

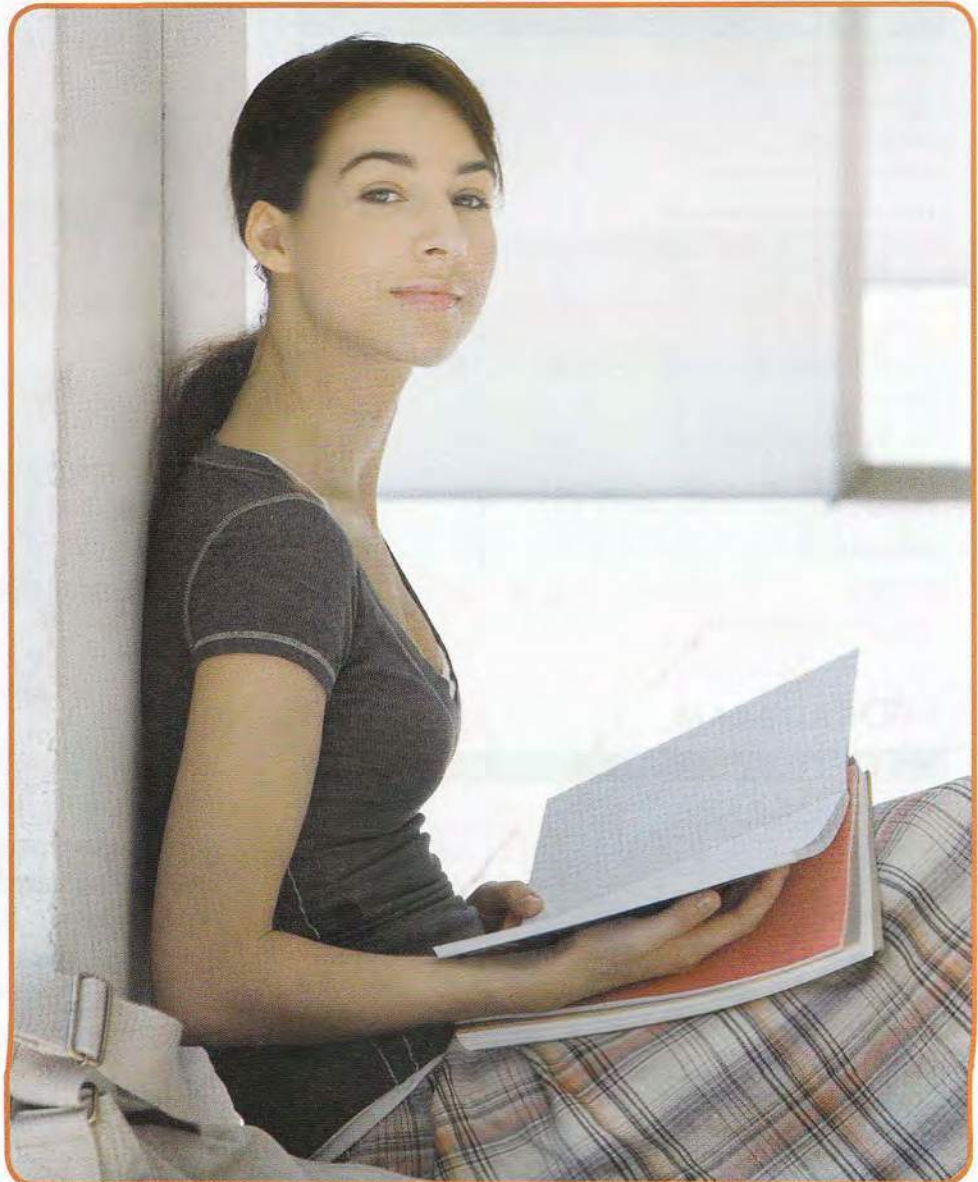
ENGLISH

LONGMAN EXAM ACCELERATOR

plus 2 Audio CDs

classroom and self-study preparation
for all B2 level exams

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THEMATIC PART

		WORD BANK	READING	LISTENING	USE OF ENGLISH	SPEAKING	WRITING
1 100-105	PEOPLE	Body, body language, clothes and fashion, personality, feelings and emotions, the mind, attitudes and beliefs, phrasal verbs WORD BANK	101 Article from a magazine Matching examWORKOUT 104 Grammar connections: pronouns	111 Interview Multiple choice	106 Word building examWORKOUT Which part of speech?	108 Speaking on a set topic examWORKOUT Planning your talk	109 Description of a person examWORKOUT A description of a person is more than a list of features
2 106-109	HOME	Types of houses and flats, outside the house, furniture and furnishings, interior, neighbourhoods, redecoration, real estate, house and home, phrasal verbs WORD BANK	108 Excerpt from a novel Multiple choice examWORKOUT Eliminating wrong answers	109 Radio news item True/False/No Information	108 Sentence transformations examWORKOUT The passive and the structure <i>have something done</i>	111 Role play examWORKOUT Refer to all the items in the task Speaking on a set topic examWORKOUT Include all the points required by the task	110 Description of a place examWORKOUT A description of a place is more than a list of objects
3 110-113	SCHOOL	Types of schools, the education system, school objects, school subjects and school work, assessment and examinations, at university, problems and solutions, learning, phrasal verbs WORD BANK	114 Article from a magazine Matching	121 Radio programme Matching	116 Multiple choice examWORKOUT Structures with the infinitive and the gerund	118 Discussion examWORKOUT Preparing arguments for and against	117 'For and against' essay examWORKOUT Introduction to a 'for and against' essay
4 114-117	WORK	Jobs, departments in a company, functions in a company, work and money, adjectives to describe jobs, skills and qualities, employment and the job market, working conditions WORD BANK	122 Article from a magazine True/False/No Information	122 Lecture One or two correct answers	119 Error correction examWORKOUT Relative clauses	120 Talking about photos examWORKOUT Developing your description	119 Opinion essay examWORKOUT Introduction and conclusion for an opinion essay
5 118-121	FAMILY AND SOCIAL LIFE	Relatives, family arrangements, family and money, family celebrations, births and funerals, other celebrations, friends and acquaintances, relationships, leisure time, phrasal verbs WORD BANK	124 Book review Matching	124 Survey Matching examWORKOUT Listening for gist	120 Open cloze examWORKOUT Idioms with <i>take</i>	121 Discussion examWORKOUT Disagreeing politely	120 Informal letter examWORKOUT Structuring a letter
6 122-125	FOOD/SHOPPING AND SERVICES	Food: food, nutrients, preparing food; Shopping and services: shopping, types of shops, at the checkout, bargains, paying, banking, complaining WORD BANK	126 Excerpt from a novel Matching	126 Radio phone-in show Multiple choice	121 Word building examWORKOUT Word family sharing a common root	122 Role play examWORKOUT Phrases for negotiating Speaking on a set topic examWORKOUT Saying more	122 Opinion essay examWORKOUT Formal style
7 126-129	TRAVELLING AND TOURISM	Travelling by road/driving, cycling, rail travel, air travel, sea travel, journeys and trips, holidays, accommodation, public transport, phrasal verbs WORD BANK	128 Article from a magazine Multiple choice	128 Recorded message True/False/No Information examWORKOUT Predicting the content of the recording	122 Sentence transformations examWORKOUT Conditionals and sentences with <i>wish</i>	123 Talking about photos	123 Story examWORKOUT Narrative tenses
8 130-133	CULTURE	Art, people's reactions to art, literature, film, music, visual arts, theatre, the media WORD BANK	130 Article from a magazine Matching	130 Interview Multiple choice	123 Multiple choice examWORKOUT Vocabulary used in film reviews	124 Role play examWORKOUT Persuading	124 Review examWORKOUT Book review: content, structure, vocabulary
9 134-137	HEALTH/SPORT	Health: the human body, sickness and health, injuries, diseases/illnesses, disabilities, health care professionals; Sport: sport-general, sports, football, basketball, tennis, sports equipment, people in sport, sporting events WORD BANK	132 Article from a magazine Matching examWORKOUT Connections in a text: conjunctions and relative pronouns	132 Conversation True/False/No Information	124 Sentence transformations examWORKOUT Indirect speech	125 Talking about photos	125 Description of an event examWORKOUT Details make the description come alive
10 138-141	SCIENCE AND TECHNOLOGY	Areas of science, scientists at work, technology, computers WORD BANK	134 Article from a magazine Matching	134 Monologues Matching	125 Multiple choice examWORKOUT The correct word or phrase in a given context	126 Speaking on a set topic examWORKOUT Supporting ideas with examples	126 Story examWORKOUT Details add variety to a story
11 142-145	NATURE AND ENVIRONMENT	Landscape features, the weather, natural disasters, trees, flowers, birds, animals/things animals do, the environment, threats to the environment, protecting the environment, action for environmental sustainability WORD BANK	136 Article from a magazine Matching examWORKOUT Content and grammar linkers: linking words	140 Interview Multiple choice examWORKOUT The correct answer: the same meaning conveyed in different words; ruling out wrong answers	126 Open cloze examWORKOUT What part of speech is missing?	127 Speaking on a set topic examWORKOUT Preparing vocabulary for the exam task	127 Description of a place examWORKOUT Proofreading
12 146-149	STATE AND SOCIETY	The three branches of government, civil rights and liberties, politics, the economy, religion, crime, foreign affairs WORD BANK	138 Article from a magazine Multiple choice	148 Radio messages Matching	127 Sentence transformations examWORKOUT Inversion	128 Talking about photos examWORKOUT Assessing each other	128 Article examWORKOUT Developing your article

INTRODUCTION

THE STRUCTURE OF THE BOOK

Reference Part

This part follows the structure of a typical school-leaving exam at B2 level and includes:

- information about typical exam task types,
- exam tips and strategies for each type of exam task,
- exercises giving students an opportunity to put the exam tips into practice,
- lists of useful phrases for the written and spoken parts of the exam,
- model texts of the most typical tasks used in the written part of the exam.

A distinguishing feature of the Reference Part is its active approach to the exam tips: linking them to typical exam tasks allows students to see how the tips work in practice. The Task Analysis exercises allow for an in-depth analysis of the exam task, which will help students avoid making mistakes in the future.

The Reference Part is closely linked to the Thematic Part, which makes it easy for the teacher and students to refer to it at any point when discussing particular topics from the Thematic Part.

Lexical-grammatical Part

The Lexical-grammatical Part offers extensive practice of the Use of English part of the exam. It covers structures that are typically tested in this part of the exam.

Thematic Part

The Thematic Part consists of twelve units focusing on typical exam topics. It enables learners to:

- revise and review key vocabulary from each exam topic (the vocabulary section at the beginning of each unit, the lead-in exercises in each lesson, the exercises accompanying the reading and listening texts, the word banks),
- apply and activate exam strategies to complete various types of exam tasks (**examWORKOUT** exercises),
- practise various types of exam tasks in an authentic exam-like context (**examTASK** exercises),
- prepare well for the exam as well as take part in interesting and diverse lessons,
- learn interesting facts about various cultural aspects of life in English-speaking countries (the *English and the Arts* section and the **LANGUAGE & CULTURE** boxes).

THE STRUCTURE OF THE BOOK VERSUS THE STRUCTURE OF THE EXAM

		LONGMAN EXAM ACCELERATOR		
		REFERENCE PART	LEXICAL-GRAMMATICAL PART	THEMATIC PART
WRITTEN EXAM	Listening	LISTENING COMPREHENSION PAGES 8–11	Most of the lexical and grammar revision exercises are presented in the form of typical exam tasks. This part of the book also includes the lists of structures most commonly tested in the exam.	LISTENING 12 SECTIONS
	Reading	READING COMPREHENSION PAGES 12–19		READING 12 SECTIONS
	Use of English	USE OF ENGLISH PAGES 20–23		USE OF ENGLISH 12 SECTIONS
	Writing	WRITING PAGES 24–33		WRITING 12 SECTIONS
ORAL EXAM	Discussion	ORAL EXAM DISCUSSION PAGE 34	A wide variety of lexical and grammar exercises aim to increase the students' knowledge of English structures, collocations, phrasal verbs and other phrases which they might find useful during the oral exam.	SPEAKING DISCUSSION 2 SECTIONS
	Talking about photos	ORAL EXAM TALKING ABOUT PHOTOS PAGE 35		SPEAKING TALKING ABOUT PHOTOS 4 SECTIONS
	Role play	ORAL EXAM ROLE PLAY PAGE 36		SPEAKING ROLE PLAY 3 SECTIONS
	Speaking on a set topic	ORAL EXAM SPEAKING ON A SET TOPIC PAGES 36–37		SPEAKING SPEAKING ON A SET TOPIC 5 SECTIONS



WORKING WITH THE BOOK

The way the book can be used depends on the needs of a particular group of students. It is the teacher's decision as to which parts of the book should be taught from in class and which should be assigned as homework. This decision should be made on the basis of the students' familiarity with the exam strategies and the format of the exam. The students' ability to complete various types of writing tasks and their knowledge of grammar should also be taken into account. Undoubtedly, the core of the book is the Thematic Part, as its coursebook feel enables teachers to use it in class. The Reference Part introduces exam strategies and language functions which are then linked to the **examWORKOUT** and **examTASK** exercises in the Thematic Part. This enables both the teacher and students to focus on the practical aspects of the language as well as to work on developing exam strategies.

On the other hand, whenever there is a need to refer to the part of the book containing theory, it can be easily done due to each section being marked with specific colour and reference markers. The references to the Lexical-grammatical Part allow for quick revision of exam task types as well as lexical and grammar structures typically tested in the Use of English part of the exam.

THE NUMBER OF CONTACT HOURS

The number of contact hours provided by the book depends on the way the material is used. If you would like to discuss all the contents of the book in class, you would need 90+ contact hours. If you would like to cover only the Thematic Part in class, that would take about 60+ contact hours.

However, if you do not have so much time at your disposal but would still like your students to revise all the available material before the exam, you could treat large parts of the book as self-learning material and assign the Reference Part as well as Writing and Vocabulary sections as homework.

CHECKING STUDENTS' PROGRESS

Short vocabulary and grammar tests (provided as photocopiable material in the Teacher's Book) could be given to students after each unit has been covered.

STATE SCHOOL-LEAVING EXAMS IN ENGLISH AT B2 LEVEL

Most state school-leaving exams in a modern foreign language are compulsory for all the students wishing to graduate from high school. They are typically provided at two levels of proficiency: the 'lower' level, which corresponds to the A2/B1 levels of the Common European Framework of Reference scale, and the 'higher' level, whose level is usually described as B2.

The 'higher' level of the exam typically comprises two parts: the written and the oral exam.

WRITTEN EXAM

The typical set-up of the written exam includes:

Listening Comprehension

In this part of the exam, students will usually listen to 3–4 authentic or semi-authentic recordings. Each of the recordings will be played twice. The recorded text types might include conversations, lectures, discussions, narratives, announcements, instructions or media broadcast. There will usually be one task for the candidates to do for each of the recordings. The typical task types include: true/false/no information, various types of matching and multiple choice tasks and short answers to questions.

Reading Comprehension

In this part of the exam, students will usually read 3–4 authentic or adapted texts. The text types might include newspaper articles, short stories, letters, emails or informative texts of various kinds. There will be one task for each of the texts for the candidates to do. The typical task types include: various types of matching and multiple choice tasks, true/false/no information and gap filling.

Use of English

This part usually requires reading 1–4 adapted texts. The text types are similar to the ones found in the Reading Comprehension paper but they are usually shorter. Typical tasks include: multiple choice, open cloze, word building and error correction. There is also one more type of task that is often found in the Use of English part of the exam that is not based on a continuous text: sentence transformations. This task focuses on rewriting single sentences according to the instructions given by the exam task.

Writing

In this part of the exam, the candidates are usually supposed to produce one or two texts. The exam rubrics will state the communicative aim and the context of the writing task as well as the word limit that the candidates should adhere to. Depending on the task type, the candidates might also be given the title that they should use for their composition, or the beginning or finishing sentence. Apart from using correct grammar structures, appropriate language register and a wide range of vocabulary, the candidates will need to make sure that their text is logical and coherent and that it achieves the communicative aim outlined by the exam task. Typical task types include various types of formal and informal letters, various types of essays, a story, a description, a review and an article.

ORAL EXAM

The oral exam might include some or all of the following components:

Discussion

In this task, the candidate is supposed to have a conversation with another candidate or with the examiner. Usually, the candidates are required to discuss their views on a statement supplied by the exam task. Proper turn-taking is important, so the candidates should respond appropriately to what their partner says and speak in a polite and respectful manner.

Talking about photos

In this part of the exam the candidates are supposed to talk about a set of pictures. Quite often, they will be asked to start by describing one of the pictures, and then compare and contrast it with the other one(s). However, the task itself is not so much a detailed description of the pictures, but more a reflection on the problem that is shown in them. Thus, the candidates should not limit themselves to describing the picture(s) in great detail, but should try and develop their speech by speculating about the scenes shown in them.

Role play

In this task, the students (or the student and the examiner) are supposed to assume roles outlined by the exam task and have a guided conversation together. The task will give the context for the conversation, and will often include a list of issues that the speakers should talk about in their conversation. The speakers must say things consistent with the role they are playing, as well as use correct grammar structures, language register and vocabulary.

Speaking on a Set Topic

During this part of the oral exam, the candidates are asked to give a short speech about a topic or to present their opinion in response to a statement. They might also be asked to narrate an event or to describe something. It is important that the candidate's speech has a clear and logical structure, and it must also include all the information required in the exam task.

Various factors are taken into account when evaluating the student's performance in the spoken exam. It is useful to remember that achieving the communicative aim of the task is as important as the range of vocabulary, fluency and language accuracy. Additional points are often awarded for correct pronunciation and intonation.

REFERENCE PART

WRITTEN EXAM

- LISTENING COMPREHENSION
- READING COMPREHENSION
- USE OF ENGLISH
- WRITING

ORAL EXAM

- DISCUSSION
- TALKING ABOUT PHOTOS
- ROLE PLAY
- SPEAKING ON A SET TOPIC • Presenting your opinion
- SPEAKING ON A SET TOPIC • Narrating or describing

WRITTEN EXAM · LISTENING COMPREHENSION

The types of tasks used in this section of school-leaving exams may include: matching, a multiple-choice test, a true/false/no information task, a task which requires you to select either one or two correct answers and a task in which you give short answers to questions. Recordings can include announcements, instructions, radio programmes, interviews, reports. The recordings are usually played twice.

GENERAL TIPS

- 1 Take advantage of the time before the recording starts.
 - Read the instructions carefully. You will find out what kind of text you are going to hear, who is going to speak and what they will speak about. Try to imagine what they might say.
 - Read the questions and the available answers in order to find out what kind of information you need to extract from the recording.
 - Think about specific words which might appear in the recording, e.g. synonyms of the words or phrases used in the questions.
- 2 The same content will be expressed in the recording and in the question using different words. This may be done by using synonyms, e.g.:
*He **works** for the **army**. = He's **employed** by the **military**.*
*I **managed to persuade** her. = I **succeeded in convincing** her.*
or through the use of antonyms, e.g.:
*They were **narrow-minded**. = They were **not** very **tolerant**.*
Grammatical paraphrases may also appear, e.g.:
*They **haven't met** for ten years. = The last time they **met** was ten years ago.*
- 3 If the same word or phrase appears in both the recording and the question, it could be a trap. In these situations, ask yourself, 'Is the meaning of the whole sentence really the same in the question and in the recording?'
- 4 The questions are always about the content of the recording. If a statement makes sense according to your general knowledge or experience, that does not necessarily mean it is the correct answer in the exam task. Remember that the correct answer is the one which agrees with the content of the recording.

TRUE / FALSE / NO INFORMATION

The recording in this task is often an informative text and the questions are generally about the facts given in the recording.

EXAM TIPS

- 1 The order of the sentences corresponds to the order in which the information necessary to answer them appears in the recording.
- 2 A statement is false when the statement and the recording contradict each other: they cannot both be true at the same time. We can say there is no information when the statement *could* be true, but the recording does not say so.

examTASK

1 CD1-02 You are going to hear a short radio programme about a cultural event. Are the statements true (T), false (F) or is there no information (NI)?

- 1 The Multicultural Festival is the town's main attraction.
- 2 University students came up with the idea of the festival because they felt enriched by contact with foreign students.
- 3 Steve mentions an event at which participants will be able to learn to make traditional costumes.
- 4 There will be a lecture on multiculturalism in England during the festival.
- 5 The festival is partly financed by the local government.
- 6 Steve asks people to contact him with ideas because he's worried there won't be enough events.

TASK ANALYSIS

- 2 Read the transcript on page 164. In the statements you marked *false*, underline the words which also appear in the recording. Change the statements so that they are true according to the recording.
- 3 Read the transcript on page 164. Next to the statements you marked *true*, write down the words which are used to communicate the same information in the recording.
- 4 Look at the statements you marked *no information*. Match them to the following explanations.
 - a His motives are not explained.
 - b The exact topics are not given.

MATCHING

The audio material in this type of task usually consists of four or five separate recordings on a similar topic. The exam task will require you to match the recordings to sentences summarising their content or to headings. There will be at least one extra heading or sentence which doesn't match any recording.

EXAM TIPS

- 1 The essence of this task is identifying the gist of each recording, or the element which makes it different from the others.
- 2 Always listen to each recording to the end before matching it to an answer.
- 3 When you listen for the first time, note down the answers you are relatively sure of. When you listen for the second time, check those answers and complete the remaining ones.

examTASK

- 1 **CD1-03** You are going to hear four students talking about living abroad as part of the Erasmus programme. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need.

- 1
- 2
- 3
- 4

- A I've found it difficult to adapt to certain cultural differences.
 B I've managed to turn one disadvantage into an advantage.
 C I've made many lifelong friends.
 D I've only encountered one difficulty, and I've received help with it.
 E I disagree with the stereotyped view of the Erasmus experience.

TASK ANALYSIS

- 2 Answer the following questions on individual sentences in the exam task.
- A What cultural differences does the speaker mention?
 B What was the disadvantage? How was it turned into an advantage?
 C Who are the friends? How does the speaker express the belief that they'll be *lifelong* friends?
 D What was the difficulty? What help was available?
 E What's the stereotype? In what way does the speaker disagree with it?

MULTIPLE CHOICE – SHORT RECORDINGS

In this type of task, you will hear several short recordings (conversations or monologues). For each recording, there will be one question about specific information, usually with three options to choose from.

EXAM TIP

The recording may contain words which appear in the incorrect options. Hearing an individual word is not enough to choose the correct answer. Listen for words and phrases associated with the answer you choose, and think about why the remaining options are wrong.

examTASK

- 1 **CD1-04** You are going to hear people talking in five different situations. Choose the correct answers.

- 1 You are going to hear a couple discussing their travel arrangements. How are they going to travel?
 A by car
 B by plane
 C by train
- 2 You are going to hear a man talking about how he accepted a job in a distant country. Why did he do it?
 A He was offered a higher salary.
 B He preferred to live in a warm climate.
 C He wanted a change.
- 3 You are going to hear a woman who works in the film industry talking about her friend's job. What does he do?
 A He is a make-up artist.
 B He is a cameraman.
 C He is an actor.
- 4 You are going to hear a man leaving a message on voice mail. What is the purpose of his call?
 A to confirm a meeting
 B to cancel a meeting
 C to change the date of a meeting
- 5 You are going to hear a conversation between two friends. Where are they?
 A in a museum
 B in a library
 C in a bookshop

TASK ANALYSIS

- 2 Read the tapescript on page 164. Underline the words and phrases that helped you choose the correct answers.
- 3 Find words in the tapescript which appear in the *incorrect* options. Identify the difference between the incorrect option and what the speaker says.

MATCHING

The audio material in this type of task usually consists of four or five separate recordings on a similar topic. The exam task will require you to match the recordings to sentences summarising their content or to headings. There will be at least one extra heading or sentence which doesn't match any recording.

EXAM TIPS

- 1 The essence of this task is identifying the gist of each recording, or the element which makes it different from the others.
- 2 Always listen to each recording to the end before matching it to an answer.
- 3 When you listen for the first time, note down the answers you are relatively sure of. When you listen for the second time, check those answers and complete the remaining ones.

examTASK

- 1 **CD1-03** You are going to hear four students talking about living abroad as part of the Erasmus programme. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need.

- 1
- 2
- 3
- 4

- A I've found it difficult to adapt to certain cultural differences.
 B I've managed to turn one disadvantage into an advantage.
 C I've made many lifelong friends.
 D I've only encountered one difficulty, and I've received help with it.
 E I disagree with the stereotyped view of the Erasmus experience.

TASK ANALYSIS

- 2 Answer the following questions on individual sentences in the exam task.
- A What cultural differences does the speaker mention?
 B What was the disadvantage? How was it turned into an advantage?
 C Who are the friends? How does the speaker express the belief that they'll be *lifelong* friends?
 D What was the difficulty? What help was available?
 E What's the stereotype? In what way does the speaker disagree with it?

MULTIPLE CHOICE – SHORT RECORDINGS

In this type of task, you will hear several short recordings (conversations or monologues). For each recording, there will be one question about specific information, usually with three options to choose from.

EXAM TIP

The recording may contain words which appear in the incorrect options. Hearing an individual word is not enough to choose the correct answer. Listen for words and phrases associated with the answer you choose, and think about why the remaining options are wrong.

examTASK

- 1 **CD1-04** You are going to hear people talking in five different situations. Choose the correct answers.

- 1 You are going to hear a couple discussing their travel arrangements. How are they going to travel?
 A by car
 B by plane
 C by train
- 2 You are going to hear a man talking about how he accepted a job in a distant country. Why did he do it?
 A He was offered a higher salary.
 B He preferred to live in a warm climate.
 C He wanted a change.
- 3 You are going to hear a woman who works in the film industry talking about her friend's job. What does he do?
 A He is a make-up artist.
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- 4 You are going to hear a man leaving a message on voice mail. What is the purpose of his call?
 A to confirm a meeting
 B to cancel a meeting
 C to change the date of a meeting
- 5 You are going to hear a conversation between two friends. Where are they?
 A in a museum
 B in a library
 C in a bookshop

TASK ANALYSIS

- 2 Read the tapescript on page 164. Underline the words and phrases that helped you choose the correct answers.
- 3 Find words in the tapescript which appear in the *incorrect* options. Identify the difference between the incorrect option and what the speaker says.

