your family? |
| 9 10 Co 1 2 3 4 5 6 7 8 | My brother up playing guitar just from watching and listening to other guitarists. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I have a to talk too much when I'm nervous. I had to tell Ben his work wasn't good enough. ~ I know, and he doesn't take verwell, does he? Will Joasia be a doctor like her dad? ~ Yes, I believe she's following in the country, and moved here when I was 18. Do you think your family will like your new girlfriend? ~ I don't know. It's is Don your real father? ~ No, he's my Have you read the document? ~ Not yet, but I've heard what it contains. Did his father run the company? ~ No, his mother did until her death. Oo you resemble either your mother or father? Do you think you take after one of your parents more than the other? If you have siblings, do you think you are alike in either looks and/or character? |

Manners

A Table manners



In Japan, it is considered rude to cross your chopsticks, lick them, or stick them vertically into a bowl of rice and leave them pointing upwards.

In France, don't offer to split the bill: it is not regarded as very sophisticated. You either pay the bill, or someone else does.

In the Philippines, it is considered good manners to eat all the food on your plate.

In Afghanistan, wasting food is unacceptable. Eating or talking with your mouth full is viewed as being discourteous.

In China, it is customary to pass food to the elderly first. It can be offensive to remove rice from a bowl with a spoon.

| GLOSSARY | |
|---------------|--|
| lick | move your tongue over the surface of sth in order to eat it, make it wet or clean it |
| stick | push sth, usually sth quite sharp, into sth else |
| upwards | moving or pointing towards a higher position OPP downwards |
| split | divide sth into two or more parts, and share it between different people |
| sophisticated | having experience of the world and knowing about fashion, culture, etc. OPP unsophisticated; sophistication n |
| manners pl | behaviour that is considered polite in a particular society or culture: It's good/bad manners to |
| unacceptable | not agreed or approved of by most people in society OPP acceptable |
| discourteous | having bad manners and not showing respect for other people OPP courteous ; courtesy n |
| customary | usually done in a particular place or situation |
| offensive | rude in a way that makes sb upset or annoyed OPP inoffensive ; offend v |

SPOTLIGHT consider, regard, view

These verbs all mean to think about something in a particular way. They are commonly used in passive constructions like this:

- Apologizing is considered (to be) the correct thing to do.
- Apologizing is regarded/viewed as the correct thing to do.

| W | /rite the opposites. | | | | | |
|---|---------------------------------------|----------------|---------------------|---|---------|--------------|
| 1 | sophisticated | 3 | upwards | *************************************** | 5 | acceptable |
| 2 | offensive | 4 | courteous | | 6 | good manners |
| C | omplete the sentences | using the c | orrect form of t | he word in ca | pitals | |
| 1 | Their behaviour doesn't | | | | | ISTICATED |
| 2 | I'm sure it wasn't his inte | | | | OFFE | NSIVE |
| 3 | Is itto | | | ner? | CUST | OM |
| 4 | His behaviour is occasio | | | | ACCE | PT |
| 5 | The waiters are always v | | | | COUF | RTESY |
| 6 | It was an | | | | OFFE | NSIVE |
| 1 | It is quite c | to eat chi | icken legs or wing | | | |
| 2 | Parents think it's import It is cb | | | | | * |
| 3 | It is vas | polite to off | or food to the elde | ou are given. | | |
| 5 | It's dto | start eating | your food before | others have he | en serv | ed |
| 6 | It's rto | | | MICIS HOVE DE | CITACIA | cu. |
| 7 | Talking with your mouth | | | very s | | |
| 8 | It is customary among y | | | | | |
| 9 | It is viewed as rude to I | | | | | |
| , | syour c | own knife, for | k or spoon into di | shes of food fo | r the w | hole table. |

4 ABOUT YOUR COUNTRY Are the sentences in Exercise 3 true or false, or does it depend on different factors? Write your answers, or ask another student.



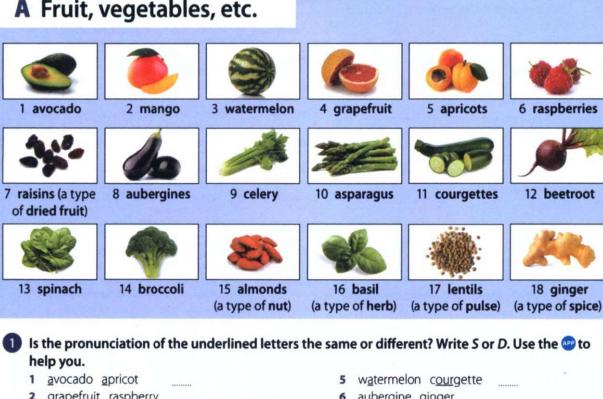
B Polite or impolite?

| Dan Beth | Ella's behaviour is exceptional for a child of six. Yes, but that brother of hers is a bit cheeky . |
|-------------|---|
| Jo | I don't think Giulio will take offence if you leave the party early. |
| Tom | I just don't want to put my foot in it. I want to impress his family, and that wouldn't help. |
| Jo | Well, you'd better be on your best behaviour, then! |
| Kaz | I really took exception to Adam's remarks. He thought they were humorous, but actually, they were deeply offensive. |
| Ben | Yes, I couldn't agree more. They showed a real lack of judgement . He has no notion of how to behave. |

| GLOSSARY | |
|--------------------------------------|--|
| exceptional cheeky inf | unusually good SYN outstanding (often used by adults about children) rude, often in an amusing way cheek n |
| take offence (at sth) | be upset or offended by sth that sb has said or done |
| put your foot in it (with sb) inf | accidentally say sth that offends or upsets sb |
| impress | If sth/sb impresses you, you admire it/them. impressed <i>adj</i> |
| be on your best behaviour | behave in the most polite way you can |
| take exception (to sth) | object strongly to sth and be angry about it |
| remark | a few words that give your opinion about sth |
| humorous | funny and entertaining; showing a sense of humour |
| deeply | very; very much: deeply offensive/ upsetting/hurtful |
| judgement | the ability to form opinions or make sensible decisions: show good/poor judgement |
| notion (of sth) | an idea or an understanding of sth |

| 5 | Is the speaker happy or unhap | ppy? Write H or U. | | | |
|---|---------------------------------------|--|-----------|--|---------------|
| | 1 My wife has outstanding judge | | 5 | I made a really humorous commer | nt. |
| | 2 I put my foot in it with Carla. | | 6 | I took exception to the criticism. | |
| | 3 She took offence at my remark | (| 7 | The hosts impressed me. | |
| | 4 My boss has no sense of humo | | 8 | My little girl was on her best behav | |
| 6 | Circle the words in italics which | ch are possible. Al | l three | may be. | |
| | 1 He was outstanding / put his fo | oot in it / on his best | behavi | our. | |
| | 2 She made a humorous / an up | setting / a cheeky re | mark. | | |
| | 3 What she said showed poor/i | impressed / good jud | lgemen | t. | |
| | 4 Unfortunately, she took except | tion to / offence at / l | ner foot | in what I said. | |
| | 5 That little boy's behaviour is ex | | | | |
| | 6 I thought the comment deepl | y offensive / poor / u | psetting | 7. | |
| | 7 He has a sense of humour / no | | | | |
| | | The state of the s | | / had no sense of humour / was exce | eptional. |
| | | | | | |
| 7 | Complete the texts. | | | | |
| | I have a very unusual friend called | Erwin who likes to t | ry and (| 1)people – he love | es being |
| | admired. He's incredibly polite and | d has (2) | ta | ble manners. I always feel rather und | comfortable |
| • | with him, because I feel I have to be | be on my best (3) | | all the time. I'm very nervous | about putting |
| | my (4) in it, espec | cially if I go to his pla | ice for c | linner. If I get there even five minute | s late, he |
| | seems to take (5) | . • | | | |
| | | | | | |
| | | | | e. He's very rude; in fact, I'd say he's | |
| | (6) offensive. The | other day he made | a rude | (7) about my appe | arance, which |
| | frankly is none of his business, and | I really took (8) | | to it. Calling me 'carrot top' be | cause of my |
| | | , I felt. | He thou | ight it was a (10) co | omment, but I |
| | didn't find it funny at all. | | | | |
| | | | | | |
| | TEST YOURSELF | | | | |

A Fruit, vegetables, etc.



| | | | ******** | |
|---|-------------------|--------|----------|--|
| 4 | <u>a</u> sparagus | almond | ******* | |
| | | | | |

2

| - | graperiuit raspberry | ******** | 0 | aubergine giriger |
|----|-----------------------------------|----------|----|------------------------------------|
| 3 | <u>au</u> bergine avocad <u>o</u> | ******** | 7 | spin <u>a</u> ch <u>gi</u> nger |
| 4 | <u>a</u> sparagus alm <u>o</u> nd | ******** | 8 | aub <u>erg</u> ine cel <u>e</u> ry |
| Cd | omplete the foods. | | | |
| 1 | ma | | 7 | wat |
| 2 | au | | 8 | cou |
| 3 | bee | | 9 | gra |
| 4 | av | | 10 | sp |
| 5 | ra | | 11 | apr |
| 6 | asn | | 12 | bro |

| - | | | | |
|---|----------|------------|-------------|------------|
| 3 | Complete | the senten | ces in a lo | gical way. |

- 1 Celery is a type of ______. 2 Basil is a type of _____ 3 Almonds are a type of _____.
- 4 Raisins are a type of ______ fruit. 5 Ginger is a type of _____.
- 6 Lentils are a . . .

Answer the questions.

- 1 Which of the fruits at the top of the page have a stone in the middle?
- 2 Which of the vegetables at the top of the page can you eat cooked or raw?
- 3 Why do you normally add basil or ginger to food?
- 4 Are nuts and lentils healthy or unhealthy?

5 ABOUT YOU AND YOUR COUNTRY Write your answers, or talk to another student.

- 1 Tick (*) the foods that you often grow in your country.
- 2 Put a cross (X) by the ones you think you have never eaten.
- 3 Can you add to the list six more types of fruit, six vegetables, another nut, another herb, another dried fruit and another spice?



B Kitchen equipment

| Equipment | used to | what? |
|----------------|--|---|
| deep-fat fryer | deep-fry | fish, potatoes, etc. |
| casserole | braise/stew (cook meat slowly in liquid in a closed container) | meat, vegetables |
| food processor | chop, slice, mix | meat, vegetables, etc. |
| whisk | beat SYN whisk | eggs, cream |
| colander | drain | vegetables, pasta, etc. that have been washed or cooked in water |

| Equipment | used to | what? |
|----------------|---------|---------------------------|
| grater | grate | cheese, |
| | | e.g. parmesan |
| peeler | peel | vegetables, fruit |
| | | |
| lemon-squeezer | squeeze | lemons, oranges, limes |
| corkscrew | open | wine bottles |
| kitchen scales | weigh | all types of food |
| carving knife | carve | usually meat |
| frying pan | fry | meat, fish, vegetables |

| 6 | Find | six | compound | words | in | the | box. |
|---|------|-----|----------|-------|----|-----|------|
| | | | | | | | |

| frying | lemon- | kitchen | food | carving squeezer | deep-fat |
|-----------|--------|---------|-------|------------------|----------|
| processor | fryer | pan | knife | | scales |
| | | | | | |

Write down the equipment you would need to ...

- 2 braise/stew meat 6 weigh food
 3 open a bottle of wine 7 cut meat into slices
 4 chop and slice vegetables 8 fry meat or vegetables 1 drain vegetables cooked in water _______ 5 beat eggs

8 Write down a food or type of food you often ...

- 5 slice
 6 braise
 7 carve
 8 peel 1 squeeze 2 grate 3 deep-fry 4 weigh
- 9 ABOUT YOU How much of the kitchen equipment above do you think you have in your kitchen? Are there any items of equipment you don't have that would be very useful?



Opinions about food

A Taste

公公公公公 木公公公公 木木公公公 木木木公公 木木木木木

I thought the food looked quite appetizing, but I soon changed my mind. First of all, the bread was stale. I then started with very salty ham with melon, which wasn't ripe. My main course was a type of curry, which I thought would be really spicy, but was actually guite bland. My husband ordered a rare steak (hoping it would be lean and juicy), but instead got a piece of grey meat that was well done and tough. And the cooked vegetables were almost raw. The chocolate tart for dessert was far too rich - and very fattening. That was probably my mistake. Anyway, we finished with coffee that was very bitter. We won't be going back!

wendy waytogo

SPOTLIGHT adjectives ending in

Adjectives ending in -y are often used to describe flavours and smells, e.g. salty, spicy, creamy, fruity, juicy, greasy (= full of oil from cooking), etc. They can mean 'full of something'.

This soup's very salty.

Or they can mean 'having a similar flavour/smell'.

- · chicken with a spicy sauce
- a wine with a fruity smell

| GLOSSAR | Y | | 第一个人的现在分词,但是是一个人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的人的 |
|-----------------------------|--|------------------------------|---|
| appetizing stale ripe | (of food) that looks or smells attractive, making you feel hungry. An appetite is a strong desire for sth, especially food. (of food, especially bread; also of air) old and not fresh (of fruit) ready to be picked and eaten | lean tough raw rich | (of meat) having little or no fat (of meat) difficult to cut and eat OPP tender not cooked (of food) containing a lot of fat, butter, eggs, sugar, |
| bland rare | (of food) lacking in taste and flavour SYN tasteless (of meat) only cooked a short time (still red inside). Other ways of cooking meat are medium or well done . | fattening bitter | cream, etc, which makes you feel full very quickly (of food) that makes people fat having a sharp unpleasant taste; not sweet. We use sour to describe the taste of a lemon. |

- Underline the possible answers. One, two or three may be possible.
 - 1 The meat was very *lean / bitter / tender*.
 - 2 The chocolate was greasy/sweet/rich.
 - 3 The vegetables were tasteless / bland / stale.
 - 4 The bread was fresh / raw / stale.

- 5 The soup was salty/tender/ripe.
- 6 My steak was rare/well done/tough.
- 7 The chips were ripe / greasy / sour.
- 8 The peaches were tasteless/sweet/ripe.
- Complete the phrases in a suitable way.
 - 1 You don't want bread that is
 - You don't want fruit that isn't ___ 3 You don't want meat that is very _____
 - 4 You don't want coffee that is too
 - 5 If you're on a diet, you don't want food that is _____
 - 6 And you always want food to look ...
- Complete the words in the text.

| We found a table by the window. I had quite an (| 1) aafter our long walk, and I started with |
|---|---|
| the Thai soup which should be hot and (2) s | . It was, and the flavours were really good. |
| Unfortunately, it was also a bit too (3) s | , so I needed to drink quite a lot of water with it. My |
| steak was nice and (4) I and cook | red just as I like it, i.e. not completely (5) rbut |
| | pper sauce was quite (7) b(I like it hot and |
| very peppery), and the chips with it were a bit (8) | g |
| quite (9) r but still very nice. | |



B Live to eat or eat to live

While some people live to eat, I couldn't care less about food. In the morning I have a mug¹ of instant coffee and cereal if I'm lucky. I then take a packed lunch (a sandwich and a banana) or pop in to the self-service canteen for something around 12.30. In the evening, I generally heat something up that I've bought in the supermarket, then eat it on a tray² on my lap³ while watching TV. At the weekend, I treat myself to a takeaway. I think my most important piece of kitchen equipment is probably my tin opener.

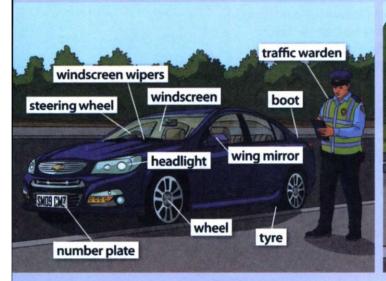


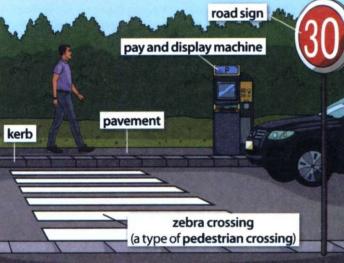
| = it does not matter to me at all (This can sound a bit rude.) | self-service | (of a restaurant, shop, etc.) where you serve yourself and then pay. |
|---|--|---|
| (of food) that can be prepared quickly and easily, usually by adding hot water: | canteen | the place in a school, office, factory, etc. where the people who work there can get meals |
| instant coffee | heat (sth) (up) | become or make sth hot or warm |
| a food that is made of grain, often eaten for breakfast with milk | treat sb/yourself (to sth) | give sb/yourself sth special; pay for sth for sb else |
| food that you prepare at home and take with you to eat at work or school | takeaway | food that you buy in a restaurant but eat somewhere else |
| make a quick visit somewhere, e.g. a shop or a person's home | tin opener | a tool that you use for opening a tin of food SYN can opener |
| | sound a bit rude.) (of food) that can be prepared quickly and easily, usually by adding hot water: instant coffee a food that is made of grain, often eaten for breakfast with milk food that you prepare at home and take with you to eat at work or school make a quick visit somewhere, e.g. a shop | sound a bit rude.) (of food) that can be prepared quickly and easily, usually by adding hot water: instant coffee a food that is made of grain, often eaten for breakfast with milk food that you prepare at home and take with you to eat at work or school make a quick visit somewhere, e.g. a shop canteen heat (sth) (up) treat sb/yourself (to sth) takeaway |

| FII | nish the words or phrases. | |
|-----|---|--------------------------------------|
| | Where's the tin? | 4 Have a chocolate. Go on, treat |
| 2 | This restaurant is self | 5 You decide. I couldn't care |
| 3 | You just have to heat the meal | 6 Mum made me a packed |
| Co | omplete the dialogues. | |
| 1 | Are you going out tonight? ~ Yes, I'm | Jess to an expensive meal. |
| | I haven't got real coffee. ~ That's OK. | |
| 3 | Could I have tea rather than coffee? ~ Sure. Cup or | ? |
| 4 | Where shall I put the of drinks? ~ O | h, on the dining-room table, please. |
| 5 | Do you want to stay in or go out? ~ I couldn't | |
| 6 | Shall we go out to eat? ~ No, let's get a | and come back here. |
| 7 | Why were you late? ~ Oh, I just in to | |
| 8 | Do they have waiters in the new café? ~ No, it's all | |
| | Do you drink real coffee orcoffee? Do you drink coffee out of a cup or a | ? |
| | Do you have with milk for breakfast | |
| 4 | Would you be happy with alunch i | instead of a cooked meal? |
| 5 | Do you eat in a school or office ? | |
| 6 | Do you always cook fresh food or are you happy to | prepared or frozen food? |
| 7 | Do you often get a rather than coo | k at home? |
| 8 | How do youyourself if you want to | eat something special? |
| 9 | Do you ever eat food on your while | |
| Αŧ | Write your answers to Exercise 6, or | r talk to another student. |

Cars and driving

A The car





Combine words in the box to form eight compound nouns.

| | crossing | | parking | windscreen meter | warden sign |
|--|----------|--|---------|---------------------|----------------|
| | | | | | |

- 2 What is it?
 - 1 It's on the outside of the wheel.
 - You look through it when you're driving.
 - 3 It's where people walk.
 - 4 You park next to it.
 - 5 It identifies your car.
 - 6 It helps people to cross the road.
- Complete the sentences.

If you want to ...

- 1 change direction, turn the _____
- 2 store luggage, open the ______.
- 3 see in the rain, turn on the
- 4 see at night, turn on the
- 5 overtake, look in your _____.
- 6 know the speed limit, look for a
- 4 ABOUT YOU AND YOUR COUNTRY Write your answers, or talk to another student.
 - 1 Do you have zebra crossings in your country? Do motorists stop for pedestrians? ...
 - 2 Do you have and use pay and display machines? What methods of payment are there?
 - 3 Do you have traffic wardens? What is your attitude to them?
 - 4 Do you fit special tyres on your car in the winter? ...
 - 5 Do you have automatic headlights and/or windscreen wipers? If so, are they helpful?
 - 6 Do people park on the pavement in your country?



B Driving a car

- The first thing you have to do is start the car and pull away from the kerb.
- · You steer the car to control its direction.
- · If you want to go faster, you accelerate.
- . If you want to slow down, you put on the brakes.
- · If you want to go back, you reverse.

TEST YOURSELF

- If you change direction suddenly, e.g. to avoid hitting something, you swerve.
- If you drive fast on a wet road and brake too quickly, you may skid.
- If you pass another car going in the same direction, you overtake.
- With a manual car, you need to change gear all the time (from 1 to 5/6 and reverse).
- You need to be alert at all times and on the lookout for any potential hazards.

| GLOSSARY | |
|------------------------------------|--|
| pull away (from sth) accelerate | (of a vehicle) start moving (of a vehicle or person) start to go faster SYN speed up ; OPP slow down ; accelerator n the pedal in a car, etc. that you press to control the speed |
| skid | slide sideways or forwards in an uncontrolled way |
| manual | With a manual car, you operate the gears by hand. OPP automatic |
| alert | watching or listening with all your attention: be on the alert (for sth/sb) |
| be on the lookout (for sth/sb) | pay attention in order to see, find or avoid sth |
| potential | that may possibly happen SYN possible |
| hazard | a danger or risk hazardous adj |

| pull away = start | 5 steer = control the | of | | | |
|---|---|--|--|--|--|
| manual = operated by | the vehicle | | | | |
| | 6 skid = slide because you have | | | | |
| | | | | | |
| place the underlined words wit | words that keep the same meaning. | | | | |
| You need to speed up. | | | | | |
| I can't go back any further. | | | | | |
| Ice can be a real danger. | | | | | |
| Birds are a possible problem. | | | | | |
| You can't pass another car here. | | | | | |
| You have to be on the <u>alert</u> . | | | | | |
| | | | | | |
| OK, you can move forward now. | | | | | |
| You shouldn't | on a bridge. | | | | |
| | | not suddenly | | | |
| You should always be | when you drive If you feel tired take a bro | pak | | | |
| People shouldn't drink and drive: o and others. | herwise, they are a danger to | o themselves | | | |
| If you skid, take your foot off the br | ke and change to a higher | | | | |
| | ual cars. It's much better to drive an | | | | |
| | swerve = change direction place the underlined words with You need to speed up. I can't go back any further. Ice can be a real danger. Birds are a possible problem. You can't pass another car here. You have to be on the alert. I changed direction suddenly to avo OK, you can move forward now. mplete the sentences in a suital You shouldn't When you slow You should always be People shouldn't drink and drive: ot and others. | swerve = change direction control of the vehicle blace the underlined words with words that keep the same meaning. You need to speed up. I can't go back any further. Ice can be a real danger. Birds are a possible problem. You can't pass another car here. You have to be on the alert. I changed direction suddenly to avoid the child crossing the road. OK, you can move forward now. mplete the sentences in a suitable way. You shouldn't on a bridge. You shouldn't the car with one hand. When you slow , you should gradually You should always be when you drive. If you feel tired, take a bre People shouldn't drink and drive: otherwise, they are a danger to | | | |

27 Accidents







We reported earlier this morning on a major incident on the M5 just before the Gloucester Service Station. Eyewitness reports say a large lorry pulled out from the inside lane and collided with a BMW that was overtaking. The lorry then spilled part of its load of wood, causing a massive pile-up as vehicles crashed into falling logs. The driver of the BMW was reported to be in a critical condition and has been taken by helicopter to Bristol Southmeads Hospital, while ambulances have taken a further six or seven casualties to a nearby Gloucester hospital. We understand a passenger in the BMW died at the scene of the accident.

Two lanes of the motorway are now completely **blocked** and will be for some time, according to accident investigators. 'Vehicles are **scattered** all over the motorway and the damage is **extensive**,' said one. 'It's just **chaos** at the moment.' The police are advising motorists to **exit via Junction** 12, or avoid the area completely, if at all possible.

| GLOSSARY | | | |
|--------------------------|---|------------------|--|
| incident | sth that happens, especially sth unusual or unpleasant | log | a thick piece of wood that has fallen or been cut from a tree |
| service station | a place at the side of a motorway where there is a restaurant, toilets, petrol, etc. | critical | dangerous or serious: a patient in a critical condition |
| eyewitness | a person who has seen a crime, accident, etc. and can describe it afterwards SYN witness | casualty | a person who is killed or injured in an accident or a war |
| pull out lane | (of a car, etc.) move away from the side of a road a section of a road that is marked by white | scene | the place where sth happens: at the scene of the crash/crime |
| | lines to keep traffic separate: inside lane; overtaking lane | block scatter | make it difficult or impossible for sth/sb to pass spread over a large area |
| collide (with sth/sb) | crash into sth; hit sth very hard while moving collision n | extensive chaos | large in area or amount: extensive damage a state of great confusion and a lack of order |
| spill | go over the edge of a container by accident; make sth do this | exit | chaotic adj a place where traffic can leave a road or |
| load | sth that is being carried (usually in large amounts) by a person, vehicle, etc. load v put a | | motorway exit v |
| | large amount of sth into sth else | via junction | through a place a place where roads meet; here, the place |
| massive pile-up | very big SYN huge a crash that involves several cars | junction | where a road goes off a motorway |

| inc | cident service witness collide spill critical collision pile-up massive extensive via exi |
|--------|--|
| | ow many syllables are there in each of these words? Use the to help you. ocked casualty via exit scattered chaos ambulance helicopter |
| | ivide these words into the four groups below. A word may go in more than one group. ne eyewitness collide ambulance exit junction pile-up helicopter casualties |
| 1 | TRANSPORT PEOPLE ROADS ACCIDENT |
| | |
| | |
| ****** | |
| | |
| W | hat can you remember from the text? Write T (True) or F (False). Correct any sentences that |
| ar | e wrong. |
| 1 | The incident happened in the morning. 7 There were two or three other casualties. |
| 2 | Nobody saw what actually happened. 8 Two lanes of the motorway are now open. |
| 3 | A lorry collided with a BMW. 9 There is a lot of damage to vehicles. |
| 4 | The lorry spilled a load of bricks. 10 Police are now advising motorists to enter |
| 5 | One person died on the way to hospital. via junction 12 of the motorway. |
| 6 | An ambulance took the driver of the BMW |
| | to hospital. |
| D: | also and an all the control of the c |
| | ght or wrong? Write R or W, and correct any definitions that are wrong. |
| 1 | If you <i>pull out</i> in a car, you get out while it is moving. 6 Scattered means in lots of different places. 7 If you <i>collide with</i> something, you almost |
| 2 | A junction is a place where you turn left or right hit it |
| 3 | Massive means very big. 8 Chaos is complete confusion. |
| 4 | A <i>lane</i> is the side of a road. 9 An <i>ambulance</i> takes ill or injured people |
| 5 | Casualties are people walking by when to hospital. |
| , | an accident happens |
| | in decident hoppens. |
| Co | omplete the sentences. |
| 1 | We stopped at a on the M4 for petrol and to get something to eat. |
| 2 | If the road is clear, you should stay in the inside of a motorway. |
| 3 | We passed one lorry carrying a of material to one of the building sites. |
| 4 | Lorry drivers, protesting against the rising cost of fuel, two lanes of the M32 to |
| | The protest ended after an hour, and police described it as only a minor |
| 5 | I was going to go on the motorway, but then decided to go the smaller |
| | villages, which was a nicer route. Unfortunately, there was an accident, with vehicles everywhere. It was |
| | Washington and the second of t |
| 6 | Keep going until you get to a large with the A420. Turn right there. |
| 7 | It was a bad accident and several cars suffereddamage. |
| 8 | The car crashed into a pile ofat the side of the road. The wood went everyw |
| 9 | There was a huge on the M3 this morning involving half a dozen vehicles. Or |
| - | person died and several are in acondition. |

Weather

A Conditions

English weather is unreliable, to say the least. We can have winters that are bitterly cold or extremely mild, and summers with long spells of hot weather when it can get very humid, or ones that stay generally cloudy and dull. Almost any day outside of summer can be mild or chilly. Equally possible are torrential rain, thick fog, flashes of lightning, scattered showers and the odd rainbow.

rainbow

| GLOSSARY | | | AND RESIDENCE OF THE PARTY OF |
|--|--|--|---|
| to say the least bitterly cold mild | used to say that sth is much worse or more serious than you are saying extremely cold during cold weather, warmer than you expect | chilly torrential rain thick fog | (of the weather) too cold to feel comfortable heavy rain SYN a downpour = fog that is difficult to see through SYN dense fog |
| spell | a short period of time: a spell of hot/ cold weather | flash | a sudden bright light that comes and goes quickly: a flash of lightning |
| humid | (of climate) warm and feeling slightly wet humidity n | scattered showers | rain spread over a large area or happening several times during a period of time |
| dull | (of the weather) not bright, with a lot of clouds | odd | not regular or fixed; happening occasionally |

| , , | vilicit is worse, or are they the same: | | | | | |
|-----|---|---|------------------------|---|---|--------------|
| 1 | cold or bitterly cold | | | | | |
| 2 | thick fog or dense fog | | | | | |
| 3 | hot or hot and humid | *************************************** | | | | |
| 4 | a chilly day or a mild day | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | 1 111 | *************************************** | | | | |
| 8 | | *************************************** | | | | |
| R | eplace the underlined word(s) with a s | ingle word | that keeps the | same mea | ning. | |
| 1 | We've had a number of showers today. | g | | | | |
| 2 | | st week | | *************************************** | ****************** | |
| 3 | | or week. | | | *************************************** | |
| 4 | We had very heavy rain this morning. | | | *************************************** | | |
| 5 | | | | | ************** | |
| 6 | It was too cold to feel comfortable today. | | | | *************************************** | |
| 7 | | | han I evnected | *************************************** | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | |
| 8 | | | man respected. | *************************************** | *************************************** | |
| 0 | we get the <u>occasional</u> spell of not weather | C1. | | *************************************** | *************************************** | |
| | omplete the texts. | | | 1 | | , |
| V | While we were out, we had a sudden (1) | | of rain followed b | by several (2 | | of |
| 110 | ghtning. It was a bit frightening and we also | got very wet | , to say the (3) | 5 .1 .1 | But then | tne rain |
| | topped, the sun came out and there was a b was hot and the (5) was u | | | By the end | of the day I wa | as sweating |
| It | was (6) cold for May, and | even by midd | lay it still felt quit | e (7) | . Ye | sterday had |
| 1.0 | | 1 | with (a) | | expected lat | er though |
| b | een quite hot, but today was cloudy and (8) ot heavy or lasting for any period of time. |) | with (9) | | expected idi | ici, triougi |

B Effects of weather

Many people in this country listen to the weather forecast very closely, as it can have a significant impact on people's lives. Farmers are obviously dependent on weather conditions for the success of their crops, but the weather affects everyone:

- * A heatwave can eventually lead to water shortages and drought.
- * When there is heavy snow and blizzards, traffic comes to a standstill, and this causes widespread disruption on the roads.
- * Gales cause damage to people's property, and this may be widespread.

| GLOSSARY | |
|-------------------------------------|---|
| weather forecast | a description of the weather that is expected in the coming days |
| closely carefully and with interest | |
| significant | important enough to be noticed and have an effect |
| dependent (on sth/sb) | needing sth/sb to support you |
| heatwave | a period of unusually hot weather |
| shortage | a situation where there is not enough of sth OPP surplus |
| drought | a long period without rain |
| blizzard | a bad storm with strong winds and a lot of snow |
| come to a standstill | reach a situation in which all activity or movement has stopped ALSO bring sth to a standstill |
| widespread | found or happening over a large area: widespread damage |
| disruption | a situation in which it is difficult for sth to continue in the normal way |
| gale | a very strong wind. A breeze is a light, usually pleasant, wind. |

| 4 | help you. | rs the same or different? Write 3 or D. Ose the to |
|---|--|---|
| | 1 widespread heatwave | 4 gale damage |
| | 2 shortage damage | 5 surplus disruption |
| | 3 surpl <u>u</u> s blizz <u>a</u> rd | 6 drought thought |
| 5 | Circle the correct answer. | |
| | 1 A surplus is too much / not enough of someth | ing. |
| | 2 A breeze is a strong / light wind. | |
| | 3 Disruption causes / doesn't cause problems. | |
| | 4 If you are dependent on something, you need | /would like it. |
| | 5 A blizzard usually has strong winds / very low | emperatures. |
| | 6 A significant effect is quite <i>small/large</i> . | • |
| | 7 A forecast talks about the future / past. | |
| | 8 A heatwave is a day / period of hot weather. | |
| | | |
| | The weather (1) yesterday prediction on the A4 this more of the minor roads as well. I will certainly listen (4) | ted heavy snow during the night, and they were right. Traffic ning, and there was widespread (3) on many to the forecast tonight! |
| | Farmers in this country are (5) or (6) continues with no further rain means serious water (8) | rain for their crops to grow and flourish, and if the current n, it will be a second year of (7), and that |
| | We had 65 mph (9)today, and the houses. If these conditions get worse, the damage | his has caused (10)damage to a number of e will become more (11) |
| 7 | ABOUT YOUR COUNTRY Write answers to t | ne questions, or ask another student. |
| | | and 65 are common in your country? |
| | | |
| | | our country? |
| | | |
| | TEST YOURSELF | |

A Different styles

- plain top (without a pattern)
- waistcoat
- check/checked skirt
- suede shoes 4
- 5 cap
- 6 strap
- short-sleeved shirt 7
- V-neck(ed) sleeveless 8 jumper
- sandals
- 10 silk top
- tight-fitting skirt (OPP loose-fitting)
- 12 bracelet
- high-heeled shoes







| 1 | caps | | 6 | V-neck jumpers | |
|------------------|---|---|------------------|--|---|
| 2 | suede shoes | *************************************** | 7 | high-heeled shoes | ************************* |
| 3 | silk shirts | *************************************** | 8 | sandals | *************************************** |
| 4 | short-sleeved shirts | | 9 | waistcoats | *************************************** |
| 5 | bracelets | | | | |
| 1 | · · · · · · · · · · · · · · · · · · · | ces with a suitable word. | iacket a | nd | |
| 1 2 | I really like men in the | ree-piece suits, with trousers, | | nd clothes | 5. |
| 1 | I really like men in the I've got one really tig | ree-piece suits, with trousers, ht-fitting dress, but usually I p | refer | clothes | |
| 1 2 | I really like men in the I've got one really tig My sister wears flat sl | ree-piece suits, with trousers, | refer | clothes | |
| 1 2 3 | I really like men in the I've got one really tig My sister wears flat sl I don't like bright pat | ree-piece suits, with trousers, ht-fitting dress, but usually I p noes most of the time but | refer | shoes for special shirts. | |
| 1 2 3 4 | I really like men in the I've got one really tig My sister wears flat sl I don't like bright pat | ree-piece suits, with trousers, ht-fitting dress, but usually I p noes most of the time but terns, so I usually wear | refer and whi | clothes shoes for specia shirts. tesk | |

8 Since my dad went bald, he has started wearing a ______ to keep his head warm.

10 Some men like wearing _____-fitting T-shirts to show off their muscular bodies.

- 3 ABOUT YOU Write your answers, or talk to another student.
 - 1 Do you have any clothes in suede or silk? If so, what?
 - 2 Do you often wear sandals in the summer? If not, what do you prefer?

I've got a grey backpack with adjustable shoulder ______.

- 3 Do you wear a lot of short-sleeved tops or shirts? If so, when?
- 4 Do any members of your family wear a cap? If so, why?
- 5 Do you tend to prefer plain tops and shirts, or something with a pattern?
- 6 Do you ever wear waistcoats or V-neck jumpers?



B Special occasions

For my brother's stag party, we all had to march round town wearing kilts1, with large badges2 on our chests saying: If lost, return to Scotland.

At a recent fancy-dress party, my husband went as a woman cleaner wearing a wig and apron3, and carrying a bucket4 of water and a mop⁵. He looked silly.

I like to dress up for weddings and wear something elegant. The only problem in Britain is the weather. You can be standing around in a glamorous outfit, shivering at the same time.

In my house, barbecues are very casual affairs: T-shirt, shorts and flip-flops⁶.



| GLOSSARY | PERSONAL REPORT OF THE PARTY. | | |
|-------------|--|-----------|---|
| stag party | (ALSO stag night) a party for men only given for a man shortly before his wedding. A hen party is | glamorous | looking more exciting or attractive than ordinary people |
| famou dunce | the same for women. | outfit | a set of clothes that are worn together for a particular occasion |
| fancy dress | special clothes you wear to a party where people dress up to look like a different person | shiver | shake slightly, especially because you are cold or |
| wig | a covering made of real or false hair that you wear on your head | barbecue | frightened (abbreviation BBQ) an outdoor meal or party when |
| dress up | put on more formal clothes, usually for a special occasion | casual | food is cooked on a metal frame on an open fire very relaxed and informal |
| elegant | attractive and showing a good sense of style | affair | an event or situation |

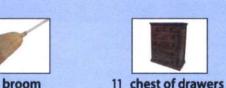
| 4 | | the pronunciation of the underlined letters the same or different? Write S or D. Use the 🐵 t elp you. | 0 | | | | |
|---|---|--|---|--|--|--|--|
| | | fancy dress 3 wig stag 5 glamorous elegant 7 glamorous bucket | | | | | |
| 5 | W | hat's the answer? | | | | | |
| | 1 | You might wear one if you haven't got any hair. | | | | | |
| | 2 | You might wear one to do the cooking. | | | | | |
| | 3 | You go to one of these pretending to be someone else. | | | | | |
| | 4 | You might need this to wash the kitchen floor. | | | | | |
| | 5 | People from Scotland sometimes wear these. | | | | | |
| | 6 | You might do this if you are very cold. | | | | | |
| | 7 | Men and women sometimes wear these on their feet on a beach. | | | | | |
| | 8 | People may wear one of these to show they belong to an organization or support something. | | | | | |
| | 9 | People often like to do this to look elegant for special occasions. | | | | | |
| | 10 | You have these outdoors and cook food on an open fire. | | | | | |
| | 11 | People like to look this to appear more attractive and exciting | | | | | |
| | • • | than ordinary people. | | | | | |
| | 12 | You might buy this to look elegant at a special occasion. | | | | | |
| | | | | | | | |
| 6 | A | BOUT YOU Write your answers, or talk to another student. | | | | | |
| | 1 | Have you ever been to a stag or hen party? If so, what was it like? | | | | | |
| | 2 Have you been to any fancy-dress parties? If so, who did you pretend to be? | | | | | | |
| | 3 | Do you like dressing up? If so, what occasions do you dress up for? | | | | | |
| | 4 | When you buy clothes, do you often buy complete outfits? If so, why? | | | | | |
| | 5 | Do you prefer to wear casual clothes most of the time? If so, what do you usually wear? | | | | | |
| | 6 | Do you often go to barbecues? If so, are they fairly casual affairs, and what do you usually wear? | | | | | |

At home

A Furniture and household objects



central heating system)





3 stool

7 (dust)bin





16 letter box

8 vacuum radiator

12 drawers

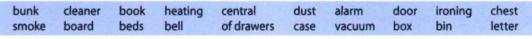
4 (door)mat

8 smoke alarm

Is the pronunciation of the underlined letters the same or different? Write S or D. Use the op to help you. 1 vac<u>uu</u>m pl<u>ug</u> 3 br<u>oo</u>m b<u>oo</u>k 5 h<u>oo</u>ver br<u>oo</u>m 7 bookcase broom

Combine words in the box to form compounds for ten household objects.

2 plug dustbin 4 drawer door 6 bunk dustbin



3 Do you need one hand or two hands to use these objects? Could you use any without hands? doorbell broom doormat plug radiator dustbin hoover socket 4 Complete the sentences. 1 Have you got a ______? I need to sweep the kitchen floor. 2 It's cold in here. The central heating is working, but one _____isn't enough for a big room. 3 I haven't got any chairs in the kitchen, but you can sit on this 4 I can only use three-pin plugs in this ______. 5 Could you wipe your feet on the _____ when you come in? 6 Would you take that rubbish out and put it in the _____? 7 I need to buy a new chest of ... 8 Could you _____ the living room? There's some stuff on the carpet. 9 My sister and I slept in ______ beds when we were little. I always wanted the top one. 10 I had to fit a new letter ______ because ours was too small.

5 ABOUT YOU Which of the items at the top of the page do you have in your home, and where are they? Write your answers, or tell another student.



B Household chores







MUST DO THIS WEEK!

- · clean the inside of the oven it's very greasy
- · order a dozen bottles of wine for Jacinta's party
- get hold of a plumber's number to fix the dripping' tap in the loo
- get new blinds for the spare bedroom
- · paint step3 in front of the porch4
- · get rough estimate for painting the outside of the house

| GLOSSARY | |
|-----------------|--|
| greasy | covered in fat and oil from cooking grease n |
| dozen | twelve half a dozen = six |
| get hold of sth | find sth that will be useful get hold of sb find or make contact with sb |
| plumber | a person whose job is to fix problems with water, pipes, radiators, etc. |
| loo inf | a toilet |
| spare | not used now but kept for possible future use: a spare room/tyre |
| estimate | a clear idea of the cost, size, etc. of sth: a rough estimate (= an approximate idea) estimate v |
| outside | the outer side or surface of sth SYN exterior |

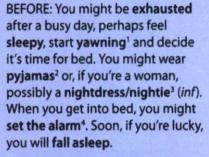
| 1 | estimate n estimate v3 | d <u>o</u> zer | n rough | | 5 | rough plumber | | | |
|----|---|----------------|----------------|-----------|------------|---------------------------------|--|--|--|
| 2 | estimate blind 4 | h <u>a</u> lf | sp <u>a</u> re | | 6 | plum <u>b</u> er <u>b</u> linds | | | |
| Re | teplace the underlined words with wo | ds th | at have a | similar | meaning | | | | |
| 1 | Could you get me six eggs? | | | | | | | | |
| 2 | Is anyone in the toilet? | | | | | | | | |
| 3 | Is the room at the end a free room? | | | | | | | | |
| 4 | I need to contact a builder. | | | | | | | | |
| 5 | | | | pipes? | | | | | |
| 6 | I need to get an idea of the cost? | | | | | | | | |
| 7 | The inside of the oven gets covered in fat and oil. | | | | | | | | |
| C | Complete the sentences. | | | | | | | | |
| 1 | I want to get of some wood to make a small gate for the front garden. | | | | | | | | |
| 2 | The of the house needs painting. We'll do it when the weather improves. | | | | | | | | |
| 3 | Be careful walking down the | : | they're a | bit dange | rous when | it's been raining. | | | |
| 4 | You always get someor | | | | | | | | |
| 5 | | | | | | | | | |
| | The tap in the sink keeps | | | | | | | | |
| 6 | | | | | of fizzy w | | | | |

Sleep

A Before, during and after sleep











DURING: When you're asleep, you have dreams and possibly nightmares. Some people snore. At this point they're fast asleep.

AFTER: 7.00am.The alarm goes off. It might wake you up, or you might be wide awake already. People without an alarm might oversleep, others might decide to have a lie-in.

GLOSSARY

exhausted very tired, either physically or mentally SYN worn out sleepy tired and ready to go to sleep fall asleep start sleeping SYN go to sleep/get to sleep; get back to sleep sleep again after you have woken up nightmare a bad or frightening dream snore breathe noisily while you are asleep fast asleep sleeping deeply SYN in a deep sleep OPP wide awake (of an alarm) ring or make a noise go off oversleep sleep longer than you should or want

SPOTLIGHT sleep

have a lie-in stay in bed later than usual

There are a number of words and phrases derived from sleep: A heavy sleeper sleeps well. A light sleeper wakes easily. A sleeper can also be a night train with beds for passengers. A sleeping bag is a large bag you sleep in when you are camping. A sleeping pill/tablet is a medicine you take to help you sleep.

Cover the glossary and spotlight. What words or phrases are being defined? 1 very tired, physically or mentally 6 stay in bed later than usual 7 a night train with beds for passengers 2 clothes some women wear in bed 3 medicine to help you sleep 8 open your mouth wide because you are tired 9 You sleep in this in a tent. 4 sleep longer than you want to 5 a bad dream 10 breathe noisily while asleep Replace the underlined word(s) with words or phrases that keep the same meaning. I was really tired, so I went to bed guite early last night. I got to sleep without a problem and very soon I was

in a deep sleep. Unfortunately, in the middle of the night, I had a bad dream, which woke me up. After that, I was awake for ages and didn't fall asleep again until about half past four, so when the alarm rang just after seven, I didn't hear it and I carried on sleeping. When I finally woke up, I still felt a bit tired.

- 3 Complete the questions? ABOUT YOU 1 Are you a _____sleeper or a ____sleeper? 2 Do you normally wear _____ in bed? 3 Do you normally set an _____ when you go to bed? 4 Do you usually feel _____awake as soon as you wake up? 5 Do you often have a _____ at the weekend? 6 Do other people ever tell you that you _____ when you're asleep? 7 Have you ever taken sleeping ? 8 Do you own or ever use a sleeping _____?
- ABOUT YOU Write your own answers to the questions in Exercise 3, or talk to another student.



B Sleep habits Hiroko Ella I work late and get up **Antonio** If I eat late, it disturbs my sleep early so that restricts my I sleep like a log and I often have a restless night. sleep to about five hours. wherever I am. Suzanna Carla Raul I sleep well as long as I establish a I'm sensitive to light and need Lack of sleep makes me good routine and stick to it. to sleep in total darkness. really irritable. Agnieszka Omar Nick During the day, I often When there are things on my suffer from insomnia, so have a nap. mind - like exams - I sleep badly. I never get much sleep. **GLOSSARY** easily affected by sth which may cause pain sensitive sleep like a log sleep very well OPP have a restless night (to sth) or upset stop sb doing sth, e.g. working, sleeping or thinking disturb darkness the state of being dark: in total darkness restrict put a limit on sb/sth If you suffer from insomnia, you are often insomnia irritable becoming angry easily unable to sleep. as long as on condition that SYN provided that have a short sleep, e.g. for half an hour have a nap establish start or create sth such as a system, organization, etc. If sth is on your mind, you're thinking or on my mind stick to sth inf continue with sth and not change to anything else worrying about it. 5 The pronunciation of the letter 'i' is the same as in bit in most of these examples. Which two are different? Use the @ to help you. provided insomnia establ<u>i</u>sh stick sensitive disturb restrict irritable 6 The pronunciation of the letter 's' is the same as in sit in most of these examples. Which two are different? Use the @ to help you. darkness insomnia disturb restless establish. as long as stick sleep Combine words in the box to form six phrases. in total have a restless a nap have sleep insomnia have something on my mind darkness night suffer from like a log 8 Complete the sentences with a word or phrase. 1 I get very _____if I don't sleep well. I'm in my own bed. I don't sleep well in strange beds. 2 I sleep well 3 After a relaxing bath and a hot drink, I always sleep ... to it. 4 Try to go to bed at the same time every night. Have a routine and ______ night. 5 I had too much to eat and drink last night, and I had a very 6 I didn't sleep well last night because I've got a lot of things on ______ a bedtime routine to sleep well. 7 Most experts say that you need to 8 I've been staying up late to revise for exams and that has the amount of sleep I get. during the night, I find it difficult to get back to sleep. ABOUT YOU Read the statements at the top of the page again. Are they true for you? Write your

TEST YOURSELF

answers under each statement, or ask another student.

32 Personal finance

A Spending and saving

Are you good at looking after your money? For example, do you:

- keep a clear record of outgoings, e.g. debit card payments, or do you find you are largely unaware of how much you are spending?
- keep your account in credit all the time, or are you sometimes overdrawn?
- pay your credit card bills promptly, or do you allow debts to mount up?
- check all the transactions in your bank statements, or do you just ignore them?
- think you're cautious with money, or do you waste large sums of money?

| GLOSSARY | |
|------------------|---|
| outgoings (pl) | the amount of money a person or business has to spend regularly, SYN expenditure OPP income the money you earn from work or savings |
| debit card | a plastic card used for taking money directly from your bank account |
| unaware (of sth) | not knowing or realizing that sth is happening OPP aware ; awareness n |
| be in credit | If you are in credit, there is money in your bank account. OPP be overdrawn |
| promptly | without delay prompt adj |
| debt | the amount of money you owe sb |
| mount up | increase gradually in size SYN build up , accumulate |
| transaction | a piece of business between people. In banking, you put money into an acount, or take it out/withdraw it. |
| bank statement | a printed record of activities in an account over a particular period |
| ignore | pay no attention to sth |
| cautious | careful about what you say or do, to avoid mistakes; not taking risks |
| sum (of sth) | an amount of money |

| | | | aware cautious |
|-------------|--|--|---|
| 2 | cautious withdraw 4 awa | are overdrawn 6 | withdraw ignore |
| Co | omplete the sentences. | | |
| 1 | I'm completely of how oft them down. I have to go online to look at r I've made. | ren I make card p my bank in orde | payments because I never with the see all the |
| 2 | I keep a reasonable of mo | ney in my bank account – enoug | h to keep it in |
| | And I like to pay all my bills | ; that way I don't forget. | |
| 3 | I didn't keep a record of my | | and I've got various |
| 4 | My sister is very stupid: she evenh | letters from her bank tellinger account. | ng her she needs to |
| Co | omplete the dialogues with a single wo | | |
| 1 | Did you take some money out? | ~ Yes, I£100. | |
| 2 | Is there money in your account? | ~ No, I'm afraid I'm | |
| 3 | Do you know what you spend? | ~ Yes, I keep a record of all my | |
| 4 | Do you always pay credit card bills? | ~ Yes, otherwise debts can | |
| 5 | Is he careful with money? | ~ Yes, he's very | . • |
| | Does the company want the money now? | | |
| | | | |
| 6 7 8 | She doesn't earn much, does she? Does he waste a lot of money? | ~ No, she's on quite a low ~ Yes, he has no | |

B Looking after your money

Creating a personal budget

Few people bother to budget, which is why so many are in debt. You must calculate the total income coming in each month, and the total going out, both regular outgoings and all other expenses. Then, subtract the expenses from the income. If there's a surplus, don't spend it: pay off any money you owe (in other words, your debts), and keep the rest for emergencies. If there is a shortfall, then you must take action. Consider where you can economize and make cutbacks. And don't expect anyone else to subsidize you and pay your debts.

TEST YOURSELF

| GLOSSARY | |
|----------------------------|--|
| budget | plan how much to spend and what to spend it on. A budget is the amount of money available to spend with a plan for spending it. |
| calculate | use numbers to find a total number, amount or distance SYN work (sth) out; calculation n |
| subtract sth (from sth) | take one number from another to calculate the difference SYN take sth away (from sth) |
| pay sth off | finish paying money that you owe for sth |
| owe | have to pay sb for sth that you have received or borrowed |
| economize | reduce the amount of money, time, goods, etc. that you use SYN make cutbacks |
| subsidize | give money to sb to help them pay for sth subsidy n |

SPOTLIGHT surplus, deficit, shortage, shortfall

A **surplus** is more of something than is necessary. If it is money, the opposite is a **deficit**; if it is food, petrol, etc, the opposite is a **shortage**.

A **shortfall** is the difference between what you have and what you need.

| 9 | budget subsidize | owe subtract | calculate pay sth o | econo | mize | | nething out | iumbers. |
|---|--|--|---|--|-------------------------------------|----------------------|--|---|
| 6 | help you. 1 subtrac 2 subsidiz | | the underline | ed letters the | c <u>u</u> tback b <u>u</u> dget | calculate cutback | ? Write S or D. | Use the 🕶 to |
| 0 | a) short a) short a) econ a) econ a) defici a) work | age b) cal omize b) tak omize b) ma it b) sho out b) cal | | c) deficit c) shortfall c) subtract c) subsidize c) budget c) pay off | r two woi | ds have in | n common. | |
| 8 | The floods this will lea for a gover I'm not care At first, it w | ve many farme nment (3) eful with mone | rs with a signification of the state of the | to help to hel | hem. then I dec | in cided to kee | their income, a ep a record of m nanaged after a | out the country, and and perhaps hoping by regular outgoings. while. One month, |
| | borrowed i | ed to say that w money and end me to the rescu | ded up (8) | - | lots | of money | to different peo | |

A Types of crime

Some of these crimes involve threatening people (= saying you will cause trouble for them, and possibly hurt them if they do not do what you want). Most of these crimes are also **deliberate** (= you intend to do them; SYN **intentional**), but not always.

| GLOSSARY | | | |
|-----------------------|---|-------------|---|
| manslaughter arson | (slaughter pronounced like daughter) killing sb illegally but not deliberately deliberately setting fire to sth, especially | blackmail | demanding money from a person by threatening to tell sb else a secret about them blackmail v. The person is a blackmailer . |
| rape | a building. The person is an arsonist . forcing sb to have sex, especially using violence rape v. The person is a rapist . | kidnapping | taking sb away illegally and keeping them prisoner, especially in order to get money kidnap v. The person is a kidnapper . |
| fraud | cheating sb in order to get money or goods illegally | shoplifting | stealing goods from a shop by leaving without paying for them. The person is a shoplifter . |
| bribery | giving money to sb to persuade them to help you, especially by doing sth dishonest bribe v | mugging | attacking sb, or threatening to attack sb in order to steal their money, especially in a public place mug v. The person is a mugger . |

Put the crimes in the three columns below. manslaughter bribery shoplifting mugging kidnapping fraud arson rape involves violence may involve violence doesn't involve violence 2 Circle the crimes which usually involve money. arson fraud mugging manslaughter bribery blackmail shoplifting rape kidnapping 3 Write down the person who commits these crimes. 1 shoplifting/ 4 kidnapping/ 2 blackmail/ 5 rape/ 3 arson/ 6 mugging/ 4 Complete the sentences. 1 I was _____outside my office by a man with a knife who demanded money from me. 2 He wasn't guilty of murder, but was found guilty of ______ 3 The boy was _____ outside his home and held prisoner for weeks. There is often a notice in stores saying that '_____ will be prosecuted'.
He stopped the woman in the street, _____ her with a knife, and took her money. 6 The man accused of _____ the girl insists that she agreed to have sex with him. 7 He the policeman with both money and expensive holidays. 8 He said he did it, but claims it was not 9 She _____him by threatening to tell the police about the money he stole. 10 He went to prison for credit card ______.

B Causes of crime

What do you think?

- Some people think that it is the people closest to us when we are growing up who have the greatest responsibility for shaping our moral standards.
- Crime rates tend to be higher in slum areas, and for children from these areas, crime can become an attraction because it offers a way of becoming richer. They join gangs and drift into crime.
- Another cause is the abuse of alcohol and drugs which can force people into crime.
- Some argue it is personal weakness or parental neglect, made worse by a lack of discipline at home or in school, that leads people into crime.
- Some believe that if penalties for offenders were harsher, crime would go down.

| GLOSSARY | |
|----------------|---|
| moral | concerned with principles of right and wrong behaviour morals n pl |
| slum | an area of a city that is very poor and where the houses are in bad condition |
| attraction | a feature or quality that makes sth seem interesting and enjoyable |
| gang | a group of young people who often cause trouble |
| drift into sth | start doing sth without a particular plan or purpose |
| abuse | the use of sth in a way that is wrong or harmful: suffer abuse abuse v |
| parental | connected with parents |
| neglect | the fact of not giving enough care or attention to sb/sth neglect v |
| discipline | the practice of training people to obey rules and punishing them if they do not |
| penalty | a punishment for breaking a law, a rule or a contract |
| offender | a person who commits a crime |
| harsh | severe, strict or cruel |

| slum | at at | traction | gang | abuse | discipline | |
|---|---|--|--|--|---|-----|
| negl | ect p | enalty | parental | moral | harsh | |
| Rep | lace the un | derlined v | vords with a sing | gle word | hat keeps the same meaning. | |
| 1 1 | s basically a | very poor a | area of the city with | h houses i | bad condition. | |
| 2 7 | he parents h | nave not giv | en enough care ar | nd attentio | n to these children. | |
| 3 9 | some of the | children nee | ed better training t | o obey ru | <u>es</u> | |
| 4 T | here's a very | unpleasant | t group of youths v | waiting at | the end of the street. | |
| 5 T | he children | have suffere | ed from wrong and | harmful t | reatment. | |
| 6 | Many people | who comm | nit crimes go on to | commit fo | urther crimes. | |
| 7 It's all about knowing the difference between r | | | | en right ar | nd wrong. | |
| | | | | | | |
| 8 1 | f you see no | future for yo | ourself, crime is an | exciting io | lea with possibilities of money. ne meaning as the sentences on the lef | ft. |
| Con | f you see no | future for your sentences on sibility of the control of the contro | ourself, crime is an on the right. Kee he parents. | exciting ic ep the sar It's a | lea with possibilities of money. | ft. |
| 8 Con 1 2 | f you see no nplete the : t's the respo | future for your sentences on the characteristic for the characterist | ourself, crime is an on the right. Kee he parents. hildren. | exciting ic ep the sar It's a The | ne meaning as the sentences on the lef | ft. |
| Com 1 1 2 T 3 T | f you see no nplete the same t's the responding have about the teenage | future for your sentences on sibility of the bused the chars do what to | ourself, crime is an on the right. Kee he parents. hildren. | ep the sar It's a The The It's a | ne meaning as the sentences on the left children have teenagers lack | ft. |
| Con 1 1 2 T 3 T 4 T | f you see no nplete the same t's the responding have about the teenage | future for your sentences of the characteristics of the characteristics do what to the characteristics do what the characteristics | ourself, crime is an on the right. Kee he parents. hildren. hey like. | ep the sar It's a The The It's a | ne meaning as the sentences on the left children have teenagers lack | ft. |
| Com 1 1 1 2 T 3 T 4 T 5 T | f you see no nplete the : 's the respo They have ab The teenages The issue is a The law is too | sentences on sibility of the charsed the charsed that the charsed the charsed what the charsed what the charsed control is soft. | ourself, crime is an on the right. Kee he parents. hildren. hey like. ht and wrong. | exciting ic ep the sai It's a The It's a We | ne meaning as the sentences on the left children have teenagers lack | ft. |
| Com 1 1 1 2 T 3 T 4 T 5 T 6 | f you see no nplete the : t's the respo They have ab The teenage The issue is a The law is too committed | sentences on sibility of the charsed the c | ourself, crime is an on the right. Kee he parents. hildren. hey like. ht and wrong. | exciting is ep the sai It's a The The It's a We | ne meaning as the sentences on the left children have teenagers lack | |
| Com 1 1 1 2 T 3 T 4 T 5 T 6 1 7 T T 7 | f you see no nplete the : t's the respo They have ab The teenage The issue is a The law is too committed | sentences on sibility of the bused the chart of the chart in the chart | on the right. Kee the parents. hildren. they like. thand wrong. tho real plan or purp th care and attention | ep the sai It's a The It's a We pose. I jus on. The | ne meaning as the sentences on the left children have teenagers lack need teen teen teen teen teen teen teen | • |
| Con 1 1 1 1 2 1 3 3 3 4 5 5 1 6 6 7 7 7 8 9 9 | f you see no hplete the set's the respondance in the teenage of the issue is a set of the issue is too to committed of the re hasn't of young people. | sentences on sibility of the charsed the c | ourself, crime is an on the right. Kee the parents. hildren. hey like. In and wrong. In or eal plan or purply care and attentions. | ep the sai It's a The It's a We pose. I jus on. The | ne meaning as the sentences on the left children have teenagers lack need te has been a lot of young people, money is a big | • |
| Con 1 1 2 T 3 T 4 T 5 T 6 1 7 T 8 Y | ryou see no inplete the set's the respondence the They have about the teenager The issue is a set to committed of the law is too committed of the re hasn't of the law is too committed of the re hasn't of the law is too committed of the re hasn't of the re hasn't of the law is too committed of the re hasn't of the law is too committed of the re hasn't of the law is too committed of the re hasn't of the law is too committed of the law is too commit | sentences on sibility of the charsed the c | ourself, crime is an on the right. Kee the parents. hildren. hey like. In and wrong. In or eal plan or purply care and attentions. | exciting ic ep the sai It's a The It's a We pose. I just on. The For | ne meaning as the sentences on the left children have teenagers lack need teenagers lot of young people, money is a big | • |

A The inner city

... the inner city streets became very narrow, so I parked the car and went the rest of the way on foot. I soon regretted that decision. The pavements were filthy with litter, and there was a gang of youths hanging around on one of the street corners. I started to feel concerned for my safety, so I turned into a long passage at the back of a factory. It was covered in graffiti, and two homeless young men were sleeping on the cold damp ground. It was a depressing place altogether.

| GLOSSARY | |
|------------------------------|--|
| inner | close to the centre of a place. The inner city is often associated with social and economic problems. |
| regret | (with an -ing form or noun) feel sorry that you did sth or that you did not do sth regret n |
| filthy | very dirty |
| litter | the paper that people don't want and leave on the ground |
| youth | a young man, usually one you do not have a good opinion of |
| hang around/ about inf | stay in or around a place not doing very much |
| concerned (about/for sth) | worried concern n, v |
| passage | a long narrow area with walls on either side that connects one room or place with another |
| graffiti pl | pictures or writing on a wall in a public place |
| homeless | having no home |
| damp | a little wet |
| depressing | making you feel very sad and without enthusiasm depressed very sad and without enthusiasm |

| reg | gret | filthy | litter | abandon | | damp | |
|-----|--------------------------|---------------------|---------------|--------------|------|-------------------------------------|------------------------|
| ho | meless | hang around | graffiti | depressin | g | concerned | |
| Co | mplete th | e definitions wit | h a single w | ord. | | | |
| 1 | filthy = ver | y | | | 5 | damp = a little | |
| 2 | the inner o | ity = | parts of a | city | 6 | concerned = | |
| | close to th | e centre | • | | | | you feel |
| 3 | regret = fe do someth | el ning. | you did or di | d not | | | on a wall in a public |
| 4 | litter = par | per left on the | | | | | |
| Co | mplete th | e sentences. | | | | | |
| 1 | | | t of | neon | e ir | n big cities; it's very sa | had |
| 2 | | d along a narrow | | | | | |
| 3 | There was | a lot of | in the fa | mily when th | ne d | children didn't arrive. | |
| 4 | | ice area: you get a | | | | | |
| 5 | | men were cleaning | | | | | |
| 6 | | | | | | ry | |
| 7 | | | | | | ntre of town with not | hing to do. |
| 8 | | o rain so I | | | | | 9 10 001 |
| | DOLLE VOL | 0.501.0.701 | | | | | |
| | | | you often se | e these thin | ıgs | in your country? V | Vrite your answers, or |
| ta | - T T | ner student. | | | | Chi | |
| | litter on th | e ground | | | **** | | |
| - | arathtti | | | | | gangs of youths | |
| - | | people sleeping in | | | | | |

B In the suburbs



I live in a block of flats that is surrounded by trees, which is rather nice. On the whole, it's considered a desirable district because it's a nice quiet suburb, near local shops and good schools, but also handy for town. The main drawback is that, although there is a pub nearby, it's not a particularly lively area – there's not much going on in the evenings, so you have to go into town for a decent nightlife. The other thing is that as time goes on, the area is getting more built-up, and that's a shame.

SPOTLIGHT go on

This phrasal verb has several meanings:

- 1 be going on be happening or taking place (as in the text)
- 2 (of time) pass SYN go by: As time went on/by, things improved.
- 3 (of a situation) continue: It could go on like this for a long time.

| GLOSSARY | | | |
|-----------------------|--|-------------------|---|
| surround | be or go all around sth: be surrounded by sth ; surrounding adj | drawback | sth that is not good or causes problems SYN disadvantage |
| on the whole | generally, but not true in every case SYN in general, generally | nearby adv, adj | not far away in distance: We went to a nearby restaurant. (NOT We went to a near restaurant.) |
| desirable district | wanted, often by many people an area of a town or country that has particular features | lively decent | full of interest, with things to do of a high enough standard: They have decent food there. |
| suburb | an area where a lot of people live, outside the centre of a town | built-up shame | (of an area of land) with a lot of buildings a fact or situation that makes you feel |
| handy (for sth) inf | located near to things you need SYN convenient (for sth) | | disappointed SYN pity: That's a shame/pity. What a shame/pity. |

| 5 | D | o the words and phrases in italics have | the same | e me | aning? Write S or D. | |
|---|---|---|---------------|---------|---|--|
| | 1 | In general / On the whole it's a nice place. | ******** | 5 | A handy / lively area. | ******* |
| | 2 | They live <i>nearby / next door</i> . | ********* | 6 | What's going on / happening here? | |
| | 3 | It's convenient / decent. | | 7 | The school is very handy / built-up. | |
| | 4 | What a pity/shame. | ******** | 8 | It's quite a poor suburb / district. | |
| 6 | C | omplete the sentences with a word or p | hrase. | | | |
| | 1 | There used to be lots of open spaces, but r | now it's a | really | area. | |
| | 2 | I live in a pleasant | | | | |
| | 3 | Unfortunately, the whole area is | | b | y factories, which is a big | |
| | 4 | It's verybecause | it's close t | to my | children's school and the place where | l work. The |
| | | area is also nice, v | | | | |
| | 5 | It's close to the centre and quite a poor but in the evenin | g it can b | e dan | | mprove, but I |
| | | expect it tolike t | | | | |
| | 6 | For young people it's not that | | in rest | the evenings, which is aaurants, which is good. | ······································ |
| | 7 | There are one or two drawbacks, but | | | | |
| | 8 | For many families, the most | | | | ols. |
| | Δ | BOUT YOU Write your answers, or ask | another | ctud | | |
| | 1 | | | | | |
| | 2 | Is the area where you live built-up, or is the | ie a leelii i | ig or s | pace: | |
| | 3 | What is your home surrounded by? | | | | |
| | 3 | What shops do you have nearby? | | | | |
| | 4 | Is your home handy for most things? | | | | |
| | 2 | What are the drawbacks? | • | | 2144.2 | |
| | 0 | As time goes on, do you think the area will | improve (| or get | worse! Why! | |



A Living in the country

I live on the outskirts of a village. There's a shallow stream that runs along the bottom of my garden, and beyond that, a lovely meadow. So, it's a very quiet spot. Of course, not everything is perfect. Public transport in the country is very infrequent, and in the winter you can occasionally feel a bit isolated. Nevertheless, I wouldn't swap rural life for life in a town or city.

| GLOSSARY | |
|--------------|--|
| outskirts | the part of a town furthest from the centre: on the outskirts of a town/city/village |
| shallow | not having much distance between the top and the bottom OPP deep |
| stream | a very small river |
| beyond | on or to the further side of sth |
| meadow | a field covered in grass, often used for hay |
| spot | a particular area or place: a quiet spot |
| infrequent | not happening often OPP frequent; frequency n |
| occasionally | sometimes but not often |
| isolated | without much contact with other people isolation n |
| nevertheless | despite sth you have just mentioned |
| swap | exchange one thing for another |
| rural | connected with the country and country life |

| U | Correct the spelling mistakes. | | | |
|----|---|----------------------|------------------|---|
| 1 | I medow | 5 | ocassionally | |
| 2 | freqwent | 6 | nevertheles | |
| 3 | outskirt | 7 | swop | |
| 4 | shalow | 8 | streem | *************************************** |
| 2 | Replace the underlined word(s) with | a single word | that keeps | the same meaning |
| 1 | I wouldn't exchange my old cottage for | or a modern ho | ouse | *************************************** |
| 2 | There's a very small river running throu | ugh the village. | | |
| 3 | The bottom of the garden is a very qu | iet <u>area</u> . | | |
| 4 | We feel we lack contact with other pe | ople. | ****** | |
| | We do get snow in winter but it's not | often. | | |
| | I walked through a lovely field covered | d in grass. | ****** | |
| 7 | On the further side of the river there is | | | |
| 8 | We go there sometimes but not often | , | ****** | |
| 9 | It's very quiet in the evenings. Despite | that, I still like i | t | |
| 10 | I used to live on the <u>edge</u> of the villag | e. | ****** | |
| 8 | Complete the sentences. | | | |
| • | You can walk across if you take your sh | noes off - the s | tream is very | ······································ |
| | There isn't much contact with the neighbor | ghbours, so the | ey do suffer fro | om |
| 3 | Rain isn't in the east of | of the country. | The climate is | surprisingly dry. |
| 4 | There isn't much to do in the evening | | | |
| | A feeling of peace and calm is one of | the joys of | | ife. |
| (| My cousin lives on the | of the town, | quite close to | the countryside. |
| 7 | 7 What about the of th | e bus service? | How often do | buses run? |
| 1 | 8 Just the post office, y | | | |
| 9 | We walked across the meadow and fo | | | |
| - | The river is veryhere | | | |

B Farming

Martin Dobbs runs a **mixed** animal and **arable** farm. He **keeps** a **herd** of 75 **dairy** cows, which supplies milk and cream to local suppliers in the area, but that is in **combination** with a range of **crops**, including both **cereals** and fruit.



Mixed ca 1 differe 2 good a 3 consist Although farming is becoming an increasingly difficult way to earn a living, Martin has never considered doing anything other than working in agriculture, which both his father and grandfather did before him. His son and one full-time labourer help him. When he dies, he will pass on the farm to his son.

| son and one full-time laboure him. When he dies, he will pas the farm to his son. | | | | | | |
|---|--|--|--|--|--|--|
| GHT mixed | | | | | | |
| and bad qualities: I | mixed farming (as above) I have mixed feelings about the farm, ands of people: People of mixed race. | | | | | |

| GLOSSARY | |
|---------------------|--|
| arable | connected with growing crops |
| keep | own and care for animals: keep cows, sheep, etc. |
| herd | a group of cows, elephants and deer |
| dairy | (of a cow) that is kept for the production of milk |
| combination | the act of joining or mixing together two or more things; two or more things joined/mixed to form a single unit |
| crop | a plant that is grown in large quantities, especially as food: cereal crop |
| cereal | one of various types of grass that are produced for food, e.g. wheat |
| increasingly | more and more |
| living | money to buy the things you need in life: earn/make a living What do you do for a living? |
| labourer | a person whose job involves hard physical work labour n |
| pass sth on (to sb) | give sth to sb else, especially after using it yourself |

| | arable labour | cereal | mixed a living | physical feelings | earn of cows | herd farm | |
|----|------------------|-----------------|------------------------|----------------------|------------------|---|------------------|
| Cc | omplete th | e sentence | s on the righ | t. Keep the s | ame meanin | g. | |
| 1 | We are an | arable farm. | | We mos | stly | ••••••••••••••••••••••••••••••••••••••• | |
| 2 | We have o | ver 100 cow | S. | We have | e a | | |
| 3 | We grow o | ereals and k | eep animals. | We are a | a | ······································ | |
| 4 | We grow o | ereals and v | egetables. | We are a | an | ······································ | |
| 5 | We only ha | ave milking o | COWS. | We are a | 3 | | |
| 5 | How does | he earn a liv | ing? | What | | ? | |
| 7 | My son wi | ll get the fari | m <u>after I die</u> . | | | | |
| 3 | We grow r | many types o | of grass for foo | d. We grov | v various | | · |
| Co | omplete th | e question | s. | | | | |
| 1 | - | - | | (| of cereals and t | fruit/vegetables | , |
| 2 | | | | machines to | | 3 | |
| 3 | | | | 7 | | | |
| | | | do far | | | | |
| 5 | | | | iving from farm | ning? | | |
| 5 | | | | on a fa | | ldren? | |
| 7 | | | | | | n | ? |
| 3 | | | | | | ng human labou | |
| | | | | | | | |
| A | BOUT YOU | R COUNTRY | Write answ | ers to the qu | estions in Ex | ercise 6, or tal | k to another stu |



CITY BREAKS IN PRAGUE

Prague is a stunning city, and this thriving capital of the Czech Republic makes a romantic and vibrant city-break destination. A stroll through Prague's streets is a delight: its architecture is remarkably diverse.

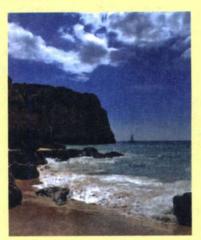
Charles Bridge and the Astronomical Clock have both undergone restoration, but the city was amazingly

untouched by the Second

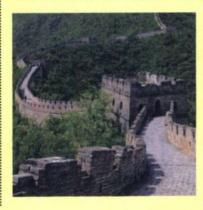
World War.

UNWIND ON THE ALGARVE

The resorts on the Algarve, with their golden sandy beaches, are a great place to relax. Laze around on the golden sandy beaches, enjoy the atmosphere of traditional fishing villages like Alvor, or just wander round Albufeira's old town, which still retains its wonderful charm.



OFF THE BEATEN TRACK ON THE GREAT WALL OF CHINA



Our China trek offers a unique experience for the adventurous traveller who wants to get away from it all. Apart from the spectacular scenery, you will have the rare opportunity to camp in a remote part of rural China and experience local life in its most unspoilt state.

| GLOSSARY | | | CONTRACTOR OF THE PROPERTY OF |
|-----------------------|---|------------------------------|---|
| stunning | extremely attractive or impressive | laze around/about | relax and do very little |
| thriving | growing and developing, and very successful | wander around/ round | walk slowly without a real purpose or direction |
| vibrant | full of life and energy; exciting | retain formal | keep sth |
| delight remarkably | sth that gives sb great pleasure delightful adj in an unusual or surprising way remarkable adj | charm | a pleasant or attractive quality or feature charming <i>adj</i> |
| diverse | very different from each other, and of various kinds | off the beaten track | far away from other people and houses SYN remote |
| undergo | experience a process of change | trek | a long hard walk, often in the mountains |
| restoration | the work of repairing old buildings, paintings, | unique | being the only one of its kind |
| T.C.S.C.I.G.II | etc. restore v | adventurous | liking to try new things adventure n |
| unwind inf | relax, especially after working hard syn take it easy | get away from it all | go somewhere different to have a rest or holiday |
| resort | a place which is known as a holiday destination: a beach/ski resort | unspoiled (ALSO unspoilt) | (of a place) beautiful because it has not been changed or built on |

| 0 | Complete the dialogues. | | |
|---|--|--|--|
| | 1 Is the town centre quite different now | ? ~ Yes, it has | major changes. |
| | 2 Is it still a thriving place? | ~ Yes, it's | |
| | 3 Is the restaurant quite cheap? | ~ Yes, it's | good value. |
| | 4 There's nowhere like Cuenca. | ~ That's true. It's | |
| | 5 The village hasn't changed at all. | | |
| | 6 I've heard the villa is miles from anywh | | |
| | 7 Have you been there before? | | ar beach |
| | 8 Is it a really enjoyable place? | | |
| 2 | Replace the underlined word(s) with | a single word that keeps t | he same meaning. |
| | 1 He's running a flourishing clothes busi | | |
| | 2 Just look at that beautiful view of the | | |
| | 3 My son's interests are very varied. | | |
| | 4 That particular building is the only one | | |
| | 5 The villa was really off the beaten track | | |
| | 6 The old town is a surprising and unusu | | |
| | 7 We just want to relax and do very little | 17 | |
| | 8 The old buildings in the centre need to | | |
| 3 | Complete the text. | - 1000 ° | A |
| 1 | what I had undenstood them the helida. | brachina but the meality was | At least, that's |
| | what I had understood from the holiday undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) [8] all just didr | , so I had to stay in a nearby e same as me: (5) round th noisy and unp | somewhat different. The villa was beach (4), around on the e streets in the evening. Sadly, |
| 4 | undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) (8) Replace words in the text with words unwind thriving diverse vibrant | , so I had to stay in a nearby e same as me: (5) round th noisy and unpoint happen. s from the box so that the ret stunning restore rem | somewhat different. The villa was beach (4), around on the estreets in the evening. Sadly, deasant, so my idea of getting |
| 4 | undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) (8) Replace words in the text with words | round the same as me: (5) round the moisy and unput happen. s from the box so that the rest stunning restore remains most of them you have bear of its varied architecture and it years the city has managed are Alfama where you can casual for shops and restaurants, but it is same and restaurants, but it is same as for shops and restaurants, but it is same as for shops and restaurants, but it is same as for shops and restaurants, but it is same as for shops and restaurants, but it is same as for shops and restaurants, but it is same as me as for shops and restaurants, but it is same as me are restaurants. | beach (4) around on the estreets in the evening. Sadly, leasant, so my idea of getting meaning stays the same. arkable wander retain utiful views of this unusual and surprising cultural heritage. But it is also a modern, to repair many of the old buildings. For illy walk around and enjoy the charms of the for really exciting nightlife, head for the |
| 4 | undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) (8) Replace words in the text with words unwind thriving diverse vibrant Lisbon is surrounded by seven hills, and fro city, which has managed to keep so much flourishing European capital, and in recent tourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the control of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the control of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the control of the most popular parts is the control of the most popular parts. | round the same as me: (5) round the moisy and unput happen. s from the box so that the rest stunning restore remains and it years the city has managed the Alfama where you can casual for shops and restaurants, but it is not the nearby beaches of Cast managed to the nearby beaches of the nearby be | beach (4) around on the estreets in the evening. Sadly, leasant, so my idea of getting meaning stays the same. arkable wander retain utiful views of this unusual and surprising cultural heritage. But it is also a modern, to repair many of the old buildings. For illy walk around and enjoy the charms of the for really exciting nightlife, head for the |
| 4 | undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) (8) Replace words in the text with words unwind thriving diverse vibrant Lisbon is surrounded by seven hills, and fro city, which has managed to keep so much flourishing European capital, and in recent tourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related to the control of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the control of the most popular parts is the control of the most popular parts in the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can relate the control of the most popular parts is the control of the most popular parts in the control of the control of the most popular parts in the control of the most popular parts in the control of the control of the most popular parts in the control of the | round the same as me: (5) round the noisy and unput happen. s from the box so that the rest stunning restore remains of its varied architecture and at years the city has managed as for shops and restaurants, but so on the nearby beaches of Castalana where you can casual so for shops and restaurants, but so on the nearby beaches of Castalana where you can casual so for shops and restaurants, but so on the nearby beaches of Castalana where you can casual so for shops and restaurants, but so on the nearby beaches of Castalana where you can casual so for shops and restaurants, but so on the nearby beaches of Castalana where you can casual strength and the property of the property | somewhat different. The villa was beach (4) around on the e streets in the evening. Sadly, leasant, so my idea of getting meaning stays the same. arkable wander retain utiful views of this unusual and surprising cultural heritage. But it is also a modern, to repair many of the old buildings. For lly walk around and enjoy the charms of the for really exciting nightlife, head for the scale and Estoril: wonderful places to visit. |
| 4 | undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) (8) Replace words in the text with words unwind thriving diverse vibrant Lisbon is surrounded by seven hills, and fro city, which has managed to keep so much flourishing European capital, and in recent ourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the seven hills, and in recent ourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the seven hills, and in recent ourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the seven hills are the seven hills and the seven hills are the seven hills. ABOUT YOU Write your answers, or What do you want from a holiday? Do you want to go somewhere vibrant and the seven hills are the seven hills. | so I had to stay in a nearby a same as me: (5) round the moisy and unpoint happen. s from the box so that the rest stunning restore remains most of them you have bear of its varied architecture and it years the city has managed in a Alfama where you can casually con the nearby beaches of Cast on the nearby beaches of Cast on the nearby beaches of Cast on the nearby beaches. d exciting? | somewhat different. The villa was beach (4) around on the e streets in the evening. Sadly, leasant, so my idea of getting meaning stays the same. arkable wander retain utiful views of this unusual and surprising cultural heritage. But it is also a modern, to repair many of the old buildings. For ally walk around and enjoy the charms of the scals and Estoril: wonderful places to visit. |
| 4 | undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) (8) Replace words in the text with words unwind thriving diverse vibrant Lisbon is surrounded by seven hills, and frocity, which has managed to keep so much flourishing European capital, and in recentourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related to you want to go somewhere vibrant and Do you want to go somewhere vibrant and Do you want to laze around on a beach are | round the moisy and unput happen. s from the box so that the restriction of its varied architecture and it years the city has managed in a for shops and restaurants, but it is not the nearby beaches of Castalana where you can casual is for shops and restaurants, but it is not the nearby beaches of Castalana where student. ask another student. d exciting? | somewhat different. The villa was beach (4) around on the e streets in the evening. Sadly, leasant, so my idea of getting meaning stays the same. arkable wander retain utiful views of this unusual and surprising cultural heritage. But it is also a modern, to repair many of the old buildings. For illy walk around and enjoy the charms of the for really exciting nightlife, head for the scals and Estoril: wonderful places to visit. |
| 4 | undergoing (3) where most people were trying to do the beach during the day, and then (6) the place turned out to be (7) (8) Replace words in the text with words unwind thriving diverse vibrant Lisbon is surrounded by seven hills, and fro city, which has managed to keep so much flourishing European capital, and in recent ourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the seven hills, and in recent ourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the seven hills, and in recent ourists, one of the most popular parts is the old town. The Chiado district is famous Bairro Alto. Then, after all that, you can related the seven hills are the seven hills and the seven hills are the seven hills. ABOUT YOU Write your answers, or What do you want from a holiday? Do you want to go somewhere vibrant and the seven hills are the seven hills. | round the same as me: (5) round the noisy and unput happen. s from the box so that the rest stunning restore remains most of them you have bear and it years the city has managed at years the city has managed as for shops and restaurants, but it is on the nearby beaches of Cast is on the nearby beaches of Cast is on the nearby beaches. ask another student. d exciting? and unwind? aten track and get away from | somewhat different. The villa was beach (4) around on the e streets in the evening. Sadly, leasant, so my idea of getting meaning stays the same. arkable wander retain utiful views of this unusual and surprising cultural heritage. But it is also a modern, to repair many of the old buildings. For ally walk around and enjoy the charms of the for really exciting nightlife, head for the scale and Estoril: wonderful places to visit. |



Holiday accommodation

A Luxury accommodation

GLOSSARY

When we go away, the last thing we want is to find that everywhere is fully-booked, no vacancies anywhere, ending up in a miserable B and B (or Airbnb), possibly in the middle of nowhere. Therefore, we always book well in advance and go for something fairly exclusive, preferably in a town. It doesn't have to be a grand or impressive building, but we do expect luxury and first-class service in order to justify the high prices these places charge. Having said that, high prices are no guarantee of high quality.



A B and B (ALSO B & B - abbreviations of bed and breakfast; ALSO guest house) is like a fairly cheap hotel but it does not serve evening meals.

Airbnb is a private company in which members offer accommodation in a room, flat or house they own. This is all arranged online.

| rully-bovacancy miseration the moof not in advan | ole niddle where nce | (of a hotel, restaurant, theatre no places available a room in a hotel that is availa no vacancies unpleasant, making you feel far away from other people a before a particular time or ev advance (= book a long time expensive and reserved for sp | able: unhappy nd houses ent: book well in before you go) | luxury impressiv justify having sa that guarante | better of beautifive causing quality, give or used to you have a promi | or preferred ul and expen- a a feeling of a importance, be a good rea introduce an re just said se | etc. SYN grand ason for sth opinion that r em less strong ill be done or t | urious adj ause of its size, ; impress v nakes what |
|---|-------------------------------|--|---|---|--|--|---|--|
| | | e the main stress on the | | | | | | |
| jus | tify va | cancy luxury in advanc | e miserable | guarantee | luxurious | exclusive | preferably | fully-booked |
| 2 Go | od nev | ws, bad news, or could i | it be either? V | Write G. B o | r either. | | | |
| | | eal was impressive. | | | | as in the m | niddle of nov | vhere. |
| 2 | The ho | tel was fully booked. | | 6 | The weath | ner was mis | erable. | |
| 3 | They g | ave us a guarantee a taxi w | ould be there. | 7 | This area is | s rather exc | lusive. | |
| 4 | There v | were still vacancies at the h | notel. | 8 | The room | wasn't luxu | irious. | *************************************** |
| 3 Co | mplete | e the dialogues with a s | uitable word | or phrase. | | | | |
| 1 | Was th | e breakfast good? | ~ Yes, very go | | | , the | re wasn't a lo | ot of choice. |
| 2 | Which | floor do you want? | ~ I don't min | d, but | | OV | erlooking th | e garden. |
| 3 | Have y | ou reserved a room? | ~ Yes, we boo | | | | | |
| 4 | | ey refund your money? | ~ Yes, they | | | that when | I rang and c | ancelled. |
| 5 | It's very | y expensive. | ~ I know, but the rooms. | | | tha | t by the high | n quality of |
| 6 | Are the | ere still rooms available? | ~ No, we got | the last | | | so they're | |
| | | | | | | | | |
| 7 | Was th | e building very grand? | ~ Yes, we we | re | | ······································ | | |
| 8 | It's a ve | ery expensive place, isn't it | ~ Yes, but I lik | ke a bit of | | | on my noile | lays. |
| 4 Af | BOUTY | OU Write your answer | s, or talk to a | nother stu | dent. | | | |
| 1 | | book your holidays well i | | | | | | |
| 2 | | often stay in fairly luxurio | | | | | | |
| 3 | Do you | ever stay in a B&B or use | Airbnb? | | | | | |
| 4 | Do you | like being in the middle o | of nowhere for | your holiday | y? | | | |
| 5 | Do you | think high prices usually q | guarantee high | quality in y | our country | ? | | |
| | | | | | | | | |

What do you look for most in holiday accommodation?

B Budget accommodation

We're not mean, but we've generally opted for holidays which only require a fairly limited budget: occasionally in a caravan¹, but more often we go camping or stay in a youth hostel. The thing that appeals to me about camping is not just expense – it's cheap - but it also enables us to move around more freely, and we like that flexibility. And given that we generally live in comfort, I think it's good for the children to experience a type of holiday which is a bit different. When we go away we are quite strict about them not using their phones.



| GLOSSARY | | | |
|----------------|--|----------------------------|--|
| mean | wanting to keep money and not spend it on others OPP generous | enable sb/sth to do sth | make it possible for sb/sth to do sth |
| opt for sth | choose sth | flexibility | the ability to be changed easily flexible adj |
| budget | an amount of money you are able to spend | | OPP inflexible |
| | on sth | given (that) | when you consider sth |
| youth hostel | a cheap and simple place to stay, especially for young people | comfort | the state of having a life with everything you need, or being physically relaxed: <i>live in comfort</i> |
| appeal (to sb) | be attractive or interesting to sb appealing adj | go away | leave home for a period of time, especially for |
| expense | the money that you spend on sth: | | a holiday |
| | an extra expense | strict | not allowing people to break rules or behave badly |

| 5 | Co | | he dialogu | | | | | | | |
|---|--|--|---------------|--|--|----------------------------|---|---|---|---|
| | 1 | , | | | | of with dates and times. | | | | |
| | 2 | | | | | that he doesn't earn much. | | | nuch. | |
| | My uncle is paying for my holiday. ~ Wow, that's veryAre you here this weekend? ~ No, we're | | | | | | | | | |
| | | | | fe | or a few days | | | | | |
| | 5 | 5 Are you hiring a car as well? ~ No, that's an extra | | | | | I take buses. | | | |
| | 6 | 6 We need to stay somewhere really cheap. ~ OK, how ? | | | | about a | | or a | | |
| | 7 | Some per | ople love ca | mping but | it doesn't | | | to me perso | onally. | |
| | 8 | Do you al | ways eat too | gether, ever | n on holid | lay? ~ Yes, n | ny parents are | very | | about that. |
| 6 | Re | write the | sentences | opt for | rds from | the box. | Keep the me | eaning the s | ame. | |
| | | Service Control of the Control of th | | | | enable | appealing | expense | Comort | |
| | 1 | | wants to sp | The state of the s | The same of the sa | | | | | |
| | 2 | | eap place, w | | _ | | | | | |
| | 3 | We have a | a limited am | nount of me | oney to sp | oend. | *************************************** | *************************************** | *************************************** | |
| | 4 | The date | can be char | nged easily. | | | *************************************** | | | |
| | 5 | We chose | something | quite simp | le. | | | *************************************** | | |
| | 6 | I want to | have a pleas | sant life and | everythi | ng I need. | | | | |
| | 7 | A room w | vith a balcor | ny costs mo | re money | /. | *************************************** | | ••••• | *************************************** |
| | 8 | A caravan | doesn't inte | erest me. | | | | | | |
| 7 | Α | BOUT YOU | Write vo | our answe | rs. or tall | k to anoth | er student. | | | |
| | 1 | Have you | ever staved | in a carava | n or vout | h hostel? If | so, what were | they like? | | |
| | 2 | Do budge | et holidays a | appeal to vo | ou or do | vou prefer t | o stav somew | here in comf | ort? | |
| | 3 | Do you h | ave a limited | d budget w | hen you | no on holid | av? | nere in comin | J. C | |
| | 4 | Do you re | estrict using | your phon | e (for wor | k) when vo | u're on holiday | /? | | |
| | 5 | Do you lik | ke staving in | one place | or the fle | xibility of be | eing able to m | ove around? | ••••• | |
| | 6 | | | | | | | | | |
| | - | 20,0010 | yc | o parcino | Denig Jul | | acout any tim | -9 on nonda | , | |



38 Buying and renting

A Buying





Hi Matt

Just wanted to let you know we've sold our terraced¹ house, and moved in to a larger semi-detached² property further out of town. It doesn't look that big from the outside, but the interior is really spacious: large entrance hall, with a wide staircase, and open-plan kitchen, dining room and living room. The bedrooms are also a good size, which is great. We need to do some decorating and probably put in a new kitchen, but basically the overall condition is quite good. The other bonus is that it was actually cheaper than our other house, largely because of the location, so we don't need such a big mortgage. . . .

Send

| GLOSSARY | |
|---------------|---|
| interior | the inside part of sth OPP exterior |
| spacious | having a lot of space; large in size |
| entrance hall | the area directly inside the front door of a building |
| staircase | a set of stairs |
| open-plan | (of the inside of a building) not divided into separate rooms |
| decorating | the act of putting paint, etc. on a wall or ceiling of a room or house: do (some / a bit of) decorating |
| put sth in | fix equipment or furniture into position so it can be used SYN install |
| basically | used to say what the most important or most basic aspect of sth is SYN essentially |
| overall | generally; when you consider most things |
| bonus | sth good that you get in addition to what you expect |
| largely | mostly |
| mortgage | money you borrow in order to buy a house or flat: <i>take out a mortgage</i> (= organize a mortgage) |

1 Find an underlined letter in the right-hand box with the same pronunciation as the underlined letter(s) in the left-hand box. Use the 40 to help you.

| sp <u>a</u> cious | st <u>air</u> case | mortgage | camer <u>a</u> | l <u>a</u> te | s <u>a</u> w |
|-------------------|--------------------|------------------|----------------|---------------|-----------------|
| det <u>a</u> ched | entr <u>a</u> nce | over <u>a</u> ll | fl <u>a</u> t | c <u>a</u> re | dam <u>a</u> ge |
| | | | | | |

Complete the sentences.

| 1 | There are one or two | small differences, but | the flats are the s | ame. |
|----|------------------------|--|--|---------|
| 2 | We've got a narrow | up to the sec | cond floor. | |
| 3 | The | of the house needs money s | spent on it, but the | is fine |
| 4 | The price is | to do with location. | | |
| 5 | We didn't need a | ······································ | | |
| | | at the back. That's a | ······································ | |
| 7 | There are a few thing | s wrong with it, but | it's fine. | |
| 8 | We are going to do so | ome in the | bedrooms. | |
| 9 | The living room is rea | lly | | |
| 10 | We plan to | a new shower. | | |
| | | | | |

3 Complete the questions.

| complete the questions. | | |
|-------------------------------|-------------------|---|
| Are | and semi- | houses common? |
| Is it common in flats to have | a large entrance | ? |
| Do people often prefer an op | oen | design? |
| | | o buy a flat or house? |
| Do people usually do the | ther | nselves, or employ someone to do it for them? |
| When people buy a new hor | ne, do they often | new bathrooms or kitchens? |
| ֡ | Are | Are and semi |

4 ABOUT YOUR COUNTRY Write your answers to Exercise 3, or talk to another student.



B Renting



I've finally found somewhere to rent. It's been difficult as there aren't many rental properties on the market at the moment. It's on the top floor of a three-storey house – I guess it was originally the attic – and I've taken out a one-year lease, but the landlord is happy for me to extend that if I want to. It's unfurnished, so I will have to buy a lot of new stuff, but it has recently been redecorated, and there's quite a lot of storage space. It's a two-bedroom flat, and I've already got a flatmate to share the rent with me, so it's not too expensive. I've just got to sign the contract now and pay the deposit along with one month's rent. I move in next week.

| GLOSSARY | | | | |
|---------------|--|-------------|--|--|
| rental | A rental property is a property that you rent rather than buy. | extend | make sth longer or larger, in space or time: extend a building; extend a lease; extension n | |
| on the market | available for sb to buy or rent | unfurnished | without furniture OPP furnished | |
| storey | one floor or level of a building: a multi-storey car park | storage | the process of keeping sth in a particular place until it is needed; space where things | |
| attic | the space or room under the roof of a house ALSO loft | flatmate | can be kept a person who shares a flat with one or | |
| lease | a legal agreement that lets you use a building | | more people | |
| | for a fixed period of time in return for rent | contract | a written legal agreement: sign a contract | |
| landlord | a person who rents out a house/flat or room to people for money. A landlord can be a man or a woman; a landlady is a woman only. | deposit | money that you pay when you rent sth and that you get back when you return it without damage | |

- Underline the main stress on these words. Use the to help you. rental landlord unfurnished flatmate attic extend contract
- 6 Underline the correct answer. Both answers may be possible.
 - 1 Is the flat a rent / rental property?
 - Who is the landlord / landlady?
 - 3 I'm storing stuff in the attic / loft.
- 4 I need to find a flatguy / flatmate.

- 5 There's lots of storey / storage space.
- 6 It's a six-month rent / lease.7 I'll move in after I write / sign 7 I'll move in after I write / sign the contract.

deposit

- 8 I hope I can intend/extend the lease.
- Complete the dialogues in a suitable way.
 - 1 Are you moving in soon?
 - 2 Are you living there on your own?
 - 3 Is there plenty of space to put things?
 - 4 Do you have to pay anything before
 - 5 What if you want to stay more than a year? ~ I've already asked about an to the
 - 6 Do you need to buy much furniture?
 - 7 Have you bought the flat?
 - 8 You're on the first floor?

- ~ Yes, I just have to sign the ______tomorrow.
- ~ No, I've got a couple of ______.
- ~ Yes, there's loads of _____space.
- ~ Yeah. You pay a ______ usually about
- a month's rent.
- ~ No, the flat is fully _____.
- ~ No, it's a
- ~ Yes, that's right, but it's a fourbuilding.
- 8 ABOUT YOUR COUNTRY Write your answers, or talk to another student.
 - 1 Is it common to rent flats?
 - 2 Are they usually furnished or unfurnished?
 - 3 Is a one-year lease the normal length of a contract?

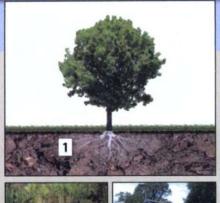


Gardens and gardening

A A natural garden

I've always wanted a garden that copies the best of nature. So, having acquired a country cottage with land around it, I'm now creating my own wildlife garden. I will need to remove a few old tree roots1 that make planting difficult, but generally the project is going well. A gentle slope drops down from the cottage to a pond2, where I've discovered quite a rare species of frog3, which I obviously want to protect.

Near the pond is a greenhouse'. I will grow tomatoes, but it's largely intended for more tropical fruits that you can't normally grow in England, such as melon and guava. There's already a variety of mature plants in the garden, and a shed where I can keep all my tools. Finally, I'm hoping to attract birds to build their nests in an old hollow tree in the small wood I have along one side of the garden.







GLOSSARY

acquire formal get sth by buying it or being given it

animals, birds, and insects that live in a natural state wildlife

a piece of land that is higher at one end than the other slope v slope a group of plants or animals that are all similar and can breed together species

planned or designed for sth intended (for sth)

tropical coming from or found in very hot parts of the world

mature fully grown or fully developed

shed a small simple building, usually built of wood, and often found in gardens

nest a place where birds lay their eggs and live with their young nest v

hollow with a hole or empty space inside wood (ALSO woods) an area of trees, smaller than a forest

SPOTLIGHT nature

We can say someone is interested in nature ([U] = the physical world and everything that lives in it). We don't talk about being in the nature. We can say:

Ilike being in the countryside OR looking at beautiful scenery.

- Circle the correct answer(s). Sometimes both answers are possible.
 - The lake/pond is about 30 cm deep.
 - 2 The trees are fully grown / mature.
 - 3 There's a great view of the scenery / nature.
 - We have a lot of *tropic / tropical* fruit.
- 5 How did you get / acquire the land?
- 6 I'm very interested in nature / the nature.
- 7 We need to protect wildlife / wildliving.
 - 8 I like being in the scenery / countryside.
- Find five pairs of words in the box. Write a sentence to explain the connection each pair has.

wildlife frog birds nature

Complete the sentences.

is spectacular: beautiful lakes surrounded by mountains.

2 For the plants to grow, water has to get down to the

I often go for a walk in the ______. It's a great place to see birds.

The garden isn't big, but there may be a chance to ______ more land next to it.

for the garden when we sit out on warm summer evenings. The lights are

I read that there are 369,000 of flowering plants in the world.

From one end of the garden, there is a gentle which goes down to the river.

I love pineapple, but growing _____ fruit in this country is not easy.

It gets very hot in the _____, so it's great for growing tomatoes and cucumber.

, so birds could go in and out very easily. The tree was ...



B Gardening through the seasons

SPRING: Add compost to improve the soil.

Cut back any bushes that have got too big.

Dig the ground if it's not too muddy.

SUMMER: Mow the lawn once a week.

Weed the garden, little and often. Find a nice bench, put your feet up1 and enjoy the garden.

AUTUMN: Tidy hedges and fallen leaves.

Routine maintenance, e.g. clean tools and clean the shed.









pt mowed pp mowed / mown

| GLOSSARY | | | |
|--------------|--|------------------|---|
| compost | a mixture of decaying plants and food that is added to soil to help things grow. Compost makes soil more fertile . | weed | remove weeds (wild plants growing where they are not wanted, especially in a formal garden) weeding n: do some weeding |
| soil | the top part of the earth in which trees and plants grow | put your feet up | sit down and relax, especially with your feet raised and supported |
| cut sth back | remove some of a plant's stems or branches to improve future growth | hedge | a line of bushes growing close together around a garden or field |
| muddy | (of the earth) wet from too much rain mud n | maintenance | keeping sth in good condition by checking or repairing it regularly maintain v |

| 1 The ground is muddy. 2 We've got lots of compost for the garden. 3 I've just mowed the lawn. 4 The lawn is full of weeds. Replace the underlined words with a word or phrase that keeps the same meaning. 1 Have you got something I can use for digging? 2 I'm going to sit down and relax. 3 He's going to cut the grass. 4 You'll need to reduce the size of this bush. 5 I'm going to improve the soil. 6 Where's the machine to cut the grass? 7 There's a line of bushes round the field. 8 I need to take out the weeds. 1 Why add compost? 2 Why is mud a problem? 3 Do you need to weed the garden? 4 How frequently might you mow the lawn? 5 What's the purpose of a garden bench? 7 Do you ever need to tidy a hedge? 8 Give examples of routine maintenance. | G | ood news or bad news? Write G or B. | | | | |
|---|-----|--|---|-----------|-------------------------------|-------|
| 7 The soil is fertile. 4 The lawn is full of weeds. 8 The hedges need cutting back. Replace the underlined words with a word or phrase that keeps the same meaning. 1 Have you got something I can use for digging? Have you got a ? 2 I'm going to sit down and relax. I'm going to 3 He's going to cut the grass. He's going to 4 You'll need to reduce the size of this bush. You'll need to 5 I'm going to improve the soil. I'm going to add 6 Where's the machine to cut the grass? Where's the? 7 There's a line of bushes round the field. There's a 8 I need to take out the weeds. I need to do What do you know about gardening? Answer the questions. 1 Why add compost? 2 Why is mud a problem? 3 Do you need to weed the garden? 4 How frequently might you mow the lawn? 5 What do you do with plants and bushes that are getting too big? 6 What's the purpose of a garden bench? 7 Do you ever need to tidy a hedge? | 1 | | | 5 | | |
| The lawn is full of weeds. Replace the underlined words with a word or phrase that keeps the same meaning. Have you got something I can use for digging? Have you got a ? I'm going to sit down and relax. I'm going to He's going to cut the grass. He's going to You'll need to reduce the size of this bush. You'll need to I'm going to improve the soil. I'm going to add Where's the machine to cut the grass? Where's the ? There's a line of bushes round the field. There's a I need to take out the weeds. I need to do What do you know about gardening? Answer the questions. Why add compost? Why is mud a problem? Do you need to weed the garden? How frequently might you mow the lawn? What do you do with plants and bushes that are getting too big? What's the purpose of a garden bench? Do you ever need to tidy a hedge? | 2 | We've got lots of compost for the garden. | | 6 | | |
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| He's going to cut the grass. You'll need to reduce the size of this bush. You'll need to reduce the size of this bush. I'm going to improve the soil. Where's the machine to cut the grass? There's a line of bushes round the field. Ineed to take out the weeds. What do you know about gardening? Answer the questions. Why add compost? Why is mud a problem? Do you need to weed the garden? How frequently might you mow the lawn? What do you do with plants and bushes that are getting too big? What's the purpose of a garden bench? Do you ever need to tidy a hedge? | 2 | | | | | |
| 4 You'll need to reduce the size of this bush. You'll need to 5 I'm going to improve the soil. I'm going to add 6 Where's the machine to cut the grass? Where's the ? 7 There's a line of bushes round the field. There's a 8 I need to take out the weeds. I need to do What do you know about gardening? Answer the questions. 1 Why add compost? 2 Why is mud a problem? 3 Do you need to weed the garden? 4 How frequently might you mow the lawn? 5 What do you do with plants and bushes that are getting too big? 6 What's the purpose of a garden bench? 7 Do you ever need to tidy a hedge? | 3 | | | He's goi | ng to . | |
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| What do you know about gardening? Answer the questions. Why add compost? Why is mud a problem? Do you need to weed the garden? How frequently might you mow the lawn? What do you do with plants and bushes that are getting too big? What's the purpose of a garden bench? Do you ever need to tidy a hedge? | 7 | | | | | |
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| Why is mud a problem? Do you need to weed the garden? How frequently might you mow the lawn? What do you do with plants and bushes that are getting too big? What's the purpose of a garden bench? Do you ever need to tidy a hedge? |) W | | | | | |
| 3 Do you need to weed the garden? 4 How frequently might you mow the lawn? 5 What do you do with plants and bushes that are getting too big? 6 What's the purpose of a garden bench? 7 Do you ever need to tidy a hedge? | 2 | Why is mud a problem? | | | | ••••• |
| 4 How frequently might you mow the lawn? 5 What do you do with plants and bushes that are getting too big? 6 What's the purpose of a garden bench? 7 Do you ever need to tidy a hedge? | 3 | Do you need to weed the garden? | | | | |
| What do you do with plants and bushes that are getting too big? What's the purpose of a garden bench? Do you ever need to tidy a hedge? | 4 | How frequently might you may the lawn? | *************************************** | | | |
| What's the purpose of a garden bench?Do you ever need to tidy a hedge? | - | | | | | |
| 7 Do you ever need to tidy a hedge? | 6 | | | | | |
| | 7 | | | | | |
| | , | | | | | |

40 Personal technology

A Downloading an app on your phone

- · Launch the chosen app store on your device.
- · Scroll down to browse the available apps.
- · Tap the app you want.
- Tap 'get' if it is free, or the price if it is to be paid.
- · Select install if it is free, or 'buy' when the icon switches.
- · Key in your password or use touch ID when prompted.

If you have a problem downloading an app, you may not have enough available **storage** on your device. You can manage your storage in **Settings**.

SPOTLIGHT launch

In computing, **launch** means 'start a program'. **Launch** is also used with the meaning 'start an activity' with a range of nouns in other contexts.

launch a campaign / an investigation / an appeal / an enquiry / an attack

| GLOSSARY | |
|----------------|--|
| scroll up/down | move text up or down on the screen so that you can read the different parts |
| browse | look through different websites without reading everything browsing <i>n</i> A browser is a program that lets you see documents on the internet. |
| tap (on) sth | hit sth/sb quickly and lightly: tap the icon to open the app |
| install | put a new program onto a computer or device installation <i>n</i> |
| icon | a small symbol on a computer or smartphone screen that represents a program or a file |
| switch | change or make sth change from one thing to another |
| key sth (in) | put information into a computer using a keyboard |
| prompt | encourage or tell sb to do sth on a computer |
| storage | the process of keeping information on a computer and the way that it is kept |
| settings pl | the place on a computer or device where you can choose the way it looks or works |

| 0 | C | orrect the errors. | | |
|---|----|--|---|-------------------------|
| | 1 | stroll up a document 5 in: | stal the program | |
| | 2 | tap the ikon 6 Th | ne computer will promt y | ou to act. |
| | 3 | | to setting to change so | |
| | 4 | | ow much data storige hav | |
| 2 | Co | over the glossary. Which words are being defined? | | |
| | 1 | put information into a device using a keyboard | | |
| | 2 | touch something, e.g. an icon, quickly | | |
| | 3 | change from one thing to another | | |
| | 4 | start a program, an app, etc. | *************************************** | |
| | 5 | a program that lets you read documents on the interne | t | |
| | 6 | the process of keeping information and the way it is kep | | |
| | 7 | move text on a screen up so that you can read it | *************************************** | |
| 3 | Co | omplete the dialogues. | | |
| | 1 | Did you manage to put the program on your computer | ? ~ Yes, I | it successfully. |
| | 2 | Where did you find out about that new restaurant app? | ~ I was just | on a food website. |
| | 3 | How will I know what to do next? | ~ The program will continue or cancel. | |
| | 4 | How do I open the app? | ~ You just | the icon on the screen. |
| | 5 | Where are the answers to the quiz questions? | | n of the document. Just |
| | 6 | How do I check the battery on my phone? | | and click on 'battery'. |
| | 7 | What are the police doing about computer crime? | | various investigations. |
| | 8 | How do I send a message? | ~ Tap on this | |
| | | | | |

TEST YOURSELF

B Routine maintenance

- 1. Don't leave your device charging all the time. When fully charged, unplug the power cable.
- 2. Use an antivirus program, and keep it updated.
- 3. Remember to do regular backups of your data. If you use your computer a lot, back your work up every day.
- 4. Don't turn the computer off every time it freezes. Wait a while before you decide whether or not to reboot.
- 5. Clean your computer screen by wiping downwards with a damp cloth. Don't let any water drops get into the computer: they could ruin the internal components.

| GLOSSARY | |
|-----------|--|
| unplug | remove the plug of a piece of electrical equipment from the power supply OPP plug (sth) in |
| cable | a set of wires covered in plastic or rubber that carries electricity, etc. |
| antivirus | designed to find and destroy computer viruses |
| update | make sth more modern by adding new parts or information update <i>n</i> |
| backup | a copy of the information on your computer that you keep in case you lose the information back sth up |
| freeze | When your computer freezes , you cannot move any images because of a system problem. |
| reboot | switch off a computer then start it again immediately |
| wipe | remove dirt, liquid, etc. from sth using a cloth or your hand |
| downwards | towards the ground or towards a lower level OPP upwards |
| damp | a little bit wet |
| ruin | damage sth so badly that it loses its value, pleasure, etc. |
| internal | connected with the inside of sth OPP external |
| component | one of several parts of which sth is made |

| | ruin antivirus 3 upwards plug in 5 damp external | |
|--------|---|--|
| 2 | antiv <u>i</u> rus w <u>i</u> pe 4 c <u>a</u> ble upd <u>a</u> te 6 downw <u>a</u> rds antivir <u>u</u> s | |
| Aı | inswer the questions. | |
| 1 | If you <i>ruin</i> something, can you still use it? | |
| 2 | If you <i>reboot</i> your computer, do you turn it on or off? | |
| 3 | When you wipe something, are you cleaning it? | |
| 4 | Does a computer have one <i>component</i> or many? | |
| 5 | Is a computer mouse an <i>internal</i> or <i>external</i> component? | |
| 6 | If you don't have a <i>backup</i> of your data, is that sensible? | |
| 7 | Does a <i>cable</i> connect something to a power supply? | |
| | Have you gotsoftware to protect the data on your device? | |
| 1 | Does your computer screen often? | |
| | How do you clean your screen? With acloth or some other way? | |
| 4 | And do you wipe the screen upwards or? | |
| 5 | How often do youyour software? | |
| 6 | What time of day do you usuallyin your phone to charge it? | |
| 7 | Do youyour data once a day/week/month or never? | |
| 8 | If you use a desktop computer, do you ever it after you've shut down? | |
| | , | |
| Α | ABOUT YOU Write your answers to the questions in Exercise 6, or tell a partner. | |
| | , | |
| ****** | | |
| ***** | | |

A The championship

THE PREMIER LEAGUE

As the championship reaches its climax, Manchester City and Liverpool are still challenging for the title. Man City's next opponents are Fulham, at home, which looks to be a relatively easy game. Liverpool, however, face much tougher opposition, away at Arsenal. The manager is not underestimating the difficulty of the task. 'Arsenal are a quality side and still contenders for a place in the top four, so our priority is just that one game, and not to think about the championship title.'

| GLOSSARY | |
|------------------|---|
| league | a group of sports clubs that compete with each other for a prize |
| climax | the most important and exciting part of a book, film, game, etc.: reach a climax |
| title | the position of being the winner in a competition, especially in sport: She has three world titles in cycling. |
| opponent | (in sports or competitions) a person/ team who plays against sb |
| at home | If a team plays at home , they play in their own stadium. OPP away (at Arsenal, etc.); home <i>adj</i> , away <i>adj</i> ; an <i>away/home game</i> |
| relatively | to quite a large degree, especially when compared with others |
| tough | difficult |
| (the) opposition | the person or team you compete against in sport |
| underestimate | think that sb/sth is not as strong, good, etc. as they really are OPP overestimate |
| contender | a person or team with a chance of winning a competition |
| priority | sth that is more important or you must do before anything else: a top priority |

| CI | imax | underestimate | opponent | contender |
|------------------|--|--|---|--|
| re | elatively | priority | opposition | overestimate |
| A | nswer the que | stions. | | |
| 1 | If something is | relatively easy, is it quite e | asy or extremely easy? | |
| 2 | If it's a tough g | ame, is it a very physical ga | ame, or a difficult game? | |
| 3 | Is the opposition | on, a team you are playing | against or a team you don | 't like ? |
| 4 | In a competition | on, is a <i>contender</i> the team | who is going to win it? | |
| 5 | If something is | a <i>priority</i> , is it quite impor | tant or very important? | |
| 6 | If you've obser | ved the opposition careful | ly, are you likely to | |
| | underestimate | them, overestimate them, | or judge them well? | |
| 7 | Does a climax | come at the beginning or | the end? | |
| 8 | Does a league | involve one team or many | teams? | |
| C | omplete the se | entences. | | |
| 1 | | | e a team that have won tw | vo championships, so it will be a v |
| • | | | and the same and bank to for | II Canada |
| 2 | After his injury | , Brown's top | now is to get back to f | uli fitness. |
| 2 3 | After his injury, | , Brown's top | | ull fitness. the opposition. |
| | After his injury, There are no w | , Brown's top | o you should never | |
| 3 | After his injury, There are no w There are 20 te | , Brown's top yeak teams in the League, s eams in the Premier | o you should never | the opposition. |
| 3 | After his injury, There are no w There are 20 te Last week's ga | , Brown's top yeak teams in the League, s eams in the Premier me wase | o you should never | the opposition. ill be much tougher. |
| 3 4 5 | After his injury, There are no w There are 20 te Last week's ga Inter Milan are | , Brown's top veak teams in the League, s eams in the Premier me wase playing well, so they will b | o you should never | the opposition. ill be much tougher. |
| 3 4 5 6 | After his injury, There are no w There are 20 te Last week's ga Inter Milan are We are at | , Brown's top veak teams in the League, s eams in the Premier me wase playing well, so they will b | o you should never asy, but the next match w eagain fo purs, andagain fo | ill be much tougher. or the championship. at Liverpool the following week. |

B What do football supporters think?

CHELSEA

We lack a bit of consistency and the manager is under pressure. However, I still think we have a real chance of being in the top four and qualifying for The Champions League.

MANCHESTER UNITED

The new manager has transformed our season, and getting players back from injury has been a real boost. We had **no chance** of qualifying for Europe at Christmas, but now it's a possibility.

We have a habit of dominating the opposition, then we throw it away at the end. Last week's defeat was a bad one, but I still think we stand a chance of getting into the top four.

GLOSSARY

qualify

boost

(for sth)

transform

ARSENAL

We've sorted out one or two problems off the pitch, but after three defeats in a row, there may only be an outside chance of making the top four.

consistency the quality of always behaving be more powerful, important or noticeable than others in the same way or having the same standard, etc. consistent domination n; dominant adj adj OPP inconsistent throw sth waste or not use an under in an anxious situation, often opportunity away pressure because sb is forcing you to an occasion when sb fails to

do sth in a certain way

win the right to enter a

change sth completely,

usually in a positive way

sth that helps or encourages

transformation n

competition or continue to the

next stage of it qualification n

defeat

win or be successful against sb else OPP victory sort sth out find a solution to a problem an area of ground where you play certain sports:

pitch in a row a football/rugby pitch one after another, without a break

SPOTLIGHT chance

Chance is used in many phrases.

- There's no chance that we will reach Sydney before night.
- We've only got an outside chance of promotion to the Premier League. (= a very small chance) OPP a real/ good chance
- Do you think we stand a chance of winning? (= have a possibility of winning)
- This season could be my big chance. (= opportunity for success) He's retiring soon, so this is his last chance to lead the team. (= final opportunity)

| 4 | Co | omplete the sentences. | | | |
|---|----|---------------------------------------|-------------------------|---------------------------|---------|
| | 1 | The noun from qualify is | . 4 | The noun from dominate | is |
| | 2 | The opposite of defeat is | . 5 | The noun from transform | |
| | 3 | The opposite of consistent is | | The noun from consistent | |
| 5 | Po | ositive or negative? Write P or N. | | | |
| | 1 | It's been a real boost. | 6 | Three victories in a row. | |
| | 2 | We've sorted it out. | 7 | I threw it away. | ******* |
| | 3 | Another defeat. | 8 | I've been under pressure. | |
| | 4 | He transformed the team. | 9 | We've got a real chance. | ******* |
| | 5 | We're inconsistent. | 10 | We were dominant. | |
| 6 | Co | omplete the sentences. | | | |
| | 1 | Next season could be my last | of winning | the championship. | |
| | 2 | Theis in bad cond | lition because of the h | eavy rain. | |
| | 3 | If we win the next two games, it wi | ll be a | for the players and suppo | orters. |
| | 4 | One more victory and it will be three | ee wins in a | • | |
| | 5 | We justaway gam | | | |
| | 6 | One week we play well, the next w | e're rubbish; we lack | • | |
| | 7 | If we win on Saturday, we will | | | ٦. |
| | 8 | I know the team is under | | | |
| | 9 | Unfortunately, in our last four game | | | |
| | 10 | I don't think wea | | | |

ABOUT YOU Do you support a team? If so, how have they been playing recently? Write sentences using vocabulary from above, or tell a partner.



Will a song stand the test of time?

hat is it about a pop song that makes it compelling not only as a hit single when it's released, but for future generations as well? Take, for example, Bohemian Rhapsody by Queen. Is it the interesting lyrics, the melodies or the fascinating changes of rhythm that make it so popular? Much less complicated, on the surface at least, but no less successful is: All You Need is Love by the Beatles. The sentiment in its catchy chorus couldn't be simpler, and it is such an easy song to sing along to. Or is it the personality and quality of the singer or the band that determine whether the song will engage the listener or not? David Bowie's music is certainly memorable for those reasons; the colourful characters he created, such as Ziggy Stardust, only add to that.

Are great songs ones that you recognize as great the first time you encounter them, or are there some that you need to listen to several times before they have an effect? Eleanor Rigby by The Beatles is perhaps an example of one which you need to listen to carefully because of its complex lyrics (e.g. 'wearing the face that she keeps in a jar by the door'), but also because it was such an original and different type of pop song at the time.

But whatever **criteria** you use to measure the greatness of a pop song (or any **genre** of music), one thing seems true for all of them: they have the ability to stand the test of time because people can **relate to** them and still see them as **relevant** decades after they were first written.





| GLOSSARY | | | |
|---------------------------|--|----------------------------------|---|
| stand the test of time | If sth stands the test of time, it is remembered positively for a long time, or functions successfully for a long time. | catchy | (of a tune or the words of a song) easy to remember the part of a song that is repeated |
| compelling | that makes you pay attention to it because it is so interesting and exciting a popular and successful song, often called | sing along (to sth) determine | sing a song at the same time as listening to it discover the facts about sth or calculate sth exactly SYN establish ; determination n |
| lyrics | a hit single the words of a song | engage formal | succeed in attracting and keeping sb's attention and interest |
| melody | a tune, especially the main tune in a piece of music written for several instruments or voices SYN tune | memorable encounter formal | worth remembering or easy to remember SYN unforgettable meet sb unexpectedly encounter <i>n</i> |
| rhythm | a regular repeated pattern of sounds or movements | criteria pl (sing criterion) | the standards that you use when you make a decision or form an opinion about sb/sth |
| complicated | difficult to understand SYN complex; complicate v | genre formal | a particular type or style of literature, art, film or music |
| surface | the outer appearance of a person, thing or situation; the qualities you see or notice that are not hidden | relate to sth relevant | feel able to understand sth important and useful OPP irrelevant; |
| sentiment | a feeling or an opinion, especially one based on emotions | | relevance n |

| 1 | catchy ch | | ***** | 6 | rhythm lyr | ics | ******** |
|--|--|--|--|--|--|---|--|
| 2 | relate eng | | •••• | 7 | genre eng | | ******* |
| 3 | memor <u>a</u> ble | | ***** | 8 | cr <u>i</u> teria s <u>i</u> n | | ******** |
| 4 | relate surf | | | 9 | genre eng | | |
| 5 | compelling | mel <u>o</u> dy | ***** | 10 | sentim <u>e</u> nt | memor <u>a</u> ble | ******** |
| Ci | rcle the wo | ords in the box | which we u | sually associate | with music | | |
| | rhythm melody | compelling chorus | tune criteria | encounter hit single | catchy lyrics | sing along genre | |
| Ar | nswer the o | uestions. | | | | | |
| 1 | | noun formed fro | om <i>determine</i> | e? | | | |
| 2 | What's a sy | nonym for comp | olicated? | | ********** | | |
| 3 | | opposite of rele | | | | | |
| 4 | | singular form of | | | | | |
| 5 | | related noun fo | | | | | |
| 6 | What's a sy | nonym for <i>mem</i> | orable? | | | | |
| Re | | | | ord or phrase th | | ne same mea | ning. |
| 1 | | | | | | | |
| 2 | He played a | series of music | al notes on th | ne piano. | | | |
| 3 | One Direction | on had a numbe | r of very succ | essful songs in the | 2010s | | |
| | | | | Coolar sorias in the | . 20103 | | |
| 4 | I really like t | the bit of the sor | | | . 20103 | | |
| 4 5 | The words | of the song are i | ng that gets r | epeated. | | *************************************** | |
| | The words | | ng that gets r | epeated. | | | |
| 5 | The words of This type of | of the song are i f music is <u>difficu</u> | ng that gets r interesting. It to understa | epeated. | | | |
| 5 6 7 | The words This type of The band the | of the song are i f music is <u>difficu</u> | ng that gets renteresting. It to understa ant that youn | epeated. and. g people <u>are able</u> | | | |
| 5 6 7 8 | The words of This type of The band the light love t | of the song are if music is difficulthinks it's important regular repeate sentences. | ng that gets r nteresting. It to understa ant that youn ated pattern o | epeated. ind. ig people <u>are able</u> of sound. | to feel and u | nderstand the | e music. |
| 5 6 7 8 Co | The words of This type of The band the I just love the Websites of | of the song are in the song ar | ng that gets r nteresting. It to understa ant that youn ated pattern of 'best' pop so | epeated. Ind. Ig people are able of sound. Ings, but what are | to feel and u | nderstand the | e music. |
| 5 6 7 8 Co 1 2 | The words of This type of The band the light love the websites of like the sou | of the song are if music is difficult hinks it's important regular repeate sentences. Item choose the ng because of the | ng that gets ranteresting. It to understate and that your lated pattern of best' pop some lyrics and that | epeated. Ind. Ing people are able of sound. Ings, but what are the catchy | to feel and u | nderstand the | e music. |
| 5 6 7 8 Co 1 2 3 | The words of This type of The band the I just love the Websites of I like the sor Marie likes p | of the song are if music is difficult hinks it's important regular repeate sentences. If ten choose the pop, but classical | ng that gets r interesting. It to understa ant that youn ated pattern of 'best' pop so he lyrics and t Il is still her fa | epeated. Ind. Ing people are able of sound. Ings, but what are the catchy vourite music | to feel and u | nderstand the | e music. |
| 5 6 7 8 Co 1 2 3 4 | The words of This type of The band the I just love the Websites of I like the sor Marie likes purification. | of the song are if music is difficult hinks it's important regular repeates. It is seen that regular repeates the choose the ng because of the pop, but classical hung. | ng that gets ranteresting. It to understate and that your attended pattern of the lyrics and th | epeated. Ind. Ig people are able of sound. Ings, but what are the catchy vourite music | to feel and u | nderstand the | e music. ection? |
| 5 6 7 8 Co 1 2 3 4 5 | The words of This type of The band the I just love the Websites of I like the sor Marie likes particularly first | of the song are in the song because of the song because of the song because of the song swere woung people can be song are in the song are in | ng that gets rinteresting. It to understate ant that your attending pattern of the lyrics and the lyrics and the liss still her fargarian folk muritten about an still | epeated. Ind. Ig people are able of sound. Ings, but what are in the catchy vourite music | to feel and u | nderstand the | e music. |
| 5 6 7 8 Co 1 2 3 4 5 | The words of This type of The band the I just love the Websites of I like the sor Marie likes pand many y Great performance of the I first many protection | of the song are in frustic is difficult hinks it's important regular repeates and regular repeates sentences. It is considered to the pop, but classical hungest songs were working people call the pop of the po | ng that gets renteresting. It to understate and that your attended pattern of the lyrics and the lyrics are lyrics and the lyrics and the lyrics are lyrics and the lyrics and the lyrics are lyrics are lyrics and the lyrics are lyrics and the lyrics are lyrics are lyrics and the lyrics are lyrics and the lyrics are lyrics are lyrics are lyrics and the lyrics are lyrics are lyrics are lyrics are lyrics and the lyrics are lyrics are lyrics are lyrics are lyrics are lyrics are lyrics and the lyrics are | epeated. Ind. Ing people are able of sound. Ings, but what are the catchy vourite music | thetdapest five yout they still still their audience | for sel | e music. ection? |
| 5 6 7 8 Co 1 2 3 4 5 | The words of This type of The band the I just love the Websites of I like the sor Marie likes process. Many prote and many y Great performs the most | of the song are in from the song because of the pop, but classical Hunguist songs were working people can be song armers have a na | ng that gets renteresting. It to understate and that your attended pattern of the lyrics and th | nnd. g people are able of sound. ngs, but what are the catchy vourite music usic on a visit to Buthe Vietnam war, buthe vourite music war, buthe vietnam war, buther vietnam war | the | mderstand the | e music. ection? today |
| 5 6 7 8 Co 1 2 3 4 5 6 7 8 | The words of This type of The band the This type of The band the This type of The band the This type of The Mary protes and many young Great performany young Many young The most | of the song are in from the song the sentences. In the song because of the pop, but classical Hunguist songs were working people can armers have a national song people seem to song pe | ng that gets rinteresting. It to understate and that your attended pattern of the lyrics and th | epeated. Ind. Ing people are able of sound. Ings, but what are the catchy vourite music usic on a visit to Buthe Vietnam war, buthe Vietnam | the | for sel gears ago. seem just as ces. ast year. It was lives more tha | e music. ection? today amazing! an art or literature. |
| 5 6 7 8 Co 1 2 3 4 5 6 7 8 9 | The words of This type of The band the I just love the Websites of I like the son Marie likes purifies and many your Great performany young Music journ their ability | of the song are in a firmusic is difficult hinks it's important regular repeate sentences. If the choose the pop, but classically hing because of the pop, but classically hing set songs were wording people capturers have a national state of the pop of t | ng that gets rinteresting. It to understate ant that your atted pattern of the lyrics and the lyrics and the liss still her fargarian folk muritten about the still still about the still still about the still still acconcert I've et to see the see the see of the se | epeated. Ind. Ing people are able of sound. Ings, but what are in the catchy | the dapest five yout they still so their audience Edinburgh lands to their a great singe | for sel | e music. ection? today amazing! an art or literature. lities in their voice or |
| 5 6 7 8 Co 1 2 3 4 5 6 7 8 9 | The words of This type of The band the I just love the Websites of I like the son Marie likes of I first | of the song are in a firmusic is difficult hinks it's important regular repeate sentences. If the choose the pop, but classically the strongs were worken to convey a random people seem to convey a random people a random people seem to convey a random people a random people seem to convey a random people a random people seem to convey a random people a random people seem to convey a random people seem | ng that gets rinteresting. It to understate ant that your atted pattern of the lyrics and the ly | epeated. Ind. Ing people are able of sound. Ings, but what are in the catchy vourite music | to feel and u | for sel gears ago. seem just as tes. ast year. It was lives more that it the qual u listen to the | e music. ection? today amazing! an art or literature. lities in their voice or |
| 5 6 7 8 Co 1 2 3 4 5 6 7 8 9 | The words of This type of The band the I just love the Websites of I like the son Marie likes particular and many yang Great performany young Music journ their ability On the times, it cares and the I shall be to the I shall be the | of the song are in a final from the song are in a final from the second from t | ng that gets renteresting. It to understate and that your attend pattern of the still her fail garian folk must ritten about the still her still | epeated. Ind. Ing people are able of sound. Ings, but what are | to feel and unto feel and in their audience a great singer but when you stic meaning. | for sel | e music. ection? today amazing! an art or literature. ities in their voice or |
| 5 6 7 8 Co 1 2 3 4 5 6 7 8 9 | The words of This type of The band the I just love the Websites of I like the son Marie likes pure I first | of the song are in a firmusic is difficult hinks it's important regular repeate sentences. If the choose the major because of the pop, but classical hung because of the pop, but classical hung set songs were wording people can be a major soften try to convey a random sometimes review with the text. | ng that gets renteresting. It to understate and that your attend pattern of the still her fair garian folk muritten about the still about the still and still the still her fair garian folk muritten about the fair garian folk muritten about the fair garian folk muritten folk muritt | epeated. Ind. Ing people are able of sound. Ings, but what are a the catchy evourite music usic on a visit to Bu the Vietnam war, b to them over been to was in what makes ins? em quite positive, and more pessimis | to feel and u the dapest five y out they still s their audience Edinburgh l nusic to their a great singe but when yo stic meaning. | for sel | ection? amazing! an art or literature. lities in their voice or |
| 5 6 7 8 Co 1 2 3 4 5 6 7 8 9 | The words of This type of The band the I just love the Websites of I like the son Marie likes of I like the son Mary prote and many y Great performs their ability On the most mes, it can be so you agreed the son of the s | of the song are in a firmusic is difficult hinks it's important regular repeate sentences. If the choose the major because of the pop, but classically the st songs were worked as the songs were worked as the songs were worked as the songs were a major sometimes reverse with the text thing else you the song are sometimes reverse with the text thing else you the song are sometimes reverse with the text thing else you the song are song are sometimes reverse with the text thing else you the song are song a | ng that gets renteresting. It to understate and that your attend pattern of the lyrics and the lyrics are lyrics are the lyri | epeated. Ind. Ing people are able of sound. Ings, but what are in the catchy vourite music usic on a visit to Buthe Vietnam war, buthe Vietn | to feel and u the dapest five y out they still s their audience Edinburgh l nusic to their a great singe but when yo stic meaning. another st ong? song? | for sel gears ago. seem just as tes. ast year. It was lives more that it is it the qual u listen to the | ection? amazing! an art or literature. lities in their voice or |
| 5 6 7 8 Co 1 2 3 4 5 6 7 8 9 | The words. This type of The band the I just love the Websites of I like the son Marie likes p I first Many prote and many y Great perfo The most Music journ their ability On the times, it car BOUT YOU Do you agre Is there any What attract | of the song are in from the song and the song because of the pop, but classical Hung est songs were worked a name of the song because of the pop, but classical Hung est songs were worked as a name of the song because of the song people can be sometimes and the song people seem to convey a rank to sometimes reverse with the text thing else you the sty you the most | ng that gets renteresting. It to understate and that your attended pattern of the lyrics and th | epeated. Ind. Ing people are able of sound. Ings, but what are able the catchy vourite music usic on a visit to Buthe Vietnam war, buthe vi | to feel and unto feel and in their audience and feel an | for sel gears ago. seem just as tes. ast year. It was lives more that it. Is it the qual u listen to the udent. | ection? amazing! an art or literature. lities in their voice or |
| 5 6 7 8 CO 1 2 3 4 5 6 7 8 9 0 | The words of This type of The band the Websites of I like the son Marie likes process of The most was and many young Great perform The most was Many young Music journ their ability On the times, it can bo you agre Is there any What attract Do you often the times of times of the times of times of the times of times of the times of the times of the times of times of the times of the times of times of the times of the times of times o | of the song are in from the song and the song because of the pop, but classical Hungest songs were working people can mers have a name of the song people seem to convey a random sometimes review the song along to the song along the so | riteresting. It to understate and that your attend pattern of the lyrics and the | epeated. Ind. Ing people are able of sound. Ings, but what are | to feel and unto feel and in their audience and their audience and feel and their audience and feel and their audience and feel | for sel rears ago. seem just as ces. ast year. It was lives more tha r. Is it the qual u listen to the udent. | ection? amazing! an art or literature. lities in their voice or |

43 Plays and films

A A fabulous play

The Woman in Black is a fabulous ghost story. With just a minimal set and few sound effects, this drama will scare you to death!

A superb adaptation of Susan Hill's classic novel. The tension is maintained throughout the production, and the cast of two are sensational! The applause went on and on.

**** The critics have been unanimous in their praise. A must-see thriller!



GLOSSARY fabulous extremely good, excellent SYN sensational, classic (of a book, play, etc.) one of the best and most important, and having lasting value superb a feeling of anxiety or stress because you tension a story about the spirit of a dead person that sb ghost story are nervous tense adj hears or sees cast (+ sing OR pl verb) all the people who act in a play or film the scenery and furniture used in a play, film, etc. sound effects sounds that are made artificially in a play, film, the sound of an audience showing applause approval by hitting their hands together etc. to make it more realistic, e.g. wind, thunder applaud v SYN clapping; clap v scare sb make sb very frightened Scared stiff means agreed by everyone unanimous to death very scared'. words that show approval of or admiration a book or play that has been made into a film, TV praise adaptation programme, etc. for sb/sth praise v

1 Put the words in the correct column below based on the pronunciation of the underlined letters.

Use the 20 to help you.

fabulous

sensational

scare

adapt

cl<u>a</u>ssic pr<u>ai</u>se

cast

appl<u>au</u>se

audience

unanimous

ACTOR

DI A

FAR

HAIR

CAUGHT

THEATRE

2 Circle the correct word. Both answers may be possible.

- 1 I didn't like the acting, but I thought the set / cast was good.
- 2 The play was frightening. It scared me to die / death.
- 3 There were great sound affects / effects.
- 4 I thought the play was absolutely superb/ sensational.
- 5 The book is a classic / classical.
- The play is an adaption / adaptation from a book.
- 7 Are you keen on ghost / spirit stories?
- 8 Did they applause / applaud at the end?
- These scary stories can create a lot of praise / tension.

3 Complete the dialogues.

- 1 Were you frightened?
- 2 Is it based on an original story?
- 3 Was the acting good?
- 4 Did everyone agree?
- 5 Have people liked the play?
- 6 The audience just kept clapping.
- 7 Will we still be reading it in 50 years?
- 8 Were people nervous?

- ~ Yes. I was scared
- ~ No, it's an of a novel.
- ~ Yes, the whole was excellent.
- ~ Yes, the decision was
- ~ Yes, it's had ______ from almost everyone .
- ~ I know. The _____ was incredible.
- ~ Definitely. It's a _____.
- ~ Yes, I felt a bit _____.



B A disappointing film

- I went to see the latest blockbuster at the local cinema last night. I wasn't convinced by it.
- Me neither. I had quite high expectations because the critics seem to like it, but I thought the action sequences were somewhat predictable, and it just lacked any originality.
- Yes, they were poor. I think the worst aspect, though, was the screenplay, which was not convincing at all. And I couldn't hear some of it either - subtitles might've helped.

SPOTLIGHT subtitles and dubbing

Subtitles translate what is said in a film into a different language; they appear at the bottom of the screen. They are also used to help deaf people. If a film is dubbed, the spoken words of the film are replaced by words in another language.

| GLOSSARY | |
|------------------------------|--|
| blockbuster inf convinced | a very popular and successful film or book completely sure about things convincing making sb believe that sth is true |
| expectation | a hope that sth good will happen: have high/low expectations (of sth); live up to expectations; exceed expectations |
| sequence | a set of events, actions, etc. which have a particular order and lead to a particular result |
| somewhat | to some degree SYN rather |
| predictable | If sth is predictable , we know in advance that it will happen or what it will be like. OPP unpredictable |
| originality | the quality of being new and interesting and not seen before |
| poor | not good; lower in quality than was expected |
| aspect | a particular part or feature of sth |
| screenplay | the words that are written for a film and how they are to be acted |

| 4 | U | nderline the stress on these | words. Use the 🎱 | to help you. | |
|---|----|------------------------------------|------------------------|-----------------------|---|
| | as | pect | expectation | | somewhat |
| | bl | ockbuster | screenplay | | subtitles |
| | CC | onvinced | sequence | | unpredictable |
| 5 | Ye | es or No? | | | |
| | 1 | If a film is predictable, do you | know what will hap | pen? | |
| | 2 | If a film is somewhat long, is it | | • | |
| | 3 | Does a sequence always invo | 7 | | |
| | 4 | If the plot of a film is convinci | | | |
| | 5 | If something exceeds your ex | | you expected? | |
| | 6 | Can you go to a screenplay? | | , | |
| | | | | | |
| 6 | C | omplete the sentences. | | | |
| | 1 | I knew what was going to hap | open at the end. ~ Ye | es, it was very | * |
| | 2 | My sister thought the ending | was good, but I didr | n't think it was very | |
| | 3 | Did the film live up to your | ? | | |
| | 4 | There's a great action | | | |
| | 5 | The film was OK, but overall I | came away feeling | dis | sappointed. |
| | 6 | The actors were good, but the | ey were helped by a | fabulous | *************************************** |
| | 7 | Some people don't like foreig | n films with subtitles | and prefer it when | n they are |
| | 8 | In the summer they often sho | w these big | at the cin | ema, largely for kids. |
| 7 | Co | omplete the responses, agre | eeing with the firs | t sneaker hut wit | thout repeating the |
| | | nderlined words. | cening with the mis | t speaker but Wi | anout repeating the |
| | 1 | The screenplay wasn't good, w | was it? | ~ No, it was | ······································ |
| | 2 | Was it better than you though | nt it would be? | ~ Yes, it | • |
| | 3 | I wasn't completely sure abou | t the story. | ~ No, I wasn't | · |
| | 4 | I didn't like that particular feat | ure of the film. | ~ No, I didn't like | that |
| | 5 | Is the film in the original langu | uage? | ~ Yes, but it has | • |
| | 6 | I didn't know what was going | to happen. | ~ I agree, the end | ding was very |
| | 7 | The film needed some new an | | | s no |
| | 8 | I thought the plot was rather | confusing. | | it |
| | G | | | | |

44 Socializing

A Organizing a party

- The host is expected to do most of the preparation, such as providing food and drink. This can be expensive and timeconsuming, so consider asking others to make a contribution and bring something.
- You don't want the prospect of too much to clear up, so consider disposable plates and cutlery, which can be recycled after use.
- Don't advertise it on the internet beforehand. You don't want gatecrashers.
- Parties take a while to get going. Music or party games will liven things up.
- Finally, don't get carried away. You're planning a party, not a theme park.

| GLOSSARY | |
|------------------|--|
| host | a person who invites guests to a meal, a party, etc. Hostess can be used for a woman. |
| preparation | the act or process of getting ready for sth or making sth ready |
| time-consuming | needing a lot of time: a time-consuming process |
| contribution | sth that you give or do to help sth be successful: make a contribution (to sth); contribute v |
| prospect | the possibility that sth will happen |
| clear (sth) up | make sth clean and neat, often by putting things back where they belong |
| disposable | made to be thrown away after single use |
| beforehand | before sth else happens or is done |
| gatecrasher | sb who tries to get into a party without an invitation |
| get going | (of a party or event) start to become enjoyable |
| liven (sth) up | become or make sth more exciting |
| get carried away | become too excited or lose control of your feelings |

| me-consuming | contribution | beforehand | get going |
|---|--|---|--|
| ontribute | disposable | gatecrasher | liven up |
| omplete the dialog | ues with a suitable word | 1. | |
| | Paula and Stefano are the | | |
| | e plates away? ~ Yes, they're | | |
| | | , but don't get carried | ! |
| | Yes, it was very | | |
| _ | | ere? ~ I didn't know | |
| | p the music? ~ To | | |
| | | | |
| | t at the party with the food of organizin | ? ~ Yes, everyone made a ig a wedding ~ Oh, it's ok as | |
| I wouldn't like the to help. | of organizir | | |
| I wouldn't like the to help. Complete the words and the party was grea | in the text. t! There was lots of food, bu | ng a wedding ~ Oh, it's ok as | long as there are other peo |
| I wouldn't like the to help. Complete the words and the party was greater, so sh | in the text. If There was lots of food, but the still had time to enjoy here. | ng a wedding ~ Oh, it's ok as at I think Lia did most of the (| 1) |
| I wouldn't like the to help. Complete the words and the party was greated and the party was greated as so sheething, either by bring | in the text. If There was lots of food, but the still had time to enjoy hereing a bottle of something, | ag a wedding ~ Oh, it's ok as at I think Lia did most of the (self. And most of the guests or some food. She also put a | long as there are other pec |
| I wouldn't like the to help. Complete the words and the party was grea, so shething, either by bring door to stop (4) | of organizing of organizing of the text. It! There was lots of food, but the still had time to enjoy here in the same to enjoy here. It is the text. | at I think Lia did most of the (self. And most of the guests or some food. She also put a sible. It was quiet to start with | 1) (3) couple of big guys near |
| I wouldn't like the to help. Complete the words and the party was greated, so should be be be being door to stop (4), and, and, and, and, and, and, and, and | of organizing of organizing of the text. It! There was lots of food, but the still had time to enjoy here in the same to enjoy here. It is the text. | at I think Lia did most of the (self. And most of the guests or some food. She also put a sible. It was quiet to start with gs really (6) | 1) (3) couple of big guys near |
| I wouldn't like the to help. Complete the words and the party was greated, so shoething, either by bring door to stop (4), and, and, and, and, and, and, and | t! There was lots of food, but the still had time to enjoy her ging a bottle of something, which was sens when the disco started, thin | at I think Lia did most of the (self. And most of the guests or some food. She also put a sible. It was quiet to start with gs really (6) | 1) (3) couple of big guys near n, but it soon got |

or unacceptable in your country? Write your answers, or ask another student.

B In other people's company Shall we pop round Yes, she may fancy and see Gina? It's been lovely, Ela, but a bit of company. we'd better be off. That's ok. It was really good of you to come. Is Aaron a bit awkward in company? Mm. I don't think he enjoys socializing. SPOTLIGHT company [U] You always get a warm • lenjoy company. (= being with other people) welcome at Laura's. • She's good company. (= enjoyable to be with) They enjoy their own company. (= being by themselves) Yes, we have a good laugh He's not very good in company. (= with other people) whenever we go there. I'll accompany you. (formal = go with you) GLOSSARY leave a place: I must be off. / I'd better be off. be off pop round/over/in inf make a short visit to a person or place SYN call round, call on sb good of sb willing to help; showing kindness to (to do sth) other people fancy sth / doing sth inf want sth or want to do sth If sb gives you a warm welcome or welcomes warm welcome awkward embarrassed or not relaxed with you with open arms, you feel relaxed in their other people home: welcome v, adj: make sb feel welcome meet and spend time with people socialize (with sb) enjoy the occasion SYN have a good/ have a (good) in a friendly way laugh you, etc. had better do sth you should do sth 5 Rewrite the sentences without using the underlined words. Keep the same meaning. She's not very good _____ 1 She's not very good with other people. 2 What would you like to do? What do We always have _____ 3 We always enjoy the occasion. 4 I think I should leave now. I think I'd 5 He's very uncomfortable with people. He's very _____. 6 She made me feel relaxed in her home. She gave me a very 7 I think he likes being by himself. I think he likes his 8 Someone will go with you. Someone will Did she make you 9 Did you feel relaxed at her place? 10 We'll make a short visit a bit later. a bit later. 6 Complete the dialogues with a suitable word or phrase. 1 She is always nice to be with. ~ Yes, she is. She's very round to see Charlotte. 2 Where have you been? ~ We just 3 Was your dad there? ~ Of course. He was at the door to ... 4 He doesn't like being with people much, does he? ~ No, he prefers his _____ 5 Max stays in a lot these days. ~ I know. He doesn't ______ as much as he used to. to help. 6 Did Miles move your stuff? ~ Yes, it was very 7 Do you prefer being on your own? ~ Not at all. I enjoy _____ , you know that. 8 Were the locals friendly when you moved in? ~ Oh yes, they welcomed us with



10 We must

9 Do you want to

now, but it was great seeing you. ~ You too. Have a good trip.

... round tonight on your way home? ~ Yes, that would be great.

45 Describing change

A Types of change

| Example | Meaning |
|---|--|
| I find it difficult to adapt to so much new technology. | change your behaviour because the situation has changed SYN adjust (to sth) |
| We've altered our plans: we're now arriving at 6.00, not 7.00. | make sth different but without changing it completely alteration n |
| Civil servants are now amending the document. | change sth slightly, usually to correct a mistake in a statement, document, etc. amendment <i>n</i> |
| Democracy has evolved over hundreds of years. | change gradually, often from sth simple to sth more complicated evolution <i>n</i> |
| There are new proposals to reform the prison system. | change a law, system, organization, etc. to make it better reform n |
| Some people want to restore the monarchy in certain countries. | return sth to its former state or condition, e.g. a building, a painting restoration <i>n</i> |
| They were going to let him go, but they reversed their decision. | change sth so it is the opposite of what it was before: reverse a decision/policy; reversal n |
| Computers have transformed our lives. | completely change the appearance or character of sth, often to make it better transformation <i>n</i> |
| It's a big transition from school to full-time work. | a period of change from one state or condition to another: in transition |

| Wi 1 2 | rite the n restore amend | ouns rela | ted to the | 3 t | ransform everse | | | 5 evolve | |
|--------------|--------------------------------|-------------|--------------|------------|--------------------|-------------|---|---|---|
| Or | ganize tł | nese word | ls into the | categori | es belo | w. | | | |
| | evolve | restore | amend | adapt | alter | reform | reverse | transform | adjust |
| 1 | a verb th | at describe | s complete | change: | | | | | |
| 2 | | | ribe changi | - | hing bac | k: | *************************************** | | |
| 3 | | | s gradual cl | - | 3 | | *************************************** | | *************************************** |
| 4 | | | ribe a chan | | rove som | ethina: | *************************************** | *************************************** | |
| 5 | | | ve a change | - | | cumig. | *************************************** | | |
| 6 | | | s changing | | | ethina. | *************************************** | | |
| | | | | , , , , | | | *************************************** | | |
| Co | mplete t | he senter | ces with a | suitable | word. | | | | |
| 1 | The new | furniture h | as complete | ely | | their livin | g room. | | |
| 2 | | | | | | | nning to | | it. |
| 3 | | | elieve in | | | | | | |
| 4 | | | | | | | | previous poli | cy. |
| 5 | | | | | | | | | |
| 6 | | | | | | | ne of my clo | othes. | |
| 7 | | | | | | | y different l | | |
| - | | | | | | | e several err | | |



10 He will remain in charge during the period of

9 We've had to make one or two ______ to the timetable because of the extra course.

B Change management

Managing change

Most employees resist change that is enforced and imposed upon them. So, if a company wants to pursue a policy that aims to bring about sweeping, or even subtle changes, managers need to remember that their role is to facilitate change and not impose it. This requires an ongoing consultation process with the staff, so that any changes have their support before they are implemented.

| GLOSSARY | |
|----------------------------|---|
| resist | refuse to accept sth and try to stop it happening resistance n |
| enforce | make people obey sth; enforce the law; enforcement n |
| impose sth (on/upon sb) | make sb accept sth against their wishes |
| pursue | follow or try to achieve sth over a period of time: pursue a policy/goal |
| bring sth about | make sth happen |
| subtle | not easy to notice or understand: a subtle difference; OPP obvious |
| facilitate | make an act or process easier to achieve |
| ongoing | continuing to develop: an ongoing process/ investigation |
| consultation | the act of discussing sth with sb before making a decision consult sb v; consultative adj: a consultative process/committee |
| implement | make sth that has been decided start to happen SYN put sth into practice ; implementation n |

SPOTLIGHT adjective + change

A number of adjectives are commonly used with the noun *change*.

- sweeping/radical/major/wholesale changes (= big changes)
- a refreshing/welcome change (= pleasantly new or different)

| 4 | Go | ood or bad management, accordi | ng to the tex | ct? Writ | te G or B. | |
|---|-----|--|--------------------|-----------|---|---------|
| | 1 | They've enforced the change. | ******* | 4 | They've imposed change. | |
| | 2 | They've resisted any change. | ******** | 5 | They've introduced refreshing changes. | |
| | 3 | There has been a consultative proces | 55 | 6 | They want to facilitate change. | |
| 5 | Re | place the underlined words with | | | | |
| | 1 | It's only a small difference but we be | lieve it will have | ve an ef | fect. | |
| | 2 | He wants to introduce radical change | es. | | | |
| | 3 | The new furniture is a welcome char | ige. | | | |
| | 4 | They have the power to make people | e obey the law | V. | | |
| | 5 | They plan to implement a number of | f changes. | | | |
| | 6 | The new measures will create further | changes. | | | |
| | 7 | Staff have refused to accept any char | nges. | | | |
| | 8 | Suggesting change is one thing but | putting it into | practic | <u>e</u> is more difficult. | |
| | 9 | I believe there is a continuing investig | ation into the | disappe | earance of the funds. | |
| 1 | 0 | She has tried to make discussions ear | sier between s | staff and | d management. | |
| 6 | c | omplete the text. | | | | |
| | | | as rumoured t | that she | e planned to (1)a policy | |
| | of | (2) changes to the w | av the school | was ord | ganized, and that she wouldn't be very | |
| | SVI | mpathetic to staff who showed any re | al (3) | | However, unlike the former head who t | tried |
| | to | (4) change without of | discussing it w | ith any | one first, Mrs Palmer has (5) | |
| | me | embers of staff, and that has been a (6 | 5) | ch | ange. She set up a staff committee, and w | ve have |
| | be | en involved in an (7) | process of (8) |) | for about two months. And we | have |
| | alr | eady (9)a few chang | es, which have | e made | an (10)difference. | |
| | Œ | | | | | |

Easy ways to **conserve** energy in the home

- Switch to energy-saving eco light bulbs. They are better for the environment and they last much longer. They are more expensive to buy, but they greatly reduce your energy consumption and in the long run are a significant financial saving.
- Never leave electrical appliances on standby, or leave your mobile phone charging unnecessarily. Get rid of your tumble dryer: it consumes masses of energy.
- Every year we throw away thousands of batteries. If these are not disposed of safely landfill sites will become even more toxic. Use rechargeable batteries2 or, better still, solar chargers.
- With a 'smart' meter, you can monitor the amount of energy you use, and even control your consumption when you are away from home.
- If you are not planning to move in the near future, solar panels3 are a good long-term investment. You will make a saving on your electricity bills as well as receiving money for the electicity you generate and sell back to National Grid*.
- * The National Grid is the network in the United Kingdom connecting power stations and ensuring that electricity generated anywhere can be used to satisfy demand anywhere.







| GLOSSARY | | | |
|-----------------------------|--|--------------------------------|--|
| conserve switch (to sth) | avoid wasting sth conservation <i>n</i> change or make sth change from using | charge sth (up) | pass electricity through sth to store it there charger ² n |
| -saving | one thing to using another not wasting anything: energy-saving, a labour-saving device | tumble dryer dispose of sth | a machine that uses hot air to dry clothes get rid of sth that you do not want or cannot keep disposal n |
| есо- | (short for ecology/ecological) relating to the environment: an eco-disaster | landfill (site) | an area of land where large amounts of rubbish are buried |
| consumption | the act of using energy, food or materials. A person is a consumer . consume v | toxic better still | poisonous: toxic chemicals/gases/substances even better. Still is used here and with other comparative adjectives to make a comparison |
| saving | an amount of sth, such as money or time, that you do not need to spend or use | monitor | stronger: <i>longer still</i> watch and check sth over a period of time to |
| appliance | a machine you use at home, e.g. a fridge, a washing machine | investment | see how it develops or changes a thing that is worth buying because it will be |
| on standby | If a TV is on standby , it is connected to the power supply but is not in use. | generate | useful and helpful produce or create sth: generate electricity |

SPOTLIGHT in the short/medium/long term

These expressions are used to describe what will happen a short, medium or long time in the future.

- The reforms won't happen in the short term.
- We plan to move in the long term (SYN in the long run).

Short-/medium-/long-term can also be used as adjectives.

Hiring unqualified staff is only a short-term solution.

| | | nese words and phrases. U | se the stone | |
|----|--|--|--|--|
| | appliance | disposal | | on standby |
| | better still | energy-saving | | tumble dryer |
| | conserve | in the long run | | conservation |
| | Good or bad, in term | ns of energy-saving? Write | G or B. | |
| | 1 I left the TV on stand | dby overnight. | | •••• |
| | 2 We don't use eco-lig | ght bulbs. | | |
| | 3 I switched to rechar | geable batteries. | | |
| | 4 Our energy consum | ption didn't increase over the | winter. | |
| | | out toxic substances. | | |
| | | ntroduced energy conservation | n measures | |
| | 7 He left the phone c | The state of the s | | |
| | 8 We've reduced wha | it we send to the landfill. | **** | |
| | | ater-saving device from our ta | ps | |
| | 10 We have fitted solar | panels. | | |
| | | | | |
| 3) | | es in these sentences. | | |
| | | h time just looking at | | |
| | 2 I think dishwashers | are one of the best | | devices. |
| | 3 We've just had 12 | | fitted on the r | oof. |
| | 4 I'm afraid I often lea | ive the TV | · · · · · · · · · · · · · · · · · · · | |
| | 5 I've got a washing n | machine, but there isn't room f | or a | dryer. |
| | 6 The oil spill off the o | coast was an | | .• |
| | | | | |
| | 8 A lot of rubbish still | gets buried in | | * |
| | | lly and economical to use rech | | ······································ |
| | n have decided to | to a different e | | |
| | | | | |
| • | 11 We need to get rid | of anychemi | icals. | la mi mal m. 2 |
| • | 11 We need to get rid | of anychemi of these batteries | icals. s in the most eco | logical way? |
| • | 11 We need to get rid of the well where can we Complete the questi | of these batteries | in the most eco | |
| • | 11 We need to get rid of the work was well as the well as the work was | ions. ions. ? If so, co | s in the most eco | without it? |
| • | 11 We need to get rid of the complete the questing the large of the complete the questing the complete the question that the questio | ions. ions. your mobile phone, of | in the most eco ould you manage do you leave it pl | without it? ugged in overnight? |
| • | 11 We need to get rid of the well where can we Complete the questing Have you got a turn When you Do you Do you | ions. hble ? If so, co your mobile phone, co the amount of electricity | ould you manage do you leave it pl y you use every o | without it? ugged in overnight? day/week? |
| • | Complete the questi Have you got a tum When you Do you Do you know how | ions. ble ? If so, co your mobile phone, o the amount of electricity much electricity you | ould you manage do you leave it pl y you use every o | e without it? ugged in overnight? day/week? erage week? |
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Wildlife under threat

A Conservation

With the ongoing clearing of forests (also called deforestation), many animals are losing their natural habitat and starting to decline in numbers. In some regions, conservation groups point out that some animals are already dying out and are in danger of extinction. One instance of this is the African elephant, which is now considered to be an endangered species.

SPOTLIGHT extinction n and extinct adj

If a plant or animal is extinct, it no longer exists.