MULTIPLE CHOICE

This type of exam task requires you to select the correct answer out of four options.

EXAM TIPS

- 1 The order of the sentences is the same as the order in which the relevant information appears in the recording.
- 2 Every question requires you to eliminate incorrect answers. These are in some way similar to the content of the recording, so you have to notice what it is that makes them false, for example:
 - a the option is too general and suggests that something 'always' happens, while the recording says that it happens 'often' or 'frequently';
 - b the answer contains one of several points mentioned in the recording, but not the most important one, while the question requires you to find the 'main' or 'most important' point;
 - c there is a similar statement in the recording, but it refers to something or somebody else;
 - d the answer seems correct according to your experience or general knowledge, but it does not agree with the content of the recording.

examTASK

1 CD1-05 You are going to hear an interview with a young person who is hitch-hiking. Choose the correct answers.

- 1 Chris broke a record when he hitchhiked
 - A between two cities.
 - B 25,000 kilometres.
 - C to the Middle East.
 - D around the world.
- 2 With regard to safety, Chris says that
 - A he feels quite safe everywhere.
 - B reckless drivers are a constant problem.
 - C a male hitchhiker has less to fear if he's with a girl.
 - D you have to decide if you trust people enough.
- 3 According to Chris, one advantage of hitching at a petrol station is that
 - A you can spend the night there.
 - B there's food and shelter.
 - C you can go to the bathroom.
 - D you're safer because of the lights.
- 4 The thing Chris enjoys *most* about hitchhiking is that
 - A unexpected things always happen.
 - B you encounter unusual people.
 - C you can get really far.
 - D it's free.
- 5 The Turkish man
 - A had another fifty miles to drive.
 - B was looking for an underground station.
 - C had a sense of moral obligation.
 - D was keen to get to Paris before nightfall.

TASK ANALYSIS

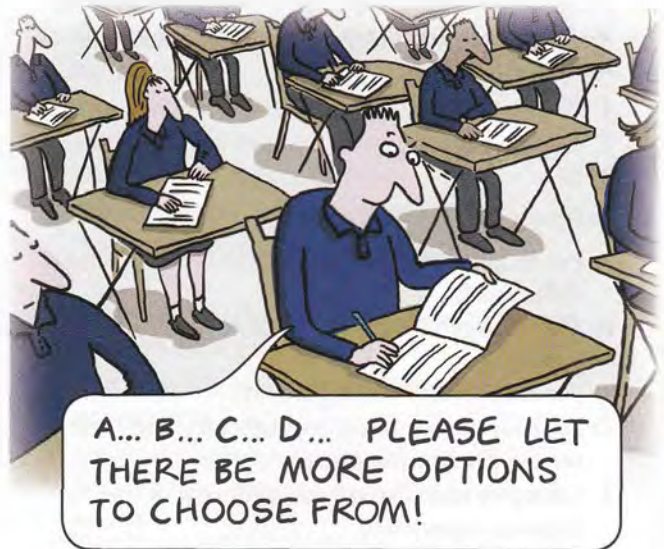
2 Listen to the recording again and read the tapescript on page 164:

a Write down the words used in the recording which helped you choose the correct answers.

QUESTION	WORDS USED IN THE RECORDING
1	
2	
3	
4	
5	

b Match the incorrect answers below to the types of mistakes given in the exam tips.

ANSWER	TYPE OF MISTAKE
1D	
2A	
3C	
4D	
5B	



ONE OR TWO CORRECT ANSWERS

This type of exam task requires you to select either one or both answers.

EXAM TIP

In this kind of task, either one or both answers to a question may be correct. This may seem difficult, as choosing one option does not eliminate the other. However, if you consider each answer separately and decide whether it is true or false, it is no more difficult than a series of 'true/false' statements.

examTASK

1 CD1-06 You are going to hear an interview with the organiser of an exhibition of butterflies. Circle the correct answers: A, B or both.

- 1 **The exhibition is open**
A from June 3rd until June 17th.
B from 10.00 to 18.00 every day.
- 2 **The largest butterflies can be**
A about thirteen centimetres.
B a hundred times larger than the smallest ones.
- 3 **The Common Birdwing**
A looks like a bird.
B has a wingspan of 18 centimetres.
- 4 **The chrysalises shown in the exhibition**
A have been transported to the museum from tropical countries.
B turn into butterflies in front of visitors' eyes.
- 5 **The Great Monarch**
A travels great distances.
B lives in two places with large bodies of water.
- 6 **The butterfly *Dryas Iulia***
A damages caimans' eyes.
B drinks tears.
- 7 **A proboscis is**
A a butterfly's mouth.
B a butterfly's nose.
- 8 **Butterflies can**
A taste with their feet.
B see more colours than other animals can.

TASK ANALYSIS

2 Look again at the answers you did not choose in Exercise 1. Change the statements so that they are true. You can listen again or use the tapescript on page 164 to help you.

SHORT ANSWERS TO QUESTIONS

In this kind of task you need to give short answers to a set of questions about the recording.

EXAM TIPS

- 1 The questions are about facts from the recording. Some of the answers are likely to be numbers.
- 2 You do not need to write full sentences.

examTASK

1 CD1-07 You are going to hear a man talking about the education of a young woman he knows. Give short answers to the questions below.

- 1 How old was Mandy when she started nursery school?

- 2 What was Mandy's behaviour towards other children in nursery school like? (name *two* qualities)

- 3 What was Mandy's favourite subject in primary school?

- 4 What did Mandy use to create?

- 5 Which two subjects did Mandy do less well in when she was in secondary school?

- 6 What was the subject of the course which Tina took?

- 7 How many A levels did Mandy get?

- 8 Where did Mandy go to university?

- 9 How long has it been since Mandy left university?

- 10 What has Mandy been offered after completing her M.Sc.?

- 11 How does Mandy earn a living now?

TASK ANALYSIS

2 Check your answers with the tapescript on page 165. Underline the parts of the recording that contain the right answers and answer the questions below.

- 1 Why is 'mature' not the correct answer to question 2?
- 2 What phrasal verb is used in the tapescript instead of 'create' in question 4?
- 3 Why is 'a job in advertising' not the correct answer to question 10?

All too often our encounters with art are very superficial – no more than a civilised way of spending an afternoon. This week we ask four people from the world of academia and the arts to describe cultural experiences which were different: relevant, thought-provoking and memorable.

A William Norton, historian

I remember hearing Adrian Mitchell read his poem 'Tell Me Lies About Vietnam' at a huge anti-war protest in Trafalgar Square in 1964. I was a twenty-year-old student at the time, angry, radical, outraged by the war. Mitchell was an Oxford graduate with a posh accent I didn't like, but his poem moved me very much. I can still hear his voice saying the refrain, which is also the title. By the time he'd finished, some of the demonstrators were already scuffling with the police.

Nearly forty years later, in 2003, Mitchell read a new version of the poem in public just before the invasion of Iraq. He called it the '21st century remix'. Those public readings are now part of literary history, and I was there at the first one. And I still believe that's what poetry should be like: involved.

B Elisabeth Green, freelance writer

Among my innumerable visits to museums and art galleries, I remember the *Sensation* exhibition at the Royal Academy of Arts in 1997, a show of the group known as Young British Artists, many of whom are now famous and command astronomical prices for their work. I went because it was hugely controversial. It contained works like Damien Hirst's dead animals in glass cases, an installation by Tracey Emin titled *Everyone I Have Ever Slept With*, or a sculpture in frozen blood. The greatest controversy surrounded Marcus Harvey's *Myra*, a portrait of the child murderer Myra Hindley. Finally, someone threw ink at it and it had to be removed.

Frankly, I disliked most of the pieces in that show. But it made me ask my-



self some important questions. Does art have to be beautiful? What is the purpose of showing disturbing and shocking things? Can offending people's feelings be justified? More than ten years on, I still haven't answered those questions.

C Gladys Keenan, university lecturer

I'm a classical music enthusiast and regularly go to concerts in concert halls, churches and opera houses. But my most unusual musical experience happened at my workplace, Glasgow University. We had a young Polish man, Aleksander, working as a cleaner. One day he asked if he might play the piano in the university chapel after work. The chaplain was not very keen, as the instrument is old and valuable, but it seemed unkind to refuse ... Aleksander started playing Chopin and soon half the faculty had stopped working and were listening. It was a concert-standard performance. Our cleaner turned out to be a professional pianist, educated at the music college in his home town of Katowice. He later gave a concert at the Glasgow West End Festival. Now he gives music lessons and performs occasionally. There is a long way though

from being talented and skilful to becoming a commercial success in the world of the arts. I hope he makes it.

D Chris Zaleski, independent filmmaker

In the spring of 2001 Roman Polański came to Warsaw, my home town, to shoot scenes for *The Pianist*. He needed extras for scenes set in the Warsaw ghetto. I was seventeen and it was my first time on a film set. I was impressed by how carefully it had been designed: even handwritten adverts on the walls, much too small for future viewers to read, were reproductions of authentic notices from the 1940s. Another thing that struck me was Polański's behaviour, which was quiet and gentle. He treated every member of the cast and crew with consideration. One of the extras was cold and he brought her a tiny, hand-held device that actors use to keep themselves warm.

Obviously, I also remember the scene they were shooting: Nazi soldiers forcing old and disabled Jews to dance in the street and laughing at them. It's now a classic, and I was there when it was made.

LANGUAGE & CULTURE

The Young British Artists (or YBAs), a group of conceptual artists who dominated the British art scene in the 1990s, are known for their shocking themes and use of unconventional materials. Leading artists of the group are Damien Hirst and Tracey Emin.

Adrian Mitchell (1932–2008) was an English poet, novelist and playwright known for his left-wing and anti-war views. His poems were often read or sung at demonstrations and rallies. Among the best-known are *To Whom It May Concern* and *Human Beings*. He also wrote poetry for children.

WRITTEN EXAM · READING COMPREHENSION

This part of the exam usually consists of two or three reading texts followed by comprehension questions. The types of texts may include magazine articles and extracts from fiction.

GENERAL TIPS

- 1 First of all, always read the whole text to get a general idea of its content and structure. If you do this you will avoid errors caused by concentrating on individual words or sentences and overlooking the broader context.
- 2 There may be words in the text that you do not know. Think about whether the unknown word is necessary to understand the text. If not, you can ignore it. If you see that the answer to a question depends on the meaning of the unknown word, try to work it out from the context, e.g.:

Matt came in, wearing a perfectly cut taupe suit and displaying his usual brilliant smile. Shelley knew he was as unscrupulous as he was charming. He was out to get what he wanted, and to hell with everyone else.

1 Matt was

- A well-dressed and sociable.
- B** attractive but immoral.
- C good-looking and friendly.

You probably don't know the word *taupe* (which is a greyish-brown colour) and you do not need to know it to answer the question. On the other hand, the meaning of the key word *unscrupulous* can be worked out by noticing that it describes the same person as the sentence *He was out to get what he wanted, and to hell with everyone else.*

- 3 Never leave a question unanswered. Even if you are not sure, select the answer that seems the most likely to you.

MATCHING

EXAM TIPS

- 1 First read the whole text and the removed sentences.
- 2 Each of the removed sentences is linked to the place it was removed from by meaning, and often also by structure. Carefully read the sentences for insertion as well as the sentences directly before and after the gaps. Pay attention to the following clues:
 - a the sentence usually deals with the same aspect of the topic as the paragraph it has been taken from;
 - b if the sentence mentions a cause, then before or after it there will probably be a sentence about the effect, e.g.:

To the dismay of oil companies and the delight of environmentalists, petrol sales in Britain fell by as much as twenty per cent in 2008. Analysts agree this was mainly due to a sharp increase in price.

effect (arrow pointing to "fell")
cause (arrow pointing to "due to")

- c personal pronouns, possessives and demonstrative pronouns: *she, his, this*, etc. probably refer to people or things mentioned earlier in the text, e.g.:

The discovery might prove sensational, says Patricia Hancock, leader of the team of archeologists. In her opinion, the artefacts may be more than eight thousand years old.

- d sentences next to each other may refer to the same person, thing or event using different words, e.g.

New pieces of wreckage from the Titanic were recovered from the sea bed in 2005. The study of those fragments suggests the luxury liner sank much faster than previously believed.

- e time expressions such as *after that, eventually, finally*, give information on the order of the events.
- 3 When you finish the task, read the whole text with the inserted sentences to be sure that it sounds coherent and logical.
 - 4 Read the sentence you have not used one more time. Consider whether it does not fit in one of the gaps.

examTASK

1 There are five sentences missing from the following text. Read the text and complete gaps 1–5 with sentences A–F. There is one extra sentence that you do not need.

SONGS TO DETER ILLEGAL IMMIGRANTS

The 3,000-kilometre US-Mexico border is the most frequently crossed international land border in the world, with about 250 million crossings a year, some of them legal, some not. Every year approximately a million Mexicans seek to improve their fortunes by migrating illegally to the USA – and every year several hundred lose their lives in the attempt. ¹ ___ People smugglers, known as ‘coyotes’, demand high fees and then abandon the migrants in the wilderness at the first sign of danger. In some cases, being found and arrested by the US Border Patrol may be a blessing.

Recently, the US government have come up with an innovative weapon against illegal migration: poignant ballads with Spanish lyrics, describing the dangers of trying to cross the border. ² ___ They belong to the traditional and highly popular Mexican genre of ‘corridos’, narrative ballads whose lyrics may be love stories or legends of famous heroes and criminals. The ‘migracorridos’ tell tragic tales of immigrants meeting with abuse and death on the dangerous journey. The message: it’s not worth it.

In one of the ballads, a singer called Abelardo sets out to cross the border with his cousin Rafael. They manage to reach US territory, but are lost in the desert without water. ³ ___ Later Abelardo wakes up to find his cousin dead by his side. In another song, a group of friends are abandoned by a human trafficker, locked inside the trailer in which they were being transported, where they slowly suffocate to death.

The US Border Patrol commissioned the *migracorridos* CD from a Hispanic advertising agency based in Washington. ⁴ ___ The ballads appear to be popular, with listeners phoning in to ask for more and wishing to find out about the singers.

⁵ ___ The decrease could be due to a number of factors, such as more patrols, better technology and fewer people trying to cross the border as a result of the economic crisis in the USA. It is too early to estimate the impact of the *migracorridos*. However, the creators of the campaign believe that if they’ve managed to get at least some people to think twice before throwing themselves into the deadly risk, that’s already a success.

- A A CD of such songs has been distributed free to radio stations in northern Mexico.
- B Because of the length of the border and the inhospitable nature of the terrain, illegal migration is extremely difficult to stop.
- C Official statistics show a drop in both arrests and deaths on the US-Mexican border in 2008.
- D Some die of thirst and exhaustion in the desert, some drown in the Rio Grande or are killed in car accidents.
- E After many hours of futile wandering, they lie down to rest.
- F This fact has not been publicised, and sometimes radio DJs who play the songs are not aware of their origin.

TASK ANALYSIS

2 Look at the exam task you have just done and find examples of context and grammar links listed in the exam tips (2 a–e). Write them in the table below. Underline the words and phrases in the text which show these links.

GAPS	CONTEXT AND GRAMMAR LINKS
1	a, d
2	
3	
4	
5	

MULTIPLE CHOICE

EXAM TIPS

- 1 First read the whole text.
- 2 The order of the sentences corresponds to the order in which the information necessary to answer them appears in the text.
- 3 At the end of the exam task there may be a question about the main idea of the text or the author's (or narrator's) opinion. When choosing the answer, bear in mind the whole text, not just the final paragraph.
- 4 The correct answers generally paraphrase content from the text, using different words. The paraphrase may rely on using synonyms, but it could also be more complex and involve a longer passage, e.g.:

I remembered how Lily used to tell me all her secrets when we were younger. Now that was all over, and I was hurt by her reticence.

- 1 The narrator was sad because
- A Lily no longer confided in her.
 B she was no longer young.

- 5 The information important to the exam question is not always stated directly in the text. Sometimes you have to work it out based on other information, e.g.:

When Joe told me what had happened, he was pale and his hands were trembling. I couldn't get him to relax and he was reluctant to go back and show me the place. The incident had obviously shaken him badly.

- 1 When recounting the incident, Joe was still
- A relaxed.
 B frightened.
 C tired.

- 6 Incorrect answers sometimes contain words or phrases used in the text, e.g. in the example in tip 5 *relaxed* in answer A and *get him to relax* in the text.
- 7 The questions are always about the content of the text. If an answer seems correct to you according to your own knowledge or experience, it does not necessarily mean it is the correct answer in the exam task. The correct answer is the one which agrees with the content of the text.

examTASK

- 1 Read the text. Choose the correct answers.

- 1 On hearing Shana's statement about the stars, the listeners are
A pleased.
B surprised.
C suspicious.
D uncertain.
- 2 In the second paragraph Shana describes
A canyons.
B ships.
C computers.
D aeroplanes.
- 3 In the third paragraph Shana describes the land she has seen as a place
A where everyone is powerful.
B of great contrasts.
C full of happiness.
D where the old do not respect the young.
- 4 Konti refuses to believe Shana because
A she describes many strange modern inventions.
B he thinks she mentioned a yellow sky and blue sun.
C he doesn't believe a solid can turn into a liquid.
D the way ice melts seems improbable to him.
- 5 The main theme of the story is that
A green land is something peculiar.
B land in Africa is affected by desertification.
C it's difficult to believe things that lie outside our experience.
D people from primitive societies don't understand technology.

TASK ANALYSIS

- 2 Analyse the answers in the exam task you have just finished.
- a Underline the sections in the text which refer to the correct answers.
 - b Find at least three examples of wrong answers which have phrases in them which are also in the text.

A STRANGE GREEN LAND

'Look! Shana's back!' shouted a child.

'She must be leaving if we can look at her back' laughed Konti.

The child ignored him and ran off to spread the news that the tribe's favourite daughter had returned at last.

The feast over, they sat around the fire enjoying the soft breeze blowing from the plains, anticipating the tale to be told. Shana gestured at the vast sky and spoke.

'Our stars shine brighter than the stars in the land I visited.'

A murmur of approval ran around the group.

'But there they have houses as high as mountains and in the windows at night shine lights so bright that the stars disappear from the sky. They make the lights come just by moving a hand.'

She told them of mysteries and magic: vast canyons of stone where people rush to and fro; flat stones that let you speak with friends far away; moving pictures that talk and make music; wheeled boxes that run in herds at unimaginable speeds; and huge trained birds that roar in anger as they carry people in their bellies around the world.

'The women wear shoes that make them taller. The men wear ropes around their necks.'

'Like donkeys!' said a girl and they all laughed.

'Yes, but these ropes give them power and prestige. It is a land of riddles: a land of great ingenuity but little wisdom; a land with many possessions, but little happiness; a land of unspeakable wealth amidst desperate poverty. The air they breathe is harsh and bitter: it hurts your throat, stings your eyes and makes you ill. And yet it is a land where the old outnumber the young.'

At last, she paused to drink and a child shouted out a question.

'What colour is the land?'

'Green.'

There was a shocked silence. *Green land?*

Konti sneered.

'I suppose the sky is yellow and the sun is blue.'

Someone giggled and the people began to wonder if Shana's tale was true.

'It's green because it rains a lot.'

Shana frowned. Her tribe lived in a dry brown land, where water was scarce. A land of scorching heat and months of drought punctuated just twice a year by torrential rains and flash floods. The climate there was so different.

'They have all sorts of rain: storms like ours, but also 'drizzle', fine rain you hardly feel but which soaks you all the same. The weather is always changing. In one part of the year the sun is tired and weak and can barely climb above the horizon. It hides behind overcast skies and then it's cold and the rain falls like pearls that they call 'hailstones' or like tiny round feathers they call 'snowflakes'. They're beautiful but in a breath they vanish.'

And so she told them of ice.

'It's water that's hard and cold. When you touch it, it flows like water again.'

'So one moment it's solid, and the next it's water?' muttered Konti.

'Yes', said Shana.

'I don't believe you!' he shouted, standing up, furious. 'If you heat gold, it changes slowly from solid to liquid, first it's thick, then it becomes thinner. That is how things change. I've had enough of your fairy stories.' He strode away and one by one the others followed him. Nobody dared look Shana in the eyes.

But one child remained: the boy who had first seen her arrive.

'Tell me more', he said, 'I believe you.'

Shana spoke again, and the people turned towards her, the light of the fire flickering in their eyes.

SHORT TEXTS WITH MULTIPLE CHOICE QUESTIONS

In this type of task you will read several short texts, each accompanied by one multiple-choice question. The questions may concern the main idea of the passage or a specific piece of information.

EXAM TIPS

- 1 The passages may look challenging. They may be poems or technical texts. Remember you do not have to understand all the words to grasp the overall meaning.
- 2 Look in the text itself and the accompanying illustrations (if any) for clues to the meaning of unknown words.

examTASK

1 You are going to read several short texts. Choose the correct answers.

- 1 What is the main theme of D.H. Lawrence's poem?
- A Playing the piano.
 - B The poet's child.
 - C A relationship with a woman.
 - D Memories.

Text 1

Piano

by D.H. Lawrence

Softly, in the dusk, a woman is singing to me;
Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the tingling springs,
And pressing the small, poised feet of a mother who smiles as she sings.

In spite of myself, the insidious mastery of song
Betrays me back, till the heart of me weeps to belong
To the old Sunday evenings at home, with winter outside
And hymns in the cosy parlour, the tinkling piano our guide.

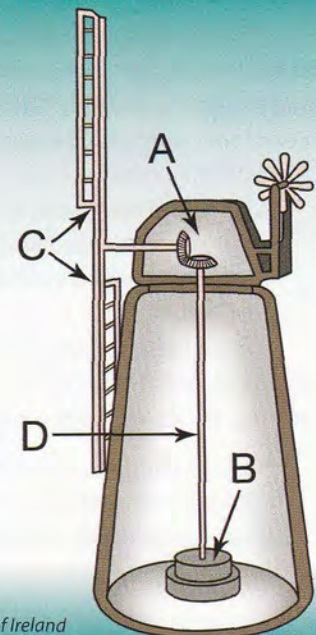
So now it is vain for the singer to burst into clamour
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

- 2 Which letter in the drawing represents the *bevel gears* as described in the text?
- A The letter A
 - B The letter B
 - C The letter C
 - D The letter D

Text 2

How a windmill works

When the wind blows, it drives the sails around. A pair of toothed wheels called *bevel gears* change the turning movement from horizontal to vertical, causing the vertical shaft to rotate. The vertical shaft has a heavy, circular grindstone fixed to the bottom of it; when the shaft rotates, so does the grindstone. Below is another grindstone that does not rotate; it is fixed to the windmill base. Grains of wheat or other cereals are inserted into the space between the grindstones; the action of the top grindstone rotating over the bottom fixed grindstone grinds them into flour.



Based on *The workings of a windmill*, The Sustainable Energy Authority of Ireland

- 3 This is an extract from a speech made in 1917 by the American women's activist Carrie Chapman Catt. What is the aim of Catt's speech?
- A To demand better education for women.
 - B To oppose discrimination against immigrants.
 - C To protest against high taxes.
 - D To demand the right to vote for women.

Text 3

How can our nation escape the logic it has never failed to follow, when its last unenfranchised class calls for the vote? Behold our Uncle Sam floating the banner with one hand, "Taxation without representation is tyranny," and with the other seizing the billions of dollars paid in taxes by women to whom he refuses "representation". Behold him again, welcoming the boys of twenty-one and the newly made immigrant citizen to "a voice in their own government" while he denies that fundamental right of democracy to thousands of women school teachers, from whom many of these men learn all they know of citizenship and patriotism. Is there a single man who can justify such inequality of treatment, such outrageous discrimination?

TASK ANALYSIS

- 2 In Text 1 underline the words and phrases that refer to what you believe is the main theme of the poem.
- 3 In Text 2 match the following parts of a windmill to the remaining letters in the picture:
 - sails
 - vertical shaft
 - grindstone
- 4 For Text 3 answer the following questions.
 - A What does Catt say about the role of women in education?
 - B Who according to the speech suffers discrimination?
 - C Why does Catt mention the "billions of dollars paid in taxes by women"?
- 5 In one of the options for Text 4 find words which correspond to the words 'extreme fragility' and 'on display' in the text.

- 4 You will read an extract from the review of an exhibition. Why can't you normally see all the Book of the Dead texts owned by the British Museum?
- A They are too delicate to be put on show.
 - B They are written on the inside of coffins.
 - C They are on loan to other museums.
 - D There are too many.

Text 4

What's new in London?

British Museum

Ancient Egyptian Book of the Dead at the British Museum

The belief in the afterlife was central to ancient Egyptian culture. The Egyptians equipped their dead with spells intended to provide guidance and protection in the underworld. These were initially carved on the walls of pyramids or painted inside coffins, but from the seventeenth century BCE onwards they were written on papyrus scrolls, known to us collectively as the Book of the Dead. The exhibition offers a rare opportunity to see precious papyri from the British Museum's collection which are not normally on display because of their extreme fragility. A number of museums around the world have also generously agreed to lend items from their collections.

TRUE / FALSE / NO INFORMATION

EXAM TIP

A statement is *false* when the statement and the text contradict each other: they cannot both be true at the same time. We can say there is *no information* when the statement *could* be true, but the text does not say so.

examTASK

1 Read the story. Are the statements below true (T), false (F) or is there no information (NI)?

- 1 At the beginning of the story, Nathan's grandmother tells him how to fry a steak.
- 2 Nathan's family used to think the idea of eating meat becoming illegal was unrealistic.
- 3 The Fundies are an extreme right-wing political party.
- 4 Nathan feels worried as he's cooking.
- 5 Nathan does not like the smell of the steak.
- 6 Nathan eats up the whole steak.
- 7 At the end of the story, Nathan is arrested for eating meat.

TASK ANALYSIS

- 2** Change the statements that you marked *false* so that they are true according to the text.
- 3** Next to the statements you marked *true* write down the words which are used to communicate the same information in the text.
- 4** Look at the statements you marked *no information*. Match them to the following explanations.
 - a We do not know if he manages to finish it.
 - b It is likely, but we do not know for sure that it happens.
 - c Their political orientation is not specified.

THE LAST MEAT EATER

'Put some oil in a pan: just a little. You mustn't use too much.'

After all those years, Nathan could still hear the echo of his grandmother's voice.

'Wait until it's hot, sizzling hot.'

Nathan adjusted the knob on the cooker and watched the electric ring go bright red. Then he took the packet from the table and opened it. There was one steak, one large juicy red beefsteak. It looked delicious. His hands shook as he sprinkled a little salt and pepper on it.

'Hold a wooden spoon in the oil and when you see bubbles, you know it's hot enough.'

Nathan checked. There were lots of tiny bubbles rising up from the bottom of the pan.

He looked nervously round the kitchen. Suddenly, he had a flashback. He was six years old; his grandmother was cutting a steak into bite-sized pieces for him to eat. His grandfather said, 'Eat your meat before they make it illegal!' And then he'd laughed, they'd all laughed. But he wasn't laughing now. Nobody was. It wasn't illegal to laugh; not yet, at least. But so many other things were; so much had been forbidden since the 'Fundies' had come to power twenty years ago. And eating meat was one of them.

He thought he heard a noise, but when he glanced outside, there was nobody there, just fields and trees. There was no reason for the police to suspect him. But still he felt anxious... and guilty.

'Just a few seconds on each side; don't burn it.'

The oil spat and jumped when he put the meat in the pan. He held it down with the wooden spoon and counted to ten, then he flipped it over and pressed down again. The smell was incredible: it made his mouth water; his stomach turned and twisted in excitement.

The meat was so tender the knife went through it as if it were butter. It was brown on the outside and pink on the inside and when he cut it, a little blood ran underneath the green lettuce on the white plate.

He speared a piece of meat with his fork and held it in front of him. Was he really going to eat meat for the first time in two decades? Did he dare break the law? The penalties were severe. Was it worth the risk?

He put the meat in his mouth and began to chew slowly.

He heard a voice in his head; another memory, another echo from the past. 'Eat it up. It'll make you big and strong.'

A tear trickled down his cheek. He knew it was wrong, but it tasted so good.

He heard the vehicle rumble to a stop in front of the house. He heard the heavy footsteps approaching. He heard the door fly open. But he didn't care anymore.

GAP-FILLING

EXAM TIPS

- 1 The order of the sentences reflects the order in which the information necessary to answer them appears in the text.
- 2 The words required to fill in the gaps may include:
 - a names
 - b numbers
 - c a word related to a word in the text (for example a verb instead of a noun)
 - d the same word(s) as used in the text, but in a differently structured sentence
 - e a word or words which are not present in the text, but which are used to rephrase information from the text.

THE ELGIN MARBLES

If you visit the British Museum, don't miss the Parthenon marbles. The sculptures and reliefs from that most famous of ancient Athenian temples are a defining monument of classic Attic style.

Generations of scholars have praised their harmony, the perfect proportions they present of the human body and the grace of their representation of movement.

Yet from the very beginning the sculptures have also been a source of disharmony. If we are to believe the Greek historian Plutarch, even as the work on the Parthenon was being carried out in the 5th century, it was accompanied by accusations of embezzlement and the waste of public money spent on 'dressing the city up as a vain woman who covers herself in jewels'.

Twenty-three centuries later Greece was part of Turkey's Ottoman empire. The Parthenon stood neglected and was gradually falling into ruin. In 1801 Lord Thomas Elgin, British Ambassador to Sultan Selim III, obtained permission to remove 'pieces of stone' from the temple. He had a large number of sculptures removed, causing some damage to the building itself, and he shipped them to London at his own expense. The whole operation took ten years.

In London the removal of the marbles caused immediate controversy: while some believed Lord Elgin to have rescued the precious relics, others, including the poet Byron, saw the act as vandalism and looting. A debate took place in Parliament before the British government decided to buy the sculptures for about half the sum Lord Elgin had spent on transporting them. (It should be noted to Elgin's credit that he never expected to make a profit out of the operation and had already refused much higher offers from foreign buyers.)

It may have been fortunate that Elgin moved the Parthenon marbles at that particular time, since they would probably have suffered during the Greek War of Independence (1821–1833), when the Acropolis saw some heavy fighting. But what should happen to the sculptures now?

The Greek government would like to see them brought back to Athens, where the Parthenon has now been carefully restored and objects from it housed in the state-of-the-art

examTASK

1 Read the article and sentences 1–8. Complete the gaps with one or two words according to the information in the text.

- 1 At the time the Parthenon sculptures were made, some Athenians believed money was _____ on them.
- 2 Lord Elgin used _____ money to have the marbles shipped to London.
- 3 One of the people who were critical of removing the sculptures from the Parthenon was _____.
- 4 Foreign collectors offered to pay _____ for the marbles than the British Government did.
- 5 The sculptures were transported to London _____ the Greek War of Independence.
- 6 The Greek government believes the new _____ is the best place to display the sculptures.
- 7 One advantage of keeping the sculptures in London is that admission to the British Museum is _____.
- 8 According to a survey, _____ of British people believe the Parthenon sculptures should go back to Athens.

TASK ANALYSIS

2 Match the sentences in the exam task to the points a–e in the exam tip 2.

Acropolis Museum that was opened in 2009. There the marbles would be presented in their original historical environment, reunited with other Parthenon sculptures and displayed in a custom-built gallery illuminated by the natural sunlight in which those works were meant to be seen.

The British Museum, on the other hand, believes the sculptures should remain in London. In a special statement the Trustees of the Museum declared that the marbles 'are part of everyone's shared heritage'. In London they are presented as part of 'the story of cultural achievement throughout the world, from the dawn of human history until the present day' in a museum where millions of people every year can see them free of charge. In addition, there seems to be little point in moving the relics from one museum to another, and they cannot be placed back on the Parthenon itself, where they would be exposed to damaging pollution.

In an opinion poll carried out in 2002 by the market research company Ipsos MORI, 40% of adult Britons voted in favour of returning the marbles to Greece, with only 15% supporting keeping them in London. So the Parthenon sculptures continue to spark controversy and conflict, as they have done from the moment they were commissioned two and half thousand years ago.

MULTIPLE CHOICE

LEXICAL-GRAMMATICAL SECTION ►► 40

EXAM TIPS

- 1 Start by reading the whole text for general understanding.
- 2 When analysing the possible answers, ask yourself two questions:
 - a Does the answer form a correct grammatical structure and/or collocation with the words before and after the gap?
 - b After inserting that answer, does the whole sentence make sense? Does it make sense in the context of the whole text?
- 3 When you finish the exercise, read the whole text again to make sure it sounds coherent and logical.

TASK ANALYSIS

- 2 Look at the answers in the exam task and answer the following questions. Their numbers correspond to the question numbers in the exam task.
 - 1 How would you need to change the sentence in the text to make answer A (*cause*) correct?
 - 2 How would you need to change the sentence in the text to make answer B (*prepare*) correct?
 - 3 Which punctuation mark helps you to quickly notice that answer A (*that*) is incorrect? How would you have to change the punctuation so that answer C (*some of them*) would be correct?
 - 4 *Leather and plastic bags used to be cleaner* is a grammatically correct sentence. Why is answer A incorrect?
 - 5 What verb which sounds similar to answer C (*contriving*) forms a collocation with the word *disease* and could be used in this sentence?
 - 6 Why is answer B (*the*) incorrect? How would you need to change the sentence to make answer D (*all*) correct?

examTASK

- 1 Read the following text and choose the correct answers.

FILTHY HANDBAGS

Have you ever seen a woman in a restaurant go to the bathroom, then come back and put her handbag on the tablecloth beside her? Most probably, that handbag has been on the toilet floor seconds before. It's not only insufficiently fresh food that can ¹ ___ you ill after a restaurant visit.

Most women carry their handbags everywhere. During an average day, a bag will have been in the office, in a supermarket trolley, on car or bus floors, and in several public toilets. Yet after coming home, many women will place their bag on the kitchen table or counter where food ² ___. You might as well take off your shoes and put them on the table!

A number of women's handbags were recently tested for germs at Nelson Laboratories in Salt Lake City. A variety of bacteria were found, ³ ___ could cause dangerous infectious diseases.

Not all handbags were the same. Leather and plastic bags ⁴ ___ to be cleaner than those made of cloth. Also, people with children seem to have dirtier bags than others.

So what should you do to avoid ⁵ ___ a dangerous disease from your bag? In ⁶ ___ public toilet, always hang your bag on a hook, or, if there isn't one, on the door handle. Never put it on tables where food is prepared or eaten. Wash a cloth handbag in the washing machine, and clean a leather one with a mild detergent.

- | | | | | | |
|-----------|---------------------|-----------------|----------|--------------|--------|
| 1 A cause | 2 A prepares | 3 A that | 4 A used | 5 A catching | 6 A a |
| B make | B prepare | B many of whom | B tended | B acquiring | B the |
| C get | C is prepared | C some of them | C were | C contriving | C some |
| D have | D has been prepared | D some of which | D had | D obtaining | D all |

OPEN CLOZE

LEXICAL-GRAMMATICAL SECTION ▶▶ 48

EXAM TIPS

- 1 Start by reading the whole text for general understanding.
- 2 Remember that you can put only one word in each gap.
- 3 When filling a gap, ask yourself two questions:
 - a Does the word you want to put in form a correct grammatical structure and/or collocation with the words before and after the gap?
 - b After inserting the word, does the whole sentence make sense? Does it make sense in the context of the whole text?
- 4 The missing words often belong to typical grammatical categories, e.g.: articles, auxiliary verbs, prepositions. There is a list of the structures commonly tested in this kind of task in the Lexical-grammatical Part.
- 5 Pay attention to correct spelling.
- 6 Do not leave any gaps empty; if you are not sure of the answer, make an educated guess.
- 7 When you finish, read the whole text once more to make sure it sounds coherent and logical.

examTASK

1 Complete the text below with one word in each gap.

PRISONER MAILS HIMSELF OUT OF JAIL

A convicted drug dealer escaped from prison in Germany by mailing himself out in a cardboard box.

The man, who had been serving
 1 _____ seven-year sentence
 for drug trafficking, had been
 employed in making stationery
 together with other prisoners. The
 stationery was packed in large
 cardboard boxes and despatched
 to shops by courier.

At the end of a working day, the
 prisoner climbed into one of the
 boxes. When the courier arrived
 2 _____ collect the goods,
 the box containing the inmate was
 loaded onto the truck along with
 the rest of the batch.



As 3 _____ as the vehicle was outside the prison gates and out of sight, the convict got out of the box and jumped off. It is believed that he was immediately picked up by his accomplices. The driver alerted the police after he noticed the cover on the back of the truck had been cut.

Other inmates are suspected to 4 _____ known of the planned escape, but they are unlikely to testify, as aiding a prison escape is a criminal offence in Germany. The police are on the hunt for the fugitive, but are at present unaware 5 _____ his whereabouts.

TASK ANALYSIS

2 Here are some *incorrect* answers for the exam task in Exercise 1. Match each one to the exam tip which, if followed, would help you to avoid that error.

- | | | | | | |
|-----------------------|--------------------------|--------|--------------------------|-------|--------------------------|
| 1 - (no answer given) | <input type="checkbox"/> | 3 long | <input type="checkbox"/> | 5 off | <input type="checkbox"/> |
| 2 in order to | <input type="checkbox"/> | 4 had | <input type="checkbox"/> | | |

WORD BUILDING

LEXICAL-GRAMMATICAL SECTION ▶▶ 52

EXAM TIPS

- 1 Start by reading the whole text for general understanding.
- 2 At every gap think what part of speech needs to be inserted and how it is formed.
- 3 Remember that it is often possible to form more than one noun, adjective etc. from a given root, and that those words can have different meanings, for example the adjectives *economic/economical* or the nouns *economy/economics*. Think about what the meaning of the inserted word should be for the whole passage to make sense.
- 4 Remember about negative prefixes (*un-, in-, im-, il-, dis-, mis-*). Consider whether the gap requires the word you intend to insert into it or perhaps its opposite.
- 5 Pay attention to spelling.
- 6 When you finish, read the whole text once more to make sure it sounds coherent and logical.

examTASK

- 1 Complete gaps 1–5 with words formed from the words in capital letters.

Tiredness can kill – take a break

We all realise the harmful effects of drinking, smoking and a bad diet. But we pay far too little attention to the consequences of not getting enough sleep. Take this example: It is socially ¹ _____ (ACCEPT) to be drunk in the workplace or while driving. On the other hand, many people boast that they can function ² _____ (EFFECT) when tired. This is a dangerous delusion. In Europe, more deaths on roads are now caused by tired drivers than by drunken ones. Apart from such ³ _____ (TERRIFY) effects, lack of sleep can make you irritable and prone to sudden changes of mood. It results in poor ⁴ _____ (PERFORM) at work and at school. It may even cause you to put on ⁵ _____ (WEIGH), as it has a negative impact on your metabolism. It also increases the risk of contracting a number of diseases. So, if you're reading this after midnight, perhaps you'd better stop and go to sleep ...

TASK ANALYSIS

- 2 Here are some *incorrect* answers for the exam task in Exercise 1. Match each one to the exam tip which, if followed, would help you to avoid that error.

- 1 acceptable
- 2 effective
- 3 terrified
- 4 performance
- 5 overweight

SENTENCE TRANSFORMATIONS

LEXICAL-GRAMMATICAL SECTION ▶▶ 44

EXAM TIPS

- 1 One sentence may test your knowledge of more than one structure, e.g.:
'Please don't say anything to my parents,' the boy asked his neighbour.
The boy asked his neighbour _____ his parents anything.
There are actually two transformations in one here:
 - changing *say* to *tell* to match the verb pattern: 'Don't say anything to my parents.' → 'Don't tell my parents anything.'
 - transforming indirect speech into direct speech: 'Don't tell my parents anything' → The boy asked his neighbour *not to tell*...
- 2 You must not change anything in the part of the sentence which is given. In the second variety of this task, you must not change the form of the given word.
- 3 Check your answers thoroughly. Correct grammar and spelling are essential in this type of task.

examTASK1

- 1 Complete the sentences so that the meaning is the same as in the original sentences.

- 1 I've never heard such nonsense.
Never _____ such nonsense.
- 2 Witnesses report that the criminals are hiding in the forest.
The criminals _____ in the forest.
- 3 They made him apologise for the incident.
He _____ for the incident.
- 4 It seems he becomes happier as he grows older.
The _____ become.

examTASK2

- 2 Complete the sentences using the words in capital letters so that the meaning is the same as in the original sentences.

- 1 Lily didn't let anyone else pierce her ears for her. She did it herself. (HAVE)
Lily refused _____ by anyone else. She did it herself.
- 2 There was so much food at the party that I had a stomachache the following day. (LESS)
If there _____ food at the party, I wouldn't have had a stomachache the following day.
- 3 We've got no lemons left. (RUN)
We _____ lemons.
- 4 You are too young to go alone. (ENOUGH)
You _____ to go alone.
- 5 I'm sure he saw the car approaching. (MUST)
He _____ the car approaching.

TASK ANALYSIS

- 3 Look again at the exam tasks. Which sentences test your knowledge of more than one structure? Find one example in each exercise.

ERROR CORRECTION: EXTRA WORDS

EXAM TIPS

- 1 Start by reading the whole text for general understanding.
- 2 Some of the lines contain words which should not be there. You have to identify the extra words, and tick the lines which are correct.
- 3 There is never more than one extra word in a line.
- 4 The extra words in this kind of task may include:
 - a auxiliary verbs
 - b articles
 - c prepositions
 - d personal pronouns (*he, she, him* etc.)
 - e reflexive pronouns (*myself, yourself* etc.)
 - f relative pronouns (*who, which, whom*)
- 5 Sometimes a word forms a correct structure with one or two words directly next to it, but in the context of the whole sentence it is wrong, either grammatically or because of the meaning. Always look at the whole sentence before you make your final decision.

TASK ANALYSIS

- 2 Match the extra words you found in the text in Exercise 1 to the categories listed in exam tip 3.

WORD CATEGORY	EXTRA WORDS
a auxiliary verbs	_____

b articles	_____

c prepositions	_____

d personal pronouns	_____
e reflexive pronouns	_____
f relative pronouns	who

examTASK

- 1 Read the text below. In *some* of the lines there is a word which should not be there. Write the extra words in the space after each line. Tick the correct lines.

STREET CLEANER RECEIVES HONORARY DEGREE

- | | |
|--|-------|
| 0 Thirty years ago Allan Brigham, a young history | ✓ |
| 00 graduate, who came to Cambridge on a short | who |
| 1 visit – and stayed. He had been planned to become | _____ |
| 2 a teacher, but, unable to find a position, decided to | _____ |
| 3 apply for a job sweeping the streets. Keen on a local | _____ |
| 4 history, he enjoyed showing all the interesting places | _____ |
| 5 in Cambridge to tourists and locals alike, and finally | _____ |
| 6 obtained himself a formal qualification as a tour guide. | _____ |
| 7 But he hasn't given it up his cleaning job: he insists | _____ |
| 8 on picking up rubbish in the park in the morning | _____ |
| 9 is still being the most pleasant part of his day. | _____ |
| 10 In 2007 the University of Cambridge has awarded | _____ |
| 11 Allan an honorary MA for services to the city and | _____ |
| 12 to the university. 'I'm told it's for promoting the | _____ |
| 13 Cambridge. I guess I do that in both my jobs,' said | _____ |
| 14 Allan. 'As a road sweeper I clear away the rubbish, | _____ |
| 15 as a tour guide I tell to people how beautiful it is.' | _____ |

Typical writing tasks in exams at level B2 include a story, a description of a place, person or event, a review (of a book or a film), a 'for and against' essay, an opinion essay, an article, and various types of formal and informal letters.

GENERAL TIPS: HOW TO WRITE A GOOD COMPOSITION IN AN EXAM

- 1 Read the rubric carefully. It will state what kind of text you are supposed to write and may specify the points which you have to include in your composition. Depending on the exam task, the rubric may also give you the title, the first or the last sentence, or a word limit. Look at the following sample exam task:

You are planning to go to the cinema with your English friend Mark this weekend. He has sent you links to information about three films and would like to know which one you would like to see.

FAKE EVIDENCE

A fast-paced thriller set in Bangkok. A former spy is falsely accused of smuggling drugs and forced to run. While he is trying to prove his innocence, he meets a beautiful customs officer...

ACCIDENTAL LOVE

A romantic comedy with a plot which you can actually believe in. Jim has an accident skiing and is taken to hospital where he meets Anne, who is working there as a nurse...

REPENTANCE

A powerful psychological drama set in Italy during World War II. A lieutenant with the German army helps rescue civilians from a besieged Italian town...

Write an email of 120 and 180 words to Mark. Include the following information:

- say which film you would like to see and explain your choice,
- ask when it is on,
- suggest a place where you can meet.

Begin your email like this: *Hi Mark,*

The instructions require you to write an email to a friend, so you can use informal language. There are three points that you have to include, listed as bullet points. There is a word limit you must not exceed and an opening you have to use. You may underline all these elements in the exam task and check if you have included each of them after you finish writing.

- 2 If you have a choice of topics, choose one which will give you the best chances of success. The following questions will help you:
 - Do I know what I would like to write on this topic?
 - Do I know the formal features of this type of text (essay, description, etc.)?
 - Do I know enough vocabulary associated with the topic?
- 3 Think about the content of the composition. Read the rubric carefully one more time to make sure you have not overlooked any key points. You can note down various ideas and then choose the best ones.
- 4 Make a plan of your composition:
 - Have a look at the ideas you have noted down. Choose the ones that best suit your purpose. Think about how they are connected. Number them in the order in which you want to put them in your text. Decide how many paragraphs there will be.
 - Decide what you are going to write in the introduction and in the conclusion.
- 5 Think about what style is appropriate for the text you are going to write.
- 6 Note down or recall some sophisticated words or phrases, appropriate to the subject and the text type.
- 7 Write a rough draft of your text. Try to vary your vocabulary and structures.
- 8 Count the words in your draft. If it is a bit too long, look for words you can delete (e.g. uninteresting adjectives). If it is much too long, you will need to delete whole sentences; but be careful not to delete content required by the exam task. If the text is too short, think about which ideas you can develop further.
- 9 Read the whole text carefully; check that the division into paragraphs is logical and that they are of a similar length. Correct any grammar, spelling or punctuation mistakes. If you spot any repetition, try to replace the repeated word with a synonym.
- 10 Write the final version of your composition. Write legibly. Remember that the division between paragraphs must be visible and always marked in the same way (space or indentation, or space *and* indentation, but not a mix of styles).
- 11 While working on the rough draft, keep an eye on the time. If you realise you have too little time to complete it and then rewrite it, move on to the final version, so that you do not end up handing in an unfinished text.

EXAM TIPS

- 1 First think of the main points of your story: *what* is going to happen, *where*, *when*, and *who* the character(s) will be.
- 2 Details make a story come alive. They can be details of the scenery, not only visual, but perceived by all the senses, e.g. sounds or smells. Or you can add details about people, their appearance and their behaviour; or about characteristic objects. In such a short story it is not possible to fit in many details, but even a few will make it more attractive.
- 3 It makes sense to describe the most important event in detail. Developments that lead up to the main event should be described concisely to avoid exceeding the word limit.
- 4 Use different narrative tenses. In most sentences you will need the Past Simple to present the events in chronological order, but try to use the Past Continuous to set up the scene at the beginning, the Past Perfect for retrospection, and *would*+infinitive to show that the characters are thinking or talking about the future.
- 5 In the ending you may mention, for example, reactions to the event, its consequences, or the conclusions that the characters drew from it.
- 6 The style of the story may be literary or somewhat colloquial, but it should be consistent.

examTASK

1 Write a story about a dangerous accident with a happy ending, entitled 'Lucky to be alive'.

LUCKY TO BE ALIVE

It was a dark and stormy night **in November**. It was raining so hard that the windscreen wipers were no longer coping. **My brother Charlie and I** were driving down a **small country road in Lancashire**, trying to get home in time for supper.

Suddenly a dark shape came into view, just metres ahead of us. Someone had left a trailer with no lights on the side of the road. Charlie slammed on the brakes and swerved. The car skidded on the wet tarmac and soared into the air.

It couldn't have lasted more than a few seconds, but I remember it as an eternity. As the car turned over in the air, I thought about our mother waiting for us. In the morning a policeman would come and tell her we were dead. Then the car hit the soft ground and rolled over. There was a terrible noise of shattering glass and breaking steel, but still no pain. Finally everything was still. I was suspended upside down in my seatbelt, uncomfortable but unhurt. I heard Charlie's voice.

'Jerry?'
'Charlie? Are you OK?'
'I've lost my glasses.'

I **laughed with relief**. We got out of the car, which was a complete wreck, and walked the remaining three miles home in the rain. In the morning we **would have to go to the police station and report the accident**. But for now, **the pure joy of being alive** carried us through that November night.

INTRODUCTION: TIME, PLACE, CHARACTERS

EVENTS LEADING UP TO THE MAIN EVENT

DETAILED PRESENTATION OF THE MAIN EVENT

CONCLUSION: REACTIONS AND CONSEQUENCES

Task ANALYSIS

- a examples of the tenses mentioned in tip 4,
- b two or three examples of details mentioned in tip 2.

EXAM TIPS

- 1 The person, place or event you describe can be real or imaginary. The advantage of choosing a real subject is that you do not have to imagine it (or him/her). The advantage of writing about an imaginary subject is that you can give it characteristics which will allow you to show off the sophisticated vocabulary you know.
- 2 The rubric may tell you to focus on a specific aspect of the place, person or event described, e.g.: *Describe a teacher you admire for his or her ability to interest students in his/her subject and for his/her approach to young people's problems.* Remember to take this aspect into account in your description.
- 3 Your description should have a clear structure. This might be for example:
 - a first a general impression, then the details;
 - b a mistaken first impression followed by a revised, more accurate view of the person or place;
 - c what the person or place looked like in the past and what he/she/it looks like now;
 - d chronological order in describing an event.
- 4 The style of the description should be consistent.
- 5 When describing a place it is worth concentrating on what is special about it, especially if a specific aspect is required by the rubric.
- 6 When describing a person do not list all the possible physical characteristics. It is better to concentrate on a few characteristic features, especially those which say something about his or her personality, e.g. the smile. When describing personality traits, remember to illustrate each one with an example of the person's behaviour. The topic may suggest the characteristics you will focus on.
- 7 A description of an event will be livelier and more interesting if it contains colours, smells, sounds and feelings.

examTASK

- 1 Describe a person your negative first impression of whom was wrong.

I remember how I first saw him. We were gathered in the big hall for some **school event**, and he was taller than everyone there. 'Who's that?' I asked my friend Miriam. 'Don't you know him? That's **Chris, captain of the football team**.'

He certainly looked like a footballer. Tall, muscular, with **close-cropped hair**, wearing some sort of sports outfit and trainers. Primitive macho, **I thought**, not my kind of person at all. Probably arrogant as well.

I couldn't have been more wrong, as I soon discovered. He was talking to his friend – about the latest match, I assumed, until I heard him mention the name of a little-known poet whom I was also reading. That's how I found out Chris is intelligent and well-read. Not only are his academic results outstanding, but he's also seriously into literature and cinema, and his conversation is fascinating.

Despite all his sporting and intellectual achievements, he's appealingly modest. Everything I know about those successes I've learned from other people, because he doesn't talk about them.

Most importantly, he's a gentle, considerate person, always careful not to hurt anyone's feelings. Thanks to his tact and mediating skills there are very few conflicts in the football team.

By getting to know Chris better, by talking to him and observing his interactions with people I've learned that my first impression of him was entirely mistaken. I'm glad I've had the opportunity to realise that and to gain such a wonderful friend.