- Some sharks are becoming extinct.
- Some sharks are in danger of extinction.
- This species is on the verge of extinction. (= very close to extinction)

| GLOSSARY | |
|------------------------------|---|
| clear | remove sth that may not be wanted |
| habitat | the place where a plant or animal is usually found: the elephant's natural habitat |
| decline | become smaller, weaker, or less good decline n: be in decline |
| region | a part of a country or the world regional adj |
| conservation | the protection of the natural world conserve v |
| point sth out | mention sth in order to give people information about it and make them notice it |
| die out | disappear |
| instance (of sth) | an example or case (of sth): for instance |
| consider sb/sth to be sth | think of sth/sb in a particular way ALSO consider sb/sth as sth |
| endangered | in danger of becoming extinct (see spotlight) |
| species | a group of plants or animals that are all similar and can breed together |
| | |

| | s the meaning of the sentences the same or different? Write S or D. | |
|-----|--|---------------------------------|
| 1 | The tiger population is in decline. / There are fewer tigers than there were. | |
| 2 | and the state of t | abits |
| 3 | Tigers are on the verge of extinction. / Tigers are almost extinct. | |
| 4 | There are laws to conserve their habitat. / There are laws to clear their habi | tat |
| 5 | Flooding is a regional problem. / Flooding is a problem everywhere. | |
| 6 | This species of butterfly is endangered. / This species of butterfly has died | |
| 7 | I've seen widespread deforestation. / I've seen many forests cleared. | |
| 8 | Large numbers are declining. / Large numbers are dying out. | |
| 2 0 | Complete the phrases with suitable words. | |
| 1 | in of extinction | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 0 - | | |
| _ | Complete the dialogues with a single word in each space. | |
| 1 | . 1697 (3 | |
| 2 | . respectively and part of the process of | |
| 3 | | n |
| 4 | they be a local training and they have they be a local training in son | me |
| 5 | respective to see them in their nata | ıral |
| 6 | per la company de la company d | |
| 7 | What can people do to help with \dots ? ~ It's mostly about edsurroundings. | ucation and being aware of your |
| 8 | Many birds are also in numbers. ~ Yes, and if we're not car out altogether. | reful some of our birds could |
| 9 | We can't go on consuming as much energy as we do. ~ I know. I keep | this out to my family. |
| 10 | Your aunt knows all about this. ~ Oh yes, she is an expert | on conservation |

TEST YOURSELF

B The rhino

Under threat: the rhino1

- · Poaching poses the greatest threat to this species, despite the ban on trade in rhino horn, which is sought after for decorative purposes and used in some forms of medicine.
- · Civil war: War diverts funds from conservation, and the high levels of poverty in affected areas increase the likelihood that people will end up poaching. In some African countries, civil war has led to a serious decline in rhino populations.
- Habitat loss: Deforestation has wiped out a great deal of rhino territory, with a serious drop in the numbers of rhinos that are breeding.



| THE SECOND | | Children and Children and Children | | H |
|--|--|-------------------------------------|--|---|
| GLOSSARY | | | | |
| threat (to sb/sth) | the possibility of trouble or danger: be under threat | divert sth/sb (from sth, to sth) | change the direction of sth, especially away from its original purpose | |
| poaching | hunting animals, birds, etc. illegally. The person is a poacher . | likelihood end up (doing sth) | SYN probability find yourself in a place/situation that | |
| pose | create or give sb sth that they must deal with: pose a threat/risk/problem wanted by many people because it is of high quality or rare | wipe sth out territory | you did not plan/expect to be in destroy sth completely an area that an animal considers as its own territorial adj: Wolves are | |
| sought after | | | | |
| decorative civil war | (of an object or a building) intended to look attractive or pretty breed war between groups from the same country | | territorial animals. (of animals) have sex and produce young animals | |
| 4 Cross out the Cash will 2 They war 3 The factor | ss out the error in each sentence. Write the correct word at the Cash will need to be divested from one project to another. They want to increase numbers but some animals won't feed in zoos. The factory puts a real danger to wildlife in the area. | | | |
| The second secon | g groups have been fighting a civic war for ase could kill out the whole breed. | r years. | | |

| 2 They want to increase numbers but some animals won't feed in zoos. 3 The factory puts a real danger to wildlife in the area. 4 Opposing groups have been fighting a civic war for years. 5 This disease could kill out the whole breed. 6 The horn of the animal is sought over by poachers. 7 Rhino horn and elephant tusk have a decorational use. 8 This poses a threaten to both humans and wildlife. 5 Complete the sentences. 1 The disagreement could result in war. 2 Poachers want rhino 3 Can we the money from there to here? 4 Crocodile skin is highly sought 8 Poachers are a real to the rh survival. 6 Replace the underlined word(s) with a word or phrase that has the same meaning. 1 There is little probability of things improving soon. 2 You should avoid going into the lions' land. 3 He was sent to prison for illegal hunting. 4 These animals are in real danger. 5 The animal is extremely protective of its land. 6 He is a person who kills tigers illegally. 7 Some species find it difficult to produce young animals. | | | casi, will need to be directed north one project to | | | *************************************** | | |
|--|---|----|--|-----|---|---|-----------|--|
| 3 The factory puts a real danger to wildlife in the area. 4 Opposing groups have been fighting a civic war for years. 5 This disease could kill out the whole breed. 6 The horn of the animal is sought over by poachers. 7 Rhino horn and elephant tusk have a decorational use. 8 This poses a threaten to both humans and wildlife. 5 Complete the sentences. 1 The disagreement could result in | | 2 | They want to increase numbers but some animals won't feed in zoos. | | | | | |
| 4 Opposing groups have been fighting a civic war for years. 5 This disease could kill out the whole breed. 6 The horn of the animal is sought over by poachers. 7 Rhino horn and elephant tusk have a decorational use. 8 This poses a threaten to both humans and wildlife. 5 Complete the sentences. 1 The disagreement could result in | | 3 | | | | | | |
| 5 This disease could kill out the whole breed. 6 The horn of the animal is sought over by poachers. 7 Rhino horn and elephant tusk have a decorational use. 8 This poses a threaten to both humans and wildlife. 5 Complete the sentences. 1 The disagreement could result in | | | | | | | | |
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| 7 Rhino horn and elephant tusk have a decorational use. 8 This poses a threaten to both humans and wildlife. 5 Complete the sentences. 1 The disagreement could result in | | | | | | *************************************** | | |
| 8 This poses a threaten to both humans and wildlife. 5 Complete the sentences. 1 The disagreement could result in | | 6 | | | | | | |
| 5 Complete the sentences. 1 The disagreement could result in | | 7 | | | e. | | | |
| 1 The disagreement could result in war. 2 Poachers want rhino 3 Can we the money from there to here? 4 Crocodile skin is highly sought 7 This breed of penguin could be wiped 8 Poachers are a real to the rhing survival. 6 Replace the underlined word(s) with a word or phrase that has the same meaning. 1 There is little probability of things improving soon. 2 You should avoid going into the lions' land. 3 He was sent to prison for illegal hunting. 4 These animals are in real danger. 5 The animal is extremely protective of its land. 6 He is a person who kills tigers illegally. | | 8 | This poses a threaten to both humans and wildlife | | | | | |
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| 2 Poachers want rhino | | | | 6 | | | | |
| 3 Can we the money from there to here? 4 Crocodile skin is highly sought to the rh survival. 6 Replace the underlined word(s) with a word or phrase that has the same meaning. 1 There is little probability of things improving soon. 2 You should avoid going into the lions' land. 3 He was sent to prison for illegal hunting. 4 These animals are in real danger. 5 The animal is extremely protective of its land. 6 He is a person who kills tigers illegally. | | 2 | Poachers want rhino | 7 | | | | |
| to here? 4 Crocodile skin is highly sought | | 3 | | | | , | | |
| 4 Crocodile skin is highly sought survival. 6 Replace the underlined word(s) with a word or phrase that has the same meaning. 1 There is little probability of things improving soon. 2 You should avoid going into the lions' land. 3 He was sent to prison for illegal hunting. 4 These animals are in real danger. 5 The animal is extremely protective of its land. 6 He is a person who kills tigers illegally. | | | | 8 | | to the rl | ninos' | |
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| There is little <u>probability</u> of things improving soon. You should avoid going into the lions' <u>land</u>. He was sent to prison for <u>illegal hunting</u>. These animals are <u>in real danger</u>. The animal is extremely <u>protective of its land</u>. He is a <u>person who kills tigers illegally</u>. | 6 | Re | eplace the underlined word(s) with a word or | ph | rase that has the | same meaning. | | |
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| 3 He was sent to prison for illegal hunting. 4 These animals are in real danger. 5 The animal is extremely protective of its land. 6 He is a person who kills tigers illegally. | | , | | | *************************************** | | | |
| These animals are in real danger. The animal is extremely protective of its land. He is a person who kills tigers illegally. | | - | | | | | | |
| The animal is extremely <u>protective of its land</u>. He is a <u>person who kills tigers illegally</u>. | | 3 | | | | | | |
| 6 He is a person who kills tigers illegally. | | 4 | | | *************************************** | | | |
| | | 5 | | | | | | |
| 7 Some species find it difficult to <u>produce young animals</u> . | | 6 | He is a person who kills tigers illegally. | | | | | |
| | | 7 | Some species find it difficult to produce young ar | nim | <u>als</u> | | | |

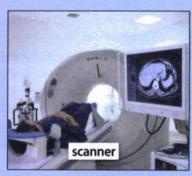


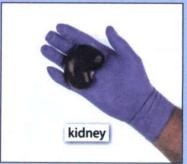
8 We finally found ourselves in the middle of the forest.

A revolutionary era in medical advances

In recent decades, we have seen radical changes in conventional medicine:

- 60 years ago, scanners did not exist. Diagnostic tools were restricted to basic X-ray machines.
- Children suffered from infectious diseases, for which there was no effective cure. Now vaccines have eradicated some of these illnesses and diseases.
- In the past, if you had a major operation, you would be confined to bed for weeks. Today, many operations use procedures requiring day surgery only.
- In the past, the mortality rate for patients with organ failure, such as heart, lung or kidney failure, could be 100%. Today, transplants enable many patients to resume a normal life.
- The survival rate for many cancers has improved considerably over the last forty years.
- Vitamins and minerals are necessary for good health. There are more supplements on the market now for people who do not get enough of certain vitamins or minerals from their normal diet.





| GLOSSARY | | | Approximately seed a factor |
|----------------------|---|---|---|
| revolutionary era | producing great changes revolution <i>n</i> a period of time that has a particular quality or character | be confined to bed / a wheelchair procedure | have to stay in bed / a wheelchair a medical operation that may or may not |
| advance (in sth) | progress made in science, medicine, technology, etc. | rate | require your body to be cut open the number of times sth happens within a |
| radical | new, different and likely to have a great effect | Tate | particular period: survival rate, birth rate, mortality rate |
| conventional | usual or traditional; not new or different convention n | organ | a part of the body that has a particular function e.g. the heart, the brain |
| diagnostic | used for finding out what physical or mental problem sb has diagnose v; diagnosis n | transplant | an operation in which a damaged organ is replaced with one from a donor (= sb who gives part of their body, blood, etc.) |
| restrict | limit the size, number or amount of sth restriction n | enable sb/sth | transplant v make it possible for sb/sth to do sth |
| infectious | (of a disease / an illness) can easily be passed on to another person infection n; infect v | resume formal | begin sth again after an interruption one of several substances in certain foods |
| cure | a medical treatment that makes a sick person well again cure v | | that help us grow and be healthy, e.g. vitamin C, vitamin D |
| vaccine | a substance which is put into the blood and protects the body from disease. The process of giving vaccine is vaccination. | mineral | a natural substance, such as coal, salt, etc. Some minerals are present in food and drink and important for good health. |
| eradicate formal | vaccinate v destroy or get rid of sth completely SYN wipe (sth) out | supplement | sth that is added to sth else. Vitamin supplements , usually taken in the form of tablets, add vitamins to your diet. |

SPOTLIGHT surgery

Surgery is medical treatment in which your body is cut open so that a part can be removed or repaired. SYN an operation, operate v. The place where this happens is an operating theatre, and the person who does it is a surgeon. surgical adj

| 3 | vitamin mineral 5 radical diagnose 6 | vaccine vaccinate confined vaccine confined conventional | 7 <u>e</u> ra <u>e</u> nable 8 revolution <u>a</u> ry adv <u>a</u> nces 9 res <u>u</u> me infecti <u>ou</u> s |
|--|--|--|--|
| | omplete the table. | VERB | ADJECTIVE |
| | evolution | - | ADJECTIVE |
| - | | restrict | _ |
| SI | urgery | - | |
| | accine, | | _ |
| | agnosis | | |
| ui | agriosis | | |
| | <i>f</i> | transplant | - |
| in | fection | | |
| 3 Co 1 | Does a radical change mean a ve big change? Example 1 Example 2 Example 3 Example 4 Example 4 Example 5 Example 6 Example 6 Example 6 Example 7 Example 7 Example 7 Example 7 Example 8 Example 9 Example 9 | 7 If a disease 8 Does sure | ntional medicine new and different? se is infectious, can you catch it? gery involve an operation? |
| 2 3 4 5 6 7 8 9 | Most people get the vitamins and people if they lack certain things Many changes have taken place so I wanted to know the current sure The involves insert involves insert involves in the Some foods contain a lot of vitam. There are some treatments availated the people in the people | ortant technological definition of their diet. since the Victorian for breast of the ear to reduce the same definition of the ear to reduce the same definition of the ear to reduce the ear to | rs recommend for som cancer. uce infection. |
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| 3 4 5 6 7 8 9 | Most people get the vitamins and people if they lack certain things. Many changes have taken place is I wanted to know the current sure. Theinvolves inset His life was saved thanks to an ord Some foods contain a lot of vitam. There are some treatments availated Alongside conventional In the conventional | ortant technological diminerals they need, but doctor in their diet. since the Victorian for breast erting a tube into the ear to redugan hins and ble, but sadly no effective other forms of treatments. J believe. ~ Yes, it's been a | rs recommend for som cancer. uce infection. Int have become popular in recent years |
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| 3 4 5 6 7 8 9 10 Co 1 2 3 | Most people get the vitamins and people if they lack certain things. Many changes have taken place is I wanted to know the current sure. The involves inset His life was saved thanks to an org. Some foods contain a lot of vitam. There are some treatments availad. Alongside conventional insome areas, lung cancer treatm. Polio has been in some areas, lung cancer treatm. Yes, I think that may be true for the government has a policy to a shortage of the appropriate in I don't like all these drugs some did But there have been some fantas. Are hospitals much cleaner places reduced the spread of | ortant technological diminerals they need, but doctor in their diet. since the Victorian for breast derting a tube into the ear to redugan hins and help, but sadly no effective other forms of treatments and help, but sadly no effective help forms of treatments and help when it's loctors give you. I don't trust tic help when it's sthan they were many years ago | rs recommend for som cancer. cancer interction. almost completely some popular in recent years to non-smoking patients only. as well. erly against flu. ~ I know, but there's often to the patients only. medicine. ~ Reall lrugs in recent decades. o? ~ Yes. Better hygiene has greatly |
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Migration

A People on the move

| Word | Meaning | Example |
|-------------------------------|--|--|
| flee (from) sth/sb pt/pp fled | escape from a dangerous situation, place or person very quickly | Thousands of people are fleeing the bombing in the city. |
| refugee | sb who is forced to leave their country for political, religious or environmental reasons | Many refugees have crossed the border to escape the war. |
| refuge | shelter or protection from trouble or danger | The men had to take/seek refuge in the French embassy. |
| asylum | the protection a country gives to a refugee | The numbers seeking / applying for asylum have increased recently. |
| ethnic | connected with or belonging to a nation or race that shares a cultural tradition | an ethnic community |
| minority | a small group within a community or country that is different because of race, religion, etc. | Ethnic minorities make up 10% of the town's population. |
| racial | existing between people of different races | racial tension/violence |
| discrimination | the practice of treating sb or a group in society less fairly than others | a victim of racial/sex discrimination |
| prejudice (against sb/sth) | a strong dislike of sb, especially based on race, religion or sex, and not on reason or experience | Their decision was based on prejudice and a complete lack of understanding. |

SPOTLIGHT migration

Migration is the movement of people or animals from one place to another. People are **migrants**. **Immigration** is the process of coming to live in a country that is not your own. People are **immigrants**. **migrate** *v* Emigration is the process of going to live in another country that is not your own. emigrate v

| 0 | | the pronunciation of the underlined letters the same or different? Write S or D. Use the @ to elp you. |
|---|----|--|
| | 1 | flee refugee 3 prejudice refuge 5 ethnic minority 7 racial emigration |
| | 2 | refuge asylum 4 migration minority 6 prejudice refuge 8 asylum migrant |
| 2 | Ci | rcle the correct word(s). Sometimes both words are possible. |
| | 1 | In 2017–2018, immigration / emigration from the UK to other parts of the world increased. |
| | 2 | Most refugees who seek / apply asylum do so in a country neighbouring their own. |
| | 3 | Representatives of the city's ethnic / racial communities are involved in the discussions. |
| | 4 | The villagers took <i>refugee</i> / <i>refuge</i> in nearby towns. |
| | 5 | In the past, there was more racial <i>prejudice / discrimination</i> . |
| | 6 | People <i>fled / flew</i> in terror to escape the flood. |
| | 7 | Ignorance is often behind the prejudice against <i>migrants / immigrants</i> . |
| | 8 | Women and children were forced to seek / take refuge in the local church. |
| 3 | O | ne word is missing in each line. What is it, and where does it go? |
| | 1 | There's no limit on the number of people given political in this country. |
| | 2 | Racial and sexual is against the law in matters of employment. |
| | 3 | Economic to richer countries has existed for centuries. |
| | 4 | There are over 2,000 seeking political asylum in this country. |
| | 5 | Nearly half a million people were forced to their homes during the civil war, |
| | | and many of them refuge in the mountains, away from the fighting. |
| | 6 | My neighbour has always had a against people whose skin is a different colour. |
| | 7 | Asians only form a small within the population. |

There has been a lot of tension between different ethnic groups.

TEST YOURSELF

B Migration: a personal experience

Moving from my native country was a huge culture shock. There was a lot to get used to - not least of all the food! But I didn't suffer the prejudice or hostility that some migrants experience. For the most part, people have accepted me for what I am, including my religious faith. They've seen beyond the stereotype. And for my part, I recognize the need for integration in order to be able to live in peace with my neighbours. I still have feelings of nostalgia for my country of origin, and I suppose I will always be a foreigner in some respects; but this is home now, and I have no desire to go back.



| GLOSSARY | |
|-------------------------------|---|
| native | connected with the place where you were born and lived for the first few years of your life: your native country/land/city |
| shock | the feeling you get when sth unpleasant happens. Culture shock is the confusion and anxiety that sb may feel when they visit or first live in another country. |
| hostility (to/ towards sb) | very strong aggressive feelings against sb/sth hostile adj |
| faith | a strong belief in sth, often a religious faith |
| stereotype | a fixed idea of what a particular type of person or thing is like, but which is often not true stereotypical <i>adj</i> |
| integration | the process of becoming a full member of a group or society integrate (into sth) v |
| live in peace (with sb) | live without arguing with other people |
| nostalgia | a feeling of sadness mixed with pleasure when you think of happy times in the past nostalgic <i>adj</i> |
| origin | a person's social and family background: a person's country of origin (= where they were born) |
| desire | a strong wish: have a desire / no desire to do sth |

SPOTLIGHT idioms with part

for the most part mostly; usually

have no

for my part speaking for myself ALSO for his/her, etc. part in part partly; to some extent: His success was due in part to luck.

have a part to play (in sth) be able to help sth

We all have a part to play in the fight against racial discrimination.

country

to play

Combine words/phrases in the box to form six phrases.

live

| | | | o. o.i.g.ii | peace | SHOCK | rengio |
|------|-------------------------|--------------|----------------|--------------|---|---|
| •••• | | | | | | |
| •••• | | | | | | |
| C | ross out the word wh | ich is wrong | . Write the co | rrect word a | t the end. | |
| 1 | Why is there so much | | | | | |
| 2 | The problems are due | | | | | |
| 3 | Do you have feelings | | | od? | *************************************** | |
| 4 | He doesn't fit the ster | | | | an. | *************************************** |
| 5 | The government poli | | | | | *************************************** |
| 6 | I'm a natural New Yor | | - | | , | *************************************** |

faith

of origin

culture

desire to do sth

| Beth | When you first emigrated, what things did you | have to get used to? |
|------|--|--|
| Amy | Well, obviously the climate! But seriously, in my | (1)country, many people no, whereas here, religion is at the heart of people's |
| | (4) people had a (5) seemed surprised when they got to know me. | view of how western women behave, as they I dressed appropriately and behaved sensitively, as I had lly, (7) my part, I just wanted to |
| Beth | And do you feel that's happened? | |
| Amy | here just want to live in (10)w | towards me – quite the opposite. People vith each other, as I do. Having said that, I will always be |



50 Politics: ideology

Capitalism: the economy is owned and run by companies and individuals, not the state.

In Britain, capitalism is associated with the Conservative Party (called

Conservatives or Tories), which tends to favour the status quo and is opposed

to radical change.

Socialism: the economy of a country is partly controlled by the state, and there is a belief

that wealth should be distributed equally. In Britain, socialists are usually leftwing, but not extremists. Socialism is usually associated with the Labour Party,

although the party has generally favoured a moderate form of socialism.

Liberalism: this is a belief in personal and economic freedom, supporting gradual social

and political change. In Britain, many liberals vote for centre parties, the most

prominent being the Liberal Democratic Party.

Communism: a communist system is based on common ownership of the means of

production, and everyone is supposed to share the wealth it creates.

GLOSSARY

favour

ideology a set of ideas that an economic or political distribute share sth among a number of people

system is based on **ideological** adj

distribute

sinare straining a number of position of

associated with sth/sb associate v, sth/sb associate v, association n left-wing strongly supporting the ideas of socialism opp right-wing strongly supporting

support and agree with sth/sb favour n: the ideas of capitalism ALSO on the left/

be in favour (of sth/sb) on the right

status quo the existing situation: maintain the status quo extremist a person whose political views are generally not considered to be normal or reasonable

opposed to sth/sb disagreeing strongly with sth/sb extreme adj opp moderate n, adj

oppose v; opposition n. The Opposition centre party
is the main political party that is opposed right-wing: in the centre

is the main political party that is opposed to the government.

prominent important or famous

radical in favour of complete political or ownership the state of owning something:

social change public/private ownership

partly in part but not completely means an action, object or system by which a syn to some extent (of sth / doing sth) result is achieved; a way of doing sth:

wealth

a large amount of money that a person
or country owns wealthy adj

the means of production (= the materials and equipment needed to produce things); a means of transport; a means of

identification / of contacting sb

SPOTLIGHT suffixes -ism and -ist

The suffix -ism is often associated with beliefs and ideologies, and the suffix -ist is often used for both the person and adjective derived from these beliefs.

capitalism capitalist
 socialism socialist
 communism communist

extremism extremist (BUT the adjective is extreme.)

extremism extremist (80) the adjective

conservatism conservative

There are exceptions.

• liberalism liberal

| | table | association distri | is quo oppose ibute distribution | | | | |
|--|---|---|--|--|--|--|--|
| Complete the t | PERSON | VERB | ADJECTIVE | | | | |
| ideology | - | | 1.00001110 | | | | |
| conservativism | | | *************************************** | | | | |
| socialism | | | | | | | |
| 30Clali3111 | | | | | | | |
| *************************************** | | • | liberal | | | | |
| | | associate | | | | | |
| | extremist | | | | | | |
| | | distribute | - | | | | |
| Complete the s He's left-wing I'm poor, but I He's in favour He wants char the | | meaning to the first half o 5 She has extreme 6 They're on the le 7 They were in go they're 8 He's a capitalist, | | | | | |
| l'm in | e equal of wea | ith. | | | | | |
| | of reducing the age at that water should be in public | | 2. | | | | |
| | the Conservative Part | | | | | | |
| | to the status of | | | | | | |
| | xtremelycoun | | e are very poor. | | | | |
| l agree with th | neir policies to some | * | | | | | |
| Angela Merkel was the mostpolitician in Western Europe from 2000 to 2020. | | | | | | | |
| Angela Merkel | It may not be completely the government's fault, but they areresponsible. | | | | | | |
| Angela Merkel It may not be | completely the government's fa | | Cet eletror | | | | |
| Angela Merkel It may not be | completely the government's fa e an actual member of the Labo | our Party, but does he have any | y with it? | | | | |
| Angela Merkel It may not be He may not be | e an actual member of the Labo | | | | | | |
| Angela Merkel It may not be He may not be | e an actual member of the Labo D YOUR COUNTRY Write an | swers to the questions, or | ask another student. | | | | |
| Angela Merkel It may not be He may not be ABOUT YOU AN What are the r | D YOUR COUNTRY Write an main political parties in your country. | swers to the questions, or untry? Are they right-wing, left | ask another studentwing or centre parties? | | | | |
| Angela Merkel It may not be He may not be ABOUT YOU AN What are the r Would you de | D YOUR COUNTRY Write an main political parties in your coustribe yourself as quite radical of | swers to the questions, or untry? Are they right-wing, left or fairly moderate in your views | ask another studentwing or centre parties? | | | | |
| Angela Merkel It may not be He may not be ABOUT YOU AN What are the r Would you de Do you genera | D YOUR COUNTRY Write an main political parties in your countries yourself as quite radical cally favour the status quo? | swers to the questions, or untry? Are they right-wing, left or fairly moderate in your views | ask another student. -wing or centre parties? s? | | | | |
| Angela Merkel It may not be He may not be ABOUT YOU AN What are the r Would you de Do you genera Are you often | D YOUR COUNTRY Write an main political parties in your couscribe yourself as quite radical cally favour the status quo? | swers to the questions, or untry? Are they right-wing, left or fairly moderate in your views government? | ask another studentwing or centre parties? | | | | |
| Angela Merkel It may not be He may not be ABOUT YOU AN What are the r Would you de Do you genera Are you often Would you de Do you usually | D YOUR COUNTRY Write an main political parties in your countries yourself as quite radical cally favour the status quo? | swers to the questions, or untry? Are they right-wing, lefter fairly moderate in your views government? | ask another student. -wing or centre parties? s? | | | | |

TEST YOURSELF

A Local election manifesto

Independent party manifesto for the local council elections. We will:

- stand up for the community and speak on behalf of residents on green issues.
- take complaints seriously and give neighbourhoods a say in local decisions.
- allocate better funding for youth projects and ensure they are properly managed.
- provide grants for voluntary organizations that help with the elderly and disabled.

| GLOSSARY | | | |
|----------------------------|--|---------------------------------------|--|
| manifesto | a written statement by a political party saying what they believe in and what | take sth/sb seriously | think that sth/sb is important and deserves respect |
| council | they intend to do the organization that provides local government in a city or area. A councillor | say | the right to give your opinion before a decision is made: give sb a say; have a say in sth |
| stand up for sth/sb | is an elected member of the council. | allocate sth (to sb/sth) (for sth) | give sth officially to sb/sth for a particular purpose |
| on behalf of sb / | syn stick up for sb <i>inf</i> as the representative of sb; in order | ensure | make sure that sth happens or is definite |
| on sb's behalf resident | to help sb a person who lives in a particular place. | grant | a sum of money given, often by the government, for a particular purpose |
| | A citizen also means a person with the legal right to belong to a particular country. | voluntary | (of work) done by people (called volunteers) who choose to do it without being paid. The voluntary |
| green | connected with protecting the environment | | sector refers to charity organizations. |

| Co | mplete the words. | | | | | | |
|--|--|--|---|--|--|--|--|
| 1 | r s d nt | 4 co nc l | 7 C | _nII | | | |
| 2 | nsr | 5 ll c te | 8 vI | tr | | | |
| 3 | vl nt ry | 6 m_n_ft_ | | | | | |
| Or | ne word is incorrect in ea | ch sentence. Cross it out and writ | e the correct | word at the end. | | | |
| 1 | I've read the manifest and o | lidn't agree with any of it. | *************************************** | | | | |
| 2 | They should have a say to v | what happens in our city. | | | | | |
| 3 | Do you think the councillor | s will make our ideas seriously? | | | | | |
| 4 | My sister's done a lot of wo | rk for the volunteer sector. | | | | | |
| 5 | She spoke on behalf for all | | | | | | |
| 6 | They should stand out for people who don't have a say. | | | | | | |
| | We must assure that the councillors keep their promise | | | | | | |
| 7 | We must assure that the co | uncillors keep their promise. | | | | | |
| 7 | The council are giving us a | uncillors keep their promisegrand to help with the work. | | | | | |
| 7 | The council are giving us a complete the sentences. There are no local | grand to help with the work. | on my | · | | | |
| 7 | The council are giving us a complete the sentences. There are no local We don't have paid staff. W | grand to help with the work. in my town willing to speak of the rely solely on and the rely solely on an | on my | · | | | |
| 7 8 Co | The council are giving us a complete the sentences. There are no local We don't have paid staff. We don't really feel I | grand to help with the work. in my town willing to speak of the rely solely on and the a say in local politics. | on my the voluntary | ······································ | | | |
| 7 8 Co 1 2 | The council are giving us a complete the sentences. There are no local | grand to help with the work. in my town willing to speak of the rely solely onand to the say in local politics. up for people and | on mythe voluntary | eir ideas seriously. | | | |
| 7 8 Co 1 2 | The council are giving us a smplete the sentences. There are no local | grand to help with the work. in my town willing to speak of rely solely on and to a say in local politics. up for people and from the council to | on mythe voluntary the waste your hon | eir ideas seriously. ne greener? | | | |
| 7 8 Co 1 2 3 4 | The council are giving us a smplete the sentences. There are no local | grand to help with the work. in my town willing to speak of the rely solely on and the a say in local politics. | on mythe voluntary the waste your hon | eir ideas seriously. ne greener? | | | |
| 7 8 Co 1 2 3 4 5 | The council are giving us a semplete the sentences. There are no local | in my town willing to speak of e rely solely on and to a say in local politics up for people and from the council to in the UK for ten years, but | on mythe voluntary the make your hom the remains a D | eir ideas seriously. ne greener? Danish | | | |
| 7 8 Co 1 2 3 4 5 | The council are giving us a complete the sentences. There are no local | in my town willing to speak of rely solely on and to a say in local politics up for people and from the council to in the UK for ten years, but issues more seriously if we are | on mythe voluntary the voluntary the make your hon he remains a C | eir ideas seriously. ne greener? Danish | | | |
| 7 8 Co 1 2 3 4 5 | The council are giving us a smplete the sentences. There are no local | in my town willing to speak of rely solely on and to a say in local politics. up for people and from the council to in the UK for ten years, but issues more seriously if we are to the salready been | on mythe voluntary the voluntary the make your hom he remains a C really concerne to social service | eir ideas seriously. ne greener? Danished about the planet | | | |
| 7 8 Co 1 2 3 4 5 6 | The council are giving us a semplete the sentences. There are no local | in my town willing to speak of rely solely on and to a say in local politics up for people and from the council to in the UK for ten years, but issues more seriously if we are | on mythe voluntary the voluntary the make your hom he remains a C really concerne to social service | eir ideas seriously. ne greener? Danished about the planet | | | |

B The role of the mayor

THE MAYOR OF LONDON is elected by any Londoners eligible to vote, and has quite a high profile. The mayor is the capital's spokesperson with a range of powers and duties. He or she sets the annual budget for the Greater London Authority, and plays a key role in the running and funding of various projects. The mayor heads the Mayor's Office for Policing and Crime who provide policing in the capital. The mayor also chairs Transport for London, and sits on various committees.



| GLOSSARY | A CONTRACTOR OF THE STATE OF TH |
|--------------|--|
| mayor | the most important chosen or elected official in a town or city |
| eligible | allowed by rules or laws to do or receive sth OPP ineligible |
| high profile | Sb/sth with a high profile gets attention and is easily noticed. |
| spokesperson | sb who speaks on behalf of a group or an organization |
| budget | the amount of money a person or an organization has to spend on sth: set the budget (= decide what the budget should be) |
| authority | the people or an organization who have the power to make decision or who have a particular area of responsibility |
| funding | money for a particular purpose |
| head | lead or be in charge of sth, e.g. a department or and organization $\mathbf{head}\ n$ |
| policing | the activity of keeping order in a place with police police v |
| chair | be in charge of a meeting: chair a meeting (see spotlight) |
| committee | a group of people who are chosen to make decisions or deal with a particular subject: a committee meeting; sit on a committee |

SPOTLIGHT gender and people nouns

These titles can be used about a man or a woman.

- chair/chairperson/chairman
- spokesperson/spokesman
- mayor

The titles of **chairwoman**, **spokeswoman** and **mayoress** are also used but only refer to a woman.

| 4 | Circle the words which are possible. One, two or three words may be possible. |
|---|---|
| 4 | encie the words which are possible. One, two or three words may be possible. |

- 1 The budget/mayor/funding is not sufficient.
- 2 The committee / authorities / policing have the power to change the rules.
- 3 My uncle is the spokesperson/mayoress/chairman.
- 4 The town has a high profit / policing / profile.
- 5 David Tomkins is the *chairman/chairperson/chair* of the transport committee.
- 6 We heard the spokesperson/spokesman/mayoress making a statement to the press.
- 7 He's the new mayor/budget/head.
- 8 She chairs/sits on/sets the committee.

| 8 | He was elected She | the department. |
|---------------|-----------------------|---|
| | | the department. |
| 9 | It's a very high- | job. |
| 10 | We need moreresearch. | for medica |
| | | |
| ers, or ask a | another student. | |
| | | research. vers, or ask another student. |



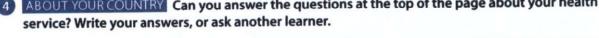
A What is available?

HEALTH CARE: FREQUENTLY ASKED QUESTIONS

- Do I need to register with a GP?
- ► How do I get referred to a specialist?
- Can I get free prescriptions?
- What if I suspect a doctor has made a mistake?
- ▶ How do I become a participant in a clinical trial?
- ► Can I get cosmetic surgery free of charge?
- Are all medical records confidential?

GLOSSARY have an idea that sb is guilty of sth, but suspect health care the service of providing medical care without definite proof put your name on an official list. You can also register participant (in sth) sb who is taking part in an activity or event (with/for sth) enrol on a course or enrol at a school. related to the examination and treatment of clinical send sb to sb/sth for help, advice, etc. refer sb (to sth) patients and their illnesses: a clinical trial; a person who is an expert in a particular area specialist clinical research of work or study specialist adj medical treatment intended to improve sb's cosmetic surgery an official piece of paper given to you by a prescription appearance doctor that enables you to get a particular free of charge If sth is free of charge, it costs you nothing. medicine from a pharmacy prescribe v to be kent secret: strictly confidential

| ŀО | rm five p | | | | | | | | | |
|-----|-------------|----------|---------|---|--------------------|---------------|----------|---------------|-----------------|------------------------------|
| | of charge | free | care | clinical | strictly | surgery | trial | cosmetic | confidential | health |
| | | | | *************************************** | | | | | | |
| Co | mplete t | he se | ntence | es. | | | | | | |
| 1 | The patie | nt has | a rare | illness, so | she will | need | | tre | atment. | |
| 2 | All medic | al trea | tment | has to be | strictly | | | between | the doctor ar | nd patient. |
| 3 | Some cos | smetic | | ***************** | is avai | lable on th | ne Nat | ional Healt | h Service. | |
| 4 | Go and se | ee if th | ne doct | or will | | sor | methir | ig for that t | terrible cough | 1. |
| 5 | What | | | I need u | rgent he | ealth | | ? Wh | nere should I | go? |
| 6 | When I m | noved | to Brig | hton, I ha | nd to t-aid cou | rse. | W | th a docto | r near my hor | me, and at the same tim |
| 7 | I asked th | ne doc | tor to | | r | ne to a | | | | long-term problem wit |
| 8 | How mar | ny | | ar | e taking | part in the | e clinic | al | for t | he new cancer drug? |
| | | | | | | | | | | |
| Co | omplete t | ne te | Xt. | | | ant from h | oalth I | 4) | | , you need to |
| WI | nen you m | iove to | o a new | area, in | a doctor | For many | com | non illness | es the docto | r will give you a |
| (2) | / | | | which | h vou co | ollect from | n a ph | armacy. Th | ev are free (4) | |
| if | OU are un | der 16 | OVER F | O or pre | anant If | you have | a serio | ous probler | m which invol | ves seeing a |
| (5) |) | | | VOL | can get | (6) | | | to one by y | our doctor. Your medic |
| rol | cords are I | 71 | | | | אווו ערווו (מ | III SEE | voui ovvii i | ECOIDS DV dSv | illid at your surgery, if yo |
| (8) |) | | | that s | omeboo | dy has ma | de a n | nistake with | h your treatm | ent, you should speak t |





B In hospital: patients' experiences

The doctors and nurses were very dedicated and kept me informed at all times.

I know the staff were rushed off their feet, but nobody took any notice of my calls for help.

I felt miserable when I was admitted, but I had absolute confidence in the nursing staff and soon felt my old self again.

I was admitted to the ward, seen by a junior doctor, then nothing happened for two days.

I felt the whole time that my well-being was the staff's prime concern.

SPOTLIGHT staying in hospital

You can be admitted to hospital (= taken there and treated). After treatment, you are discharged (= given permission to leave). Then you go home to convalesce (= spend time recovering). SYN recuperate; convalescence n SYN recuperation

GLOSSARY

dedicated

working hard at sth because it is

important to you

inform

tell sb about sth: keep sb informed

(about sth)

be rushed off your feet

be extremely busy with too many

things to do

miserable

take (no) notice of sb/sth pay (no) attention to sb/sth very unhappy or uncomfortable absolute self

total and complete

ward

the type of person you are: my old self; my real self a room or an area in a hospital for patients with the same type of condition

having a low rank in an organization or profession

junior **OPP** senior

well-being general health and happiness

prime

main; most important: a prime concern

- Circle the correct answer(s). Both answers may be possible.
 - 1 I was rushed off my foot / feet.
 - 2 She took no / any notice of me.
 - 3 I was admitted / discharged to the cancer ward.
 - 4 He's back to his old self / self.
 - 5 I need to convalesce / recuperate.

- 6 They kept/made me informed.
- 7 They were junior / senior doctors.
- 8 His health was my main / prime concern.
- 9 Patients need rest and recuperation / well-being.
- 10 The staff are admitted / dedicated to patient care.
- 6 Replace the underlined words with a word or phrase that keeps the same meaning.
 - 1 They didn't pay any attention to me.
 - 2 They told me what was happening.
 - 3 I was incredibly busy.
 - 4 That's part of his true character.
 - 5 She needs to spend time getting better.
 - 6 I felt really unhappy and uncomfortable.
 - 7 I'm worried about his general health and happiness.
 - 8 The staff work hard and care a lot.

- They took They kept
- I was rushed
- That's part of his
- She needs to ______.
- I'm worried about his
- The staff are
- Complete the sentences with a suitable word.
 - 1 When you are _____ to hospital, you are taken to a _____ for your stay.
 - 2 In hospital, patients are always ______ informed about their treatment.
 - 3 Staff in hospitals are _____ off their feet all the time.
 - 4 For the doctors and nurses, the patient's ______is their _
 - 5 There are more senior doctors than doctors.
 - 6 Most patients have _____ confidence in the staff.7 Recuperation (or ______) usually takes place at home.

 - 8 When you have recovered sufficiently, you will be ______from hospital with all the medicines you need for the first week.
- ABOUT YOUR COUNTRY Do you know if the sentences in Exercise 7 are true for your country?



Police procedures

An arrest is when a police constable detains someone suspected of an offence. In the UK, the police can arrest you if they have a valid arrest warrant (issued by a magistrate), or if they have reasonable grounds for suspecting you have committed or are about to commit an offence. You are cautioned and then taken to a police station as soon as possible. Once you are in custody, you have the right to legal advice from a solicitor. If there is sufficient evidence, the police will charge you, and you will then appear in court where a magistrate will decide whether you should be remanded in custody or released on bail.

If your case goes to trial, you will either be convicted of the crime, or found innocent and acquitted. If you are found guilty, you will be sentenced by a judge.



SPOTLIGHT the police

A police officer is any member of the police force. In the UK, a (police) constable (abbreviated as PC) is an officer of the lowest rank (= position in an organization). Above the rank of constable is the sergeant, the inspector, and so on. The chief constable is the head of each regional police force.

| GLOSSARY | | | |
|---|---|----------------------|---|
| procedure detain | the usual or correct way for doing sth keep sb in an official place, e.g. a police | custody | the state of being in prison while waiting for trial: <i>in custody</i> |
| | station, and prevent them from leaving: be detained in custody | solicitor | a lawyer who gives legal advice and prepares legal documents |
| suspect sb of (doing) sth | believe that sb is guilty of sth, though you do not have proof. A person is a suspect . | charge sb (with sth) | say officially you believe sb has committed a crime |
| offence formal | a crime: commit an offence | remand sb | send sb away from court until their trial: |
| valid | legally or officially acceptable OPP invalid | | be remanded in custody |
| warrant | a legal document signed by a judge that allows the police to do sth. A search warrant is a warrant to search sb's property. | bail | money left with a court of law to ensure that a prisoner will return for their trial. A judge can either grant bail or refuse bail . |
| issue | give or say sth to sb officially: issue a warrant/visa | convict sb (of sth) | say officially in court that sb is guilty of |
| magistrate | an official who acts as a judge in the lowest courts of law | acquit sb (of sth) | a crime state formally that a person is not guilty of a crime |
| grounds (for sth/ doing sth) (usually pl) | a reason for sth | sentence sb (to sth) | (of a judge) tell sb who has been found guilty of a crime what their punishment |
| be about to (do sth) caution sb formal | be going to do sth very soon warn sb officially that anything they say may be used against them as evidence in court | | will be: He sentenced him to two years in prison. |

| U | | | | nese words. Use | | hel | | | |
|---|-----|---|--------------------|---------------------|---------------|-------|---|------------------|------------------------|
| | | etain | suspect v | suspect n | offence | | invalid | magistrate | |
| | cu | stody | solicitor | remand | convict | | acquit | constable | |
| 2 | W | rite the m | issing prepos | ition. | | | | | |
| | 1 | be detain | ed | police custo | dy | 4 | convict som | eone | an offence |
| | 2 | have grou | unds | doing som | nething | 5 | | | a crime |
| | | | | an offe | | 6 | | | five years |
| 8 | c | mnlete t | ho nhracos wi | th suitable wor | de | | | | |
| 9 | 1 | _ | ne pinases wi | | us. | 4 | remand som | neone in | |
| | | | ın | | | 5 | | bail OR re | |
| | 3 | Committee | a search | warrant | | 6 | | Bair Ok 10 | |
| | - | *************************************** | d scarci | Wallant | | | connection | | 3011160116 |
| 4 | W | rite your a | answers. | | | | | | |
| | 1 | Who issue | es an arrest war | rant? | | | *************************************** | | |
| | 2 | Who deta | ains someone? | | | | | | |
| | 3 | Who offe | rs legal advice? | | | | | | |
| | 4 | Who is ab | ole to grant bail? | | | | | | |
| | 5 | Who is re | manded in cust | ody? | | | | | |
| | 6 | Who caut | tions someone? | | | | | | |
| | 7 | Who has | a lower rank tha | in a sergeant? | | | | | |
| | 8 | Who is ab | ove a sergeant? | , | | | | | |
| | 9 | Who is th | e head of a regi | onal force? | | | | | |
| 1 | 0 | | ences someone | | | | | | |
| 5 | C | mnlete ti | he sentences. | | | | | | |
| | 1 | | | in the | police force | | | | |
| | 2 | A coarch | e lowest | allows the police | e to search s | om | eone's proper | tv | |
| | 3 | | | | | | | | oe |
| | 3 | in custod | | area before a ma | gistiate and | is at | waiting trial, ti | ley Will Ofter i | Je |
| | 4 | | | strict | when | the | ey arrest some | one, otherwis | e solicitors may argue |
| | | that an ar | rest is not | | | | | | |
| | 5 | The police | e can detain son | neone if they | | _ th | at this person | has committe | d an |
| | 6 | | | one, the first thin | | | | | |
| 0 | _ | | | | | | | | |
| 6 | Co | omplete ti | ne text with w | ords from the | opposite pa | age | • | | |
| | | | | | | | | | |
| A | AR | RESTE | D IN ROAL | D RAGE INC | CIDENT | | | | |
| | | | | | | | | | |
| | ٨ | n 82-year | r old man is fa | cing prison after | an angry in | ncio | lent at a road | junction in | which he |
| | | | | er driver and wa | | | | | |
| | | | | the man, before | | | | | |
| | | | | e was in (4) | | | | | |
| 2 | nv | thing and | also refused h | is right to speak | to 2 (6) | , - | Т | he police late | r |
| (| 7) | cillig, and | him with | several (8) | το α (υ) | | cluding the | illegal possess | sion of a weapon. |
| | | | | | | | | | |
| | | | | efore a (9) | | | | | |
| | | | | owever, his case | | | | | |
| (| 11) |) | , he cou | ıld be (12) | 1 | to a | lengthy peri | od in prison. | |
| | | | | | | | | | |



A The prison system

n important element of the criminal Ajustice system is punishment for breaking the law. Since the abolition of capital punishment in the UK, imprisonment has been the most serious punishment. It satisfies our need for justice2 and longer prison sentences are meant to be a deterrent. Furthermore, criminals who are locked up are no threat to society, and rehabilitation programmes in prison give criminals a chance to change their behaviour. However, the current system is in crisis. More people are being imprisoned, a significant percentage reoffend, and for some criminals, prison is simply regarded as an occupational hazard. Is it just our way of taking revenge? If so, can we justify its continued existence?

| GLOSSARY | |
|----------------------|---|
| abolition | the official ending of a law, system or institution ${\bf abolish} \ v$ |
| capital punishment | punishment by death |
| imprisonment | the act of putting sb in prison imprison v syn lock sb up inf |
| justice | the legal system that punishes people who have committed crimes the fair treatment of people |
| deterrent | a thing that makes sb less likely to do sth deter v |
| rehabilitation | the process of helping people to live a normal life after they have been ill or in prison rehabilitate v |
| crisis | a period of great difficulty and uncertainty: be in crisis |
| reoffend formal | commit a crime again. A person is a reoffender. |
| regard sth/sb as sth | think about sth/sb in a particular way |
| hazard | a risk or a danger. An occupational hazard is a risk that is part of a particular job. |
| revenge | action you take to punish sb because they made you suffer: take revenge (on sb) (for sth) |
| justify | show that sth is right or fair justification n; justifiable adj |

| 0 | Underline the stress on these | words. Use the | e to help you. | | | |
|---|---|---------------------------------------|---------------------------|--|----------|--|
| | abolish abolition | 1 | capital punishment | deterrent | | |
| | rehabilitate rehabilit | ation | reoffender | occupational | | |
| | hazard justify | | justification | justifiable | | |
| 2 | Rewrite the sentences on the le | ft, using the ser | tence beginnings on tl | he right. Keep the same n | neaning. | |
| | He's been imprisoned. | | He's been locked | ······································ | | |
| | 2 She thinks of me as a friend. | | She regards | | | |
| | 3 They hang people for some cr | imes. | They have | | | |
| | 4 Can we justify the prison syste | m? | | ? | ? | |
| | 5 He was imprisoned for life. | | He got life | | | |
| | 6 It changed after they abolished | d the law. | It changed after the | | | |
| | 7 It's one of the risks of the job. | | It's an | | | |
| | 8 Do many people commit a cri | me again? | Are there many | | | |
| | 9 She wants him to suffer for wh | at he did to her. | She wants to take | | | |
| 1 | It's a period of great difficulty. | | At the moment we are | in | • | |
| 3 | Complete the words in the qu | estions. | | | | |
| | 1 Do you believe you can r | Do you believe you can r most | | st criminals? | | |
| | 2 Why do so many people r | and | go back to prison? | | | |
| | 3 Do you think prison is an effect | Do you think prison is an effective d | | | | |
| | 4 Do you believe in c | punishmer | | | | |
| | 5 Would you like to a | anything ir | | | | |
| | 6 Is there ever any j | | | | | |
| | 7 Is the prison system in c | in you | r country? | | | |
| | 8 Do you believe in the criminal j | | system? In your view, doe | es it represent true j | ? | |

ABOUT YOU Write your answers to Exercise 3, or ask another student.

TEST YOURSELF

B A different system

GRENDON is not a typical institution within the prison system. It is constructed exclusively on the principles of group therapy, and operates more as a community than a prison for offenders. The inmates are all serving long sentences, and a high proportion are guilty of violent crime. Yet the prison is different from the normal system in almost every way, with an absence of physical force and segregation. The prison is divided into five self-contained communities, the prisoners are not confined in cells, and decisions are only taken with their consent.

SPOTLIGHT self

Before nouns and adjectives, self-means 'of, to or by yourself'.

- Self-contained communities are able to exist without outside help.
- On a self-catering holiday, you do the cooking yourself.
- Self-assessment is judging your own

| GLOSSARY | | | |
|----------------------------|--|--------------------------|---|
| institution | a large important organization with a particular purpose. An institute is similar but usually for education or a particular profession. | segregation | the policy of separating people of different sex, race, religion, etc, and in prison, by the type of crime committed segregate v |
| exclusively | completely; with nothing else: We rely exclusively on aid. | confine sb/sth in sth | keep sb/sth within an enclosed area confinement n: solitary confinement |
| principle group therapy | aw, rule or theory that sth is based on e use of group discussion for the treatment | | (= a punishment in which a prisoner is kept alone in a separate cell) |
| inmate | of a physical or mental problem or illness | cell | a lockable room for prisoners in a prison or police station |
| | one of the people living in an institution such as a prison | consent | agreement about sth by common consent with everyone's agreement; by mutual consent with |
| proportion | a part or share of the whole amount or number | | the agreement of both of the sides involved |

- Circle the correct answer(s). Sometimes both answers are possible.
 - 1 Solitary confinement / consent is part of the punishment.
 - 2 The prisons / cells are quite small.
 - 3 The management course is based on self-catering / assessment.
 - 4 I think the trip requires the parents' agreement / consent.
 - 5 The prison had to segregate / confine the men and women in separate cells.
 - 6 It is based exclusively / partly on the original model.
 - 7 Most of the inmates/ prisoners are female.
 - 8 Prisons have similarities with many other institutions/institutes.
- 6 Complete the dialogues with a single word.
 - 1 Do they discuss each other's problems? ~ Yes, it's a type of group
 - 2 Do they separate men from women?
 - 3 Do you do the cooking yourselves?
 - 4 Are they locked up every night?
 - 5 Did everyone agree with the change?
 - 6 Are many of the men violent?
 - 7 Did you both agree to the deal?
 - 8 They want prisoners to work together.
 - 9 Was he kept in a cell on his own?
 - 10 Do they rely on charities?

- ~ Yes, there's a policy of _____.
- ~ Yes, it's all self-
- ~ Yes, and the _____ are very small.
- ~ Yes, it was made by common _____
- ~ Yes, quite a high _____.
- ~ Yes, it was by _____ consent.
- ~ Yes, The system is based on the _____
- ~ Yes, he was in solitary
- ~ No, not _____. They get some money from the government.

| 7 | ABOUT YOU | What do you think of this prison? Is it likely to be more successful than a normal |
|---|---------------|--|
| | prison? Write | your answers, or ask another student. |
| | | |



The armed forces

The US Military

comprises five branches in its field of operations: the army, the navy, the air force, the marine corps and the coast guard, all under civilian authority. More than 1.35 million people serve in the professional



tank

full-time military, with a further 800,000 in the reserve army. (There is no longer compulsory military service, though men aged 18-25 must register for it if the need arises.) The US military distinguishes between enlisted personnel, who make up about 85% of the armed forces and carry out fundamental operations such as combat and administration; and officers, who manage and supervise operations. The range of jobs is vast, but encompasses such diverse activities as running a hospital, commanding a tank, flying military aircraft, programming computers, maintaining weapon systems, etc.







| GLOSSARY | | | |
|--------------------------------|--|--------------------------|--|
| the military | a country's army, navy and air force SYN the armed forces; military adj | enlisted | (especially US English) relating to members of the permanent armed forces |
| branch | a part of a large organization: a branch of a bank | | below officer rank. Enlist is to join the armed forces. |
| operation | an organized activity, often involving the military or police | armed fundamental | carrying a gun or other weapon arms <i>n</i> (<i>pl</i>) central and forming the necessary basis |
| guard | a person or group of people who protect sth/sb guard v | combat | of sth fighting between forces: armed/unarmed |
| civilian | not belonging to the armed forces. A person is a civilian. | | combat (= fighting with/without guns, bombs, etc.) |
| serve | do useful work: serve your country / in the army, etc. | vast | extremely large: the vast majority; vast numbers; a vast amount |
| the reserve(s) | an extra force that performs part-time duties and is available if needed | encompass formal diverse | include sth within an area or area of activity different from each other and of various |
| compulsory | If sth is compulsory, you have to do it. SYN obligatory; OPP optional | command | kinds diversity <i>n</i> be in charge of sb. A person can also be in |
| military service | time spent serving in the military, especially as a compulsory period for young people | aircraft | command (of sth/sb). any vehicle that can fly and carry goods or passengers |
| distinguish between A and B | recognize a difference between two people or things SYN differentiate (between) A and B, make a distinction (between A and B) | weapon | an object such as a knife, gun or bomb that is used for fighting: nuclear/chemical weapons; a deadly/lethal weapon (= that can kill sb) |

SPOTLIGHT comprise, consist of, make up

These verbs describe the way in which something is formed.

- The group comprises / consists of / is made up of 30 people.
- When you mention some of the parts first, use make up or comprise.
- Men make up / comprise the majority of the group.

| _ | The same of the sa | Transaction and the second | mand encompa | | v <u>a</u> st | |
|-------|--|------------------------------|--|-----------------------------|------------------------------|---|
| 2 | same as in bet | | ers are pronounced t | tne same as in bit , | and which three | are pronounced th |
| | Provide the second second second | | entiate encomp | pass <u>e</u> nlisted | weapon | |
| | civilian og | <u></u> u.) | <u>c</u> ritiate <u>c</u> ricorri | <u>_</u> , | <u>so</u> po | |
| | | ~ | | | | |
| 3 | The pronuncia | tion of the lette | er 'i' is the same as in | bit in nine of the | cases underlined. | Which three are diff |
| | civ <u>i</u> lian co | mpr <u>i</u> se d <u>i</u> s | t <u>i</u> ngu <u>i</u> sh d <u>i</u> vers | e enl <u>i</u> sted | m <u>ili</u> tary m <u>i</u> | ss <u>i</u> le obl <u>igatory</u> |
| | | | | ********* | | |
| Us | se word(s) from | n the box to | form nine compo | und words or pl | hrases. | |
| 1 | unarmed | majority | the armed | lethal | service | your country |
| | forces | combat | be in | a distinction | make | serve |
| | military (x 2) | weapon | command | aircraft | the vast | |
| | | | | - | | |
| | | | | | | |
| _ | | | | 70 m | | |
| | | | d(s) with a <u>single</u> v y large amount of n | | similar meanin | g. |
| 1 | | | | noriey. | | |
| 2 | | | the <u>armed forces</u> . | a and warmen | | |
| 3 | The state of the s | | roximately 5,500 me | | | |
| 4 | | | ne of their <u>central</u> be | eliefs. | | |
| 5 | | y little armed <u>fi</u> | | | | |
| 6 | | | ent backgrounds. | | | |
| 7 | Six soldiers we | ere on duty to g | protect the camp. | | 4.5 | В |
| 8 | I wanted to se | rve my country | , so I joined as a sol | dier. | | |
| 9 | This knife is a ! | ethal weapon. | | | | |
| 10 | They don't rec | ognize a differe | ence between men | and women. | 91 x 3 | *************************************** |
| 11 | The work inclu | ides many diffe | erent tasks and resp | onsibilities. | | |
| 12 | Is military serv | ice obligatory? | | | | |
| 13 | | | officer, and is in cha | rge of a large grou | up of soldiers. | |
| 14 | | | ps will be a large or | | | |
| | - | | | | | |
| | omplete the te | | | | of the arm | mu the name and |
| th | e British (1) | and of state the | forces is (2) e Queen is theoretic | ally in (2) | Of the arr | of the armed |
| for | rees but in prac | tice that is the | job of the British Pri | me Minister Ann | ovimately 146.00 | 0 men and women |
| (4) | l Ces, but in plac | in the | he professional arm | ed forces (often re | ferred to as the ' | regulars'), with a |
| fur | rther 36.500 in | the (5) | Te proressional and | The armed forces | are also supporte | ed by a number of |
| (6) |) | age | encies owned by the | Ministry of Defer | nce. The navy is t | he |
| (7) | | of t | he armed forces wh | ich is responsible | for Britain's nucle | ear |
| (8) | | , wt | nich (9) | four | Trident nuclear r | nissile submarines. |
| | | y 1 11. | | | | |
| A | BOUT YOU AN | D YOUR COU | Write your | answers, or ask | another stude | nt. |
| 1 | | | ssional military? | | | |
| 2 | | | | | | |
| | Do you have r | nilitary service? |) | | | |
| 3 | Are the police | usually armed | in your country? | | | |
| 3 | ric the police | | | | | |
| 3 4 5 | Have you ever | | | | | |
| 4 | Have you ever | : | | flown in a l | helicopter? | |



News headlines

| Headlines | Meaning |
|---|--|
| Arms deal probe | arms formal weapons, especially used by the armed forces deal an agreement, especially in business probe an investigation into sth probe v |
| Mother's plea to kidnappers | a plea (for sth) formal an important and emotional request kidnapper sb who takes a person away illegally and keeps them as a prisoner, usually in order to get money (called a ransom) kidnap v |
| Government pledges more aid | pledge formally promise to give or do sth pledge <i>n</i> aid money, food, etc, that is sent to a country to help them |
| Senate urges caution | urge advise or try hard to persuade sb to do sth |
| Bid to axe rail chief | bid an effort to do sth or get sth bid v axe remove sb from their job; get rid of a service, system, etc: Bus company plans to axe part of rural service. chief the most important or one of the most important people in a company, often used in job titles: a police chief |
| Minister vows to quit | minister a senior member of a government who is in charge of a government department or a branch of one vow make a formal and serious promise to do sth vow n |
| Bomb blast wrecks factory | (bomb) blast an explosion wreck destroy sth wreck n |
| Boost for voters | boost sth that helps or encourages people boost v |
| Go-ahead for road scheme | go-ahead formal permission to do sth scheme an official plan or system for doing sth |
| IMG cease trading | cease formal stop (sth) happening or existing. A ceasefire is an agreement between two sides to stop fighting. |
| Doctor cleared of negligence | clear sb (of sth) prove that sb is innocent of doing sth wrong |
| Injury blow for United | blow shock or disappointment |
| New flood alert | alert a warning |
| Police foil bomb plot | foil prevent a plan from succeeding plot a secret plan by people to do sth wrong or illegal SYN conspiracy ; plot v |
| PM rules out referendum | rule sth out reject the possibility of sth |
| Lords back hunting ban | the Lords (OR the House of Lords) in Britain, the second and higher part of Parliament, after the House of Commons, whose members are not elected by the people of the country back give help or support to sb/sth backing n |
| | hunting the act of killing wild animals for food or sport |

SPOTLIGHT headline words

Certain words often appear in newspaper headlines because they are very short, e.g. bid, plea, quit. Other words give stories a more dramatic effect, e.g. blast, boost.

| 03 | the pronunciation of the unde se the 🌚 to help you. | | eu letters | | Janie Of | | | |
|-------|--|-------|--------------|-------|-------------------|---|---|--------|
| 1 | pl <u>ea</u> pl <u>e</u> dge | | | 5 | axe aler | rt | ******** | |
| 2 | boost blow | | | 6 | wreck s | cheme | | |
| 3 | pledge ahead | | | 7 | sch <u>e</u> me | cease | ******* | |
| 4 | probe vow | | | 8 | m <u>i</u> nister | consp <u>i</u> racy | | |
| Go | ood news or bad news for the | peo | ple in the | hea | dlines? W | Vrite G or B | | |
| 1 | Further blow for house buyers . | | 5 | PM | gets back | ting from pa | rliament for new rail syste | em |
| 2 | Company axes chairman | | 6 | Nev | w deal for | manager | | |
| 3 | Doctors given go-ahead . | | 7 | Boo | ost for farn | ners | | |
| | for new drug | | 8 | Arn | ny foils crir | minal plot | | |
| 4 | Company ceases operations | | | | | | | |
| | | | | | | | | |
| Ma | atch 1–10 with a–j. | | | | | | | |
| 1 | VOW | a | secret plan | | | | | |
| 2 | plea | b | official pla | n | | | | |
| 3 | bid | C | request | | | | | |
| 4 | conspiracy | d | explosion | | | | | |
| 5 | blow | e | investigati | ion | | | | |
| 6 | alert | f | promise | | | | | |
| 7 | probe | g | warning | | | | | |
| 8 | scheme | h | disappoin | tmer | nt | | | |
| 9 | blast | i | agreemen | t | | | | |
| 0 | deal | j | attempt | | | | | |
| 3 4 5 | Government promises to suppor Permission for rail plan Company managing director force Help and encouragement for big | ced f | rom his job | 2 | | | | |
| 6 | Latest statistics a shock and disag | | | the e | conomy | *************************************** | *************************************** | ****** |
| 7 | Men who took child demand mo | | | | | | | |
| 8 | Senior members of the governm | | | | delav | *************************************** | | |
| | Motorcyclist found innocent of c | | | | | | | |
| 0 | PM rejects the possibility of furth | | | | | | *************************************** | |
| | rite your own headlines for the eadline and use the present te An explosion has destroyed a ne | nse | for verbs. | | Keep to a | maximum | of six words for each | |
| 2 | Senators reject the possibility of | | | | In for non | or countries | | |
| | | | | | | . countries | | |
| 3 | Shareholders attempt to force the | e cn | airman to re | esign | | | | |
| A | Officers prevent a secret plan to | esca | oe from pri | son | | | | |
| 4 | | | | | | | | |
| 5 | Attempt to change law on killing | wilc | l animals fo | rspo | ort | | | |



WRITING A NEWS STORY

The first thing to consider is the type of story you are writing and the type of **publication** you are writing for: this will determine the style of writing.

Here are a few guidelines:

- 1 When you look at your blank screen, imagine your reader and what will interest them most.
- If it is a specialist publication, you can assume a greater knowledge on the part of the reader. If it is a serious newspaper, you can also use longer sentences. But remember that space is the most precious commodity in a print newspaper; long sentences take up space. Avoid difficult words and long sentences, especially in mass-market publications, but don't talk down to your readers.
- Your opening has to engage the reader instantly and summarize what the story is about. A good introduction will state why the story is being written and grab the reader's attention. This sets the tone for the rest of the piece.
- Quotes are good they add colour and personal experience but if you are citing from specific sources, keep it short, otherwise the story will lose pace and direction. Sometimes the quote has to be there to provide precision when the actual words are crucial to the message.

| GLOSSARY | | | |
|---|---|-----------------------------|--|
| publication | a book, magazine, etc. that is available to the public; the act of printing a book, etc. or sth in a newspaper | talk down to sb | speak to sb as if they were less important or intelligent than you immediately instant adj |
| blank specialist | empty, with nothing written on it having or involving knowledge in a particular area of work or study | grab sb's attention tone | get sb's attention or interest (of a piece of writing) the general character and attitude of sth: |
| on the part of sb / on sb's part | think or accept that sth is true but without proof assumption <i>n</i> experienced or done by sb | quote inf | set the tone (abbreviation of quotation) the exact words that sb uses. If you quote sb, you repeat the exact words that sb uses. |
| precious commodity formal take up sth | valuable or important a thing that is useful or has a useful quality fill or use an amount of space or time | otherwise | cite v formal used to state what the result would be if sth didn't happen or sth weren't true |
| mass | affecting or involving a large number of people: <i>mass-market books, mass unemployment</i> . A mass is a large amount or quantity of sth. | pace precision | the speed at which sth happens the quality of being exact, accurate and careful SYN accuracy |

SPOTLIGHT opening

Opening (n) has three meanings:

- 1 the beginning or first part of sth (as above): The story has a strange opening.
- 2 an act of making sth open: I went to the opening of the Picasso exhibition.
- 3 a small hole that sb/sth can pass though:
 There's a small opening in the wall where you can see the castle.

Opening can also be used as an adjective.

My opening sentence was a bit too long.

| nas | sprintblankpreciousquoteinstantlyother | wisepacespecialistopening |
|--|--|---|
| | the pronunciation of the underlined lette elp you. | rs the same or different? Write 5 or D. Use the 🌚 to |
| | cite commodity | E specialist precious |
| | | 5 specialist precious6 otherwise publication |
| | tone quoteinstantly commodity | 7 opening tone |
| | assume assumption | 8 nace mass |
| 4 | assame assamption | • pace mass |
| C | omplete the sentences. | |
| | Every time I write a story, I start with a | piece of paper. |
| | I started with a fairly gentlep | |
| | He started with a joke and that set the | |
| | Don'tyou know what people | |
| | Certain journalists are always | |
| | One of the first rules of journalism: never | |
| 7 | I think I put in too much detail, and that slows | down the of my writing. |
| | | that readers will already know the background to the s |
| 9 | It was a mistake on the of the | e readers to believe I was totally objective |
| 1 2 | eplace the underlined words with a word of I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . | or phrase that keeps the same meaning. I went to You must I can recognize his style |
| 1 2 3 4 5 6 | I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . It was <u>my</u> mistake. We'll be late <u>if</u> we <u>don't</u> leave now. There are <u>thousands unemployed</u> . | I went to You must I can recognize his style It was a We must leave now, There is |
| 1 2 3 4 5 6 7 | I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . It was <u>my</u> mistake. We'll be late <u>if</u> we <u>don't</u> leave now. There are <u>thousands unemployed</u> . Did you <u>use</u> her <u>exact words</u> ? | I went to You must I can recognize his style It was a We must leave now, There is Did you? |
| 1 2 3 4 5 6 7 | I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . It was <u>my</u> mistake. We'll be late <u>if</u> we <u>don't</u> leave now. There are <u>thousands unemployed</u> . | I went to You must I can recognize his style It was a We must leave now, There is |
| 1 2 3 4 5 6 7 8 | I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . It was <u>my</u> mistake. We'll be late <u>if</u> we <u>don't</u> leave now. There are <u>thousands unemployed</u> . Did you <u>use</u> her <u>exact words</u> ? Freedom is <u>valuable</u> and <u>important</u> . | I went to You must I can recognize his style It was a We must leave now, There is Did you? |
| 1 2 3 4 5 6 7 8 | I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . It was <u>my</u> mistake. We'll be late <u>if</u> we <u>don't</u> leave now. There are <u>thousands unemployed</u> . Did you <u>use</u> her <u>exact words?</u> Freedom is <u>valuable</u> and <u>important</u> . | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is |
| 1 2 3 4 5 6 7 8 Co | I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . It was <u>my</u> mistake. We'll be late <u>if</u> we <u>don't</u> leave now. There are <u>thousands unemployed</u> . Did you <u>use</u> her <u>exact words?</u> Freedom is <u>valuable and important</u> . omplete the questions. Why is it important to consider the type of | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? |
| 1 2 3 4 5 6 7 8 Cu 1 2 | I went to the <u>first night</u> of the exhibition. You must <u>get</u> the reader's <u>interest</u> . I can recognize his style <u>immediately</u> . It was <u>my</u> mistake. We'll be late <u>if</u> we <u>don't</u> leave now. There are <u>thousands unemployed</u> . Did you <u>use</u> her <u>exact words</u> ? Freedom is <u>valuable</u> and <u>important</u> . omplete the questions. Why is it important to consider the type of What can you assume if you are writing for a | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? |
| 1 2 3 4 5 6 7 8 Ct 1 2 3 | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of What can you assume if you are writing for a What must you never do if you are writing for | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? a market? |
| 1 2 3 4 5 6 7 8 Cc 1 2 3 4 | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? amarket? a newspaper? |
| 1 2 3 4 5 6 7 8 Ct 1 2 3 | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of What can you assume if you are writing for a What must you never do if you are writing for What is the most precious in What are two or three things your | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? amarket? a newspaper? has to achieve? |
| 1 2 3 4 5 6 7 8 C(1 2 3 4 5 | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? amarket? a newspaper? has to achieve? |
| 1 2 3 4 5 6 7 8 CC 1 2 3 4 5 6 | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of What can you assume if you are writing for a What must you never do if you are writing for What is the most precious in What are two or three things your | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? a market? a newspaper? has to achieve? tant to keep them short? |
| 1 2 3 4 5 6 7 8 CC 1 2 3 4 5 6 | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? a market? a newspaper? has to achieve? tant to keep them short? |
| 1 2 3 4 5 6 7 8 CC 1 2 3 4 5 6 | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? a market? a newspaper? has to achieve? tant to keep them short? |
| 1 2 3 4 5 6 7 8 CC 1 2 3 4 5 6 No. | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of What can you assume if you are writing for a What must you never do if you are writing for What is the most precious in What are two or three things your are good, but why is it importow answer the questions in Exercise 5 with | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? amarket? a newspaper? has to achieve? tant to keep them short? hout looking back at the text. |
| 1 2 3 4 5 6 7 8 CC 1 2 3 4 5 6 No. | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of What can you assume if you are writing for a What must you never do if you are writing for What is the most precious in What are two or three things your are good, but why is it importow answer the questions in Exercise 5 with | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? a market? a newspaper? has to achieve? tant to keep them short? |
| 1 2 3 4 5 6 7 8 CC 1 2 3 4 5 6 N | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of What can you assume if you are writing for a What must you never do if you are writing for What is the most precious in What are two or three things your are good, but why is it importow answer the questions in Exercise 5 with | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? amarket? a newspaper? has to achieve? tant to keep them short? hout looking back at the text. |
| 1 2 3 4 5 6 7 8 CC 1 2 3 4 5 6 No. | I went to the first night of the exhibition. You must get the reader's interest. I can recognize his style immediately. It was my mistake. We'll be late if we don't leave now. There are thousands unemployed. Did you use her exact words? Freedom is valuable and important. omplete the questions. Why is it important to consider the type of | I went to You must I can recognize his style It was a We must leave now, There is Did you ? Freedom is you are writing for? magazine or newspaper? a market? a newspaper? has to achieve? tant to keep them short? hout looking back at the text. |



Politics in practice

A A referendum

In 2016 there was a referendum in the UK concerning membership of the EU: to remain in the EU, or to leave the EU. The debate divided the nation and created a huge amount of conflict, even within families. Eventually, in a very closely-fought contest, there was a narrow majority for 'leave' (51.9% versus 48.1%). The turnout was high (just over 72% of the electorate voted), but that still meant that the outcome was decided by only 37% of the total electorate, and some have questioned, therefore, to what extent the result really represents the democratic will of the people. The British government then spent three years trying to negotiate an agreement that the British parliament could support.

| concerning a | an occasion when all the people of a country can vote on an important issue about sth; involving sb/sth SYN regarding an argument or a discussion expressing different opinions |
|--|--|
| | an argument or a discussion expressing different |
| debate a | [1] [1] [1] [1] [1] [1] [1] [1] [1] [1] |
| | |
| divide o | cause disagreement division n |
| | a situation in which people, groups or countries are nvolved in a serious disagreement |
| a | used to indicate that two or more things differ by only a small amount: <i>a closely-fought contest</i> (= a contest won or likely to be won by a small amount) |
| contest a | a struggle to gain control of sth |
| | the number of votes by which one party wins an election, a discussion, etc: <i>a narrow majority</i> , e.g. 52% DPP <i>a clear majority</i> , e.g. 66% |
| turnout t | the number of people who vote in a particular election |
| | the people in a country or an area who have the right to vote |
| | what sb wants to happen in a particular situation: the will of the people |
| The second secon | ry to reach an agreement by formal discussion negotiation <i>n</i> |

| 0 | Ur | nderline the | e stress on the | following word | s. Use the 🌚 to h | nelp you. | |
|---|-------------|--|--|----------------------------|--|---|-----------|
| | co | ncerning | debate | conflict | divide | contest | |
| | tur | rnout | negotiate | referendum | electorate | | |
| 2 | Re | | | | | eeps the same meaning. | |
| | 1 | The politicia | an refused to ans | wer questions or | the subject of his | private life. | |
| | 2 | They mana | ged to get just ov | ver 50% of the vo | tes. | | |
| | 3 | The issue h | as caused disagre | eement across the | e country. | | |
| | 4 | The result re | epresented abou | t 70% of the peo | ole who have a righ | nt to vote. | |
| | 5 | The number | er of people who | vote is often low | in local elections. | | |
| | 6 | Both sides v | will have to discus | ss this to reach ar | agreement. | | |
| | 1 2 3 4 5 6 | There was a lf banning of The two co There has a The two partnere has b | cars is theuntries have been long so been a long rties are very | of the p n ini in En | people, politicians r months now the media in Scot ched, so it will be ar | of the Common Market. may have to go along with it. w, but nothing has been decided. tland about Scottish independence. n interesting | |
| 4 | W | | | | d answer the qu | estions. | |
| | 2 | What was it | olace in June 2010 | b in the UK? | | | |
| | 3 | | . about? e people react to | this event? | | | ********* |
| | 4 | What was th | A CONTRACTOR OF THE PARTY OF TH | tilis everit: | | | |
| | 5 | The state of the s | people voted? | *** | | | ******** |
| | 6 | | ened after that? | *** | | | |

TEST YOURSELF

B Coalition government

In a parliamentary system, a coalition government is one in which two or even multiple political parties cooperate, thus reducing the dominance of any one party. Broadly speaking, there are two models. The first is to form a coalition before the election. The second is to form a coalition after the election, retaining a party's core philosophy and ideals, but then negotiating with other parties to form an administration that can govern the country. Advocates say that coalition government leads to consensus-based politics, which produces compromise, while opponents say that no-one gets what they voted for.

| GLOSSARY | |
|---------------------|--|
| coalition | a government formed by two or more parties working together |
| multiple | involving many different people or things |
| cooperate (with sb) | work together with sb else in order to achieve sth |
| dominance | the fact of being more powerful or important than sb else dominant adj |
| core | the most important or central part of sth |
| philosophy | a set of beliefs or an attitude to life that guides sb's behaviour |
| govern | legally control a country or its people and be responsible for laws, etc. |
| advocate | a person who supports or speaks in favour of sb/ sth, especially a public plan of action advocate v |
| consensus | an opinion that all members of a group agree with |
| compromise | [C] an agreement made between two people or groups in which each side gives up some of the things they want so that both sides are happy at the end; [U] the act of reaching a compromise ; compromise v |

| 1 | coalition | coal | ******* | | 5 | philosophy | cons | ens | <u>u</u> s | |
|--------------------------------------|--|--|--|---|--|--|-------------------------------|--------------|---|--------|
| 2 | <u>go</u> vern | dominance | | | 6 | cooperate | soon | 1 | | |
| 3 | advocate n | advocate v | ******* | | 7 | compromise . | cons | ens | us | |
| 4 | adv <u>o</u> cate | philosophy | | | 8 | comprom <u>i</u> se | dom | inar | | |
| C | omplete thes | e words. | | | | | | | | |
| 1 | gov | | | 4 | comp | | | 7 | coal | |
| 2 | coop | | | 5 | phi | | | 8 | dom | |
| 3 | advo | | | 6 | mul | | | 9 | cons | |
| A | nswer the qu | estions. | | | | | | | | |
| | The state of the s | | | | | | | | | |
| 1 | What is requi | red for a coaliti | ion? | | | | | | | |
| 1 2 | What is requi | red for a <i>coaliti</i> ch a <i>consensu</i> s | ion? s, how | mar | ny people agre | e with you? | | ••••• | | ****** |
| 1 2 3 | If you you rea | ch a consensus | s, how | mar | ny people agre | e with you? | | | | |
| | If you you rea If you <i>govern</i> | ch a consensus a country, how | s, how v much | mar n coi | ny people agre ntrol do you ha | e with you? ave? | | | | |
| 3 | If you you rea If you <i>govern</i> If you advoca | ch a <i>consensus</i> a country, how te something, | s, how v much are you | mar n cor u for | ny people agre ntrol do you ha r it or against it | e with you? ave? ? | | | | |
| 3 | If you you rea If you <i>govern</i> If you advoca Is dominance | ch a consensus a country, how te something, a fact of being | s, how v much are you g <i>riche</i> i | mar n cor u for or r | ny people agre ntrol do you ha r it or against it more powerful | e with you? ave? ? than others? | | | | |
| 3 4 5 6 | If you you rea If you <i>govern</i> If you advoca Is dominance If you reach a | ch a consensus a country, how te something, a fact of being compromise, v | s, how v much are you g <i>riche</i> i | mar n cor u for or r | ny people agre ntrol do you ha r it or against it more powerful | e with you? ave? ? than others? | | | | |
| 3 4 5 6 | If you you rea If you <i>govern</i> If you advoca Is dominance If you reach a | ch a consensus a country, how te something, a fact of being compromise, v | s, how v much are you g <i>richer</i> what ar | mar n con u for or r re yo | ny people agre ntrol do you ha r it or against it more powerful ou prepared to | e with you? ave? ?? than others? do? | | | | |
| 3 4 5 6 | If you you rea If you govern If you advoca Is dominance If you reach a omplete the s It's a complica It's not easy to | ch a consensus a country, how te something, a fact of being compromise, v sentences. ated government o give up certa | s, how we much are you gricher what are what are what are ent polinin thin | mar n con u for r or r re you | ny people agre- ntrol do you ha r it or against it more powerful ou prepared to and will involve ou want and a | e with you? ave? ?? than others? do? | gove | ernr | | |
| 3 4 5 6 | If you you real f you govern If you advocated to dominance of you reach a somplete the solit's a complication of the solit's not easy to all have to | ch a consensus a country, how te something, a fact of being compromise, v sentences. ated government o give up certa | s, how we much are you gricher what are what are ent policin thin someti | mar n con u for or u re you icy a gs y imes | ny people agre- ntrol do you ha rit or against it more powerful ou prepared to and will involve ou want and ac s. | e with you? ave? than others? do? | gove | ernr ou d | nental agencies. on't, but in the end we | |
| 3 4 5 6 | If you you real f you govern If you advocated advocated by the second se | ch a consensus a country, how te something, a fact of being compromise, sentences. ated governme b give up certa | s, how we much are you gricher what are what are ent policin thinks sometill have | mar n con u for or or re you icy a gs y imes the | ny people agre- ntrol do you ha r it or against it more powerful ou prepared to and will involve ou want and a s. opportunity to | e with you? | goveings yo | ernr ou d | nental agencies. on't, but in the end we | |
| 3 4 5 6 Co 1 2 | If you you realf you govern If you advocated advocated and the second and the sec | ch a consensus a country, how te something, a fact of being compromise, v sentences. ated governme o give up certa s a majority wil istian Democra | s, how v much are you g richer what are sent pol in think sometill have attic Un | icy a gs y imes the | ny people agre- ntrol do you ha r it or against it more powerful ou prepared to and will involve ou want and ac s. opportunity to | e with you? | goveings you | ernr ou d | nental agencies. on't, but in the end we | |
| 3 4 5 6 1 2 3 4 | If you you real f you govern If you advocated Is dominance If you reach a somplete the solit's a complicate It's not easy to all have to | ch a consensus a country, how te something, a fact of being compromise, sentences. ated governme o give up certa s a majority wil istian Democra | s, how v much are you gricher what are sometiment policin think sometiment by the company of the | mar n con u for r or r re you ince gs y imes the nion) | ny people agre- ntrol do you ha r it or against it more powerful ou prepared to and will involve ou want and ac s. opportunity to have been the | e with you? | goverings you the compolition | ernrou d | nental agencies. on't, but in the end we | |

Extinction Rebellion protest blocks the Strand

uring the Extinction Rebellion* demonstrations in April, the police arrested over 1,000 people and charged 53 in connection with the climate change protests across five UK cities. In response to these arrests, the group staged another demonstration yesterday outside the Royal

Courts of Justice. They occupied much of the Strand, and by erecting barriers and sitting in the road, they effectively blocked the entire area for almost eight hours. No arrests were made and the police have recognised their right to protest. Nevertheless, the Chief Constable has made it clear that the police do have a duty to uphold the rule of law, and cannot tolerate significant disruption to communities across the capital.

Meanwhile, the group has called on activists to participate in a summer of 'creative acts of civil disobedience', which they hope will force government into taking action.



*Extinction Rebellion is a political movement with a mission to avert climate catastrophe and minimise the risk of ecological collapse, and with it the extinction of human beings altogether. They aim to do this through non-violent resistance.

| GLOSSARY | | | |
|------------------------------------|---|----------------------|--|
| rebellion [U, C] protest [U, C] | opposition to authority by an organized group the expression of strong disagreement with | tolerate | allow sb to do sth that you do not agree with SYN put up with sth |
| | or opposition to sth. A person is a protester . | disruption | a situation in which it is difficult for sth to continue in the normal way |
| demonstration | a public meeting or march at which people | call on sb to do sth | ask or demand that sb do sth |
| | show they are protesting against sth or supporting sth. A person is a demonstrator . | activist | a person who works to achieve political or social change |
| | demonstrate v | disobedience | refusal or failure to obey |
| in connection with sth/sb | for reasons connected with sth/sb | movement | a group of people who share the same ideas or aims |
| stage | organize and take part in action that needs careful planning | mission | particular work that you feel it is your duty to do |
| erect | put sth in position and make it stand <i>upright</i> (= in a vertical position) | avert | prevent sth bad or dangerous from happening |
| barrier | an object like a fence that stops people moving forward | minimize | reduce sth, especially sth bad, to the lowest possible level |
| entire | including everything, everyone or every part | being | a living creature: a human being |
| uphold | support sth that you think is right and make sure it continues to exist | resistance [U, sing] | opposition to or dislike of an idea, plan, etc; refusal to obey |

SPOTLIGHT occupy

Occupy has several meanings:

- 1 enter a place in a large group and take control of it (as above)
- 2 fill or use a space, an area or an amount of time: The bed occupies half the room.
- 3 live or work in a room, building, etc: We occupy the 12th floor of the building.

| 0 | U | nderline the | e stress on th | nese words. Use the | o to help you. | | |
|------|-------|----------------|---------------------------------|--|--|---|---|
| | | bellion | minimise | protester | uphold | demonstrators | avert |
| | ere | ect | occupy | demonstration | meanwhile | protest n | disobedience |
| 2 | Ci | rcle the wo | rds which su | ggest public protes | t. | | |
| | de | monstration | mission | n disruptio | on rebellion | | |
| | up | hold | disobe | dience tolerate | resistance | occupy | |
| 3 | Tr | ue or false? | Write T or F. | If false, explain why | y. | | |
| | 1 | If you erect | something, ye | ou make it stand uprig | ht. | | |
| | 2 | If someone | upholds the l | aw, they are trying to b | oreak it. | | |
| | 3 | If you avert | an accident, y | ou see it. | | | |
| | 4 | If you tolera | ate something | , you stop it happening | g. | *************************************** | |
| | 5 | A building | which is occup | pied is empty. | | | |
| | 6 | A barrier is p | out somewher | e to prevent someone | from going somew | here. | *************************************** |
| | 7 | | | g, you reduce it slightly | | | |
| | 8 | A rebellion | is a person wh | no is demonstrating ag | ainst something. | | |
| 4 | Re | place the u | ınderlined w | ord(s) with a word o | or phrase that kee | eps the same mear | ning. |
| | 1 | | | vn the metal fences th | | | |
| | 2 | | | efusal to obey today at | | | |
| | 3 | The people | who are work | king to get political cha | ange are meeting in | the square. | |
| | 4 | The demon | stration cause | d considerable proble | ms and interruption | ns. | |
| | 5 | There could | be a lot of or | position to this plan. | | | |
| | 6 | A new polit | rical group has | formed around conce | erns about hate crin | nes. | |
| | 7 | | | d people to cooperate | | | |
| | 8 | | | through the city to pre | | | |
| | 9 | | | sed to the council plan | | nes. | *************************************** |
| 1 | 0 | The local co | mmunity wo | n't <u>put up with</u> any mo | re disruption. | | |
| 5 | Or | ne word is n | nissing in ea | ch sentence. What is | s it, and where de | oes it go? | |
| | 1 | We weren't | treated like hu | man at the demonstrat | tion - more like anir | nals. It was disgusting | |
| | 2 | | | ch have called activists | | | |
| | 3 | Although th | ne demonstrat | ion will cause problem | ns, the police are ke | en to the disruption. | *************************************** |
| | 4 | | | ew the protesters in wi | | | |
| | 5 | | | an employment agend | | irs. | |
| | 6 | | | potential danger to the | | | *************************************** |
| | 7 | | | were carrying banner | | climate change. | |
| | 8 | | | to avert during the pil | | | |
| | 9 | It was the p | no longer up v rotesters who | vith our politicians con the barriers in order to | tinually ignoring glokeep themselves s | obal warming. afe. | |
| 0 | - | | | | | | |
| 0 | -0 | mplete the | texts. | | A group o | of (7) | have been |
| Eco | ono | mic instabili | ty in the coun | try has led to the | | g in front of Parliame e (8) | |
| em | nerc | gence of a ne | ew protest (1) | called | a.m. in Hy | de Park, and led to a | march towards |
| 'Fic | ght | to Survive'. T | heir (2) | is to bring | Parliamer | nt Square with (9) | |
| ab | out | political cha | inge through | civil (3) | carrying | signs saying 'Meat is N | Murder' and 'Think |
| : ac | . 23. | me time the | ning, sitting in | the road or strikes. At | | heart, not your stom | |
| dis | run | tion to the o | eneral public | and they are aware th | at to pass la | on Mem ws ensuring that anir | bers of Parliament |
| | | | | government buildi | The second secon | h human (11) | and |
| a | re r | arely (6) | | by the authorities. | | planning to (12) | , Grid |



A An earthquake

Earthquake hits Pakistan

Last night a sudden earthquake struck a region in Kashmir, and reports suggest that hundreds lost their lives as buildings collapsed while they slept. Thousands are now being evacuated, but there are fears that many are still trapped inside their homes, so the death toll could rise significantly. The exact scale of the damage will not be known for several days or even weeks, but it has already been considerable, and reports are coming in of numerous tremors in the surrounding area. The next 48 hours will be crucial, not only to rescue more people but also to maintain supplies of water and electricity.

| GLOSSARY | 在中国的国际企业的企业 |
|-----------------|--|
| hit | happen suddenly and have a harmful or damaging effect on sth/sb syn strike |
| collapse | (of a building) fall down or fall in suddenly |
| evacuate | move sb away from a dangerous place evacuation n |
| trap | If sb is trapped , they are inside sth and cannot get out. |
| death toll | the number of people killed in a disaster, accident, etc. |
| significantly | to a degree that is important or easily noticed significant adj: a significant effect/ improvement |
| scale | the size of sth, especially when compared with other things |
| considerable | very large in size or amount |
| numerous formal | existing in large numbers |
| tremor | An earth tremor is a small earthquake. |
| rescue | take sb from a dangerous place to safety SYN save ; rescue n |
| maintain | make sth continue at a certain level or standard |

| 0 | The pronunciation of the underlined letters is the same in all but one example. Which one? Use the a to help you. | | | | | | | | | |
|---|---|--------|----------------------|-------------------|-------------------|--------------------------------|----------------|-----------|---|---|
| | c <u>o</u> lla | pse | signific <u>a</u> nt | numer <u>ou</u> s | evacu <u>a</u> te | c <u>o</u> nsider <u>a</u> ble | trem <u>or</u> | | | |
| 2 | Rep | lace | the underli | ined words | with a wo | rd or phrase tl | hat keep | s the sam | e meanin | g. |
| | 1 1 | Many | buildings fel | to the groun | nd during th | ne earthquake. | | | *************************************** | *************************************** |
| | 2 V | Ve've | had many re | eports of pos | sible earth t | tremors. | | | | |
| | 3 T | he vi | lagers have | all been mov | ed from the | e village. | | | *************************************** | *************************************** |
| | 4 T | here | are people v | who are insid | e their hom | es and cannot o | get out. | | | |
| | 5 S | cient | ists believe t | he hurricane | will reach a | and attack Florid | la within 2 | 4 hours. | | |
| | 6 T | he nu | umber of pe | ople killed co | ould be as h | igh as 2,000. | | | | |
| | | | | sed a great d | | | | | | |
| | | | | | | y by the helicor | oter. | | | |
| | 9 E | , | s will try to | | | the problem w | | e facts | | |
| | 10 T | he sit | ruation has b | pecome quite | a lot worse | with the conti | nuing bac | weather. | | |

3 Complete the text.

| When an earthquake (1) | a city, there is always a da | nger that buildings will (2) | |
|------------------------------|---|--|---------|
| and people will be (3) | inside. As soon as the imme | diate danger has passed, the first job | will |
| be the (4) | of people from the area, and to (5) | anyone still in danger. WI | nile |
| the government will send | d in supplies of food, it is very difficult to (6 | a supply of clean d | rinking |
| water. There is also the ris | sk of further earth (7) , wh | nich can have a (8)ef | fect on |
| the level of damage. It m | ay be weeks later before anyone can really | judge the (9) of | |
| the disaster, and what the | e final death (10) might be | e. | |



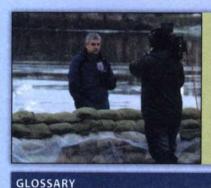
B Fire

The Glasgow School of Art has been devastated yet again by a huge fire. More than 120 firefighters tackled the blaze, which began on Friday night and spread to a concert hall next door. There were no reported casualties, but police evacuated 27 people from nearby properties as a precaution. At the moment, there is no suspicion the fire was started deliberately, but the intense heat is preventing fire officers from getting in to assess the damage. First Minister, Nicola Sturgeon, praised the courage of the firefighters who fought to save the building.

| GLOSSARY | tradition of the state of |
|--------------------------|--|
| devastate firefighter | destroy or damage sth badly devastation <i>n</i> a person whose job is to stop fires, working for the fire brigade |
| tackle | make an effort to deal with a difficult problem or situation |
| blaze | a large and often dangerous fire |
| casualty | a person who is killed or injured in a war or accident |
| precaution | sth you do in order to avoid danger or problems |
| suspicion | a feeling or belief that sth is wrong or that sb has done sth wrong suspicious (of sb) adj suspect v |
| deliberately | in a way that was planned deliberate adj SYN intentional |
| intense | very great, strong or serious: intense heat/cold/ pressure intensity n |
| assess | judge or form an opinion about sth assessment n |
| praise | say that sb is good and should be admired for sth praise n |
| courage | the ability to do sth dangerous without showing fear SYN bravery ; courageous <i>adj</i> |

| Complete the sentences on the right with a single word. Keep the same meaning. 1 There is a suspicion it was deliberate. 2 The intense heat caused problems. 3 Fire chiefs are assessing the damage. 4 The firefighters showed great courage. 5 The area was devastated. 6 They evacuated people to avoid danger. 7 One died and four were injured. 8 They're making an effort to deal with the problem. Agree with the first speaker, without using the underlined word(s) they use. 1 Was it a big fire? 2 Was it intentional? 3 I imagine they needed firefighters. 4 They were very courageous. 5 Do the officers judge the outcome? 6 I hope people admire them for what they did. 7 Do the police think the shopkeper has done something wrong? 8 Was strong pressure really put on her to make a decision? Complete the sentences with a suitable word. 1 Most of the went on the single word to be previous for their be a concept of the day. Complete the sentences with a suitable word. 1 Most of the went to hospital. 2 Somebody call the fire the fighters. 4 The PM everyone for their be the day. 5 Investigators have to the day. | de | vastate | firefighter | casualty | pre | caution | deliberate | suspect | | |
|--|-----|--|-------------------|---------------------|-------------------------------|----------------------------------|--|----------------------------|--|--|
| 1 There is a suspicion it was deliberate. 2 The intense heat caused problems. 3 Fire chiefs are assessing the damage. 4 The firefighters showed great courage. 5 The area was devastated. 6 They evacuated people to avoid danger. 7 One died and four were injured. 8 They're making an effort to deal with the problem. Agree with the first speaker, without using the underlined word(s) they use. 1 Was it a big fire? 2 Was it intentional? 3 I imagine they needed firefighters. 4 They were very courageous. 5 Do the officers judge the outcome? 6 I hope people admire them for what they did. 7 Do the police think the shopkeper has done something wrong? 8 Was strong pressure really put on her to make a decision? Complete the sentences with a suitable word. 1 Most of the went to hospital. 2 The police it was deliberate. The meat aused problems. The making an of the heat caused problems. The meaking an of the did the fire chiefs are making an of the did the fire it was suifable word. The meaking an of the heat caused problems. Fire chiefs are making an of the heat caused problems. The meaking an of the heat caused problems. The meaking an of the did the fire were very courage of their base. The firefighters were very and of the did the fire in the did the fire was suifable word. 1 Most of the was suitable word. 1 Most of the went to hospital. 4 The PM everyone for their base the day and the fire the day and the fire the day and the day and the fire the day and the day and the fire the fire the day and the fire the day and the fire th | ass | sessment | courage | courageous | inte | ensity | intentional | suspicion | | |
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| Was it a big fire? | 8 | | | | | | | | | |
| Was it a big fire? | Ac | ree with th | e first speaker | without using th | e und | erlined w | ord(s) they use | | | |
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| 6 I hope people admire them for what they did. 7 Do the police think the shopkeper has done something wrong? 8 Was strong pressure really put on her to make a decision? Complete the sentences with a suitable word. 1 Most of the | | | | | ~ Yes, they make the final | | | | | |
| 7 Do the police think the shopkeper has done something wrong? | | | | | ~ Yes, they received a lot of | | | | | |
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| a decision? ~ Yes, very | | | | | ~ Yes, they are | | | | | |
| Complete the sentences with a suitable word. 1 Most of the went to hospital. 2 Somebody call the fire | 8 | Was strong pressure really put on her to make | | | V | | | | | |
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| 2 Somebody call the fire 5 Investigators have to the da | Co | mplete the | sentences wit | h a suitable word | | | | | | |
| | 1 | Most of the | | went to hospital. | 4 | | | | | |
| | | | | | 5 | Investiga | tors have to | the damage. | | |
| 3 There is pressure on the fire 6 There is a that the fire was d | 3 | There is | pre | essure on the fire | 6 | There is a | · | that the fire was delibera | | |

A A police investigation



Somerset police were last night called to the 200-acre estate of Lord and Lady Appleby, where a body was found in a fishing lake on the property. A dog walker notified the police after spotting a hat and fragments of clothing floating on the lake, and we received confirmation early this morning that they had discovered the body of a young man who had drowned. He has not yet been formally identified, and police from the neighbouring county of Devon are providing assistance with the investigation.

| estate lord notify fragm | | square metres) a large area of land, usually in the country, that is owned by one person or one family a man of high rank in the <i>nobility</i> (= people of high social class) or sb who has been given the title 'lord' as an honour and is entitled to sit in the House of Lords officially tell sb about sth a small part of sth that has broken off or come from sth larger | | | of high de 'lord' as of Lords | confirm drown formall county assistan | у | a statement, letter, etc. that shows that sth is true or definite die because you have been underwater too long and cannot breathe; kill sb in this way officially; in a way that follows an agreed way of doing things an area of Britain that has its own local governmental por support | | |
|-----------------------------------|------|--|-----------------|---|---|---|--|--|--|----------------------|
| | | pronunciation o | of the under | lined | letters t | he sam | e or | different? | Write S or D. Use the | o to |
| " | | rd formally | | 2010 | fragmen | | | | confirmation pobility | |
| 2 | | | | | fragmen notify | | | | confirmation nobility | ******** |
| - | ac | re <u>a</u> ssistance | 4 | 11 <u>0a</u> t | nothy | ******** | | 6 | c <u>ou</u> nty dr <u>ow</u> n | |
| 2 R | enla | ace the underline | d word(s) w | ith of | her wor | ds that | keer | the same | meaning | |
| 1 | | ney announced it of | CC atall. | | inci wor | | | | Il pieces of | |
| 2 | | ney want some kind | | ************* | | | | al everywhe | | |
| | | ritten <u>statement</u> . | | | | 6 | | | orge <u>area of land</u> . | ******************** |
| 3 | | e died underwater. | | | | | | | them with | |
| 4 | | ne paper boat staye | | *************************************** | *************************************** | | | e help. | | |
| | | rface of the water. | | | | 8 | I will | inform the | | |
| 6 | | -l-4- 4b4 | | | | | | | | |
| | | plete the sentenc | | . 1 . 16 | | | | | | |
| 1 | ın | ave a very large ga | rden; it's abou | it half | an | | ······································ | | | |
| | 16 | roke a bottle, and t | there were | | 0 | of glass a | all ove | r the floor. | | |
| 3 | A | person who has die | ed will need to | o be | | IC | dentifi | ed by their | next-of-kin. | |
| 4 | | ould see a plastic b | | | | | | | | |
| 5 | | ou change your pe | | | | | | | | |
| 6 | | ou are offered a jo | | | | | | | | |
| 7 | HE | wasn't born into the | ne nobility, bi | it was | later give | n the ti | tle of | 114 | ······································ | |
| 8 | 111 | e girl | because s | ne rei | into dee | p water | and c | oulant swi | m. | |
| | RO | LIT YOUR COLINTE | Write an | | ** *** * | ostio | | | han student | |
| 1 | | UT YOUR COUNTR | | | | | | | tely an acre? | |
| 2 | | | | | | | | | tely an acre! | |
| 3 | Do | you have many la | valent of a lon | d in vo | ur countr | v/langu | 2002 | *************************************** | | |
| 4 | Is | your country divide | nd into areas e | auival | ent to Bri | tish cou | nties? | | | |
| 5 | If c | omeone dies at ho | me of patura | Cause | s who ch | ould wa | IIIIES! | if _{v2} | | ••••••• |
| 3 | 11.2 | officorie dies at 110 | ine of flatura | cause | 3, WIIO SI | ioulu yo | u not | .ii y : | | |

B A media investigation

The media regulator has launched a formal investigation into Australia's biggest news television networks after complaints about the live broadcast of a shooting in Christchurch, New Zealand. Some broadcasters put edited versions of the live stream on their channels, but commentators have argued that none of the content should have been broadcast.

A spokeswoman for one network said they always took reasonable steps to avoid offence, distress or prejudice, unless doing so was regarded as being in the public interest. It's a delicate balancing act said another station, which had shown brief clips of the shooting.

| | | | _ |
|------|-----|-------------|------|
| | | The same of | |
| SPOT | | 1311 | 7/1/ |
| 310 | LIG | DUU | JLLL |

Public (adj) is used in a number of phrases with different meanings.

a public figure

a person known by many people

public money

money connected with the government

a public library

a library for everyone

a public appearance

intended to be seen by people in general

GLOSSARY

edit

a person or an organization that controls regulator an area of business or industry and makes

sure it operates fairly regulation n

network a group of radio or TV stations that are connected and that broadcast the same

programmes at the same time

a radio or TV programme broadcast v; broadcast

Broadcasters are companies that send

out radio or TV programmes. take what has been filmed or recorded

and decide which parts to show

a live broadcast of an event over the live stream

internet live-stream v

a person who is an expert on a subject commentator

and talks or writes about it on radio, TV or

in a newspaper

distress a feeling of great worry or unhappiness an unreasonable dislike of or preference prejudice

for a person, custom, etc, especially when based on race, religion, sex, etc.

delicate needing skill and sensitive treatment interest a good result or an advantage for sb:

be in the public interest

a process in which sb tries to please two balancing act

or more groups who want different things a short part of a film that is shown

separately

Underline the stress. Use the on to help you with the words, and see where the main stress is in the phrases in the Answer Key.

regulator

network

edit

distress

clip

in the public interest

live stream

commentator

prejudice

delicate

balancing act

6 Circle the words which are directly connected with the media (i.e. TV, radio or the internet).

network

regulator

broadcaster

clip

prejudice balancing act edit

live stream

Form six phrases using words in the box.

a balancing in the public racial a media a film a public regulator prejudice library interest act

Complete the sentences.

from the film. Advertisements for a new film often show

live on TV, but you can also watch recorded highlights later. 2 The event is being ____

3 News bulletins are not allowed to show violent acts because they cause ____ to many viewers.

and most of the violence removed. 4 The film has been

of the concert on the day. 5 You can watch a ____

Sometimes TV networks report on difficult things because they are in the interest:

balancing act. other times you don't show certain events. It's a against certain groups of people. Some TV programmes are accused of

has made racist remarks about some There were complaints that the sports has launched an investigation. players, so the media



A Celebrity and the media

Celebrities deserve privacy

A survey **conducted** on privacy and the media has **revealed** that most people think there should be little or no **coverage** of the private lives of celebrities. This **contrasts** strongly with the huge success of celebrity magazines, which go into great detail about the lives of people **in the public eye**. It also **emerged** from the **findings** that people did not want politicians to have their private lives **exposed** in the same way. Certain **tabloids** were thought to be particularly guilty of **prying into** the lives of famous people.

| SPO | TLIGH | T emerge |
|-----|-------|----------|
| | | |

Emerge has several different but closely related meanings.

- 1 become known (as above)
- 2 come out of a hidden place: She emerged from the lake.
- 3 start to exist or appear: After the election, new groups started to emerge.

| GLOSSARY | |
|-----------------------|---|
| deserve | If you deserve sth, it is right that you should have it because of what you have done or the way you have behaved. |
| privacy | the state of being alone and not watched or disturbed by others |
| conduct formal | organize and/or do a particular activity: conduct a survey / an experiment; SYN carry sth out |
| reveal | make sth known to sb revelation n |
| coverage | the reporting of news in newspapers, on TV, etc. |
| contrast (with sth) | show a clear difference when close together or when compared |
| in the public eye | well known to many people through TV or newspapers |
| findings (usually pl) | information learned as the result of research |
| expose | show sth that is usually hidden |
| tabloid | a newspaper full of pictures and/or stories about famous people, often thought of as less serious than other papers |
| pry (into sth) | try to find information about people's private lives |

- ① Circle the word(s) that are correct. More than one word may be possible.
 - 1 Papers are often good at conducting / revealing / exposing the truth.
 - 2 They have carried out / deserved / conducted a survey on people's hobbies.
 - 3 I don't like the way the papers deserve / pry into / conduct people's private lives.
 - 4 Have you read the coverage / tabloids / findings today?
 - 5 This new information *exposes / contrasts with / reveals* what we already know.
 - 6 New celebrities emerge / pry into / deserve all the time.
 - 7 I'm sure the facts will be revealed / be conducted / emerge soon.
 - 8 Findings / Coverage / Privacy of the news on TV is pretty good.
 - 9 They will publish further findings / revelations / tabloids in tomorrow's paper.
 - 10 The refugees pry into / deserve / expose our help.

| 2 | Complete the text with su | itable words from | the top of the page. | | | | |
|---|---|--------------------------|--|--|---|--|--|
| | | | among 650 young people in NY, | and it (2) | | | |
| | some interesting and quite di | sturbing (3) | on how some teenagers view celebrity. Many | | | | |
| | that because they work hard, | celebrities (4) | to be famous. It also (| (5) | from the | | |
| | survey that lonely teenagers a | ire more likely to follo | ow the lives of people in the pub | blic (6) | | | |
| | These findings (7) and also think they don't dese | with the views | of most older people, who have | e less respec | t for celebrities | | |
| 3 | Complete the questions w | | ABOUT YOU AND | | | | |
| | Then write your answers, |) | OUR COUNTRY | | | | |
| | 1 In your country, do you ha | ve r | newspapers? | | | | |
| | | | he private lives of people in the | | | | |
| | | or do you think celel | brities deserve some | 7 | *************************************** | | |
| | 4 What are the advantages a | and disadvantages of | f being a TV ? | ······································ | *************************************** | | |



B Celebrity headlines

Rocky allegedly back in rehab

Football club rocked by scandal

Shamona speaks of her marriage hell!

Rumours of custody battle over baby Sahara

Fellow celebs* rally to Tom's defence

Famous celeb loses a fortune!

*abbreviation of celebrities

| GLUSSANI | |
|--------------------------|---|
| allegedly | If sb allegedly does sth, another person says they have done it, but it has not been proved. allege v ; allegation n |
| rehab | (abbreviation of rehabilitation) the process of helping to cure sb with a drug, alcohol, etc. problem |
| rock (often passive) inf | shock sb/sth very much |
| scandal | a situation in which important people behave in a dishonest or immoral way, which shocks people |
| rumour | a story or a piece of information that may or may not be true |
| custody | the legal right to look after a child: have custody of a child |
| fellow adj | used to describe sb who is similar to you or in the same situation as you: fellow students/workers/passengers |
| | |

rally to sb's defence (ALSO come together to help or support sb rally to sb's, support rally round (sb))

GLOSSARY

the act of protecting people from attack, criticism, defence

etc: in (sb's) defence; defend v

fortune a large amount of money: make/spend/be worth

afortune

SPOTLIGHT hell

Hell can be used in very different ways.

- 1 In some religions, it is believed to be the place where bad people go after death. OPP heaven
- 2 a very unpleasant experience or situation in which people suffer (as above): He went through hell during the trial.

| 3 a | swe | ear word that | some people u | se when they are anno | oyed or surprise | ed. Some per | ople may find it | offensive: Oh | hell, I've burnt the too | ıst |
|-----|-----------------------------|--|--|-----------------------------------|------------------|--------------------------------|-----------------------|---------------|--|-----|
| 4 | | the pronu | nciation of | the underlined | etters the | same or d | lifferent? W | rite S or D. | Use the 🕶 to | |
| | 1 | The state of the s | allegation | | 5 | reh <u>a</u> b | reh <u>a</u> bilitati | on | | |
| | 2 | | allegation | | 6 | rumour | custody | | | |
| | 3 | scandal | r <u>a</u> lly | | 7 | rumour | custody | | | |
| | 4 | for <u>tu</u> ne | s <u>tu</u> dent | ******** | 8 | f <u>e</u> llow | d <u>e</u> fence | ******* | | |
| 5 | Re 1 2 3 4 5 | He is said They acte They say s Jason has He's had a | to have lost a d to protect she has a lot the legal righ a terrible time | of money. ht to look after his | son. | ALLEGED DEFEN FORTUI CUSTOI HE | CEDYDYDY | ng. | | |
| 6 | | | ach dialogu | | | | | | | |
| | A | I heard a (| 1) | that the hea | alth minister | is about to | resign. Do y | ou think it's | true? | |
| | | | | an (2) | | | | | ······································ | |
| | | | | would really (4) | | | rnment, wou | ıldn't it? | | |
| | | ~ Yes, and | his life would | d be (5) | for a | while. | | | | |



(12)

B One of the tabloids is (6) _____ that the star of the new Mad Max is in (7) _____

~ Poor guy. Still, I expect his (10) _____ celebs will (11) ____ round and

~ I'm not surprised. He has already lost a (8) ______from gambling. That's right. And he lost (9) _____ of his young son because of that.

63 Human interest stories

A Amazing but true!

OPERATED ON AFTER 55 YEARS!

German woman who spent 55 years with a pencil stuck in her brain has finally had most of it removed. She had fallen over holding the pencil when she was four. It went directly through her cheek and then into her brain. Ever since, she had had to endure severe pain because doctors dared not operate. The three-inch long pencil was finally removed on Friday in a very delicate operation, all except the tip of the pencil. The woman is said to be making a speedy recovery, and mysteriously the remaining tip seems to be causing her no problems at all.

GLOSSARY

stuck (in sth)
directly
ever since
endure formal
unable to move or be moved
in a direct line or manner
continuously since the time mentioned
experience or deal with sth that is painful or
unpleasant especially without complaining

unpleasant, especially without complaining SYN bear, put up with sth

severe very bad or serious

inch a u
delicate sho
tip (of sth) the
make a speedy/
rapid recovery

a unit of measurement equal to 2.54 centimetres showing or needing very skilful and careful treatment

the thin pointed end (of sth) get well again quickly after an illness

in a way that is difficult to understand or explain **mysterious** adj

still existing or needing to be dealt with

SPOTLIGHT dare

mysteriously

remaining

Dare means 'be brave enough to do something'.

I dare you to ask him. (= Are you brave enough to ask him?)
 It is usually used in questions and negative forms.

- How dare you say that! (= I am very angry that you said that.)
- Don't you dare come near me! (used to give someone a strong warning)
- Circle all the adjectives you can find in the word snake.



- Circle the correct answer(s). Both answers may be possible.
 - The tip/edge of the cat's tail is white.
 - 2 I made a speedy / rapid recovery.
 - 3 The pain can be quite severe / mysterious.
 - 4 She's got a delicate / mysterious virus.
 - 5 He had to endure / put up with a lot of pain.
 - 6 How dare you do / to do that!

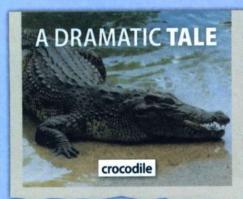
- 7 It's about two inches / five centimetres long.
- 8 There were seven and I've had six, so where's the left / remaining one?
- 9 I bought it in 2012 and have lived there ever/ ever since.

3 Complete the dialogues with a suitable word or phrase.

1 Was the pain bad? ~ Yes, I didn't think I could it much longer. 2 It must be so difficult operating on the brain. ~ Yes, it's a very procedure. 3 You've put on weight. ~ How you say that! How's Tania? ~ No idea. I haven't seen her her accident last year. you to ask that girl out. ~ Mmm. What do you think she'll say? 6 Where has he gone? ~ They have no idea. It's a very Is Tina getting better? ~ Yeah, apparently she's making a I'm going to tell the teacher you copied my answers. ~ Oh, don't you do that! 9 Was Karen hurt? ~ No. She was on the same bus, but not involved in the accident. 10 What did you say about a nail? ~ It got ____ in his foot. It was quite difficult to get out.



B A survival tale



An Australian farmer has described how he spent SEVEN days sitting on the upper branches of a tree above a swamp full of deadly crocodiles. The 53-year-old man said he was forced to take the action after his horse accidentally stumbled and he fell off. The horse panicked and galloped off, leaving David stranded. He managed to climb a nearby tree and realized he could either stay put and hope to be found by a rescue team, or try to climb down, taking a chance on being eaten by a crocodile. After a week, and nearly starving, he was spotted by helicopters and rescued.

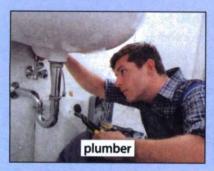
| GLOSSARY | | | |
|--------------------------------|---|---------------------------|---|
| tale upper | an exciting description of an event at or near the top of sth OPP lower | gallop | When a horse or similar animal gallops , it moves across the ground very fast. |
| swamp | an area of ground that is very wet or covered in water and in which plants, | be stranded | be in a place from which you have no way of leaving |
| | trees, etc. are growing | stay put inf | stay where you are rather than moving away |
| deadly accidentally | causing or likely to cause death by chance; in a way that was not planned | take a chance (on sth) | decide to do sth, knowing it is a risk |
| stumble | hit your foot against sth while walking or running and nearly fall | starve | suffer or die because you do not have enough food to eat |
| panic (panicked; panicking) | suddenly feel frightened so that you cannot think clearly panic n | spot | see or notice sb/sth, especially suddenly or when it is not easy to do so |

4 Is the meaning similar or different? Write S or D.

| 1 We had to stay put for an hour. | We couldn't move for an hour. | |
|--|-------------------------------------|--|
| 2 The snake was deadly. | The snakes was nearly dead. | |
| 3 Don't look for an opportunity. | Don't take any chances. | |
| 4 We were attacked. | We were stranded. | |
| 5 He stumbled and fell. | He tripped and fell. | |
| 6 I was on an upper slope of the mountain. | I was near the top of the mountain. | |
| 7 The horse galloped towards the lake. | The horse walked towards the lake. | |
| 8 The area was covered in water. | It was like a swamp. | |

5 Complete the definitions. 4 If it happens accidentally, it's by _____. 1 If it's deadly, it can _____. 2 If you starve, you can ______. 5 If you stumble, you nearly _____. 3 If you spot something, you _____it. 6 If you panic, you don't think 6 Complete the dialogues with a suitable word or phrase. 1 Did you stay fairly calm? ~ No, I'm afraid I was in a _____. ~ Yes, they found me in a _____. 2 Was the land very wet? ~ Fortunately, they _____ my white hat. 3 How did they see you? 4 Is that a true story? ~ I don't know, but it's an interesting ______. ~ No, too risky, so I decided to ______. 5 Was it safe to move around? 6 Could you get out of the village? ~ No, we were 7 Is that the upper limit of money ~ No, the complete opposite. It's the _____. we can spend? 8 You stayed where you were during ~ Yes, I didn't want to take _____. the flood?









D.H. Electronics are seeking a new Chief Executive

Rising complaints about the number of civil servants in this country

Manual workers in short supply

Government wants to create thousands of new apprentices

I've been a jeweller and librarian. Now, I'm a housewife.

Senior posts in Health Service still left vacant

I do casual work as a barman in the evenings.

It's very hard to find good plumbers, electricians and carpenters nowadays.

Being an accountant not as lucrative as it used to be!

I used to be a butcher. but now I'm a handyman.

New tax incentives for the self-employed

We need more entrepreneurs, says Industry Minister

You need to be pretty tough to be a bodyguard.

More people unwilling to accept low-status jobs

| GLOSSARY | | | |
|--------------------------|---|----------------------------|---|
| seek formal executive | try to find or get sth a person who has an important position as a manager in a business, organization, etc. A chief executive is the person with the highest rank in a company or organization. | housewife | (male househusband) a person who doesn't have a job outside the home and spends their time cleaning the home, looking after the family, etc. at the present time, in contrast with the past |
| apprentice | a young person who works for a fixed period of time in order to learn the skills needed in a particular job. An apprenticeship is the state of being an apprentice. | incentive self-employed | sth that encourages you (to do sth) working for yourself and making money from your own business |
| casual | (of work) not permanent or regular: casual work/labour | entrepreneur | a person who makes money by starting or running a business, especially one involving financial risk |
| barman | (female barmaid) a person who serves drinks from behind a bar in a pub | manual senior | using your hands having a high position in a company |
| handyman | a person who sells meat a man who is good at doing practical jobs inside | post formal | or organization a job, especially an important one |
| tough | or outside the house, as a hobby or as a job strong enough to deal with difficult conditions | vacant | SYN position |
| bodyguard | or situations | vacant | (of a job in a company) available for sb to take vacancy n |
| civil servant | a person whose job is to protect sb a person who works for the civil service , which is all the government departments | accountant | a person whose job is to manage or examine the financial accounts of a company. Accountancy is the name of the profession. |
| jeweller | a person whose job is to buy, sell, make or repair jewellery such as necklaces and watches | lucrative formal status | allowing sb to earn a lot of money the social or professional position of sb/sth |
| librarian | a person who works in or is in charge of a library | | in relation to others: low/high status |

| U | Is the pronunciation of the underlined help you. | ed letters the | same or different? Write 5 or D. Us | e the 🌚 to |
|---|--|--|--|---|
| | 1 butcher plumber | 6 | status casual | |
| | 2 plumber librarian | 7 | librarian apprentice | |
| | 3 carpenter harman | 8 | | |
| | 4 bar <u>man</u> handy <u>man</u> | 9 | | |
| | The second secon | | | |
| | 5 apprentice servant | 10 | appr <u>en</u> tice <u>en</u> trepreneur | |
| 2 | Mark the main stress on these word | ls. | | |
| | • • | ecutive | entrepreneur | |
| | lucrative librarian ele | ctrician | nowadays | |
| | civil servant vacancy bo | dyguard s | self-employed | |
| 3 | What's my job? | | | |
| | 1 I sell rings and necklaces. | 7 | I make things with wood. | |
| | 2 I do lots of different small jobs | 8 | I fix sinks and toilets. | |
| | 3 I work for a government | 9 | I lend books. | |
| | danastarant | 10 | I sell meat. | ••••• |
| | 4 I serve drinks in a pub. | William Control of the Control of th | I look after the financial side of | ••••••••••••••••••••••••••••••••••••••• |
| | E Verterieine to be a alterdad | | the business. | |
| | e I protect famous poorle | | I do just about everything in the home | e |
| 1 | Which of these jobs are quite well-p | aid? | | |
| | 1 apprentice | civil servant | 7 accountant | |
| | | | 8 manual worker | *************************************** |
| | | housewife casual work | 9 librarian | *************************************** |
| | Complete the sentences with a suit. The health service is always They're not looking for junior staff; the | more n | | |
| | 3 You can earn a lot of money as an en | trepreneur. It ca | n be very | |
| | 4 In the past there were many opportu | inities, but | it's more difficult to find a j | ob. |
| | 5 I've always enjoyed | | | |
| | 6 Max used to work for a company, but | | | |
| | 7 If you're looking for work, try the pos | | | |
| | 8 My dad has just become the new ch | ef | of a big advertising company. | |
| | 9 You have to beif yo | u want to join th | he armed forces as a marine. | |
| 1 | | | y because the pay and conditions are so | o bad. |
| | | | for nearly ten years, but when he retire | |
| | became, it was offe | red to a much y | ounger man. | |
| 1 | | | nents, I've spent my whole career in the | ······································ |
| | ABOUT YOU Write your answers, o | r talk to another | ar student | |
| 0 | | | | |
| | 1 Do you have experience of any of the | goos in this uni | t? | |
| | 2 Are you attracted to any of them? | ٦٦ | | |
| | Would you prefer to be self-employe | 0: | | |
| | 4 Do you think you need incentives to | work nard? | | |
| | 5 Are you good at manual work? | | | |
| | 6 If you were looking for casual work in to be a barman/barmaid? | the evenings, v | vould you be happy | |
| | 7 Do you think apprenticeships are a q | ood idea? | | •••••• |
| | 8 Would you be happy as a housewife | or househusbar | nd? | |
| | Would it matter to you if your job had | low status? | | |
| | - Trodic it matter to you if your job had | 3 1011 Status: | | |

TEST YOURSELF

Careers

A Market sectors

| We advertise jobs across a range of market sectors. Register by email now, and you can be first in line to apply for jobs as they appear. | | | A SECOND PROPERTY OF THE PARTY | g recruitment |
|---|---|---|---|---|
| LOSSARY | | | | |
| ector egister (with sth) qualifications etail dministration | a part of the business activity public sector the sector congovernment private sector controlled by private compa put a name on an official list the exams you have passed you have finished selling goods to people direct on the internet, etc. (often abbreviated as admin or act of managing sth such organization or a business the business of producing go factories, etc. | itrolled by the the sector nies register n or courses ctly in shops, as an | market research human resources finance recruitment insurance | the study of what people want to buy and why (often abbreviated HR) the department in a company that deals with employing and training people the activity of managing money financial adj the business of finding people for job vacancies recruit v an arrangement with a company in which you pay them money and they agree to pay the costs if, for example, you die or are ill, or if you lose or damage sth |
| Underline the main stress on these words. Use the to help you. qualifications administration manufacturing market research insurance What sector do these people work in? 1 I try to discover what customers want. 2 I have to look for the best way to use people in the company. 3 I sell clothes. 4 I sell policies to people as protection against illness. 5 I work in car production. 6 I work in an office, in charge of a small group. 7 I control the money in our firm. 8 I help to find jobs for people. | | | | |
| helps young p me find a care my own busin motorbikes, b | my accountancy exams, I people to find work. And eer in (3)ness, like my dad. He startout ended up with his own | when I finally get , , preferably in th ed in (5) n business. again. Which se | my accountance private (4), where | with a recruitment company that y (2), it should help, and eventually run he worked on the production of have experience or qualifications are market sectors in the future? |

B Job prospects

Two years ago, I got a challenging job with good prospects in local radio. I worked hard, and as a reward, I was promoted and transferred to a different department. Then, all of a sudden, things started going wrong: one colleague got the sack, and another handed in his notice. Two months later, ten people were made redundant. I didn't want to be out of work, so I decided to look elsewhere. I applied for a job in TV and was appointed assistant director. Amazing!

SPOTLIGHT dismiss, sack, fire

An employer may dismiss an employee if their work is not good enough or if they have done something wrong. In less formal English, you can say sack someone, give someone the sack or fire someone. An employee can get the sack.

He was sacked was given the sack got the sack was fired was dismissed

for being rude.

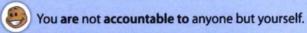
| ١ | GLOSSARY | | | |
|---|------------------------------|---|--------------------------------------|---|
| | prospects pl | the chances of being successful in the future | department hand in your notice | a section of a business, university, etc. give your employer a formal letter saying |
| i | challenging | difficult to do, but interesting and enjoyable challenge n | | that you will leave your job SYN resign; Quit (inf) means 'leave your job'. |
| | reward | sth you get because you have done sth helpful, worked hard, etc. reward v | make sb redundant (often passive) | make sb leave their job because they are not needed any more |
| | promote (usually passive) | give sb a better job at a higher level in a company promotion n | out of work | not working and unable to find a job SYN unemployed |
| | transfer sb/sth (fromto) | move sb/sth from one place to another | elsewhere appoint | in or to another place choose sb for a job |

| 5 | Is | the meaning the same or different? | Write S | or D | | |
|---|----|--|--------------------------------------|--------|---|-----------|
| | 1 | a challenge / a reward | | 7 | be sacked / be rewarded | ******** |
| | 2 | fire someone / dismiss someone | ******* | 8 | transfer someone / move someone to another office | e |
| | 3 | be promoted / be appointed | | 9 | quit / hand in your notice | |
| | 4 | promotion / prospects | | 10 | make someone redundant / fire someone | |
| | 5 | reward someone / promote someone | ******** | 11 | get the sack / sack someone | ********* |
| | 6 | hand in your notice / resign | | 12 | out of work / unemployed | ******* |
| 6 | Co | omplete the sentences with a single | word, v | vith t | the meaning of the words in brackets. | |
| | 1 | My job's very | | | (difficult but interesting) | |
| | 2 | I want to transfer to another | | | (section of the business) | |
| | 3 | I have goodin my job. | | | (chances of success) | |
| | 4 | I'd really love to be | (given a higher-level job in the con | npany) | | |
| | 5 | I'm bored at work, so I'm going to look | | | . (in another place) | |
| | 6 | I've never been | | | (out of work) | |
| | 7 | I'd hate to have tosom | neone. | | (dismiss) | |
| | 8 | If I hated my job, I would definitely | | | (hand in my notice) | |
| | 9 | I was very happy to be | | | | |
| 1 | 10 | I think is usually a rewa | | | | |
| • | 11 | With less work available, I was made | | | | |
| • | 12 | I didn't like it, so I decided to | | | (leave my job) | |
| 7 | | BOUT YOU Have you got a job? If so of true, or talk to another student w | | | ntences in Exercise 6 true for you? Write <i>True</i> | or |

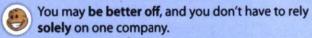


Ways of working

A Freelance work: the pros and cons



Working for a number of employers gives you an insight into different companies.



Working from home makes it easier to balance work and family responsibilities.

You don't have a quaranteed income or additional financial benefits, e.g. a company pension.

You will encounter quiet periods, a degree of isolation, and perhaps loneliness.

Work can get in the way of your home life and your free time.

SPOTLIGHT degree

A degree of sth is a certain level or amount of sth, and it is commonly used in these ways:

- Cooking requires a degree of skill.
- I have a (greater) degree of freedom in my new job.
- I can do what I like, to a degree. SYN to an extent

| GLOSSARY | 司经过多区域是各个支撑从 至 |
|-------------------------------|--|
| freelance | earning money by selling your work or services to different organizations rather than being employed by just one freelance adv |
| the pros and cons (of sth) | the advantages and disadvantages of sth |
| accountable to sb | responsible for your decision or actions and expected to explain them if asked. If you are not accountable to anyone , you are your own boss . |
| insight into sth | a clear understanding of what sth is like: have/give sb insight into sth |
| be better off | have more money OPP be worse off |
| solely | only, not involving sb/sth else: be solely responsible for sth |
| balance A and/ with B | give equal importance to two contrasting things |
| guarantee | promise that sth will happen guaranteed adj; guarantee n |
| additional | more than is usual, or mentioned before SYN extra |
| encounter | experience sth, especially sth unpleasant or difficult |
| get in the way (of sth) | prevent sb from doing sth, or prevent sth happening |

- Underline the main stress on these words and phrases. Use the et to help you. freelance accountable insight guarantee additional encounter
- Replace the underlined words with a word or phrase that has a similar meaning.
 - We experienced a few problems during the project.
 - 2 There is a certain amount of stress working freelance.
 - 3 Lenjoy being my own boss.
 - 4 The project gave me an understanding of how the company works.
 - 5 She tried to give equal importance to her career and her family.
 - There are various advantages and disadvantages with regular employment.
 - 7 I could do what I liked in the job, to a degree.
 - Looking after the children sometimes prevents me from doing my work.
- Complete the text with suitable words or phrases.

designer for 10 years. I liked being my own (2) was a (1) responsible for everything I did. Naturally, I and the fact that I was (3) of isolation, but I didn't mind that, and I was off, so I was able to buy a nice house. However, when I had children, generally (6) the work did get (7) of my family life, so I went back to a regular job with a benefits of a company car and pension. income, plus the (9)

ABOUT YOU Have you ever worked freelance? If so, did you enjoy the same advantages and encounter similar problems? Write your answers, or talk to another student.

TEST YOURSELF

B Working in a team: the pros and cons

- Working as part of a team with a common goal fosters team spirit.
- Collaboration and mutual feedback are fulfilling and make people feel valued.
- Bringing together diverse skills is generally more productive.
- If someone doesn't fit in, that can be disruptive for the whole team.
- Teams can suppress individual enterprise and initiative.
- Individuals can sometimes get away with being lazy.

| GLOSSARY | | | |
|----------------------------|---|------------------------------------|--|
| part | a person or thing that, working together with others, forms part of a single unit: part of a team | value diverse | think that sb/sth is important different from each other and of various kinds |
| foster team spirit | help sth to develop SYN encourage, promote loyal feelings towards a group, team, | fit in (with sb/sth) disruptive | be accepted by the others in a group causing problems, and making it hard to continue with sth |
| collaboration (with sb) | or society the act of working with others to produce sth | suppress | prevent sth from growing, developing or continuing the ability to think of new ideas and make |
| mutual | used to describe a feeling that two people have for each other equally: mutual respect/trust | initiative | them successful the ability to take decisions and act alone: use your initiative |
| fulfilling | giving personal satisfaction SYN rewarding ; fulfil v | get away with sth | avoid doing sth, or manage to do less than expected |

| 5 | Positive or negative? Write P or N. | | | | | |
|---|---|---|--|--|--|--|
| | 1 He showed enterprise during the project. | 5 The team members have diverse skills. | | | | |
| | 2 She can be disruptive in the office. | 6 He doesn't use his initiative | | | | |
| | 3 I don't feel valued. | 7 She gets away with poor-quality work. | | | | |
| | 4 The work was fulfilling . | 8 There is mutual trust between the members. | | | | |
| 6 | Rewrite the sentences without using the | underlined words. Keep the same meaning. | | | | |
| | 1 He wasn't accepted by the others. | He didn't | | | | |
| | 2 She can act on her own. | She can | | | | |
| | 3 They did most of it together. | There was a lot | | | | |
| | 4 He escaped without punishment. | He got | | | | |
| | 5 I need someone to think up new ideas. | I need someone with | | | | |
| | 6 They have a lot of respect for each other. | They have a lot of | | | | |
| 7 | Complete the sentences with suitable we 1 My boss appreciates what I do, and that he | elps me to feel | | | | |
| | | to have a manager who works to build team | | | | |
| | 3 You need people who will | | | | | |
| | 4 The people in my office are all different and | d all from very backgrounds. | | | | |
| | 5 One colleague has a lot of loud phone call: | ls, and that is for others in the group. | | | | |
| | 6 I used to work for a boss who tried to With my new boss, however, I enjoy the wo | any individual enterprise, which was very frustrating. | | | | |
| 8 | | s and cons above? Can you think of any others? Write your | | | | |



A An industrial dispute

alks to settle the dispute between Royal Mail bosses and the CWU union have broken down again, so the union has decided, following the support of its members in a ballot, to set a date for strikes as early as next month. They claim it is not just a pay dispute, but an attempt to halt the closure of 2,500 post offices around the country. For the government, though, there is a great deal at stake. If the management gives in to the demands, it could set a precedent for other groups, who may feel more inclined to step up their own claims for higher wage settlements.

SPOTLIGHT set + noun

Set is used with many nouns and often means 'fix something for others to copy', e.g. set a standard / a precedent / an example. It can also mean 'decide on something', e.g. set a date/limit.

| GLOSSARY | |
|----------------------|--|
| settle | put an end to an argument or a disagreement |
| dispute | a disagreement, often official, between people or groups: a pay/ industrial dispute; settle a dispute |
| break down | (of talks/negotiations, etc.) fail |
| ballot | a system of voting in which votes are made in secret ballot <i>v</i> |
| halt | prevent sth from continuing |
| closure | a situation in which a school, factory, etc. is permanently shut |
| at stake | If sth is at stake, you will lose it if a plan or action is not successful. |
| give in | agree to do sth that you do not want to do |
| precedent | sth that happened in the past which is seen as a rule or example for others in a similar situation to follow |
| inclined to do sth | likely to do sth or tending to do sth |
| step sth up | increase the amount of an activity in order to achieve sth |
| wage (ALSO wages pl) | a regular amount of money you earn, often paid weekly: a high/low wage |

| U | Circle the dispute | words which sugive in | aggest that so step up | omething is stopping, failing of break down | or going wrong. | | | | | |
|---|--|--|--|--|-----------------------------------|--|--|--|--|--|
| | halt | precedent | The state of the s | | | | | | | |
| 2 | Complete the sentences with a suitable verb. | | | | | | | | | |
| | 1 The ma | 1 The manager the standard for others to follow. | | | | | | | | |
| | | | | the dispute. | | | | | | |
| | 3 The un | The state of the s | | | | | | | | |
| | | | | a precedent for other unio | | | | | | |
| | 5 The government has failed to the economic decline, so things look bad. | | | | | | | | | |
| | | at the state of th | | | | | | | | |
| | | We mustn'tto their demands. We will fight to the end. | | | | | | | | |
| | | T | | | | | | | | |
| 3 | Complete the dialogues. | | | | | | | | | |
| | 1 Is it the only factory to close? | | | ~ No, there have been lots of other | | | | | | |
| | | in the state of th | | | | | | | | |
| | | re they going on s | | ~ It's a | over pay, I believe. | | | | | |
| | | Has this happened before? | | ~ No, it would set a | | | | | | |
| | | hey reached an ac | | ~ No, the talks | | | | | | |
| | | | | | to follow. | | | | | |
| | 6 What will happen if you leave? 7 Is the dispute about pay? | | | | ~ Yes, basically they want higher | | | | | |



7 Is the dispute about pay?

Will they go on strike?

members first.

~ Maybe, but they must have a _____

B Working conditions

What fringe benefits can you expect from your job?

- * a company pension?
- * an annual bonus?
- * health or dental insurance?
- * paid sick leave?
- * maternity/paternity leave?
- * a commission (on certain jobs)

What rights do you have?

- * the right to join a trade union?
- * Are you entitled to strike?

minimum

pension

* the right to a minimum level of paid holiday?

fringe

strike

| | CONTRACTOR OF THE PARTY OF THE |
|--|---|
| GLOSSARY | |
| (fringe) benefit (usually pl) | an advantage you get from a company in addition to the money you earn SYN perk |
| pension | money paid regularly by a government or company to sb when they retire: a state/company pension |
| bonus | an extra amount of money, often added to a wage or salary, as a reward: <i>an annual bonus</i> |
| dental | connected with teeth: dental treatment |
| leave | a period of time when you are allowed to be away from work for a holiday or a special reason: annual/unpaid/sick leave |
| maternity | the state of being or becoming a mother: maternity leave, ALSO paternity leave (for fathers) |
| commission | an amount of money paid to sb for selling goods which increases with the amount sold |
| right | a moral or legal claim to have or get sth or to behave in a particular way |
| trade union | an organization of workers that exists to protect its workers |
| entitle (sb to sth) (often passive) | give sb the right to have or do sth |
| strike | a period of time when an organized group of employees refuse to work because of a disagreement over pay or conditions: be/go on strike |
| minimum | the smallest that is possible or allowed: the minimum wage/charge |

go on

benefit

trade

treatment

Form seven compound words or phrases from words in the box.

maternity

wage

| **** | | | |
|-------|-------------------------------------|--|-------------------------|
| ***** | | | |
| C | omplete the sentences. | | |
| 1 | Most countries have | leave, but not always paternity leave. | |
| 2 | I've always belonged to a trade | | |
| 3 | We only get an annual | if the company is doing well. | |
| 4 | The workers are planning to | strike next week. | |
| 5 | The company pays sick | up to a certain number of weeks. | |
| 6 | When you retire, will you be | to a state and company | ? |
| 7 | I think most workers in the UK have | | union but I don't think |

state

leave

dental

union

6 ABOUT YOU Write your answers, or talk to another student.

members of the emergency services can go on _____ 8 | get 10% _____ on everything | sell.

10 Most people have a _____ of 20 days' paid

- Have you got a job? If so, which of the perks above do you get? What other perks do you get? Which are the most important to you?
- 2 Are you entitled to all the rights above?

9 I believe everyone has the ______ to refuse overtime over a certain number of hours.

3 If you haven't got a job, which of the perks above sound the most important, and why?...



Time management

A Some important reminders

Time Management tips

- Do you note down jobs you have to do on a daily basis?
- · Do you put up reminders in the office about these aims?
- Do you prioritize the tasks you have to accomplish by the end of the day?
- Do you stick to your priorities, no matter what happens?
- · Do you focus on one thing at a time?
- Do you try to anticipate so you can organize tasks better?
- Do you delegate tasks and responsibilities as far as possible?
- Do you set deadlines for tasks and stick to them?

SPOTLIGHT no matter what/how, etc

No matter what/how, etc. means 'it doesn't matter what/how, etc.' or 'it isn't important what/how, etc.'. It is similar to whatever, etc.

- No matter what happens, don't panic. = Whatever happens, don't panic.
- You'll find work no matter where you are. = Wherever you are, you'll find work.

| note sth down | write sth quickly SYN make a note of sth |
|-----------------------|--|
| basis | a particular way in which sth is organized or done: on a day- to-day/daily/weekly/regular basis |
| reminder | sth that makes you remember sth remind sb (of/about sth) v |
| prioritize | put tasks, problems, etc. in order of importance so that you can do the most important first priority n: a high/low/top priority |
| accomplish | succeed in doing or completing sth SYN achieve |
| stick to sth | continue doing sth despite difficulties |
| one (thing) at a time | separately; individually |
| anticipate | expect sth will happen and |

prepare for it

must be finished

power to sb in a lower position

a time or date before which sth

delegate sth (to sb) give part of your work or

delegate

GLOSSARY

Underline the stress on these words. Use the @ to help you.

reminder prioritize accomplish anticipate

- Circle the correct word(s). More than one word may be possible.
 - Once you have prioritized / accomplished your daily goals make sure you do them all.
 - 2 I had to remind / delegate him about the conference next month: he'd forgotten.
 - 3 You need to set a time limit, no matter what / whatever happens.
 - I tend to check emails on a daily basis / base wherever / whatever I am in the world.
 - The organizers hadn't prioritized / anticipated how many people would attend.
 - There's nothing worse than a manager who can't delegate / stick to the priorities.
 - We've *accomplished* / *achieved* a lot this month.
 - Employing a new manager is now my top reminder / priority.
- 3 Complete the dialogues.
 - 1 How often do you review the figures?
 - 2 He won't give up, even if it's hard.
 - 3 Were you surprised Jack was angry?
 - 4 Do you remember the dates of meetings? ~ No, I often need a ______
 - You should get your assistant to do it.
 - 6 Have you got my email address?
 - 7 Will you finish the project this week?
 - 8 It's been a real achievement.

 - 10 Is the time of the meeting in your diary? ~ No, I need to ______
 - 11 Do you try to do everything at once?

- ~ Usually on a monthly _____
- ~ I know, he always _____ to the task.

deadline

- that at all. ~ Yes. I didn't
- ~ I know, I should _____ work more often.
- ~ No, let me just _____ of it.
- ~ Yes, I'll do it no _____ what happens.
- ~ Yes, we've ______a great deal.
- Will the work be done by a certain date? ~ Yes, I always set ______ for tasks.
 - ~ No, one thing
- ABOUT YOU Do you think any of the time management tips are more important than others? Write your answers, or ask another student.



B Email stress

The new office workers' plague

If you are constantly interrupted by the need to read your emails, your nerves are on edge. Over a third of workers say that they are increasingly overwhelmed by the endless stream of emails they receive, and are stressed out by the pressure to respond to them promptly. Research has found that some employees check their emails every few minutes, leaving them both frustrated and not very productive. Women seem particularly badly-hit by this **flood** of correspondence. One of the researchers said that email is 'an amazing tool' but agreed that it is getting out of control. The advice is to set aside two or three specific email reading times each day.

| GLOSSARY | |
|----------------------------|--|
| interrupt nerves pl | stop sth/sb from doing sth interruption <i>n</i> feelings of worry and anxiety. If your nerves are on edge , you feel very nervous or excited. |
| be overwhelmed (by sth) | have so many things that you cannot deal with them overwhelming <i>adj</i> (of things to do) so many that you feel stressed |
| endless | seeming to last for ever |
| stressed out inf | too anxious and tired to be able to relax stress sb out phrasal v |
| promptly | quickly; without delay prompt adj |
| frustrated | feeling annoyed or impatient because you cannot do or achieve what you want. Sth that makes you frustrated is frustrating . |
| productive | producing good results. A person's productivity is how much they produce in a given period. |
| badly-hit | badly affected by sth ALSO severely/hard hit |
| be/get out of control | be/become impossible to deal with OPP be under control |
| set sth aside | keep sth, especially money or time, to use later SYN put sth aside |

SPOTLIGHT metaphorical use of words

A plague is a serious fast-spreading disease which often results in death. In the title, though, it is used metaphorically and describes something that causes a lot of trouble. A stream is a small river, but here it means 'a continuous flow of things'. A **flood** is a large amount of water from a river or rain, but in the text it means 'a large quantity of something arriving at the same time'.

| 5 | Circle the correct answer(s). Both answers may be | oe possible. |
|---|--|--|
| | I always send a prompt/promptly reply to emails. | 5 We always put/set aside some money each month for a party at work. |
| | 2 The amount of work was overwhelmed / overwhelming. | 6 We've had a plague / flood of letters this week expressing support. |
| | 3 We've been badly / severely hit by a computer virus. | 7 I got very frustrated / frustrating by the constant interruptions. |
| | 4 I've had a <i>stream / plague</i> of enquiries about the vacant job. | 8 People were streaming / flooding out of the building. |
| 6 | One word is missing in each sentence. What is it | , and where does it go? |
| | 1 Our spending has got of control. | 4 I was overwhelmed the response. |
| | 2 He still hasn't called. My are on edge. | 5 There's so much work. I'm out. |
| | 3 Fortunately, the situation is control. | 6 He keeps me when I'm working; it's annoying. |
| 7 | Complete the questions with a suitable word fro | om the top of the page. |
| | 1 Do you have a constant stream of | |
| | 2 When you work/study, do often waste time, or are | |
| | 3 If you don't think you're achieving much, what mig | |
| | 4 Do you think it's important to reply to emails | |
| | 5 Do you often feel out because of | work or studies? |
| | 6 Do you ever feel you have anamo | |
| 8 | ABOUT YOU Write your answers to Exercise 7, 0 | or ask another student. Give reasons or examples. |
| | | |

A Business takeovers

Warburg takeover imminent

The battle for Warburg Glass may soon be over. Under 1 the leadership of the former chairman Matthew Cavendish and with the backing of corporate finance, a new group is now mounting a fresh takeover bid. An initial bid has already been rejected, but an improved offer is on the agenda for the next meeting of shareholders, and this time the outcome could be different. City analysts believe Cavendish could strike a deal within weeks, setting off a new round of mergers and acquisitions.

SPOTLIGHT takeover, acquisition, merger

In a takeover, one company takes control of another company by buying most of its shares. In an acquisition, one company buys another company which cannot offer its shares for sale to the public. In a merger, two companies agree to join and form a single company.

GLOSSARY

former

corporate

set sth off

mount

imminent likely to happen soon leadership

the state or position of being a leader: under sb's leadership

having a particular position in the past: the former president/boss

backing help SYN support; back v

connected with a corporation: corporate finance/strategy organize and begin sth:

mount a challenge/campaign bid an offer to pay a particular price for sth

a list of items to be discussed at a agenda meeting

shareholder sb who owns shares in a business or

outcome the result or effect of an action or event an agreement, especially in business, deal

> for the conditions of buying or doing sth: strike/make/conclude a deal start a process or series of events

Complete the definitions with a single word.

- 1 Imminent means something will happen
- 2 The *outcome* of something is the _____
- 3 If you set something off, you _____it.
- 4 A shareholder _____ shares in a company. 5 In a takeover, you take ______ of another company.
- 6 A former boss was the boss in the _____.
- 7 If you have *backing*, you have _____. 8 If you *make a deal*, you have an _____.
- Complete the sentences.
 - 1 If we're lucky, we could ______ a deal next week.
 - 2 He wants to buy the company and has already made one _____
 - 3 If there is more uncertainty, it could ______ off another wave of selling.
 - 4 John Emery is preparing to ______ a challenge for the leadership.
 - 5 The takeover hasn't happened yet, but it's _____
 - Wainwrights have already bought one company; this could be their second
 - 7 The sale price is the main item on the ______ for the next meeting.
 - 8 It is likely to be a very large business deal which relies on ______finance.
- Rewrite the sentences without using the underlined words. Keep the same meaning.
 - 1 She used to be my boss.
 - 2 He will be leader of the group.
 - 3 I need them to support me.
 - 4 We could <u>reach an agreement</u>.
 - 5 Will the people who hold shares be happy? Will the ______ be happy?
 - Are you expecting a different result? 7 Will they offer more money?
 - The two companies have agreed to join.
- She's my The group will be under I need their

We could strike _____.

Are you expecting a different Will they make _____?

The two companies have agreed a _____



B Describing business activity JPS still pursuing hostile Shares have climbed Denham's issues in recent weeks takeover despite opposition fresh profit warning Prices have **soared** this year Shares reach Ibisco floats a new peak possible store closures Markets collapse in the wake of coup Sales plunge by 40% GLOSSARY climb (of prices, temperature, etc.) increase in hostile (of a takeover) not wanted by the company that is value or amount to be bought soar rise very quickly SYN rocket peak the point when sth/sb is at its highest, its best, etc: reach a peak collapse decrease suddenly in value or amount plunge (of prices, temperature, etc.) decrease suddenly in in the wake of sth/sb coming after or following sth/sb value and amount SYN plummet a sudden change of government that is issue make sth known formally illegal and often violent fresh pursue continue to discuss sth, find out about or be involved in sth float suggest an idea or plan for others to consider 4 Is the pronunciation of the underlined letters the same or different? Write S or D. Use the to to help you. 1 soar float 3 plunge plummet 5 c<u>ou</u>p f<u>ou</u>nd 2 climb hostile 4 collapse pursue 6 coup climb 5 Replace the underlined word(s) with a word or phrase that keeps the same meaning. 1 The price has gone up very quickly. 2 Sales have fallen very quickly. 3 The value has reached its highest point. 4 We could do with some <u>new</u> ideas. 5 There has been a <u>sudden and violent change of government</u>. 6 The share price has started to increase in value. 7 Problems started <u>following</u> the resignation of the chairman. 8 The company is still continuing to discuss and find out about a possible deal. 6 Complete the dialogues in a suitable way. ~ Yes, they have _____ this year. 1 It's been a great year for sales. 2 Why has it been so disastrous? ~ The market _____ after the rise in oil prices. 3 Have the profits definitely fallen? ~ Yes, the chairman has _____ a statement. ~ No, it's a _____ 4 The shareholders don't want this to happen. takeover. ~ No, but the minister has 5 Are tax rises definite? the idea several times. 6 Prices fell in the summer. ~ True, but they are starting again now. ~ Yes, but since the _____ 7 It's a rich country. economy has been very unstable. 8 Are sales at their highest point now? ~ Yes, I would say they've _____ Are they still involved in discussions about a merger? ~ No, they've decided not to

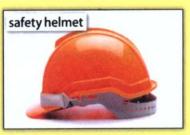


Gecko Headgear Ltd is a designer and manufacturer of safety helmets for use at sea. The company was founded in 1993 by Jeff Sacree and it started by selling surfboards. However, surfing is a seasonal business, and Jeff realized he needed to diversify. Fortunately, he was able to exploit a gap in the market.

'As a surfer, I could see the potential for a light helmet that gave protection and retained heat. He made one and sold a few to other surfers. He then did some research and discovered that lifeboat crews might also be interested in his helmet. It would have to be adapted for their use, and for that he needed investment. So, he took out a bank loan and employed more staff. 'A good relationship with the bank is crucial if you're developing an innovative product. In our case the process took three years.' The new safety helmets were launched in the late 90s.

After the contract to supply helmets for the lifeboats was successful, Jeff developed different types of helmet for different uses, and the firm has always used customer feedback to refine the products.

'A good partnership with suppliers has also been a key factor in our success. We've worked closely with different manufacturers, and this has helped us to keep ahead of our rivals.'







| GLOSSARY | | | |
|-------------------------|--|--|--|
| manufacturer | a person or a company that makes things using machines SYN producer ; manufacture <i>v</i> | investment | the activity of putting money into sth, hoping that you will make more money as a result invest in sth v |
| found v (often passive) | start an organization. A person is a founder . | loan | money that sb/sth lends you: take out a (bank) loan |
| diversify | introduce a wider range of products diversification n | launch | start sth new or show sth for the first time launch n |
| exploit | make the best possible use of sth exploitation n | innovative | introducing new ideas innovate v; innovation n |
| gap in the market | an opportunity to create a new product which has not been produced by other companies | case contract firm | a situation (see spotlight) a written legal agreement: sign a contract a business company |
| potential | the possibility of becoming successful in the future | feedback | information and comments from people who have used sth: give sb feedback (on sth) |
| protection | the act of keeping sb/sth safe so it or they are not harmed or damaged | refine | change sth a little to make it better a relationship between two organizations |
| retain crew | keep or continue to have sth retention <i>n</i> all the people who work on a boat, ship, aircraft, etc. | partnership keep ahead (of sb/sth) | remain in a stronger position compared to sb/sth |
| adapt sth (for sth) | change sth so you can use it in a different situation | rival | a person or thing that is competing with you SYN competitor |

SPOTLIGHT phrases with case

in some cases in some situations

I got a reply immediately, but in some cases you have to wait weeks.

in that case if that is the situation

I'm busy on Monday. ~ OK, in that case, I'll call you on Tuesday.

in any case whatever happens or has happened; anyway

■ The traffic will be bad. In any case, we'll be there on time, so don't worry.

| 0 | Re | ead the text again qu | ickly if necessary, the | en answ | er these questions | | |
|---|-----------------------------------|--|--|--|--|---------------------|------------|
| | 1 | 1 What is Gecko Headgear? | | | How did he get the | money for extra st | taff? |
| | 2 | - 1111 | | 7 | 6 How did he get the money for extra staff?7 What happened in the late 1990s? | | |
| | 3 Why did Jeff need to diversify? | | 8 | What information has he used to refine | | | |
| | 4 | | | | | | |
| | 5 | Were the helmets imn | | 9 | | tor in his success? | |
| | | | | | | | |
| 2 | C | omplete the table. | | | | | |
| | | VERB | NOUN | | VERB | NOUN | |
| | | retain | | | innovate | | |
| | | invest | | | exploit | | |
| | | diversify | | | launch | | |
| 3 | Cł | hange the order of th | e letters to make wor | ds. Use | the definitions to | help you. | |
| | 1 | TOCCAPNIT | | | greement | • • | |
| | 2 | NIATEDI | | | e to have something | | |
| | 3 | CHIDIDCTNICOT | ACCOUNT OF THE PROPERTY OF THE | | ne safe from harm | | |
| | 4 | FELLADEDC | | - | people who use son | nething | |
| | 5 | VINIVONITEA | | cing nev | | 3 | |
| | 6 | DEDVEIVIC | | _ | er range of products | | |
| | 7 | DEDITAICADOLI | | | etween two organizat | tions | |
| | 8 | LOPENITAT | | | f becoming good in t | | |
| 4 | c | relatha carrect answ | ar(s) Samatimas hatl | h anew | ere are nossible | | |
| | 1 | Circle the correct answer(s). Sometimes both answers are possible. | | | | | |
| | 2 | They are the main <i>producers / manufacturers</i> . If we can't use the product like that, we may have to <i>exploit / adapt</i> it. | | | | | |
| | 3 | | turope. $\sim \ln that case/c$ | | | rone | |
| | 4 | | | | We ii look outside Eu | торе. | |
| | 5 | | | | | | |
| | 6 | | t our <i>rivals / competitor</i> : | - | ng. | | |
| 5 | Re | anlace the underlined | words with a single | word th | at has the same m | eaning | |
| 9 | 1 | eplace the underlined words with a single word that has the same meaning. You have to make the best possible use of your strengths. | | | | | |
| | 2 | The introduction of ne | | strengi | | ******** | |
| | 3 | | be improved a little bit | + | *************************************** | | |
| | 4 | | ared to put money in th | | anv | | |
| | 5 | They signed a written | | ie comp | | | |
| | 6 | | the possibility to beco | me hett | er | | |
| | 7 | | on and comments on o | | | | |
| | 8 | | uce a wider range of pro | | icts. | | |
| 6 | C | omplete the sentence | • | | | | |
| | 1 | | se they saw a | i | n the market | | |
| | 2 | I needed extra money | | | | | |
| | 3 | | washing machines, but | | | | |
| | 4 | | are willing to | | | | |
| | 5 | | d more | | | | |
| | 6 | Many of the | on a lifeboat have | e worke | at sea in other jobs | | |
| | 7 | | people take out a loa | | | m my parents | |
| | 8 | | pany to | | | | |
| | 9 | Carol Simmons was the | | | | | four years |
| | | later was a surprise. | Ab a second second | De ete es | the and of the second | | |
| 1 | 0 | We plan to | the new design in | Paris at | the end of the month | 1. | |

Success and failure

A Success

- A Maximo, your restaurant chain has been thriving now for over 20 years. What's the secret of your success?
- There's no secret really, and it hasn't always been successful. Life was tough at the beginning, and, as you would expect with a new business, we've had various obstacles to overcome. But I guess the big breakthrough was winning the Master Chef competition on TV, and since then we've gone from strength to strength. However, I don't want to boast about myself. The main reason for the success, I think, is the dynamic team of young chefs I have working for me. They are passionate about what they do and aspire to be the best. And you can never be satisfied with where you are, never relax. Forward planning is essential ...

| GLOSSARY | |
|---------------------------------|--|
| thrive | grow or develop well SYN flourish |
| the secret of your success | a way of doing things that has brought you success |
| obstacle | a situation or event that makes it difficult for you to do sth |
| overcome | manage to control or deal with a problem |
| breakthrough | an important development that may lead to an achievement or agreement: make a breakthrough |
| go from strength to strength | become more and more successful |
| boast | talk with too much pride about sth you have done or can do boast n |
| dynamic | (of a person or a business) full of energy and ideas dynamism n |
| passionate | showing very strong feelings |
| aspire (to sth / to be sth) | have a strong desire to do or be sth |
| satisfied | pleased because you have done what you wanted to do OPP dissatisfied |
| forward planning | planning for the future |

| 3 | ood or bad? Write G or B. | | |
|----|--|--------------------------------------|-------------------|
| 1 | We went from strength to strength. | | |
| 2 | I've overcome all obstacles. | ******** | |
| 3 | I'm still waiting for a breakthrough. | ******** | |
| 4 | Their business is flourishing. | ******** | |
| 5 | I've never aspired to anything. | | |
| 6 | He's always boasting. | | |
| 7 | The company has been thriving for years. | | |
| 8 | They're a dynamic business. | | |
| 9 | We've had so many obstacles. | ******** | |
| 10 | She is easily satisfied. | ********* | |
| 3 | Isplanning important if yo | ou want to be successful at anythi | ing? |
| 2 | In life, is it important to be | ou want to be successful at anythi | ina? |
| 4 | Is there something that you particularly | to do in your own f | uture? |
| 5 | Have there been any particular obstacles in | your life that you've had to | ? |
| 6 | Would you say that is an e | ssential quality for success in busi | iness – and life? |
| 7 | Do you think it's possible to talk about the t | | |
| 8 | Are there positive things you've done where | | |
| | | that is the of the | pir success? |
| 9 | Think of someone who is very successful. We Can you think of a recenti | | |

B Failure

Is the business going downhill?

~ Yeah, it's a real struggle. Marek thinks he's a failure.

Carla came bottom in the exams.

~ Yes, and I only just scraped through. Mum says we've let her down.

Why did you drop out of the course?

~ Oh, it was hopeless. I was getting nowhere.

Callum and Natalie are always having rows.

~ I know, and I don't want to interfere, but I doubt the marriage will last.

| | | | _ |
|-----|---------------|------|------|
| - | \sim τ | | last |
| ~ • | $^{\circ}$ | | Lact |
| | | | |

Last often means 'continue for a period of time'.

■ The lesson lasts 45 minutes.

It can also mean 'continue to exist, function or survive'.

- I don't think their relationship will last. (as above)
- The good weather won't last.
- These shoes should last a long time.

Finally, last can mean 'be enough for what sb needs'.

The money will last me a couple of weeks.

| GLOSSARY | |
|--|---|
| go downhill | get worse in quality, health, etc. SYN deteriorate |
| struggle | sth that is very difficult to do or succeed in struggle v |
| failure | a person or thing that is not successful OPP success |
| come bottom | receive the lowest score in an exam OPP come top |
| scrape through (an exam) | only just succeed in passing an exam |
| let sb down | make sb disappointed because you haven't behaved well or done what you said you would do |
| drop out (of sth) | leave a course or stop doing sth before you have finished |
| hopeless | giving no hope that sth/sb will be successful or get better |
| get somewhere/ nowhere (with sth/sl | make/not make progress with sth/sb |
| row (about/over sth) | (pronounced like <i>now</i>) a noisy argument or serious disagreement between two or more people row v |
| interfere (in sth) | get involved in a situation that does not involve you and where you are probably not wanted interference n |
| | |

GLOSSARV

4 Circle the correct word(s). Sometimes both words may be correct.

- Unfortunately, I got / came bottom in the end of year progress tests.
- 2 I don't want to interrupt / interfere in their relationship.
- 3 The film continues for / lasts an hour and a half.
- 4 She said she'd help but didn't, so she let us down / out badly.
- 5 Basically, the campaign has been a fail / failure.
- 6 Her health has been going downhill / deteriorating for some time.
- 7 I heard they had a terrible row / argument.
- 8 Jeans usually last/wear a long time.

| 5 | Tv | vo words are missing in each dialogue. What are they? Where do th | ey go? | |
|---|----|--|--------|--|
| | 1 | The business is downhill. ~ Yeah, it's been for a while now. | | |
| | 2 | What was the about? ~ Kate got annoyed because of Sonny's in her project. | | |
| | 3 | Did Mia top in the exam? ~ Yes, but Tom only just through. | | |
| | 4 | Do you think the relationship will long? ~ No. Not if Kieran keeps her down. | | |
| | 5 | Why did she drop of the course? ~ She told me it was. | | |
| | 6 | Why did you in their cooking? ~ I just felt they were nowhere with it. | | |
| 6 | | omplete the questions. | | |

| C | omplete the questions. |
|----|--|
| Ha | ive you ever |
| 1 | top in anything? |
| 2 | justthrough an exam? |
| 3 | out of a course or class because you you didn't like it, or because it was too easy? |
| 4 | done something or achieved something that you thought was a real? |
| 5 | had a serious with another person? What was it about? Do you have a good relationship with them now? |
| 6 | stopped doing something because you felt you were getting? |
| Α | BOUT YOU Write answers to Exercise 6, or ask another student the questions. |

72 Problems and solutions

A Problems in general

A number of adjectives are used with *problem*: a **minor** problem (= small; OPP **major**), a **growing** problem (= getting bigger all the time), an **urgent** problem (= needs attention now) and an **insoluble** problem (= cannot be solved).

There are also many verbs that are commonly used with problem:

If problems arise, they start to exist.

If you raise a problem, you mention it so that people can discuss it or deal with it.

If you address a problem, you start to think about how to solve it.

If you confront a problem or difficult situation, you deal with it. SYN face (up to) sth

If you tackle a problem, you make a big effort to deal with it.

If you resolve a problem, you find a solution to it. SYN solve

If you **overcome** a problem, you succeed in dealing with a problem that has prevented you from achieving something.

If you exaggerate a problem, you make it seem bigger than it is.

If a problem escalates, it gets bigger or worse. SYN grow

If problems multiply, they increase very much in number.

| 2 | She's had to face up to he | ncreasing among teenage girls er fear of flying. | | |
|----|---------------------------------------|---|--|--|
| 3 | How did the problem firs | | | |
| 4 | | than doubled since last year. | | |
| 5 | Funding has become an | | | |
| 6 | | lem, but we mustn't make it se | em bigger than it is. | |
| 7 | Can we easily find a solut | | | |
| 8 | | ig effort to solve the problem of | of knife crime for years. | |
| | | | | |
| Co | emplete the dialogues v | | | |
| 1 | | olem worse? ~ Yes, it has been | | |
| 2 | · · · · · · · · · · · · · · · · · · · | m? \sim No, but he'll have to | | |
| 3 | | roblem? ~ No, we can deal wit | | |
| 4 | Have they discussed finar | nce? ~ Yes, Iit | at the last meeting. | |
| 5 | Has she | her shyness? ~ Yes, and the diff | ference is amazing. | |
| 6 | | blem? ~ No, but they're workin | | |
| 7 | It's anpi | roblem, isn't it? ~ It seems to be | e: we just don't know what to do. | |
| 8 | Are they | the problem? ~ Yes, I think the | ey're making a real effort. | |
| 9 | Is it a major issue? ~ No, it | r's just a probl | em, really. | |
| 0 | Do we need to deal with | it now? ~ Yes, otherwise it coul | d | |
| | | | | |
| | | | in your country? If so, which adjectives a | |
| | | | s the government doing about them? W | |
| | our answers, or talk to a | | | |
| | er on the streets | graffiti on walls | increasing household rubbish | |
| no | llution in town centres | parking in town centres | bullying in schools | |
| no | ollution in town centres | parking in town centres | bullying in schools | |

B Teenage problems and solutions

How parents can tackle teenage problems

- 1 Teenagers are never satisfied with their appearance, and this can be very damaging for their self-esteem. Don't play down these worries, even if they seem insignificant to you. Explain that others don't notice the details that we notice in ourselves.
- 2 Some teenagers can accept failure, while others let it get them down. Help your teen to keep things in perspective. Explain that everyone has setbacks in life, and reassure them that you're behind them 100%, regardless of what happens.
- Some teenagers boys especially find it difficult to identify and articulate how they feel. Keep channels of communication open at all times and respect their ideas.

| GLOSSARY | |
|-------------------------|---|
| damaging self-esteem | having a bad effect on sb/sth damage v the way you feel about yourself: have high/low self-esteem |
| play sth down | try to make sth seem less important than it really is OPP take sth seriously |
| insignificant | not big enough to be considered important OPP significant ; significance <i>n</i> |
| accept | continue in a difficult situation: accept the fact that |
| get sb down | If sth gets you down , it makes you feel sad or depressed. |
| perspective | the ability to think about problems and decisions without exaggerating their importance: keep sth/things in perspective |
| setback | a problem that delays or prevents progress |
| reassure | say or do sth that makes sb less worried |
| be behind sb/sth | give your support to sb/sth |
| regardless of sth | without being affected or influenced by sth |
| articulate formal | express your thoughts clearly in words articulate <i>adj</i> (Listen to the different pronunciation of the verb and adjective on the are.) |
| channel | a system or method for sending or obtaining information: a channel of communication |

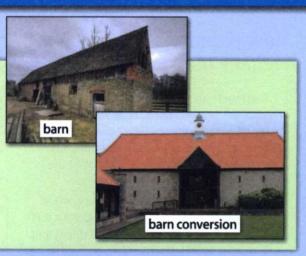
| 4 | Co | implete the sentences. | | | |
|---|----------|--|--|---|-----------------|
| | 1 | His poor exam results have no | ot been good for his self- | · · · · · · · · · · · · · · · · · · · | |
| | 2 | It's upsetting, but she mustn's | t let it he | er | |
| | 3 | She's clever and can | | | |
| | 4 | | | ne does, because she loves him. | |
| | 5 | Bullying is not an | issue; it's a serious p | roblem. | |
| | 6 | | | of communication with their kids. | |
| | 7 | Some boys cannot | the fact that they | re not good enough to be professiona | al footballers. |
| | 8 | I'm always telling my son to v | | | |
| | 9 | Air pollution is very | | | |
| | 10 | The government is not optim | nistic, and is | any hopes of a se | ettlement. |
| | A: B: | Yes. And when you're her age I guess so. But I'm sure her mo Oh yes, she has. She's been ric | ls to let things (2) e, it's difficult to keep thing other has supported her. oht (4) | gs in (3) | |
| | R. | And is there any (7) | in what the | teacher is saying? Do you think he's rig | aht? |
| | A: | Possibly. But Carrie is clever as where good communication | nd very (8) | | ne could do |
| 6 | yo | | t other problems do te | nage problems above, either as a enagers often have, and how sho udent. | |



73 Old and new

A A barn conversion

Friends of mine converted an old barn that had formerly been used for domestic animals. They bought it for next to nothing, and were fortunate that parts of it were still quite well-preserved. They estimated they could convert the barn for about £200,000, but the council then made them modify their building plans so the original estimate turned out to be a bit optimistic. Nevetheless, they now have a magnificent contemporary four-bedroom home.