INTRODUCTION: INFORMATION ABOUT THE PERSON BEING DESCRIBED (NAME, FUNCTION, HOW YOU KNOW THEM)

FIRST IMPRESSION: PHYSICAL APPEARANCE, FIRST OPINION (NEGATIVE AND FALSE)

TRANSITION FROM THE FALSE FIRST IMPRESSION TO THE TRUE CHARACTERISTICS OF THE PERSON BEING DESCRIBED

PERSONALITY – CHARACTERISTICS SUPPORTED BY EXAMPLES

CONCLUSION: ALTERED (POSITIVE) OPINION WITH JUSTIFICATION

TASK ANALYSIS

- 2 Underline in the text:
 - a three characteristics the writer ascribed to Chris based on her first impression,
 - b five of Chris's true characteristics backed up with examples,
 - c phrases and sentences which refer to the first, false impression.
- 3 Which of the structures a–d described in tip 3 does the description follow?

EXAM TIPS

- 1 At the beginning, provide the basic information about the work you are reviewing, such as the title and the author's name, the genre, perhaps the awards it has won.
- 2 A common error in writing a review is to summarise the entire plot of a book or film. This has two effects: firstly, it makes the review boring and secondly, there is not enough space to analyse and evaluate the work. The plot summary should be concise and should never reveal the ending. It should be written in the Present Simple tense.
- 3 Analyse and evaluate various aspects of the work, for example the plot, the characters, the acting, the directing, the moral dimension. Notice whether the rubric requires you to focus on a particular aspect.
- 4 To get high marks, you should use some vocabulary appropriate to the art form you are writing about. If you do not know any, it may be better to choose a different topic.
- 5 The style of the review may be more or less formal depending on the reader you are writing for, but it should be consistent.

examTASK

1 Write a review of a film which combines interesting action with the presentation of some element of the culture of an English-speaking country.

***Inside Man* by Spike Lee**

Inside Man is a **thriller**, which is perhaps surprising from **Spike Lee, a director known for more serious films** depicting the experiences of African Americans. However, this **first attempt at cinema as entertainment** is a great success, and an attentive viewer will also discover in it a wealth of cultural background.

The movie tells the story of a bank robbery. Masked attackers hold up a bank in Manhattan, taking all the staff and customers hostage. Detective Keith Frazier, brilliantly played by Denzel Washington, negotiates with the robbers, while at the same time trying to work out what they are really up to. The director guides us through a maze of confusing clues to a surprise ending.

The film is exciting, with fast action and many unexpected twists and turns. Denzel Washington gives a spectacular performance, as do Clive Owen as the leader of the gang and all of the supporting cast.

But in addition to being a first-rate thriller, the movie offers a picture of life in New York. Apart from beautiful shots of Manhattan, the viewer sees a gallery of minor characters of many races, nationalities and languages. Their interactions, whether marked by prejudice, resentment, tolerance, or friendship, give a real sense of both the tensions and the richness of life in the most cosmopolitan city on Earth.

I sincerely recommend this movie to everyone who likes a good and not necessarily brutal thriller, but also to those interested in getting an insight into life in multicultural New York.

INTRODUCTION: BASIC FACTS ABOUT THE FILM

PLOT SUMMARY, WRITTEN IN THE PRESENT SIMPLE

ANALYSIS AND ASSESSMENT OF VARIOUS ASPECTS OF THE FILM, USING VOCABULARY APPROPRIATE TO THIS GENRE

CULTURAL CONTENT

CONCLUSION: RECOMMENDATION

TASK ANALYSIS

- 2 Read the sample review and underline the sentences in which the writer refers to the aspects of the film required by the exam task: a) interesting action, b) an element of the culture of an English-speaking country.
- 3 Underline the phrases used to analyse and assess the following aspects of the film: the plot, the acting, the cinematography, the educational value.

EXAM TIPS

- 1 If the exam task requires you to present the 'advantages and disadvantages' or 'arguments for and against', the introduction should state the topic or issue, but *not* your opinion (keep that for the conclusion). The topic can be introduced in the form of a question.
- 2 The main body of the essay should consist of two paragraphs of approximately the same length: one 'for' and one 'against'. Which arguments should be presented first? Here are two possible solutions:
 - a First the arguments 'for' and then 'against'.
 - b Present the arguments you agree with second – they will appear stronger as well as providing a smooth transition to the conclusion, where you state your opinion.
- 3 The conclusion should not introduce new arguments, as this gives the impression that the text is unfinished. It should sum up the discussion and give your opinion on the issue in question.
- 4 An essay should be written in a formal style. Do not use colloquial language or contractions (*don't*, *haven't*, etc.).

examTASK

- 1 Many young people start work before finishing their studies. Write an essay presenting the advantages and disadvantages of such a step.

Many young people nowadays do not wait to graduate before they start work. They find their first job while still at university. **What are the advantages and disadvantages** of taking such a step?

INTRODUCTION: INTRODUCE THE PROBLEM, SIGNAL THAT THERE ARE PROS AND CONS WITHOUT GIVING AN OPINION

The main benefit, of course, is that you have your own income and do not have to rely on your parents to cover all your expenses. It is easier for them and for you. **Moreover**, if the job is connected with the area you are studying, you can gain valuable skills which may be useful to you in the future. **Not only that, but** when you start applying for full-time jobs after graduating, your CV will already show previous experience.

ARGUMENTS FOR

On the other hand, having a job while studying **has its drawbacks**. For one thing, it may affect your studies. You have less time to study and you may be tired in class. **In addition**, it leaves you less time for your social life, which is such an important part of the student experience. **Finally**, it may mean you have to give up the long holidays and with them the opportunity to travel.

ARGUMENTS AGAINST

In conclusion, it seems that working while studying has as many benefits as drawbacks. **In my opinion**, it is worthwhile if the job is interesting or relevant to your future career. Ultimately, however, it is a matter of personal choice.

CONCLUSION: SUM UP THE DISCUSSION AND GIVE YOUR OPINION

TASK ANALYSIS

- 2 In the above sample essay, replace the highlighted phrases with others with the same function.

EXAM TIPS

- 1 If the exam task asks you to present your opinion, in the introduction you should state that opinion and in the conclusion – repeat it using different words.
- 2 The main body should contain arguments to support your opinion – one argument per paragraph. It is also a good idea to mention one or two arguments for the opposing view and explain why you disagree with them.
- 3 The style should be formal (no colloquial language, no contractions), to the point, neutral and unaggressive. Even if you have a very strong opinion on the issue you are writing about, avoid emotive expressions and exclamation marks.
- 4 The conclusion should not introduce new arguments, as this gives the impression that the text is unfinished.

examTASK

1 More and more countries are introducing smoking bans in enclosed public places, including restaurants and cafés. Write an essay in which you give your opinion on this topic.

More and more countries are introducing a ban on smoking in all enclosed public spaces, including restaurants, cafés and clubs. **In my opinion**, this regulation is beneficial to society.

First and foremost, there is the issue of public health. Smoking has been proved to cause lung cancer, heart disease and a number of other illnesses. Any measure to reduce this dangerous addiction must therefore be regarded as a positive step.

What is more, the risks are not restricted to smokers themselves. ‘Passive smoking’ – inhaling another person’s tobacco smoke – is almost equally dangerous. In particular, smoking anywhere where children are present is extremely harmful to their health and development, as is exposing a pregnant woman to cigarette smoke.

Finally, with regard to smoking in restaurants, non-smokers find tobacco smoke disturbs them while they are eating, as to them its smell is disgusting.

In some countries, café owners have opposed the smoking ban on the grounds that it is bad for business. Some people also complain about the crowds of smokers gathering on pavements outside cafés and office buildings, forcing all passers-by to walk through a cloud of tobacco smoke. **However, to my mind** these are minor problems, which will surely be solved in time, and their importance is incomparable with that of the health impact.

To sum up, I strongly support the smoking ban. **It seems to be** a move in the right direction and I hope it can be extended to even more places that are open to the public.

INTRODUCTION: INTRODUCE THE PROBLEM AND YOUR OPINION

ARGUMENT 1

ARGUMENT 2

ARGUMENT 3

OPPOSING ARGUMENT AND WHY IT IS WRONG

CONCLUSION: SUM UP THE DISCUSSION AND RESTATE YOUR OPINION IN DIFFERENT WORDS

TASK ANALYSIS

2 Write the introduction to an essay on the same topic but expressing the opposite opinion.

EXAM TIPS

- 1 The exam rubric sometimes reminds you to write your letter 'in an appropriate style'. But what is 'an appropriate style' in a letter? In very formal contexts, such as a job or university application or a serious complaint, use a full formal style:
 - avoid all colloquial and emotional language;
 - do not use contractions (write *do not* rather than *don't*, *he is* rather than *he's*);
 - finish with 'Yours sincerely' or 'Yours faithfully'.
- 2 Most correspondence today is written in a semi-formal style. Examples of semi-formal contexts could be a letter to a company about a minor issue, such as an object you left in a hotel room, or a personal letter to an adult you do not know well.

When writing in such contexts:

- be polite and friendly;
- avoid extremes: do not use colloquial expressions, but also avoid very official language, which would make your letter sound cold and distant;
- you can use some contractions, but not very many;
- finish the letter with 'With best wishes' or 'Kindest regards'.

The sample letter below is written in a semi-formal style.

examTASK

1 Do the exam task.

While on holiday in England, you found an animal. You have looked after it, but you cannot take it home with you. Write a letter to an animal welfare organisation called Animal Aid to ask if they can help you find a home for it. In your letter:

- say why you are writing;
- describe the animal;
- explain why you cannot keep it;
- ask for help in ensuring the animal's well-being.

Write your letter in an appropriate style.

Dear Sir or Madam,

I am writing to ask your help in finding a good home for a dog I found while staying here in Worthing. She is a small black poodle. She was very thin when I found her, but apart from that she seems in good health, and she is also very well-behaved.

I will be returning to my country soon and cannot take her with me. Unfortunately, I don't know anyone who could look after her here, and I certainly wouldn't like to leave her in an animal shelter. I was wondering if you could help me place her with someone who would really care for her.

Thank you for your help.

With best wishes,
Daniel Wagner

STATE THE PURPOSE OF THE LETTER IN THE FIRST SENTENCE

USE VERY POLITE LANGUAGE WHEN ASKING A FAVOUR

INCLUDE A BRIEF BUT FRIENDLY CONCLUSION

TASK ANALYSIS

- 2 Circle and number the parts of the model letter in which the writer includes the information required by each bullet point in the rubric.
- 3 Find three examples of the features of a semi-formal style in the model letter (use the list in exam tip 2).

EXAM TIPS

- 1 An informal context can be a letter to a friend, or a personal letter to someone more or less your own age. Write in an informal, friendly style; you can use colloquial language and slang expressions.
- 2 Use contractions (*I'm, don't* etc.).
- 3 There is a lot of freedom regarding the way you finish your letter. 'Love' and 'All the best' are popular phrases.

examTASK

1 Do the exam task.

You are going on a short visit to Liverpool, to stay with your English friend Sally. She has sent you links to information about some of the museums you could visit, and wants to know which ones you are interested in.

Merseyside Maritime Museum

Liverpool was once one of the greatest ports of Europe. You can see objects from the Titanic, find out about smugglers and how they are caught, learn about life at sea in past centuries, and admire an enormous collection of model ships in the museum.

International Slavery Museum

The exhibitions tell the harrowing story of the transatlantic slave trade, of the life of black slaves in the Americas and their long road to freedom. The museum also documents contemporary forms of slavery, human trafficking and forced labour.

The Beatles Story Liverpool

The award-winning Beatles Story experience is an atmospheric journey into the life, times and music of the Beatles. Join us on a magical mystery tour into the 1960s and see how four young boys from Liverpool became the greatest band of all time.

Write a letter to Sally. Include the following information.

- Say which museum(s) you would be most interested in.
- Give reasons for your choice.
- Ask for more information about the museums.

Dear Sally,

Thanks a lot for inviting me, and for all the info about the museums. I wish I could see them all, but I don't think we'll have enough time.

There's no sea where I live, so the Maritime Museum seems really interesting, exotic and romantic. And of course it'd be fascinating to see real objects from the Titanic. Can you tell me more about it? For example, is there a real historic ship that you can visit? That'd be brilliant.

I'm also interested in the Slavery Museum – it sounds like a unique place; I've never visited one before. What sort of objects can you see there? It looks as if the Beatles may have to wait till my next visit.

What about you? Which museum would you recommend? It'd be nice to do something we both enjoy.

Thanks again, and see you very soon.

Love,
Andrea

INTRODUCTION:
REFER TO THE INPUT

MAIN BODY:
DISCUSS THE INPUT IN SOME
DETAIL

INCLUDE A FRIENDLY ENDING

TASK ANALYSIS

- 2 Circle and number the parts of the model letter in which the writer includes the information required by each bullet point in the rubric.
- 3 Find three examples of the features of an informal style in the model letter.

EXAM TIPS

- 1 In the introduction, refer to the information from the input using your own words. Do not copy the extract. Do not present your opinion yet.
- 2 Develop each of the points required by the rubric in one paragraph, giving your opinion as required.
- 3 Support your opinions with arguments and examples.
- 4 A good conclusion may do one or more of the following:
 - return to the idea from the introduction;
 - restate your opinion;
 - suggest solutions;
 - refer to the future.
- 5 The style of an article may be more or less formal, depending on the reader it is intended for. It should, however, be consistent.

examTASK

1 Do the exam task.

In response to the growing problem of obesity among children, the UK media regulator Ofcom has decided that all advertisements for foods that are high in fat, salt and sugar will be banned in and around TV programmes for children up to the age of 16.

Write an article of 200–250 words in which you give your opinion. Include the following points:

- whether you think the consumption of unhealthy foods by children is a serious problem;
- whether a ban on the advertising of such foods is an appropriate solution;
- what else could be done to stop children becoming obese.

This is the title of your article: *Towards a slimmer society*

TOWARDS A SLIMMER SOCIETY

OFCOM, the organisation that regulates the media in the UK, has announced its decision to ban the advertising of foods high in fat, salt and sugar from children's television in an effort to reduce child obesity.

Clearly, there is a problem. We see more and more overweight, unhealthy-looking children around us. And if you're not sure what is causing this obesity epidemic, count the number of children you pass in the street who are munching on crisps or chocolate bars. Or look into the nearest hamburger place on a Saturday and see how many families are having lunch there.

Advertising is at least partly to blame, as it tempts children to consume snacks whether they are hungry or not. **But should it be banned?** Advertisers don't think so. They cite freedom of speech and say children must be educated about healthy eating instead. But freedom of speech may be restricted in the public interest. And the impact of education is weakened when it is constantly undermined by advertising campaigns with budgets far greater than that of any government-funded educational project.

Other steps can be taken to reduce child obesity. In supermarkets sweets should not be displayed by the checkout at a child's eye level. Healthier meals should be on offer in schools. And perhaps most importantly, children should have more opportunities to do sports.

But this advertising ban is a sensible move, which other countries might consider imitating. Let's hope it helps us bring up slimmer, healthier future generations.

DEVELOP EACH POINT IN ONE PARAGRAPH

INTRODUCTION: REFER TO THE INFORMATION FROM THE INPUT, USING YOUR OWN WORDS.

USE EXAMPLES FROM EVERYDAY LIFE.

YOU CAN STATE THE PROBLEM IN THE FORM OF A QUESTION.

SUGGEST POSSIBLE SOLUTIONS

CONCLUSION: RETURN TO THE IDEA FROM THE INTRODUCTION; RESTATE YOUR OPINION; REFER TO THE FUTURE.

TASK ANALYSIS

- 2 Underline the examples used by the writer to show why many children are overweight.
- 3 According to the writer, what three steps can be taken to stop children from becoming obese?
- 4 Find phrases in the conclusion which serve the following functions: *returning to the idea from the introduction, restating the writer's opinion, referring to the future.*

STORY

SEQUENCING EVENTS

As soon as ... All of a sudden, ...
 While I was ... ing ... Immediately, ...
 No sooner had we ... than ... Within minutes ...
 Suddenly, ...

OTHER

It all started when ... I'll never forget ...
 I had never imagined I would ...

DESCRIPTION

The first thing you notice about (him / her / the place) is ...
 (He / she / this place) is special for a number of reasons.
 He / she is the kind of person (who ...)
 It is the kind of place that / where ...
 The place I like best is ...
 I'll never forget ... (a person / an event)
 It was an unforgettable (day / event / occasion).
 The most [unusual] person I've ever met / place I've been to is ...

REVIEW

INFORMATION ABOUT THE BOOK/FILM AND ITS CONTENT

It tells the story of ...
 The story / the action takes place in ... / is set in ...
 It is based on real events / on a true story / on a book.
 It has been made into a film (by ... / starring ...)

ASSESSMENT

I was impressed by ... One weakness (of the
 I couldn't put it down. book / film) is that ...
 It's a classic / a masterpiece.

ASSESSMENT - ADJECTIVES

+	-	+/-
BRILLIANT	PREDICTABLE	VIOLENT
SPECTACULAR	UNCONVINCING	SLOW
STRIKING	FAR-FETCHED	SENTIMENTAL
IMPRESSIVE	DULL	SERIOUS
POWERFUL	BLAND	
CONVINCING	DISAPPOINTING	

**'FOR AND AGAINST' ESSAY
 OPINION ESSAY**

INTRODUCTION - FOR AND AGAINST

What are the arguments for and against this idea?
 What are the benefits and drawbacks of such a step?
 This step / idea / solution can be said to have both advantages and disadvantages.

INTRODUCTION - OPINION

In this essay, I am going to argue that ...
 in my opinion ...

INTRODUCING THE FIRST ARGUMENT

First of all, ... One (dis)advantage is that ...
 First(ly), ... The main argument in support
 First and foremost, ... of ... is that ...
 For one thing, ... On the one hand, ...
 To begin with, ...

MORE ARGUMENTS

Secondly, ... Furthermore, ...
 Thirdly, ... What is more ...
 Another (dis)advantage is that ... In addition, ...
 Moreover, ... Not only that, but ...

FINAL ARGUMENT

Finally, ... Last but not least, ...

PRESENTING THE OPPOSING OPINION

On the other hand, ... However, ... Nevertheless, ...

EXPRESSING YOUR OPINION

In my opinion, ... To my mind, ...

EXPRESSING AN OPINION CAUTIOUSLY

It seems / appears that ...
 It would seem / appear that ...
 It is believed / recognised that ...
 There is little / some / no doubt that ...

SUMMARY

To sum up, ... All things considered, ... On balance, ...
 In conclusion, ... All in all, ... On the whole, ...

FORMAL AND SEMI-FORMAL LETTERS

Very formal phrases have been marked with an *.

OPENING PHRASES

Dear Sir or Madam, Dear Mr/Mrs/Miss/Ms Jones,

INTRODUCTION

I am writing (in order) to...
 I am writing in connection with...

ASKING FOR INFORMATION

Could you please let me know... I would like to know...

REQUESTS

I would be (very) grateful if you could...
 I was wondering if you could...

PROBLEMS

I am afraid... (the camera does not work properly)

CONCLUSION

*I look forward to hearing from you.
 Thank you (very much) for your help.

CLOSING PHRASES

*Yours faithfully, (if the letter begins Dear Sir or Madam)
 *Yours sincerely, (if the letter begins Dear Mr/Ms...)
 (With) best wishes, (semi-formal)
 (With) kindest/best regards, (semi-formal)

INFORMAL LETTERS

OPENING PHRASES

Dear Peter, Hi Sue,

INTRODUCTION

Thanks for your letter. / It was good to hear from you.
 Sorry I haven't written for so long.
 I hope you're OK.

CONCLUSION

I must be going now. Say hello to...
 Write soon. Have a nice trip.
 Looking forward to your news/ Thanks again.
 to hearing from you again. See you (soon/ in the summer).

CLOSING PHRASES

All the best, Love from... Cheers,
 Love, Best, Bye for now.

ARTICLE

RHETORICAL QUESTIONS

Have you ever (wondered why/if...)?
 What would you do if...?
 Should... (it be forbidden/encouraged)?

QUOTING OPINIONS

(The proponents of the idea) believe/say...

CONCLUSION: REFERRING TO THE FUTURE

What will the future of... be?
 Let's hope...
 Hopefully, ...

Typical speaking tasks in most exams at B2 level include a discussion, talking about photos, a role play and speaking on a set topic. In some of the tasks you will be asked to work with the examiner or with a partner, and in some of them you will have to speak on your own. In all of them, however, it is important that your speech be fluent and grammatically correct, and that you convey all the information required by the exam task.

GENERAL TIPS

BEFORE THE EXAM

- 1 During the exam you may not have extra time to prepare your answer or make notes. This is why it is very important to practise speaking skills throughout the school year as well as to revise useful phrases.
- 2 On the evening before the exam do not try to learn new words in a panic; it can be more effective to watch a film or the news in English, to revise useful phrases or to work through one or two sets of exam tasks (but not through five). It would be ideal if you had the opportunity to speak English to someone.
- 3 Before entering the examination room, have a conversation in English with one of your schoolmates so that you can switch to thinking in English.

DURING THE EXAM

- 4 Look at the examiner and speak clearly.
- 5 Give extended answers to the examiner's questions. Do not answer in monosyllables.
- 6 If you have not understood a question, ask the examiner to repeat it or explain it.



"THEY SAY IT'S GOOD TO SPEAK ENGLISH TO SOMEBODY THE DAY BEFORE YOUR EXAM. I'M AFRAID YOU'RE THE ONLY ONE AROUND TO HELP ME..."

DISCUSSION

USEFUL PHRASES ►► 37

In this part of the exam you will be asked to take part in a discussion on a given topic with the examiner or with another candidate.

EXAM TIPS

- 1 Be sensitive about turn-taking. Do not talk for too long or interrupt your interlocutor.
- 2 Listen to the other person and respond to what he or she says, rather than just expressing or repeating your own ideas.
- 3 Invite your interlocutor to speak by asking questions such as *So what do you think?* This is especially important if you are working with another candidate and he or she is not saying much.
- 4 Expressing disagreement politely and respectfully is perhaps the most important skill in a discussion.

examTASK

- 1 In pairs, discuss your views on the following statement.

'Everybody should try living and working abroad at least for some time.'

- 2 **CD1-08** List the main points that came up in your discussion. Then listen to a student discussing the statement above with the examiner. Which of the points you listed do they mention? What other points are included in their discussion?
- 3 Read the tapescript of the discussion on page 165. Underline useful phrases.

You will see two photos linked by a theme. Your task will be to compare and contrast them. The examiner may then ask you some questions.

EXAM TIPS

- 1 Don't spend too much time describing one photo in detail. Comment on the similarities and differences between the two photos.
- 2 You can comment on more general themes related to the two photos, for example: What kind of people would prefer the situation in the first/second photo?
- 3 At the end you can mention your own preferences and opinions.
- 4 Answer questions in full sentences, justifying your opinions.

EXAM TASK

1 Do the exam task.

Look at photos A and B. Compare and contrast them.

The following ideas may help you, but you may suggest others as well.

- the kind of pet
- the activities
- the people's age
- how important the pets may be to the people
- your preferences



TASK ANALYSIS

2 **CD1-09** Listen to a recording of a student doing the exam task. Look at the list of useful phrases on page 38 and tick the phrases you hear.

3 **CD1-10** Answer the questions below. Then listen to the recorded answers and compare them with yours.

- 1 What is the emotional role of pets in people's lives?
- 2 Do you agree that an animal can be a better friend than a human being?

ROLE PLAY

USEFUL PHRASES ►► 38

In this task you will have to take part in a conversation with the examiner in an imaginary situation, in which you have to reach agreement or make a decision together.

EXAM TIPS

- 1 Make sure you include all the points required by the rubric.
- 2 If the task involves making a choice out of several suggestions, discuss *all* of the suggestions, then choose the ones you consider to be the best.
- 3 Be sensitive about turn-taking. Listen and respond to what the examiner says. If you are not sure what he or she has said, ask them to repeat or explain.

examTASK1

1 Do the exam task.

Your friend's grandfather is going to be seventy-five years old soon. The family is thinking of ways of celebrating that event. The friend asks for your opinion. Talk about which events could be the most pleasant and memorable. Some ideas are given below but you can suggest others as well. Your teacher will start the discussion.

A party in a restaurant

An expensive present

A film of different family members talking about Granddad

A home-made book with photos and stories from Granddad's whole life

A trip to a place he has always wanted to visit

Anything else?

- 2 **CD1-11** Listen to a student doing the exam task. Which ideas does he choose? What additional idea does he suggest?

examTASK2

3 Do the exam task.

You agreed to go cycling with a friend on Saturday. Something has happened and you cannot go. Phone your friend. Apologise and explain why you cannot go. Suggest another day when you could meet and a different activity you could do together.

- 4 **CD1-12** Listen to a student doing the exam task. Look at the list of useful phrases on page 38. Tick the phrases he uses to do the following:
- introduce himself on the phone
 - say what he is calling about
 - apologise
 - make suggestions

SPEAKING ON A SET TOPIC

USEFUL PHRASES ►► 38

PRESENTING YOUR OPINION

In this part of the oral exam you may be asked to present your opinion in response to a statement such as, for example, 'The government should encourage people to use public transport' or 'The family is the most important unit in society.'

EXAM TIPS

- 1 Your mini-presentation should have a clear structure. This will help the listener follow your train of thought and will create a general impression of order and clarity. You can structure your talk like this:

Introduction:

- say whether you agree with the statement;
- say what your main points or arguments are going to be

Main body:

- first point or argument
- second point or argument
- (third point or argument)

Conclusion:

- restate your opinion.

- 2 Use examples to support your ideas. You can draw examples from your experience, from the news or from literature and film.
- 3 You can use rhetorical questions, e.g.: *So, is it true that lies are unacceptable in all situations?*

examTASK

- 1 Express and justify your opinion on the following statement.

'People should tell the truth in all circumstances.'
Do you agree?

- 2 **CD1-13** Listen to a student doing the exam task and compare your answer with his. In what order does he do the following?

- Define 'white lies'
- 1 State his opinion
- Make a general conclusion about lying and the truth
- Give examples of 'white lies'
- Give examples of extreme situations
- Say what he's going to talk about
- Introduce the idea of extreme situations

NARRATING OR DESCRIBING

In this kind of task you will be given a topic to talk about. You may have to narrate an event or describe something.