GLOSSARY

convert (sth) (into sth)

change from one form, system, or use into

another conversion n

formerly domestic in the past; before now former adj (of animals) kept as pets or on a farm

next to nothing very little money, etc: buy sth for next to nothing fortunate

lucky OPP unfortunate

preserve

keep sth safe and in good condition: a well-preserved 18th century table

estimate

modify turn out (to be sth)

magnificent

contemporary

calculate the size, cost, etc. of sth approximately estimate n

change sth slightly

prove to be extremely impressive and attractive

SYN splendid

of the present time; modern

- Circle the odd one out based on the pronunciation of the underlined letters. Use the @ to help you.
 - 1 convert modify domestic
 - 2 contemporary formerly fortunate
- 3 estimate v estimate n fortunate
- 4 convert preserve formerly
- Replace the underlined word(s) with another word or phrase that keeps the same meaning.
 - 1 They were not very lucky with that house.
 - 2 It's a magnificent apartment.
 - 3 It's a hotel now, but in the past it was a bank.
 - 4 It's an old house but it's in good condition.
 - 5 They've just bought a very modern house.
 - 6 It was a small cottage, but it's been changed slightly over the years.
 - 7 We thought it would be quite grand, but in the end it was rather small.
 - 8 They have calculated they will need about £10,000.
 - 9 It cost very little.
 - 10 The barn is for our cows, sheep, etc. in the winter.
- Complete the dialogues. More than one word may be correct.
 - 1 The building used to be a prison, didn't it?
 - 2 Did they throw out all the old furniture?
 - 3 Is it an old cottage they've bought?
 - 4 How big is it?
 - **5** Are you keeping to your original plan?
 - 6 The conversion is very impressive.
 - Do they want to keep all the old features in the house? ~ No, they want something more
 - Are they keeping the barn as it is?

- hospital.
- ~ No, they thought it was worth
- ~ No, it's a barn _____.
- ~ The agent _____ it is about 300 square metres.
- ~ No, we've had to it a bit.
- ~ Oh yes, the house is really now.
- ~ No, they're ______ it into a music studio.



B Old and new objects



Innovative anti-snore device - clips onto sleeper's nose for a good night's sleep



Up-to-date guidebook to Korea - secondhand but good as new



Genuine antique grandfather clock. The 8-day mechanism is in perfect condition.



Reproduction of Ancient Egyptian statue of the goddess Bastet



Fully reconditioned exercise bike with original packaging and instructions

| GLOSSARY | |
|---------------|---|
| innovative | featuring or introducing new ideas, methods, etc. |
| device | an object or piece of equipment designed to do a particular job |
| clip | fasten sth with a clip (= a small object, usually of metal or plastic, used for holding things together, e.g. a paper clip , a hair clip) |
| up to date | having the most recent information: an up-to-date timetable OPP out of date |
| genuine | real, exactly what it appears to be SYN authentic |
| antique | old and often very valuable antique n |
| mechanism | a set of moving parts in a machine that does a certain task |
| reproduction | sth made as a copy of an earlier object or style reproduce v |
| ancient | belonging to a period of history that is thousands of years ago |
| reconditioned | (of a machine) repaired so that it is in good condition |
| packaging | materials used to wrap and protect goods sold in shops |

SPOTLIGHT second-hand and new

If something is **second-hand**, it is not completely new. If something is completely new, we usually say **brand new**. (**As**) **good as new** can be used to describe something that is not new but appears to be.

| 4 | | the pronunciation of the elp you. | underlined letters | the same | e or differen | t? Write S or L |). Use the 🐵 to |
|---|-------------|---|--|-----------------------------------|------------------|-----------------|-------------------|
| | 1 | ancient antique | 3 genu <u>i</u> ne | dev <u>i</u> ce | ******* | 5 antique | authen <u>tic</u> |
| | 2 | mechanism reconditioned | 4 <u>g</u> enuine | packa <u>g</u> i | ng | 6 innovativ | re reproduction |
| 5 | Co | omplete the phrase in eac | h sentence. | | | | |
| | 1 | This email list is | of date. | 4 | The data is u | up to | • |
| | 2 | I need a paper | | | | and | |
| | 3 | The sofa is | | 6 | I usually buy | y second | books. |
| 6 | 1 2 3 | A battery charger is an extra It's a beautifully made, 18 th There were earrings like it the | emely useful energy-s century nousands of years ago nd sell them in tourist | saving clock o in shops. | Gr | reece, and now | they make |
| | 4 | We bought a second-hand | | | | ntastic value. | |
| | 5 | I don't want a copy of the c | lock: I want a | | antique. | | |
| | 6 | Shops often sell more good | ds if they're displayed | in attracti | ve | | |
| | 7 | Our small factory | | | | | |
| | 8 | They want the technology most design | | to | date, and the | y're awarding a | prize for the |
| | 9 | This old clock has a very co | mplex | inside, | but it still wor | rks perfectly. | |
| | 10 | If youthe | photo to your letter, t | hen you c | an send the t | two together. | |
| | C | TEST VOLUMES I.E. | | | | | |

A Thinking about time

- · Time flies when you get older.
- I get depressed from time to time.
- · It's about time I started a pension.
- At one time I wanted to be a journalist.
- · I do everything at the last minute.
- In retrospect, I wish I'd gone to university.
- · For the time being, I'm happy where I am.
- I think punctuality is a great virtue.
- · I live on a day-to-day basis.
- With hindsight, I should've worked harder.

with

being

in

to time

day

time

to the last minute



| GLOSSARY | 大王 经金融 医乳腺素素 | | |
|---------------------------------|--|--------------------|--|
| time flies from time to time | time seems to pass very quickly sometimes but not regularly SYN now and again | for the time being | for a short period of time, but not permanently |
| it's about time (that) | | punctuality | the fact of doing sth at the agreed or correct time and not being late punctual adj |
| at one time | in the past, but not now | virtue | a particular good quality or habit |
| do sth at the last | do sth at the latest possible time before | | OPP vice |
| minute | sth else happens SYN leave sth to/till the last minute | day-to-day | planning for only one day at a time: do sth on a day-to-day basis |
| in retrospect | thinking about the past now, often with a different view from the one you had then SYN looking back | with hindsight | with the ability to understand a situation only after it has happened: with the benefit of hindsight |

| Find eight time phrases in the | box. |
|--------------------------------|------|
|--------------------------------|------|

one time

than that!

This dictionary will be big enough _____ the time ___

-to-day

flies

hindsight

leave sth

for the time

| 1 | Looking back, I didn't enjoy it. | ords given. Keep the same meaning. |
|----|---|---|
| 2 | He leaves things till the last minute. | He does |
| 3 | It was an ambition in the past but not now. | It was an ambition at |
| 4 | I go there now and again. | I go there from |
| 5 | I don't think about the future. | I live on a |
| 5 | I'm OK here at the moment. | I'll be OK here for |
| Co | omplete the sentences. | |
| 1 | Looking, I don't think I mad | de the most of my time at university. |
| 2 | | probably a mistake for me to leave my last job. |

from time

retrospect

4 ABOUT YOU Read the statements at the top of the page again. Are any true for you? Do you agree with any of them? Write your answers, using the phrases in bold, or talk to another student.

since I've been in Greece. I've loved every minute of it.



The time has ...

B Memories

Some people have very vivid memories of their early childhood and can recall events in extraordinary detail. I have a few unforgettable memories. One of them is when I slipped and fell off a wall, and landed on a four-inch nail. It was still stuck in my foot when they took me to hospital. Broadly speaking, though, when I look back on that period of my life, I don't have many lasting or vivid memories; most are quite vague.

| GLOSSARY | |
|--------------------|--|
| vivid | (of memories, a description, etc.) very clear; producing a strong picture in your mind |
| recall formal | remember sth from the past recollection n |
| extraordinary | surprising, unusual and not what you expect SYN incredible |
| unforgettable | If sth is unforgettable , you cannot forget it, usually because it is beautiful, surprising or interesting. |
| slip (over/on sth) | slide a short distance by accident so that you fall or nearly fall |
| land | come down to the ground after falling or being thrown |
| inch | a measure of length, equal to approximately 2.5 cm |
| stick (in sth) | become fixed in one position and impossible to move |
| broadly speaking | used to show that what you are saying is true in general ALSO generally speaking, on the whole |
| look back (on sth) | think about sth in your past |
| lasting | continuing to exist or have an effect for a long time |

not clear in a person's mind: a vague memory/recollection

- 5 Underline the correct answer(s). Both answers may be possible.
 - 1 I only have a *vague / vivid* memory; it was a long time ago.
 - 2 She's had an extraordinary / incredible life.
 - 3 I don't remember / recall the occasion very well.
 - 4 It was ages ago, but I still have a very vague / vivid memory of it, as if it was yesterday.

vague

- 5 On the whole / Broadly speaking, my recollections are quite vague.
- 6 He slipped / stuck on the ice and fell over.

TEST YOURSELF

- 7 I made a number of *lasting / vivid* friendships when I was at university.
- 8 Sam fell off the wall but managed to slip / land on his feet.

| | d words with a word or phrase th | at keeps the same n | neaning. |
|-------------------------------|--|----------------------------|--------------------------|
| | memory isn't very good. | | |
| 2 Climbing that mountain | ain was an <u>incredible</u> experience. | | |
| 3 I'm good at remember | ring events from my past. | | |
| 4 She has a vague mem | ory of the accident. | | |
| 5 I don't remember hitt | ing the ground after I fell. | | |
| Complete the text wit | h suitable words. | | |
| I'm a keen climber and or | ne of my most (1) | memories was w | hen I attempted to clim |
| part of Mount Snowdon | n Wales. I was quite near the top whe | en I (2) | on some loose |
| rock. I must've fallen abou | ut five metres before I (3) | on a narr | ow piece of rock. It was |
| only about 18 (4) | wide, so I could har | dly move. Worse still, th | nere was something |
| (5) | in my back (I later discovered it w | as part of my equipmer | nt), and the pain was |
| terrible. I was there for the | ree hours before being rescued. (6) | | on the incident, it was |
| an (7) | piece of luck that I wasn't serio | usly injured. It's an (8) | |
| memory, though not son | nething that I (9) | with pleasure. | |
| | e the three questions, then write y | | talk to another stude |
| 1 What is your earliest | | our ourranswers, or | |
| | memory of childhood? | | |
| | , do you think you | | |
| | are your recollections quite | | |
| | on things from your pa | | |
| | | men many many and a second | |

A Written and spoken

Here are some link words from both written and spoken English.

Some people can work to music while/whereas others find it very difficult.

While the situation is not ideal, we'll have to manage.

It's not a serious problem. Nonetheless/Nevertheless, we'll have to do something about it.

People respect the minister for her knowledge of education. Furthermore/Moreover, they trust her.

You can withdraw £250 a day, provided/providing that you have the money in your account.

I'd better shut the window, otherwise it'll get cold in here. Isabella failed her maths exam. Consequently, they wouldn't give her a place at the college.

I wasn't very keen on the idea of flying to Australia. Besides, I couldn't afford it.

Regular exercise strengthens the heart, thereby reducing the risk of heart attack.

| GLOSSARY | |
|--------------------|--|
| while | used to compare or contrast two people, things, situations, etc. SYN whereas |
| while | (at the beginning of a sentence) although; despite the fact that |
| nonetheless formal | despite this fact SYN nevertheless |
| furthermore formal | (used especially to add a point to an argument) in addition to what has just been said SYN moreover formal |
| provided (that) | used to say what must be done or happen to make sth else possible; only if SYN providing (that) |
| otherwise | used to state what the result would be if sth didn't happen or the situation were different |
| consequently | as a result; therefore |
| besides | in addition to what has just been said |
| thereby formal | used to introduce the result of the action or situation mentioned |

Circle the correct answer(s). Sometimes both answers are possible.

- 1 The students are happy with the course. Furthermore / Nonetheless they want to carry on next term.
- 2 My father was there for two days, whereas / while the recommended stay is three.
- 3 We left early, otherwise / consequently we would've missed the bus.
- 4 Neither of us had an umbrella. Consequently, / Therefore, we both got rather wet.
- 5 I don't really want to go. Nevertheless, / Besides, it's too late now.
- 6 While / Although the weather wasn't great, we still managed to have a good time.
- 7 I can stay at the hotel *providing / while* I book well in advance.
- 8 The company will offer compensation, thereby / nevertheless ending the dispute.

Complete the sentences with a suitable link word or phrase.

- 1 I found the work quite difficult _____ my brother thought it was easy. 2 It is one of the best places to stay. ______, it's not that expensive.3 You can borrow the car ______ that you return it by the weekend.
- 4 We both found the walk very tiring. _____, we carried on till the end.
- 5 It's a long way to go just for the evening. _____, I'm not that keen on opera.
- 6 The government reduced spending on arms, ______increasing funds available for health.
- 7 We had to stay and wait for my mother, and _____ we missed our train.
- 8 I'll have to work on Saturday, ______I'll never finish this project on time.

Complete the sentences in a logical way.

- 1 I don't really want to go abroad this summer. Besides,
- 2 My brother is always late whereas _____.
- 3 I missed the bus and consequently _____.
- 4 You can watch me practise provided that _____
- 5 We'd better lock the door, otherwise _____
- 6 It wasn't the greatest film I've ever seen. Nevertheless,



B More formal link words

... It is our understanding that the residents of Alton Court received a full apology from the Council in writing prior to the meeting of 7 June. In view of the limited inconvenience they suffered, this was felt to be adequate; thus no further action was taken.

With regard to Mr Wilson, however, some damage was caused to his property, and he was obliged to move out while the damage was being repaired. Since the council accepts full responsibility for this, it has agreed to pay Mr Wilson the full costs of the repair and a further £200 in compensation.

In conclusion, we hope this brings an end to the matter.

Yours ...

| GLOSSARY | |
|---------------------------------|---|
| prior to sth formal | before sth |
| in view of sth formal | SYN considering sth |
| inconvenience | a quality of not being easy or suitable OPP convenience |
| adequate | acceptable; good enough OPP inadequate |
| thus formal | therefore; for this reason SYN hence formal |
| with regard to sb/sth formal | connected with sb/sth SYN regarding sb/sth formal |
| oblige (usually passive) | force sb to do sth |
| since | as; because |
| compensation | money you pay to sb because you have injured them, or lost or damaged their property |
| in conclusion | used in writing or a formal speech to show that you are about to finish what you are saying |

| conclusion inadequate compensation Replace the underlined word(s) with a more formal word or phrase. He was only seven years old, so he could not be held responsible for his actions. We were told before the meeting. His performance was extraordinary considering his advancing years. As far as the other climbers are concerned, we have no further information. | | | | as. Use the ato help you. | |
|--|---|-----------------------------------|------------------------|--------------------------------------|---------------------------------------|
| Seplace the underlined word(s) with a more formal word or phrase. He was only seven years old, so he could not be held responsible for his actions. We were told before the meeting. His performance was extraordinary considering his advancing years. As far as the other climbers are concerned, we have no further information. So to finish what I was saying, there is still a lot of research we need to do. In the end, they had to release the men Complete the sentences. Work on the new extension will commence next month. the roof, the contractor have assured us that necessary repairs will be carried out immediately. the complaints received, we will need to speak to the director. the complaints received, we will need to speak to the director. the board would like to thank everyone for attending the meeting and for making such a positive contribution. As the rail company lost all our luggage, we are asking them for I didn't have enough money to pay the fare, so I was to get off the train. The building work made life difficult, but the neighbours did apologize for the we had already done everything we planned to the rail company. They provided additional seats for the forms of the customers. | | | inconvenience | adequate | |
| 1 He was only seven years old, so he could not be held responsible for his actions. 2 We were told before the meeting. 3 His performance was extraordinary considering his advancing years. 4 As far as the other climbers are concerned, we have no further information. 5 So, to finish what I was saying, there is still a lot of research we need to do. 6 In the end, they had to release the men 6 Complete the sentences. 1 I wasn't happy with her apology. I didn't think it was | | conclusion | inadequate | compensation | |
| We were told before the meeting. His performance was extraordinary considering his advancing years. As far as the other climbers are concerned, we have no further information. So, to finish what I was saying, there is still a lot of research we need to do. In the end, they had to release the men Complete the sentences. I wasn't happy with her apology. I didn't think it was | 5 | Replace the und | erlined word(s) wi | th a more formal word or pl | nrase. |
| His performance was extraordinary considering his advancing years. As far as the other climbers are concerned, we have no further information. So, to finish what I was saying, there is still a lot of research we need to do. In the end, they had to release the men Complete the sentences. I wasn't happy with her apology. I didn't think it was | | 1 He was only se | ven years old, so he | could not be held responsible for | or his actions. |
| 4 As far as the other climbers are concerned, we have no further information. 5 Co. to finish what I was saying, there is still a lot of research we need to do. 6 In the end, they had to release the men 6 Complete the sentences. 1 I wasn't happy with her apology. I didn't think it was | | 2 We were told b | pefore the meeting. | | |
| 4 As far as the other climbers are concerned, we have no further information. 5 Co. to finish what I was saying, there is still a lot of research we need to do. 6 In the end, they had to release the men 6 Complete the sentences. 1 I wasn't happy with her apology. I didn't think it was | | 3 His performand | ce was extraordinary | considering his advancing year | s |
| 6 In the end, they had to release the men Complete the sentences. 1 I wasn't happy with her apology. I didn't think it was | | | | | |
| 6 In the end, they had to release the men Complete the sentences. 1 I wasn't happy with her apology. I didn't think it was | | 5 So, to finish wh | at I was saying, there | e is still a lot of research we need | d to do. |
| I wasn't happy with her apology. I didn't think it was | | | | | |
| I wasn't happy with her apology. I didn't think it was | | | | | |
| They did not have valid tickets, they were not allowed to board the train. our conversation yesterday, I had not met either man. Work on the new extension will commence next month. the roof, the contractor have assured us that necessary repairs will be carried out immediately. the complaints received, we will need to speak to the director. the board would like to thank everyone for attending the meeting and for making such a positive contribution. As the rail company lost all our luggage, we are asking them for I didn't have enough money to pay the fare, so I was to get off the train. The building work made life difficult, but the neighbours did apologize for the We decided to go home early we had already done everything we planned to contract the train was so I complained to the rail company. They provided additional seats for the of the customers. | 6 | | | | |
| our conversation yesterday, I had not met either man. Work on the new extension will commence next month | | 1 I wasn't happy | with her apology. I d | lidn't think it was | at all. |
| Work on the new extension will commence next month | | 2 They did not have | ave valid tickets, | they were | not allowed to board the train. |
| have assured us that necessary repairs will be carried out immediately. the complaints received, we will need to speak to the director. the board would like to thank everyone for attending the meeting and for making such a positive contribution. As the rail company lost all our luggage, we are asking them for I didn't have enough money to pay the fare, so I was to get off the train. The building work made life difficult, but the neighbours did apologize for the We decided to go home early we had already done everything we planned to company. The heating on the train was, so I complained to the rail company. They provided additional seats for the of the customers. | | 3 | our conve | ersation yesterday, I had not met | either man. |
| the complaints received, we will need to speak to the director. , the board would like to thank everyone for attending the meeting and for making such a positive contribution. As the rail company lost all our luggage, we are asking them for I didn't have enough money to pay the fare, so I was to get off the train. The building work made life difficult, but the neighbours did apologize for the We decided to go home early we had already done everything we planned to company. The heating on the train was, so I complained to the rail company. They provided additional seats for the of the customers. | | | | | |
| , the board would like to thank everyone for attending the meeting and for making such a positive contribution. As the rail company lost all our luggage, we are asking them for | | | | | |
| making such a positive contribution. 7 As the rail company lost all our luggage, we are asking them for 8 I didn't have enough money to pay the fare, so I was to get off the train. 9 The building work made life difficult, but the neighbours did apologize for the 10 We decided to go home early we had already done everything we planned to company. 11 The heating on the train was, so I complained to the rail company. 12 They provided additional seats for the of the customers. | | 5 | the comp | plaints received, we will need to | speak to the director. |
| As the rail company lost all our luggage, we are asking them for | | | | | for attending the meeting and for |
| I didn't have enough money to pay the fare, so I was to get off the train. The building work made life difficult, but the neighbours did apologize for the We decided to go home early we had already done everything we planned to company. The heating on the train was, so I complained to the rail company. They provided additional seats for the of the customers. | | | • | | |
| The building work made life difficult, but the neighbours did apologize for the we had already done everything we planned to do the train was solution, so I complained to the rail company. They provided additional seats for the of the customers. | | | | | |
| We decided to go home early we had already done everything we planned to do The heating on the train was , so I complained to the rail company. They provided additional seats for the of the customers. | | | | | |
| The heating on the train was, so I complained to the rail company. They provided additional seats for the of the customers. | | | | | |
| 12 They provided additional seats for the of the customers. | 1 | We decided to | go home early | we had alre | eady done everything we planned to do |
| | 1 | | | | |
| TEST VOLIDSELE | 1 | 2 They provided | additional seats for t | he of | the customers. |
| | | TEST VOLUME | 16 | | |

Academic English

A Public examinations

Exam requirements

Some public examinations in English consist of a written paper in which candidates are required to produce a piece of extended writing. They may be asked to present and develop an argument, evaluate ideas, summarize information, etc. Candidates are assessed on a number of criteria, including their ability to write in an organized and coherent way, their command of a range of stylistic features, and their ability to write in an appropriate register. Some tasks may ask students to write a narrative.

SPOTLIGHT present v

Present (stress on second syllable) can mean 'show, offer or describe something for others to look at and consider'.

- She's presenting a talk at the conference. (SYN give a presentation n)
- They want to present their ideas at the meeting next week.

It is also used when you give something to somebody, especially at a ceremony.

The mayor presented the prizes to the winners.

GLOSSARY extended

long or longer than usual

or expected

a set of reasons that sb uses to argument

> show that sth is true or correct form an opinion of sth after

evaluate thinking about it carefully

evaluation n; SYN assess v;

assessment n

give a short statement that brings together the main points of sth

summary n

criterion a standard or principle by which sth is judged (pl criteria)

coherent (of ideas, arguments, etc.) logical

and well organized; clear and easy to understand

OPP incoherent; coherence n

a story. A person is a narrator.

a knowledge of sth and an ability command of sth to use it well

stylistic connected to the way a writer or artist does sth style n

register the words, grammar and style that sb uses in a particular situation:

a formal/informal register a description of connected events; narrative

Underline the stress on these words. Use the 20 to help you.

argument evaluate evaluation criterion incoherent present v stylistic narrative narrator summarize

2 Circle the correct answer(s). Sometimes both answers may be possible.

- 1 He asked me to *summary / summarize* the main points.
- 2 Having read her essay, what is your *command / assessment* of it?
- 3 The events in the novel are described by a *narrative* / *narrator*.
- We had to assess / evaluate the different ideas.
- The single most important *criterion / criteria* was experience.
- The chairman came to my *criterion / presentation* and thanked me afterwards.
- It was an interesting *argument / register*, but I'm not sure I agree with it.
- You have to be able to *summarize* / *present* your argument on paper.

Complete the sentences with a suitable word.

| 1 | decided to write a | because im quite good at teiling stories. | | | | |
|---|--------------------------------------|---|-------------------------|--|--|--|
| 2 | You should provide a brief | of your ideas at the end of the talk. | | | | |
| 3 | What was your | of the essay? I found it | and couldn't follow it. | | | |
| 4 | The use of metaphors is an ir | mportantfeature | of her writing. | | | |
| 5 | What are your | for choosing the best essay? | | | | |
| 6 | To write an academic essay, y | ou need a very good | of the language. | | | |
| 7 | Most academic essays are wi | ritten in a formal style and | | | | |
| | | he put forward in his essay w | | | | |
| 9 | The head will | the prize for the best piece of | writing. | | | |
| | You have to develop anunderstand it. | , which is completely | , so the reader car | | | |



B The basics of academic writing

In a piece of academic writing, the writer will do at least some of the following:

- · outline their main ideas
- · explore certain ideas in greater depth
- · illustrate their ideas
- · adopt a particular stance or point of view
- draw conclusions

They may also compare and contrast, condemn or condone, explain, describe, analyse, evaluate, summarize, assert, justify, and - to the annoyance of some people - sit on the fence.

| A CONTRACTOR OF THE CONTRACTOR | |
|--|---|
| outline | give a description of the main points involved in sth outline <i>n</i> |
| explore | examine sth carefully: explore an idea ; exploration n |
| illustrate | make the meaning of sth clearer by giving examples illustration <i>n</i> |
| adopt | take a particular point of view, or use a particular method |
| stance (on sth) | an opinion that sb has about sth and expresses publicly SYN position |
| conclusion | a decision that you make about sth after thinking about it, discussing it and looking at any evidence draw/reach/come to a conclusion (about sth) |
| condemn | say publicly that you think sth/sb is bad or wrong condemnation n |
| condone | accept behaviour that most people think is wrong |
| assert | state clearly that sth is true assertion n |
| justify | show that sth is right or reasonable justification |
| sit on the fence | avoid deciding or saying which side of an argument you support |

| di | The pronunciation of the underlined letters is the same in seven of the words. Which word is different? Use the to help you. adopt assert conclusion condemn condone justify illustrate position | | | | | | |
|----|---|---------------------|-------------------|--------------|--|--|--|
| | Thich of these words clearly show a particular ondemn outline condone assert explore ju | • | ce illustrate | | | | |
| C | omplete the sentences with a form of the wo | rd in capitals. | | | | | |
| 1 | There was universal of the attack | ζ. | CONDEMN | | | | |
| 2 | What did you draw about the re | ason for the delay? | CONCLUDE | | | | |
| 3 | I thought he gave a good of his | point. | ILLUSTRATE | | | | |
| 4 | The book is an of the human mi | nd. | EXPLORE | | | | |
| 5 | He was correct in his that the ma | | ASSERT | | | | |
| 6 | What was his for the governmen | | JUSTIFY | | | | |
| Re | eplace the underlined words with a word or p | hrase that keeps | the same meaning. | | | | |
| 1 | She gave a general picture of her ideas. | She | her ideas. | | | | |
| 2 | She was very critical of his behaviour. | | his behavi | | | | |
| 3 | She went on to analyse the idea in more depth. | | the i | | | | |
| 4 | She wouldn't accept or tolerate his behaviour. | | | | | | |
| 5 | She didn't take and support a clear position. | She didn't | a cl | | | | |
| 6 | She couldn't show her ideas were reasonable. | She couldn't | h | er ideas. | | | |
| 7 | She gave examples of her ideas. | | her ideas. | | | | |
| 8 | In the end, she wouldn't agree or disagree. | | | | | | |
| 9 | She continued to state very clearly that she | She continued to | | that she was | | | |
| | was innocent. | innocent. | | | | | |
| 10 | He didn't <u>come to any final decisions or</u> <u>judgement</u> . | He didn't | · | | | | |



Far from the Madding Crowd

by Thomas Hardy

Summary: After inheriting her uncle's farm, Hardy's heroine, Bathsheba Everdene, becomes an independent woman. Her beauty attracts many admirers: farm worker Gabriel Oak, landowner William Boldwood, and handsome soldier Frank Troy, whom she later marries. However, Troy is a selfish and evil man who allows his earlier love, Fanny Robin, to die in poverty while giving birth to his child. Boldwood hates Troy, and later in the novel he kills him in a jealous rage. Gabriel asks for mercy to be shown him, and Boldwood escapes death but is sent to prison instead. The novel ends with Bathsheba marrying Gabriel.

Commentary: Incidents, such as Fanny's pregnancy and her terrible death, and Boldwood's act of murderous violence, convey Hardy's growing taste for tragedy. But unlike Tess in the later Tess of the D'Urbevilles, fate still favours Bathsheba, as she finally finds happiness with Gabriel, who embodies the best qualities of the rural community in its fight against industrialization*, which Hardy found so alien.

Hardy exposes the dangers inherent in romantic love: relationships based on romantic love are by nature irrational, unstable and at risk of betrayal. In contrast, he implies that the true basis of a happy marriage is companionship and a common interest.

For some it is also an early example of **feminist** literature. Bathsheba is **portrayed** as an independent woman with the courage to defy convention and run a farm by herself. Her passionate nature leads her into errors of judgement, but Hardy gives her the qualities of strength, intelligence and good luck to overcome the mistakes of youth.

*industrialization = the development of new manufacturing processes in Britain from the late 18th century into the 19th century

| GLOSSARY | | | |
|------------------------|---|-------------------|---|
| inherit | receive property, money, etc, from sb who has died inheritance n | expose | tell the true facts about sth and show it to be bad or wrong |
| evil | morally bad; causing harm to people evil n | inherent (in sth) | If sth is inherent in sth, it is a natural part of it |
| rage | a feeling of violent anger that is difficult to control | irrational | and cannot be removed from it. not logical or sensible OPP rational |
| mercy | a kind or forgiving attitude towards sb you have the power to harm or the right to punish | betrayal | the act of being disloyal to sb who trusts you betray v |
| commentary | a written explanation or discussion of sth such as a book | imply | suggest sth in an indirect way without actually saying it implication n |
| incident | sth that happens, especially sth that is unusual or unpleasant | companionship | a friendly and comfortable relationship between people |
| pregnancy | the state of being pregnant (= expecting a baby) | feminist | having the belief that women should have the same rights and opportunities as men |
| | communicate ideas and feelings to sb | portray | describe sb/sth in a piece of writing |
| tragedy | a very sad event, especially one that often involves death | defy | refuse to obey a law, a rule or a person |
| fate | a power that is believed to control everything | | defiant adj |
| embody formal alien | and that cannot be changed be a good example of sth strange, difficult to understand, and often unacceptable | convention | the behaviour and attitudes that most people consider to be normal and right conventional adj; OPP unconventional |

| 0 | | | | words. Use the | | | | | |
|---|-------------|--------------|-------------------|---------------------------------------|-----------------|-------------------|---|---|-----------------------|
| | expose | imply | defy | convey portr | ay emboo | dy inher | it inher | ent | |
| 2 | Add th | e related | words. | | | | | | |
| | betray | | n | inherit | | n | pregna | ncy | adj |
| | portray | | n | | | | | tion | |
| | imply | | | | | | | *************************************** | adj |
| 3 | Circle t | he correc | ct answer | | | | | | |
| | 1 A cc | mmentar | y on a nove | el is a summary / | an explanat | ion of the r | main event | S. | |
| | | | | ou, it is easy / diff | | | | | |
| | | _ | | re considered to | | | | | |
| | 4 Fate | is conside | red to be w | within / beyond o | our control. | | | | |
| | 5 If yo | u expose s | someone, | you tell the truth | /lies about t | nem. | | | |
| | 6 If yo | u inherit s | omething, | it usually comes | from someo | ne you <i>kno</i> | w/don't k | now. | |
| | 7 Ani | mplication | is a direct | / an indirect way | of saying so | mething. | | | |
| | 8 If yo | u are defia | nt, you <i>ag</i> | ree / refuse to do | something. | | | | |
| 4 | Replac | e the unc | derlined w | vord(s) with a v | vord (or wo | rds) that h | nas a simi | lar meaning | |
| | - | | | honest characte | | | | | |
| | | | ecting a ba | | | | | | |
| | | | _ | one of the tradi | tional parts o | f a weddin | g | | |
| | 4 You | could see | he was ful | of violent anger | | | *************************************** | | |
| | 5 She | is able to | communic | ate a lot of feelin | g through he | er gestures. | *************************************** | | |
| | 6 His a | attitude is | not logical | or reasonable. | | | *************************************** | | |
| | 7 She | is a good | example o | optimism and p | ositive think | ing. | *********** | | |
| | 8 She | misses the | e enjoymer | nt of being with I | Ellen. | | *************************************** | | |
| 5 | Compl | ete the d | ialogues v | with a suitable | word. | | | | |
| | 0.7 | | _ | sponsible? ~ He | | y say it, bu | t he | it. | |
| | | | | ? ~ No, but it's fa | | | | | |
| | | | | New York? ~ At | | | | | |
| | 4 Did | she write | about the r | ights of women | ~ Yes, she w | rote some | of the earl | iest | literature. |
| | 5 Wha | at's the boo | ok about? | ~ Basically it's ab | out the confl | ict of good | and | | |
| | 6 Did | her parent | ts leave her | the house? ~ Ye | s, that was p | art of her | | ······································ | |
| | 7 Is th | ere a risk v | vith this kir | nd of company? | ~ Yes, there's | an | ri | isk with any n | ew business. |
| | 8 Are | there any | evil charac | ters? ~ Yes, and s | he | the | ir evil and | cruelty through | ghout the novel. |
| | 9 Was | the | | a surprise? ~ Ye | s, nobody kn | ew they wa | anted a bal | by. | |
| | 10 Was | he ever vi | olent? ~ Ye | es, I remember o | ne | whe | en he attac | ked someboo | dy. |
| 6 | Compl | ete the si | ummary o | of the novel wit | th words fro | m the bo | x, in the c | orrect form | • |
| | fate | 1175 | tragedy | mercy | portray | | | | |
| | emb | oody | convey | defy | betray | embodi | iment | | |
| | Tess is the | ne heroine | of Hardy's | novel that bears | her name: Tes | s of the D'U | rbervilles. St | ne is (1) | |
| | in the n | ovel as a d | aughter of | nature, and (2) | | many no | ble qualitie | es that make h | ner such a |
| | sympati | netic chara | cter. But tin | ne and again she | has to endur | e suffering t | from the br | rutal Alec D'Ur | beville, who is the |
| | (4) | | or evil in | the novel. The of ion and is happy | to work on a | farm rather | than on to | university H | and Tess fall in |
| | | | | | | | | | 5) |
| | and leav | ves her. (6) | | is sometin | nes kind to H | ardy's heroi | ines, but no | ot in this case. | Tess goes back to |
| | Alec, bu | it when An | igel returns | from Brazil and t | orgives her, s | he stabs Ale | ec to death | n. Unlike Boldv | vood at the end of |
| | Hardy's | earlier nove | el Far from t | he Madding Crow | d, Tess is show | /n no (7) | | | ecuted for her crime, |
| | aitnoug | n the final | (8) | Is only (9 |) | to us t | by a Diack fl | ag being wave | ed over the prison. |





a painting by J.M.W. Turner, after whom the Turner Prize is named

The Turner Prize is awarded annually to a British visual artist for outstanding artistic merit. The winner also receives £25,000, although the amount has varied depending on the sponsor. The public can submit an artist nomination, and the panel of judges then selects a shortlist of three or four from their own nominations and those of the public. They select a winner on the day of the award ceremony, and the venue alternates between Tate Britain and galleries outside London.

Although it remains one of the most prestigious European art awards, it is also extremely controversial, and splits opinion in the art world. Some critics believe it demonstrates the most pretentious aspects of contemporary British art, while others think the Turner deserves respect for rewarding art which is bold, challenging and imaginative.

| GLOSSARY | | | |
|-------------------------|--|-----------------------------------|---|
| annually outstanding | every year ALSO monthly/daily, etc. extremely good SYN excellent | prestigious | respected and admired as very important or of high quality |
| artistic | connected with art or artists; showing a natural skill in or enjoyment of art | controversial | causing a lot of angry public argument and disagreement controversy <i>n</i> |
| merit | the quality of being good and deserving admiration | split | divide, or make a group of people divide, into smaller groups with different opinions \mathbf{split} n |
| vary | change or be different according to the situation variable adj | demonstrate venue | show sth clearly by your actions SYN display a place where people meet for an organized |
| depending on sb/sth | used for saying that you are not certain of sth until other things have been considered | | event, e.g. a concert, ceremony, conference, etc. |
| sponsor | a person or company that pays for sth, e.g. a sporting or cultural event, usually in return for advertising | alternate (between A and B) | change from one thing to another and back again |
| submit | give a document, proposal, etc. to sb in authority so they can study it | pretentious | trying to be important, intelligent etc. or sth you are not in order to impress people |
| nomination | the act of suggesting or choosing sb as a candidate in an election, or for a job or award nominate v | deserve | If sb deserves sth, it is right they should have it because of the way they have behaved or what they are. |
| panel | a group of specialists who are asked to give their opinion on sth | bold | (of people and the things they do and create) brave and confident; not afraid to take risks |
| shortlist | a small number of candidates for a job, award, etc. that have been chosen from all those who applied or were nominated | challenging imaginative | difficult in an interesting way having or showing new and exciting new ideas |

| outstanding | depending submi | | nominate | nomination | controversial | | |
|--|---|----------|--|---------------------|-----------------------|--|--|
| alternate v | venue prestig | gious | imaginative | pretentious | controversy | | |
| Circle the correct answer(s). Sometimes both answers are possible. | | | | | | | |
| | his work varies / alternates | | | | | | |
| | displays the award for the | | | er artists. | | | |
| | n excellent / outstanding v | | | | | | |
| | ny new ideas in the work, b | | | | | | |
| | ze is a bold/prestigious av | | | nt to win it. | | | |
| | gs <i>split / divide</i> opinion am | _ | | - 11 | | | |
| | demonstrates her love of I | | | OII. | | | |
| 8 They <i>nomina</i> | ted / submitted several peo | ppie for | the award. | | | | |
| | derlined words with a si | ingle v | word that keeps th | ne same meanin | g. | | |
| The state of the s | varded <u>every year</u> . | C 1 | 1 | - | | | |
| | ecialist people will make the | | | | | | |
| The state of the s | ere they hold the event cha | _ | the second secon | | | | |
| | nd a <u>person with money w</u> | | | | | | |
| | en causes a lot of <u>public ar</u> s shown clearly by her actio | | | | | | |
| | ill be chosen from a <u>small r</u> | | | | | | |
| | 's paintings are quite <u>intere</u> | | | | | | |
| • TUILIK NOUTKO | s paintings are quite <u>intere</u> | July L | de dimedie to drider | | | | |
| Complete the s | | | | | | | |
| | ssibly Picasso's greatest | | | | | | |
| | ors havea | | | | | | |
| 3 Lucian Freud | received two | for | the Turner Prize but | never won it. | | | |
| | judges were | | | | | | |
| | world is full of ey are cleverer than they re | | | rying to impress pe | eopie and give the | | |
| 6 Antony Gorm | ley is a very | scul | otor. He takes on bra | ve subject matter | and on a large scale | | |
| | most of his paintings and I | | | | | | |
| 8 Goldsmiths is Fine Art degree | one of the UK's mostees each year. | •••••• | institutions and | d attracts thousand | ds of applications fo | | |
| Complete the s | entences on the right. R | (eep t | he same meaning | as the sentence | s on the left. | | |
| | m Melbourne to Sydney. | | It alternates | | | | |
| | the work varies. | | The quality of the w | ork is | | | |
| | ge according to the season | | Colours change dep | | | | |
| | have lots of exciting new i | | The paintings are ve | | | | |
| 4 The paintings | | | | | | | |
| | acts a lot of controversy. | | Her work is very | | | | |

Scientific English

A Research

Scientific method

Scientific research proposes hypotheses as explanations of phenomena, and then designs experimental studies to gather empirical evidence and test them out. It is important these procedures can be repeated in order to predict future results with some certainty. A feature shared by other fields of enquiry is the conviction that the process must also be objective in order to reduce a biased interpretation of the results. Another basic expectation is to make all the data available for scrutiny by other scientists. This provides the opportunity to conduct further experiments to try to verify the results.

| GLOSSARY | |
|-------------------------------|---|
| hypothesis (p/ hypotheses) | a possible explanation of sth, based on a few facts but not yet proven: <i>formulate/confirm a hypothesis</i> ; SYN theory |
| phenomenon | sth that happens or exists, especially sth that is not |
| (pl phenomena) | fully understood |
| experimental | connected with scientific experiments |
| empirical formal | based on experiments or experience rather than ideas: empirical evidence/knowledge/research |
| conviction | a strong opinion or belief: a political/moral conviction |
| objective | based on fact and not influenced by personal feelings or opinion OPP ${\bf subjective}; {\bf objectivity} n$ |
| biased | influenced by personal feelings OPP unbiased |
| scrutiny | careful and thorough examination: come under close scrutiny SYN inspection; scrutinize v |
| conduct formal | organize and/or do a particular activity: conduct an experiment / a survey |
| verify | check or show that sth is true and accurate verification n |

| bi | pothesis exper <u>i</u> mental ased scrutin <u>i</u> ze | emp <u>i</u> r <u>i</u> cal ver <u>i</u> fy | object <u>i</u> ve conv <u>i</u> ction | scrut <u>i</u> ny |
|-----------------------------|--|--|---|---|
| Re | eplace the underlined word(| | hat keeps the sa | ame meaning. |
| ı | I don't think the results are infl | | | • |
| 2 | The results will come under ve | | | |
| 3 | At the moment it's just a work | | - | |
| ı | His views are completely object | - | (39 | |
| 5 | It is their personal belief that the | The state of the s | mpletely safe. | |
| 5 | They are hoping to carry out a | - | , , , | |
| Co | omplete the sentences. | | | |
| ı | Violence in society is not a nev | | | |
| 2 | By repeating the experiment, v | we can see if we a | re able to | the results. |
| 3 | Do you have any | evidence to s | upport your theo | ry? |
| | I'm pleased that the results | my | hypothesis. | |
| ŀ | 14'6 2 11001 | ort and lacks obje | ctivity. | |
| | It's a veryrep | | | |
| | We will need to | | | |
| 5 | | | | the results. |
| 5 | We will need to | | | the results. |
| 5 | We will need to They need to carry out further nswer the questions. | | studies to confirm | |
| Ar | We will need to They need to carry out further nswer the questions. What's the opposite of objection | ve? | studies to confirm | is formed from <i>verify</i> ? |
| Ar | We will need to They need to carry out further nswer the questions. What's the opposite of objection What's the plural of phenomer | ve? | 6 What noun 7 What noun | is formed from <i>verify</i> ?s can be used with <i>conduct</i> ? |
| 4 5 7 Ar 1 2 | We will need to They need to carry out further nswer the questions. What's the opposite of objection | ve? non? ective? | 6 What noun 7 What noun 8 What noun | is formed from <i>verify</i> ? |

B Genetics

GENE THERAPY: Genes are the units which control the particular qualities inside a living thing. The process of passing these qualities on from parents to their children is known as heredity. Gene therapy is a technique for correcting defective genes responsible for diseases. It works by inserting a normal gene into the genome (the complete set of genes in a living cell) to replace an abnormal gene. A carrier molecule called a vector must be used to deliver the normal gene to the patient's target cells. But there are many limitations:

- the rapidly dividing nature of many cells means that gene therapy may be short-lived
- · the normal gene may be attacked by the patient's immune system
- · gene therapy works best on disorders arising from the mutation of a single gene.

| GLOSSARY | |
|--|--|
| therapy heredity defective insert | the treatment of a physical problem or an illness as explained in the text hereditary adj having a fault or faults SYN faulty ; defect n put sth into sth else, or between two things |
| (sth into sth) | insertion n |
| cell | the smallest unit of living matter that can exist; all plants and animals are made up of cells : blood/brain cells |
| abnormal | different from what is expected, and often harmful or unwanted |
| molecule | the smallest unit (of two or more <i>atoms</i>) that a substance can be divided into, without changing its chemical nature molecular adj |
| limitation (usually pl) | a limit on what sb/sth can do or how good they/it can be |
| rapidly | very quickly rapid adj |
| short-lived | only lasting for a short time OPP long-lived |
| immune system | the system in your body that produces substances to help it fight against infection and disease immunity <i>n</i> |
| arise | (especially of a problem) start to happen or exist SYN occur |
| mutation | (in biology) a process in which genetic material changes in structure when it is passed on mutate <i>v</i> |

SPOTLIGHT unit

A unit can be a thing, person or group that is complete in itself but can also form part of something larger.

- The basic unit of society is the family.
- a maternity unit in a hospital
- the central processing unit of a computer
- 5 Underline the stress on these words. Use the 🌚 to help you.

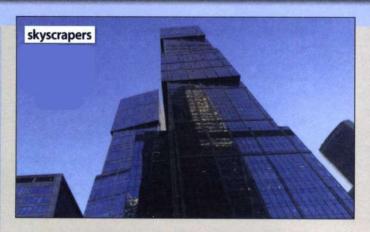
mutate defect n therapy hereditary abnormal molecule molecular immune

- 6 Circle the correct answer.
 - 1 The unit is defective / defaulty.
 - 2 Is this particularly unnormal / abnormal?
 - 3 The ward is in the maternity unit / system.
 - 4 Arthritis can be heredity / hereditary.
 - 5 The effects are short-living / short-lived.
- 6 a healthy immune / immunity system
- 7 The fault's in the central processor / processing unit.
- 8 The spread of the disease is a rapid / rapidly process.
- 9 Happily, the benefits are short / long-lived.
- 10 This vaccine provides immunity / heredity.

Complete the sentences.

| 1 | Gene | has been used t | to restore the fun | nction of ageing brain | in monkeys. |
|---|-------------------|-----------------|---------------------|-------------------------------|-----------------|
| 2 | The problem was | caused by the | of the | genes as they were passed | on. |
| 3 | The doctor | a tube into | o the patient's sto | omach. | |
| 4 | Cancer | are constantly | dividing, and tha | at can happen very | |
| 5 | Problems can | when t | here is a | in one or more gen | es in the body. |
| | | | | n, it's a problem of | |
| 7 | The technique inv | volves the | of genes fo | or nerve growth into the brai | in. |
| 8 | In | science, a | is a stable | e unit comprising two or mo | ore atoms. |







REACHING FOR THE SKY

An architect starts with an aesthetic vision of what a skyscraper will look like, and an engineer then turns this unique concept into a safe and practical building. For skyscrapers, which have more physical constraints than the average building, this is no easy task. To comply with building regulations, any structure reaching high into the sky has to be capable of supporting its considerable weight and able to withstand high winds and earthquakes. They have to undergo a thorough process of testing, and if results indicate there may be excessive movement, engineers have to find ways to restrict this motion and ensure the building will be structurally sound.

A skyscraper will also have many users - e.g. office workers, residents, hotel guests - so it must meet their various needs, as well as the strict rules concerning protection from fire and flooding.

The **construction** of a skyscraper begins with laying the **foundations** on rock deep beneath the ground. Steel or reinforced concrete columns are inserted into holes within the foundations, and concrete is then poured around them. Large cranes erect the vertical columns of the building's framework, after which girders are attached horizontally between them. It is this structure that gives support to the enormous load the building must bear. Panels made of materials such as glass or metal are built onto the framework to complete the skyscraper's exterior.

| GLOSSARY | | | |
|---------------------------------|---|---|---|
| aesthetic | made in an artistic way and beautiful to look at | structurally | the way in which sth is built or organized structure n |
| unique constraint | very special and unusual a thing which limits your freedom to do sth: physical/financial/political constraints SYN restriction; restrict v | meet the needs of sb/sth construction | satisfy the needs of sb/sth the process or method of building or making sth, especially roads, bridges, etc. construct v |
| comply (with sth) regulation | obey a rule, order, law, etc. an official rule made by a government or other authority | foundation (usually pl) reinforced | the bricks, concrete, etc. that form the solid underground base of a building made stronger, especially by the addition of |
| support | hold sth in position or prevent sth from falling support <i>n</i> be strong enough not to be hurt or | concrete | another material a building mixture of sand, cement, small stones and water |
| | damaged by extreme conditions, the use of force, etc. SYN resist ; resistance n | insert framework | put sth into sth else, or between two things the parts of a building or an object that supports its weight and gives it shape |
| undergo thorough | experience sth, especially a change or sth unpleasant done completely; with great attention | girder | a long piece of wood or metal, used to support weight |
| excessive | to detail more than is reasonable, appropriate, or permitted | load | the amount of weight or pressure that is pressing against or down on sth: a building's vertical load |
| motion | the act or process of moving: The train is already in motion. | panel | a square or rectangular piece of wood, glass or metal that forms part of a larger surface, such as a door or wall |

| 0 | | | ciation of th | e unde | rlined let | ters the | sam | e or di | fferent? | Write | e S or D. Use | the 🔓 to |
|---|-----|-------------------|-----------------------|--------------------|----------------------|------------|----------------|----------------|-------------------|---------------|---|---|
| | _ | lp you. | | | | | | | | | | |
| | 1 | c <u>o</u> ncrete | construct | ******* | | 5 | cond | | r <u>e</u> inforc | ed | ******** | |
| | 2 | s <u>upport</u> | comply | | | 6 | un <u>i</u> c | | res <u>i</u> st | | ******* | |
| | 3 | th <u>o</u> rough | undergo | ******** | | 7 | | hetic | un <u>i</u> que | | | |
| | 4 | thor <u>oug</u> h | f <u>ou</u> ndation | | | 8 | com | ply | structu | rall <u>y</u> | ******** | |
| 2 | M | atch 1–8 wi | th a-h. | | | | | | | | | |
| | 1 | meet | | а | the horizon | ontal loa | ad ade | equately | У | | | |
| | 2 | comply with | h | b | a numbe | | - | | | | | |
| | 3 | resist | | C | one tube | inside t | he oth | ner | | | | |
| | 4 | undergo | ******* | d | the effect | t of stroi | ng wir | nds | | | | |
| | 5 | construct | ******* | e | the archit | tect's fre | edom |) | | | | |
| | 6 | insert | | f | the regul | ations | | | | | | |
| | 7 | support | ******* | g | the need | s of the | users | | | | | |
| | 8 | restrict | | h | the road | going u | nder t | he brid | ge | | | |
| 3 | Ci | rcle the odo | d one out. | | | | | | | | | |
| | 1 | a) restriction | n b) constr | ruction | c) constr | aint | 5 | a) rule | 5 | b) la | aw | c) regulation |
| | 2 | a) detailed | b) thorou | ugh | c) reinfor | rced | 6 | a) wit | hstand | b) r | esist | c) comply |
| | 3 | a) panel | b) girder | | c) concre | ete | 7 | a) reg | ulation | b) f | ramework | c) structure |
| | 4 | a) framewor | rk b) motio | n | c) mover | ment | 8 | a) bas | e | b) fo | oundations | c) concrete |
| 4 | Re | place the u | ınderlined w | ord(s) v | vith a wo | rd or pl | nrase | that k | eeps the | e sam | e meaning. | |
| | 1 | • | ded sand, cem | | | | | | - | | | |
| | 2 | | tions will need | | | | | | | | | |
| | 3 | We will wait | t until the prod | cess is m | oving and | happen | ing. | | | | | |
| | 4 | I'm not sure | these girders | can sup | port the ar | mount o | f weig | ght. | | | *************************************** | |
| | 5 | Most archite | ects have to o | perate w | ithin vario | us finan | cial <u>re</u> | striction | ns. | | | |
| | 6 | Basically, the | e fence comp | rises six <u>r</u> | ectangula | r pieces | of wo | od. | | | *************************************** | *************************************** |
| | 7 | The building | g has <u>experier</u> | nced a ni | umber of c | hanges | of use | <u>.</u> . | | | | |
| | 8 | High-rise bu | uildings have t | to compl | y with det | ailed saf | ety ch | ecks. | | | | |
| | 9 | The amoun | t of force was | greater t | han is reas | onable | or app | propriat | <u>e</u> . | | | |
| 1 | 10 | There are ar | n increasing n | umber o | f <u>very tall b</u> | ouilding | in th | e city c | entre. | | | |
| 5 | Co | mplete the | text. | | | | | | | | | |
| | Af | ter the buildi | ng has been o | designed | , the (1) | | | | of the | build | ing is the resp | oonsibility |
| | of | the enginers | , and they hav | e to ensi | ure that th | e design | is (2) | | | | sound. T | his involves |
| | tes | sting the (3) | | | of the b | building | to the | effects | s of stron | g win | ds, and if the | movement is |
| | too | o great, the e | engineers nave | to find | various wa | iys to res | trict i | S (4) | | | auality | is may bring the of his design is |
| | | ing reduced. | | ie archite | ect, who m | iigrit iee | i tile (| ə ₁ | ••••• | | quanty | Of this design is |
| 0 | W | hat can you | romombor | from th | a tayt on | the oth | or n | 202 W | lrita ans | wore | to the ques | tions, or talk |
| | | another st | | nom tin | e text on | the oth | iei pi | ige. W | rice aris | weis | to the ques | tions, or talk |
| | 1 | | e two physica | l constra | ints that a | ffect sky | scrap | ers? | | | | |
| | 2 | | a skyscraper n | | | | | | ne users? | | *************************************** | |
| | 3 | | scrapers have | | | | | | | | | |
| | 4 | | purpose of w | | | 3 | | | | | | |
| | 5 | | erted into the | | | building | 1? | | | | | |
| | 6 | | n poured on t | | | | | | | | | |
| | 7 | | e vertical supp | | in position | n? | | | | | | |
| | 8 | | aced between | | | | | | | | | |
| | 9 | | e exterior wall | | 7 | | | | | | | |

Everyday language

The words and phrases below are all commonly found in everyday spoken language, and some of them are informal.

- ~ Where's Karl?
- ~ We're short of milk, so he went off to get some. He'll be back any minute.
- ~ Can you give us all a lift?
- ~ Sure. I can take up to four people, and you can stick your stuff in the boot.
- ~ I bet Elsa will be exhausted after yesterday. It's not like her to walk six miles.
- ~ Well, no doubt she'll tell us what made her decide to do it. I mean, she didn't have to, did she?
- ~ What are you and Beata doing for her birthday?
- ~ Well, it's up to her really, isn't it? I don't know whether or not she has any plans.
- ~ Dominic said he'd be here at 9. He's not going to make it, is he? And the concert was an absolute disaster last time without him.
- ~ Don't worry. He'll turn up he needs the money.
- ~ Do you reckon we'll still get tickets for the Mozart concert?
- ~ Oh yeah, we're bound to there's still three weeks to go.
- ~ I bet Kian makes a mess of organizing this festival. I don't know why I put him in charge.
- ~ True, but you never know, he may surprise us.

| GLOSSARY | | | |
|--|--|-------------------------|--|
| short (of sth) go off (to do sth) | not having enough of sth leave a place, especially in order to do sth | whether disaster inf | used to express a doubt or choice between two possibilities: whether or not a complete failure: an absolute / a total disaster |
| (at) any minute (now) give sb a lift up to sth | very soon give sb a free ride in your car as far as a particular number, level, etc. | turn up | 1 (of a person) arrive, especially in a way that is unexpected (as above) 2 be found, especially by chance, after being lost |
| stick inf | put sth in a place, especially quickly or carelessly used to say that you are almost certain | | think sth or have an opinion about sth be certain or likely to happen, or do or |
| it's (not) like you/him/ | sth is true or that sth will happen used to show what is usual or typical | be sth to go mess | be sth remaining; still left a situation that is full of problems, usually |
| her, etc. no doubt | for sb used when you are saying that sth is probable | | because of bad organization or mistakes that sb has made: <i>make a mess of sth</i> |
| make sb/sth do sth I mean <i>inf</i> | cause sb/sth to do or be sth used to explain or correct what you have just said | you never know inf | used to say that you can never be certain about what will happen in the future, especially when you are suggesting that sth good might happen |
| be up to sb | be sb's responsibility; be for sb to decide | | |

SPOTLIGHT make it

Make it can mean:

- 1 succeed in reaching a place, especially when it is difficult (as above)
- 2 be present at a place: I'm afraid I can't make it this evening.
- 3 be successful in a career: Liam will never make it as a pop star.
- 4 survive after a serious accident or illness; deal successfully with a difficult experience: The doctors think he'll make it.

| | no a total | whether at any | give me short | make it's up | disaste of mon | | to you doubt | or not minute |
|----|--|----------------------------|---------------------------------|-------------------------------|-------------------|----------------------|---|------------------|
| | | | | | | | | |
| Go | | | ws? Write G | or B. | | | | |
| 1 | | le a mess of | | ******* | | a's not short of m | 7 | |
| 2 | | | the operation | | | ane will take up to | | |
| 3 | | | n absolute d | | | ingly, Daniel turn | | |
| 4 | The acci | dent was bo | und to happ | en | 8 Failing | the test made he | er work hard | er |
| Re | | | | | r phrase tha | t keeps the sam | ne meaning | g. |
| 1 | | | se books in t | | | | | |
| 2 | | | ant to stay w | | | | | |
| 3 | | | | be successful ir | | | | |
| 4 | | | | | | the final whistle. | | |
| 5 | | | | she's <u>very likely</u> | | | | |
| 6 | | | | | | comorrow instead | l | |
| 7 | | | | woods to try ar | | | | |
| 8 | The train | goes in five | minutes. Le | na's not going | to get here in | time. | *************************************** | |
| Re | write th | e sentence | s on the lef | t, starting wit | th the words | given. Keep th | e same me | aning. |
| 1 | Could I | go in your ca | r? | | Could you gi | ve | | ? |
| 2 | | be here ver | | | Felix will be | nere any | | |
| 3 | | ot typical of | | | | | | |
| 4 | | decision. | | | | · | | |
| 5 | | expected to | come. | | I don't think | he | | |
| 6 | | | roblems with | the task. | | | | |
| 7 | | | | n't be certain. | | ight be heavy – yo | | |
| 8 | | | ne document | | | cuments | | ? |
| 9 | | got much n | | , | | | | |
| 10 | | | her mind ab | out the car? | | | | |
| Co | mplete | the dialog | ues in a suit | able way. | 9 | | | |
| | | | | na will | it as | a film actor? | | |
| | | | | | | ith so little exper | ience and ju | ist a |
| | coup | le of parts in | some TV ad | verts, the comp | petition is | to be | e tough. Stil | , you never |
| | | - | we might ju | ust see her in a | Hollywood m | ovie one day. Un | less she bed | omes famous, |
| | though | gh, no | sl | ne'll have many | periods waiti | ng for work. | | |
| 2 | | | | | | not | | 2.0 |
| | B I know. I think he's finding his course really difficult. To be honest, I don't know whath think medicine was right for him. He's not very hardworking and he isn't very interested in people. | | | | | | | |
| | A Well. | he's got ano | ther three ve | ears to | on th | e course. It's entir | ely up | him |
| | whet | her or | h | e finishes it or o | changes to so | mething else. | , , | |
| 3 | | | | | | o the stadium, an | d it's 6.30 al | ready. |
| | B Well, | he was here | ten minutes | ago, but he - don't worry. | | off to try and ge | t a sandwich | n. He'll be here |
| 4 | A Caro | has lost the | ring Ali houg | ht her It'll he a | total | if she ca | n't find it | |
| 4 | R I | rias iost tric | she's | it so | mewhere safe | and forgotten at | out it It'll | |
| | up, l'r | n sure. | 3116.3 | 1030 | mewhere sale | and longotten de | | |
| | | | | | | | | |
| TI | nese verl | ns have diff | erent mea | nings, apart f | rom those ai | ven in the alos | sarv. What | are they? |
| | | os have diff to help yo | | nings, apart f | rom those gi | ven in the glos | sary. What | are they? |



A Phrasal verbs with more formal equivalents

| PHRASAL VERB | MORE FORMAL EQUIVALENT |
|--|---|
| If you get your ideas across to someone, | you communicate them to sb successfully. |
| If you bring up a topic in conversation, | you raise the topic. = introduce it into the conversation |
| If you look up to someone, | you respect them. = have a high opinion of them |
| If you own up to something, | you confess to it. = admit you did sth wrong |
| If you get over a problem | you overcome it. = find a way to solve it |
| If you put something off , | you postpone it. = arrange for an event etc. to take place at a later time |
| If you put forward a plan, | you propose it. = suggest it for discussion |
| If you call off a meeting, | you cancel it. = decide that sth that has been arranged will not take place |
| If you make up for something, | you compensate for it. = provide sth good to balance or reduce the bad effects of damage, loss, etc. |
| If you are taken in by someone, | you are deceived by them. = are made to believe sth that isn't true |
| If a book comes out, | it is published. = is produced for sale |

| 1 | Match the verbs on the left with the phrasal verbs on the right with the same meaning |
|---|---|
| | match the verbs on the left with the philasal verbs on the right with the same mean |

| propose postpone communicate | compensate deceive overcome | cancel confess | take sb in own up to sth make up for sth | call sth off get sth across put sth forward | put sth off get over sth |
|------------------------------------|-----------------------------------|-------------------|--|---|-----------------------------|
| | | | | | |

Rewrite the sentences using the word in capitals at the end as part of a phrasal verb.

| 1 | I never expected him to confess to the crime. | UP | |
|----|--|---------|--|
| 2 | Nothing can compensate for the loss of earnings. | MAKE | |
| 3 | Will someone raise the topic at the meeting? | UP | |
| 4 | Who proposed the plan? | FORWARD | |
| 5 | The inspector isn't easily deceived. | IN | |
| 6 | Why did they cancel the meeting? | OFF | |
| 7 | He has always respected his uncle. | UP | |
| 8 | When was the new dictionary published? | OUT | |
| 9 | The match has been postponed for a week. | OFF | |
| 10 | We have to communicate our message more clearly | ACROSS | |

| C | omplete the responses using a suitable phra | sal verb |
|---|--|--|
| 1 | Elena Ferranti is writing a new novel. | ~ Great! When will? |
| 2 | We need to discuss staff holidays. | ~ Yes, at the next meeting, I'm going to |
| 3 | This is such an unhappy situation. | ~ Yes, but in time, I'm sure |
| 4 | Do you think a lot of your grandparents? | ~ Yes, I really |
| 5 | Damian seems so charming and friendly. | ~ Be careful: don't be |
| 6 | or year of got a derital appointment | |
| | tomorrow and I'm going away! | ~ Well, you'll just have to |
| 7 | Do they know who stole the painting? | ~ Yes, one of the gallery guides has |
| 8 | The transport strike is coming to an end isn't it? | ~ Yes they've decided to |



B Multiple meanings

One of the difficulties with phrasal verbs is that some have more than one meaning.

My brother gets through a lot of money. (= use up a large amount of sth) I tried calling the bank several times, but couldn't get through (to anyone). (= make contact by phone) We couldn't get through to the village because of snow. (= reach somewhere)

Could you set up a meeting? (= arrange for sth to happen) I had to set up the computer for them. (= make equipment or machinery ready for use) The police have set up more roadblocks. (= build sth or put sth somewhere)

I'm taking over from Sarah Miles next week. (= begin to have responsibility for sth, especially in place of sb else)

The army has taken over the country. (= gain control of a political party, country, etc.) My mum went through a difficult period when my dad died. (= experience or suffer sth) I went through the evidence carefully. (= examine sth carefully, especially to find sth) You have to go through various security checks. (= perform a series of actions)

| 4 | What is the meaning of the phrasal verb in each sentence? Write your answer at the end. |
|---|---|
|---|---|

- 1 UN supply trucks are now trying to get through to the refugee camps.
 - 2 Who will take over when the manager retires?
 - 3 Do you need someone to set up the recording equipment?
 - 4 I went through my emails but couldn't find any record of the meeting.
 - 5 I got through to someone in the Accounts department, and they were very helpful.
 - 6 We went through a terrible time when our baby was ill, but, fortunately, he recovered.
 - 7 The region has been taken over by rebel soldiers.
 - 8 If you've never set up a tent before, have a look at some online videos.

5 Circle the correct word.

- 1 I finally went through / got through to the doctor after 20 minutes on the phone.
- 2 The police have *gone through / set up* a traffic-free area in front of the parliament.
- 3 The lawyers are going through / setting up the documents, looking for clues to the disappearance of the money.
- 4 We are worried about who will set up / take over when the old leader resigns or dies.
- 5 The boys are home from university, so we're *getting through / going through* a mountain of food.
- 6 Nobody should have to go through / take over such terrible medical treatment.
- 7 The person who *got through/set up* the meeting sent out the wrong date to everyone.
- 8 Could you go through / take over the shop for a minute while I go and get a coffee?

6 Complete the phrasal verbs in the questionnaire.

| Ha | ve you ever: | | |
|----|------------------------|-------------------------------------|---|
| 1 | had problems | to a place because | of really bad weather? What happened? |
| 2 | | a tent in pouring rain? | |
| 3 | | _ the driving when the person you | were with was ill or too tired to carry on? |
| 4 | | a terrible experience in a plane of | or on a train? What was it? |
| 5 | been stopped and quest | tioned when you were | passport control? |
| 6 | been involved in | a festival? | |
| 7 | had to help someone_ | their PC or | mobile phone? |
| 8 | known someone who_ | money fast | er than they can earn it? |

ABOUT YOU Write your answers to the questionnaire in Exercise 7, or tell another student.



83 / Idioms (1)

A Discussing problems

You know, my English should be quite fluent by now, but when it comes to foreign languages, what I learn in class goes in one ear and out the other, and my mind goes a complete blank the minute I open my mouth.

I could probably do with some extra lessons.

> Off the top of my head, no.

Well, it takes time to learn a language, but you'll get there in the end.

Perhaps. Do you have anyone in mind?

Well, I think your best bet is to talk to your teacher.

GLOSSARY

when it comes to sth ... when it is a question of sth go in one ear and out be forgotten very quickly the other

my mind is/goes a complete blank

the minute (that) ... get there

could do with sth inf

have sb/sth in mind off the top of my head

your/the best bet

as far as I know

might/may as well (do sth)

suddenly I cannot remember sth

as soon as ...

achieve your aim

used to say you need or would like

to have sth

be thinking of sb/sth for a particular

purpose

without thinking about sth carefully used to tell sb the best action to take to get the result they want used to say that you think you know sth, but you are not sure if it is true

do sth because it seems the best in the situation, although you may

not really want to do it

SPOTLIGHT idioms

An idiom is a group of words whose meaning is often different from the meaning of the individual words in it, e.g. if someone is feeling under the weather, it means they don't feel well. It is sometimes easier to guess the meaning, e.g. let me see/ think is used when you are thinking or trying to remember something.

Now let me see – where did he say he lived?

| s. |
|-----------|
| All lines |
| |
| |

As far as I know, she doesn't give

private lessons, but you're right:

- Correct the mistakes in each sentence. 1 I don't know the answer from the top of my head.
- **2** The information just goes in one ear and out of another.
- 3 Are you free on Friday? ~ Help me see what I've got on that day.
- 4 When it goes to science, I'm hopeless.
- 5 I think he's feeling below the weather.
- 6 It's no good to worry about it.
- 7 When I try to remember his name, my mind goes a big blank.
- 8 What do you have in the mind for New Year's Eve?

Complete the idioms in the dialogues.

- 2 Do you think we should leave?
- 3 Did she ask you a question?
- 4 What shall I do?
- 5 They're making very slow progress.
- 6 Are you thirsty?
- 7 Does the bank close at four?
- 8 Can you remember the instructions? ~ No. They went in one ear

- 1 We need someone for the extra work. ~ True. Do you have anyone in ______
 - I doubt they'll come now. ~ We might _____
 - ~ Yes, and my mind went a complete ~ Your best _____ is to ring the station.
 - ~ Yes, but they'll get _____eventually.
 - ~ Yes, I could _____ a drink.
 - ~ Yes, as far
- 9 Does Emma know about the concert? ~ No, but I'll tell her the ______ she comes in.
- 3 ABOUT YOUR LANGUAGE How would you translate these idioms into your own language? Write a translation, or talk to someone who speaks your language.
- A common word like mind is used in a number of idioms. If you don't know these idioms, use a dictionary to complete them.
 - your mind decide sth sth in mind remember/don't forget sth
- my mind in my opinion
- 4 _____ your mind say what you think



B Responses

A number of idioms are often used as responses in spoken English.

| Idiom | Meaning |
|---|---|
| I'm going to do the essay again. ~ What for? | for what purpose or reason |
| Are you going to the party? ~ You bet! | used to emphasize that you are keen to do sth |
| I've got my exam today. ~ OK. (The) best of luck. | used to wish sb success in what they are going to do ALSO all the best |
| I'll be there as soon as I can. ~ It's OK – take your time. | used to tell sb there is no hurry |
| Where's Poppy? ~ Don't ask me. | used to emphasize that you don't know sth SYN I haven't the faintest (idea)/ Goodness knows |
| It must've been an awful evening. ~ On the contrary, I really enjoyed it | used to introduce a statement that says the opposite of the last one |
| Are you ready? ~ Hang on. I'll be with you in a minute. | wait a minute/moment very soon |
| Rani's going out with a film star. ~ You're kidding! | inf used to show that you are very surprised at what sb has just said |
| I think you owe me some money. ~ How come? | inf used to say you do not know how something can happen and would like an explanation |
| Can we go in if we aren't members? ~ No way ! | inf used to say that sth is not at all possible or not allowed SYN no chance |

Circle the correct answer.

- 1 If you answer you bet, you want to do something / don't mind doing something.
- 2 If you reply don't ask me, it means you don't know the answer / don't want to answer.
- 3 If you say you're kidding, you think the other person is being / not being serious.
- 4 No way means it's not practical / possible.
- 5 Goodness knows means I'm sorry / I don't know.
- 6 If you ask someone to hang on, you want them to help you / wait for you.

6 Combine words from each box to form eight idioms.

| you're | no | how | what | of luck | bet | on | come |
|--------|------|------|------|---------|-----|-----|---------|
| don't | hang | best | you | ask me | way | for | kidding |
| | | | | | | | |

Complete the idiom in each response.

| 1 | I've just won the lottery! | ~ You're! |
|---|---------------------------------|----------------|
| 2 | Could I borrow your dad's car? | ~ No! |
| 3 | Why did they leave so early? | ~ Goodness |
| Δ | I'll be with you in two minutes | ~ It's ok take |

- 4 I'll be with you in two minutes. ~ It's ok, take ...
 5 Are you going to the party? ~ Yes, you ...
 6 I've got my driving test tomorrow. ~ Well, best ...
- 7 The college said we have to apply again. ~ What? How _____
- 8 I'm going to repeat the course. ~ What ?
 9 Where have they all gone? ~ I haven't the ...
 10 I heard the lecture was really boring. ~ No, on the ...



A Commenting on a situation

Some idioms are commonly used to express an opinion about a situation.

I can borrow money if necessary, but that would be a last resort.

If I could get a job in TV, it would be a dream come true.

We enjoyed Cyprus and, as a matter of fact, we think we'll go back next year.

I haven't got a chance of getting that job, but never mind - that's life.

Don't worry about your keys. As it happens, I have a spare set in my office.

It's a lovely flat. If only I had £1m to spend on a place to live.

You can eat what you like and drinks are free. Sounds too good to be true, doesn't it?

The place is full now. It's a good thing we got here early. I would've gone to the match but for the weather.

Carla wouldn't admit her mistake because she didn't want to lose face.

GLOSSARY

that's life inf

as it happens

(as) a last/final resort an action you will take if there is no other option SYN if all else fails

a dream come true as a matter of fact

a wish or hope that becomes a reality used to add a comment on sth that you have just said, often sth you think will be interesting and possibly surprising

used when you are disappointed about sth but know you must accept it used when you say sth surprising, or sth

connected with what sb else has just said

ifonly

(sound) too good to be true

but for sth/sb

used to say that you wish sth was true or that sth had happened used to say that you cannot believe that sth is as good as it

be a good thing (that) ... be lucky that ... SYN be a good

job that ...

if it were not for sth/sb lose face

be less respected or look stupid because of sth you have done

| | Write t | the la | st wo | ord in | each | of | these | idioms. |
|--|---------|--------|-------|--------|------|----|-------|---------|
|--|---------|--------|-------|--------|------|----|-------|---------|

- 1 if all else
- 3 it's a dream come
- 5 too good to be ____

- 2 as a matter of
- 4 lose

6 as it

8 a last

Replace the underlined words with an idiom that keeps the same meaning.

- I wish I had more time.
- 2 It's very fortunate we booked the tickets last week.
- 3 If I get to the final, it will be everything I've always wanted.
- 4 I may not be selected for the team, but I just have to accept that.
- 5 Toby knows he's wrong but he won't admit it because he doesn't want to look stupid.
- 6 I can always sell my flat if there are no other options.
- He would've played last week if it had not been for his injury.
- 8 He was born yesterday. And it will surprise you that, they've named him after you.

3 Complete the idioms / set phrases in these dialogues.

- 1 I'm afraid they gave you the wrong price.
- ~ Right. I thought it sounded ...
- **2** Can you raise the money for the trip?
- ~ Not sure. I may have to use my savings as
- Are you disappointed you couldn't buy the flat? ~ Yes I am, but _____
 - - I'd brought a book to read.
- 4 We're going to be stuck here for hours! 5 The shop will have to close.
- ~ Yes, it would have survived high rent.
- You haven't got a small screwdriver, have you? ~ Well,
- It looks as if it's going to rain.
- ~ Yes, it's _____ I brought my umbrella.
- Do you think you can win?
- ~ I'd love to. It would be a _____



B Adding tone and emphasis

Some idioms are used to add extra politeness or emphasis, and to prepare the listener for what you are going to say.

| Do you know if they're married, by any chance? | used especially in questions to ask if sth is true or possible |
|---|---|
| I wouldn't mind a cup of tea, if it's no trouble. | used to say politely that you would very much like sth / to do sth |
| I'd love to go. The (only) thing is , I promised to help my dad in the garden. | used to introduce an explanation, and often one that suggests there is a problem |
| I didn't like it at all ./I'm not at all keen on it. | used to emphasize a negative statement (used after a verb but before or after an adjective) |
| You should read it. It's by far his best book. | used to emphasize what you are saying |
| Smoking is very bad for your health, not to mention the cost. | used to introduce extra information and emphasize what you are saying |
| Guess what! Ed and Sal are moving to Kenya. | used before giving sb surprising or exciting news |
| Believe it or not, he asked if he could live with us. | inf used to introduce information which is true but surprising |
| He's been working since 7 o'clock this morning, so no wonder he's tired. | inf used to emphasize the fact that sth is not surprising |
| Where on earth did you get those boots? | used after wh- questions to indicate surprise, and sometimes annoyance, about sth |
| I'd like to ask you a few questions, if you don't mind . | used to check that sb does not object to sth that you want to do, or ask sb politely to do sth SYN if you wouldn't mind |
| The room is empty but, for some reason , we're not allowed to use it. | used to say, often with slight annoyance, you don't know the reason for sth or don't understand it |

| 1 | 1 | Cross | out | one | wrong | word | in | each | sentence. |
|---|---|-------|-----|-----|-------|------|----|-------|-----------|
| ٦ | 4 | CLOSS | out | one | wrong | word | ш | eacii | sentence. |

- 1 That's by very far the worst article.
- 2 Believe it or believe not, he's a politician.
- 3 The only bad thing is, I can't afford to go.
- 4 Guess you what I'm getting married.
- 5 Who on the earth gave you that tie?
- 6 I'd like to borrow this if that you don't mind.
- 7 He's bad at the job, not to be mention lazy.
- 8 I wouldn't really mind a lift, if that's OK.

Complete the idiom or set phrase in each sentence.

| 1 | what! I've got a new job. | |
|---|---|--|
| 2 | I'd love to go to Brazil in December, but the | is, my exams are in January. |
| 3 | What on are you doing here | this morning? It's Saturday! |
| 4 | I made a special trip to the post office, but for | reason, they closed early. |
| 5 | I'm not hungry, but I mind a | glass of water if that's OK. |
| 6 | He won all his matches, so no | he's delighted. |
| 7 | Have you got any string I could use by any | ? |
| 8 | The book was great, but I wasn't at | impressed with the film; it was far too lon- |

6 Add a suitable idiom or set phrase to these sentences.

- 1 It didn't work.
- 2 Do you know if it's open?
- 3 Melinda's going to marry a famous pop star.
- 4 Why are you wearing gloves in the summer?
- 5 Jacob looks about 20, but he's only 13.
- 6 He's been very ill, so he looks thin.
- 7 They have a large apartment here, a farm in Wales and a house on the coast.
- 8 We said we were members, but they wouldn't let us in.
- 9 It is his most violent film.
- 10 I'd like to know more about your background.



Two-part expressions

These phrases consist of two main words, usually joined by and or or. The word order is almost always fixed, i.e. backwards and forwards (NOT forwards and backwards). Most are made up of near synonyms or opposites, and they are more common in spoken English.

| Examples | Meaning |
|--|---|
| We've been going backwards and forwards all day. | move from one place to another and then back again, many times SYN back and forth |
| First and foremost we need a plan. | more than anything else |
| They'll be here sooner or later. | at some time in the future, probably soon |
| We're considering the pros and cons of moving. | the reasons for and against doing sth |
| I learnt how to use a computer by trial and error . | trying different ways of doing sth until you find the best one |
| It costs £300 a month, more or less. | 1 approximately |
| I've more or less finished this book. | 2 almost |
| I see my cousins now and again . | sometimes but not often; occasionally SYN now and then, on and off |
| Who is responsible for law and order? | a situation in which people obey the law |
| The children got home safe and sound. | safely; not harmed, damaged, lost, etc. |
| I'm sick and tired of this weather. | bored with or annoyed about sth, and wanting it to stop SYN sick to death of sth |
| I've almost finished packing except for a few odds and ends . | inf small things of little importance SYN bits and pieces |

| 1 | Form ten | phrases | using | words | in the | box, | adding | either | and | or | or. |
|---|----------|---------|-------|-------|--------|------|--------|--------|-----|----|-----|
| | | P | | | | | | | | | |

| law | cons | forth | less | order | tired | later | off | error | sound | |
|-----|------|-------|------|-------|-------|-------|-----|-------|-------|--|
| | | | | | | | | | | |

the proc back sick sooper odds safe

Complete the phrase in each sentence.

- 1 I'm sick to ______ of these exams. Thank goodness there is only one more.
- 2 I've collected most of my stuff. I just have to get a few more bits and ______.
- 3 We had a class discussion looking at the pros and ______ of Esperanto.
- 4 First and _____, we have got to establish where we want to go.
- 5 It was a terrible flight, but we finally got here safe and
- I'm moving stuff into my flat, and I've been going backwards and
- 7 I think we've got more or ______everything we need.
- 8 It's a matter of law and _____, so the decision rests with the police.

3 Complete the dialogues with a suitable phrase.

- \sim No, they'll be here ______. 1 It looks like they're not coming.
- ~ Yes, I'm _____ of the noise. 2 You look miserable.
- 3 How did you assemble that bookcase without instructions? ~ Basically just _____.

- 4 ABOUT YOUR LANGUAGE Do you have expressions like these in your language? How would you translate the examples at the top of the page?



Similes

TEST YOURSELF

We form most similes with: (as) + adjective + as + noun and a smaller number with: verb OR noun + like + noun Similes with as emphasize the meaning of the adjective, so they are often easy to understand. They are more common in spoken English, and the first as is usually omitted.

| (Main) noun | Simile | (Main) noun | Simile |
|-------------|---|-------------|--|
| gold | The children were as good as gold today. (= well behaved) | beetroot | Sian went as red as a beetroot. (= very embarrassed) |
| feather | I picked up the little girl – she was as light as a feather. (= very light) | bone | The ground is as dry as a bone at the moment. (= very dry) |
| bat | I'm afraid I'm blind as a bat. (used humorously) | cake | The new model is selling like hot cakes. (= selling very quickly or in large numbers) |
| post | My father is deaf as a post. (used humorously) | log | I slept like a log last night. (= slept very well) |
| rake | My sister's as thin as a rake. (= very thin) | dream | The plan worked like a dream. (= was very successful) |
| sheet | Sammy went as white as a sheet. (= white with fear or from illness) | sieve | Sometimes I've got a memory/mind like a sieve. (= a bad memory) |

| 3 | The sheets are dry as aafter | 8 | The printer is working like anov |
|-----|---|----|---|
| 3 | hanging in the hot sun. | 9 | James is blind as awithout |
| 4 | Surprisingly, the suitcase was light as a | | his glasses. |
| | | 10 | She heard someone downstairs and went white |
| 5 | My father sleeps like a | | as a |
| - | M. area dos ether contract a thing | | |
| - | My grandmather can't con a thing | | |
| 2 | My grandmother can't see a thing | 7 | She was very embarrassed He often forgets things |
| 3 4 | My grandmother can't see a thing | 8 | He often forgets things. The little girl weighed almost nothing. |

I'm not very keen on the flat, or the area. Mind you, it's better than my last place. Incidentally, do you know how Pavel's getting on in his new flat?

Sam The company is likely to move its headquarters to Brussels. As for Deborah, she may have to get a job with another insurance firm.

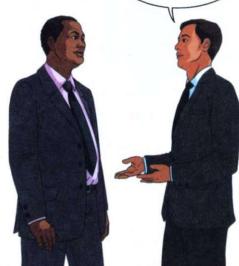
Tanya Yes, or alternatively, she could stay with the company here, but in a different branch.

Sam OK, but in the end, she may decide that a change of company would do her good.

It's true that Peter was only trying to help. Even so, he shouldn't have got involved – it just made the problem a lot worse.

Mind you ...
Incidentally ...
s far as I am concerned ...
In the end ...

It's true ...
Even so ...
Alternatively .
In any case ...



Brad Do you think you'll go back to the same hotel?

Asma Well, as a matter of fact we were a bit

disappointed the last time we were there. By and large the staff were still great, but the place was starting to look a bit tired, and the food wasn't quite as good.

I don't think Ali should apply for the job in Munich. He doesn't have that much experience and, in any case, he doesn't speak German.

MOTHER George wants to spend the summer in France so as to improve his French.

FATHER Well, as far as I'm concerned, that's fine, but

I hope he's not expecting us to pay for it.

GLOSSARY

mind you inf used to add sth to what you have just said, especially sth that makes it less strong SYN still

incidentally used to change the conversation to a different topic SYN by the way

as for sb/sth used to start talking about sb/sth

alternatively used to introduce an idea that is a second choice or possibility

in the end after everything has been considered do sb good have a positive effect on sb; help sb

it's true (that) ... used to admit that a fact or statement is correct, although you think sth else is more important even so despite that; used for introducing a new idea, fact, etc. SYN all the same / nevertheless

by and large used when you are saying sth that is generally but not completely true SYN to a large extent /

on the whole / broadly speaking

in any case whatever happens or may have happened; often used to introduce the most important reason, argument,

etc. SYN anyway, besides

so as to do sth with the intention of doing sth as far as I'm concerned used to give your opinion about sth

| 1 M | atch 1-10 | with a | a-j. | | | | | | | |
|-------------|--|-----------|-------|--|--|------------------|--------------|-----------|---|---------------------------|
| 1 | mind | ********* | a | case | | 6 | in any | | f | speaking |
| 2 | by and | ******** | b | extent | | 7 | broadly | | g | I'm concerned |
| 3 | even | | C | the way | | 8 | by | | h | SO |
| 4 | as far as | ******** | d | you | | 9 | to a large | | i | same |
| 5 | on the | | e | large | | 10 | all the | ******* | j | whole |
| 2 C | | | | n each sente | | | | | | |
| 1 | AND THE RESERVE OF THE PARTY OF | | | as very interest | The second secon | | | | | |
| 2 | | | | | was glad to get | home. | | | | |
| 3 | | | | | the rush hour. | | | | | |
| 4 | I don't like she can't s | | | | cause the water | is dirty. In | every cas | e, | | |
| 5 | As far I'm | concer | ned | the neighbou | urs can have a st | reet part | y if they wa | ant to. | | |
| 6 | | | | | job but, at the e | | | | uck. | |
| 7 | We've got our own. | most | thin | gs organized fo | or the picnic, an | d so for fo | ood, we'll a | all bring | 9 | |
| 8 | She seems | s very t | tired | ; I think a holic | day would make | her good | d. | | | |
| 9 | I thought | all the | stuc | lents did well. | By my way, wha | t's the Ita | lian boy ca | alled? | | |
| 10 | got some | e help | from | my father. Ev | en, it was a very | difficult t | ask. | | | |
| 3 Re | place the | unde | rline | ed word(s) w | ith a word or p | ohrase ti | hat keeps | the sa | ame | meaning. More than |
| or | ne answer | | _ | | | | | | | |
| 1 | I think he from Prag | | om t | he Czech Repu | ublic. <u>By the wa</u> y | ∠ do you | know Mich | naela | | |
| 2 | To a large | extent | , you | can get by w | ithout speaking | the lang | uage. | | | |
| 3 | I'm disapp | ointed | wit | h my broadba | nd speed. Still, it | t's faster t | han it was | before | | |
| 4 | We can't g | | rgus | a lift – he live | s miles away. <u>In a</u> | any case, | we haven' | t got | | |
| 5 | l agree sor it's a good | | | | ld be a bit short | er. <u>Never</u> | theless, | | | |
| 6 | | _ | | Contract to the contract to th | Or we could ju | | ere and cha | at. | | |
| 7 | | | | | sitive effect on t | | | | | |
| 8 | | | | | order to get a go | | | | | |
| 9 | | | | | got its policy on | | | | ing. | |
| 10 | We thoug we decide | | | etting a cat bu | ut, <u>after consider</u> | ring it for | some time | 2 | | |
| 4 co | omplete th | ne sen | ten | res and dialo | gues with a si | uitable v | vord or p | hrase. | | |
| 1 | | | | | 9 | | | | | orella. |
| | | hinkin | | | | | | | | , we could just |
| 3 | 3.50 | | rout | e home | | avoid | d seeina M | Ir Pedd | er: h | e never stops talking. |
| 4 | Do you sp | eak En | alist | at home? ~ Y | eah, to a large | 0101. | a seemig | | , | c mere, stops taming. |
| 5 | | | | | repared for the | | | | | |
| | | | | | | | | the pla | ne le | eave? |
| 6 | I've been t | told the | ere's | | Chinese restaura | | | | | |
| 7 | | | | | | ind, | | | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | it's too far away. |
| 8 | We'd plans stay here. | ned to | mo | ve in the sprin | g, but | | we | decide | ed it | was more sensible to |
| 9 | There are | a few r | orob | lems in my ne | ighbourhood, b | ut | | | , it | s's a good place to live. |
| 10 | | | | that a lot | of people drop | litter, wh | ich is very | anti-so | cial. | , |
| | you can't | start se | endir | ng people to p | orison for that kin | nd of offe | ence. | | | |



88 Sayings

Sayings are well-known phrases that express things about life that most people believe are wise and true. They are more common in spoken English.





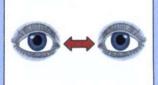












| Example | Meaning |
|---|---|
| Tonia still finds playing the piano difficult, but practice makes perfect. | If you do sth repeatedly, you will become very good at it. |
| I haven't heard from my son for weeks, but usually no news is good news. | If you haven't had any news, then nothing has gone wrong, and things are probably fine. |
| I know innocent people suffer in war, but sometimes the end justifies the means. | Bad or unfair methods of doing sth are acceptable if the results of the action are good or positive. |
| Are tickets available? ~ Yes, but it's first come, first served. | people will be dealt with, served, seen, etc. in the order in which they arrive |
| How's the course going? ~ So far, so good. | used to say that things have been successful up until now, and you hope that will continue |
| Can we come as well? ~ Of course. The more the merrier. | the more people or things there are, the better the situation will be, or the more fun people will have |
| Do you believe in an eye for an eye ? | used to say that you should punish sb by doing to them by what they did to you or sb else |
| They finally turned up at 8.30, but better late than never . | It is better to arrive late or achieve sth late, than not arrive or achieve sth at all. |
| The mountain road is dangerous so go slowly – better safe than sorry. | It is better to be careful than to take a risk or act too quickly and later regret it. |
| I've always believed that prevention is better than cure . | It is better to stop a problem before it occurs than let it happen and then have to do sth about it. |
| I met two of your old flatmates today. It's a small world, isn't it? | used to express your surprise when you are talking to sb and find out that you both know the same person |
| They should actually do something. Actions speak louder than words. | what a person does means more than what they say they will do |
| Calvin is never satisfied. The grass is always greener on the other side (of the fence), you know. | said about people who are never happy with what they have and always think other people have a better situation than them |
| I know he doesn't look great but don't judge a book by its cover. | You should not form an opinion about sb/sth from their/its appearance only. |
| What they did to you was awful, but I don't think you should take revenge. Two wrongs don't make a right . | used to say that if sb does sth bad to you, the situation will not be improved by doing sth bad to them |
| I know it's not a great job, but beggars can't be choosers. | used when there is no choice so sb should just accept what is available |
| Could you help me with this? Two heads are better than one. | used to say that two people can achieve more than one person working alone |

| Co | over the opposite page and correct the mistake | s. | |
|----------|---|---------|---|
| 1 | So far, no good. | 6 | No news is no news. |
| 2 | Two brains are better than one. | 7 | The more the happier. |
| 3 | It's a little world. | 8 | Don't judge a book by the |
| 4 | First come are served. | | number of pages. |
| 5 | Practice makes better. | | |
| W | hich sayings are illustrated at the top of the op | oosit | e page? |
| 1 | | 5 | |
| 2 | | 6 | |
| 3 | | 7 | |
| 4 | | 8 | |
| Co | omplete these sayings. | | |
| 1 | Better late than | 6 | The end justifies |
| 2 | Better safe than | 7 | Two wrongs don't |
| 3 | No news is | 8 | Beggars can't |
| 4 | The more | 9 | Prevention is |
| 5 | Practice makes | 10 | Don't judge a book |
| Us | se a suitable saying to respond to each of these | situa | ations. |
| 1 | I came down slowly – I didn't want to fall over. | | Well, |
| 2 | He works on his English for three hours every day. | ~1 | Well, |
| 3 | Shall we do the maths homework together? | ~ \ | Yes, |
| 4 | My son has been away for two months but hardly | | |
| 7 | ever phones. | ~1 | Well, |
| 5 | Do you think people should take revenge? | ~1 | No, I don't believe in |
| 6 | How are you getting on now you're in London? | | Well, |
| 7 | Gabi is never happy, is she? | ~1 | No, I'm afraid with her the |
| 8 | They finally got here, but they missed the first part. | | Well, |
| 9 | It's not a nice flat but it's all they can afford. | | Well, |
| 10 | Can anyone go the exhibition? | | Yes, but be quick. It's |
| 11 | If he steals my bag, I'll keep his phone. | | Oh, come on. |
| 12 | If we stop giving a small number of people expensiv | | |
| | we can actually treat more people and save more live | es. ~ ' | You're saying that the |
| A | BOUT YOU Write answers to these questions, o | r tall | k to another student. |
| 1 | Are there any sayings on page 184 that you think are | parti | icularly true? |
| | | | |
| | | | |
| 2 | Are there any sayings that you do not think are true? | ••••• | |
| 2 | Are there any sayings that you do not think are true? | | |
| | | | hat they mean? See mare 194 for answers |
| | ere are six more sayings in English. Can you gue | | hat they mean? See page 184 for answers |
| He 1 | ere are six more sayings in English. Can you gue Beauty is only skin-deep. | | hat they mean? See page 184 for answers |
| He 1 2 | ere are six more sayings in English. Can you gue Beauty is only skin-deep. | | hat they mean? See page 184 for answers |
| He 1 2 3 | Beauty is only skin-deep. Love is blind. Charity begins at home. | | hat they mean? See page 184 for answers |
| He 1 2 3 | Beauty is only skin-deep. Love is blind. Charity begins at home. Put all your eggs in one basket. | | hat they mean? See page 184 for answers |
| He 1 2 3 | Beauty is only skin-deep. Love is blind. Charity begins at home. | | hat they mean? See page 184 for answers |

89 Vague language

We generally use **vague** language in spoken English when we aren't able to be precise, or don't want or need to be.

How long will you be away?

~ Three weeks or so.

He earns loads of money, doesn't he?

~ Probably, somewhere in the region of £100,000.

He's something to do with TV, isn't he?

~ Yes, something like that.

She doesn't look well. Is she ill or something?

~ I don't know. I am sort of worried about her.

We'll buy that car somehow or other.

~ Well, I've got £1000, give or take a bit.

I've got loads of stuff to prepare. How many are coming?

~ Oh, fifty odd, I think.

SPOTLIGHT something like that, etc.

We can use can use these phrases when we are being vague.

- She's a doctor or something like that.
- He works in publishing I think. ~ Yeah, something along those lines.
- He said they advise importers. Something of that sort.

| GL | 0 | C | c | Δ | D | v |
|----|---|---|---|---|---|----|
| JL | v | 2 | , | М | n | ж. |

vague not clear or detailed

or so You add or so after a number, quantity, etc.

to show that it is approximate.

SYN or thereabouts

loads (of sth) inf a large quantity of sth SYN tons/piles (of sth) inf

in the region of used when you are giving a number, price etc.

to show that it is not exact: He paid somewhere in the region of £500. SYN approximately

something to in some way connected with sth

or something inf used when you are not exactly sure about a

thing, person or place ALSO or somebody/ somewhere; SYN something/ somebody/

somewhere or other

sort of inf to some extent, but in a way that is hard to

explain SYN kind of

in some way or by some means, although you don't know exactly how: somehow or other

give or take sth used for talking about numbers which are not

exact: We'll have 100 guests, give or take ten.

stuff inf used to refer in a general way to things people

say, do, or think, etc: They played some great stuff. I don't believe all that stuff.

odd (after a approximately or a little more than the number) inf number mentioned: 30 odd students

- Replace the underlined word(s) with a word or phrase that keeps the same meaning.
 - 1 We've got <u>loads</u> of food. 6 It's <u>in t</u>
 - 2 It cost £200 or <u>so</u>.
 - 3 I am <u>sort</u> of glad she went.
 - 4 She's an optician or something <u>like that</u>.
 - 5 I think he's 50 or just over.

- 6 It's in the region of 400 miles.
- 7 I'll get there by some means.
- 8 He was <u>not clear</u> about how to get there.
- 9 I'll give the book to Susana or one of the other girls.
- One word is missing in each sentence. What is it, and where does it go?
 - 1 She was just sort pretending to be ill; I don't think she actually was.
 - 2 We seem to have of rice, so I might make a paella.
 - 3 He's a chief executive something; I'm not too sure.
 - 4 We'll leave at seven, give take a few minutes, so don't be late.
 - 5 I've got a meeting tonight but I'll finish my essay by tomorrow or other.
 - 6 The whole trip cost somewhere the region of £400.
- 3 Rewrite the sentences using the word in capitals to make each sentence more vague.
 - 1 We invited a hundred to the wedding.
 - 2 He looks depressed.
 - 3 Her job is in marketing.
 - 4 There were a lot of good groups and comedians at the festival. STUFF
 - 5 It's 300 miles.
 - 6 We could go to France.
 - 7 I've got £500.
 - **8** We could get him a book for his birthday.

- SO _____
- SORT ____
- REGION
- SOMEWHERE _____
- SOMETHING _____
- 4 ABOUT YOUR LANGUAGE Translate the dialogues at the top of the page. Do you have similar phrases in your language?



The passive

A number of verbs are commonly used in the passive, especially in certain contexts (see the spotlight).

The man is said to be carrying a weapon. The boat is reported to be a mile from shore. The teenager is known as a troublemaker. She is known for her work as a therapist. They were meant to stay together. The meeting is scheduled for next week. Four have been short-listed for the prize. Residents are empowered by the new law. The body will be cremated, not buried. The man has been jailed for the robbery. I was overcome with grief. Two girls have been suspended from school. We were caught up in a traffic jam.

| GLOSSARY | |
|------------------------------------|---|
| be known as sth/sb OR for sth | have a reputation as sth/sb or for sth |
| be meant (for sth / to do sth) | be intended for sth / to do sth |
| be scheduled (for sth) | be arranged to happen at a particular time |
| be short-listed (for sth) | be part of a small list for a prize, award, etc, chosen from all the people who applied for it. The winner is sb from that list. |
| be empowered (to do sth) formal | have or be given the power or authority to do sth SYN be authorized (to do sth) |
| be cremated | (of a dead body) be burnt, especially as part of a funeral ceremony |
| be jailed | be sent to prison |
| be overcome (with sth) | be strongly affected by sth, especially sth emotional |
| be suspended sb (from sth) | be officially stopped from doing your job, going to school, etc. |
| be caught up (in sth) | be involved in sth, especially when you do not want to be |

SPOTLIGHT using passives

The use of the passive is more impersonal and commonly found in news reports, etc, where these passive phrases are common.

- The minister is said to be considering resignation.
- Food supplies are reported to be arriving in the country.

l wasn't

| C | omplete the sentences with a sui | itable verb. | |
|----|---------------------------------------|------------------|--|
| 1 | The helicopter carrying the prince i | is | to be nearing the country. |
| 2 | | | notion when they greeted their families. |
| 3 | The civil servants were | | |
| 4 | When I die, I want to be | | |
| 5 | The courts are to g | | |
| 6 | She is as a rather of | | |
| 7 | The meeting is not | | o.m. |
| 8 | Sorry I'm late. I was | | |
| Re | ewrite the sentences in the passi | ve, using a suit | able verb from the top of the page. |
| 1 | People tell me he is dangerous. | | He is |
| 2 | The judge sent him to prison for five | e years. | He was |
| 3 | They're going to put the film on at 9 | 9.00 p.m. | The film is |
| 4 | They considered four people from t | the nominations. | |
| 5 | We spent ages in a traffic jam. | | We were |
| 6 | The school told the girls to leave. | | The girls were |
| 7 | People know her because of her cha | arity work. | She is |

3) Other verbs, taught elsewhere in the book, are also commonly used in the passive. Use the Word List if you don't know these verbs or can't remember what they mean.

be charged (with sth) be wounded

8 It wasn't my plan to join the army.

9 He was very emotional when he saw her.

be entitled to sth be stranded

be surrounded (by sth) be convicted (of sth)

He was

be accused of sth be trapped



A With adjectives

Un-, in- and dis- are some of the prefixes used with adjectives, usually to give a negative meaning.

You will already know some of these adjectives when they are used without negative prefixes. The glossary explains the words you are less likely to know.

| THE REAL | He's unqualified to drive that car. |
|------------|--|
| | They chose an unknown actor for the part. |
| un- | I'm unfamiliar with this keyboard. |
| | It was an uncharacteristic mistake. |
| | The workers have called an unofficial strike. |
| | The project is still unfinished. |
| | Ben is incapable of making a decision. |
| in- | I'm afraid this passport is invalid. |
| In- | The food was insufficient for our needs. |
| | They got divorced because they were incompatible. |
| | The treatment of some refugees is inhuman. |
| dis- | The Prime Minister will fire any disloyal ministers. |
| The second | One disobedient child was removed from the class. |

| GLUSSART | |
|---------------------------------|--|
| unqualified | not having the right knowledge, experience or qualifications to do sth OPP qualified |
| uncharacteristic (of sb/sth) | not typical of sb; not the way they usually behave OPP characteristic |
| unofficial | does not have permission or approval from sb in authority OPP official |
| invalid | not legally or officially acceptable OPP valid |
| insufficient | not enough for a particular purpose OPP sufficient |
| incompatible | Two people who are incompatible are very different from each other and not able to work or live happily together. OPP compatible |
| inhuman | lacking the qualities of kindness and pity |
| disloyal (of sb) (to sb/sth) | not loyal or faithful to your friends, country, etc. OPP loyal |
| disobedient | failing or refusing to obey OPP obedient |

SPOTLIGHT un- and under-

GLOSSARY

There is a difference between un- and under-. An unemployed person doesn't have a job; an underemployed person doesn't have enough work to do, or not all of their skills are not made use of. Other examples are uncooked and undercooked, or unpaid and underpaid.

| 0 | Ur | n-, in-, or dis-? | Cover the table | and com | plete the | words | | | | | |
|---|----|---------------------------------|-------------------------------|-----------------------|-------------------------|----------------|------------------------|---------------------|---------------|-------------------|--|
| | 1 | known | 4 | obedi | ent | 7 | finished | 10 | | familiar | |
| | 2 | capable | e 5 | charac | teristic | 8 | loyal | 11 | | compatible | |
| | 3 | human | | valid | | 9 | employed | 12 | | sufficient | |
| 2 | M | atch the adjec | ctives on the lef | t with the | nouns o | n the ri | ght. | | | | |
| | | an unofficial an unqualified | an incompatible a disobedient | an invalid inhuman | insufficier an unfam | | ticket conditions | money name | dog strike | couple teacher | |
| | | | | | | | | | | | |
| 3 | Co | - | ialogues using a | | _ | vith <i>un</i> | | | | | |
| | 1 | The family we | re cruel and treate | ed him like | a slave. | | ~ I know, it | was | | ······ • | |
| | 2 | Did you know | the performers? | | | | ~ No, they were all | | | | |
| | 3 | Has she got a j | job? | | | | ~ No, she's | ~ No, she's | | | |
| | 4 | What were the | e vegetables like? | | | | ~ OK, but a bit | | | | |
| | 5 | | | | | | | ~ No, they're still | | | |
| | 6 | Does she know | w what she's goin | g to do? | | | ~ No, she's a decision | | | | |
| | 7 | Is it voluntary | work? | | | | ~ Yes, it's | | | | |
| | 8 | | | | | | ~ Yes, very | | | | |
| | 9 | Do you know t | the town? | | | | ~ No, I'm with the a | | | | |
| | 10 | | Teri just to walk o | out and leav | ve us with | no supr | | | | | |

B With verbs

These prefixes can be used with some verbs, with particular meanings. You will already know some of these verbs when used without a prefix.

| mis- | = badly; incorrectly | misunderstand miscalculate mislead | misjudge |
|-------|-----------------------------|--|--|
| re- | = again | rewrite reassess (e.g. the cost of | redo (e.g. a piece of work) sth, an exam candidate) |
| un- | = doing the opposite of sth | unwrap (e.g. a present). undo (e.g. your jacket) unwind (e.g. a bandage) | unpack (e.g. a suitcase) untie (e.g. your shoelaces) |
| over- | = too much | overcharge (e.g. in a sho overestimate (e.g the am oversleep (= sleep longe overdo it (= work too har | nount of food you need) or than you want) |

| GLOSSARY | |
|----------------------|--|
| mistreat misjudge | treat a person or animal in a cruel, unkind or unfair way form a wrong opinion about a person or situation, especially in a way that creates a problem |
| mislead unwind | give sb the wrong impression and make them believe sth that is not true open up/out sth that has been wrapped into a ball or around sth |

| 4 | Cr | oss out the wrong a | nswer. | | | | | | | |
|---|--|---|------------------------------|--------------|---|------------------------------|---------------------------------|--|--|--|
| | 1 | I think he was mis | | a) t | reated | b) advised | c) led | | | |
| | 2 | Could you un | | a) c | harge | b) wrap | c) tie | | | |
| | 3 | I think I over | | a) e | stimated | b) charged | c) calculated | | | |
| | 4 | | what I have do | ne. a) v | vrite | b) judge | c) assess | | | |
| | 5 | over | | | ought | b) did it | c) slept | | | |
| | 6 | She completely mis | | a) ju | ıdged | b) understood | c) believed | | | |
| 5 | Circle the correct form(s). Sometimes both words are possible. | | | | | | | | | |
| | 1 | He miscalculated/mistreated the length of the room. | | | 4 I think she completely misled / misunderstownat I said. | | | | | |
| | 2 | | | | 5 I'm trying to untie / unwind the string from | | | | | |
| | 3 | When I get to the hot | tel, I will unpack/unwrap | | | | | | | |
| | | my suitcase. | | 6 | I <i>overcharg</i> I'm worn o | ned / overdid it this mouth. | orning, and now | | | |
| 6 | Co | omplete the sentence | es. | | | | | | | |
| | 1 | 1 I'm going back to that shop: I think they me for those earrings. | | | | | | | | |
| | 2 | | me when they said they | | | | | | | |
| | 3 | | drentheir | | | | | | | |
| | 4 | The doctor asked me | tomy shi | rt and sit | on the bed. | | | | | |
| | 5 | | 't do this job but I was wro | | | | | | | |
| | 6 | • | eopleani | _ | | | | | | |
| | 7 | | the time it would take, and | | rived an hou | r early. | | | | |

8 I need to _____ the policy because it clearly isn't working.

92 Suffixes that form nouns

The suffixes -ion, -ment and -al can be added to verbs to form related nouns with the same basic meaning. You will notice there are sometimes small spelling changes.

The words in bold are the forms which have not been taught elsewhere in the book or series.

| Suffix | Verb → Noun | Meaning |
|--------|---|--|
| | accommodate → accommodation | v provide sb with a room or place to sleep |
| | create → creation | n the act or process of making sth that is new, or of causing sth to exist that didn't exist before |
| | appreciate → appreciation | n the feeling of being grateful for sth |
| | collaborate → collaboration | ${\it v}\ $ work together with sb to produce or achieve sth |
| | $complete \to \mathbf{completion}$ | n the act or process of finishing sth |
| -ion | hesitate → hesitation | v be slow to speak or act because you are uncertain or nervous |
| | $inspect \rightarrow inspection$ | ${\it v}~$ look at sth closely, especially to check it is correct |
| | detect → detection | v discover or notice sth, especially sth that is not easy to see, hear, etc. |
| | object → objection | v say that you disagree with or oppose sth |
| | resign → resignation | n the act of giving up your job |
| | accomplish → accomplishment | n an impressive thing that is done or achieved after a lot of work |
| | $acknowledge {\:\rightarrow\:} acknowledgement$ | v accept that sth is true |
| -ment | encourage → encouragement | n the act of encouraging sb to do sth |
| | measure → measurement | n the size, length or amount of sth |
| | settle → settlement | ${\it n}$ an official agreement that ends an argument |
| | deny → denial | v say that sth is not true |
| | dismiss → dismissal | n the act of dismissing sb from their job |
| -al | propose → proposal | n a formal suggestion or plan |
| | refuse → refusal | n an act of saying or showing that you will not do, give or accept sth |

SPOTLIGHT different meanings

The addition of a suffix to a verb sometimes creates a noun with a meaning that is further from that of the verb.

- I edit the magazine. (= prepare it for publication by correcting mistakes, making changes, etc.)
- We now have an online edition of the magazine. (= the form in which a book is published)

| POSITIVE MEANING Complete the sentences with a suitable verb. | C | cknowledge / omplete / anize the words u | | 8 object/ | | | |
|--|---|--|--|---|--|--|---|
| Complete the sentences with a suitable verb. I because I wasn't quite sure what to say. The civil servant talking to the press, and said he would never do that. Several neighbours are unhappy and have to the council's plans. The paper that some of the information was wrong, and has issued an apology we should be able to a couple more people in the flat if necessary. The gas company is the property to check for any leaks. How long have you that particular magazine? The two companies have decided to in the hope of finding a solution. What's the purpose of the tests? They are designed to the disease early. Do your neighbours mind you building an extension? Yes, one person has to indifive pairs of words in the box that have a connection. Briefly explain the connection refusal inspection cooperation denial agreement examination. I we finally settled the matter. We finally settled the matter. They will inspect it next week. She hesitated at the beginning. Do you know what the room measures? Mar cresigned yesterday. We can accommodate three more. I left after they created the new company. Were there strong disagreements with the policy? Yes, there were several thas anyone put forward a plan? Next Friday is the earliest date for the claimed he didn't steal the bike. Next Friday is the earliest date for the claimed he didn't steal the bike. I know, but nobody believes his. | e | ncouragement | dismissal | refus | al appreciat | | objection |
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| Where did you see the article? ~ It was in last month's Did you find or notice anything wrong? ~ No, but problems often escape | di Rewi W W Sh Sh M W Ha Do W Ha Do W Ha Do W | rite the sentence: // // // // // rite the sentence: /e encouraged him. /e finally settled the hey will inspect it no you know what to larc resigned yester. /e can accommodate the dialogular for they create strong disas anyone put forwoes the company and hen will the builde hear a couple of pede claimed he didn't hope people thanked. | s on the left set matter. ext week. beginning. the room mease day. te three more. ed the new contest with a suitagreements with a greements with a suitagreement with a suitagreement set and a plan? ccept this is true of steal the bike. ed you for your | resignation starting with to ures? npany. table noun. th the policy? ~ ae? ~ help. ~ | he words given. We gave | everal en one re has be earliest of there will be lieved their | een no public date for ere three eres his |

Suffixes that form adjectives and verbs

A Suffixes that form adjectives

The suffixes -able, -al and -ive can be added to some nouns and verbs to form adjectives. There are sometimes minor spelling changes.

The new agricultural scheme is a cooperative venture among farmers in South Wales, but it would be logical to extend it to the whole of Wales.

The company has become increasingly profitable in recent years. It makes very simple functional clothes which are hard-wearing and affordable.

The army worked throughout the night to put up protective barriers, but the destructive force of the storm has still caused considerable structural damage to the town.

The school is proud of its progressive educational policy, but some parents still believe they are being too selective regarding entry requirements.

| GLOSSARY | |
|--------------------------|--|
| agricultural cooperative | connected with the practice of farming doing sth together or working together with others towards a shared aim cooperation n |
| logical | seeming natural, reasonable or sensible logic n |
| profitable | that makes or is likely to make money |
| functional | (of clothes, furniture, etc.) practical and useful; with little or no decoration |
| affordable | cheap enough that people can afford it |
| protective | providing or intended to provide protection |
| destructive | causing destruction or damage |
| structural | connected with the way in which sth is built |
| progressive | in favour of new ideas and modern methods |
| educational | connected with education |
| selective | careful about what or who you choose |

| - | ricultural | cooperative | affordable | profitable | | |
|--------------------------------------|--|---|---|---|---|--------|
| pr | ogressive | structural | destructive | cooperation | | |
| Re | ewrite the se | ntences using s | uitable adject | tives. Keep the same m | eaning. | |
| 1 | They have th | ne means to buy th | nese houses. | These houses | | |
| 2 | He's given us | s his full cooperation | on. | He's been very | | |
| 3 | The compan | y is making a lot o | of money. | The company is very | | |
| 4 | | ake caused massiv | | The earthquake was very | | |
| 5 | Parts of the I | ouilding are dama | ged. | There was some | | damage |
| 6 | | e a policy on farm | | Do they have an | | |
| 7 | | areful about who | | Is the army | | |
| 8 | | sensible thing to | | Did it seem very | | ? |
| 1 | | e has always been | | towards his childre | | |
| Co 1 2 3 | As a father h It's a very for When we as | e has always been ward-thinking cor ked for their help, | mpany with lot the children we | s ofideas ere all veryi | | |
| 1 2 3 4 | As a father h It's a very for When we as Their furnitu | e has always been ward-thinking cor ked for their help, re is not beautiful, | mpany with lot the children we but it's | s ofideas ere all veryi | · | |
| 1 2 | As a father h It's a very for When we as Their furnitu We have to d | e has always been ward-thinking cor ked for their help, re is not beautiful, consider the | mpany with lot the children we but it'snee | s ofideas ere all veryi eds of all the children, not | i just the clever or | nes. |
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| 1 2 3 4 5 6 | As a father h It's a very for When we as Their furnitu We have to d Hundreds ap I fail to see th | e has always been ward-thinking cor ked for their help, re is not beautiful, consider thepplied for places, be | mpany with lot the children we but it'snee out the compan behind his ar | s ofideas ere all veryi eds of all the children, not j by are very | i just the clever or y sense at all. | nes. |
| 1 2 3 4 5 6 7 8 | As a father h It's a very for When we as Their furnitu We have to o Hundreds ap I fail to see th I can't organ | e has always been ward-thinking cor ked for their help, re is not beautiful, consider thepplied for places, beize the talks alone | mpany with lot the children we but it'snee but the compan behind his ar . I need their | s ofideas ere all veryideas eds of all the children, not j ny are very gument. It didn't make any to get ever | iust the clever or ius ius y sense at all. ything done. | |
| 1 2 3 4 5 6 7 8 | As a father h It's a very for When we as Their furnitu We have to o Hundreds ap I fail to see th I can't organ | e has always been ward-thinking cor ked for their help, re is not beautiful, consider thepplied for places, beize the talks alone | mpany with lot the children we but it'snee but the compan behind his ar . I need their | s ofideas ere all veryi eds of all the children, not j by are very gument. It didn't make any | iust the clever or ius ius y sense at all. ything done. | bs? |

B Suffixes that form verbs

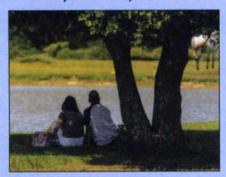
The suffixes -en, -ize and -ify can be added to some nouns and adjectives to form verbs. In most cases, the meaning is easy to guess if you already know the nouns and adjectives.

| Verb | Meaning |
|--|--|
| They need to strengthen the bridge | make sth/sb stronger |
| This story will weaken the President's position. | make sb/sth less strong or powerful |
| I'm going to shorten this dress. | make sth shorter |
| He is authorized to make the payments. | give official permision for sth, or for sb to do sth |
| We need to maximize our efficiency. | increase sth as much as possible OPP minimize |
| They specialize in computer technology. | be or become an expert in a particular area of work or study |
| The government must stabilize the currency. | become or make sth become firm and steady; become or make sth stable |
| We have to clarify the situation. | make sth clearer and easier to understand |
| This story will intensify speculation. | increase or make sth increase in degree and strength |
| We need to simplify the rules. | make sth easier to do or understand |
| You must specify your name in full. | state sth giving an exact measurement, time, instruction, etc. |

| Write the verbs re | elated to these nouns and | adjectives. | | |
|--|---|--|--|---|
| 1 maximum | | 6 | specific | *************************************** |
| strength | | 7 | weak | |
| simple | | 8 | stable | |
| authority | | 9 | clear | |
| short | | 10 | specialist | |
| The presence of Do you have the | e authority to replace the ticke | | | |
| Do you have the I need to increase This is too comp You must give the Engineers are try | e authority to replace the ticke se the time available to us as n licated. We need to <u>make</u> the in the <u>exact</u> details on the form. Ving to <u>make</u> the bridge <u>more</u> | its? nuch as poss nstructions <u>n</u> | ible. | dents. |
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| Do you have the I need to increase This is too comp You must give the Engineers are try This result make | e authority to replace the ticke the time available to us as n licated. We need to make the in the exact details on the form. It is make the bridge more to her position less strong. | ets? nuch as poss nstructions <u>n</u> stable. ated to the | i <u>ble</u> . nuch easier for stud | d nouns? Check the |

Verbs and nouns with the same form

Many words can be used as a noun or verb with the same base form, and often with a closely related meaning. You will already know many of these words in one or other form.



1 in the shade



2 a bad tackle

| VERBS | NOUNS |
|--|---|
| He leads the race by five seconds. | He has a lead of five seconds in the race. |
| I'm drafting a letter. | I'm writing the first draft of a letter. |
| I was shaded by the trees. | We sat in the shade ¹ of the trees. |
| Our luggage is being transported by sea. | They are using sea transport for our luggage. |
| Everyone cheered loudly. | There was a loud cheer from everyone. |
| We use a device to filter water. | We use a water filter. |
| He tackled the player badly. | It was a bad tackle ² . |
| I paused for a moment, then continued. | There was a pause for a moment, then I continued. |
| They tortured some of the men. | Some of the men suffered torture. |
| We really had to battle to win the game. | It was a real battle to win the game. |

In some cases, the meanings of a noun and verb with the same base form are further apart.

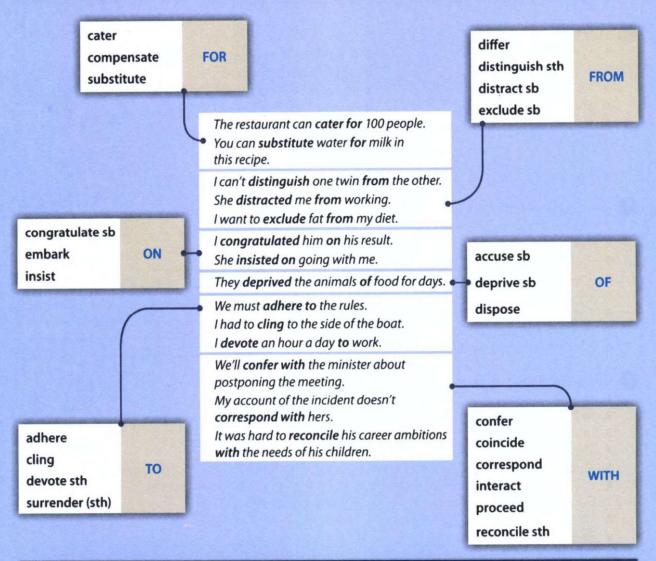
| I deposited the money in the bank. | I have to leave a deposit of £200. |
|---|--|
| We must combat this threat to the environment. | The weapons are used in combat. |
| We need to extract as much information as possible. | He asked me to read an extract. |
| I hope to mate the two dogs. | Bryn has lots of good mates. |
| We traced him to an address in York. | They found no trace of the money. |
| The shareholders have disputed the figures. | The countries have had a long dispute. |

| GLOSSARY | | | |
|-------------------------------|---|------------|--|
| lead | the position ahead of others in a race, competition or contest lead v | combat v | fighting, especially during a time of war stop sth harmful or unplesant from happening, |
| draft | write the first version of sth such as a letter, speech or book draft n | extract n | a short piece from a book, piece of music etc, |
| transport | take sth/sb from one place to another in a vehicle transport n | extract v | that gives you an idea what the whole is like obtain money, information, etc, often by taking it from sb who is unwilling to give it |
| cheer filter | a shout of joy, support or praise cheer v a device containing paper, chemicals, etc. that | mate n inf | a friend |
| | a liquid or gas is passed through in order to remove unwanted material filter v | mate v | (of two animals or birds) have sex in order to produce young |
| pause | stop talking or doing sth for a short time before continuing pause n | trace n | a mark or sign that sth existed or happened find sb/sth by looking carefully for them/it |
| torture | the act of causing sb severe pain in order to punish them or make them say sth torture v | dispute n | SYN track sb/sth down an argument or a disagreement between two |
| battle (with/for/against sth) | a big effort that sb makes to solve a problem or succeed in a difficult situation battle v | | people, groups or countries |
| deposit n | a sum of money that is given as the first part of a larger payment | dispute v | question whether sth is true and valid |
| deposit v | put money into a bank account | | |

| tra | nsport n | transp | ort v | combat n, | v extrac | t n | | | |
|---|---|---|--|----------------------------|---|--|--|-----------------|-------|
| | | | | combat n, | CAUGC | . 11 | | | |
| ext | tract v | depos | it n, v | dispute n, v | / torture | en, v | | | |
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| | He paused | ******** | | | the player wit | | | i e | |
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| | He battled | ********** | | | a couple of er | | | | |
| | She cheere | ********** | | g | in the shade t | | | | |
| 0 | Sile Cheere | u | | h | most of the m | ioney in a i | oank accou | int. | |
| Re | write these | e senten | es using | the noun in | stead of the | underline | d verb. | | |
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| | The table v | 0.0 | | | The table | | | | |
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| | How will th | | | | What | | | | |
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Verbs with prepositions



| GLOSSARY | | | |
|---|--|--|--|
| confer (with sb) (on/about sth) formal | discuss sth with sb in order to exchange opinions or get advice | accuse sb (of sth) | say that sb has done sth wrong or is guilty of sth |
| interact (with sb) | communicate with sb, especially when you are with them | distinguish sth (from sth) | recognize the difference between two people or things |
| proceed (with sth) | continue doing sth that has already started | exclude (sth from sth) | deliberately not include sth in what you are doing |
| coincide (with sth) | (of two or more events) take place at the same time | differ (from sth/sb) distract sb/sth (from sth) | be different from sth/sb take sb's attention away from what |
| correspond (with sth) | be the same as or match sth | | they are trying to do |
| reconcile sth (with sth) | find an acceptable way of dealing with two or more ideas, needs, etc. that | insist (on sth / doing sth) | demand that sth happens or that sb do something |
| | seem to be opposed to each other | embark on sth formal | start to do sth new or difficult |
| adhere to sth formal | behave according to a particular law, rule, set of instructions, etc. | congratulate sb (on sth) | tell sb you are pleased about their success |
| surrender (to sb) | admit you have been defeated and want to stop fighting | cater for sth/sb | provide food and drinks for a social event |
| cling (on) to sth/sb | hold on tightly to sth/sb | compensate sb (for sth) | provide sth good to balance or |
| devote sth to sth | give an amount of time, attention, etc. to sth | | reduce the bad effects of damage, loss, etc. SYN make up for sth |
| deprive sb/sth of sth | prevent sb from having or doing sth, especially sth important | substitute (sth) (for sth/sb) | take the place of sth/sb; use sth/sb instead of sth/sb else |
| dispose of sth | get rid of sth that you do not want or cannot keep | | |

| remo | ved. | s which h | nave a mor | e negativ | ve sense or | ave a positive suggest that s | | |
|---|--|---|--|--|--|--|---|--------------------|
| | prive ngratulate | proceed | | ender | dispose confer | exclude reconcile | | |
| | POSITIVE | | MORE NEC | | | | | |
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| 2 My3 I ca4 We5 It's | ill have to <u>disc</u> y aunt has for youn't <u>tell</u> an Ame e can <u>carry on</u> you difficult to <u>con</u> e are going to <u>c</u> | ears given erican acce with our p nmunicate | all her time ent from a C lan. with so ma | to her sick anadian or any childre | k elderly fathe ne. | er. | | |
| | -/+ id- f | od and dri | nk for that n | nany peop | ole. | | | |
| 7 1 ca | | | | gulations | set by the co | mmittee. | | |
| 7 I ca 8 We | must stick firm | | | - | | | | |
| 7 I ca 8 We 9 The | e must <u>stick firm</u> e lovely cucum | bers we've | grown will | | or the tomato | es we had to th | row away. | |
| 7 I ca 8 We 9 The | must stick firm | bers we've | grown will | | or the tomato | es we had to th | row away. | |
| 7 1 ca 8 We 9 The 0 The | e must stick firm e lovely cucum e little boy had elete the sent | bers we've to <u>hold o</u> ences wi | grown will n tightly to th the corr | his mother | or the tomator's coat. | | , | |
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| 7 Ca 8 We 9 The 0 The Comp 1 Mo 2 Ho 3 Wh | e must stick firm e lovely cucum e little boy had blete the sent ost of the rebel w do you nen my brother | bers we've to hold o ences wi soldiers h | e grown will n tightly to th the corr ave increased d music, it re | rect verb. d air travel | to the army a | nd are now pris d to protect the ne from working | oners. | |
| 7 Ca 8 We 9 The 0 The Comp 1 Mo 2 Ho 3 Wh 4 It w | e must stick firm e lovely cucum e little boy had blete the sent ost of the rebel w do you nen my brother was my treat, ar | bers we've I to hold o ences wi soldiers h r plays lou | e grown will n tightly to th the corr ave increased d music, it re | rect verb. d air travel eally | to the army a with the nee | nd are now pris d to protect the ne from working g. | oners. environmen | |
| 7 Ca 8 We 9 The 0 The Comp 1 Mo 2 Ho 3 Wh 4 It w | e must stick firm e lovely cucum e little boy had elete the sent ost of the rebel w do you hen my brother was my treat, ar ou are | bers we've I to hold o ences wi soldiers h r plays lou nd I | e grown will n tightly to th the corr ave increased d music, it re corr of certain vit | rect verb. d air travel eally on paying fi | to the army a with the nee | nd are now pris d to protect the ne from working g. eventually suffe | oners. environmen | |
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| 7 Ca 8 We 9 The 0 The 1 Mo 2 Ho 3 Wh 4 It w 5 If y 6 I 7 No | e must stick firme lovely cucum e little boy had blete the sent ost of the rebelow do you | ences wi soldiers h | e grown will n tightly to th the corr ave increased d music, it re corr of certain vit her exam re | rect verb. d air travel leally on paying fitamins, you esults. She the loss of | to the army a with the nee | nd are now pris d to protect the ne from working g. eventually suffe ased. | oners. environmen J. | |
| 7 I ca 8 We 9 The 0 The Comp 1 Mc 2 Ho 3 Wh 4 It w 5 If y 6 I 7 No 8 The | e must stick firme lovely cucum e little boy had blete the sent ost of the rebel w do you | ences wi soldiers h | th the corr aveincreased d music, it re corr fer exam re for for | rect verb. d air travel eally | to the army a with the nee for everything was very please a loved one. | nd are now pris d to protect the ne from working g. eventually suffe ased. | oners. environmen I. r. y lonely. | |
| 7 Ca 8 We 9 The 0 The 1 Mo 2 Ho 3 Wh 4 It w 5 If y 6 I 7 No 8 The 9 The | e must stick firme lovely cucum e little boy had elete the sent ost of the rebel w do you men my brother vas my treat, ar ou are thing can really ey often e type of chees | bers we've I to hold o ences wi soldiers h r plays lou and I | e grown will n tightly to th the corr aveincreased d music, it re corr for certain vit her exam reforme from the | rect verb. d air travel eally on paying fi tamins, you esults. She the loss of heir conven | to the army a with the nee for everything ur health will was very please fa loved one. | nd are now pris d to protect the ne from working g. eventually suffe ased. akes me feel ver heddar for parn | oners. environmen I. r. y lonely. | |
| 7 Ca 8 We 9 The 0 The 1 Mo 2 Ho 3 Wh 4 It w 5 If y 6 I 7 No 8 The 9 The | e must stick firme lovely cucum e little boy had blete the sent ost of the rebel w do you | bers we've I to hold o ences wi soldiers h r plays lou and I | e grown will n tightly to th the corr aveincreased d music, it re corr for certain vit her exam reforme from the | rect verb. d air travel eally on paying fi tamins, you esults. She the loss of heir conven | to the army a with the nee for everything ur health will was very please fa loved one. | nd are now pris d to protect the ne from working g. eventually suffe ased. akes me feel ver heddar for parn | oners. environmen I. r. y lonely. | |
| 7 I ca 8 We 9 The 0 The Comp 1 Mc 2 Ho 3 Wh 4 It w 5 If ye 6 I 7 No 8 The 9 The 9 Bot | e must stick firme lovely cucum e little boy had blete the sent ost of the rebel w do you men my brother was my treat, arou are must be often my brother thing can really ey often my brother etype of chees the parents my the preposition of the preposition in the preposition of the preposition in the preposition in the preposition of the preposition in th | ences wi soldiers h r plays lound I Sarah on y | th the corrave increased music, it refers the exam refers me from the corrant: you all of the usually for | d air travel eally | to the army a with the nee more than the army a with the nee more for everything was very please a loved one reations. It makes to their children to the to the to their children to the to t | nd are now pris d to protect the ne from working g. eventually suffe ased. akes me feel ver heddar for parn | oners. environment r. y lonely. nesan. | t? sitions used |

Nouns with prepositions

Do you usually have confidence in your ability to do things?

Should you always take advantage of opportunities to earn more money?

Is it true that any exposure to radiation can be

Do you need reminders of people's birthdays, or do you always remember them?

Would you like greater involvement in politics or charity work?

Is it true there is no substitute for hard work if you want to be successful?

With the exception of a flat or car, what is the most expensive thing you've ever bought?

If the government imposed limitations on air travel for environmental reasons, would you support that?

Do you think society is better since the emergence of social media?

Is there anyone that you feel contempt for?

| confidence (in sth/sb) | and be sure about the abilities or good qualities of sb/sth |
|------------------------|---|
| take advantage of sth | make use of sth well; make use of an opportunity |
| exposure (to sth) | the state of being in a place or situation where there is usually no protection from sth harmful or unpleasant |
| reminder (of sth) | sth that makes you think about or remember sb/sth that you have |

accidentally forget the act of participating in sth and involvement (in sth)

giving time to it substitute for sth a person or thing that you use or have

instead of one you normally use or

with the exception of sth except; not including

limitation (on sth) a rule, fact or condition that limits sth

SYN restraint (on sth) the fact of starting to exist or become

emergence (of sth) known for the first time contempt (for sb/sth)

the feeling that sb/sth is without value and deserves no respect

- Circle the correct preposition.
 - 1 the emergence of / for democracy
 - 2 restraints of/on the use of alcohol
 - 3 my involvement on/in the project
 - 4 take advantage of / for the sun

- 5 no substitute in / for love
- 6 limitations on / in the use of cars
- 7 a reminder to / of how dangerous cars are
- 8 confidence on / in the justice system
- 2 Complete the dialogues with a suitable noun.
 - 1 Can they work 12 hours a day?

 - 3 Clara's very well qualified.4 There are still guards outside.

 - 6 Do you use sunblock?

permitted to work.

GLOSSARY

8 They've given me a great opportunity. ~ Yes, make sure you take _____ of it.

- ~ No, there are _____ on the number of hours they are
- 2 Did everyone do their homework? ~ Yes, with the _____ of Reuben, as usual.
 - ~ I agree, but there's no _____ for practical experience. ~ Indeed. It's a _____ of the danger still around us.
- 5 Luca thinks he's going to fail the test. ~ That boy has no _____ in his abilities.
 - ~ Yes, I'm worried about _____ to too much sun.
- 7 Jonas doesn't respect even his own MP. ~ I agree. He shows complete ______ for Parliament.
- 3 Complete the sentences with the correct noun and preposition.
 - 1 Living near the nuclear plant, I'm worried about ______ radiation. Teachers generally encourage parents' ______ their children's education.
 - 3 We are seeing the ______ new democracies around the world.
 - The government have imposed serious _____ public spending during the crisis.

 - We enjoyed the meal, with the ______ Carla, who hated every mouthful.The critic was very rude and showed _____ the director's new ideas.
 - 7 The smashed car on the side of the road is a ______ the dangers of drinking and driving.
 - 8 I'm planning to take ______ of our neighbours' absence to hold a big party.
- ABOUT YOU What are your answers to the questions at the top of the page? Write them down, or ask another student.



97

Adjectives with prepositions

You are more **liable to** injury if you don't warm up before exercise.

The air traffic controllers appear **intent on** causing maximum disruption, and most flights will be **subject to** long delays.

Some of the new computers are no longer compatible with existing software and, as a result, technological problems are now inherent in the system.

Some of the workers remain resistant to change, but they are no longer representative of the majority.

Jasmina is **dedicated to** her husband; he is totally **dependent on** her.

I am very **sceptical of** the claim that a single vaccination could make people **immune to** a wide range of diseases.

Eight kilometres is roughly equivalent to five miles.

| GLOSSARY | 《大学》,"大学的一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个 | 美国共享 | |
|--|--|---------------------------------|---|
| liable (to sth) intent (on/upon sth / | likely to be affected by sth determined to do sth | representative of sth/sb | typical of a particular group or thing |
| doing sth) subject (to sth) | likely to be affected by sth, especially | dedicated (to sb/sth) | working hard at sth because it is very important to you |
| compatible | sth bad able to be used or exist with sth | dependent on sb/sth | needing sb/sth in order to survive or be successful |
| (with sth) inherent (in sth/sb) | without causing problems that is a basic or permanent part of sth/sb | sceptical (of/ about sth/sb) | having doubts that a claim or statement is true or that sth will happen |
| resistant (to sth) | and that cannot be removed opposed to sth and not wanting it | immune (to sth) | that cannot catch or be affected by a particular illness or disease |
| resistant (to stri) | to happen | equivalent to sth | equal in number amount etc, to sth else |

| 0 | Uı | nderline the str | ess on these | words. Use the 🐵 | to he | p you | | | |
|---|-----|-------------------|--|----------------------------|-----------|---------|---|---|---|
| | int | ent | subject | compatible | inher | ent | resistant | liable | |
| | rep | oresentative | dedicated | dependent | scept | ical | immune | | |
| 2 | Co | omplete the pro | epositions. | | | | | | |
| | 1 | She's dedicated | | her job. | 7 | 20% i | s equivalent | | a fifth. |
| | 2 | I'm sceptical | | | 8 | | ompany is res | | |
| | 3 | | | the group? | | new i | | | |
| | 4 | Why is he so de | pendent | them? | 9 | This a | pp is not com | patible | ** |
| | 5 | | | change. | | my de | • • | | |
| | 6 | | | ompleting this task. | 10 | There | are risks inhe | rent | his plan |
| 3 | Tr | ue or false? Wri | te T or F. If fa | alse, say why. | | | | | |
| | 1 | | | a disease has a good | chance | of aet | ting it | | |
| | 2 | | | a system can be remo | | - | | | *************************************** |
| | 3 | | | with a computer can | | | with it | *************************************** | |
| | 4 | | The state of the s | their work usually le | | | *************************************** | *************************************** | |
| | 5 | | | approval, it is definitely | | | , | | |
| | 6 | - | | ou, they need you to | | | | *************************************** | |
| | 7 | | | , , | | | | *************************************** | |
| | | A qualification t | i lat is equivale | ent to a degree is high | ici lildi | I a dec | nee. | 000000000000000000000000000000000000000 | |

4 Replace the underlined words with an adjective and preposition. Make any other changes that are necessary.

1 Transport in this area is <u>likely to be affected by</u> disruption because of road works.

8 An area which is liable to flooding is very likely to flood.

- Some of the players were opposed to the system brought in by the new manager.
- 3 Because of vaccinations, most people are unlikely to catch measles.
- 4 2.5cm is the same as one inch.

- 5 The manager is <u>determined to</u> ensure that the players are well looked after.
- 6 I'm rather <u>doubtful about</u> conspiracy theories: the world just isn't that well organized.
- **7** Do you think the results of the survey are <u>typical</u> <u>of</u> the population as a whole?
- 8 Some of the techniques are <u>basic features of</u> this particular art form.



Prepositional phrases

A Phrases with at, in, on and by

I wrote out the paragraph in full. Really? You didn't do that by choice, did you? Certainly not. I was made to do it.

I can normally get theatre work on the basis of my experience, but at present there's absolutely nothing, so I've been helping out behind the bar at my local pub. I'm hoping something will come up in the near future, but it's by no means certain.

Do you have to travel at short notice? Yes, I get a call and have to leave at once.

You didn't ignore Suki on purpose, did you? No, Suki and I are on good terms, but I just didn't see her.

GLOSSARY in full including the whole of sth by choice because you have chosen (to do sth) on the basis of sth because of sth at present now; at the moment in the near future soon by no means not at all at short notice with very little warning ALSO at a moment's notice at once immediately SYN right away, straight away not by accident; deliberately on purpose have a good/friendly/bad, etc. on good/friendly/ bad, etc. terms relationship (with sb)

| - | | | | |
|---|--------|-----|---------|-------|
| | Circle | the | correct | word. |

- 1 He came in / at a moment's notice.
- 2 I'm sure she did it by / on purpose.
- 3 She's busy at / in present.
- 4 I completed the application in/by full.
- 5 I got the job on / in the basis of my qualifications.
- 6 We have to leave right way / away.
- 7 They're not on / in friendly terms.

(with sb)

8 The solution is at / by no means clear.

| 9 | Replace the underlined words with a prepositional phrase. Keep the same meaning. |
|---|--|
| 4 | neplace the underlined words with a prepositional phrase, keep the same meaning. |

- We can give you an appointment with very little warning.
- 2 The doctor is very busy right now, but he'll ring you later.
- 3 They gave me the job because of my qualifications.
- 4 The papers think that Ellis will win the election, but it is <u>not at all</u> certain.
- 5 Call the emergency services <u>immediately</u> if you think you are in danger.
- 6 It is believed that the fire was started <u>deliberately</u> in order to claim insurance.
- 7 Louise is moving to the countryside because she wants to, not because she has to.
- 8 Are the brothers <u>getting on well</u> these days, or are they still arguing?

Complete the sentences with a suitable prepositional phrase.

- 1 I drive to work, but I'd never do it
- 2 When it is ready, take the pie out of the oven and serve it
- 3 I may need more teachers soon, but _____
- 4 We haven't made a profit yet, but we're hoping to do so ____
- 5 I left the money on the table ______ to see if Kia would steal it, but she didn't.
- 6 Luke and Dan aren't speaking to each other. I don't know why they're each other.
- 7 It may be difficult to find someone to do the job ______, but we'll try.
- You can't just put your initials. You have to write your name
- I finally managed to calm them down, but it was ______easy.
- 10 The products were all very similar so I just chose one



B Phrases in headlines

Government out of touch with public mood

Tunnel named in honour of football coach

Mystery illness on board giant cruise ship

Gene therapy trial on hold

COUPLE FOUND IN POSSESSION OF COCAINE

COMPANY UNDER INVESTIGATION FOR USING WORKERS AS SLAVE LABOUR

TRAFFIC FLOW IMPROVED BY MEANS OF BETTER PUBLIC TRANSPORT

Unions work hard to keep government in office

Film release delayed out of respect for bereaved family

out of touch (with sth) no longer having recent knowledge or information about sth

tunnel a passage built underground, e.g. to allow a road or railway to pass through

in honour of sb/sth in order to show respect and admiration for sb/sth

on board on or in a ship, an aircraft or a train very large giant n a very large and

giant powerful organization

on hold delayed until a later time or date

having or holding sth in possession of sth formal

slave labour work that is done by slaves. A slave

is a person who is owned by another person and forced to work for them: treat sb like a slave

by means of sth formal with the help of sth

in office in a position of authority, especially in government ALSO in power

out of respect (for sb) done because you care for sb/sth or think they are important

If sb is bereaved, a close friend or bereaved relative has recently died.

SPOTLIGHT under

GLOSSARY

Under can mean 'in the process of something'.

under investigation in the process of being investigated Other examples are:

under discussion under construction under attack

4 Combine the prepositions on the left with the nouns on the right to form eight phrases. You can use some of the prepositions more than once.

investigation possession of in under respect office attack touch means of by on out of

5 Circle the words which are possible.

- 1 The government has been in power/on board/in office for five years.
- 2 Following the accusations of slave labour, several men are now under investigation / under construction /
- 3 The suspect was found in honour of / in possession of / by means of stolen goods.
- 4 Lattended the ceremony in honour of / out of respect for / out of touch with those who died.
- 5 She is out touch with / in possession of / under attack the feelings of the general public.
- 6 The bridge is under attack / under discussion / under construction.

6 Complete the sentences.

| 1 | We have had to put our holida | y plans on | for the mor | nent because of work. | |
|----|-----------------------------------|------------------|---------------------------------------|-----------------------|------------------|
| 2 | Hundreds came to the funeral | out of | for the | family. | |
| 3 | I can't help as I'm really out of | w | rith this area of research | ch nowadays. | |
| | If you are caught in | | | | |
| 5 | The mile-longstill not finished. | running under So | olsbury Hill has been | under | for years and is |
| 6 | He works for a | multinational co | mpany, with offices in | 12 countries. | |
| 7 | She opened the can by | of a spe | cial device designed | for the disabled. | |
| 8 | The servants are treated like | in t | hat house. It's shocking | ng. | |
| 9 | The aircraft can take off when | everyone is on | · · · · · · · · · · · · · · · · · · · | | |
| 10 | The statue is in | of Ada Lovelace | , who was the first co | mputer programmer. | |

99 Adjectives

A Synonyms and opposites

Arcus Campion was a man of exceptional talent, who had been one of the most eminent lawyers of his generation. He was not a conventional lawyer, though, and had a reputation for defending men and women accused of the most brutal crimes. However, even he felt uneasy as he considered his latest case. 'This Mabbutt is a bizarre character, and I admit I haven't formed a wholly favourable impression of him,' remarked Campion to his colleagues. "But I'm still reluctant to accept he might've killed his own children just to take revenge on their mother." Campion had defended wicked men in the past, but this was a most disturbing case, and he sat down to start preparing his case with a heavy heart.

| GLOSSARY | |
|--------------|---|
| exceptional | unusually good SYN outstanding |
| conventional | tending to follow what is done or considered acceptable by society in general OPP unconventional |
| brutal | violent and cruel SYN vicious; brutality n |
| bizarre | very strange and unusual SYN weird, peculiar |
| favourable | making people have a good opinion of sb/sth OPP unfavourable |
| reluctant | hesitating before doing sth because you don't want to do it or you are not sure it is the right thing to do SYN unwilling OPP willing |
| wicked | bad and morally wrong SYN evil |
| disturbing | making you feel anxious and upset or shocked SYN upsetting |

SPOTLIGHT eminent and notorious

Someone who is **eminent** is famous and respected, often for being good at a profession. If someone or something is **notorious**, they are / it is famous for being bad. SYN **infamous** a notorious criminal

| brutal reluctant | bizarre vicious | favourable outstanding | upsetting eminent | peculia notorio | | nventional amous | |
|--|-------------------------|---------------------------------------|--------------------------|---------------------|------------------------|---------------------|-------|
| Circle the w | ords which have | e a positive m | eaning. | | | | |
| outstandin disturbing | - | notorious eminent | favourable evil | wicked exception | we onal vici | | famou |
| | | | | | | | |
| THE RESIDENCE OF THE PARTY OF T | pairs of synonyr | | | wicked | notorious | hizarre | |
| Find seven p evil disturbing | exceptional | ns in the box. brutal unwilling | reluctant outstanding | wicked vicious | notorious upsetting | bizarre weird | |
| evil | exceptional | brutal | reluctant | | | | |
| evil | exceptional | brutal | reluctant | | | | |
| evil disturbing | exceptional infamous | brutal | reluctant | | | | |
| evil disturbing Complete th | exceptional infamous / | brutal unwilling | reluctant | vicious | upsetting | weird /// | |

3 She's an _____scientist as well as being a well-known writer.

It's a fairly _____family: husband, wife and two children.

6 He lives in a wooden hut without any electricity; it's a very

5 To see my sister shouting and screaming at me like that was very

He had an ______game, and was easily the best player on the pitch.

It was a _____attack, and the man needed 12 stitches for a head wound.

I was _____ to help, but I wish they'd made clear how big the job was.

4 It's become a/an _____road because of the number of fatal accidents on it.



B Adjectives easily confused

| Adjective | Examples | Meaning |
|----------------|---|--|
| comparable | The economic situation in this country is not really comparable to China. | similar to another thing, situation or person, and able to be compared to it |
| comparative | I've produced a comparative analysis of the two social care systems. | connected with studying things to find out how similar or different they are |
| naked | The child was almost naked . | not wearing clothes |
| bare | They walked in bare feet along the beach. | (of a part of the body) not covered by clothes: bare arms/legs |
| deadly | It's a deadly snake. | causing or likely to cause death |
| deathly | There was a deathly silence in the room. | like a dead person; suggesting death |
| comprehensive | I need a comprehensive list of the hotels. | full, and including all necessary details |
| comprehensible | It's a comprehensible story. | able to be understood OPP incomprehensible |
| super | We had a super meal at Gino's. | inf, becoming old-fashioned extremely good |
| superb | Kaufmann's performance was superb. | excellent; of very high quality |
| superior | This model is superior to the others. | greater or better in quality than sth/sb else |
| childlike | My brother has a childlike enthusiasm. | approving having qualities typical of a child |
| childish | My sister's behaviour is very childish. | disapproving behaving in a silly way |
| tasty | The dish was really tasty. | (of food) full of flavour OPP tasteless |
| tasteful | It's a very tasteful room. | (of clothes, furniture, etc.) attractive and of good quality OPP tasteless |

| 5 | Co | orrect the mistakes. Two sentences have no mistakes. | | | | |
|---|----|--|------|---------|--------|--------------------|
| | 1 | In some countries, women can't walk around with naked arms. | | | | |
| | 2 | A comparative house in the south would cost twice as much. | | | | |
| | 3 | My mother always wears very tasteful clothes. | | | | |
| | 4 | The police found a bare body in the lake. | | | | |
| | 5 | Some of these plants can be deathly and kill you in minutes. | | | | |
| | | | | 1 | | |
| | 6 | I thought the beds were far super in the first hotel we stayed at. | | | | |
| | 7 | He can be very childish if he doesn't get his way – it's very annoying. | | | | |
| | 8 | The food is always very tasteful at Amy's. | | | | |
| 6 | Co | emplete the sentences. The words in capitals at the end will give | | | 1.7 | |
| | 1 | I've done some research on the subject, but we'll have to wait for a mor | re | | study. | COMPLETE |
| | 2 | She still has aquality about her, which is lovely. | | | | INNOCENT |
| | 3 | I really enjoyed the orchestra, and the soloist was | | | | EXCELLENT |
| | 4 | The woman waspale and looked extremely unwell. | | | LIKE A | DEAD PERSON |
| | 5 | Anyone could follow her instructions: they were entirely | | | EASYTO | UNDERSTAND |
| | 6 | The soup was awful: very thin and | | | WITH | H NO FLAVOUR |
| 7 | Co | emplete the questions, then write your answers, or talk to anot | ther | student | | ABOUT YOU |
| | 1 | Why do you think people might studyreligion? | | | **** | |
| | 2 | What type of place are you forbidden to enter witha | | | •••• | |
| | 3 | Why do some people find the instructions for electronic gadgets | | | ? | |
| | 4 | What kind of decoration in a home do you consider | | | **** | |
| | 5 | Why do you think adults sometimes suddenly behave in a | | way? | **** | |
| | 6 | Why do some people believe that a vegetarian diet is | to a | meat di | et? | |
| | 7 | Where might it be acceptable for someone to swim in the sea | | ? | **** | |
| | 8 | Where might you expect to see aspider? | | | **** | |

A Commenting

- A I can't believe that Maurice still commutes to London every day - it's an awful journey.
- **B** I know. But apparently he really likes his job. And presumably he earns a lot more working in London.
- A True. Ultimately though, I think he does it more for his career than the money.
- B Fair enough.
- A Frankly, I think he's mad.
- B I don't entirely agree with you.
- A Basically that is where we are different. For us family life is more important, but for Maurice, his career means practically everything to him.
- B Yes, I know. Strangely, he wasn't all that ambitious when we were at school.

| GLOSSARY | |
|--------------------|--|
| commute | travel regularly by train, car, etc. between your home and your place of work commuting n |
| apparently | according to what you have heard or read SYN evidently |
| presumably | used to say that you think sth is probably true |
| ultimately | finally; when everything has been considered |
| fair enough inf | used to say that an idea or suggestion seems reasonable |
| frankly | used to show that you are saying what you really think about sth SYN to be (perfectly) honest |
| entirely | in every way possible; completely: I entirely agree. It's entirely different. |
| basically | used when giving the most important fact SYN essentially |
| practically | almost SYN virtually |
| strangely (enough) | used to show that sth is surprising SYN oddly (enough) , curiously (enough) |

- Circle the correct answer(s). Both answers may be possible.
 - 1 He promised to come, so apparently / presumably he'll turn up later.
 - 2 The boys are coming home *basically* / *essentially* because they've run out of money
 - 3 The class are consulted but ultimately / curiously the teacher makes the final decision.
 - 4 Others disagree, but entirely / frankly I thought it was an excellent idea.
 - 5 We're expecting *virtually / practically* everyone to be there.
 - 6 I don't know if the books will help us but *practically / apparently* we have to read them.
- Replace the underlined word(s) with another word or phrase that keeps the same meaning.
 - 1 Sian rang a couple of minutes ago. Apparently, the others missed the train.
 - 2 They said the restaurant was always busy, but <u>surprisingly</u> it was almost empty.
 - 3 Virtually all the shops were closed when I got into town.
 - 4 There are various options, but <u>in the end</u> we will have to see what is most practical.
 - **5** We got there early <u>essentially</u> because we weren't sure when it started.
 - 6 I got her a ticket but <u>frankly</u>, I don't think she's interested.
 - 7 I thought Will's comments were guite reasonable.
 - 8 Entry is free, so it's likely they will all be here.
- Complete the sentences with a suitable word or phrase.
 - 1 _____ we can't get tickets until tomorrow. That's what he told me.
 - 2 Max wanted to talk about salaries as well, but that's an _____different matter.
 - 3 She said she'd come if she can finish work early. ~ OK, that's
 - 4 I know he won't be happy, but ______I don't care what he thinks.
 - 5 I usually feel nervous before I give a talk, but ______ I felt fine today.
 - I know they missed yesterday's class but ______ they'll be here today.
 The bar is usually very busy, but today it was ______ empty.

 - 8 I try to help the boys but _____ they are responsible for their actions.
- 4 ABOUT YOU Would you be prepared to spend more than two hours a day commuting to work if it gave you the opportunity for a better job and more money? Write your answer, or talk to another student.



B Multiple meanings

I briefly1 worked in the tax office.

I briefly² explained the concept to him.

She said she came to my training session purely out of interest, but that wasn't strictly1 true.

Smoking is strictly² prohibited in here.

I don't know precisely how it happened, but I could see she was truly sorry about it.

He's very young; that's precisely2 why he needs my help.

She was a truly² remarkable woman.

The restaurant is invariably full, but it's primarily for tourists.

Do go and see the play: the acting was simply brilliant. He explained the rules simply² and clearly.

briefly 1 for a short time 2 in a few words concept session

GLOSSARY

strictly

an idea or principle that is connected with sth abstract a period of time that is spent

doing a particular activity purely completely and only:

purely by chance

1 exactly and completely 2 used to emphasize that

sth must happen in all circumstances

precisely 1 exactly and correctly 2 used to emphasize that sth is very true or obvious

truly 1 sincerely 2 really

invariably used to emphasize that sth is always true or always

happens

mainly SYN chiefly, primarily predominantly

1 used to emphasize a simply statement SYN absolutely

2 in a way that is easy to understand

Replace the underlined word(s) with another word that keeps the same meaning.

- 1 I did it only for the money. 6 He is always late.

- 4 He's mainly vegetarian. 5 I went there for a short time.
- 2 He is sincerely sorry.
 7 Gravity is a difficult <u>principle</u> to understand.
- 3 Her view was exactly the same as mine. 8 I do about three forty-minute periods of activity in the gym each week.
 - What I said wasn't exactly and completely true.

6 Circle the correct answer(s). More than one may be possible.

- 1 She studies physics chiefly / invariably / purely because she enjoys it.
- 2 I'm not sure she is being strictly / precisely / briefly honest.
- 3 I was in town and met her invariably / primarily / purely by chance.
- 4 He spoke *purely / briefly / chiefly* about his childhood.
- 5 I'm always punctual, but she's precisely / invariably / primarily late.
- 6 His voice is simply / predominantly / truly remarkable.
- 7 Camping here is truly / purely / strictly / forbidden.
- 8 He explains the procedure simply / purely / strictly, so you know exactly what you have to do.

Complete the sentences with a suitable adverb.

- 1 They do sell some records, but it's ______ a bookshop. 2 I'm unlucky with the weather. It _____ rains when I go on holiday.
- 3 She came to stay with us ______ last year just for a few days.
- 4 I care about them. That's _____ why I'm always worried if they're late.
- 5 They talked _____about the holiday and didn't say much.
- 6 I was _____ sorry to hear about her mother's accident.
- 7 Pavel knows _____ what we need, so he's the best person to do the job.
- 8 We didn't have time to go back and help; it was _____ impossible.
- 9 We stayed in the same hotel ______ by chance.
- 10 Fishing is forbidden along this part of the river.



Answer key

Unit 1

| 1 | 1 | accurate | 5 | ambiguity |
|---|---|------------|---|------------------|
| | 2 | synonym | 6 | interpret |
| | 3 | synonymous | 7 | interpretation |
| | 4 | ambiguous | 8 | self-explanatory |

2 1 D

2 S (Pupils are usually at primary school.)

3 D 4 S 5 S 6 D 7 S

8 D
3 1 ambiguity 5 interpretation
2 precision 6 self-explanatory
3 synonymous 7 virtually

4 accuracy

4 1 Huge means 'very big/large'.

2 Acquire is much more restricted because it has one main sense. Get has many different meanings.

3 Yes, it is self-explanatory: a waiting room is a room where people wait, e.g. in a railway station or a doctor's surgery.

4 The two words are not exactly synonymous because slim means 'thin in a positive way', whereas thin is often used to suggest that someone needs to put on more weight, so it is not used positively.

5 It's not entirely accurate because a pupil could be at a secondary school or a primary school, and it's actually more common to use the word about children at primary school.

6 Pick up has different senses, so the sentence could mean: 1) I physically picked up the bag from the ground, a chair, etc, or 2) I collected the bag from somewhere.

5 Negative words: insulting, disapproving, offensive, inappropriate, swearing

Some **slang** words may also have a negative meaning, but most slang is not negative.

Irony may also be used with a negative intention, but not usually.

6 1 literal 2 Both are possible. 3 Irony 4 gold 5 inappropriate 6 ironic 7 an insult 8 offensive

7 1 disapproving 2 figuratively/ metaphorically 3 insulting/offensive 5 golden 6 metaphor 7 swore

8 literally

4 slang

Unit 2

1 1 You're not gonna believe this but I lost.

2 How can I get out of doing this homework?

3 I'm in two minds about going to Greece.

4 University is the last thing on my mind.

5 It was sweet of him to take us.

2 1 second thoughts 6 two minds 2 on my mind 7 struck 3 get out of 8 tied up 4 believe this 9 crawling 5 sweet 10 thick 3 1 crawling 5 striking 2 thick 6 get out of 3 sweet 7 thought 4 tied up 8 mind

4 1 How did you get him

2 These batteries come in

3 that will make it

4 fishing that brings most people

5 I'll see what they think 6 it won't keep after today 7 to put them into words

8 that will do for

1 brings 5 see 9 see 2 get 6 do 10 get 3 come 7 make 11 push 4 leave 8 leave

Unit 3

1 proble<u>matic like</u>lihood re<u>quire</u>ment <u>be</u>nefit bene<u>fi</u>cial worth<u>while</u> recog<u>ni</u>tion <u>com</u>parable a<u>po</u>logize irre<u>pla</u>ceable apologetic <u>house</u>hold hu<u>ma</u>nity humanit<u>a</u>rian possess

1 irreplaceable
2 inclusive
3 noticeable
4 comparable
5 humanitarian
6 worthwhile
7 apologetic
8 housing

3 1 He was a worthy winner.

What is the likelihood (that) we'll win? (also possible: How likely is it (that) ...?)

3 Most households earn more than in the past.4 Is it noticeable that he's lost a lot of weight?

5 It's an interesting vase but it's worthless.

6 There is no recognition of the importance of the measures.

7 It was a very worthwhile conference.

8 The tablets were beneficial.

1 housing 5 problematic
2 guidelines 6 humanity
3 apologetic 7 replacement
4 inclusive 8 handling
1 guidance 5 possesses

5 1 guidance 5 possesses 2 humanitarian 6 mistook 3 certainty 7 comparable 4 inclusion 8 uncertainty

6 possible answers, from somebody in the UK:

 In England they do, and should make it clear if they don't.

2 Yes, we haven't built enough new homes for many years, and there is now a shortage in some parts of the country.

3 They are fairly comparable with prices in other European countries, though some countries are cheaper, e.g. Portugal, and some are more expensive, e.g. Norway.

4 Yes, you normally have to achieve certain grades in your A level examinations. The grades will often depend on the university you want to go to, and the subject you want to study.