EXAM TIPS

- 1 Make sure you include and develop all the points listed in the rubric.
- 2 The bullet points in the rubric will help you structure your talk.
- 3 If you are narrating, use a variety of past tenses and time expressions.

examTASK

1 Do the exam task.

A Memorable Celebration

Talk for one minute about a celebration you took part in.

Talk about:

- what the occasion was
- how it was celebrated
- what made it memorable

2 CD1-14 Listen to a student doing the exam task. Take brief notes under the three headings from the rubric.

- what the occasion was:

- how it was celebrated:

- what made it memorable:

USEFUL PHRASES

DURING THE EXAM

GREETINGS/INTRODUCING YOURSELF

- Good morning/afternoon. • I'm (Andy).
- Nice to meet you. • My name is...

ASKING FOR A QUESTION TO BE REPEATED

- Excuse me/Sorry, could you repeat the question, please?
- I'm sorry, I didn't hear/catch that.
- Pardon?
- Could you say that again, please?

ASKING THE EXAMINER TO EXPLAIN AN UNKNOWN WORD OR PHRASE

- Could you explain this word to me?
- Sorry, what does 'embezzlement' mean?/What's 'embezzlement'?
- I'm not sure – does it mean...?

ASKING THE EXAMINER TO EXPLAIN A QUESTION

- I'm not sure I understand.
- What exactly do you mean?
- Excuse me, could you explain that?
- I'm sorry, I don't quite see what you mean.

HESITATING AND PLAYING FOR TIME

- That's a good question/an interesting question.
- Let me think.
- It's hard to say, really.
- I'm not quite sure but I believe/think...

INTERRUPTING THE EXAMINER IN A POLITE WAY

- Excuse me.
- Sorry to interrupt, but...
- May I interrupt?
- May I add something?

SAYING GOODBYE

- Goodbye/Bye.
- It's been nice to meet you./Nice meeting you.

DISCUSSION

EXPRESSING AND JUSTIFYING YOUR OPINION

- In my opinion, • If you ask me,...

AGREEING

- I definitely agree. • I can certainly agree about that.
- Yes, you're right. • I couldn't agree more.
- Absolutely. • OK, you've convinced me.

DISAGREEING

- I see what you mean, but...
- I see your point, but...
- I'm afraid I can't agree with you on that, because...

AGREEING IN PART

- [I agree] you have a point there, but...
- Yes, but on the other hand...

PLAYING FOR TIME

- That's an interesting question. • That's a good question.
- That's an interesting point. • Good point.

QUESTIONING WHAT YOUR INTERLOCUTOR HAS SAID

- But what about (family and friends)?
- But do you really think...?

ACKNOWLEDGING A HELPFUL QUESTION OR COMMENT

- I'm glad you've mentioned that.
- I'm glad you asked that (question).

TALKING ABOUT PHOTOS

- Both photos show/have to do with ...
- One thing these photos have in common is...
- In the photo on the left/right ...
- In contrast, (the man/woman/place in the other photo)...
- He/She seems...
- The man/woman/people appear(s) to
- He/She must/may...
- He's probably...
- The (person/place) looks like...
- It looks as if ...
- We can imagine...
- The atmosphere in the first photo/the second photo/ both photos...
- Personally...

ROLEPLAY

STARTING THE CONVERSATION

- We have to discuss...
- Can we talk about it now?
- We need to talk (about...).

ON THE PHONE

- Julia speaking.
- Adam here.
- I'm calling about... / It's about...

MAKING SUGGESTIONS

- Why don't we...?
- How about...?
- Why not...?
- Would you like to...?
- Shall we...?
- Perhaps we should/could/might...
- If I were you, I would...

AGREEING

- Absolutely./Of course./Right.
- Perfect./Brilliant.
- You're right.
- OK, let's do that.
- That'd be great.
- Good/great idea.
- That's fine with me.

DISAGREEING

- I'm afraid I don't agree at all.
- I'm not sure./convinced.
- I don't think that's the best idea/solution/suggestion.
- I don't think it is... (adj.) enough.

APOLOGISING AND BAD NEWS

- I'm really sorry (to have to tell you this).
- I'm afraid (I can't go).
- I'm really sorry to let you down.
- It's not your fault, is it?
- I'm sorry to hear that.

ANALYSING DIFFERENT OPTIONS

- There are several (good) ideas here.
- I think it's better to...
- I think ... is the best idea.
- It depends...

EXPRESSING DOUBT

- But what if...?
- Are you sure it's the right thing to do?
- I/We don't know (if)...
- It's possible that...
- This might (not) be the best idea.
- They may not like it.

FORMULATING PLANS

- First, we could..., and then/next...
- Let's hope it all turns out right.

ASKING FOR PERMISSION OR APPROVAL

- Could I/we...?
- Do you think I/we could...?
- May I...?
- Would it be OK if I/we (did sth)...?

REACHING A COMPROMISE

- OK, so we can... first..., and then...
- Shall do it my/your way, then?
- So we've agreed on/to...
- OK, if you insist.

SPEAKING ON A SET TOPIC – PRESENTING YOUR OPINION

INTRODUCTION

- I agree/disagree/partly agree with the statement.
- I agree that ...
- I think there are a few exceptions.
- First I'd like to talk about...
- Then (I'm going to mention)...
- I would like to consider two aspects of this question/issue: ...

ARGUMENTS AND EXAMPLES

- So, firstly,... Secondly, Thirdly,
- On the other hand...
- Finally,
- Why (do people think so)?
- So is it true that...?
- For example,... / For instance,...
- Here's another example:
- So should (we/people/schools/governments) ...?

CONCLUSION

- So, in conclusion, ...
- To conclude, ...
- To sum up, ...
- On the whole...

SPEAKING ON A SET TOPIC – NARRATING OR DESCRIBING

NARRATING

- It [all] happened (in 2005/when I was twelve).
- After we (had eaten the chocolates), we (went swimming).
- Then/Later...
- Suddenly/All of a sudden...
- I still remember that (day/event) so clearly.
- It was memorable because...

DESCRIBING

- It is/was/would be situated in...
- The most characteristic thing about him/her/it/the place is/was that...

LEXICAL- GRAMMATICAL PART

- MULTIPLE CHOICE
- SENTENCE TRANSFORMATIONS
- OPEN CLOZE
- WORD BUILDING

MULTIPLE CHOICE

In this type of exam task you need to read a text with gaps and choose the correct answer for each of the gaps from four possibilities. The answer must be grammatically and lexically correct.

Below, you will find examples of the structures which are most commonly tested in this type of exam task.

TENSES (GRAMMATICAL TENSES, REPORTED SPEECH, THE PASSIVE)

I had to clean the flat in the morning because my friends A to dinner that night.

- A** were coming C would be coming
B have come D would come

He claimed that he C a complaint before but I find that difficult to believe.

- A** has never had C had never had
B never used to have D never had

MODAL AND AUXILIARY VERBS

You C me dress. I could have managed myself, my arm is much better now.

- A** can't have helped C needn't have helped
B might have helped D should have helped

DETERMINERS AND QUANTIFIERS

The outbreak of swine flu could have B significant impact on the aviation industry.

- A** many **B** a **C** lots **D** the

PREPOSITIONS

He's been arrested for drink-driving and sentenced C 20 days in prison.

- A** for **B** on **C** to **D** with

LINKING WORDS

D Joe is very busy today, we've decided to postpone our meeting until Tuesday.

- A** Due to C Owing to
B Because of D Since

SYNONYMS

Motorists will be A up to £1,000 for using a mobile phone in their cars.

- A** fined **B** punished **C** penalised **D** paid

COLLOCATIONS

I'm sorry but I can't cancel your reservation at such D.

- A** little time C postponed date
B late warning D short notice

PHRASES AND EXPRESSIONS

At first B, one might think that the answer to this question is obvious.

- A** view **B** sight **C** opinion **D** point

PHRASAL VERBS

There are many reasons why a teenager may B crime.

- A** go on **B** turn to **C** put up **D** get down

TEST YOURSELF!

- 1 Read the text and choose the correct answers. Explain why the other options are incorrect. Decide which structures are being tested in each of the gaps.

PROBLEMS WITH A TWIN BROTHER

Recent scientific research into a breed of sheep showed that females with male twin siblings were less well equipped to survive their first months in the world. They were also found to be significantly smaller and lighter when compared to those with female twin siblings, as well as usually having fewer young ¹ B.

The results of the research suggest that there is fierce competition for minerals and other nutritional elements between male and female twins in the mother's womb, which the male twin seems to win. Moreover, females ² ___ by being exposed to their male twin's hormones.

The study was ³ ___ on a herd of wild sheep living on an island off the coast of Britain. ⁴ ___, the findings suggest that a very similar process might be found in humans as well.

The scientists point out that it has already been known for a long time that male and female needs in the womb are very different, especially at early stages of development. The new findings showed that this sibling rivalry might start very early and that females might actually lose out ⁵ ___ their twin brothers, with important consequences later in life.

- 1 **A** in life
B over their lifetime *expression*
C lifelong
D in life's history
- 2 **A** may also be damaged
B should have also been damaged
C will also be damaged
D would have also been damaged
- 3 **A** carried out
B taken over
C set up
D put off
- 4 **A** In contrast
B Even though
C Though
D However
- 5 **A** from
B over
C to
D on

TENSES (GRAMMATICAL TENSES, REPORTED SPEECH, THE PASSIVE)

2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 Tom _____ (learn) to play the trumpet since he was six.
- 2 This time next week I expect I _____ (sunbathe) on the beach in Majorca.
- 3 The novice driver admitted that he _____ (hit) into the other car while reversing.
- 4 I'll wait here until the rehearsal _____ (finish).
- 5 I'm afraid it's too late. By the time we get there, the film _____ (start).
- 6 He looks at me as though he _____ (know) me, but I've never seen him before.
- 7 I had a nightmare yesterday – I _____ (chase) by a pack of hungry wolves.

3 Choose the correct answers.

- 1 I wish I ___ work in a small town and not in London when I immigrated to the UK for the first time.
A had found C found
B would find D have found
- 2 When he got scared, he ___ for a long time in the wardrobe.
A would have hidden C was to hide
B was hiding D would hide
- 3 Martha ___ her class reunion next week. Everything has already been arranged.
A has C is having
B will have D would have
- 4 If I ___ taller, I'd have joined a basketball club.
A would be C had been
B used to be D were

MODAL AND AUXILIARY VERBS

4 Choose the correct answers.

- 1 I'd rather you ___ use that kind of language at home.
A didn't B don't C won't D mustn't
- 2 It ___ have been just a mistake because they kept on doing it.
A mustn't B can't C shouldn't D needn't
- 3 At least a thousand people ___ thought to have died in the earthquake.
A will be B have C are D –
- 4 I'm freezing cold! I ___ put my winter coat on as my mum had told me.
A had to C must have
B should have D might have
- 5 I wish you ___ whistle all the time – it does get on my nerves quite a bit!
A won't B wouldn't C hadn't D don't

DETERMINERS AND QUANTIFIERS

5 Complete the sentences with the missing determiners and quantifiers.

- 1 The woman sitting in front of fireplace is singer who can also play the piano quite well.
- 2 I can't understand why children are afraid of dogs, while others can play with them for hours without sign of fear.
- 3 We started our tour in Samoens (which is beautiful mountain village in the French Alps) and finished in Amsterdam, capital city of Netherlands.
- 4 Have you got idea how rubbish your family produces in a day?
- 5 There were few people waiting when we got to airport, but of them knew why the plane was delayed.

6 Choose the correct answers.

- 1 Crime is ___ subject on which people have strong opinions.
A the B one C a D some
- 2 'Would you like beer or coke?' 'I don't want ___.'
A any B either C both D none
- 3 The most rewarding aspect of ___ university job is human contact.
A the B a C some D an
- 4 There are many different ways of looking at a single object, ___ of which will give the whole view.
A neither B both C any D none

PREPOSITIONS

7 Each sentence below contains one preposition that is incorrect. Find the mistakes and correct them.

- 1 I'm afraid Mr Jones is not available at the moment – he's for a business trip.
- 2 Do you sometimes laugh from practical jokes played on other people?
- 3 I'm sure you're capable with putting some more effort into your work.
- 4 A common misconception is that you'll be safe of the storm if you shelter under a tree.
- 5 Please forgive me by not being there for you when you really needed my support.

8 Choose the correct answers.

- 1 In some countries public housing discriminates against young people, giving priority ___ middle-aged singles or couples.
A for B to C in D over
- 2 The patient died ___ bronchopneumonia within one month of initial assessment.
A of B for C by D to
- 3 A 27-year-old male was charged ___ robbery and a number of related offences.
A of B with C against D for
- 4 Don't lean ___ the railings because some of them can be quite shaky.
A by B at C off D against

LINKING WORDS

9 Match sentence beginnings 1–6 to endings a–f. Use the linking words in the box.

.....
in case despite so that although since due to
.....

- | | |
|-----------------------------------|---|
| 1 The lecture was postponed | a it's quite dark. |
| 2 I need to get a password | b it rains. |
| 3 Take a raincoat with you | c I've been invited. |
| 4 The visibility is quite good | d the illness of the speaker. |
| 5 Small firms are thriving | e the recession. |
| 6 I'll probably go to Tom's party | f I can access the online periodical databases. |

10 Choose the correct answers.

- ___ clever he was, he couldn't figure out the answer to this question.
A Although C However
B Despite D In spite of
- Their successes are ___ their customer approach and commitment to service.
A due to C result from
B lead to D caused
- Tom must be in his thirties, ___ his brother looks about twenty.
A so B whereas C in spite of D as a result
- The campsite was dirty and expensive. ___, it was much further away from the beach than we had expected.
A However C Besides this
B In contrast D For example

SYNONYMS

11 Choose the correct answers.

- Mrs Smith was charged after her 14-year-old son was ___ shoplifting.
A found B caught C captured D noticed
- The UN Food and Agriculture Organisation ___ that around 840 million people are undernourished.
A points C estimates
B approximates D counts
- The ___ of street children is a growing concern in many developing states, particularly in Africa.
A event C occurrence
B phenomenon D incident
- The candidates were given the opportunity to show how they can apply their management ___ and knowledge within an organisational context.
A skills C talents
B capabilities D abilities

COLLOCATIONS

12 Choose the correct answers.

- In the mid-1980s, some researchers at Cleveland State University ___ a surprising discovery.
A found B made C disclosed D did
- I've decided to look for another job – I'm going to hand in my ___ when my manager returns to work.
A notice C dismissal
B appeal D application
- Walking is an ideal way to ___ fit and healthy.
A make B go C do D keep
- I think this piece of jewellery is gorgeous and ___ with your new outfit.
A matches B suits C goes D fits

PHRASES AND EXPRESSIONS

13 Match the words to make typical phrases and expressions.

- | | |
|-----------|-----------|
| 1 at all | a a doubt |
| 2 without | b rate |
| 3 out of | c tune |
| 4 at any | d costs |
| 5 by | e mistake |

14 Choose the correct answers.

- I would like to say 'good luck' to Anna ___ everybody who has had the pleasure of working with her.
A instead of C on behalf of
B according to D as for
- I can't possibly pick that last pear – it's out of ___.
A reach B hand C distance D stretch
- I suppose I enjoyed the party on the ___.
A whole B average C impression D sight
- There is a public telephone in the village but it has been out of ___ for several months.
A work B order C function D practice

PHRASAL VERBS

15 Complete the sentences with the correct forms of the phrasal verbs in the box.

.....
take after get over let down look down on
make up
.....

- In a recent survey, one in five British workers admitted that they had _____ an excuse to call in sick. (INVENT)
- I've never _____ people who are poor through no fault of their own. (SHOW DISRESPECT)
- A good general never _____ his troops. (DISAPPOINT)
- _____ the death of a pet can be very difficult and it will take time. (RECOVER)
- Martha _____ her father in both looks and personality. (RESEMBLE)

16 Choose the correct answers.

- 1 A new report has revealed that young single people ___ almost ten per cent of all Australians living in poverty.
A take off C come from
B bring on D make up
- 2 I'm sorry I haven't ___ replying to your messages yet.
A looked down on C got round to
B put up with D run out of
- 3 The thieves ___ in a stolen car, which was later found abandoned.
A got away C went out
B turned down D took up
- 4 I might be able to ___ if you need somewhere to stay for the weekend.
A turn you away C take you on
B calm you down D put you up

EXAM TASK 1

17 Read the text and choose the correct answers.

A PINT OF MILK A DAY CUTS CHANCES OF HEART DISEASE AND STROKE

Researchers found that drinking more than half a litre of milk a day – just under a pint – reduces your chances of suffering heart attacks and strokes by up to a fifth. It also reduces your chances of developing diabetes and colon cancer.

The findings appear to reverse the commonly ¹ view that drinking too much milk is bad for you and suggest the removal of free milk from schools in the 1970s ² a mistake.

Scientists at ³ University of Reading and University of Cardiff analysed more than 324 studies from across the world, ⁴ covered health and milk consumption in thousands of people. They found that those who drank around a pint of milk a day had greatly reduced chance of contracting cardiovascular disease.

Professor Ian Givens, a nutritionist and co-author of the study, said it is believed that proteins in milk help reduce blood pressure which ⁵ reduces stress on the heart and blood vessels. "I think that this shows that the bad press milk ⁶ is undeserved," he said.

The study also discovered the incidence of diabetes was also reduced by ⁷ four and nine per cent and colon cancer rates were also lowered. Other cancers, such as prostate and bladder showed slight increases.

The findings published in the Journal of the American College of Nutrition do not distinguish between low and high fat milk. ⁸, they do seem to suggest that the health benefits of drinking milk outweigh any dangers that lie in its consumption.

- | | |
|----------------------|-------------------|
| 1 A announced | C claimed |
| B held | D admitted |
| 2 A had to be | C could have been |
| B should have been | D needed to be |
| 3 A an | C the |
| B a | D – |
| 4 A which | C whose |
| B that | D what |
| 5 A on behalf | C at any rate |
| B by chance | D in turn |
| 6 A has been getting | C will have got |
| B will be getting | D had got |
| 7 A about | C over |
| B between | D from |
| 8 A On the contrary | C However |
| B In addition | D What's more |

EXAM TASK 2

18 Read the text and choose the correct answers.

'TELEMEDICINE' HOUSE HELPS OLDER PEOPLE STAY SAFE AND INDEPENDENT

It sounds like a fantasy straight from *The Truman Show*: a house that monitors your every move, from bedside to bathroom and from medicine cabinet to fridge. The aim, ¹, is to help the elderly to lead safe and independent lives.

Researchers are working on a 'health house' so sophisticated that it ² only track everyday habits but also check weight and blood pressure and predict whether a person is ³ of a serious fall.

Britain is one of the largest investors in 'telemedicine'— using medical technology to help chronically ill and older people to be ⁴ for longer at home rather than in hospitals or care homes.

The system, developed by GE Healthcare and Intel, uses sensors ⁵ track a person's behaviour and send alerts when unexpected disruptions or data are ⁶. Similar networks ⁷ by about 3,000 people in care-home settings but researchers now hope to introduce a much more sophisticated model for private homes.

- | | |
|-------------------------|--------------------------|
| 1 A therefore | C however |
| B although | D despite |
| 2 A is not | C has not |
| B does not | D will not |
| 3 A at risk | C on the verge |
| B under the impression | D in the middle |
| 4 A taken care | C treated |
| B cured | D examined |
| 5 A of which | C who |
| B that | D whose |
| 6 A turned on | C looked into |
| B picked up | D searched for |
| 7 A will have been used | C are already being used |
| B have been using | D would be using |

SENTENCE TRANSFORMATIONS

In this type of exam task you need to rewrite sentences keeping the meaning the same as in the original sentences. There are two types of this exam task: in type 1 you are given the beginning and the ending of the new sentence, whereas in type 2 you are also given a word or an expression that you have to use in your sentence. You are not allowed to change this word in any way.

- (1) Nothing matters to me except your health and happiness.
The only thing that matters to me is your health and happiness.
- (2) My mother was too worried to concentrate on the movie. (THAT)
My mother was so worried that she could not concentrate on the movie.

Below, you will find examples of the structures which are most commonly tested in this type of exam task.

REPORTED SPEECH

'Why did you leave your previous job?' asked the interviewer.
The interviewer asked me why I had left my previous job.

THE PASSIVE AND HAVE/GET SOMETHING DONE

The police are interrogating one suspect in connection with the crime.
One suspect is being interrogated in connection with the crime.

Your hair needs cutting.
You ought to have your hair cut.

CONDITIONALS

You didn't succeed because you didn't do your best.
You would have succeeded if you had done your best.

GRAMMATICAL TENSES

My parents' twentieth wedding anniversary is in March next year. (FOR)
By March next year my parents will have been married for twenty years.

INVERSION

We had only just taken our seats when they started showing trailers. (WHEN)
Hardly had we taken our seats when they started showing trailers.

STRUCTURES I WISH AND IF ONLY, WISHES, ADVICE AND SUGGESTIONS

It's a pity she didn't make any effort to justify her decision. (WISH)
I wish she had made some effort to justify her decision.

Please don't use my laptop without my permission. (RATHER)
I 'd / would rather you didn't use my laptop without my permission.

LINKING WORDS

I enjoyed our trip although I felt a bit under the weather.
Despite feeling a bit under the weather / the fact that I felt a bit under the weather I enjoyed our trip.

MODAL VERBS (REFERRING TO THE PAST)

It's possible that she didn't receive our wedding invitation. (NOT)
She might / may not have received our wedding invitation.

VERB PATTERNS

I'd rather stay at home than go to the pub with them.
I prefer staying at home to going to the pub with them.

PHRASAL VERBS

The board meeting has been postponed until next Thursday. (PUT)
The board meeting has been put off until / till next Thursday.

TEST YOURSELF!

1 Rewrite the sentences so that the meaning is the same as in the original sentences. Decide which structures are being tested in each of them.

- I'm sure that tall man was following us all the way home. (BEEN)
That tall man must have been following us all the way home.
modal verb referring to the past
- John isn't similar to his father. (AFTER)
John _____ his father.
- I'm sorry I lost your favourite pen. (APOLOGISE)
I do _____ your favourite pen.
- You'd better find a way to solve this problem quickly. (YOU)
If I _____ a way to solve this problem quickly.
- I shouldn't have told her the truth. (ONLY)
If _____ her the truth.
- I will never lend him any money again. (CIRCUMSTANCES)
Under _____ him money again.

REPORTED SPEECH

2 Complete the sentences so that the meaning is the same as in the original sentences.

- 'How much did you spend on your child's first birthday party?' she asked us.
She asked us _____ child's first birthday party.
- 'You've broken my favourite vase!' shouted Kate.
Kate accused _____ favourite vase.
- 'Don't leave the classroom without permission!' said the teacher to the class.
The teacher told _____ without permission.
- 'I'm so sorry I've stained your new blouse,' said Olivia.
Olivia apologised _____ new blouse.

THE PASSIVE AND HAVE/GET SOMETHING DONE

3 Complete the sentences with the correct forms of the verbs in brackets.

- People who live below the threshold of absolute poverty must _____ (not forget).
- Coral reefs _____ (wipe out) by the end of the century.
- So far no cases of swine flu _____ (report) in this country.
- I hate _____ (tell) what to do by my older siblings.
- I failed the test because I _____ (teach) how to handle the stress of test taking.

4 Complete the sentences so that the meaning is the same as in the original sentences.

- No one gave us sufficient information about the meeting point.
We _____ about the meeting point.
- Many people believe that Hitler committed suicide in April 1945.
Hitler is _____ suicide in April 1945.
- Two painters are painting our house tomorrow.
We _____ painted tomorrow.
- The dentist will probably take out Mark's tooth.
Mark will _____ out.

CONDITIONALS

5 Make conditional sentences using the situations below.

- Tom hasn't got any money, so he can't give you a loan.

- My girlfriend is absent-minded, that's why she forgot about our date yesterday.

- I was late for work because I missed the bus.

- It might rain heavily tomorrow. If so, we probably won't go for a walk.

- Fiona doesn't have a well-paid job now because she dropped out of studies.

6 Complete the sentences using the words given so that the meaning is the same as in the original sentences. Do not change the words given in any way.

- The customer wanted to complain about the faulty product but he didn't know who to turn to. (WOULD)
If the customer _____ about the faulty product.
- You won't know how it works if you don't read the manual carefully. (UNLESS)
You won't _____ the manual carefully.
- Matthew wants to go on a package tour to Spain but he hasn't got enough money. (WOULD)
If Matthew _____ on a package tour to Spain.
- I think the teacher won't let me off this time because I have already missed many classes. (HADN'T)
If I _____ this time.
- You will get a high mark for your essay unless you make spelling mistakes. (LONG)
You will get _____ spelling mistakes.

GRAMMATICAL TENSES

7 Complete the sentences with the correct forms of the verbs in brackets.

- I'm absolutely exhausted because I _____ (paint) my room all day.
- By the time we get home, the children _____ (go) to bed.
- Mobile phones _____ (become) cheaper and cheaper.
- I _____ (do) shopping yesterday, when I bumped into an old friend of mine.
- I'm sure she'll call us as soon as the ship _____ (reach) its destination.

8 Complete the sentences so that the meaning is the same as in the original sentences.

- I haven't driven on the left side of the road for ages. It's ages _____ on the left side of the road.
- Several thousand tourists visit the Natural History Museum in our city every month.
By the end of the month _____ the Natural History Museum in our city.
- When did you start learning Chinese?
How long _____ Chinese?
- We ate all the food before other guests arrived.
By the time _____ all the food.
- The last time this nation overthrew the government was about fifty years ago.
This nation _____ for about fifty years.
- Having introduced my girlfriend to my parents, I started talking about our engagement plans.
After I _____, I started talking about our engagement plans.

INVERSION**9 Complete the sentences using the expressions in the box.**

Should On no account Hardly Little Only once

- _____ did I watch television the whole time I was on holiday.
- _____ you need more information, don't hesitate to contact us.
- _____ did I know that one day my brother would be a famous writer.
- _____ are you allowed to leave the school premises during the day without our permission.
- _____ had we started our meeting when the chairman decided to put it off.

10 Complete the sentences so that the meaning is the same as in the original sentences.

- I realised only then that I had left my passport in the hotel.
Only then _____ in the hotel.
- The moment I stopped thinking about Dave I bumped into him in the town centre.
No sooner _____ into him in the town centre.
- Paul wasn't aware at any time that we were going to buy him a farewell gift.
At no _____ we were going to buy him a farewell gift.
- I seldom speak English.
Hardly _____ English.
- If you'd told me the truth, I wouldn't have blamed her.
Had _____ blamed her.

STRUCTURES I WISH AND IF ONLY, WISHES, ADVICE AND SUGGESTIONS**11 Make sentences with *I wish* and *If only* using the situations below.**

- I'd like to be tall but I'm not.

- Mark talks about himself all the time and I find it very annoying.

- I ate too much chocolate yesterday and I regret it now.

- I have to go to work tomorrow and I don't feel like it.

- I regret that I was very impatient with my daughter the other day.

- My sister often borrows my clothes without permission and it drives me mad.

- I don't have enough time to read a newspaper every day.

12 Complete the sentences so that the meaning is the same as in the original sentences.

- I regret that I told my parents about our engagement.
If only _____ about our engagement.
- Dorothy asks such stupid questions! It's really irritating!
I wish _____ stupid questions.
- I think you should collect your stuff and leave the room now.
It's high time you _____ the room.
- I don't want you to wait for me after school.
I'd sooner _____ after school.
- What would you do if you won the lottery?
Suppose _____, what would you do?
- What a pity I didn't keep you company on your trip to Italy.
If only _____ on your trip to Italy.
- Sarah thinks it was a mistake not to go in for a beauty contest.
Sarah wishes _____ for a beauty contest.

LINKING WORDS**13 Complete the sentences using the words given so that the meaning is the same as in the original sentences.**

- Although the head teacher takes special measures against truancy, there are still many pupils who skip classes. (FACT)
Despite _____ against truancy, there are still many pupils who skip classes.
- Her eyes were red with lack of sleep. (HADN'T)
Her eyes _____ sleeping.
- We'll start baking a cake after you come home. (WON'T)
We _____ you come home.
- In spite of his qualifications and intelligence, Tim didn't get the job he applied for. (INTELLIGENT)
Although _____, Tim didn't get the job he applied for.

MODAL VERBS (REFERRING TO THE PAST)**14 Choose the correct response.**

- Do you know why Robert didn't come yesterday?
 - He had to stay at home and look after his sister.
 - He should have stayed at home and looked after his sister.
- Fiona was not happy when you mentioned her boyfriend.
 - I know, I can't have done it.
 - I know, I shouldn't have done it.
- Why is your little brother crying?
 - He must have woken up.
 - He should have woken up.
- You're home very early today, Kelly.
 - Yes, I didn't have to do the shopping after work.
 - Yes, I needn't have done the shopping after work.

15 Complete the sentences so that the meaning is the same as in the original sentences.

- I am sure they were following us in the car.
They _____ in the car.
- It wasn't necessary for me to take a sedative after the accident – it didn't calm me down at all.
I _____ a sedative after the accident.
- It's a shame you didn't anticipate any difficulties with this project.
You ought _____ with this project.
- I'm sure that Tom hasn't been introduced to Mr Brown before.
Tom _____ to Mr Brown before.
- Perhaps your mother didn't mean what she said.
Your mother _____ what she said.

VERB PATTERNS

16 Complete the sentences using the words given so that the meaning is the same as in the original sentences.

- I think you should apologise to Mr Perkins for your disrespectful comments. (HAD)
I think you _____ to Mr Perkins for your disrespectful comments.
- I'm sorry but you have not been shortlisted for this post. (REGRET)
I _____ you have not been shortlisted for this post.
- I think it would be a good idea to remind them of the meeting. (SUGGEST)
I _____ of the meeting.
- I don't want to go out tonight. (FANCY)
I _____ tonight.
- Nobody managed to meet the deadline for the project. (SUCCEEDED)
Nobody _____ the deadline for the project.

PARASAL VERBS

17 Complete the sentences using the correct forms of the verbs in the box.

.....
pass turn bring look go take give
.....

- I tried to learn Chinese but I _____ it up after two months. It was too difficult for me.
- Could you _____ down the TV, please? It's very loud.
- _____ out! There's a bee on your shoulder!
- I don't remember my grandfather – he _____ away when I was three years old.
- It was boiling hot in the lecture hall, so we all _____ off our jackets.
- Her parents died in a car accident and she was _____ up by her aunt.
- I overslept yesterday because my alarm clock didn't _____ off.

18 Complete the sentences using the words given so that the meaning is the same as in the original sentences.

- Only twenty people came to our school reunion. (UP)
Only twenty people _____ our school reunion.
- I can't tolerate rude behaviour and ignorance. (PUT)
I _____ rude behaviour and ignorance.
- We started our journey very early in order to avoid traffic. (OFF)
We _____ in order to avoid traffic.
- My parents never quarrelled about money. (FALL)
My parents _____ money.

EXAM TASK 1

19 Complete the sentences using the words given so that the meaning is the same as in the original sentences. Do not change the words given in any way.

- Robert and Peter have never had good relations with their stepbrothers. (ON)
Robert and Peter _____ their stepbrothers.
- They gave my father a very warm welcome while he was lecturing at Georgetown University. (WAS)
My father _____ lectures at Georgetown University.
- We started whispering because we didn't want to wake up the baby. (ORDER)
We started whispering _____ wake up the baby.
- I have never driven a car. (FIRST)
This is _____ a car.
- Fiona broke up with Robert because he is very conceited. (HAVE)
If Robert _____ with him.

EXAM TASK 2

20 Complete the sentences so that the meaning is the same as in the original sentences.

- You shouldn't disclose your password to any third parties under any circumstances.
Under no circumstances _____ your password to any third parties.
- When I was a child, my parents didn't let me go to a sleepover.
When I was a child, I was _____ to a sleepover.
- Robert tells stupid jokes all the time.
I wish _____ all the time.
- 'It's true that I cheated during the exam,' said Jo.
Jo admitted _____ during the exam.
- Mary is too old to play with dolls.
Mary has grown _____ with dolls.

OPEN CLOZE

In this type of exam task you need to read a text with gaps and complete it with one word in each gap. The answer must be grammatically and lexically correct.

Below, you will find examples of the structures which are most commonly tested in this type of exam task.

MODAL AND AUXILIARY VERBS

Facebook ¹ could/will/might soon be helping bridge the divide between humans and robots. Researchers ² are giving a robot its own Facebook profile page to help foster meaningful relationships with people. The page will ³ be populated with interactions the robot has with people as well as photos of the time it spends in human company.

ARTICLES

¹ The government has published controversial proposals to allow universities to charge students top-up fees of up to £3,000 for their studies. Upfront fees of £1,100 ² a year will be scrapped, and graduates will not have to repay ³ the new loans until their earnings have reached ⁴ a certain level.

PREPOSITIONS

The Obama administration today declined to protect polar bears from the single greatest threat ¹ to their survival – the melting of sea ice ² by global warming. The decision brought immediate protests ³ from wildlife and environmental groups.

VARIOUS STRUCTURES

I ¹ used to enjoy having long hair, but now I hate it! Too ² much hassle in the morning with untangling and brushing it. It's decided – I'm going to ³ have it cut tomorrow.

LINKING WORDS

Many PCs now come with anti-virus installed and ¹ though/although an annual subscription can seem expensive, it might be cheap when you consider how much it could save you ² if it stops your bank details being stolen.

COLLOCATIONS

With Windows it is also important to ¹ keep your system up-to-date. Windows XP now regularly nags people about upgrades and Microsoft produces security patches on a monthly ² basis.

IDIOMS

Caroline's always had a ¹ sweet tooth and would love to have her own bakery. I think she'd be good at it – she loves baking and it's a ² piece of cake for her!

PHRASES AND EXPRESSIONS

As a matter of ¹ fact, I'm not keen on learning things ² by heart. And I don't like many other things about our school. I feel so much out of ³ place there.

PHRASAL VERBS

I ¹ get on quite well with my older sister. We may sometimes fall ² out over petty things like clothes or housework chores but we ³ make up very quickly.

TEST YOURSELF!

1 Read the text and match the structures in the box to the gaps in which they are being tested. Then complete the text with one word in each gap.

.....
 article auxiliary verb collocation expression
 linking word phrasal verb preposition

JAPANESE 'ROBOT SUIT' TO HELP DISABLED

A Japanese company has unveiled ¹ a robotic suit that is designed to help people with weak limbs or limited physical range to walk and move like an able-bodied person.

The suit, called HAL – or Hybrid Assistive Limb – is the work of Cyberdyne Corporation in Japan, and has ² _____ created to “upgrade the existing physical capabilities of the human body”.

HAL, which weighs twenty-three kilograms, is comprised ³ _____ robotic ‘limbs’, and a backpack containing the suit’s battery and computer system. It is strapped to the body and controlled by thought. ⁴ _____ a person attempts to move, nerve signals are sent from the brain to the muscles, and very weak traces of these signals can be detected on the surface of the skin. The HAL suit identifies these signals using a sensor attached to the skin of the wearer, and a signal is sent to the suit’s power unit telling the suit to move ⁵ _____ unison with the wearer’s own limbs.

HAL can help the wearer to ⁶ _____ out a variety of everyday tasks, including standing up from a chair, walking, climbing up and down stairs, and lifting heavy objects. The suit can operate for almost five hours before it needs recharging, and Cyberdyne Corporation says that it does not feel heavy to wear, because the robotic exoskeleton ⁷ _____ its own weight.

- | | |
|------------------|---------|
| 1 <u>article</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | |

MODAL AND AUXILIARY VERBS**2 Find mistakes in the sentences below and correct them.**

- 1 I wish I won't have to get up so early tomorrow.
- 2 A statue of a Roman god worth tens of thousands of pounds has being stolen from a stately home.
- 3 No wonder you're lost. You must have followed the teacher's instructions.
- 4 We would better not believe everything we read in the newspapers.
- 5 If you feel something is right for you, don't let anyone persuade you that you ought not do it.

3 Complete the sentences with one word in each gap.

- 1 I'd rather you _____ drive so fast. This road is very narrow and steep.
- 2 That _____ possibly be Lucy at the door – she's still at school.
- 3 If I had known the truth about the state of his health, I might _____ acted differently.
- 4 Natural disasters are becoming more frequent and more destructive, and poor countries are _____ hit the hardest.
- 5 I am currently doing a six-month internship, which I _____ have finished by the end of February.

ARTICLES**4 Choose the correct answers.**

- 1 Before – / a / the telephone was invented, communication was very expensive and time-consuming.
- 2 This is – / a / the man Sandra's engaged to.
- 3 One of her relatives spent three years in – / a / the prison for fraud.
- 4 Have you ever been to – / a / the wedding in which one of the critical parties (bride or groom) didn't show up?
- 5 The possible presence of water on – / a / the Moon is a hotly debated topic.

5 Complete the sentences with one word in each gap.

- 1 It's never too early to start reading – even if you are just _____ nine-month-old baby.
- 2 The Tower of London covers _____ area of seven hectares.
- 3 If you want Robert to buy all _____ ingredients, make a shopping list for him.
- 4 There was _____ time when the only temporary office staff were typists and telephonists.
- 5 Paris on the banks of _____ Seine stretches from Saint-Chapelle and the Notre Dame in the east to the Eiffel Tower in the west.

PREPOSITIONS**6 Choose the correct answers.**

- 1 Congratulations _____ passing your driving test. Good job!
A of B with C on D for
- 2 Our competitors are very strong, they will never withdraw _____ the race.
A out B from C against D over
- 3 Mike has many years of experience _____ business, management and finance.
A in B about C with D on
- 4 The man was found guilty _____ falsifying documents and given a two-year suspended sentence.
A of B with C from D for
- 5 I know that wasn't an accident. She did it _____ purpose.
A in B at C for D on

7 Complete the sentences with one word in each gap.

- 1 Studying the connection between women's names and corporate hiring one researcher found a prejudice _____ certain names.
- 2 I prefer quiet evenings at home _____ wild parties at my friends' place.
- 3 It's better to check all the figures before you refer _____ them in your presentation.
- 4 I don't feel like going to a museum – I don't want to spend my free time in a dull place filled _____ dusky old objects.
- 5 Healthcare commission claims it has succeeded _____ improving standards.

VARIOUS STRUCTURES**8 Correct the mistakes in the sentences below. Write the correct word for each crossed-out word.**

- 1 Mrs Clark, ~~that~~ is a very strict teacher, will never let us off homework.
- 2 It wasn't enough time to get any decent photographs since we stopped only for five minutes.
- 3 The band didn't have ~~nowhere~~ to rehearse, so they used my father's garage.
- 4 Leaving the campsite, please pick up any litter you find, whether it's ~~your~~ or not.
- 5 Some venues are already sold out, and many have only a ~~little~~ seats left.

9 Complete the sentences with one word in each gap.

- 1 The research shows that one out of _____ three teenagers is unhappy with his or her appearance.
- 2 Child development workers in Britain say that getting children _____ become library members can improve educational standards.
- 3 He worked _____ a teacher in an African country with ninety per cent illiteracy.
- 4 Unfortunately, _____ of my grandfather's two brothers survived the war.
- 5 No sooner had he arrived at his destination _____ a police car with three officers inside approached him.

LINKING WORDS

10 Match sentence beginnings 1–5 and endings a–e using the correct prepositions.

- 1 Peter moved to a bigger city
- 2 She refused to marry John
- 3 He decided to go sailing
- 4 We won't start eating
- 5 Robert's keen on judo

- a he proposed several times.
- b his brother prefers karate.
- c he comes back home.
- d he could get a better job.
- e adverse weather conditions.

11 Complete the sentences with one word in each gap.

- 1 Why are some people depressed _____ though they have everything they need?
- 2 We tried to keep our voices low, _____ as not to wake up someone sleeping in an adjacent room.
- 3 _____ the fact that our clean, safe drinking water is available at the turn of a tap, we spend millions annually on bottled water.
- 4 Please consider the environment – don't print this e-mail _____ you really need to!
- 5 I regret to inform you that we will not be taking your application further on this occasion. _____, we may contact you in the future regarding other appropriate positions available.

COLLOCATIONS

12 Match the phrases 1–5 and a–e to make collocations.

- | | |
|---------------------------|---------------------|
| 1 complete the project | a from a distance |
| 2 walk | b at a steady pace |
| 3 vanish | c without question |
| 4 speak about the problem | d ahead of schedule |
| 5 observe the birds | e by chance |
| 6 change | f at length |
| 7 discover the truth | g without trace |
| 8 obey parents | h for the better |

13 Complete the sentences with one word in each gap.

- 1 I think our government should _____ an effort to restrain inflation.
- 2 On hearing the news about the accident, she burst into _____ immediately.
- 3 The news of their wedding _____ as a bit of a surprise for everyone.
- 4 We spent an hour discussing the situation only to reach the _____ that nothing further could be done.
- 5 My work-life balance is moving in the right direction: I get to spend quality time with my family and I _____ a good living, working with a great team.

IDIOMS

14 Complete the idioms below using the verbs in the box.

.....
fall get call keep break cut
.....

- 1 To _____ a long story short, I'll come straight to the point and tell you exactly what happened.
- 2 Just remember to be prepared and be yourself, and the rest is going to _____ into place.
- 3 One of the easiest ways to _____ the ice with someone is to make them laugh.
- 4 I'm exhausted. Let's _____ it a day and go home.
- 5 Tell me what's bothering you. Come on! _____ it off your chest and you'll feel a whole lot better.
- 6 Good luck! I'll _____ my fingers crossed for you.

15 Complete the sentences with one word in each gap.

- 1 We were stuck in the traffic for an hour but we got to the airport in the nick of _____.
- 2 Finding accommodation does take time and is a _____ in the neck but don't be disheartened.
- 3 I was _____ the moon when I won my place on the team.
- 4 A burglar was _____ red-handed by the owner of a second-hand furniture shop.
- 5 One day I put my foot _____ and refused to work overtime every day.

PHRASES AND EXPRESSIONS

16 Put the words in the correct order to make correct phrases and expressions.

- 1 Personally, [my / of / from / view / point] _____, the close and professional relationship with the staff was a definite benefit.
- 2 The purchase of this car may be expensive, but [long / in / run / the] _____, it will save you a lot of money you spend annually on petrol.
- 3 I'd like a job which pays more, but [other / the / on / hand] _____ I enjoy the work I'm doing at the moment.
- 4 We are offering free website to every member; [to / up / it's / you] _____ if you want to use your current website or use this free website.
- 5 My decision to stay in London longer was made [spur / the / moment / on / of / the] _____, completely without plan.

17 Complete the sentences with one word in each gap.

- 1 Some people believe society creates criminals, others think the prison system is _____ fault.
- 2 As _____ as I am concerned, the matter is closed.
- 3 I was playing a game online when _____ of a sudden my computer crashed.
- 4 Many people object to genetic modification _____ environmental and ethical grounds.
- 5 I fell in love with him at first _____.

PHRASAL VERBS

18 Match phrasal verbs 1-8 to their meanings a-h.

- | | | |
|---------------|---|----------------------|
| 1 look up to | ■ | a refuse an offer |
| 2 make up for | ■ | b find by chance |
| 3 come across | ■ | c cancel |
| 4 turn down | ■ | d respect and admire |
| 5 break down | ■ | e start a hobby |
| 6 take up | ■ | f stop working |
| 7 put aside | ■ | g compensate for |
| 8 call off | ■ | h save |

19 Complete the sentences with one word in each gap.

- Fiona's new boyfriend is so nice that all her friends took _____ him immediately.
- Sometimes parents do not have the skills to bring _____ children appropriately.
- I can stay longer because my mother-in-law is _____ after our children.
- She will definitely win a seat in parliament as long as nothing unexpected _____ up.
- The milk has gone _____ because it's been left in the sun.

EXAM TASK 1

20 Complete the text with one word in each gap.

ACTION PAINTING WITH A CUP OF COFFEE

It has proven to be a great source of inspiration for all kinds of artists, and it is probably safe to say that there are many works of art that wouldn't exist if their creators had not been avid coffee drinkers. However, only recently has coffee been used as a medium for artists to work with. The Mona Lisa, the world famous painting by Da Vinci, has been reconstructed with 3,604 cups of coffee and 564 pints of milk.

The different shades of The Mona Lisa were obtained by adding no, ¹ _____ or lots of milk to regular cups filled with black coffee. The eight artists ² _____ three hours to recreate the painting, which was 6 metres high and almost 4 metres wide. The event took place at The Rocks

EXAM TASK 2

21 Complete the text with one word in each gap.

SUN PROTECTION

THE BURNING QUESTION ON THE BEACHES

It's no longer cool to have a suntan, but is there a healthy balance between exposure and protection?

¹ _____ upon a time, a suntan was a tangible indication that you could afford to go on foreign holidays, while your pallid pals only got as ² _____ as Brighton. Then cheap flights and fake tan ³ _____ along and suddenly anyone could get brown.

Gradually, evidence amassed that not only ⁴ _____ sun exposure trigger a range of skin cancers but it also gave you skin like an old handbag. This week's news that sunbeds are now ⁵ _____ as carcinogenic as cigarettes will only heighten concerns.

Meanwhile, the use of sunscreens has become something of a fetish in the cosmetics industry, where ⁶ _____ from body lotion to hairspray can now be found with added SPFs (sun protection factors). So, ⁷ _____ this a sensible step forward, or will we, in years to come, wonder why we shopped around for organic food ⁸ _____ covering the largest organ of our bodies in a cocktail of chemicals?

Aroma Festival in Sydney, Australia, and was ³ _____ by an audience of 130,000.

Both the organisers and the visitors were delighted ⁴ _____ the outcome. The performance showcased the artists' talent and precision, as they needed to add varying ⁵ _____ of milk to the coffee cups in order to create the different shades of The Mona Lisa. The whole performance turned out to be extremely engaging and ⁶ _____ public loved watching the ⁷ _____ iconic work of art in history recreated from such an unexpected material. The result was outstanding and, as far as we ⁸ _____, no one had ever done it before.

WORD BUILDING

In this type of exam task you need to fill in the gaps in a text using words that you make from the words provided. The answers must be grammatically and lexically correct.

Below, you will find examples of the structures which are most commonly tested in this type of exam task.

PREFIXES

- **Prefixes that make words (a verb or an adjective) opposite (*un-*, *dis-*, *ir-*, *il-*, *im-*, *in-*), e.g.:**

I always use a Sat Nav or a map when I'm driving in an unfamiliar (FAMILIAR) place.

- **Prefixes that change the meaning of words (an adjective, a verb or a noun), e.g.:**

After I get my university degree I'd like to take a postgraduate (GRADUATE) course in Environmental Science and Technology.

Examples of prefixes that change the meaning of words:

- anti-** (=against), e.g. anti-war
- pro-** (=for, in favour of), e.g. pro-British
- counter-** (=in the opposite direction), e.g. counterattack
- co-** (=with, together), e.g. cooperate
- over-** (=too much), e.g. overcharge
- under-** (=not enough), e.g. underpaid
- post-** (=after), e.g. postcolonialism
- inter-** (=between), e.g. intercontinental
- pre-** (=before), e.g. prehistoric
- semi-** (=half), e.g. semicircle
- uni-** (=one), e.g. unisex
- mono-** (=one), e.g. monosyllables
- bi-** (=two), e.g. bilingual
- tri-** (=three), e.g. tricycle
- multi-** (=many), e.g. multiracial
- non-** (=not), e.g. non-stop
- re-** (=again), e.g. rewrite
- ex-** (=former, before), e.g. ex-husband
- trans-** (=across), e.g. transatlantic
- super-** (=above, more than), e.g. supernatural
- sub-** (=under), e.g. subway
- de-** (=acting against), e.g. deforestation

SUFFIXES:

- **Suffixes that change verbs into nouns for people (*-er*, *-or*, *-ar*, *-ee*), e.g.:**

My History teacher (TEACH) is very knowledgeable.

- **Suffixes that change nouns into nouns for people (*-ist*, *-ian*), e.g.:**

Three terrorists (TERROR) threatened to kill all the hostages on a high-jacked plane.

- **Suffixes that change verbs into abstract nouns (*-ence*, *-ance*, *-al*, *-age*, *-ment*, *-sion*, *-(a)tion*, *-ion*, *-y*, *-sis*, *-ure*), e.g.:**

A police investigation (INVESTIGATE) is uncovering more details about the possible crime.

- **Suffixes that change adjectives into abstract nouns (*-ence*, *-ance*, *-ity*, *-ty*, *-y*, *-cy*, *-(i)ness*, *-ion*, *-ment*), e.g.:**
Being afraid of darkness (DARK) is nothing to be ashamed of.

- **Suffixes that change nouns into abstract nouns (*-hood*, *-dom*), e.g.:**

Concepts of Christian martyrdom (MARTYR) changed greatly in England from the late Middle Ages through the early modern era.

- **Suffixes that change nouns into adjectives (*-y*, *-yly*, *-ous*, *-ic*, *-ical*) or verbs into adjectives (*-able*, *-ive*, *-ed*, *-ing*), e.g.:**

Astronomers have discovered a mysterious (MYSTERY) giant object that existed when the universe was only 800 million years old.

- **Suffixes that change adjectives into verbs (*-en*, *-(i)fy*), e.g.:**

Education authorities should do more to widen (WIDE) access to higher education.

TEST YOURSELF!

- 1 Decide what part of speech (a noun, a verb, an adjective or a pronoun) should be used to complete each of the gaps. Then complete the gaps with words formed from the words in capital letters.

- 1 They have a rich variety (VARY) of shoes in different colours and sizes. *noun*
- 2 My sister has got an _____ (EXCEPT) gift for languages.
- 3 Not even the snow will _____ (COURAGE) us from going out tonight.
- 4 I just couldn't refuse when she gave me one of those _____ (RESIST) smiles.
- 5 The blouse you're wearing looks _____ (SUSPECT) like the one I bought the other day.
- 6 More and more young people seem to be engaging in violence simply out of _____ (BORE).

- 2 Complete the gaps with words formed from the words in capital letters. Then write three more words formed using the same suffixes and prefixes.

- 1 Some experts expect rapid economic _____ (DEVELOP) in most of the Far East countries.
development; encouragement, improvement, entertainment
- 2 My father hoped that sending me to Africa might _____ (BROAD) my outlook on life.
- 3 She is a good teacher but sometimes a little bit too _____ (PATIENCE) with slow learners.
- 4 Income taxes, taxes on _____ (INHERIT) and capital gains are all very common forms of taxation.
- 5 Children benefit from having a _____ (MEAN) relationship with both parents.
- 6 They danced so _____ (GRACE) that everybody clapped and sang along.

PREFIXES THAT MAKE WORDS OPPOSITE

- 3 Make the phrases below opposite using appropriate prefixes (*un-, dis-, ir-, il-, im-, in-*).
- 1 a logical argument – a(n) _____ argument
 - 2 regular bus service – a(n) _____ bus service
 - 3 to load a truck – to _____ a truck
 - 4 to approve of new government – to _____ of new government
 - 5 a comfortable chair – a(n) _____ chair
 - 6 a secure place – a(n) _____ place
 - 7 an honest person – a(n) _____ person

4 Complete the gaps with words formed from the words in capital letters.

- 1 Sue is addicted to shopping. She seems _____ (CAPABLE) of walking past a boutique without going in and buying another piece of clothing.
- 2 It was so hot that I decided to _____ (BUTTON) my jacket and loosen my tie.
- 3 We got lost because the area was completely _____ (FAMILIAR) to us.
- 4 The soldier who _____ (OBEY) the order was sentenced to twenty years imprisonment.
- 5 An excellent paved pathway is an _____ (RESIST) temptation to anyone desiring a leisure walk or jogging.