5 Though there have been some improvements over the last forty years, unfortunately, racism is still a problem.

6 I don't really have any degree of certainty about my future career, but I'm optimistic.

| 1 | 1 | Yes | 3 | No | 5 | No | 7 | Yes |
|---|---|-----|---|-----|---|----|---|-----|
| | 2 | Yes | 4 | Yes | 6 | No | 8 | No |

- 1 treats them with respect
 - keep it a secret
 - 3 spreading a rumour
 - 4 get the credit
 - 5 roared with laughter
 - 6 set a good example; make an effort
 - 7 broke the news
 - 8 passes the buck; take the blame
 - 9 take responsibility
- 3 take: control of sth; pleasure in doing sth; tablets; a look at sth

make: an impression, a profit, an offer; a noise set: a limit; sth on fire; the standard

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

- 1 perfect example

 - strong accent
 - 5 exact opposite 3 principal concern 6 chaos OR nonsense

4 brief description

- 1 utter nonsense
 - 2 complete opposite
 - 3 narrow escape
 - 4 main concern
 - 5 pure silk/cotton, etc.
 - 6 brief/detailed description
 - familiar faces
 - 8 strong accent
 - 9 close friends
 - 10 utter chaos

Unit 5

| 1 | 1 | cut | 5 | expectancy |
|---|---|----------------|---|------------|
| | 2 | polish/varnish | 6 | pin |
| | 3 | self- | 7 | clips |
| | 4 | barbed | 8 | spare |
| 2 | 1 | tongue | 5 | cuts |
| | 2 | licence | 6 | model |
| | 3 | certificate | 7 | nail |
| | 4 | loyalty | 8 | junk |

- 3 possible answers, for a British person:
 - My mother tongue is English. I also speak reasonable Spanish and some French.
 - Yes, just over ten years.
 - 3 I think it's in one of the drawers of my bedside table.
 - Yes, I have a loyalty card for one department store and also one for a café I use a lot.
 - Yes, I often take a shortcut when I'm walking into town, and another one when I'm driving towards the motorway about ten miles from where I live.
 - I think my older brother has been the most influential role model in my life so far.
 - No, I don't.
 - I try not to eat junk food. I don't buy it to eat at home, but I sometimes eat junk food when I'm out and I'm hungry, such as fish and chips or a hamburger.
- greetings card (= a card with a picture on the front and a message inside that you send to sb on a particular occasion such as a birthday); identity card; credit card; railcard; postcard; debit card; SIM card (= a plastic card inside a mobile phone that stores information to identify the phone and person using it); gift card (= a card that is worth a particular amount of money that can be exchanged for goods and services, usually given to sb as a gift)

bus pass boarding pass/card

- 5 1 no use
 - 2 at the last possible
- 4 last a long time exhausted 6 forgetful
- 3 determined
- 6 long-standing, worn out, well behaved, narrow-minded, self-righteous, bad-tempered
- 1 self-righteous
 - last-minute 2
 - long-standing
 - single-minded
 - bad-tempered
 - broad-minded/open-minded
- well known; well behaved; well dressed (= wearing attractive clothes); well informed (= knowing a lot about a particular subject) self-confident; self-conscious (= worrying about what

others think of you); self-service (of restaurants); self-employed

Unit 6

- 1 1 counting (3)
 - reflect (4)
 - 3 absorbed (1)
 - counted (2)
 - 5 absorb (4)
 - counts (1)
 - reflected (1)
- 2 1 do
- 5 comment
- 2 count
- circumstances favour
- 3 take favour
- owes
- 3 1 We could see our faces reflected in the water.
 - 2 She proposed that we leave the children behind. OR She proposed leaving the children behind.
 - You can take dogs into shops in certain circumstances.
 - There were ten people there, not counting the two of us.
 - I'll need to reflect on what he said.
 - He proposed that we take the car. OR He proposed taking the car.
- 1 count
- 4 reflected
- in favour of
- 5 comment
- 3 circumstances
- 6 counts
- You inform sb of sth or about sth: e.g. Please inform us of any changes of address. The boss has informed us about the new guidelines.
 - Observe is formal in four of the five senses: e.g. Have you observed any changes lately?
 - Finding is usually plural: e.g. Our research findings indicate that pregnant women benefit from this treatment.
 - Immune is followed by the preposition to: e.g. Adults are immune to German measles.
- 6 possible answers:

face: bury your face in your hands, red in the face, sb's face fits / doesn't fit, sb's face is like thunder, face to face (with sb/sth), face up/down, etc.

head: nod your head, shake you head, hang your head in shame, turn your head, head injuries, per head, etc.

take: sb can take it or leave it, have (got) what it takes, take sb aback, take after sb, take against sb/sth, take sb/sth apart, etc.

You would probably be happy to be described as: glamorous (especially if you are a woman), gorgeous, slim, stunning.

You would probably be unhappy to be described as: bald (especially if you are a woman or young man), full of wrinkles, hideous, overweight.

You might be unsure if you were described as: chubby, cute or skinny.

2 Cheeks are often described as chubby.
Gorgeous and stunning are synonyms.
Overweight is similar to fat.
Wrinkles affect your skin.
Babies are often cute.

People wear make-up.

wrinkles

3 1 tattoo 6 cute
2 getting on for; figure 7 hideous OR gorgeous
3 cheeks 8 glamorous
4 slim/slender 9 stunning/gorgeous

10 wear

- 4 con<u>ceal</u>, create, en<u>hance</u>, ex<u>aggerate</u>, exagge<u>ration</u>, guidelines, horizontal, i<u>llu</u>sion, <u>ver</u>tical
- 5 1 true 5 more 2 help you 6 wide 3 positive 7 better 4 vertical 8 can't
- 6 1 features 6 exaggeration
 2 hips 7 conceal
 3 stripes; heels 8 unflattering
 4 key 9 broad; waist
 5 draw 10 guidelines

Unit 8

| 1 | 1 | В | 3 | G | 5 | В | 7 | G |
|---|---|-------------|---|---|----|-------------|---|---|
| | 2 | В | 4 | G | 6 | G | 8 | В |
| 2 | 1 | jumping | | | 6 | necessarily | | |
| | 2 | look | | | 7 | gestures | | |
| | 3 | observe | | | 8 | combination | 1 | |
| | 4 | fingernails | | | 9 | sweat | | |
| | 5 | interpret | | | 10 | constantly | | |

3 possible answers:

- 1 I think British people use gestures less than some nationalities, but I make some gestures a lot: put my head to one side when I'm thinking; avoid eye contact if I'm not telling the truth; move about a lot if I'm bored or restless, etc.
- 2 Generally, yes.
- No, I'm not and I hardly ever notice what people are wearing.
- 4 No, I don't bite my fingernails. I think I scratch my head when I'm nervous.
- 5 I don't blush easily, but I do go red if I think I've said something embarrassing.
- 6 Yes, I do that quite a lot. It's interesting to wonder what kind of lives other people have.
- 4 These words are correct:

4 fold; cross

| 1 | with | 5 | towards |
|---|------------------------|---|-----------------|
| 2 | make | 6 | arms |
| 3 | fist | 7 | signal |
| 4 | legs | 8 | someone |
| 1 | flirting | 5 | fist; anger |
| 2 | leant/leaned; fancied/ | 6 | signal |
| | fancies | 7 | generalizations |
| 3 | defensive | 8 | display |

- 6 possible answers:
 - 1 I often fold my arms, sometimes when I'm being defensive and sometimes when I'm bored. I think I cross my legs mostly out of habit. I'm not sure what it means.
 - 2 Yes, that's definitely true. But I also lean back sometimes when I'm thinking about something they've said.
 - 3 Yes, I think I do flirt quite a lot with members of the opposite sex. It's fun and is sometimes quite exciting.
 - 4 I think I hold eye contact longer than is normal, stroke my lips with my thumb and forefinger, and move closer to them.

Unit 9

| 1 | 1 | D | 3 | D | 5 | S | 7 | S | 9 | D |
|---|---|---|---|---|---|---|---|---|----|---|
| | 2 | S | 4 | D | 6 | D | 8 | S | 10 | 5 |

- 2 1 begged; begged
- 2 swept; swept
- 3 tore; torn
- 4 shook; shaken
- 5 nodded; nodded
- 6 kneeled/knelt; kneeled/knelt
- 7 sewed; sewed
- 8 put; put
- 9 leaned/leant; leaned/leant
- 10 spilt/spilled; spilt/spilled
- 3 1 in 5 in 2 against 6 down 3 in/into 7 on 8 for
- 1 door 6 blanket 2 towel 7 water 8 drinks 3 body lipstick 9 shoulders 5 toaster 10 carpet
- 5 1 begging 6 kneeled/knelt 2 pray 7 tore 3 shook 8 fold 4 crawling 9 drag 5 plug; socket 10 nodding
- 6 possible answers:
 - 1 I have spilt things but not often.
 - 2 Never. I just run my hands through my hair and that's it.
 - 3 No, I don't. I prefer a natural look.
 - 4 I can sew buttons on quite well, but that is the limit of my sewing talents!
 - 5 No, I don't I'm not religious.
 - 6 I'm not bad at diving, but I haven't actually tried for a long time.
 - 7 Yes, it does.
 - 8 There are quite a lot, especially in big cities.
 - 9 Yes, kettles are the most common way of boiling water for hot drinks.

Unit 10

- 1 1 soldiers
 - 2 thieves
 - 3 the police
 - 4 possible answers: a bull, an elephant, a rhinoceros, etc.
 - 5 Usually because they are in a hurry and need to be somewhere quickly.
 - 6 Because they don't see something in their way, or perhaps they aren't looking.
 - 7 Usually because they have nothing particular they want to do.
 - 8 in the countryside, in the mountains, etc.

| 2 | 1 | hiking | 5 | ran | Uni | 1 1 | 12 | | | | | | |
|------|-----|--|----------|------------------------|------|-----|--|-----------|--------|----------|-------------------|---------|-------|
| _ | 2 | | 6 | chase | Oili | | - | | | | | | |
| | 3 | | 7 | strolled/wandered | 1 | 1 | noise | | | 4 | overhear | | |
| | 4 | Correct. | 8 | Correct. | | 2 | laughing | | | 5 | whispering | ľ. | |
| 2 | 1 | rushed | | ran off | | 3 | in tears | | | 6 | snores | | |
| 3 | 2 | The state of the s | | chasing | 2 | ba | ackground noise, i | in tear | . cate | chad | old, in a whi | sper. | burst |
| | - | tripped over | 6 | flat out | | | ut laughing | | , | | | , p c., | |
| | 3 | stroll | | wandered | 3 | | | | | | ah a a sa di ha | | |
| | - | | | and die e | 3 | 2 | sneeze blind | | | 7 | cheered; bo | oea | |
| 4 | | roup 1: stiff, agility, motivate roup 2: agile, devise, widen, | | nanding | | 3 | | | | 8 | sighs | | |
| | | roup 3: crucial, essential | vitai | | | _ | | | | | overheard | | |
| | 0 | | | | | 5 | whisper | | | | irritating | | |
| 5 | 1 | | 5 | Both are possible. | | 8 | | | | | | | |
| | 2 | bend | 6 | stretch | 4 | | o noise: silence | | | | | | |
| | 3 | Both are possible. | 7 | | | a | noise: crack, sigh, loud noise: bark, y | iootst | eps | clan | a crach (also | norri | bla |
| | 4 | down | 8 | agile | | | ack) | yell, sci | eam | , Siaii | i, Crasii (uiso | possi | uie. |
| 6 | 1 | constant | 6 | strengthen | | | TOTAL ST | | | | | | |
| | 2 | think up / devise | 7 | works out | 5 | 1 | c 2 e | | 3 8 | 3 | 4 b | | 5 d |
| | 3 | bend | 8 | motivation | 6 | 1 | silence | | | 5 | slammed th | ne do | or |
| | 4 | press-ups; motivated | 9 | | • | | yelling | | | 6 | | ic do | 0. |
| | 5 | bent | 10 | agility | | | nightmares | | | 7 | cracks | | |
| | | | | | | | footsteps | | | 8 | screamed | | |
| 11-1 | | • | | | 7 | 1 | horns | | | 5 | niahtmass | | |
| Uni | T I | 1 | | | , | 2 | barks | | | 6 | nightmare sigh | | |
| 1 | TH | e four that are different are: | vision | ontician strain and | | 3 | yelling | | | 7 | 3 | | |
| | | esight. | , visioi | , opticion, strain and | | 4 | slamming | | | | Teller | | |
| 2 | 1 | Both are possible. | 5 | ease | | | | | | | | | |
| | 2 | | 6 | tear | 111 | | 3 | | | | | | |
| | 3 | eliminate | 7 | Both are possible. | Uni | tl | 3 | | | | | | |
| | 4 | concentrate | 8 | optician's | 1 | 1 | No 3 | No | | 5 | Yes | 7 | No |
| 3 | 1 | eye strain. | | | | 2 | Yes 4 | No | | | Yes | | No |
| - | | to ease the pain. | | | - | | N. | | | | | | |
| | | a small adjustment. | | | 2 | 1 | No | | | | | | |
| | | you can't completely elimi | nate. 0 | OR you can't eliminate | | 2 | No Yes | | | | | | |
| | | completely. | | | | 4 | No | | | | | | |
| | | The optician said | | | | 5 | Yes | | | | | | |
| | | can irritate your eyes. | | | | 6 | No | | | | | | |
| | | a bit blurred if | | | | 7 | Yes | | | | | | |
| | 8 | tears in her eyes a lot of people blink. | | | | 8 | No (if it's a glass | bottle | /Ye | s (if it | 's a plastic be | ottle) | |
| | 10 | | | | 3 | 1 | squeezed | | | 5 | slapped | | |
| | | | | | - | 2 | gave; tap | | | | rubbed | | |
| 4 | po | ssible answer: | | | | | grabbed | | | 7 | punched | | |
| | | I once had a problem with | | | | 4 | gave; hug | | | 8 | scratch | | |
| | | My eyes became very dry, | | | A | ~ | entle: stroke, slide | nat | | | | | |
| | | ent to the optician's and sh | | | - | | sually vigorous: a | | essu | re st | imulate | | |
| | | y eye. It solved the problem | within | days, and I haven't | | | massage can be g | | | | | | |
| | IId | d it since. | | | | | , , | | | | | | |
| 5 | | spectacular | 4 | still; invisible | 3 | - 2 | cheeks forehead | | | | jaw | | |
| | | suspiciously | 5 | glimpse | | | fingertips | | | 3 | eyebrows | | |
| | 3 | barely | 6 | glanced | | 3 | ingerups | | | | | | |
| 6 | 1 | invisible, misty | 5 | stand, keep | 6 | 1 | | | | 10 | | 20 | |
| | | visible, spectacular | 6 | glanced at | | 2 | | | | 11 | | possi | ible: |
| | | suspicious | 7 | only just, barely | | | stroking | | | 12 | gently) firmly | | |
| | 4 | caught a glimpse of, | | | | 4 | pressure scalp; vigorously | 1 | | 12 | anniny | | |
| | | spotted | | | | , | energetically | , | | | | | |
| 7 | 1 | He sat still while I drew him | 1 | | | 6 | applied | | | | | | |
| | | I could just make out the b | | | | 7 | fingertips | | | | | | |
| | | They were both gazing at r | | | | 8 | tension | | | | | | |
| | | Those stars are invisible wi | | | | 9 | stimulate | | | | | | |
| | | We could only just see the t | | | | | | | | | | | |
| | | After a while I spotted Leo | | | | | | | | | | | |
| | / | The thief ran out of the bui thin air. | laing | and vanished into | | | | | | | | | |
| | | sent un. | | | | | | | | | | | |

thin air.

8 I caught a glimpse of Blanca as she left the shop.

9 Please keep still.

10 I had a suspicion he wasn't telling the truth. (OR I had a suspicion he was lying.)

| 1 | 1 | D | 3 | S | 5 | S | 7 | D |
|---|---|---|---|---|---|---|---|---|
| | 2 | | 4 | D | 6 | S | 8 | S |

- 2 1 allergic; rash
- 2 commonly
- potential; diabetes; attack
- 3 cancer; potentially 4 allergy
- fatal inability; potentially
- 5 fever; minor
- 3 Hay fever is caused by pollen.

Diabetes is the inability to control the sugar in the blood.

Asthma causes breathing difficulties.

Breast cancer is an illness in which a lump grows in the

An allergy sometimes results in / causes a rash on the body.

- 1 T
 - F You can open it. 2
 - 3 T
 - 4 F A disorder is an illness to a part of the body; it is not used about machines.
 - 5 F - It continues.
 - T 6
 - 7
 - F If you consult someone, you ask them for information or advice about something.
- **5** 1 dose 2 term 3 date
- 4 excess 5 effects 6 enclosed
- 6 1 leaflet
- 4 dose/dosage
- 2 disorder 3 enclosed
- persist 6 date
- dissolves persistent; consult
- 4 short-term 5 exceed
- 3 discard
- consultation

Unit 15

- 1 1 Yes 3 Yes 5 No 7 Yes 4 No Yes 8 No
- 2 possible answers:
 - A fractured skull is very serious, and the person could
 - A dislocated elbow requires hospital treatment.
 - 3 A twisted ankle is painful, and it may be difficult to walk on it for a couple of days.
 - A black eye is not serious but looks bad and may last for a few days or even a week.
 - A bruise on the arm may be quite painful and last a few days.
 - A blister can be painful, but you can put a special plaster on it so it doesn't hurt.
- 3 1 hundreds/masses
- 5 bruises
- unconscious 2 3 eye
- blisters fractured
- 4 dislocated
- wrist, ankle
- 4 possible answers:
 - I've had a black eye once or twice, bruised myself hundreds of times, twisted/sprained my ankle once or twice, and been stung by a wasp a few times. That's it! I've never fractured or dislocated anything, and luckily I've never been unconscious from an illness or injury.
 - 2 You would have to go to hospital for a fractured skull and a dislocated shoulder. You might go and see a doctor for one or two of the other injuries.

- 7 5 9 5 5 D 5 1 D 10 D D 2 S
 - place 1 aid
 - 2 swollen 7 bacteria; virus 3 8 wounded bleeds 4 9 bleeding heal 10 wrap; swelling thoroughly 5
- To give simple medical treatment to somebody, often before a doctor comes or before the person can be taken to a hospital.
 - Bathe it thoroughly.
 - A plaster
 - To prevent infection 4
 - It holds a dressing in place, and provides protection / helps keep the wound clean.
 - A few days to a week.
 - To reduce the swelling in a part of your body.
 - It can travel easily from person to person.

Unit 16

- 1 1 D 3 5 5 5 7 D 2 D 4 5 6 S 8 D
- 2 1 passionate about
 - not very decisive
 - assert himself 3
 - great enthusiasm
 - 5 has a lively personality
 - dynamic
 - a passion for
 - 8 truly passionate
- 1 passionate talkative decisive 2 introvert 3 dynamic lively 9 extrovert
- assertive 5 enthusiastic
- 4 possible answers:

My brother is an extrovert, which is quite strange because his twin brother is an introvert. They get on quite well, though.

My mum is very talkative, and dynamic too. She never sits still.

My friend Caren is truly passionate about horses - she spends all her free time riding and looking after her horse, Romeo.

My cousin Philip is very assertive.

My brother-in-law Jack is very enthusiastic about cars: old cars, new cars - any cars!

- 9 N 5 3 P 5 P 6 N 10 P 2 4 N 8 N
- 1 showing off affectionate 2
- 5 Decent ethic saint
- 3 sensible sincere

4 boast

- 7 1 considerate affection show 3
- Decent
- 6 inconsiderate 7 genuine/sincere 8 integrity

5

- 8 possible answers, from Argentina:
 - In my country, you are expected to give your seat to the elderly, pregnant women and people with special needs. The front seats on buses and trains are designated for that purpose, and drivers and conductors can enforce the rule if necessary. I think everybody would agree that it's considerate to give your seat to someone who needs it, but the regulation exists so that even those who are unwilling to give up their seat must do it.

- 2 In general terms, showing affection for your partner in public is acceptable in our society, although of course some people are more reserved than others and prefer not to show their feelings so openly.
- 3 Many people would agree that if you need to show off, you are seeking attention because you lack confidence.
- 4 Nowadays, travelling to far-off places is much more common than in the past, particularly for the young. People share those experiences – mostly on social media – but it's not considered boastful. In fact, most people are eager to hear about expensive holidays!
- 5 I think we used to be kinder and more friendly towards strangers and foreigners in the past. Nowadays, because of the rise in crime rates, most people are wary of strangers.
- 6 I'm afraid that in my country we are notorious for not being punctual! Therefore, we are used to being kept waiting.
- 7 Not all shop assistants are genuinely friendly, but some customers can be really rude and tiresome.
- 8 Most politicians are perceived as lacking integrity, so they are not trusted.

| ADJECTIVE |
|---------------|
| arrogant |
| confident |
| efficient |
| charming |
| motivated |
| potential |
| knowledgeable |
| idiotic |
| |

| 2 | 1 | S 3 | 3 | S | 5 | S | 7 | D |
|---|---|---------------|---|---|---|----------|---|---|
| | 2 | 5 4 | 4 | D | 6 | D | 8 | S |
| 3 | | well informed | | | | struggle | | |

- 2 straightforward 6 ridiculous 3 immature 7 timid 4 efficient 8 capable
- 4 1 What did you make of Aaron?
 - 2 Josie struggled to explain what she meant.
 - 3 Lawrence was lacking in charm.
 - 4 I didn't take to Rollo at first.
 - 5 Parminder came over/across very well in the interview.
 - 6 Rupert struck me as capable.
 - 7 I think that Ariana has potential.
 - 8 Vicky didn't seem (to be) very motivated.

5 possible answers:

- 1 I'm well informed about politics and economics.
- 2 I think that people who are conscientious are very important, and we need people like that in our schools, health service and industry.
- 3 If people are charming towards me, I'm usually charming back to them.
- 4 I feel confident when I am in control and know what I want to say.
- 5 It's sometimes a struggle for me to remember people's names when I first meet them, so I can seem rude when I meet them again.
- 6 If I meet someone who is arrogant, I spend as little time with them as possible.
- 7 If someone doesn't take me seriously, I don't worry too much. It's their problem, not mine.
- 8 I don't take to people who are arrogant and immature.
- 9 In an interview situation, I think I probably come across as quite well informed, but perhaps a bit shy and lacking in confidence.

10 If someone says something ridiculous in an interview, I think it could be because they're nervous or don't know what they're talking about.

Unit 18

| 1 | 1 | P | 4 | P | 7 | N | 10 | N |
|---|---|-------------|------|--------|---|-------------|-------|------|
| | 2 | N | 5 | N | 8 | P | 11 | P |
| | 3 | N | 6 | P | 9 | P/N | 12 | N |
| 2 | 1 | astounded | | | 5 | ecstatic | | |
| | 2 | over the mo | on | | 6 | in tears | | |
| | 3 | heartbroker | 1 | | 7 | delighted | | |
| | 4 | disgusted | | | 8 | desperate | | |
| 3 | 1 | astounded/a | asto | nished | 6 | delighted/e | ecsta | tic/ |
| | 2 | shocked | | | | thrilled | | |
| | 3 | desperate | | | 7 | tears | | |
| | 4 | devastated | | | 8 | disgusted | | |
| | 5 | ashamed | | | | | | |

4 reveal; vulnerable; anxiety; worsen; severe; disclose; psychological; intense; anxious; psychology; psychologist; suppress

| 5 | 1 | psychology | 5 | severe |
|---|---|---------------|----|------------|
| | 2 | reveal | 6 | handling |
| | 3 | vulnerable | 7 | intense |
| | 4 | worsened | 8 | anxiety |
| 6 | 1 | handle | 6 | depression |
| | 2 | vulnerable | 7 | anxious |
| | 3 | psychologists | 8 | bottle up |
| | 4 | suppress | 9 | reveal |
| | 5 | intense | 10 | psychology |

7 possible answers:

- 1 The best ones handle stress well. Some athletes try to handle stress by taking drugs, and that's a terrible idea.
- 2 I don't think they should show that they're vulnerable, but I do think they should apologize for mistakes and be prepared to change their ideas where necessary.
- 3 I think psychologists have been looking at the effects of social media on how we feel about ourselves and communicate with each other, as well as the effects of internet porn (pornography) on young people.
- 4 I think at work, it's sensible to suppress your emotions sometimes. You can't say how you feel all the time.
- 5 They need to reach out and try to meet people join a club or talk to their neighbours, for instance. It's not easy to solve, though.
- 6 I think doctors often suffer from depression, as well as people on low wages whose lives are difficult.
- 7 Breathe deeply; sit quietly and relax; do yoga or go for a run.
- 8 Yes, I think it does: your heart and blood pressure can suffer.
- 9 Yes, to friends or family.
- 10 No, I haven't ever studied psychology.

Unit 19

| 1 | 1 | N | 3 | N | 5 | N | 7 | P | 9 | P |
|---|---|---|---|---|---|---|---|---|----|---|
| | 2 | | 4 | P | 6 | N | 8 | N | 10 | N |

- 2 1 regret
 - 2 dislike
 - 3 blame
 - 4 strain
 - 5 respect
 - 6 stare
 - 7 forgave
 - 8 stuck

I've been having a tough time at work recently. A young man joined the department and for some reason took an instant dislike to me. His desk was close to mine, and he just sat and stared at me without saying a word, which made me feel uncomfortable. Over time, he started to shout at me and became more and more aggressive until I felt quite nervous being near him. It put a big strain on me, and my work began to suffer. One day, I decided it was time to stick up for myself, so I told him his behaviour was terrible. I was shocked when he suddenly started crying and of course, I regretted what I had said to him. He thought that I blamed him for the poor results in the department, when in fact, that wasn't the case. Eventually, things settled down, and we got on much better.

| 4 | 1 | S | 3 | D | | 5 S |
|---|---|------------|---|---|----|------------|
| | 2 | S | 4 | D | | 6 S |
| 5 | 1 | reluctance | | | 5 | fault |
| | 2 | initial | | | 6 | strict |
| | 3 | sensitive | | | 7 | looking up |
| | 4 | caring | | | | |
| 6 | 1 | fault | | | 6 | patience |
| | 2 | reluctant | | | 7 | accepted |
| | 3 | is strict | | | 8 | looking up |
| | 4 | Initially | | | 9 | nasty/mean |
| | 5 | accepts | | | 10 | bond |

Unit 20

| 1 | 1 | D | 3 | D | 5 | S | 7 | D |
|---|---|---------------|------|---|---|-------------|------|---|
| | 2 | D | 4 | S | 6 | D | 8 | S |
| 2 | 1 | courageous | | | 5 | dignity | | |
| | 2 | heroine | | | 6 | heroic | | |
| | 3 | bravery | | | 7 | inspiration | onal | |
| | | inspires/insp | oire | d | 8 | spiritual | | |

- 3 1 inspiration/heroine; courageous
 - 2 look/looked; captain; inspired; hero
 - 3 heroine; courage; dignity
- 4 possible answers:
 - 1 When I was growing up, my hero was Ronaldo because I'm a great Manchester United fan, and he played for them when I was in my teens.
 - 2 I now look up to my boss at the charity where I work. She has always been very calm and dignified, even when difficult decisions have had to be made.
 - 3 My mother was very courageous, especially at the end of her life when she died from cancer at the relatively young age of 50.
- 5 rebel, detest, despise, lose (your temper), disapprove, loathe, bully

| 6 | 1 | disapproval | 6 | greedy |
|---|---|-------------------|----|------------------|
| | 2 | loathe | 7 | can't bear |
| | 3 | despicable | 8 | of |
| | 4 | rebellious | 9 | fame |
| | 5 | misery | 10 | principles |
| 7 | 1 | bully | 6 | against |
| | 2 | principle | 7 | disapprove |
| | 3 | temper | 8 | values |
| | 4 | can't bear | 9 | greedy |
| | 5 | rebel; rebellious | 10 | despise; villain |

- 8 possible answers:
 - 1 I think both are possible, but I certainly saw my brother bully my sister when we were young. They're great friends now, though.
 - 2 I won't eat rabbit or small birds.
 - 3 No, not very often.
 - 4 I can't bear drivers who drive too close behind me.
 - 5 Yes, I was. As a man, I had long hair, wore strange clothes, and often went on political demonstrations.
 - 6 No, it isn't, but I've never done it.

- 7 Yes. I disapprove of my sister's boyfriend. He drinks too much and doesn't treat her well. I hope she leaves him soon.
- 8 Yes, they often do. My parents have a different way of living: more serious, more religious than I am, but we agree on basic values such as honesty, integrity and loyalty.
- 9 Yes, some of them are, but there are also some like Bill and Melinda Gates who are very generous and have spent many millions trying to eradicate malaria.
- 10 I won't name names, but there are one or two politicians, in this country and abroad, that I despise because I think they are responsible for causing a great deal of harm to society.

Unit 21

1 peer pressure, nature or nurture? play a part, a broken home, a deprived childhood, a beneficial effect

| 2 | 1 | P | 3 | N | 5 | P | 7 | N | |
|---|---|----------|---|---|---|-----------|---|---|--|
| | 2 | P | 4 | N | 6 | P | 8 | N | |
| 3 | 1 | home | | | 5 | impact | | | |
| | 2 | deprived | | | 6 | model | | | |
| | 3 | pressure | | | 7 | crucial | | | |
| | 4 | nature | | | 8 | incentive | | | |

4 possible answers:

5 1 sympathetic

I'm sure parents play a very important role, but sometimes teenagers are very influenced by their friends, which can be a good or bad thing. I know my aunt and uncle played a crucial role in my childhood.

Peer pressure is very significant, I agree, particularly with social networking. It can be dangerous, too.

In general, I think positive incentives, such as praise or the possibility of more freedom, are better for young people.

I know two or three people who either came from a broken home or had a deprived childhood. One has done brilliantly in life, and one has had a few problems, but is doing his best to deal with them. So I agree, these factors don't necessarily have a damaging effect.

| 9 | | sympathetic | 9 | pace |
|---|---|-------------|----|------------|
| | 2 | teenager | 6 | consistent |
| | 3 | through | 7 | adulthood |
| | 4 | adolescence | 8 | grown-up |
| 6 | 1 | wise | 7 | wisdom |
| | 2 | cope | 8 | time; pace |
| | 3 | phase | 9 | adult |
| | 4 | supportive | 10 | sympathy |
| | 5 | transition | 11 | conduct |
| | 6 | consistent | | |

- 7 1 Yes, that's always true.
 - 2 No, I think the best way to cope with problems is to think about solutions in a positive way.
 - 3 I don't think so. I think middle age is a difficult phase.
 - 4 Yes, that's crucial.
 - 5 No, it's very difficult. Adolescents have so much to learn and so many pressures.
 - 6 I think that's true.
 - 7 On the whole, I agree.
 - 8 I'm not sure about this. Sometimes you have to take time to think, but occasionally it's not possible. Making mistakes isn't bad if you learn from them.
 - 9 Yes, lagree.
 - 10 I agree. Life can be difficult for them, but in the end, things get better.
 - 11 I think that's true, but it doesn't mean we should always accept bad conduct from teenagers. They must also take some responsibility for their actions.

| 1 | tendency (3) widower (3) personally (3, or 4 if you pronounce the 'a') | resemblance (3) alike (2) characteristic (5) | criticism (4) apparent (3) |
|---|---|--|-------------------------------|
| | you pronounce the 'a') | | |

| 2 | 1 | D | 3 [| | 5 | S |
|---|---|---|-----|---|---|---|
| | 2 | S | 4 5 | ; | 6 | S |

| | 2 | S | 4 5 | | 6 | S |
|---|---|--------------|-----|--|---|---|
| 2 | | In houseness | | | | |

| | In her teens | 0 | case |
|---|-------------------------|---|----------------------|
| 2 | (very) alike | 7 | passed away / passed |
| 3 | resembles / takes after | | on |
| 4 | siblings | 8 | characteristics |

| | 312111 | .9- | |
|---|--------|-----|-----|
| 5 | hard | to | sav |
| | | | , |

| 3 | riard to say | | | |
|---|--------------------|----|------------|--|
| 1 | widow | 6 | criticized | |
| 2 | personally | 7 | takes | |
| 3 | resemblance; alike | 8 | presence | |
| 4 | However | 9 | picked | |
| 5 | apparent/obvious | 10 | tendency | |
| | | | | |

| | , | apparent/obvious | 10 | tendency |
|---|---|---------------------------|----|-------------|
| 5 | 1 | remind you of | 5 | hard to say |
| | 2 | criticism | 6 | stepfather |
| | 3 | in her father's footsteps | 7 | personally |
| | 4 | brought up / raised | 8 | late |

6 possible answers:

- 1 I think I resemble my father more than my mother.
- No, not really. I can see characteristics in both my mother and father which I share.
- 3 I have a sister, and we are alike in that we both have brown hair, brown eyes and fair skin. Our characters are completely different, though.
- 4 All the members of my family are very punctual and get very impatient if anyone else is late.
- 5 I think there is perhaps some truth in the idea that daughters become more like their mothers and sons become more like their fathers. However, living in different times also makes us different from our parents in terms of our attitudes to things.
- 6 If we're honest, I don't think anyone likes being criticized, but I it's something people learn to accept a bit more as they get older. That has been my case, I think

Unit 23

| 1 | 1 | unsophisticated | 4 | discourteous |
|---|---|-----------------|---|---------------|
| | 2 | inoffensive | 5 | unacceptable |
| | 3 | downwards | 6 | bad manners |
| 2 | 1 | sophistication | 4 | unacceptable |
| | 2 | offend | 5 | courteous |
| | 3 | customary | 6 | inoffensive |
| 3 | 1 | customary | 6 | rude |
| | 2 | manners | 7 | sophisticated |
| | 3 | considered | 8 | split |
| | 4 | viewed | 9 | lick; stick |
| | 5 | discourteous | | |

4 possible answers, from India:

- 1 Yes, it is quite customary to eat chicken legs or wings with your fingers at home in India. However, when eating outside, at a restaurant or somebody else's home, we use cutlery.
- 2 Yes, Indian parents think it's important for children to have good table manners.
- 3 No, in India it is not considered bad manners to eat everything you are given. Usually, we are encouraged to take as much food as we can eat. Wasting food is considered bad manners.
- 4 Yes, it is viewed as polite to offer food to the elderly first.
- 5 Yes, it is discourteous to start eating your food before others have been served.

- 6 Yes, as a guest, it would be offensive to criticize the host's food.
- 7 Talking with your mouth full might not be considered very sophisticated in India.
- 8 It is customary among young people, especially among friends, to split the bill in restaurants in India.
- 9 Yes, it is viewed as rude to lick your knife, fork or spoon when you have finished eating, or stick your own knife, fork or spoon into dishes of food for the whole table.

| 5 | 1 | Н | 3 | U | 5 | Н | 7 | H |
|---|---|---|---|---|---|---|---|---|
| | 2 | U | 4 | U | 6 | U | 8 | H |

| | ~ | • | | 0 | 0 | 0 | |
|---|---|---------------|--------|---|--------------|---|--|
| 6 | 1 | outstanding / | on his | 5 | exceptional/ | | |
| | | best behaviou | r | | outstanding | | |

| | best behaviour | | outstanding |
|---|-------------------------|---|-------------------------|
| 2 | All three are possible. | 6 | offensive/upsetting |
| 3 | poor/good | 7 | All three are possible. |
| 4 | exception to / | 8 | impressed me / was |
| | offence at | | exceptional |

| 7 | 1 | impress | 6 | deeply |
|---|-----|--|---|--------|
| • | 100 | The state of the s | - | |
| | | | | |

| 2 | good/exceptional | 7 | remark/comment |
|---|------------------|---|----------------|
| 3 | behaviour | 8 | exception |
| 4 | foot | 9 | judgement |
| 5 | offence | | humorous |

Unit 24

| 1 | 1 | D | 3 | S | 5 | S | 7 | S | |
|---|---|-----------|---|---|----|------------|---|---|--|
| | 2 | D | 4 | S | 6 | D | 8 | S | |
| 2 | 1 | mango | | | 7 | watermelon | | | |
| | 2 | aubergine | | | 8 | courgette | | | |
| | 3 | beetroot | | | 9 | grapefruit | | | |
| | 4 | avocado | | | 10 | spinach | | | |
| | 5 | raspberry | | | 11 | apricot | | | |
| | 6 | asparagus | | | 12 | broccoli | | | |
| 3 | 1 | vegetable | | | 4 | dried | | | |
| | 2 | herb | | | 5 | spice | | | |
| | 3 | nut | | | 6 | pulse | | | |

- 4 1 avocado, mango, apricot
 - 2 All the vegetables can be eaten cooked. Celery and spinach are also eaten raw in the UK in salads. Courgette and broccoli can be eaten raw, but that is rare in the UK.
 - 3 To add flavour.
 - 4 They are both considered to be healthy.

5 possible answers, from Argentina:

| 1 | All of these are usually grown in my country, Argentina: | | | | | | |
|---|--|------------|--|--|--|--|--|
| | mangoes | grapefruit | | | | | |
| | aubergines | spinach | | | | | |
| | beetroot | apricots | | | | | |
| | avocados | broccoli | | | | | |
| | raspberries | lentils | | | | | |
| | asparagus | basil | | | | | |
| | watermelons | nuts | | | | | |

almonds

8 frying pan

courgettes
2 I have tried everything!

3 fruit: tangerines, oranges, apples, quinces, grapes, pears
vegetables: Brussels sprouts, carrots, onions,

cauliflower, cabbages, leeks
nuts: hazelnuts

herbs: bay leaves dried fruit: dried figs spice: saffron

- 6 frying pan; lemon squeezer; kitchen scales; food processor; carving knife; deep-fat fryer
- 7 1 colander 5 whisk 2 casserole 6 (kitchen) scales 3 corkscrew 7 carving knife
 - 4 food processor (OR a sharp knife)

- 1 lemon/orange/lime
 - 2 cheese
 - potatoes (for chips / French fries), fish, other vegetables 3
 - flour, sugar, sometimes rice or large pieces of meat
 - bread, ham, other meat, some vegetables

 - meat
 - some vegetables and some fruit, e.g. carrots, potatoes, apples, pears
- 9 possible answers, from Argentina:

I have a casserole, a food processor, a whisk, a colander, a grater, a peeler, a lemon squeezer, a corkscrew, kitchen scales and a carving knife.

I don't have a frying pan or a deep-fat fryer, but they wouldn't be useful because I don't like fried food!!

Unit 25

| 1 | 1 | lean, tender | | 5 | salty | |
|---|---|------------------|---|----------|--------------|-------------|
| | 2 | sweet, rich | | 6 | rare, well o | done, tough |
| | 3 | tasteless, bland | | 7 | greasy | |
| | 4 | fresh, stale | | 8 | - | sweet, ripe |
| 2 | 1 | stale | | 4 | bitter | |
| | 2 | ripe | | 5 | fattening. | /rich |
| | 3 | tough | | 6 | appetizing | 9 |
| 3 | 1 | appetite | 4 | lean | 7 | bland |
| | 2 | spicy | 5 | raw | 8 | greasy |
| | 3 | salty | 6 | rare | 9 | rich |
| 4 | 1 | opener | 3 | up | 5 | less |
| | 2 | service | 4 | yourself | 6 | lunch |
| 5 | 1 | treating | | 5 | care | |
| | 2 | Instant | | 6 | takeaway | |
| | 3 | mug | | 7 | popped | |
| | 4 | tray | | 8 | self-servic | e |
| 6 | 1 | instant | 4 | packed | 7 | takeaway |
| | 2 | mug | 5 | canteen | 8 | treat |
| | 3 | cereal | 6 | heat up | 9 | lap |
| | | | | | | |

7 possible answers:

- 1 Always real coffee.
- Usually a cup, but sometimes a mug.
- 3 I hardly ever eat cereal. I usually have toast and coffee for breakfast.
- 4 I sometimes take a packed lunch if I'm travelling.
- 5 I work from home so I never eat in a canteen now but I used to.
- 6 I usually eat fresh food, but I probably heat up prepared food once or twice a week.
- No, hardly ever.
- 8 I go to one of two or three of my favourite restaurants in
- No, never. I always eat at the table, but I used to eat on my lap a lot when I was a teenager and a student at university.

Unit 26

1 steering wheel pedestrian crossing windscreen wiper road sign number plate wing mirror parking meter traffic warden

- 2 1 tyre
 - 2 windscreen
 - pavement
 - kerb / pay and display machine
 - number plate
 - 6 pedestrian/zebra crossing
- steering wheel
- 4 headlights
- boot

- 5 wing mirror
- 3 windscreen wipers
- 6 road sign
- 4 possible answers, from China:
 - There are some zebra crossings in my city, Hong Kong. Motorists always stop for pedestrians.
 - I don't drive, so I don't use pay and display machines. My friends who drive usually pay by a stored-value smart-card. Some people still pay with coins if the machine allows.
 - 3 There are very few traffic wardens in Hong Kong. If there is one to direct the traffic due to special conditions, drivers and pedestrians must follow their instructions.
 - We do not fit special tyres on our car in the winter because it does not snow here.
 - Automatic headlights and windscreen wipers are helpful, especially windscreen wipers as it rains quite
 - Some people park on the pavement here, though it is not allowed.
- 5 1 moving 2 hand
- 4 suddenly direction
- 3 attention
- 6 lost
- 6 1 accelerate 2 reverse
- 5 overtake lookout swerved
- 3 hazard 4 potential
- 8 pull away
- 7 1 overtake
 - steer
 - down; brake / put on the brakes / put the brakes on
 - alert / on the alert
 - potential
 - gear
 - automatic
- 8 possible answers:
 - Yes, I agree and I don't try to overtake on a bridge.
 - 2 No, you shouldn't, but sometimes I do.
 - Yes, I agree and, where possible, I always do.
 - Of course you should, but I think many motorists carry on driving when they are tired.
 - That's true.
 - That sounds like good advice. Fortunately, I've never been in that situation. I have skidded, but only for a moment, and I've never lost control of the car.
 - Personally lagree, but people who like driving often prefer manual cars.

Unit 27

- 1 The four that are different are: collide, collision, pile-up
- 2 blocked (1), casualty (3), via (2), exit (2), scattered (2), chaos (2), ambulance (3), helicopter (4)
- 3 transport: lorry, ambulance, helicopter people: eyewitness, casualties roads: lane, exit, junction accidents: collide, pile-up, casualties, ambulance (also possible: eyewitness)

- - 2 F There were eyewitnesses.
 - 3 T
 - 4 F The lorry spilled a load of wood (logs).
 - F One person died at the scene of the accident.
 - F A helicopter took the driver to hospital.
 - F There were six or seven other casualties.
 - F Two lanes of the motorway are now blocked.

 - 10 F Police are advising motorists to exit via Junction 12.
- If you pull out in a car, you drive away from the side of
 - 2 A junction is a place where two roads meet.
 - Correct
 - A lane is a section of the road that is marked by white lines to keep traffic separate.
 - Casualties are people who are killed or injured in accident (or war).
 - 6 Correct
 - If you collide with sth, you do hit it.
 - 8 Correct
 - Correct
 - 10 If you block somebody, you do not let them pass.

| 6 | 1 | service station |
|---|---|-----------------|
| | 2 | lane |
| | | |

- 6 junction extensive
- 3 load blocked; incident
- 8 logs 9 pile-up; critical
- via; chaotic/chaos
- 10 exit

- bitterly cold They are the same.
- 6 a dull day

least

- 3 hot and humid a chilly day
- scattered showers quite wet, to say the
- 5 They are the same.
- 2 1 scattered 2 spell
- 5 thick/dense chilly mild
- bitterly 3 torrential
- 8 odd
- downpour (possible but less likely: shower) 2 flashes
- 5 humidity bitterly chilly 7
- 3 least 4 rainbow
- 8 dull 9 showers
- 1 D 2 5
- 5 D 3 S 6 D
- 1 too much
- 5 strong winds
- 2 light 3 causes
- 6 large
- 4 need
- future period
- 1 forecast 2 standstill 3 disruption
- 7 drought 8 shortages gales
- closely dependent
- significant 10 widespread 11
- heatwave
- possible answers, from Australia:
 - The weather in Australia varies enormously depending on what part of the country you live in. In Sydney, where I live, winters are mostly mild. The summers are generally long and hot, and can be quite humid. Torrential rain and thunderstorms with lots of lightning are quite common.
 - 2 The long summers and mild winters make it easy to spend a lot of time outdoors, and I think make people more relaxed than in cold countries.
 - It's never bitterly cold in Sydney, and thick fogs are rare. It can be cloudy and dull, but is more often sunny.

Unit 29

1 probable answers:

| 1 | men | | 1 | waistcoat |
|---|-----------------|---|---|---------------|
| 2 | both | | 2 | loose-fitting |
| 3 | women | | 3 | high-heeled |
| 4 | both | | 4 | plain |
| 5 | more women, but | | 5 | check(ed) |
| | some men, too | | 6 | sandals |
| 6 | both | | 7 | sleeved |
| 7 | women | | 8 | cap |
| 8 | both | | 9 | straps |
| 9 | men | 1 | 0 | tight |
| | | | | |

- 3 possible answers (for a man):
 - Nothing in silk, but I have a brown suede jacket and a pair of black suede shoes.

2 1 waistenat

- I do wear sandals if it is hot, but I don't like them very much.
- I don't wear short-sleeved shirts much. I usually just roll up the sleeves on my long-sleeved shirts.
- Nobody in my family wears a cap, but my grandfather used to when he was alive.
- I've got a couple of check shirts and a couple of striped shirts, but the majority are plain.
- I don't wear V-neck jumpers much, but I've got a woollen sleeveless cardigan and a black and grey waistcoat.
- 5 S 7 D 4 1 2 D 4 D 6 D 8 5
- 1 a wig 7 flip-flops 8 a badge an apron a fancy-dress party dress up 10 a barbecue a bucket of water 5 kilts 11 glamorous shiver 12 an outfit
- 6 possible answers (for a woman):
 - I went to one hen party. I was the oldest person there and I felt a bit embarrassed because they all made a lot of noise and drank a bit too much.
 - I went to one fancy-dress party dressed as a soldier. People thought that was a bit strange because I'm more of a pacifist.
 - 3 I don't get that many chances to dress up nowadays, so when I do, I really enjoy it.
 - I tend to buy outfits for special occasions, like weddings or parties, but most of the time I just buy individual items of clothing.
 - Yes, I do. I generally wear a top and maybe a jumper, jeans and trainers.
 - I like barbecues because they are usually very casual affairs, and you can wear what you like.

Unit 30

- 1 1 D 3 D 5 S 7 D 4 5 6 S 2 5
- 2 bunk beds, vacuum cleaner, bookcase, central heating, dustbin, smoke alarm, doorbell, ironing board, chest of drawers, letter box
- 3 suggested answers (others may be possible):

one hand: doorbell, plug two hands: broom, dustbin (one hand to open the lid and one to put the rubbish into it)

one or two hands: hoover / vacuum cleaner no hands: doormat, radiator, socket (using one hand to put a plug in the socket)

1 broom 6 dustbin radiator drawers 2 8 hoover 3 stool socket bunk 5 (door)mat 10 box

5 possible answers:

I've got all of those things in my house except for bunk beds. I've got two smoke alarms: one in the kitchen and one in the hall. I've got a letter box, but it isn't in the front door: it's on the wall next to the front door.

| 6 | 1 | D | 3 | S | 5 | S |
|---|---|--------------|---|---|---|----|
| | 2 | D | 4 | D | 6 | D |
| 7 | 1 | half a dozen | | | 5 | pl |

| 7 | 1 | half a dozen | 5 | plumber |
|---|---|--------------|---|----------|
| | 2 | loo | 6 | estimate |
| | 3 | spare | 7 | greasy |
| | | | | |

| | 4 | get nota of | | |
|---|---|------------------|---|---------|
| 8 | 1 | hold | 5 | porch |
| | 2 | outside/exterior | 6 | drippin |
| | 3 | steps | 7 | dozen |
| | 4 | grease | 8 | blinds |

Unit 31

| 1 | 1 | exhausted / | 6 | have a lie-in |
|---|---|-------------------------|----|-------------------------------|
| | | worn out | 7 | a sleeper |
| | 2 | nightie/nightdress | 8 | yawn |
| | 3 | sleeping pills | 9 | sleeping bag |
| | 4 | oversleep | 10 | snore |
| | 5 | nightmare | | |
| 2 | 1 | exhausted / worn out | 5 | get back to sleep went off |
| | 2 | | 7 | |
| | 2 | fell asleep | / | overslept |
| | 3 | fast asleep | 8 | sleepy |
| | 4 | nightmare | | |
| 3 | 1 | heavy; light | 5 | lie-in |
| | | (or light; heavy) | 6 | snore |
| | 2 | pyjamas / a nightie | 7 | pills |
| | 3 | alarm | 8 | bag |

possible answers:

4 wide

- 1 I'm a fairly heavy sleeper.
- 2 I own a pair of pyjamas, but I usually wear shorts and a T-shirt in bed.
- 3 I hardly ever set an alarm because I always wake up about the same time.
- 4 It's quite unusual, but yes I do. I usually wake up and get up almost immediately.
- No, I never have a lie-in.
- Yes, my wife tells me I snore sometimes.
- I have taken sleeping pills to help me on long plane or train journeys.
- I never go camping so I don't own a sleeping bag.
- 5 The pronunciation is different in: provided and insomnia.
- 6 The pronunciation is different in: as long as.
- have a nap, sleep like a log, suffer from insomnia, have a restless night, in total darkness, have something on my mind

| 8 | 1 | irritable | 5 | restless |
|---|---|-----------------------|---|------------|
| | 2 | as long as / provided | 6 | my mind |
| | | that | 7 | establish |
| | 3 | like a log | 8 | restricted |
| | 4 | stick | 9 | disturbed |

possible answers:

- I usually sleep like a log, but not in different beds, e.g. on holiday.
- That's true for me I often have a restless night if I eat very late.
- 3 I don't work late so that doesn't restrict the amount of time I sleep.
- I don't get irritable after just one bad night, but I'm not nice to be around after two!

- 5 I think it is important to establish a good routine for
- No, that's not true for me I don't need to be in total darkness to sleep.
- I don't suffer from insomnia, but I feel sorry for those who do.
- I used to have a nap in the afternoon, but not any
- Yes, I don't sleep as well if I have things on my mind.

Unit 32

| 1 | 1 | D | 3 | D | 5 | S |
|---|---|---|---|---|---|---|
| | | S | 4 | D | 6 | S |

- 2 1 unaware; debit; statements; transactions
 - sum; credit; promptly
 - outgoings/expenditure; overdrawn; debts
 - ignores; put money into
- 3 1 withdrew
 - overdrawn
 - 3 outgoings/expenditure/transactions
 - mount/build
 - cautious
 - 6 prompt
 - income
 - 8 awareness

4 possible answers:

I don't keep a record of my outgoings, but I check my bank statements online a couple of times a week so I know more or less what I spend.

I always keep my account in credit; I'm never overdrawn. I have an arrangement with my bank so that my credit card bills are paid automatically at the end of the month.

I do check my bank statements but I don't always look carefully at all the different transactions.

I wouldn't say I was cautious with money, and I do waste money on food that I buy and don't always eat. However, I don't think I waste large sums of money.

5 money: budget, owe, economize, subsidize, pay sth off,

numbers: calculate, work something out, subtract, take sth away

| 6 | 1 | D | 3 | S | 5 | S |
|---|---|---|---|---|---|---|
| | | - | 4 | D | 6 | |

- 7 1 Surplus is different; shortfall and deficit mean an amount that is less than you need.
 - Calculation is different; shortfall and shortage both mean not having enough of something.
 - Economize is different; take away and subtract mean to take one number from another.
 - Subsidize is different; economize and make cutbacks mean to reduce the amount you spend.
 - Budget is different; deficit and shortage both mean you don't have enough of something.
 - Pay sth off is different: work out and calculate mean to find the total number/amount of something.
- 8 1 shortages 8 owing 2 shortfall 9 subsidized
- 3 subsidy
- work out / calculate
- deficit/shortfall
- economize/make cutbacks
- budget/economize

1 suggested answers:

involves violence: manslaughter, rape may involve violence: mugging, kidnapping, arson (if people are killed or injured in the fire) doesn't involve violence: shoplifting, bribery, fraud

- 2 usually involved with money: fraud, mugging, bribery, blackmail, kidnapping, shoplifting (stealing goods which are worth money)
- 3 1 shoplifter 2 blackmailer 3 arsonist
- 4 kidnapper 5 rapist 6 mugger
- 1 mugged 2 manslaughter
- 6 raping bribed
- 3 kidnapped 4 shoplifters
- deliberate/intentional 8
- 5 threatened
- 9 blackmailed 10 fraud
- 5 suggested answers:

a negative meaning: slum, gang, abuse, neglect, penalty, harsh

- 1 slum neglected 3 discipline
- 5 abuse 6 offenders morals
- 4 gang
- 8 attraction
- 1 parental responsibility
 - suffered abuse (also possible: been abused)
 - 3 discipline
 - 4 moral issue
 - 5 harsher penalties
 - 6 drifted into crime
 - neglect
 - 8 attraction
- 8 possible answers, from Kenya:

I disagree. Crime rates are high in estates where the middle class live as well as in slum areas. Gadgets such as mobile phones, tablets and laptops are easy targets for criminals. Many criminals blame parental neglect, yet it is a lack of discipline on their part. There have been instances of pickpockets making away with gadgets such as mobile phones on busy streets and laptops stolen from public

Crimes are also committed by people who aren't poor because they offer an easy way to make money and live a good life. People who abuse alcohol and drugs often drift into crime because they steal to get money to buy their next dose. What is needed are harsh penalties for offenders which will discourage others and prove that crime does not pay.

Unit 34

1 suggested answers:

usually negative: regret, filthy, litter, depressing, homeless These words can be negative, but it depends on the context: abandon, damp, hang around, graffiti, concerned

- 2 1 dirty
- 5 wet
- poor
- 6 worried
- sorry
- 7 sad
- 4 ground
- 8 writing and/or drawing
- 1 homeless
- 6 depressing
- passage 3 concern
- hanging 8 regretted
- youths
- graffiti

4 possible answers, from Poland:

litter on the ground: Interestingly, I often see litter on the ground near dustbins in a park near my home during weekends. I suppose the park cleaning service doesn't work at weekends and this is the reason why there is so much abandoned litter. And obviously, such a sight is a drawback of walking in the park on Sunday. A real shame. But on the whole, I don't think we have much litter in the street, not compared to some other countries.

graffiti: Yes, guite a lot. Some of it falls under the category of murals. They are a nice artistic expression. But actually there are quite a lot of spray 'signatures', not representing anything - just lines, not meaning anything - a rather depressing sight. Another category is often linked with supporting e.g. a football team or degrading/disrespecting it. Some texts on walls are political statements.

homeless people sleeping in the street: One can see homeless people in the streets but not sleeping. They sleep in parks or deserted houses but not really in the streets. You can sometimes see homeless people sitting in passages in the city centre.

filthy pavements: Yes, where filth is created by unfavourable weather conditions such as melting snow, or mud because of torrential rain.

gangs of youths: I suppose in some very specific districts of a bigger city, but on the whole gangs of youths hanging around are not a big problem in Poland.

- 5 1 5
- 2 D
- 3 D
- S
- D 5
- 6 S
- D (In the UK, a district can be in any part of a town, but a suburb is only outside the centre of a town.)
- 6 1 built-up
 - suburb/district 2
 - surrounded; drawback/disadvantage/shame/pity
 - 4 handy/convenient; surrounding
 - district; nearby; go on
 - lively; drawback/disadvantage/shame/pity; decent
 - on the whole/in general
 - 8 desirable
- 7 possible answers:
 - It's quite built-up because it's not far from the centre, but many houses have a garden, and there are two parks, so there is still a feeling of space.
 - 2 It's surrounded by garden on three sides, with a road on the fourth side.
 - We have quite a few shops nearby: a chemist's, a florist's, a small supermarket, a deli, and one or two others.
 - It's very convenient for me because I can walk into town in ten minutes.
 - I suppose the main drawbacks are that it is on a hill so the walk home is all uphill, and many residents complain about the shortage of parking.
 - As time goes on I think the district will improve because councils are more aware of the environment than they used to be, and I've noticed that the shops are gradually getting better.

| 1 | 1 | meadow | 5 | occasionally |
|---|---|--------------|----|--------------|
| | 2 | frequent | 6 | nevertheless |
| | 3 | outskirts | 7 | swap |
| | 4 | shallow | 8 | stream |
| 2 | 1 | swap | 6 | meadow |
| | 2 | stream | 7 | beyond |
| | 3 | spot | 8 | occasionally |
| | 4 | isolated | 9 | nevertheless |
| | 5 | infrequent | 10 | outskirts |
| 3 | 1 | shallow | 6 | outskirts |
| | 2 | isolation | 7 | frequency |
| | 3 | frequent | 8 | beyond |
| | 4 | Nevertheless | 9 | spot |

4 arable farm; cereal crop; mixed feelings; physical labour; earn a living; herd of cows

10 deep

- 5 1 grow crops 6 does he do for a 2 herd of cows living? 3 mixed farm pass on the farm to arable farm my son 5 dairy farm 8 crops
- 6 1 combination pass 2 increasingly labourers/labour; keep labourers/labour 8 mixed
 - 4 crops 5 earn
- **7** possible answers, from China:
 - There are very few farms in Hong Kong, where I live. Since the farms here are not very large, they usually grow a small range of crops.
 - 2 They only use machines to do some work. Most of the work is done by hand.
 - 3 Farmers here keep cows, pigs, chickens, ducks and fish.
 - 4 Most farms here grow vegetables, such as Chinese kale, Tientsin cabbage and green cucumber. Some grow fruit, such as guava, green papaya and red dragon fruit. Very few of them grow cereals.
 - 5 Very few people here earn a living from farming.
 - There is no shortage of labour here, but not many people want to do farming work.

Unit 36

| 1 | 1 | undergone | 5 | unspoilt |
|---|---|--------------|---|---------------------|
| | 2 | flourishing | 6 | remote |
| | 3 | remarkably | 7 | resort |
| | 4 | unique | 8 | delight |
| 2 | 1 | thriving | 5 | remote |
| | 2 | stunning | 6 | remarkable |
| | 3 | diverse | 7 | unwind/take it easy |
| | 4 | unique | 8 | restored |
| 3 | 1 | easy | 5 | laze |
| | 2 | beaten track | 6 | wander |
| | 3 | restoration | 7 | remarkably |
| | 4 | resort | 8 | away from it |
| | | | | |

4 beautiful views stunning unusual and surprising city remarkable keep so much retain varied architecture diverse flourishing European thriving managed to repair restore casually walk around wander exciting nightlife vibrant you can relax unwind

5 possible answers:

- No. I like city breaks but I'm not looking for anything particularly vibrant or exciting.
- I like to unwind, but not on a beach: it's usually too hot
- 3 Sometimes I do; at other times I like to be in a busy city.
- No, I'm not a very adventurous person.
- Yes, that's my idea of a perfect holiday, along with good weather and good food.

Unit 37

- 1 justify vacancy luxury in advance miserable guarantee luxurious exclusive preferably fully-booked
- 2 suggested answers:

| 1 | G | 6 | В |
|---|--------|---|----------------------|
| 2 | В | 7 | G |
| 3 | G | 8 | Probably B, |
| 4 | G | | but could be either. |
| 5 | either | | |

- 3 1 Having said that 6 vacancy; fully-booked 2 preferably 3 in advance 7 impressed guaranteed 4 8 luxury
 - 5 justify

4 possible answers:

- 1 Yes, well in advance. I'm very organized.
- 2 No, not luxurious hotels, but I like something reasonably
- 3 I haven't ever used Airbnb, but have stayed in a B&B on a few occasions.
- 4 No, I much prefer city breaks where I can visit museums, art galleries, etc.
- No, I don't think they do.
- 6 Convenience, reasonable comfort and good value.
- 6 youth hostel or a 5 1 flexibility caravan given 3 generous appeal 8 strict going away expense 5
- He's (very) mean.
- If it's a cheap place, it enables us to stay a bit longer.
- We have a limited budget.
- 4 The date is (very) flexible.
- 5 We opted for something quite simple.
- 6 I want to live in comfort.
- A room with a balcony is an extra expense.
- 8 A caravan isn't (very) appealing to/for me.

7 possible answers:

- I stayed in a caravan when I was a child. I remember they were very small but quite exciting for children. I have never stayed in a youth hostel but have friends who use them all the time.
- 2 I think I prefer to have a bit of comfort.
- 3 I don't go on holiday much so I'm prepared to spend quite a lot, though there is still a limit on what I can afford.
- Yes, I do. I try to forget about work completely unless there's something urgent.
- Flexibility is quite nice.
- Yes, they always wanted us to do things together as a family, and not go off on our own.

- 1 1 spacious-late 2 detached-flat 3 staircase-care
- 4 entrance-camera 5 mortgage-damage 6 overall-saw
- 1 basically staircase 3 exterior; interior
- 6 bonus overall decorating 9 spacious
- 4 largely 5 mortgage
- 10 put in 4 take out
- 3 1 terraced: semi-detached 2 hall
- 5 decorating 6 put in / install
- 4 possible answers, from the Czech Republic:
 - Yes, especially terraced houses. They've been here for centuries: the old ones are usually single-storey buildings forming a line along the main street in a village and having a large garden or even an orchard behind the house; the modern ones are higher, often two-storey buildings, sometimes with an attic and a tiny front and a small back garden where the families relax and enjoy barbecues and meals in the summer. Semidetached houses are less common, but we do have them, especially on the outskirts of cities. Their bonus is more privacy than in the terraced houses but, of course, the prices are usually higher.
 - 2 No, not really. The entrance hall is mostly small, even tiny, with a lot of doors and is simply furnished with a wall rack and a shoe rack or cupboard.
 - 3 Open-plan design is not very popular in our homes. In most homes, there's one large room, which serves as a living-room, dining-room and a kitchen, and a number of smaller rooms which provide privacy to the family members. Open-plan flats are usually very modern and spacious and are often built in reconstructed areas of big cities. They are either offered for rent or for sale, but because of the high prices, the buyer normally applies for a mortgage.
 - 4 Yes, a lot of people do, especially young people. But to get the mortgage you need to prove you have a permanent job and the amount of the mortgage depends on how much you earn.
 - 5 Some people still do the decorating themselves either because they enjoy doing things on their own, or because of the cost. But nowadays, more and more people have the decorating, and cleaning afterwords, done for them.
 - It depends, of course. If a young couple buy a home, they often need to save before they can make some bigger changes. A lot of bathrooms and kitchens are installed in old high-rise blocks of flats, which are in a somewhat dilapidated condition. Sometimes the young people move into a home which used to be owned by their grandparents, so they refurbish the whole place. Also, a lot of people decide to replace their old kitchen or bathroom when their family situation changes, for example when they look after an old relative or their children leave home, or they decide to extend their living area because a child marries and/or has a baby.
- 5 rental, attic, landlord, extend, unfurnished, flatmate, contract, deposit
- 1 rental 2 Both Both 4 flatmate
- 5 storage 6 lease sign

8

- 7 1 contract 2 flatmates
- 6 furnished
- 3 storage deposit extension
- extend
- rental property
- storey (also possible: floor)

- possible answers, from the Czech Republic:
 - Yes, it is, especially in big cities. People usually want to buy a flat or house if they believe it's for a lifetime. If they come to the city to work or study, they usually rent a flat. Young people often live in rented flats until they start a family, then they look for a place to buy. And, of course, there are people who can never afford to buy a place of their own.
 - 2 In the past, almost all the flats offered for rent were unfurnished. But with the changing lifestyle, a lot of flats, especially in big cities, are offered furnished and with all modern conveniences.
 - 3 No, the length of contracts varies. It depends on the renter and landlord's agreement. The contract can be signed for a few months and for many years. But included in the contract, there are always conditions under which any of the parties can terminate the contract, and also a common condition is a deposit of three months' rent which can be used to cover the cost of any damage caused by the renter.
 - Yes, usually they are, on condition the renter has caused no problems and and the landlord has no other plans with the flat, of course.

Unit 39

- **1** 1 pond 5 Both are possible. Both are possible. 6 nature 2 scenery wildlife tropical 8 countryside
- 2 Frogs live in ponds. You keep tools in a shed. Birds build nests. Nature consists of all kinds of wildlife. Trees have roots.

| 3 | 1 | scenery | | | 6 | species | | |
|---|---|----------|---|---|----|------------|---|---|
| | 2 | roots | | | 7 | slope | | |
| | 3 | woods | | | 8 | tropical | | |
| | 4 | acquire | | | 9 | greenhouse | | |
| | 5 | intended | | | 10 | hollow | | |
| 4 | 1 | R | 3 | G | 5 | В | 7 | G |

| | 2 | G 4 | В | 6 | G | 8 | В |
|---|---|----------------|---|---|---------|--------|------|
| 5 | 1 | spade | | 5 | compost | to the | soil |
| | 2 | put my feet up | | 6 | lawnmow | /er | |
| | | | | | | | |

- hedge round the field 3 mow the lawn cut back this bush (cut 8 some weeding this bush back)
- 6 1 to make the soil more fertile
 - It makes the ground wet and more difficult to dig.
 - 3 Yes, because the weeds are not wanted and can make the garden very untidy.
 - Perhaps once a week or once a fortnight, depending on the season and the weather.
 - Cut them back.
 - To sit on and relax/put your feet up.
 - Yes, otherwise it will probably get too big.
 - Cleaning tools, cleaning the shed, tidying the garden, etc.

Unit 40

4 launch

| 1 | 1 | scroll | 5 | install |
|---|---|--------------|---|-----------|
| | 2 | icon | 6 | prompt |
| | 3 | launch | 7 | settings |
| | 4 | browse | 8 | storage |
| 2 | 1 | key sth (in) | 5 | browser |
| | 2 | tap | 6 | storage |
| | 3 | switch | 7 | scroll up |
| | | | | |

| 3 | 1 | installed | | | | 5 | scroll | | | | | Unit | t 4 | 2 | | | | | | | |
|-----|-------|---------------------------|---------|-----------|-------|-------|---|----------------|------------|------------|------|------|-----|--|--------------------------|--------------------|----------|----------------------------|----------------------|----------|-----|
| , | | browsing | | | | | settin | | | | | Oill | | _ | | | | | | | |
| | | prompt | | | | 7 | | | | | | 1 | 1 | D S | 3 S 4 D | 5 | S | 7 | D | 10 | S |
| 4 | 1 2 | D S | | S | | | D S | | | | | 2 | sir | Rhythm, to | | | | | , choru | s, hit | |
| 5 | 1 | No, you can | n't. It | r's too b | | dama | aged. | | | | | | | Genre can | be used i | n conn | ection | n with r | | out also | 0 |
| | | You turn it | | nd ther | on | again | imme | diately | <i>'</i> . | | | - | | | | | | | | | |
| | | Yes, you are | | | | | | | | | | 3 | | determina | ition | | | criter | | | |
| | | It has many A mouse is | | | | none | nt | | | | | | | irrelevant | | | | | gettab | le | |
| | | No, it's ver | | | | | | vou ris | k lo | sina | all | | | | | | | | gettub | | |
| | | of your dat | | | | | | , | | , | | 4 | | catchy (al. | | | | 9) | | | |
| | 7 | Yes, it does | i. | | | | | | | | | | | tune (also hit singles | * | nelou | /) | | | | |
| 6 | 1 | freeze | 3 | damp | | | 5 upo | late | 7 | bac | k up | | | chorus | | | | | | | |
| | 2 | antivirus | 4 | | wards | | 5 plu | | | | olug | | 5 | lyrics | | | | | | | |
| 7 | no | ssible answe | re. | | | | | | | | | | 6 | complicat | ed/compl | ex | | | | | |
| , | | My old con | | er used | to fr | eeze | a lot. se | olgot | a ne | w o | ne | | 7 | | | | | | | | |
| | | which doe | | | | | | | | | | | 8 | rhythm | | | | | | | |
| | | Yes, I have | | | | | | | | | | 5 | 1 | criteria | | 6 | eng | age | | | |
| | 3 | Not very of | ften. | I know | sho | uld d | o it mo | re ofte | en th | nan | 1 | | 2 | tune/mel | | 7 | | | (also p | ossible | 2: |
| | 4 | do. I don't thin | k ah | out it - | Linet | wine | it I di | dn't kn | NOW. | vou | | | 2 | possible: c | horus) | 0 | rele | orgetta | ble) | | |
| | 4 | had to wip | | | | wipe | it: I un | ulitki | 1044 | you | | | 4 | genre encounte | red | 9 | | rmine | | | |
| | 5 | I update m | | | | time | the de | vice p | rom | pts | me | | 5 | The state of the s | | - | surf | -080 Booker) | | | |
| | | to do so. | | | | | | | | | | 6 | - | ssible answ | arr from | Araanti | na: | | | | |
| | | I usually pl | | | | | | | ning | J . | | ٥ | | I think tha | | | | what n | natters | is how | 8 |
| | 7 | My data up Very occas | | | | | | | nh | unn | lua | | | we relate | to the pie | ce – w | hat the | song | means | to us | |
| | 0 | it when I go | | | | | butiti | IIIKTO | niiy i | unp | iug | | | personally be consid the meloc | y. There ar ered grea | re man t – it m | y reaso | ons wh | y a song nythm, | g migh | |
| | | | | | | | | | | | | | 2 | A great po | op sona sh | nould b | e rele | vant to | the list | eners, | |
| Uni | t 4 | 1 | | | | | | | | | | | | which me | ans that a | udiend | es car | perso | nally er | ngage | |
| 1 | cli | max | | | | | relati | vely | | | | | | with the f | | | | | | | |
| | | der <u>es</u> timate | 9 | | | | pri <u>o</u> ri | ty | | | | | | hits deal v | vith basic | humai | n emo | tions, li | ke love | in all i | ts |
| | | ponent | | | | | oppo | <u>si</u> tion | | | | | 3 | As I'm not | a musicia | n mys | elf I te | nd to fo | ocus on | the ly | ric |
| | CO | n <u>ten</u> der | | | | | overg | stimat | te | | | | | I'm always | | | | | | | |
| 2 | 1 | quite easy | | | | 5 | very i | mport | ant | | | | | songs. | | | | | | | |
| | | a difficult | game | 2 | | 6 | | them | wel | 1 | | | 5 | I think the | | | | | | | |
| | 3 | a team you | are | playing | J | 7 | 200000000000000000000000000000000000000 | | | | | | | song truly to this - se | | | | | | | |
| | | against | | - 1- | | 8 | many | team | S. | | | | | become h | | repetit | ive an | a simp | ic soring | Jilave | |
| | 4 | No, a conte somebody | | | | | | | | | | | 6 | I would sa | | ngs by | The B | eatles | have sto | ood the | e |
| | | who might | | | | | | | | | | | | test of tim | | | | t, I wou | ld inclu | de: | |
| 3 | 1 | opponents | | | | 5 | relati | velv | | | | | | We can wo | | | | une (Elte | an John | Λ. | |
| 3 | • | possible: ch | | | | | conte | | | | | | | I guess tha Under my | | | | ues (Eitt | וווטכ ווכ | ') | |
| | 2 | priority | | | | 7 | | e; away | 1 | | | | | Suspicious | | | -, | | | | |
| | | underestin | nate | | | 8 | reach | ing | | | | | | There mus | t be an an | gel (Eu | | ics) | | | |
| | 4 | League | | | | 9 | titles | | | | | | | Land of Co | | | 5) | | | | |
| 4 | 1 | | on | | | 4 | | nation | | | | | | Yesterday | (The beat | 162) | | | | | |
| | 2 | | • | | | 5 | | format | | | | | | | | | | | | | |
| | | inconsister | | | | | consi | | | | | Uni | t 4 | 3 | | | | | | | |
| 5 | 1 | 1177 | N | | 5 N | | 7 | | | 9 F |) | | | | alc = * | | b | air con | ro | | |
| | 2 | P 4 | P | | 6 P | | 8 | N | 1 | 0 F | | 1 | _ | ctor: fabule nanimous | ous, cl <u>a</u> ssi | C, | | air: sc <u>a</u> aught: | <u>re</u> applaus | se. | |
| | 1 | chance | | | | | consi | | 1 | | | | | l <u>ay</u> : sens <u>a</u> t | onal, prai | se | | udience | — | | |
| 6 | 2 | | | | | 7 | quali | | | | | | | ar: cast | | | th | ne <u>a</u> tre: | <u>a</u> dapt | | |
| 6 | | | | | | 345 | DIPSS | ure; so | JΤ | | | | | | | | | | | | |
| 6 | 3 | boost | | | | | | | | | | 2 | 1 | set | | | 6 | adap | tation | | |
| 6 | 3 | row | | | | 9 | defea | | | | | 2 | | set death | | | 6 | | tation t | | |
| | 3 4 5 | | | | | 9 | defea | its | | | | 2 | 2 | 500 | | | 7 | ghos | t iud | | |

5 praise 6 applause 7 classic

8 tense

5 classic 3 1 to death / stiff

3 cast

2 adaptation

4 unanimous

I support Chelsea. They have done quite well this season, but there have been too many home defeats and draws against teams we really should dominate easily.

We were a bit inconsistent, and the manager was under

Champions League, so that's not bad.

pressure for a lot of the time because Chelsea supporters

always expect a lot. In the end, though, we qualified for the

| 4 | 4 <u>aspect</u> <u>block</u> buster con <u>vinced</u> expec <u>ta</u> tion <u>screen</u> play | | | | <u>se</u> quence <u>some</u> what <u>sub</u> titles unpre <u>dic</u> table | | | | |
|---|---|--------------|-------|-----|---|--------------------|--|--|--|
| 5 | 1 | Yes | 3 | Yes | 5 | No | | | |
| | 2 | No | 4 | Yes | 6 | No | | | |
| 6 | 1 | predictable | 9 | | 5 | somewhat/rather | | | |
| | 2 | convincing | 1 | | 6 | screenplay | | | |
| | 3 | expectatio | ns | | 7 | dubbed | | | |
| | 4 | sequence | | | 8 | blockbusters | | | |
| 7 | 1 | poor | | | 5 | subtitles | | | |
| | 2 | exceeded r | ny | | 6 | unpredictable | | | |
| | | expectatio | ns | | 7 | originality | | | |
| | 3 | convinced | (eith | er) | 8 | somewhat confusing | | | |
| | 4 | aspect (eith | ner) | | | | | | |

1 time-consuming, contribute (In British English, contribute is also possible.), contribution, disposable, beforehand, gatecrasher, get going, liven up

| 2 | 1 | hosts | 5 | beforehand |
|---|---|----------------|---|--------------|
| | 2 | disposable | 6 | liven |
| | 3 | away | 7 | contribution |
| | 4 | time-consuming | 8 | prospect |
| 3 | 1 | preparation | 5 | going |
| | 2 | beforehand | 6 | livened up |
| | 3 | contributed | 7 | clear up |
| | 4 | gatecrashers | | |

4 possible answers, from Argentina:

I would say that in my country, sometimes parties are prepared beforehand, which of course gives the hosts the chance to enjoy the party more, but sometimes gatherings are kind of improvised.

Guests usually contribute with drinks or snacks. I have never seen bouncers in private parties, but it sounds like a good idea - now with people posting everything on social media, gatecrashing is a risk.

If people know one another, things get going quickly. Music can certainly liven up any event, particularly live

Of course, there is always a lot to clear up afterwards, but if you feel your guests have had a good time, it's really worth it.