PREFIXES THAT CHANGE THE MEANING OF WORDS

5 Match the prefixes 1–8 to their meanings a–h.

- | | |
|----------|------------------|
| 1 pro- | a half |
| 2 multi- | b too much |
| 3 semi- | c with, together |
| 4 over- | d across |
| 5 ex- | e in favour of |
| 6 trans- | f again |
| 7 re- | g many |
| 8 co- | h former, before |

6 Complete the gaps with words formed from the words in capital letters.

- 1 The charity organisation he works for raises money for the _____ (PRIVILEGE).
- 2 This school is _____ (EDUCATIONAL) – for both boys and girls.
- 3 The employees went on strike because they felt _____ (WORK) and severely underpaid.
- 4 It is now possible to _____ (PLANT) tissue from one animal to another.
- 5 A _____ (DETACH) house is a house that is joined to another house on one side by a shared wall.
- 6 They divorced five years ago but he is still on very good terms with his _____ (WIFE).

SUFFIXES (-ER, -OR, -AR, -EE, -IST, -IAN)

7 Change the verbs in the box into nouns for people. Use appropriate suffixes and write the words in the table. Make all necessary changes in the spelling.

train murder swim visit collect manage lie
employ sail interview burgle compete act
beg supply

-ER	-OR	-AR	-EE
trainer			trainee

8 Change the nouns given into nouns for people using appropriate suffixes (*-ist* or *-ian*). Make all necessary changes in the spelling.

- 1 music – _____
- 2 journal – _____
- 3 electricity – _____
- 4 communism – _____
- 5 library – _____
- 6 Italy – _____
- 7 ecology – _____
- 8 art – _____

9 Complete the gaps with words formed from the words in capital letters.

- 1 _____ (POLITICS) usually start to prepare for an election far in advance.
- 2 My favourite _____ (COMEDY) is Jim Carrey.
- 3 The _____ (PAY) is the person into whose bank account the money goes.
- 4 Bethany has received flowers from one of her many secret _____ (ADMIRE).
- 5 Many _____ (SURVIVE) of the earthquake in central Italy have found themselves homeless.
- 6 This is an absolutely amazing book written by the most famous _____ (HISTORY) of ancient Egypt.
- 7 British _____ (SCIENCE) have found a gene that can help explain why some of us put on weight more easily than others.
- 8 Thanks to eye-witness accounts, the bank _____ (ROB) was caught almost immediately.

SUFFIXES (-ENCE, -ANCE, -AL, -AGE, -MENT, -SION, -TION, -ION, -ATION, -Y, -SIS, -URE; -ITY, -TY, -Y, -CY, -NESS, -INESS, -HOOD)

- 10** Change the verbs in the box into abstract nouns. Use appropriate suffixes and write the words in the table. Make all necessary changes in the spelling.

arrange marry arrive diagnose deliver
conclude injure educate differ revise
encourage accuse analyse approve exist pass

-ENCE	-AL	-AGE	-MENT
			arrangement
-SION	-ATION	-Y	-SIS

- 11** Change the adjectives given into abstract nouns using appropriate suffixes. Then write three more abstract nouns that are formed using the same suffix. Make all necessary changes in the spelling.

- happy – happiness; laziness, loneliness, ugliness
- child – _____
- silent – _____
- vacant – _____
- kind – _____
- equal – _____

- 12** Complete the gaps with words formed from the words in capital letters.

- The _____ (ABBREVIATE) for millimetre is 'mm'.
- The final full dress _____ (REHEARSE) for the Olympics opening ceremony is being held tonight.
- Our website is currently under construction. We're sorry for any _____ (INCONVENIENT) this may cause you.
- Some say _____ (MOTHER) is the hardest job in the world.
- I hope you all fully understand the _____ (SERIOUS) of this situation.
- The fast-paced city life offers more _____ (ENTERTAIN) and career opportunities than a slow, more relaxed country life.
- Always remember to check the _____ (EXPIRE) date when you purchase any medications.

SUFFIXES (-Y, -YLY, -OUS, -IC, -ICAL; -ABLE, -IVE, -ED, -ING)

- 13** Write the noun or the verb which was used to form the adjectives below.

- friendly – friend
- climatic – _____
- adjustable – _____
- courageous – _____
- annoying – _____
- protective – _____
- salty – _____
- psychological – _____

- 14** Some of the adjectives in the sentences below are incorrect. Find them and correct them.

- Although working in the desert was very ^{tiring} tired, it was a very enjoyable experience.
- I get frustrated when things don't work the way they should. – *correct*
- It is a common misconception that you must be an interested person to get people to like you.
- Overall, it was a hugely disappointing experience.
- At first I was confusing by the story but it made sense towards the end.
- We were disgusting by the rubbish left at campsites.
- I would have found the situation amused if it had not been so serious at the time.

- 15** Complete the gaps with words formed from the words in capital letters.

- The Lady* is widely respected as England's oldest _____ (WEEK) magazine for women.
- Drinks can be taken from the bar to the downstairs seated area; however, _____ (ALCOHOL) drinks are not allowed upstairs.
- Malaria is a _____ (CURE) disease if diagnosed promptly and adequately treated.
- Robert was sincerely _____ (APPRECIATE) of his parents' support.
- Many reports warn of _____ (DISASTER) consequences of delaying climate change action.
- Our English teacher asked us to put all the words we learnt into _____ (ALPHABET) order.
- Customs officials became _____ (SUSPICION) when the man couldn't answer simple questions about what was in his truck.
- Since museum hours may change, it is _____ (ADVISE) to call the museum before you go.
- _____ (CREATE) writing is anything where the purpose is to express thoughts, feelings and emotions rather than to simply convey information.

SUFFIXES THAT CHANGE ADJECTIVES INTO VERBS (-EN, -(I)FY)

- 16 Complete the gaps with words formed from the words in capital letters.
- Emerging infectious diseases pose a global threat to human health, and the problem is likely to _____ (WORSE).
 - Knowing how to _____ (PURE) water on a hiking trip is an important skill for any serious hiker.
 - The music was loud enough to _____ (DEAF) most people.
 - Is it true that drinking coffee before a workout can _____ (LESS) the pain of exercise?
 - Here's a small gift to _____ (BRIGHT) up your day.
 - Agriculture export competition will _____ (INTENSE), with rising share of trade by developing countries.
 - These figs _____ (RIPE) in the autumn and make up the main crop.
 - First we need to _____ (CLEAR) the difference between a blogger and a citizen journalist.

EXAM TASK 1

- 17 Complete the gaps in the text with words formed from the words in capital letters.

NINTENDO WII

MAKES IT ON TO WEDDING LISTS

John Lewis said that a Nintendo Wii, the best-selling games console, has for the first time made it into the top 20 most popular items to appear on young couples' wedding lists. Where once the dilemma for couples was whether it was rude to send out a wedding list along with an ¹ _____ (INVITE) for the big day, now the decision appears to be whether to include an iPod, a Wii or a flat-screen television. Many couples have co-habited for a long time and already ² _____ (JOIN) own crockery, cooking equipment and linen. As a result, both the value of the items and the type of gifts requested has changed a lot in recent years. John Lewis said sound docks for MP3 digital music players – a type of speaker – were ³ _____ (INCREASE) popular, while high-definition televisions were also making an ⁴ _____ (APPEAR) on wedding lists for the first time. Two years ago, the top 20 products on the Gift List were exclusively ⁵ _____ (TRADITION) items from linens, kitchenware, china and glass but, in the second half of last year, the Wii sports pack made it to the top 20. Silver photo frames, once one of the most popular gifts, have been ⁶ _____ (TAKE) by digital photo frames, which allow the owner to show a revolving selection of their digital snaps.

EXAM TASK 2

- 18 Complete the gaps in the text with words formed from the words in capital letters.

**INDIAN WOMEN
get on their scooters**

Bollywood ¹ _____ (ACT) Preity Zinta is on her way to university when a group of young men whistle at her as she drives past on a pink scooter. But when they arrive at class, they find that Zinta is the professor. "Never ² _____ (ESTIMATION) the power of pink," she says, as she looks at the camera in the TVS Scooty ³ _____ (ADVERTISE). The scooter has become a vehicle of female ⁴ _____ (LIBERATE) in India. TVS Scooty, Hero Honda and Kinetic Motors, the major Indian scooter makers, are using expensive advertising, female-only showrooms and a range of scooters as ⁵ _____ (COLOUR) as any lipstick collection to attract women ⁶ _____ (BUY). In the early 1990s, an Indian woman on a scooter was so rare that she was known as a "scooter walli madam," says *Monocle*. But that's changed. India's scooter business — like the country — is experiencing a revolution.

PREFIXES**The most common prefixes**

PREFIX	EXAMPLE
anti- (=against)	anti-war, anti-government
bi- (=two)	bilingual, bilateral
co- (=with, together)	cooperate, coordinate
counter- (=in the opposite direction)	counterattack, counteract
de- (=acting against)	deforestation, deactivate
ex- (=former, before)	ex-husband, ex-wife
inter- (=between)	intercontinental, interdisciplinary
mini- (=small)	minicomputer, minibar
mis- (=wrongly)	mishear, misplace
mono- (=one)	monosyllables, monogamy
multi- (=many)	multiracial, multicultural
non- (=not)	non-stop, non-alcoholic
over- (=too much)	overcharge, overestimate
post- (=after)	post colonialism, post-war
pre- (=before)	prehistoric, prenatal
pro- (=for, in favour of)	pro-British, pro-life
re- (=again)	rewrite, retake
semi- (=half)	semicircle, semi-detached
sub- (=under)	subway, subordinate
super- (=above, more than)	supernatural, superstore
trans- (=across)	transatlantic, transmission
tri- (=three)	tricycle, triceps
under- (=not enough)	underpaid, underestimate
uni- (=one)	unisex, unilateral

Prefixes that make words opposite

PREFIX	EXAMPLE
dis-	disadvantage, disappear, dishonest
il- (+ l)	illegal, illogical
im- (+ m or p)	improper, impolite
in-	indirect, inconvenient
ir- (+ r)	irresponsible, irregular
non-	non-alcoholic, non-stop
un-	unconventional, uncertain

SUFFIXES**Suffixes that change words into nouns**

SUFFIX	EXAMPLE
-ment	government, employment
-ion/-tion/-sion	discussion/proportion/permission
-ation/-ition	invitation/definition
-ence/-ance	persistence/distance
-ty/-ity	certainty/security
-ness	willingness, sweetness
-ing	building, understanding

SUFFIX	EXAMPLE
-er/-or	writer/editor
-ist	typist
-ant/-ent	assistant/student
-an/-ian	Republican/electrician
-ee	employee

Suffixes that change words into verbs

SUFFIX	EXAMPLE
-ise/-ize (American English)	revolutionise/privatise
-en	widen, brighten

Suffixes that change words into adjectives

SUFFIX	EXAMPLE
-al	professional
-ic	scientific
-ive	exclusive
-ful	successful
-less	hopeless
-ous	luxurious
-y	rocky
-ly	costly
-able/-ible	comfortable/comprehensible

Suffixes that change words into adverbs

SUFFIX	EXAMPLE
-ly	nervously, suddenly, recently

THEMATIC PART

- 1** PEOPLE
- 2** HOME
- 3** SCHOOL
- 4** WORK
- 5** FAMILY AND SOCIAL LIFE
- 6** FOOD / SHOPPING AND SERVICES
- 7** TRAVELLING AND TOURISM
- 8** CULTURE
- 9** HEALTH / SPORT
- 10** SCIENCE AND TECHNOLOGY
- 11** NATURE AND ENVIRONMENT
- 12** STATE AND SOCIETY

'Man is the only animal that blushes. Or needs to.'

MARK TWAIN (AMERICAN WRITER, 1835-1910)

GOOD COP, BAD COP



WORD BANK • PAGE 64

BODY LANGUAGE

- 1 Match the descriptions to the pictures. Identify Mickey (M), Detective Hernandez (H) and Detective Dalton (D).
- A Detective Dalton comes into the room. Detective Hernandez **whispers** something in **his ear**. Detective Dalton **frowns**.
 - B Mickey the Cormorant is **leaning back** in his chair with his **legs crossed**. Detective Hernandez is **staring** at him across the desk, his **arms folded across his chest**.
 - C Detective Dalton **bangs his fist** on the desk. 'You have one last chance to answer this question! Where were you on the evening of April the 17th?' he **yells**. Mickey **trembles** and **shakes his head** in denial. 'I didn't ... I wasn't ... I wasn't where you think I was,' he **stutters**.
 - D Detective Hernandez asks, 'Mickey, why don't you tell me what you did on the evening of April the 17th?' Mickey **shrugs his shoulders**: 'Sorry, can't remember.'

PERSONALITY

- 2 Choose the correct word.
- 1 Nigel's unbearably *conceited* / *conscientious*. He has an absurdly high opinion of himself.
 - 2 Michelle will believe anything you tell her. She's terribly *gullible* / *vain*.
 - 3 Graham's very *self-conscious* / *self-centred*. He's always worried about making a fool of himself and about what people think.
 - 4 Mr Jones is an *unscrupulous* / *impartial* judge. You can rely on his fairness.
 - 5 Martha's very *absent-minded* / *narrow-minded*. She forgets appointments and loses things all the time.
- 3 Write similar sentences to illustrate the other word in each pair in Exercise 2.

PERSONALITY: BEING TACTFUL

4 Rewrite sentences (1–4) as in the examples so that they sound less negative.

- a *She is ugly. She isn't very pretty, but ... (she's got a lovely warm smile).*
 - b *He is impatient and aggressive. He is not always patient and he can be a bit aggressive sometimes.*
- 1 Dan is unintelligent.
 - 2 Claire is immature.
 - 3 Annie is badly-organised and unreliable.
 - 4 Nick is conceited.

FEELINGS

5 Match the emotions with their extreme equivalents.

- | | |
|--------------|---------------------------|
| 1 frightened | a astonished, amazed |
| 2 happy | b bewildered |
| 3 excited | c elated |
| 4 unhappy | d exhausted |
| 5 tired | e furious |
| 6 surprised | f heartbroken, devastated |
| 7 confused | g terrified, petrified |
| 8 angry | h thrilled |

6 Recall a situation when you experienced extreme emotions. Tell a partner about it.

I was *absolutely thrilled* when my parents told me we were going to New York.

THE MIND

7 Complete the first sentence in each pair with a verb from the box in the correct form, and the second one with a noun based on that verb.

assume imagine perceive realise recollect

- 1 I _____ a change in her behaviour, but when I told her about it she said: 'Reality and your _____ of reality are two different things!'
- 2 'Can you _____ life without computers?' 'No, my _____ isn't powerful enough!'
- 3 I'm sorry, I can't _____ what happened. I have absolutely no _____ of the incident.
- 4 We can _____ the economic situation will remain stable for the next six months. It's a safe _____.
- 5 After a while I _____ they were cheating me, but by the time I'd come to that _____ I was broke!

USEFUL PHRASES: THE MIND

8 Complete each phrase with the word *mind* or *head*.

- 1 She's left me! I just can't **get my _____** around it!
- 2 I'm trying to think of a good example, but nothing **comes to _____**.
- 3 You should **make up your _____** what you want to do in life.
- 4 I was so frightened I just **lost my _____** and started shouting hysterically.
- 5 This morning I thought I saw a ghost. Do you think I'm **losing my _____**?
- 6 She's got **a good _____** for maths.
- 7 I can't forget him. He's **on my _____** all the time.
- 8 I think success has **gone to her _____**. She's become very arrogant.

ATTITUDES AND BELIEFS

9 Complete the phrases with prepositions.

- 1 Sally's **a passionate believer _____** astrology, while her boyfriend Max **dismisses it _____** complete nonsense.
- 2 Angela **takes a keen interest _____** social issues, especially the situation of children.
- 3 Robert **disapproves _____** people who smoke in public. He **regards them _____** little better than murderers.
- 4 Michael **has an excellent taste _____** clothes.
- 5 Miss Fitzwilliam **approves _____** single-sex schools.
- 6 Karen always **insists _____** paying her share when she eats out with a man.
- 7 Rebecca's very **keen _____** modern art.
- 8 Ken is **convinced _____** his own intellectual superiority.
- 9 Uncle John **takes pride _____** his cooking.
- 10 I'm **content _____** what I've got – I don't need more.
- 11 Brian is entirely **focused _____** his career.
- 12 Gavin seems completely **indifferent _____** money – do you think that's possible?

WORD BUILDING: NEGATIVE PREFIXES

10 Form the antonyms of the following adjectives.

literate logical loyal mature obedient perfect rational reliable responsible sensitive sincere

11 Complete the sentences with an adjective *with* or *without* a negative prefix.

- 1 Be _____ (REASON)! We can't work for six hours without a break!
- 2 It's _____ (REASON) to expect everyone will accept your plan without any objections.
- 3 I'm afraid he may be late. He's rather _____ (RELY).
- 4 She's a very _____ (RELY) friend. She's never let me down.
- 5 I used to be a very (OBEY) _____ child, a real teacher's pet.
- 6 Fifty years ago it was still widely believed that (OBEY) _____ children should be beaten.

MATCHING ◀ 12

- 1 Do you ever have problems managing everything you have to do? Why? Discuss in small groups.
- 2 Look up the words in bold and match the halves of sentences.

1 Disorganised people	☐
2 People who are easily distracted	☐
3 Procrastinators	☐
4 Perfectionists	☐
5 Efficient people	☐

a are able to **multi-task**.
 b set themselves high standards.
 c often lose things.
 d **put** things **off**.
 e may **get sidetracked** before they finish a job.

examWORKOUT

Grammar connections: pronouns

- 3 Read the text below and match sentences (A–C) to gaps (1–3). Underline the words in the text to which the **highlighted pronouns** refer.

A Well, to be honest, I hate to see **him** going out for a leisurely run when I'm working around the clock.

B Now that I think about it, perhaps I'm desperate enough to get **one** too.

C All too often I spend **them** frantically completing work that was due months earlier.

SAM'S BLOG

The last two weeks of term are seldom a happy time for me. ¹___ I always promise myself not to make that mistake again, but in vain. The end of term is also the only time when I don't get on with my friend Joe. Why? ²___ He always does everything in good time and then talks about getting a good night's sleep before the exams. Joe is frighteningly well-organised. He's actually got a planner on his desk! ³___ And I might read that article he recommended, *Things To Do*.

add a comment

LANGUAGE & CULTURE

Douglas Adams (1952–2001) – English science fiction author best known for *The Hitchhiker's Guide to the Galaxy* and its sequels e.g.: *The Restaurant at the End of the Universe* and *Life, the Universe and Everything*.

examTASK

- 4 Five sentences have been removed from the text on page 61. Read the text and complete gaps 1–5 with sentences A–F to make a logical and coherent text. There is one extra sentence that you do not need to use.

A After all, nobody's perfect, not even the perfectionists.
 B Then at the first opportunity, you absent-mindedly wash them off.
 C However, you never get round to actually writing one.
 D It's because you're over-ambitious.
 E It's time to make up your mind what to do.
 F What's more, you're horrendously unpunctual.
- 5 In pairs, discuss the following questions.
 - Do you belong to any of the types described in the article? Do you agree with the description?
 - Which of the tips at the end do you find the most useful? Why?
 - Do you disagree with any of the advice in the article? Why?
- 6 Look at the **highlighted** words in the text on page 61. Work out their meaning from context. Circle the correct meaning below.
 - 1 **overwhelmed**
 - a feeling that you can't cope
 - b feeling that you've solved a problem
 - 2 **glance**
 - a look steadily for a long time
 - b look quickly
 - 3 **wretched**
 - a cheerful
 - b miserable
 - 4 **fall apart**
 - a collapse mentally
 - b work harder
 - 5 **gloomy**
 - a proud
 - b sad, depressed
 - 6 **flaws**
 - a achievements
 - b weaknesses, faults



THINGS TO DO

Do you find it difficult to carry out your plans and achieve your ambitions? Does your list of things to do just keep getting longer and longer? Do you feel **overwhelmed** by life? If so, it may be because you belong to one of these personality types.

You're **disorganised**. You never manage to do what you want because you keep forgetting what it is. You draw up a list of things to do, but then you can't remember where you put it. With great excitement, you write vital notes to yourself on the palm of your hand. ¹ _____ You can never find the document you want on your computer because your idea of a filing system is just to dump everything together in one big folder called 'stuff'.

You're easily **distracted**. You have no problems starting off, it's just you get sidetracked before the end. In the middle of a job, you find yourself daydreaming about your girlfriend, reminiscing about your childhood, watching a silly video on YouTube or wondering what it's like to be a fly. As a result you seldom get things done. ² _____ You **glance** at a newspaper just as you're going out and then suddenly half an hour has gone by and you're behind schedule again. Your friends say you'll be late for your own funeral.

You're a **procrastinator**. Your maxim is: never do today what you can put off till tomorrow. You know it's a good idea to compile a list of things to do. ³ _____ 'I'll write that essay tomorrow,' you think to yourself. 'I work better under pressure.' But deep down you know tomorrow never comes. You're the **wretched** soul running around the 24-hour-store last thing on Christmas Eve desperately looking for presents. Author Douglas Adams said: 'I love deadlines. I like the whooshing sound they make as they fly by.' But deadlines just make you **fall apart**.

You're plagued by **perfectionism**. On the rare occasions you actually complete something, it's perfect. The only problem is you hardly ever finish anything you start. Anyone else would be proud of that sketch you're drawing, but you just crumple it up and toss it in the bin. You set yourself such high standards that almost nothing is good enough. The result is that you end up doing almost nothing.

You're energetic and **efficient** and you can multi-task. Your friends watch in awe as you touch-type an essay, hold a conversation, play the recorder and text a message – all at the same time! So how can it be that your list of

things to do just gets longer and longer? ⁴ _____ You try to do so much, you end up feeling totally stressed out, longing for an eight-day week that will, of course, never come.

You shouldn't feel too **gloomy** if you have any of these **flaws**. ⁵ _____ But nor should you just shrug your shoulders and mutter, 'that's the way I am'. No, what you should do is turn over a new leaf and follow my advice.

- Make a realistic list of things to do and give each one a deadline.
- Check your list every day at the same time: make it a routine.
- Prioritise: do the most urgent and important things first.
- Use those empty moments: you can get a lot done when the adverts are on or when you're waiting for someone.
- Learn to multi-task, but don't overstretch yourself.
- Whenever you tick something off, give yourself a prize – an ice-cream, a session on a computer game or a walk in the park.

And finally, don't let fear of failure stop you from having a go. Remember, it's better to have tried and failed than never to have tried at all.

MULTIPLE CHOICE ◀ 10

1 What is emotional intelligence? In pairs, try to write a definition. Discuss examples of emotionally intelligent behaviour. Share ideas as a class.

examTASK

2 CD1-15 You're going to hear an interview with a psychologist about emotional intelligence. Choose the correct answers.

- 1 Being aware of your moods can help you to
 - A carry out unpleasant tasks.
 - B choose the right time to do things.
 - C perceive other people's emotions.
 - D make better life choices.
- 2 The young man responded aggressively to the neighbour because
 - A he didn't care about other people.
 - B the neighbour was obviously crazy.
 - C he felt himself under attack.
 - D he was fed up with constant comments about his age.
- 3 The psychologist praised the young man's
 - A driving skills.
 - B car.
 - C choice of music.
 - D attitude to other people.
- 4 At the end of the conversation the young man
 - A talked about music.
 - B gained the psychologist's confidence.
 - C agreed to do what he was asked to do.
 - D offered a compromise.
- 5 The story of the young man is used as an example of
 - A judging your moods.
 - B understanding other people's feelings.
 - C lack of respect.
 - D the importance of music to some people.

3 Complete the questions with the verbs from the box in the correct form. Then ask and answer in pairs.

compliment gain perceive rub

- 1 Can you recall a situation when you _____ someone up the wrong way?
- 2 Are you good at _____ other people's emotions?
- 3 When did you last _____ someone on something? On what?
- 4 What can you do to _____ another person's confidence?

WORD BUILDING ◀ 22

examWORKOUT

Which part of speech?

1 Form nouns from the following adjectives, using the suffixes *-ty/-ity*, *-ance/-ence* and *-ness*. Write them down in your notebook in groups.

arrogant confident honest kind loyal mature polite rude sensitive sincere sociable

2 The same suffix can be used to form adjectives from all of the following verbs. What is it? Write the adjectives.

VERB	ADJECTIVE
IMAGINE	
COMPETE	
MEDITATE	
SUPPORT	
ARGUE	
DISMISS	

3 What part of speech do you need in the gap in each of the following sentences – an adjective or a noun?

- 1a We don't get on very well. We have a lot of _____.
- 1b He's difficult to get on with. He's very _____.
- 2a Children are often more _____ than adults.
- 2b She's a very interesting person with a lively _____.
- 3a You seem to be in a _____ mood today.
- 3b I use _____ to relax.

4 Now complete the gaps in Exercise 3 with words formed from (1) ARGUE, (2) IMAGINE and (3) MEDITATE.

examTASK

5 Read the text below and complete gaps 1–6 with words formed from the words in capital letters.

→ OGGIE BLOGGIE

My friend Peter is the most misunderstood person I know. He's spontaneous and ¹ _____ (IMAGINE), which to my mind makes him great fun to be with. However, many people see that as a sign of being ² _____ (MATURE). When we were children, it was even worse: as a result of his lively behaviour he was treated as ³ _____ (OBEY) and was often punished at school. Another quality of Peter's for which I have great respect is his ⁴ _____ (SINCERE). I agree with him that telling the truth is really vital. But all too often such openness is perceived as ⁵ _____ (RUDE) and ⁶ _____ (ARROGANT). I do wish people would show a bit more tolerance and understanding.

SPEAKING ON A SET TOPIC ◀◀36

examWORKOUT

Planning your talk

1 Read the following statement. In pairs discuss to what extent you agree with it. Use examples.

First impressions of people are often wrong. Do you agree?

2 Here are some notes taken by a student who agrees with the statement above. Number them 1–5 to make a plan of his mini-presentation.

- What happens as we get to know people better
- I agree
- What first impressions are based on
- Conclusion: the importance of staying open-minded
- Exceptions – situations when a first impression can be right

3 Use the plan from Exercise 2 or change it to reflect your opinion. For each point, think of an example from real life, literature, film or the media.