- 5 1 in company
 - 2 you fancy doing?
 - 3 have a good/great time (also possible: have a laugh)
 - better be off (now)
 - awkward (with people) 5
 - warm welcome
 - own company
 - accompany you
 - 9 welcome (at her place)
 - 10 pop round/over/in / call round
- good company 6 good of him popped/called 2 7 company welcome 8 open arms
 - own company socialize
- 9 call/pop 10 be off

Unit 45

- 1 1 restoration 4 reversal 2 amendment 5 evolution
 - 3 transformation

| 2 | 1 | transform | 4 reform/amend |
|---|---|------------------------|-------------------------|
| | 2 | restore/reverse | 5 adapt/adjust |
| | 3 | evolve | 6 alter |
| 3 | 1 | transformed | 6 alter (also possible: |
| | 2 | restore | adjust) |
| | 3 | evolution | 7 adapt/adjust |
| | 4 | reversal | 8 amend |
| | 5 | reform (also possible: | 9 alterations |
| | | amend) | 10 transition |
| 4 | 1 | B 2 B 3 C | 4 B 5 G 6 G |
| 5 | 1 | subtle | 6 bring about |
| | 2 | sweeping/major/ | 7 resisted |
| | | wholesale | 8 implementation |
| | 3 | refreshing | 9 an ongoing |
| | 4 | enforce | 10 facilitate |
| | 5 | put into practice | |
| 6 | 1 | pursue | 6 welcome |
| | 2 | sweeping/radical/ | 7 ongoing |
| | | major/wholesale | 8 consultation |
| | 3 | resistance | 9 implemented |
| | 4 | enforce/impose | 10 obvious |
| | 5 | consulted | |

| 1 | 1 app <u>li</u> ance better <u>still</u> con <u>serve</u> dis <u>po</u> sal <u>e</u> nergy-saving | | | in the <u>long</u> run on <u>stand</u> by tumble <u>dry</u> er conser <u>va</u> tion | | | | | | | |
|---|---|------------------|---------------|---|---|---|------|---------|------------|------|---|
| 2 | 1 | В | 3 | G | 5 | В | | 7 | В | 9 | В |
| | 2 | В | 4 | G | 6 | G | | 8 | G | 10 | G |
| 3 | 1 | short | -term | | | | 7 | long | term | | |
| | 2 | labou | r-savir | ng | | | 8 | land | fill sites | | |
| | 3 | solar | panels | | | | 9 | batt | eries | | |
| | 4 | on sta | andby | | | | 10 | swit | ch | | |
| | 5 | tumb | le | | | | 11 | toxic | | | |
| | 6 | eco (e disast | cologi ter | ical) | | | 12 | disp | ose | | |
| 4 | 1 | dryer | | | | 7 | batt | teries; | still; cha | rger | |
| | 2 | charg | e (up) | | | 8 | savi | ng | | | |
| | 3 | monit | tor | | | 9 | con | sume | r | | |
| | 4 | consu | ıme | | 1 | 0 | inve | stme | nt | | |
| | 5 | applia | ances | | 1 | 1 | gen | erate | d | | |
| | 6 | conse | erve | | 1 | 2 | savi | ngs | | | |
| 5 | po | ssible o | inswer | s: | | | | | | | |

- No, I haven't, so I can obviously manage without one.
- Occasionally, but not often.
- We have a device that tells us how much electricity we use, but I don't bother to look at it very often.
- 4 No, I don't.
- an oven, a fridge, a washing machine, a dishwasher, a kettle, a toaster, a coffee machine, food mixer and radio.
- Yes, I usually do.
- I use rechargeable batteries for a number of things: my laptop, phone, toothbrush and e-reader.
- I use energy-saving light bulbs and rechargeable batteries. I've got solar panels (14 of them) and haven't got a tumble dryer.
- I've no idea, but probably above average because I work from home a lot of the time.
- I think they are a great investment.
- In 2019, about 3% of electricity was generated by solar energy in the UK.
- Keeping a car is expensive, but some public transport could be a lot cheaper - the trains in particular. I've made significant savings, though, in using my bike more.

| | in | it. | 47 |
|---|---|-----|----|
| • | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | |

1 1 5

| | 2 | D | 4 | D | | 6 | D | 8 5 | |
|---|---|---------------|------|---------|---------|---|--------------|---------------|--|
| 2 | 1 | danger | | 3 | natural | | 5 | verge | |
| | 2 | out | | 4 | in | | 6 | species | |
| 3 | 1 | out; extinct | | | | 6 | endange | red; instance | |
| | 2 | cleared; defo | ores | station | n | 7 | conservation | | |
| | 3 | extinction; d | | | | 8 | declining | ; die | |
| | 4 | regions | | | | 9 | pointing | | |

5 D

considered

decorational

decorative

8 threaten threat

6 over after

poses 6

5 territorial

8 ended up

tiger poacher

out

8 threat

5 up

6

7 breed

3 5

- 4 regions habitat 10 1 divested diverted feed breed
- 3 puts poses civic civil 5 kill wipe
- 1 civil 2 horn 3 divert 4 after
- 1 likelihood 2 territory 3 poaching 4 under threat

7 5

- Nearly half a million people were forced to flee their homes during the civil war, and many of them took refuge in the mountains, away from the fighting.
- My neighbour has always had a prejudice against people whose skin is a different colour.
- Asians only form a small minority within the population.
- There has been a lot of racial tension between different ethnic groups.
- 4 culture shock, live in peace, religious faith, have no desire to do sth, have a part to play, country of origin
- 4 stereoscope stereotype 5 1 for towards 5 integrity integration in partly 6 natural native 3 nostalgic nostalgia
- 6 1 native 7 for 8 integrate 2 faith 3 shock 9 hostile 10 peace 4 part 5 stereotypical 11 nostalgic desire

Unit 48

| 1 | 1 | D | 3 | D | | 5 | D | | 7 | D | | 9 | D |
|---|----|--|--------|-------|--------|-------|------|------|-------------------------------|--------|-------|----|---|
| | 2 | S | 4 | D | | 6 | S | | 8 | D | | | |
| 2 | re | volution striction irgical accination | | cin | ate | | | tra | agnose ansplar fect; in | nt | | ic | |
| 3 | 1 | No | | 3 | Yes | | | 5 | Yes | | 7 | Ye | S |
| | 2 | No | | 4 | No | | | 6 | No | | 8 | Ye | S |
| 4 | 1 | theatre | | | | | | 6 | proce | dure | | | |
| | 2 | advances | | | | | | 7 | dono | r/tran | splan | nt | |
| | 3 | | | | | | | 8 | minerals | | | | |
| | 4 | era | | | | | | 9 | cure | | | | |
| | 5 | rate | | | | | | 10 | medi | cine | | | |
| 5 | 1 | eradica | ted / | wij | oed ou | ıt; w | iped | 0 | ut / era | dicat | ed | | |
| | 2 | restrict | | | | | | | | | | | |
| | 3 | vaccina | te; va | acci | ne | | | | | | | | |
| | 4 | conven | tiona | il; a | dvanc | es | | | | | | | |
| | 5 | infectio | on | | | | | | | | | | |
| | 6 | operate | e; pro | ced | lure/o | pera | tion |); C | onfine | d | | | |

revolutionary/radical; resume

Unit 50

| 1 | ide <u>o</u> logy | opposition | | | |
|---|----------------------|-----------------------|--|--|--|
| | ideo <u>log</u> ical | ex <u>tre</u> mism | | | |
| | capitalism | associate association | | | |
| | conservative | | | | |
| | status quo | dis <u>tri</u> bute | | | |
| | oppose | distri <u>bu</u> tion | | | |

| 2 | ideological | liberalism; liberal | | | | |
|---|----------------------|-------------------------|--|--|--|--|
| | conservative; | association; associated | | | | |
| | conservative | extremism; extreme | | | | |
| | socialist; socialist | distribution | | | | |
| | | | | | | |

- 3 1 F A communist economy ...
 - 3 T
 - F A liberal believes in economic freedom and gradual political change.
 - 5 F The Conservative party in Britain believes in capitalism.
 - F Communists believe that everyone should own the means of production.
 - F Extremists tend to have extreme beliefs.
 - 8 T

| 4 | 1 | right-wing | 6 | in the centre | | | |
|---|---|---------------|---|---------------------|--|--|--|
| | 2 | wealthy | 7 | the opposition | | | |
| | 3 | opposed to it | 8 | communist (also | | | |
| | 4 | status quo | | possible: socialist | | | |
| | - | 4 | | | | | |

- moderate
- distribution favour ownership associate 5 maintain wealthy
- ocialist) extent
- prominent 9 partly 10 association/ connection
- 6 possible answers, from Hungary:
 - We have many different parties showing the whole spectrum of political views from right-wing to left-wing. Fortunately, extremist parties are not among the major political players and do not have seats in the Parliament.

2 It depends on the particular issue we are talking about. If I find it necessary, I cannot refrain from calling/voting for radical change.

3 In many cases maintaining the status quo would be quite boring. When it comes to politics, I can imagine situations where radically changing the existing order is the only way out.

| 1 | 1 | S | 3 | S | | 5 | D | 7 | 5 | | | |
|---|---|--|---|---|---|--------------------|--------------------|---|---|--|--|--|
| | 2 | D | 4 | 5 | | 6 | D | 8 | 5 | | | |
| 2 | 1 | emigration | | | | 5 | Both are possible. | | | | | |
| | 2 | seek | | | | 6 | fled | | | | | |
| | 3 | ethnic | | | 7 | Both are possible. | | | | | | |
| | 4 | refuge | | | | 8 | Both are possible. | | | | | |
| 3 | 1 | There's no limit on the number of people given political asylum in this country. | | | | | | | | | | |
| | 2 | Racial and sexual discrimination is against the law in matters of employment. | | | | | | | | | | |
| | | | | | | | | | | | | |

- Economic migration to richer countries has existed for There are over 2,000 refugees seeking political asylum
- in this country.

- 4 I am not that much into politics so I cannot really say. What I find unacceptable is when people criticize the existing government just because they are in power. I believe in studying a given issue from as many aspects as possible and forming an informed opinion based on facts rather than on my emotions.
- Yes, I strongly believe in personal and economic freedom, and am quite tolerant towards people whose views differ from mine.
- Absolutely, I always have my ID card and my driving licence on me.
- 7 I live in a big city Budapest so we have practically all types of public transport. The most common are bus, tram and the underground, but you can also take a suburban train or cycle around on the many newly-built cycle paths. The latest craze is the electric scooter but, personally, I find it rather dangerous.

| 1 | 1 | resident | 5 | allocate |
|---|---|------------------------|----|------------------------|
| | 2 | ensure | 6 | manifesto |
| | 3 | voluntary | 7 | councillor |
| | 4 | council | 8 | volunteer |
| 2 | 1 | manifest manifesto | 5 | for of |
| | 2 | to in | 6 | out up |
| | 3 | make take | 7 | assure ensure |
| | 4 | volunteer voluntary | 8 | grand grant |
| 3 | 1 | councillors; behalf | 6 | resident; citizer |
| | 2 | volunteers; sector | 7 | green |
| | 3 | have | 8 | allocated |
| | 4 | stick/stand; take | 9 | ensure |
| | 5 | grant | 10 | council |
| 4 | 1 | budget / funding | 4 | profile |
| | 2 | committee / | 5 | All are possible |
| | | authorities | 6 | All are possible |
| | 3 | spokesperson / | 7 | mayor/head |
| | | chairman | 8 | chairs / sits on |
| 5 | 1 | police | 6 | committees |
| | 2 | eligible or ineligible | 7 | mayor |
| | 3 | chair | 8 | heads |
| | 4 | authority/authorities | 9 | profile |
| | 5 | budget | 10 | funding |
| | | | | |

- possible answers, from the Czech Republic:
 - Yes. Each town has a mayor. In big cities they are called Lord Mayor. Elections take place every four years. In these local elections, people vote for the future members of the council. Then, at their first meeting, the elected councillors choose the mayor. He/She is usually the head of the party who won the majority of seats and his/her deputies are heads of the coalition parties.
 - 2 Yes, it is. The bigger the town, the more influence the
 - The mayor cannot decide much on their own. They always act in compliance with the decisions of the town council. They take decisions on the town's development, approve its budget, and establish and abolish organizations such as the local police, technical services which look after the cleaning of the town, collection and sorting of rubbish, parks and other green spaces, cultural centres, and sports centres and facilities. They are also responsible for kindergardens and basic schools, and a lot more. The mayor is the one to sign the most important documents and bears the responsibilty for matters they refer to.

Unit 52

1 free of charge, health care, clinical trial, strictly confidential, cosmetic surgery

| 2 | 1 | specialist | 5 | if; care |
|---|---|--------------|---|---------------------|
| | 2 | confidential | 6 | register; enrolled |
| | 2 | surgery | 7 | refer; specialist |
| | 4 | prescribe | 8 | participants; trial |
| 3 | 1 | care | 5 | specialist |
| | 2 | register | 6 | referred |
| | 3 | prescription | 7 | confidential |

4 possible answers, from Poland:

4 of charge

Yes, you do need to register with a GP. Your GP refers you to a specialist

You get a free prescription for some drugs but some are paid for. People who are insured get some discount. I also think you get some discount if you are a pensioner.

8 suspect

When you suspect that a doctor has made a mistake and it is too late to have it fixed by him/her, you can sue the doctor for negligence, damages, etc.

In order to become a participant in a clinical trial, you need to be referred by your GP or a specialist.

I think in certain cases you can have cosmetic surgery for free, e.g. when it is treatment after an accident or an operation.

Yes, all medical records are strictly confidential.

| 5 | 1 | feet | 6 | kept |
|---|---|--------------------|----|-----------------------|
| | 2 | no | 7 | Both are possible. |
| | 3 | admitted | 8 | Both are possible. |
| | 4 | old self | 9 | recuperation |
| | 5 | Both are possible. | 10 | dedicated |
| 6 | 1 | no notice of me | 5 | recuperate/convalesce |
| | 2 | me informed | 6 | miserable |
| | 3 | off my feet | 7 | well-being |
| | 4 | real self | 8 | dedicated |
| 7 | 1 | admitted; ward | 5 | junior |
| | 2 | kept | 6 | absolute |
| | 3 | rushed | 7 | convalescence |
| | 4 | well-being; prime | 8 | discharged |
| | | | | |

- possible answers, from Poland:
 - Yes.
 - 2 Yes, I think they are.
 - Yes, very much so.
 - Yes, according to the law.
 - 5 That depends on the hospital, but probably on the whole it is true.
 - Yes, they do.
 - It may differ from case to case but, on the whole, that is the case, usually.
 - No, patients (or their families) will have to buy their medicines from a pharmacy.

| 1 | de | tain | in | | r | remand | | | |
|---|----|-----------------|-------|----------|---|-------------------|---------|------|--|
| | su | spect v | m | agistrat | e | (| convict | | |
| | su | spect n | cu | stody | | a | C | quit | |
| | of | fence | so | licitor | | <u>con</u> stable | | | |
| 2 | 1 | in | 3 | with | | | 5 | of | |
| | 2 | for | 4 | of | | (| 5 | to | |
| 3 | 1 | constable/serg | eant/ | | 4 | custody | | | |
| | | inspector | | | 5 | grant | | | |
| | 2 | offence | | | 6 | acquit | | | |
| | 3 | issue/grant/ref | use | | | | | | |

- 1 a magistrate on a judge
 - 2 the police
 - 3 a solicitor
 - a judge or a magistrate
 - 5 the person awaiting trial / the prisoner
 - the police officer who arrests the suspect
 - a police constable
 - 8 an inspector
 - the chief constable
 - 10 a judge
- 1 rank
 - warrant 2

3

- 4 procedure(s); valid suspect; offence 5
- remanded 6 caution
- 1 about
 - constable/officer 2
 - 3 detained
 - custody
 - 5 suspect solicitor
- charged
- 8 offences 9 magistrate
- 10 granted convicted 11
- 12 sentenced

reoffender

hazard

<u>jus</u>tify

occupational

justification

justifiable

Unit 54

- 1 abolish abolition capital punishment deterrent
 - rehabilitate rehabilitation
- 2 1 up
 - 2 me as a friend
 - capital punishment for some crimes
 - justifiable (also possible: justified)
 - imprisonment
 - abolition of the law 6
 - occupational hazard
 - reoffenders 8
 - revenge (on him)
 - 10 crisis
- 3 1 rehabilitate
 - 2 reoffend
- 5 abolish justification; revenge 6
- deterrent
- 7 crisis
- capital
- 8 justice; justice
- possible answers:
 - I don't know the answer to that, but I think we could rehabilitate more offenders than we do at present.
 - There are many possible reasons: not enough support from friends, family or the state; the person can't get a job and is short of money, mixing with the wrong kind of people; crime becomes a way of life, etc.
 - Clearly it isn't a very effective deterrent if a significant number reoffend.
 - No, I have never believed in capital punishment.
 - I would like like to abolish solitary confinement.
 - The answer is probably 'no', but I can understand people wanting revenge; it's human nature in some situations and circumstances.
 - Yes, I believe it is. I think we currently lock up more people in the UK than any other European country. The prisons cannot cope with the numbers; they are overcrowded.
 - I believe in the need for the criminal justice system, but justice - the fair treatment of people - is not easy to
- 5 1 confinement
- Both are possible.
- Both are possible.
- Both are possible. 6 Both are possible.
- 3 assessment 4 Both are possible.
- institution

- 1 therapy
 - segregation
 - 3 catering cells
 - 5 consent
- proportion
- mutual
- principle 8
- confinement
- 10 exclusively

7 possible answer:

I think we should have more prisons based on these principles. It wouldn't work for everyone and perhaps not a majority, but it could be successful in rehabilitating a good proportion of offenders because it works on the principle that if you treat people like decent human beings, there is a good chance they will then behave like decent human

Unit 55

- 1 1 Encompass is different.
 - 2 These three are pronounced like bit: civilian, encompass, enlisted.
 - These three are pronounced like bet: deadly, differentiate, weapon.
 - The three that are different are: comprise, diverse, missile.
- 2 unarmed combat the vast majority the armed forces lethal weapon military service
- serve your country make a distinction be in command military aircraft
- 9 deadly 3 1 vast military 10 distinguish/ differentiate consists 3 encompasses fundamental 12 compulsory combat 13 commands 6 diverse (a large military) 7 guard
 - operation 8 enlisted diverse 1 armed branch 2 made up 3 command weapons comprise/ serve consist of 5 reserves
- 5 possible answers, from India:
 - Yes, India has got a professional military in place. The Indian Armed Forces consist of three uniformed services - the Indian Army, the Indian Navy and the Indian Air Force.
 - Yes, India has a reserve army.
 - Yes, India has many institutions that provide military
 - Yes, the police are usually armed in India.
 - No, I have never stood next to a tank.
 - No, I have never owned or used a deadly weapon.
 - No, I have never been in a professional army.
 - Yes, I have flown in a helicopter a few times. No. I have never dropped from a parachute.

 - No, I have never enrolled for military service.

- 1 4 D 7 5 5 D 8 S 2 D 3 5 S
- 2 1 B
 - 2 В
 - 3 G
- В 4
- 5 G
- 6 G
- G (for the army) B (for the criminals)

| 3 | 1 | f | 3 | j | 5 | h | 7 | e | 9 | d | |
|---|---|---|---|---|---|---|---|---|----|---|--|
| | | C | 4 | a | 6 | q | 8 | b | 10 | i | |

- 4 1 New arms deal
 - 2 Government pledges/vows to back new hospital
 - 3 Go-ahead for rail scheme
 - 4 Company chief axed
 - 5 Boost for big banks (also possible: Backing for big banks)
 - 6 Latest statistics a blow for the economy
 - 7 Kidnappers demand ransom
 - 8 Ministers urge delay
 - 9 Motorcyclist cleared of child's death
 - 10 PM rules out further tax cuts
- 5 1 Blast wrecks new shopping centre
 - 2 Senators rule out more international aid
 - 3 Shareholders bid to axe chairman
 - 4 Officers foil prison escape plot
 - 5 Bid to change law on hunting (or Bid to change hunting law)
 - 6 New food alert (OR New alert about certain foods)

1 mass; blank; precious; instant; specialist; opening

| 2 | 1 | D | 3 | S | 5 | S | 7 | S |
|---|---|---|---|---|---|---|---|---|
| | | | 4 | D | 6 | S | | D |

- 3 1 blank 6 talk 2 opening 7 pace 3 tone 8 assumption 4 assume 9 part
 - 5 quoting/citing
- 4 1 I went to the opening of the exhibition.
 - 2 You must grab the reader's attention.
 - 3 I can recognize his style instantly.
 - 4 It was a mistake on my part.
 - 5 We must leave now, otherwise we'll be late.
 - 6 There is mass unemployment
 - 7 Did you quote/cite her?
 - 8 Freedom is precious.

| 5 | 1 | publication | 4 | commodity |
|---|---|-------------|---|-----------|
| | 2 | specialist | 5 | opening |
| | 3 | mass | 6 | Quotes |

- 6 1 It determines the style of writing.
 - 2 You can assume a greater level of knowledge on the part of your readers.
 - 3 Don't use difficult words and long sentences, but don't talk down to your readers.
 - 4 The most precious commodity is space, and it is precious because it is always in short supply.
 - 5 It has to engage the reader instantly; summarize the story, and state why you are writing it; set the tone for the rest of the story.
 - 6 Quotes should be short, otherwise the story may lose pace and direction.
- 7 possible answers for the UK:

The most specialist newspaper is *The Financial Times*. Specialist magazines include *The Spectator* and *The New Statesman*.

Mass-market papers include The Sun, The Mirror and The Daily Mail.

The Prime Minister of the United Kingdom, the President of the US, and famous celebrities such as sportsmen and women are commonly quoted in newspapers and on TV.

Unit 58

- 1 concerning, debate, conflict, divide, contest (Note that the verb contest is stressed differently.), turnout, negotiate, referendum, electorate
- 2 1 concerning/regarding
 - 2 a narrow majority
 - 3 has divided
 - 4 electorate
 - 5 turnout
 - 6 negotiate / take part in negotiations

| 3 | 1 | referendum | 4 | debate |
|---|---|----------------|---|------------------|
| | 2 | will | 5 | closely; contest |
| | 3 | negotiation(s) | 6 | conflict |

- 4 1 A referendum
 - 2 It was concerning Britain's continued membership of the EU.
 - 3 It deeply divided opinion in the nation.
 - 4 A narrow majority in favour of leaving the EU.
 - 5 72% of the total electorate
 - 6 There was a long period of negotiation.

| 5 | 1 | D | 3 | D | 5 | S | 7 S | , |
|---|---|---|---|---|---|---|------------|---|
| | 2 | D | 4 | S | 6 | D | 7 S 8 D |) |
| | | | | | | | | |

- 6 1 govern 6 multiple 2 cooperate 7 coalition
 - 3 advocate 8 dominance/dominant 4 compromise 9 consensus
 - 5 philosophy
- 7 1 two or more political groups working together
 - 2 everyone
 - 3 a lot of control
 - 4 for it
 - 5 more powerful
 - 6 give up some of the things you wanted for a solution both sides can accept

| 8 | 1 | multiple | 5 | cooperate |
|---|---|------------|---|------------------|
| | 2 | compromise | 6 | core; philosophy |
| | 3 | govern | 7 | advocate |
| | 4 | dominant | 8 | coalition |

- 1 rebellion, minimise, protester, uphold, demonstrators, avert, erect, occupy, demonstration, meanwhile, protest, disobedience
- 2 demonstration, disruption, rebellion, disobedience, resistance, occupy
- 3 1 T
 - 2 F If someone upholds the law, they obey it.
 - 3 F If you avert an accident, you prevent it from happening.
 - 4 F If you tolerate something, you allow it to continue.
 - 5 F A building which is occupied contains protesters or people who are currently living or working in it.
 - T
 - 7 F If you minimize something, you reduce it to the lowest possible level.
 - 8 F A rebellion is opposition to authority by an organized group.

| 4 | 1 | barriers | 5 | resistance |
|---|---|----------------|----|------------|
| | 2 | disobedience | 6 | movement |
| | 3 | activists/ | 7 | called on |
| | | demonstrators/ | 8 | staging |
| | | protesters | 9 | entire |
| | 4 | disruption | 10 | tolerate |

| 5 | 2 3 4 5 | like human beings have called on activists to minimize the disruption in connection with the ever have been occupied to avert any potential dang | | | 4 | 1 | Acre and hectare a area of land in our use square foot and We don't have any There is no equiva | are commonly language. Fo nd square met large estates | tre. | maller areas, my city, Hon | we | often |
|-----|----------------------------|---|-----------------------|---|-----|--------|--|--|--|--|----------------------|------------------------------------|
| | 7 8 9 | a group of activists/demon avert disruption no longer put up with | | ors/protesters | | | Hong Kong is divided into provided into provided many cities and control | nces, and in e ounties. | ach | n province th | ere | |
| 6 | 1 2 | who erected the barriers movement mission | 8 | demonstration/ protest | | 5 | We should call the home of natural ca case. And an ambig provide all the necessity | auses. Police t ulance is sent | to | n come to co collect the b | nfir | rm the |
| | 3 4 5 6 | avert | | activists/ demonstrators/ protesters calling | 5 | i | regulator <u>net</u> work nterest <u>live</u> stream | edit distre | SS | in the publi | c <u>de</u> | licate |
| | 7 | activists/ demonstrators/ protesters | 11 | beings stage | 6 | r (| network, broadcaster (You can have a <i>medic</i> | a regulator, bu | ut re | egulators also | o or | oerate |
| Uni | t 6 | 0 | | | 7 | а | throughout other bus a public library; a bala public interest; a film | ancing act; a r | med | dia regulator | ; in | the |
| | | acuate is the exception. | | | 8 | | 1 clips | ciip, raciai pro | | public; delica | ite | |
| _ | 1 2 3 | collapsed numerous evacuated trapped inside their homes | 7 8 9 | death toll considerable rescued scale significantly | | . 4 | 2 broadcast 3 distress 4 edited 5 live stream (also possible: live broadcast) | | 3 6 | prejudice commentato regulator | r; | |
| | 5 | strike/hit | | | | | live broadcast) | | | | | |
| 3 | 2 3 4 5 | strikes/hits collapse trapped evacuation rescue/save maintain | 8 | tremors considerable/ significant scale toll | Uni | 1 | for revealing, exposing carried out, conducted | 7 | 7 I | emerge be revealed, Coverage | eme | erge |
| 4 | <u>de</u> | vastate <u>fire</u> fighter <u>ca</u> sua <u>spect</u> a <u>ssess</u> ment <u>cou</u> rag | lty ge c | pre <u>cau</u> tion de <u>li</u> berate ou <u>rageous</u> in <u>ten</u> sity | | 4 | pry into All three are possi contrasts with | 100 | | findings, revo deserve | elati | ions |
| 5 | 1 2 3 | suspect intensity assessment courageous | 7 | devastation precaution casualties tackling | 2 | 14 11 | 1 carried 2 revealed 3 findings 4 deserve | 7 | 7 (| emerged eye contrast privacy | | |
| 6 | 1 | blaze deliberately brigade | | assessment praise suspicious intense | 3 | | 1 tabloid 2 prying; public possible answers: 1 Yes, we do. 2 Yes, they do it all t | 4 | | privacy celebrity | | |
| 7 | 1 2 3 4 5 6 | courage) casualties brigade intense praised assess suspicion | | | | ** | I think the families is difficult for peo and keep their pri actually enjoy bei The advantages a to enjoy privilege The disadvantage sometimes accom | s of celebrities ple in the publications. There are ple in the publications in the publications of the publications are the lack | olic re to olic th, ry p of | eye to avoid imes when c eye. status and b eople don't privacy, and | elek eing have | blicity brities g able e. |
| Uni | t 6 | 1 | | | 4 | | 1 D 3 S | | | D | 7 | S |
| 1 | 1 2 | 87. | 5 | D S | 5 | | | lost all his mo | ne | y. | | |
| 2 | 1 | formally (Note that the most natural word order is: They formally announced it.) confirmation | 4 5 6 7 8 | floated fragments estate assistance notify | 6 | | They say she has a Jason has custody He's been throug She's had support | a fortune / is v y of his son. h hell recently t from (her) fe 9 custody | wor y. | rth a fortune. | | |
| 3 | 1 2 3 | drowned | 5 6 7 8 | notify confirmation lord drowned | | | 2 allegation3 scandal | 10 fellow 11 rally 12 defend | | | | |

| 1 | severe; direc | t; remaining; | mysterious: | stuck: rapid | delicate |
|---|---------------|---------------|-------------|--------------|----------|
|---|---------------|---------------|-------------|--------------|----------|

| 2 | 1 | tip | 6 | do |
|---|---|--------------------------|----|-----------------------|
| | 2 | Both are possible. | 7 | Both are possible. |
| | 3 | severe | 8 | remaining |
| | 4 | mysterious | 9 | ever since |
| | 5 | Both are possible. | | |
| 3 | 1 | bear / put up with | 5 | dare |
| | | (also possible in formal | 6 | mysterious |
| | | English: endure) | 7 | rapid/speedy recovery |
| | 2 | delicate | 8 | dare |
| | 3 | dare | 9 | directly |
| | 4 | (ever) since | 10 | stuck |
| 4 | • | 5 3 5 | | |

| 4 | 1 | S | 3 | D | 5 | S | 7 | D |
|---|---|---|---|---|---|---|---|---|
| | 2 | D | | D | 6 | | 8 | S |
| - | | | | | | | | |

| 5 | 1 | kill you | 3 | see | 5 | fall |
|---|---|----------|---|--------|---|---------|
| | 2 | die | 4 | chance | 6 | clearly |

| 6 | 1 | panic | 5 | stay put |
|---|---|---------|---|-------------|
| | 2 | swamp | 6 | stranded |
| | 3 | spotted | 7 | lower limit |
| | 4 | tale | 8 | any chances |

Unit 64

| 1 | 1 | D | 3 | S | 5 | S | 7 | D | 9 | S |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2 | D | 4 | D | 6 | D | 8 | D | | D |

2 apprentice <u>handyman executive entrepreneur</u> <u>lucrative librarian electri</u>cian <u>now</u>adays civil <u>ser</u>vant <u>va</u>cancy <u>bo</u>dyguard self-em<u>ployed</u>

| 3 | 1 | jeweller | 8 | plumber |
|---|---|----------------------|-----|--------------|
| | 2 | handyman | 9 | librarian |
| | 3 | civil servant | 10 | butcher |
| | 4 | barman/barmaid | 11 | accountant |
| | 5 | apprentice (plumber) | 12 | housewife/ |
| | 6 | bodyguard | HO. | househusband |
| | 7 | carpenter | | |

4 (Answers may vary from country to country.)

In the UK, these jobs are generally quite well-paid: electrician, civil servant, accountant

These jobs can be quite well paid but often they aren't: manual worker, librarian, casual work

These jobs aren't well paid: barman/barmaid, apprentice, housewife

| 5 | 1 | seeking | 7 | vacancies | |
|---|---|-----------|----|-----------|--|
| | 2 | senior | 8 | executive | |
| | 3 | lucrative | 9 | tough | |
| | 4 | nowadays | 10 | incentive | |

6 employed
6 possible answers:

5 manual

1 Yes, I used to do manual work in my holidays when I was at university, and I've been self-employed for a number of years.

11 post/position; vacant

12 civil service

2 I think it would be fun to be a handyman: working for yourself, doing varied jobs, and often spending time solving problems for other people.

3 I am self-employed and prefer it that way.

4 I don't need an incentive to work hard if I enjoy what I'm doing. If I didn't enjoy my job, then I would need incentives, such as a good salary or long holidays.

5 No, I'm not very good at it, but I quite like it for short periods of time.

6 Yes, I think it might be fun.

7 I think they're a great idea, and it would help young people if there were more apprenticeship schemes in this country. 8 No, I don't think I would be happy only doing housework unless it was for a very short period of time.

9 I wouldn't mind a low-status job if it was temporary, but I would be less happy if I had a permanent job which had low status.

Unit 65

| 1 | qualifications | human resources |
|---|----------------------------------|-----------------|
| | administration . | finance |
| | manufacturing | recruitment |
| | market research | insurance |
| | (also possible possible possible | |

(also possible: market research)

| 2 | 1 | market research |
|---|---|-----------------|
| | 2 | human resources |

3 retail 4 insurance 5 manufacturing

6 administration

7 finance

8 recruitment / HR / human resources

| 3 | 1 | registered | 4 | sector |
|---|---|------------------|---|---------------|
| | 2 | qualification(s) | 5 | manufacturing |
| | 3 | finance | | , |

4 possible answers:

My experience has been in retail. I've worked for Marks & Spencer now for 15 years. Initially, I was a shop-floor manager for a number of years, and then I retrained and now work in human resources, where I spend a lot of my time looking at ways for other staff members to move on in their careers and develop new skills. I find human resources a very rewarding sector to work in.

| 5 | 1 | D | 6 | 5 |
|---|---|-------------------|----|---|
| | 2 | S | 7 | D |
| | 3 | D | 8 | S |
| | 4 | D | 9 | S |
| | 5 | D (They might be | 10 | D |
| | | the same, but not | 11 | D |
| | | necessarily.) | 12 | S |

| | | , , | - | |
|---|---|-------------|----|----------------------|
| 6 | 1 | challenging | 8 | resign/quit |
| | 2 | department | 9 | appointed |
| | 3 | prospects | 10 | promotion |
| | 4 | promoted | 11 | redundant |
| | 5 | elsewhere | 12 | quit (also possible: |
| | 6 | unemployed | | resign) |
| | - | * | | |

7 fire/sack

7 possible answers:

1 True

2 Not true

3 True (I think, so but I'm not sure.)

4 True

5 Not true (at the moment)

6 Not true (I was once out of work for nearly six months.)

7 True (I don't think I could do it.)

8 True (Probably, but again I'm not sure.)

9 Not true (I wasn't sure I would like the job when I was appointed.)

Sometimes true and sometimes not. (People are sometimes promoted because they are talented, and sometimes promoted because they are the most senior member of staff.)

11 Not true. I have never been made redundant.

12 Not true. I have never resigned because I didn't like my job.

1 freelance

| | insight | | en <u>coun</u> ter | | |
|---|---------|-----------------------|--------------------|--------------------|--|
| 2 | 1 | encountered | 5 | balance | |
| | 2 | degree | 6 | pros and cons | |
| | 3 | accountable to no one | 7 | an extent | |
| | 4 | insight into | 8 | gets in the way of | |
| 3 | 1 | freelance | 6 | better | |
| | 2 | boss | 7 | in the way | |
| | 3 | solely | 8 | guaranteed | |
| | 4 | encountered | 9 | additional | |

quarantee

5 degree 4 possible answers:

I was a freelance illustrator for four years. I enjoyed similar advantages such as being able to choose what work to take on and being my own boss. Occasionally I encountered a degree of isolation as my work often got in the way of my social life. Over the years, I came to appreciate that my income was not guaranteed and that I had to take on extra work when it was available. I was able to take care of my family, open a restaurant, which my wife runs, and buy a car. I don't miss the additional benefits of a regular job because I have health insurance and I am enrolled in a pension scheme.

| 5 | 1 | P | 3 | N | 5 | P | 7 | Ν |
|-----|---|------------------------------|----------|---|---|----------------------|-------|-----|
| | 2 | N | 4 | P | 6 | N | 8 | P |
| 6 | 1 | fit in | | | 4 | away wit | th it | |
| | 2 | use her i | nitiativ | e | 5 | enterprise | | |
| | 3 | of collaboration | | | 6 | mutual respect | | |
| 7 | 1 | valued | | | 4 | diverse | | |
| | 2 | part; spir | rit | | 5 | disruptiv | re . | |
| | 3 | foster/promote/ encourage | | | 6 | suppress rewardir | | ing |
| 120 | | | | | | | | |

8 possible answers:

In general, I agree with the pros and cons above, although a good team shouldn't suppress individual enterprise and initiative.

Other advantages of working in a group:

- It can improve your communication skills.
- 2 Individuals can learn from other members of the group and improve their skills.

Other disadvantages are:

- Some individuals become very competitive with other individuals, and this can damage the effectiveness of the team.
- If members of the team do not agree on the goals, it can be hard to make progress.

Unit 67

1 dispute, give in, break down, halt, closure

| 2 | 1 | set | 5 | halt |
|---|---|-----------|---|--------------------|
| | 2 | settle | 6 | step up |
| | 3 | ballot | 7 | give in |
| | 4 | set | 8 | broken down |
| 3 | 1 | closures | 5 | have broken down / |
| | 2 | stake | | broke down |
| | 3 | dispute | 6 | inclined |
| | 4 | precedent | 7 | wages |
| | | | 8 | ballot |

4 minimum wage; fringe benefit; maternity leave; state pension; dental treatment; go on strike; trade union

| 5 | 1 | maternity | 6 | entitled; pension |
|---|---|-----------|----|----------------------|
| | 2 | union | 7 | right; trade; strike |
| | 3 | bonus | 8 | commission |
| | 4 | go on | 9 | right |
| | 5 | leave | 10 | minimum; leave |

6 possible answers:

In my job, I don't get a commission because I'm not a salesman, and I don't get health or dental insurance either. However, I get the other perks mentioned. The annual bonus varies from year to year, but we usually get one. The other benefit I get is the opportunity to eat in a subsidized canteen, where the food is quite good and very cheap. The most important benefit for me is the company pension because it's worth the most

I enjoy all the rights mentioned, and I believe everyone should have those rights.

(answer from a 17-year-old still at school) I like the sound of an annual bonus, especially if it comes at Christmas when I need more money. I would also like paid sick leave if I was ill. I don't know much about pensions but my parents are always telling me they're important, so that would be good too.

Unit 68

1 reminder, prioritize, accomplish, anticipate, deadline, delegate

5 anticipated

| 2 | 1 | prioritizea | 2 | anticipateu |
|---|---|--------------------|----|--------------------|
| | 2 | remind | 6 | stick |
| | 3 | Both are possible. | 7 | Both are possible. |
| | 4 | basis; wherever | 8 | priority |
| 3 | 1 | basis | 7 | matter |
| | 2 | sticks | 8 | accomplished/ |
| | 3 | anticipate | | achieved |
| | 4 | reminder | 9 | deadlines |
| | 5 | delegate | 10 | note it down |
| | 6 | make a note | 11 | at a time |
| | | | | |

possible answers:

I think it is a good idea to make a note of tasks you need to do, but I don't think it is necessary to put reminders everywhere. Prioritizing is also important, but setting deadlines for every task is very difficult. I think it's also difficult sometimes to stick to one thing at a time. Sometimes you just have to do two things at the same time. I try to stick to my priorities. That's important. And you should always delegate if you can. Anticipating problems is not easy.

| 5 1 | prompt | 5 Both are possible | e. |
|-----|--------------------|---------------------|----|
| 2 | overwhelming | 6 flood | |
| 3 | Both are possible. | 7 frustrated | |
| 4 | | 8 Both are possible | e. |

6 1 Our spending has got out of control.

My nerves are on edge.

3 Fortunately, the situation is under control.

I was overwhelmed by the response.

There's so much work. I'm stressed out.

He keeps interrupting me when I'm working; it's annoying.

| 7 | 1 | interruptions | 4 | promptly |
|---|---|---------------|---|----------|
| | 2 | productive | 5 | stressed |
| | 3 | productivity | 6 | endless |

8 possible answers:

Fortunately, I don't get a constant stream of interruptions, but I find that even one or two can be a bit frustrating.

2 I'm usually quite productive in the morning, but less so in the afternoon.

- 3 I think my productivity would be improved if we had air conditioning. In the summer it gets very hot where I work, and it makes me feel a bit sleepy.
- 4 Personally, I like to reply to emails promptly, otherwise they build up and become overwhelming.
- I don't think I get stressed out, but I do sometimes worry a bit that I don't have enough time.
- No, I don't think so, but I know several friends who think like that.

| 1 | possible answers: |
|---|-------------------|
| | 1 soon |

- 5 control 2 result 6 past start 7 support agreement owns 8
- 2 1 strike/make/conclude 5 imminent 2 bid takeover/acquisition 3 7 set agenda mount 8 corporate 1 former boss 6 outcome 2 his leadership another bid / a higher
 - backing bid a deal merger
 - shareholders
- 4 1 D 2 S 3 S 4 S 5 D 6 S
- soared/rocketed 5 coup plunged/plummeted 6 climb peak 7 in the wake of 4 fresh 8 pursuing soared/rocketed 5 floated collapsed (also 6 to climb
 - possible: plunged/ coup plummeted) 8 reached a peak issued pursue it
 - hostile

Unit 70

- A designer and manufacturer of safety helmets for use at sea.
 - 1993.

crew

- 3 Because surfing was a seasonal business.
- It had to be light, give protection and retain heat.
- No, he had to adapt them.
- He took out a bank loan. 6
- He launched the new safety helmets. 7
- Feedback from his customers.
- A good partnership with suppliers.
- 2 retention; investment; diversification; innovation; exploitation, launch
- 3 contract 5 innovative 2 retain 6 diversify protection partnership feedback 8 potential 4 1 Both are possible. 4 keep ahead of 2 adapt founded 5 3 that case Both are possible.
- 1 exploit 5 contract Innovation potential refined feedback 4 invest 8 diversify
- 1 7 cases took out; loan 2 keep; rivals/ 8 3 manufacture competitors founder: firm give 5 investment 10 launch

Unit 71

1 1 6

| | 9 | | 9 |
|---|---|----|--|
| 2 | G | 8 | G |
| 3 | В | 9 | В |
| 4 | G | 10 | Probably B because it's not considered |
| 5 | В | | good if you are satisfied too easily, |
| 6 | В | | especially in the competitive world |
| | | | of husiness |

7 G

| 2 | 1 | thrive/flourish | 6 | dynamism |
|---|---|-----------------|----|--------------|
| | 2 | passionate | 7 | boasting |
| | 3 | forward | 8 | dissatisfied |
| | 4 | aspire | 9 | secret |
| | 5 | overcome | 10 | breakthrough |

3 possible answers:

- I think you need hard work or luck (and probably both) to thrive for a long time.
- 2 I think it's good if you are passionate about what you do. I'm not sure it's essential in order to be successful,
- 3 Forward planning is certainly important in business or a career.
- I'd like to feel that I had fulfilled my potential. In other words, I aspire to be the best I can be in my field.
- I had a motorbike accident when I was 21 and couldn't really walk for about three months.
- I'm not sure dynamism is that important, though it probably helps.
- Yes, I think it is possible to talk about your own achievements without boasting, but you need to be careful about how you do it, and also how much you
- Yes, I have passed exams where I still felt dissatisfied because I could've done better.
- Penelope Cruz is very successful, and I think her secret is that she combines being very talented with being very
- 10 There are breakthroughs every year in the treatment of different cancers.
- 1 came 5 failure interfere in Both are possible. 3 lasts Both are possible. down
- 5 1 The business is going downhill. ~ Yeah, it's been deteriorating for a while now.
 - What was the row about? ~ Kate got annoyed because of Sonny's interference in her project.
 - 3 Did Mia come top in the exam? ~ Yes, but Tom only just scraped through.
 - Do you think the relationship will last long? ~ No, not if Kieran keeps letting her down.
 - Why did she drop out of the course? ~ She told me it was hopeless.
 - Why did you interfere in their cooking? ~ I just felt they were getting nowhere with it.
- **6** 1 come 4 struggle scraped 5 row 3 dropped 6 nowhere

7 possible answers:

- Yes, I have come top in a few exams over the years.
- Yes, I just scraped through an important maths exam when I was 16.
- 3 No, but I dropped out of a Spanish course because I was too busy with work.
- Actually, passing my driving test was a struggle because I failed the first time.
- 5 Yes, I had a serious row with someone at work because they didn't give me an opportunity to apply for a job that I wanted. We have a better relationship now, but for a long time we didn't.
- Yes, I stopped doing yoga because I didn't think think I was getting any better.

| 1 | 1 | escalating/growing | 5 | insoluble |
|---|---|---------------------|----|----------------------|
| | 2 | confront | 6 | exaggerate it |
| | 3 | arise | 7 | resolve |
| | 4 | multiplied | 8 | tackling |
| 2 | 1 | escalating/growing | 5 | overcome |
| | 2 | address (confront/ | 6 | tackle/resolve |
| | | face up to are also | 7 | insoluble |
| | | possible) | 8 | tackling/confronting |
| | 3 | urgent | 9 | minor |
| | 4 | raised | 10 | escalate |
| | | | | |

3 possible answers:

Litter on the streets is not a major problem, but it's not an easy problem to resolve because some people will always drop litter. It's a question of education, I think.

Graffiti is a major problem in some places, but where I live they are tackling it quite successfully. If you see graffiti, you can call a number, and they will send a team to clean it off. It seems to work.

Household rubbish is a growing problem and will only be resolved when we stop using so much plastic and packaging around everything we buy.

Some cities are now serously starting to address the problem of pollution by introducing charges for vehicles with high pollution levels.

Parking is another growing problem as we increase the number of cars in society. Most cities in England are tackling it by increasing out of town parking areas to encourage people to get buses into the town centre.

Bullying has always been present, especially in schools. More schools are facing up to the problem now with both punishments for offenders and counselling for victims.

| 4 | 1 | esteem | 6 | channel |
|---|---|---------------|----|--------------|
| | 2 | get her down | 7 | accept |
| | 3 | articulate | 8 | seriously |
| | 4 | regardless | 9 | damaging |
| | 5 | insignificant | 10 | playing down |
| 5 | 1 | damaged | 5 | reassuring |
| | 2 | get her down | 6 | setback |
| | 3 | perspective | 7 | significance |
| | 4 | behind | 8 | articulate |

6 possible answers:

I think teenagers are often unhappy about their appearance (I was), and this is bad for their self-esteem. I also agree that it is difficult to accept any kind of failure, and equally difficult to keep things in perspective.

Another problem for teenagers now is the significance of social media. This causes massive peer pressure to do what others do. It is easy in these circumstances for teenagers to exaggerate the significance of various problems.

Unit 73

| 1 | 1 | modify |
|---|---|----------------|
| | 2 | contemporary |
| 2 | 1 | unfortunate |
| | 2 | splendid |
| | 3 | formerly |
| | 4 | well-preserved |
| | 5 | contemporary |
| 3 | 1 | former |
| | 2 | preserving |

conversion estimates modify

| stimate v |
|-----------|
| ormerly |
| |

6 modified
7 it turned out to be
8 estimated
9 next to nothing

10 domestic animals 6 splendid 7 contemporary 8 converting

| 4 | 1 | D | 2 | 5 | 3 | D | 4 | S | 5 | D | 6 | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | - | - | - | - | - | | | | | | |

| 5 | 1 | out | 3 | (as) good | 5 new |
|---|---|---------------|---|-----------|----------------|
| | 2 | clip | 4 | date | 6 hand |
| 6 | 1 | device | | 6 | packaging |
| | 2 | antique | | 7 | reproduces |
| | 3 | Ancient; | | 8 | up; innovative |
| | | reproductions | | 9 | mechanism |
| | 4 | reconditioned | | 10 | clip |
| | 5 | genuine | | | |

Unit 74

- 1 leave sth to the last minute, in retrospect, with hindsight, at one time, from time to time, for the time being, time flies, day-to-day
- 2 1 In retrospect, I didn't enjoy it.
 - 2 He does things at the last minute.
 - 3 It was an ambition at one time.
 - 4 I go there from time to time.
 - 5 I live on a day-to-day basis.
 - 6 I'll be OK here for the time being.

| 3 | 1 | back | 5 | punctual; punctuality |
|---|---|------------------------|---|-----------------------|
| | 2 | hindsight | 6 | flown |
| | 3 | leaves everything till | 7 | virtue; vices |
| | | the last minute | 8 | for the time being |
| | 4 | about/high | | • |

4 possible answers:

I think time definitely flies when you're older.

I wouldn't say I get depressed generally, but certain events make me depressed from time to time, such as political events, social issues or family isues.

That's not true for me because I started a pension some years ago. However, it's probably about time I increased the amount of money I put into my pension.

I never wanted to be a journalist, but at one time I wanted to be a professional rugby player.

No, that's not true. I do certain things at the last minute such as sending people birthday cards, but in general I'm quite organized.

That's not true for me because I went to university.

In general that's true, though I sometimes think about how I might be happier.

I am very punctual but I'm not sure it's a great virtue.

No, that's not true for me. I often plan for the future.

I'm sure that's true. I can think of several times in my life when I didn't work as hard as I should've done.

| 5 | 1 | vague | 5 | Both are possible. |
|---|---|--------------------|---|--------------------|
| | 2 | Both are possible. | 6 | slipped |
| | 3 | Both are possible. | 7 | lasting |
| | 4 | vivid | 8 | land |
| | | 0 1 1 1 | | |

| 6 | 1 | On the whole |
|---|---|---------------|
| | 2 | extraordinary |
| | 3 | recalling |
| | 4 | recollection |
| | 5 | landing |

| | | _ | | |
|---|---|---------------------|---|---------------|
| , | 1 | vivid/unforgettable | 6 | Looking back |
| | 2 | slipped | 7 | extraordinary |
| | 3 | landed | | incredible |
| | 4 | inches | 8 | unforgettable |
| | 5 | stuck | 9 | recall |

| 8 | 1 | recollection |
|---|---|-------------------------|
| | 2 | vivid/unforgettable |
| | 3 | speaking; recall; vague |
| | 4 | back |

5

possible answers, from Hungary:

To be honest, I find it hard to recall true memories of my early childhood. My parents were keen photographers so they got a shot of practically every step my sister and I took. Whenever I try to look back on my childhood, I can mostly recall the photos I have seen many times since then. This feels sad because I will never know if the memory would have faded had it not been for the photo immortalizing the moment.

I would say it is the Christmas Eves we used to have when I was a child. We would wait outside the living room for my father to ring the bell, which meant we were allowed to go in and have a look at the glistening tree and the neatly wrapped presents underneath. We would step in and with my mother taking the lead we would start singing. It was pure magic for me back then.

It depends on the emotion attached to the event. I tend to avoid recalling embarassing situations or events that went particularly badly for me. What I remember most vividly is situations where I excelled in something or achieved my goals, however insignificant they appear now.

I prefer looking ahead, but now and again certain smells or sights or people I happen to meet evoke some memories, and in those moments I do enjoy looking back and recalling things that I have experienced or places I have been to. It's also great to reminisce in the company of old friends and have a laugh about the past we shared. I'm obviously talking about good memories. As for the unpleasant ones, they're probably not worth dwelling on, so I just try to erase them from my memory.

Unit 75

| 1 | 1 | Furthermore | 5 | Besides |
|---|---|--------------------|---|--------------------|
| | 2 | Both are possible. | 6 | Both are possible. |
| | 3 | otherwise | 7 | providing |
| | 4 | Both are possible. | 8 | thereby |

- 2 1 while/whereas
 - Furthermore/Moreover/Besides
 - provided/providing
 - Nevertheless/Nonetheless
 - Besides (Furthermore and Moreover have the same meaning, but are too formal for this context.)
 - thereby
 - consequently
 - 8 otherwise
- 3 possible answers:
 - 1 I can't afford it.
- 4 you keep quiet.
- 2 I'm very punctual. 3 I was late for work.
- 5 someone could get in. 6 I'm glad I saw it.
- 4 considering inconvenience

conclusion inadequate compensation

- <u>a</u>dequate thus/hence
 - prior to
 - 3 in view of
 - With regard to the other climbers / Regarding the other
 - In conclusion
- 6 were obliged
- adequate
- 12 convenience
 - 2 thus/hence
- Prior to
- With regard to / Regarding
- In view of
- In conclusion
- compensation
- 8 obliged
- inconvenience
- 10 since
- 11 inadequate

Unit 76

| 1 | argument | e <u>va</u> luate | evaluation | cri <u>te</u> ri | on | inco <u>he</u> rent | |
|---|-----------|-------------------|------------|--------------------|-----|---------------------|--|
| | present v | narrative | narrator | sty <u>lis</u> tic | sur | mmarize | |

- 2 1 summarize 5 criterion 2 assessment 6 presentation 3 narrator argument
- 4 Both are possible. Both are possible. 8 3 1 narrative 6 command 2 summary register 3 asessment/evaluation; 8 argument
 - incoherent 9 present; extended stylistic 10 argument; coherent
 - 5 criteria
- 4 Justify is different.

5 adopt; stance

- 5 The words which most clearly show a point of view are: condemn, condone, assert, justify, and adopt a stance.
- condemnation 4 exploration conclusion assertion 5 3 illustration 6 justification 1 outlined justify 2 condemned illustrated 3 explored sat on the fence 4 condone 9 assert

10 draw any conclusions

Unit 77

expose imply defy convey portray embody inherit inherent

| 2 | betrayal | defiant |
|---|-------------|------------------------------|
| | portrayal | evil |
| | implication | pregnant |
| | inheritance | conventional; unconventional |

| 3 | 1 | an explanation | 5 | the truth |
|---|---|----------------|---|-----------------------|
| | 2 | difficult | 6 | know |
| | 3 | strange | 7 | an indirect |
| | 4 | beyond | 8 | refuse |
| 4 | 1 | depicted | 5 | convey |
| | 2 | pregnant | 6 | irrational |
| | 3 | conventions | 7 | embodies |
| | 4 | rage | 8 | Ellen's companionship |

| | 4 | rage | 8 | Ellen's com |
|---|---|--------------|----|-------------|
| 5 | 1 | implied | 6 | inheritance |
| | 2 | conventional | 7 | inherent |
| | 3 | alien | 8 | exposes |
| | 4 | feminist | 9 | pregnancy |
| | 5 | evil | 10 | incident |
| 6 | 1 | portrayed | 6 | Fate |
| | 2 | embodies | 7 | mercy |

8 tragedy embodiment defies 9 conveyed betrayed

Unit 78

1 outstanding depending submit nominate nomination controversial alternate venue prestigious imaginative pretentious Controversy and controversy are both possible.

| 2 | 1 | varies | 5 | prestigious |
|---|---|--------------------|---|--------------------|
| | 2 | deserves | 6 | Both are possible. |
| | 3 | Both are possible. | 7 | Both are possible. |
| | 4 | challenging | 8 | nominated |

| 3 | 1 2 | panel | 6 | demonstrated (also possible: displayed shortlist | | | construction structurally resistance | | motion aesthetic | | |
|-----|------|------------------------------------|-----------------------|--|------|------|--|---------------------|--|---------|--------|
| | 3 | | 8 | challenging | | 3 | resistance | | | | |
| | 4 | sponsor | 0 | Chancinging | 6 | 1 | | logy | | | |
| | 5 | controversy | | | | 2 | the aesthetic ob | | wner and ar | chited | t. |
| 4 | 1 | artistic | 5 | pretentious | | 3 | | ne is unique | 100 | | |
| | 2 | submitted | 6 | bold | | 4 | to see if the buil | ding can resist/v | vithstand th | e effe | cts of |
| | 3 | nominations | 7 | merit | | | strong winds | | | | |
| | 4 | split | 8 | prestigious | | 5 | steel or reinforce | ed concrete colu | mns | | |
| - | | It alternates between M | talbaurna | and Sudney | | 6 | concrete | | | | |
| 5 | | The quality of the work | | | | 7 | -, | | | | |
| | | Colours change depend | | | | 8 | girders | | auch ac alac | | nest |
| | 4 | The paintings are very i | maginativ | /e. | | 9 | by attaching parto the framewor | | such as glas | 5 01 11 | etai, |
| | 5 | Her work is very contro | versial. | | | | to the framewor | K | | | |
| | | There were three nomin | | | | | | | | | |
| | | | | | Umi | | 1 | | | | |
| | | | | | Uni | to | 1 | | | | |
| Uni | t 7 | 9 | | | 1 | 1 | no doubt | | a total disa | | |
| | | | | | | 2 | whether or not | | at any min | | |
| - 1 | | :: experimental, empirica | ii, object <u>i</u> v | e, scrutiny, verity, | | 3 | give me a lift | 7 | | | |
| | | nviction | | | | 4 | make it tonight | 8 | it's up to y | ou | |
| | SIT | e: hypothesis, b <u>i</u> ased, sc | rutin <u>i</u> ze | | 2 | 1 | R 3 | B 5 | G | 7 | G |
| 2 | 1 | biased/subjective | 4 | unbiased | - | | | B 6 | | 8 | G |
| | 2 | scrutiny/inspection | 5 | conviction | | | 1000 | _ | | | |
| | 3 | hypothesis | 6 | conduct | 3 | | stick | 5 | bound | | |
| 2 | | nhanamanan | 5 | biased/subjective | | | bet | 6 | The second of th | | |
| 3 | 1 | phenomenon verify | | scrutinize | | | make it | 7 | | | |
| | | empirical | 7 | experimental | | 4 | to go | 8 | make it | | |
| | 4 | confirm | , | experimental | 4 | 1 | me a lift? | 7 | never kno | w. | |
| | 4 | Commin | | | | | minute. | 8 | turned up | yet? | |
| 4 | 1 | subjective/biased | 7 | | | 3 | not like Vicky. | 9 | short (of n | noney | 1). |
| | | phenomena | 8 | evidence/knowled | dge/ | 4 | up to you. | 10 | made her | | |
| | | objectivity | | research | | 5 | he'll turn up. | | mind abo | ut the | car? |
| | | unbiased | - | formulate/confirm | n | 6 | a mess of the ta | sk. | | | |
| | 5 | hypothesis | 10 | political/moral | 5 | 1 | make; reckon; m | nean: hound: kno | w. doubt | | |
| | 6 | verification | | | , | - | like; made; go; t | | ow, acabt | | |
| 5 | th | <u>e</u> rapy | m | o <u>le</u> cular | | 3 | | | | | |
| | he | reditary | im | mune | | | disaster; bet/red | | | | |
| | ab | o <u>nor</u> mal | m | u <u>tate</u> | | | | | | | |
| | m | <u>o</u> lecule | de | efect | 6 | | hese are some othe ECKON | er meanings: | | | |
| 6 | 1 | defective | 6 | immune | | 1 | be reckoned be | generally consi | dered to be | sth: h | le's |
| • | 2 | abnormal | 7 | The state of the s | | 1 | reckaned to be | quite good on the | niano | 3011.71 | |
| | 3 | | 8 | | | 2 | inf expect to do | sth. We reckon | o aet there a | bout | seven. |
| | _ | hereditary | 9 | long-lived | | | TICK | Stil. We reckom | o get tirere a | 0001 | |
| | 5 | short-lived | 10 | immunity | | 1 | push sth sharp i | into sth: The nurs | e stuck the | needle | in my |
| - | | therapy sells | | arisa defect | | | arm. | | | | |
| / | 1 | | 5 | arise; defect heredity | | 2 | fix something to | o something else | with glue, | etc./s | tuck |
| | | mutation | 7 | | | _ | the stamp on the | | | | |
| | | inserts/inserted cells; rapidly | 8 | molecular; molec | ule | | ET | | | | |
| | 4 | cells, rapidly | | molecular, molec | ·uic | 1 | | on the result of th | t by predicti ne cup final. | ng th | 9 |
| Un | it 8 | 30 | | | | | Look at the | for more. | | | |
| | | 0 3.6 | | 5 . 7 5 | c | | | | | | |
| 1 | | D 3 S | 5 | | | i+ s | 22 | | | | |
| | 2 | S 4 D | 0 | D 8 [| UII | | - | | | | |

| 1 | 1 | D | 3 | S | 5 | 5 . | 7 |
|---|---|----------------|---|---|----|-------------|---|
| - | 2 | S | 4 | D | 6 | D | 8 |
| 2 | 1 | g | 3 | d | 5 | h | 7 |
| | 2 | f | 4 | b | 6 | C | 8 |
| 3 | 1 | construction | | | 5 | law | |
| | 2 | reinforced | | | 6 | comply | |
| | 3 | concrete | | | 7 | regulation | |
| | 4 | framework | | | 8 | concrete | |
| 4 | 1 | concrete | | | 6 | panels | |
| | 2 | reinforced | | | 7 | undergone | |
| | 3 | in motion | | | 8 | thorough | |
| | 4 | (vertical) loa | d | | 9 | excessive | |
| | 5 | constraints | | | 10 | skyscrapers | |
| | | | | | | | |

1 propose – put sth forward compensate – make up for sth cancel – call sth off postpone – put sth off deceive – take sb in confess – own up to sth communicate – get sth across overcome – get over sth

a e

- 2 1 I never expected him to own up to the crime.
 - 2 Nothing can make up for the loss of earnings.
 - Will someone bring the topic up at the meeting?
 - Who put forward the plan?/ put the plan forward?
 - 5 The inspector isn't easily taken in.
 - 6 Why did they call off the meeting? / call the meeting off?
 - He has always looked up to his uncle.
 - When did the new dictionary come out?
 - The match has been put off for a week.
 - 10 We have to get our message across more clearly.
- 3 1 it come out?
- 5 taken in (by him).
- 2 bring it up.
- 6 put it off.
- 3 we'll get over it.
- owned up to it.
- look up to them.
- call it off.
- reach somewhere
 - begin to have the responsibility for sth, especially in 2 place of sb else
 - make equipment ready for use
 - examine sth carefully, especially to find sth
 - make contact by phone
 - experience or suffer sth
 - gain control of a country, etc.
 - build sth or put sth somewhere
- 5 1 got through
- getting through

set up

- go through
- 3 going through take over
- set up take over
- 1 getting through
- 5 going through

gets through

- set up
- setting up
- 3 taken over
- set up
- gone through 7 possible answers:
 - Yes. I was driving in the south of France near the border with Spain, and suddenly there was an incredible rainstorm. The road flooded and all the cars were stuck; the water came halfway up the door. We waited for about half an hour, and then the water started to go down, but it was quite frightening.
 - No. I've only put up a tent in a hot country in summer.
 - Yes, I took over from my husband once when he was feeling very ill.
 - No, I haven't, fortunately.
 - Yes, once. I was told my passport had nearly run out, and I should make sure I renewed it when I got back home.
 - No, I'm pleased to say I haven't!
 - I've helped someone set up their phone, but not a computer.
 - I do. My cousin is hopeless with money and always spends anything he gets immediately. It means by the end of the month he always wants to borrow from me.

Unit 83

- 1 1 off the top of my head
 - in one ear and out the other
 - Let me see
 - When it comes to science
 - 5 under the weather
 - no good worrying about it
 - my mind goes a complete blank
 - What do you have in mind?
- 2 1 mind
- do with
- as well blank 3
- as I know
- bet
- and out the other minute
- 5 there
- make up your mind
- 3 to my mind
- bear in mind
- 4 speak your mind

- 4 possible 1 want to do sth 5 I don't know 2 you don't know
 - 3 not being serious
- 6 wait for you
- 6 you're kidding; no way; how come; what for; you bet; don't ask me; hang on; best of luck
- kidding
- 6 of luck
- way/chance 2
- 7 come 8 for
- knows
- 9 faintest (idea)
- your time bet
- 10 contrary

- Unit 84
 - 1 1 fails
- 5 true 6 happens
- 2 fact 3 true 4 face
- only resort
- 2 1 If only
- 5 lose face all else fails 6
- a good thing (that) a dream come true
 - but for 8 as a matter of fact
- 4 that's life 3 1
 - too good to be true 6 as it happens/as a
- a last/final resort that's life
 - matter of fact a good thing (that)

8 a dream come true

I wouldn't really mind

- if only 5 but for
 - by very far
- Who on the earth 1 Believe it or believe if that you don't mind 2 6 7 not to be mention
- The only bad thing
- Guess you what 5 1 wouldn't Guess
 - thing 6 wonder 2 7 chance earth
 - 8 all some
- 1 It didn't work at all. / Believe it or not, it didn't work.
 - Do you know if it's open, by any chance?
 - Guess what! Melinda's going to ... / Melinda's going to marry a famous pop star, believe it or not.
 - Why on earth are you wearing gloves in the summer?
 - Jacob looks about 20, but believe it or not, he's only 13.
 - He's been very ill, so no wonder he looks thin.
 - They have a large apartment here, not to mention a farm in Wales and a house on the coast.
 - We said we were members but, for some reason, they wouldn't let us in ... / ... but, believe it or not, they wouldn't let us in.
 - It's by far his most violent film.
- I'd like to know more about your background, if you don't mind. / If you don't mind, I'd like to know more about your background.

- 1 trial and error sooner or later more or less odds and ends the pros and cons safe and sound back and forth on and off law and order sick and tired
- 2 1 death
- 4 foremost
 - 7 less 8 order
- pieces 3 cons
- sound
- 6 forwards
- 3 1 sooner or later
 - sick and tired / sick to death 2 3 (by) trial and error
 - 4 now and again / now and then more or less
 - bits and pieces / odds and ends

- 9 bat 1 1 post 5 log 2 cakes 6 sieve 10 sheet
 - 3 bone 7 beetroot 4 feather 8 dream
- 2 1 He's deaf as a post.
 - 2 She's blind as a bat.
 - 3 She's thin as a rake.
 - 4 It worked like a dream.
 - 5 She went/was as white as a sheet.
 - 6 They were as good as gold.
 - She went as red as a beetroot.
 - 8 He's got a mind like a sieve.
 - 9 The little girl was as light as a feather.
 - 10 The new phone is selling like hot cakes.

Unit 87

| 1 | 1 | d | 3 | h | 5 | j | 7 | f | 9 | b |
|---|---|---|---|---|---|---|---|---|----|---|
| | 2 | | 4 | g | | a | 8 | C | 10 | |

6 in the end

10 Even so, ...

8 so as to

8 do her good

6 Alternatively

9 As far as I'm

10 in the end

concerned

do them good.

by the way

7 as for

9

7

- 2 1 broadly speaking 2 All the same
 - 3 so as to 4 In any case 5 As far as I'm
 - concerned
- 3 1 Incidentally 2 On the whole / By and large / Broadly
 - speaking Mind you
 - Anyway/Besides
 - 5 It's true; Even so / All the same
- 4 1 All the same / Nevertheless / Even so
 - 2 Alternatively
 - 3 so as to
 - 4 extent
 - 5 By the way/ Incidentally
 - 6 As for
 - 7 besides / in any case / anyway
 - 8 in the end
 - 9 by and large / on the whole / broadly speaking / to a large extent
 - 10 It's true; All the same / Even so / Nevertheless

Unit 88

- 1 1 So far, so good.
 - Two heads are better than one.
 - 3 It's a small world.
 - 4 First come, first served.
 - 5 Practice makes perfect.
 - 6 No news is good news.
 - The more the merrier.
 - 8 Don't judge a book by its cover.
- 2 1 The grass is always greener on the other side (of the
 - 2 Actions speak louder than words.
 - 3 First come, first served.
 - Better late than never.
 - 5 Two heads are better than one.
 - 6 Don't judge a book by its cover.
 - It's a small world.
 - 8 An eye for an eye.

- 3 1 better late than never
 - 2 better safe than sorry
 - 3 no news is good news
 - 4 the more the merrier
 - 5 practice makes perfect
 - 6 the end justifies the means
 - two wrongs don't make a right
 - 8 beggars can't be choosers
 - 9 prevention is better than cure
 - 10 don't judge a book by its cover
- better safe than sorry
 - practice makes perfect
 - two heads are better
 - 4 no news is good news
 - 5 an eye for an eye
 - so far, so good
 - the grass is always greener on the other side (of the fence)
- 8 better late than never
- 9 beggars can't be choosers
- 10 first come, first served
- 11 Two wrongs don't make a right.
- 12 end justifies the means
- 5 possible answers:
 - I agree that you shouldn't judge a book by its cover, and I think that prevention is better than cure. I also find there is a common human tendency to believe that the grass is always greener – it's very easy to look around and see people who have more than you. But if you look around it is also easy to find people who have less.
 - 2 I think there are some circumstances when the end never justifies the means, and I don't believe in an eye for an eye. I'm not sure why people say the more the merrier. It might be true sometimes, but quite often the opposite is true - having more people can spoil some things.
- 6 1 How a person looks is less important than their character.
 - When you love somebody, you cannot see their faults.
 - 3 You should care for your own family first, before you start looking after others.
 - 4 rely on one course of action for success rather than give yourself several different possibilities
 - After an unpleasant experience, you are careful to avoid something similar.
 - used to say that when you are away from somebody you love, you love them even more

- 1 1 tons/piles

 - 2 thereabouts
 - kind
 - of that sort / along
- 5 odd 6 approximately
- somehow
- vaque
- somebody
- those lines 2 1 sort of pretending to be ill
- - 2 have loads/tons/piles of rice
 - executive or something
 - give or take a few minutes
 - tomorrow somehow or other
- 6 somewhere in the region
- 3 1 We invited a hundred or so to the wedding.
 - 2 He looks sort of depressed.
 - 3 Her job is something to do with marketing.
 - There was lots of good stuff at the festival.
 - It's in the region of 300 miles.
 - We could go to France or somewhere.
 - I've got £500, give or take a few pounds.
 - We could get him a book or something (like that / along those lines / of that sort) for his birthday.

- 1 1 reported/said
- 5 empowered/authorized
- 2 overcome
- 6 known
- 3 suspended/jailed
- 7 scheduled
- 4 cremated
- 8 caught up
- 2 1 said to be dangerous (also possible: be reported ...) 2 jailed for five years

 - 3 scheduled for 9.00 p.m.
 - short-listed (for the prize)
 - caught up in a traffic jam for ages
 - suspended from school
 - known for her charity work. 7
 - meant to join the army / meant for the army
 - overcome with emotion when he saw her.

Unit 91

- unknown incapable
- unfinished disloyal
- inhuman
- 9 unemployed
- disobedient
- 10 unfamiliar
- uncharacteristic
- 11 incompatible 12 insufficient
- 2 an unofficial strike; an incompatible couple; an invalid ticket; insufficient money; an unqualified teacher; a disobedient dog; inhuman conditions; an unfamiliar name
- 3 1 inhuman
- 7 unpaid
- unknown unemployed 3
- 8 uncharacteristic (of her)
- 4 undercooked
- 9 unfamiliar
- unfinished 5
- 10 disloyal (of him)
- incapable
- judge
- 4 1 advised 2 charge
 - bought 3 calculated 6 believed
- 5 1 miscalculated
- 4 misunderstood
- 2 Both are possible.
- 5 Both are possible.
- 3 unpack
- 6 overdid it
- 1 overcharged
- 5 misjudged 6
- 2 misled 3 unwrap
- mistreating/mistreat 7 overestimated
- undo
- 8 reassess

Unit 92

- 1 1 settlement
- 6 resignation
- 2 refusal 3 acknowledgement
- proposal objection
- completion measurement
- 9 denial 10 appreciation
- 2 positive: encouragement, appreciation, collaboration, accomplishment, settlement
 - negative: dismissal, refusal, objection, denial
- 3 1 hesitated
- inspecting
- 2 denied 3 objected
- been editing / edited
- 4 acknowledged
- 8 collaborate 9 detect
- 5 accommodate
- 10 objected
- refusal / denial: Both are saying 'no' to something. inspection / examination: Both involve looking at sth
 - cooperation / collaboration: Both involve working with others towards a common goal.
 - agreement / settlement: Both involve finding a solution to a conflict/problem that both parties can agree on.
 - dismissal / resignation: Both mean leaving a job (under different circumstances).

- 5 1 him (some / a lot of, etc.) encouragement
 - a settlement
 - 3 an inspection next week
 - hesitation at the beginning
 - measurements of the room?
 - his resignation yesterday
 - accommodation for three more
 - creation of the new company
- 6 1 objections
- 6 denial
- proposal
- 7 appreciation
- 3 acknowledgement
- 8 edition
- completion
- detection
- dismissals 5

Unit 93

- 1 agricultural cooperative affordable profitable progressive structural destructive cooperation
- are affordable
- 5 structural
- 2 cooperative
- 6 agricultural
- 3 profitable
- selective 8 logical
- destructive
- 5 educational
- 3 1 protective 2 progressive
- 6 selective
- cooperative functional
- logic 8 cooperation
- 4 architectural, innovative, believable, experimental, administrative, clinical, acceptable, constitutional, communicative, excusable
- 5 Answer: intensify
- 6 1 maximize
- 6 specify weaken
- 2 strengthen 3 simplify
- 8 stabilize
- authorize shorten
- 9 clarify 10 specialize
- 7 1 The builder said he would strengthen the wall.
 - We need to clarify our position on this issue.
 - 3 He specializes in this field of medicine.
 - The presence of the police intensified the concern in the crowd.
 - Are you authorized to replace the tickets? 5
 - I need to maximize the time available to us.
 - We need to simplify the instructions for students.
 - 8 You must specify the details on the form.
 - 9 stabilize 10 weakens
- 8 tighten, legalize, modernize, visualize, purify, economize, equalize, pacify

- transport n; transport v; combat n, v; extract n; extract v; deposit n, v; dispute n, v; torture n, v
- 2 1 c 2 f
- 3 a 4 g
- 5 h 6 d
- 7 e 8 b
- 3 1 There was a pause, then the speaker sat down.
 - 2 The table was (completely) in the shade / in complete
 - shade. 3
 - We have an oil filter. The Liberals have a five-point lead / have taken the lead
 - We could hear (the) cheers from the crowd.
 - Two of the prisoners suffered torture. What transport will they use for the goods?
 - 8 They will battle to get the idea approved.

| 1 | 1 | extract | 6 | trace | |
|---|---|---------|----|-----------|--|
| • | 2 | mate | 7 | combat | |
| | 3 | trace | 8 | deposit | |
| | 4 | deposit | 9 | disputing | |
| | 5 | combat | 10 | tackled | |
| | | | | | |

5 possible answers:

- My best mate is a guy called Tom, and I've known him ever since university.
- 2 Yes, I have been in dispute with a rail company trying to get money back for a journey that was cancelled.
- 3 No, I haven't but I know several people who have traced their families back over three or four generations.
- 4 Yes, I think I had to battle really hard to get to university. I missed one whole school term through illness and had to work incredibly hard to catch up.
- 5 Most money I earn is deposited automatically in my bank account, but I remember going to my bank about two weeks ago to deposit a cheque that somebody had given me.
- 6 lalways sit in the shade because I burn easily if I sit in the sun.
- 7 I sometimes cheer even when I'm watching sport on TV, but I always cheer if I go to see live football matches when my team are playing.
- 8 Yes, I had to pay a deposit when I rented a room in my second year at university.
- 6 Abuse, alert, support, bid, bow and chase can all be used as nouns with no change in meaning. (But note that the the noun abuse is pronounced with an 's' sound, and the verb is pronounced with a 'z' sound.)

Unit 95

- 1 pro<u>ceed</u> inter<u>act</u> ex<u>clude</u> corre<u>spond</u> em<u>bark</u> reconcile congratulate dis<u>ting</u>uish ad<u>here</u> <u>sub</u>stitute
- 2 more positive: embark; interact; congratulate; proceed; confer; reconcile

more negative: deprive; dispose; exclude; surrender

| 3 | 1 | on | 3 | of | 5 | with | 7 | of |
|---|---------------|--------------|----|------|-------------|--------------|-----|------|
| | 2 | from | 4 | with | 6 | from | 8 | on |
| 4 | 1 | confer | | | 6 | dispose | | |
| | 2 | devoted | | | 7 | cater | | |
| | 3 | distinguish | | | 8 | adhere | | |
| | 4 | proceed | | 9 | compensate | | | |
| | 5 | interact | | | 10 | cling | | |
| 5 | 1 | surrendered | | | 7 | compensate | e/n | nake |
| | 2 | reconcile | | | | up | | |
| | 3 | distracts | | | 8 | exclude | | |
| | 4 | insisted | | | 9 | substitute | | |
| | 5 | deprived | | 10 | devote | | | |
| | 6 | congratulate | ed | | | | | |
| 6 | cope with sth | | | | stare at sb | | | |
| | relate to sb | | | | ref | flect on sth | | |

Unit 96

subtract sth from sth

exposure

impose sth on/upon sb

| 1 | 1 | of | 2 | in | 5 | for | 7 | of |
|---|---|------------------------|---|----|---|------------|---|----|
| | 2 | on | 4 | of | 6 | on | 8 | in |
| 2 | 1 | limitations/restraints | | | 7 | 7 contempt | | |
| | 2 | exception | | | 8 | advantage | | |
| | 3 | substitute | | | | - | | |
| | 4 | reminder | | | | | | |
| | 5 | confidence | | | | | | |

stem from sth

opt for sth

| 3 | 1 | exposure to | 5 | exception of |
|---|---|---------------------------|---|--------------|
| | 2 | involvement in | 6 | contempt for |
| | 3 | emergence of | 7 | reminder of |
| | 4 | limitations/restraints on | 8 | advantage of |

4 possible answers:

I have confidence in my ability to manage my life in general, but no confidence in my ability to be successful in business.

I don't think you should take advantage of every opportunity. Sometimes more money just means more problems, and not all ways of making money are legal.

Yes, I think that's true.

I don't need reminders of people's birthdays; I can remember everyone's birthday in my family.

I'd like to have greater involvement in charity work; I will do more when I have time.

I think that's true. You can't have what you want without some effort.

The most expensive thing I've ever bought is a sofa, which I got in a sale.

Yes, I would support government limitations on air travel.

There are pluses and minuses, but on the whole, I think social media is allowing people to be more unkind and ruder to each other.

I feel contempt for certain corrupt and egotistical politicians.

Unit 97

1 intent subject compatible inherent resistant liable representative dedicated dependent sceptical immune

| 2 | 1 | to | 5 | to | 9 | with |
|---|---|-------|---|----|----|------|
| | 2 | about | 6 | on | 10 | in |
| | 3 | of | 7 | to | | |
| | 4 | on | 8 | to | | |

- 3 1 F Someone who is immune to a disease has little or no chance of getting it.
 - 2 F A feature which is inherent in a system cannot be removed from it.
 - 3 T
 - F Someone who is dedicated to their work doesn't leave their workplace early.
 - 5 F If an agreement is subject to approval, it might happen
 - 6 T
 - 7 F A qualification that is equivalent to a degree is similar to/like a degree.
 - 8 T

| 4 | 1 | liable to | 5 | intent on/upon |
|---|---|---------------|---|--------------------|
| | 2 | resistant to | | ensuring |
| | 3 | immune to | 6 | sceptical of/about |
| | 4 | equivalent to | 7 | representative of |
| | | | 8 | inherent in |

| 1 | 1 | at | 3 | at | 5 | on | 7 | on |
|---|---|----|---|----|---|------|---|----|
| | 2 | on | 4 | in | 6 | away | 8 | by |

- 2 1 at short notice / at a moment's notice
 - 2 at present
 - 3 on the basis of
 - 4 by no means
 - 5 at once / right away / straight away
 - 6 on purpose
 - 7 by choice
 - 8 on good terms / on friendly terms

- by choice
 - at once / right away / straight away
 - 3 at present
 - in the near future
 - on purpose
 - on bad terms
 - at short notice / at a moment's notice (also possible: at once, right away, straight away)

 - by no means
 - 10 on the basis of
- 4 in possession of, in office; under investigation, under attack; by means of; on hold; out of respect, out of touch
- in power / in office
 - under investigation
 - in possession of
 - in honour of / out of respect for
 - out of touch with
 - 6 under attack / under construction
- 6 1 hold

- giant
- respect; bereaved 2
- means
- 3 touch
- slaves / slave labour

Evidently/Apparently

ultimately, basically)

basically 12 hours a day working.

frankly / to be (perfectly) honest (also possible:

curiously (enough)/ strangely (enough) /oddly (enough)

When I was in my twenties, I would've been prepared to

5 briefly

invariably

concept

sessions strictly

invariably

strictly

8 simply

simply/truly

commute every day for a better job with more money. Now

in my forties, I'm not sure. I wouldn't see so much of my children, and I don't think I have the energy now to spend

entirely

fair enough

presumably practically/virtually

ultimately

4 possible answer:

purely

precisely

strictly

purely

primarily/chiefly/

purely/briefly/chiefly

primarily/chiefly/ predominantly

invariably

precisely

precisely simply/absolutely

truly

purely

10 strictly

predominantly

chiefly/purely

truly

2

8

5 .1

2

3

3 briefly

5 briefly

- possession
- board
- 5 tunnel; construction
- 10 honour

Unit 99

- 1 brutal, bizarre, favourable, upsetting, peculiar, conventional, reluctant, vicious, outstanding, eminent, notorious, infamous
- 2 positive meaning: outstanding, favourable, eminent, exceptional
- 3 evil/wicked, exceptional/outstanding, brutal/vicious, reluctant/unwilling, notorious/infamous, bizarre/weird, disturbing/upsetting
- 1 evil

- exceptional/
- 2 bizarre
- outstanding
- 3 eminent 4 notorious/infamous
- brutal/vicious willing
- disturbing/upsetting
- 10 conventional
- unconventional 6
- can be deadly
- bare arms 2 a comparable house
- far superior
- Correct. a naked body
- Correct. always very tasty
- deathly
- 6 1 comprehensive 2 childlike
- 3 superb
- 5 comprehensible
- tasteless
- 7 1 comparative
- childish
- 2 bare incomprehensible
- superior naked
- tasteful/tasteless
- deadly

- **Unit 100**
 - presumably
 - basically/essentially
- 3 ultimately

- 2 1 Evidently 2 strangely (enough)
- honest
- curiously (enough)

/ oddly (enough) /

- Practically ultimately
- basically

- frankly
- virtually/practically
- apparently
- to be (perfectly)
- fair enough
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Abbreviations used in the book

adj adjective

adv adverb

[C] (of a noun) countable

conj conjunction

inf informal

n noun

OPP opposite

pl plural

pp past participle

prep preposition

pt past tense

sing singular

sb somebody

sth something

SYN synonym

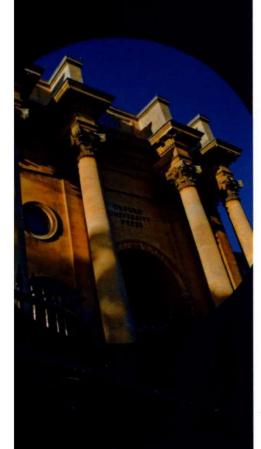
[U] (of a noun) uncountable

v verb

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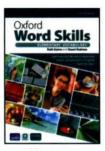
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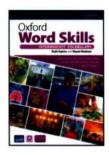
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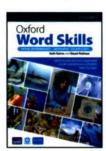
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