For example, in the novel Pride and Prejudice, Elisabeth Bennet forms an unfavourable first impression of Mr Darcy. Because he speaks very little, she thinks he's proud and arrogant.

4 Complete the sentences with the words from the box. There is one extra word.

abstract open-minded prejudices superficial

- 1 First impressions can be very _____.
- 2 As you get to know people better, you forget your _____.
- 3 It's important to remain _____ despite your first impression.

5 Deliver a talk on the exam topic in Exercise 1.

examTASK

6 Prepare to speak on the following topics.

STUDENT A

It is easier to love humanity as a whole than to love one's neighbour. Do you agree?

STUDENT B

Most people are as happy as they make up their minds to be. Do you agree?

7 Take turns to deliver your talks.

DESCRIPTION OF A PERSON ◀◀26

examWORKOUT

A description of a person is more than a list of features

1 Read the exam task and the extract from a description. What is wrong with it? Identify two major problems.

Describe a childhood friend who you will always remember as a great playmate.

My friend Anna was average height for our age, average build, she had shoulder-length light brown hair and brown eyes. On the day I met her she was wearing a striped T-shirt with a navy blue jumper over it, black shorts, blue socks and black trainers. As far as her personality is concerned, I remember her as being friendly, affectionate, cheerful, imaginative, daring and full of energy.

2 The following two sentences describe selected aspects of Anna's appearance. What else do they tell the reader about her?

- a One of the most noticeable things about her was that her shiny brown eyes always seemed to be smiling or even laughing.
- b The first thing I noticed when I met her was that she was dressed, according to our primary school standards, 'like a boy'.

3 Match each personality trait (a–c) with an appropriate example (1–3).

- a She was very affectionate.
- b She was very imaginative.
- c She was quite daring.

- 1 She would invent games in which we played the roles of elves, fairies and monsters, depending on our mood.
- 2 We used to climb trees and scramble over fences to get into places where we were not supposed to be, and it was usually Anna's initiative.
- 3 I liked the way she always greeted me with a smile and a hug.

4 Write a description in response to one of the exam tasks on this page.

examTASK

Write a description of a person about whom you could say *The world would be a better place if there were more people like him/her.*

BODY

GENERAL

beauty spot/mole /'bjuti spɒt/
 dimple /'dɪmpəl/
 freckles /'frecklz/
 scar /skɑː/
 wrinkles /'rɪŋklz/

BUILD

build /bɪld/
 muscular /'mʌskjələ/
 obese /əʊ'biːs/
 overweight /,əʊvə'weɪt/
 petite /pə'tiːt/
 plump /plʌmp/
 skinny /'skɪni/
 slender /'slendə/
 stocky /'stɒki/

HAIR

dyed /daɪd/
 fringe /frɪndʒ/
 frizzy /'frɪzi/
 highlights /'haɪlaɪts/
 plait(s) /plæt(s)/
 ponytail /'pɒnɪteɪl/
 shoulder-length /'ʃəʊldə leŋθ/
 spiky /'spɪki/
 streaky /'striːki/
 (tied) in a bun /taɪd ɪn ə 'bʌn/

BODY LANGUAGE

WAYS OF LOOKING

glance /glɑːns/
 glare /gleə/
 glimpse /glɪmpz/
 peer /pɪə/
 stare /steə/

WAYS OF SPEAKING

mutter /'mʌtə/
 shout /ʃaʊt/
 stutter /'stʌtə/
 whisper (in sb's ear) /'wɪspə ɪn ,sʌmbɒdɪz
 'iə/
 yell /jel/

POSTURE AND GESTURES

bang your fist /bæŋ jə 'fɪst/
 cross your legs /krɒs jə 'legz/
 fold your arms (across your chest) /fəʊld jə
 'ɑːmz ə ,krɒs jə 'tʃest/
 frown /fraʊn/
 gesture /'dʒestʃə/
 lean back /liːn 'bæk/
 posture /'pɒstʃə/
 purse your lips /pɜːs jə 'lɪps/
 raise your eyebrows /reɪz jə 'aɪbraʊz/
 shake your head /ʃeɪk jə 'hed/
 shrug your shoulders /ʃrʌg jə 'ʃəʊldəz/
 tremble /'treɪbəl/
 wink /wɪŋk/

CLOTHES AND FASHION

STYLE AND LOOK

scruffy /'skrʌfi/
 shabby /'ʃæbi/
 smart /smɑːt/
 sporty /'spɔːti/
 trendy /'trendi/

CLOTHES

baggy /'bægi/
 casual /'kæʒuəl/
 checked /tʃekt/

creased /kriːst/
 faded /feɪdɪd/
 floral /'flɔːrəl/
 fold /fəʊld/
 (in)formal /(ɪn)'fɔːməl/
 loose /luːs/
 shrink /ʃrɪŋk/
 stretch /stretʃ/
 striped /straɪpt/
 tight /taɪt/
 undo (the buttons) /ʌn duː ðə 'bʌtnz/
 untie (the shoes) /ʌn ,taɪ ðə 'ʃuːz/

PERSONALITY

absent-minded /,æbsənt 'maɪndəd/
 argumentative /,ɑːɡjʊ'mentətɪv/
 arrogance /'ærəɡəns/
 arrogant /'ærəɡənt/
 bossy /'bɒsi/
 careless /'keələs/
 caring /'keərɪŋ/
 cheerful /'tʃɪəfəl/
 competitive /kəm'petɪtɪv/
 conceited /kən'siːtɪd/
 confidence /'kɒnfɪdəns/
 conscientious /,kɒnʃi'entʃəs/
 (dis)honest /(dɪs)'ɒnəst/
 (dis)loyal /(dɪs)'lɔɪəl/
 (dis)organised /(dɪs)'ɔːɡənɪzɪd/
 dull /dʌl/
 efficient /ɪ'fɪʃənt/
 egotistical /,iːɡə'tɒstɪkəl/
 flaw /fləʊ/
 generous /'dʒenərəs/
 gullible /'ɡʌləbəl/
 honesty /'ɒnəsti/
 imaginative /ɪ'mædʒɪnətɪv/
 (im)mature /(ɪ)mə'tʃʊə/
 (im)patient /(ɪm)'peɪʃənt/
 (im)polite /(ɪm)'pə'laɪt/
 (in)sensitive /(ɪn)'sensətɪv/
 (in)sincere /(ɪn)'sɪn'sɪə/
 impartial /ɪm'pɑːʃəl/
 (ir)responsible /(ɪ)rɪ'spɒnsəbəl/
 kindness /'kændnəs/
 loyalty /'lɔɪəlti/
 maturity /mə'tʃʊərɪti/
 mean /miːn/
 meditative /'medɪtətɪv/
 messy /'mesi/
 modest /'mɒdəst/
 narrow-minded /,nærəʊ 'maɪndəd/
 over-ambitious /,əʊvə æm'bɪʃəs/
 partial /'pɑːʃəl/
 perfectionism /pə'fekʃənɪzəm/
 perfectionist /pə'fekʃənɪst/
 politeness /pə'laɪtnəs/
 procrastination /prə,kɹæstə'neɪʃən/
 procrastinator /prə'kræstɪneɪtə/
 rebellious /rɪ'beljəs/
 reliable /rɪ'laɪəbəl/
 reserved /rɪ'zɜːvd/
 rudeness /'ruːdnəs/
 self-centred /self'sentəd/
 self-confident /self 'kɒnfədənt/
 self-conscious /self 'kɒnʃəs/
 sensible /'sensəbəl/
 sensitivity /,sensɪ'tɪvɪti/
 sincerity /sɪn'serɪti/
 sociability /,səʊʃə'bɪləti/
 strict /straɪkt/
 stubborn /'stʌbən/
 sympathetic /,sɪmpə'θetɪk/

talkative /'tɔːkətɪv/
 unreliable /,ʌnrɪ'laɪəbəl/
 (un)reasonable /(ʌn)'rɪzənəbəl/
 unscrupulous /ʌn'skrʌ:pjələs/
 vain /veɪn/

FEELINGS

adore /ə'dɔː/
 amazed /ə'meɪzɪd/
 anxiety /æŋ'zɪəti/
 anxious /'æŋkʃəs/
 apprehensive /,æprɪ'hensɪv/
 ashamed /ə'ʃeɪmd/
 astonished /ə'stɒnɪʃt/
 be fed up with sb/sth /bi fed 'ʌp wɪð
 ,sʌmbɒdi, ,sʌmθɪŋ/
 bewildered /bɪ'wɪldəd/
 confused /kən'fjuːzɪd/
 content with /'kɒntent wɪð/
 depressed /dɪ'prest/
 devastated /'devəstetəd/
 distracted /dɪ'stræktəd/
 elated /ɪ'leɪtəd/
 embarrassed /ɪm'bærəst/
 emotional intelligence /ɪ,məʊʃənəl
 ɪn'telədʒəns/
 excited /ɪk'saɪtəd/
 exhausted /ɪg'zɔːstəd/
 frightened /'fraɪntɪd/
 frustrated /frʌ'streɪtəd/
 furious /'fjʊəriəs/
 gloomy /'ɡluːmi/
 heartbroken /'hɑːt brʊkən/
 indifferent (to) /ɪn'dɪfərənt tə/
 in the mood (for sth) /ɪn ðə 'muːd (fɔː
 ,sʌmθɪŋ)/
 jealous /'dʒeləs/
 long for sb/sth /'lɒŋ fɔː ,sʌmbɒdi, ,sʌ
 lose your temper /luːz jə 'tempə/
 miserable /'mɪzərəbəl/
 moved /muːvd/
 overwhelmed /,əʊvə'welmd/
 rub sb up the wrong way /rʌb ,sʌmbɒ
 ðə rɒŋ weɪ/
 stressed out /strest 'aʊt/
 terrified/petrified /'terəfaɪd, 'petrəfaɪ
 thrilled /θrɪld/
 wretched /'retʃəd/

THE MIND

assume /ə'sjuːm/
 assumption /ə'sʌmpʃən/
 be on sb's mind /bi ɒn ,sʌmbɒdɪz 'maɪnd/
 change your mind /tʃeɪndʒ jə 'maɪnd/
 come to a realisation /kʌm tə ə
 ,rɪəlaɪ'zeɪʃən/
 come to mind /kʌm tə 'maɪnd/
 compliment (sb on sth) /'kɒmplɪmənt
 konfrʌnt/
 deal (with sth) /diːl wɪð ,sʌmθɪŋ/
 gain sb's confidence /ɡeɪn ,sʌmbɒdɪz
 'kɒnfɪdəns/
 get sidetracked /get 'saɪdtrækt/
 get your head around (sth) /get jə 'hed
 ə ,raʊnd ,sʌmθɪŋ/
 go to one's head /ɡəʊ tə wʌnz 'hed/
 have a good head for sth /hæv ə ɡʊd
 fɔː ,sʌmθɪŋ/
 have no recollection (of sth) /hæv nɔː
 ,rekə'lekʃən əv ,sʌmθɪŋ/
 (il)literate /(ɪ)'lɪtərət/
 imagination /ɪ,mædʒə'neɪʃən/
 imagine /ɪ'mædʒɪn/

lose your head /lu:z jə 'hed/
 lose your mind /lu:z jə 'maɪnd/
 make up your mind /meɪk ʌp jə 'maɪnd/
 multi-task /ˌmʌlti 'tɑ:sk/
 perceive /pə'si:v/
 perception /pə'sepʃən/
 realisation /ˌri:ələ'zeɪʃən/
 realise /'ri:əlaɪz/
 recollect /ˌrekə'lekt/
 recollection /ˌrekə'leɪʃən/
 regard (sth) as /rɪ'gɑ:d ˌsʌmθɪŋ əz/

ATTITUDES AND BELIEFS

admire /əd'maɪə/
 approve (of sth) /ə'pru:v əv ˌsʌmθɪŋ/
 achieve sb's ambitions /ə'tʃi:v ˌsʌmbə'dɪz æm'bɪʃənz/
 attitude /'ætɪtju:d/
 belief /bɪ'li:f/
 content with /'kɒntent wɪð/
 convinced of /kən'vɪnst əv/
 disapprove (of) /ˌdɪsə'pru:v əv/
 dismiss (an idea) /dɪ'smɪs ən aɪ'diə/
 dismissive /dɪ'smɪsɪv/
 focused on /'fəʊkəst ɒn/
 have a go (at sth) /hæv ə 'gəʊ ət ˌsʌmθɪŋ/
 have excellent taste /hæv ˌeksələnt 'teɪst/
 indifferent to /ɪn'dɪfərənt tə/
 insist on /ɪn'sɪst ɒn/
 passionate believer (in sth) /ˌpæʃənət bə'li:və ɪn/
 regard sb as /rɪ'gɑ:d ˌsʌmbə'dɪ əz/
 set (yourself) high standards /set jɔ: self haɪ 'stændədz/
 supportive /sə'pɔ:tɪv/
 take a keen interest in sth /teɪk ə ki:n ɪn'trəst ɪn ˌsʌmθɪŋ/
 take pride (in sth) /teɪk 'praɪd ɪn ˌsʌmθɪŋ/

PHRASAL VERBS

carry out (a task) /kæri ˌaʊt ə 'tɑ:sk/
 draw up (a list) /drɔ: ʌp ə 'lɪst/
 fall apart /fɔ:l ə'pɑ:t/
 look down on sb /lʊk 'daʊn ɒn ˌsʌmbə'dɪ/
 look up to sb /lʊk 'ʌp tə ˌsʌmbə'dɪ/
 make up one's mind /meɪk ʌp wʌnz 'maɪnd/
 start off /stɑ:t 'ɒf/
 tick sth off /tɪk ˌsʌmθɪŋ 'ɒf/
 wear out /weə 'aʊt/

QUICK REVISION

1 Complete the table with antonyms.

ADJECTIVE	OPPOSITE ADJECTIVE
1 reliable	
2 sincere	
3 responsible	
4 mature	
5 literate	
6 loyal	

2 Answer the questions and complete the sentences.

- What can you do with your shoulders?
 a stutter b shrug c stare
- If people are afraid or cold, they
 a tremble. b frown. c lean back.
- People with a speech defect may
 a whisper. b yell. c stutter.
- If you can multi-task, you are
 a efficient. b gullible. c impartial.
- Which two adjectives can be made into nouns using the suffix *-ity*?
 a mature b honest c sensitive
- Which two of these mean 'unhappy'?
 a wretched b elated c gloomy
- Which two of these mean 'very frightened'?
 a petrified b terrified c thrilled
- What word completes all three sentences?
 He's got a good _____ for science.
 I can't get my _____ around it.
 The praise has gone to his _____.
- Which preposition fits all four sentences?
 They complimented me _____ my work.
 She's focused _____ her studies.
 He insisted _____ going with us.
 She's _____ my mind all the time.
- What verb fits both sentences?
 She _____ an interest in her children's sporting achievements.
 He _____ pride in his work.

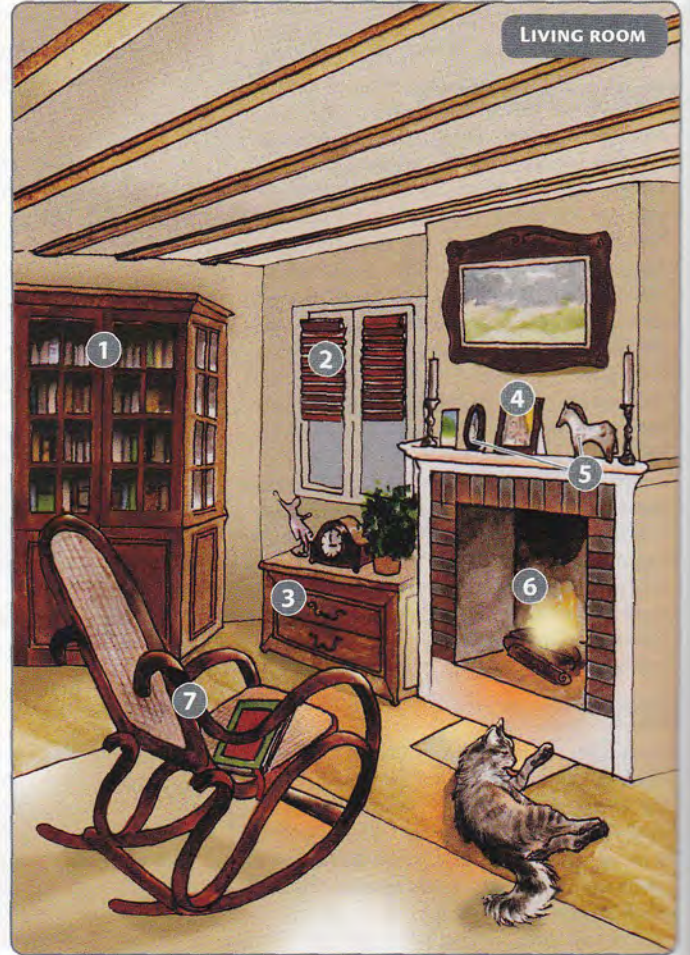
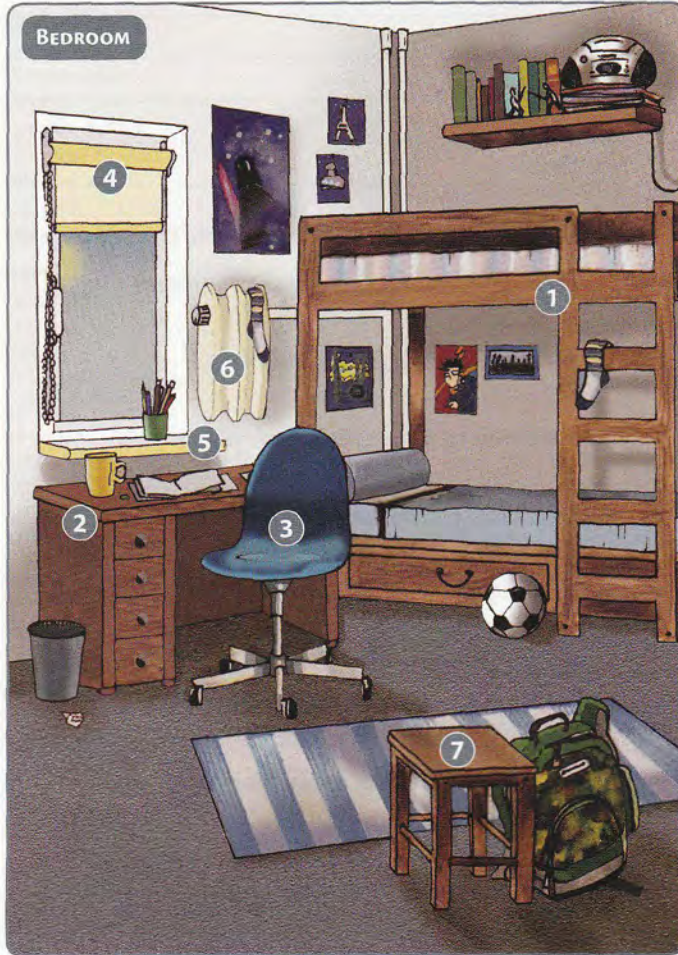
2

HOME

*I'm a wonderful housekeeper.
Every time I divorce a man, I keep his house.'*

ZSA ZSA GABOR (HUNGARIAN-AMERICAN FILM ACTRESS, B. 1917)

WORD BANK • PAGE 72



TYPES OF HOUSES AND FLATS

1 Complete the gaps with the words from the box.

bungalow converted home mansion penthouse pre-war studio

- Tony lives in a _____ loft. He's done it up really nicely, and the slanted ceiling gives the bedroom a cosy look.
- They have a flat in London and a holiday _____ in the countryside, where they spend every summer.
- Miriam lives in a _____ building, which is very stylish, but costs a lot to maintain.
- I'd love to live in a _____, high above the city.
- Personally, I wouldn't like to live in a _____. I'd like to have an upstairs and a downstairs.
- All I can afford is this little _____ flat, but it's mine and I like it.
- The glossy magazines described all the details of the star's new twenty-million-dollar _____.

FURNITURE AND FURNISHINGS

2 Label the furniture in the pictures.

swivel chair windowsill desk rocking chair radiator chest of drawers bunk beds stool fireplace Venetian blinds knick-knacks roller blinds framed photograph glass-fronted bookcase

BEDROOM

- _____
- _____
- _____
- _____
- _____
- _____
- _____

LIVING ROOM

- _____
- _____
- _____
- _____
- _____
- _____
- _____

3 Match the words to form collocations.

- | | |
|---------------|-----------------|
| 1 display | ■ a clock |
| 2 upholstered | ■ b photographs |
| 3 grandfather | ■ c cabinet |
| 4 framed | ■ d rug |
| 5 Persian | ■ e chairs |

4 Use the words from Exercise 3 to complete the description below.

Walking into that room was like stepping back in time. It was rather dark and so cluttered it was difficult to walk without upsetting anything. There were two sofas, several ¹ _____, and I don't know how many little tables and glass-fronted ² _____ crammed with innumerable ornaments. There were priceless ³ _____ on the floor, ⁴ _____ and portraits on the walls, and a ⁵ _____ in one corner. You could have described it as cosy and quaint if it wasn't so overwhelming.

ADJECTIVES TO DESCRIBE INTERIORS

5 Complete the description with adjectives formed from the words in brackets.

The most ¹ _____ (IMPRESS) home I've visited recently belongs to Richard, one of my brother's artistic friends. It was designed by a well-known architect. It's very ² _____ (SPACE) and ³ _____ (AIR), not only because of its size, but also because it is extremely sparsely furnished. The décor is ultra-modern and ⁴ _____ (MINIMAL): there are bare wooden floors, white walls, no ornaments, just a few carefully chosen, ⁵ _____ (STYLE) items of furniture. Richard hates ⁶ _____ (CLUTTER) interiors.

NEIGHBOURHOODS

6 Complete the sentences with the words from the box.

.....
downtown estate outskirts residential suburb
.....

- Martin has an apartment in _____ New York. He can see Central Park from his windows.
- The house is located in a quiet _____ area.
- Tony lives in a grey tower block on a run-down housing _____.
- The Johnsons live in a quiet, leafy _____ where the children can play outdoors safely.
- We've got a house on the _____ of the city. The air is very clean, but the journey to the centre, where we work, takes forever.

REDECORATION

7 Complete the text with the verbs from the box in the correct form.

.....
tile replace repair redecorate paper install
.....

*Sophie's
blog*

I'm ¹ _____ my flat! I've already ² _____ the walls of my bedroom (they're a lovely cream colour now) and ³ _____ the ugly old carpet with a lovely new one. Father has shown me how to ⁴ _____ the leaking taps. There are two things I can't do myself, though. I'm going to have a new radiator ⁵ _____, and next week a man is coming to ⁶ _____ the bathroom. I hope he's reliable.

26.12.2009
14:25

REAL ESTATE

8 Match the words with the explanations.

- A **mortgage** is _____
 - You are a **tenant** _____
 - You are a **landlord** or **landlady** _____
 - A house or flat can be **repossessed** _____
 - Tenants can be **evicted** _____
 - Property** is _____
 - An **estate agent** is _____
- a someone who buys and sells houses and flats.
b a formal word for a house, flat or plot of land.
c a bank loan against which your house or flat is the security.
d if you're renting a flat from someone.
e if the owner doesn't pay the mortgage.
f if you're letting a flat out to someone.
g if they don't pay the rent for a long time.

PHRASAL VERBS

9 Complete the phrasal verbs with the prepositions from the box.

.....
in (x2) off on out (x2) up (x2)
.....

We've just bought a flat. The previous owners left it in a total mess when they moved ¹ _____, so first of all we had to clean ² _____ the mess. We must have thrown ³ _____ several tons of rubbish. The electricity had been switched ⁴ _____, because they hadn't paid the bills. We had to pay everything and then it was switched ⁵ _____ again. The flat also needed doing ⁶ _____. We painted the walls and put ⁷ _____ new bathroom fittings. Then we were finally able to move ⁸ _____.

HOUSE AND HOME

10 Complete each idiom with the word house or home.

- My aunt and uncle **keep an open** _____ . Their friends are always dropping in for a coffee and a chat.
- They were very hospitable and made me **feel at** _____ very quickly.
- Dave and Ellen have **set up** _____ together and are thinking of getting married.
- Helen **keeps** _____ for her elderly father.
- It was a wonderful, warm, cosy place, a real _____ **from** _____.
- Please take off your jacket and **make yourself at** _____.

WORD BUILDING

11 Complete the sentences with words formed from the words in brackets.

- We must measure the _____ (LONG) and _____ (WIDE) of the living room.
- We also need to know the _____ (HIGH) of the attic.
- I'm a bit worried about the _____ (STRONG) of the ceiling. Will it be able to support the _____ (WEIGH) of this huge water heater?
- This house will need a lot of _____ (MAINTAIN) work.
- The new hotel is still under _____ (CONSTRUCT).

examWORKOUT

Eliminating wrong answers

1 Read the following extract and answer the multiple-choice question.

Cynthia strolled absent-mindedly from the hall into the living room. She wiped an invisible speck of dust from the windowsill. She rearranged the ornaments on the mantelpiece for the third time. She picked two hairs off the carpet. She noticed the plants needed watering and made a mental note to do it later. The sound of the phone ringing made her jump. Her first instinct was to rush out of the house, but she stopped herself and reached for the receiver.

When the phone rang, Cynthia was

- A doing the cleaning.
- B watering the plants.
- C wandering around the house.
- D preparing to rush out.

2 All the options in the multiple-choice question refer to something in the extract. Find a connection between each option and the text and explain in what ways the wrong answers differ from the text.

Someone's got to do it

Patio furniture, he thought as he pulled up under a streetlamp on the quiet suburban avenue. Mustn't forget to pick up the patio furniture on the way home. The forecast was good for the weekend, so the barbecue was definitely on, but they were desperately short of garden chairs. He switched off the ignition, opened the car door and smelt the delightful fragrance of the flowers bordering the lawn behind the thick privet hedge. It was quiet. The wealthy suburbs always were. He got out of the car and shut the door behind him. Above him he could hear the rush of wind through the trees and the joyful sound of birdsong. Life was good.

The evening sun shone brightly on the red tiles on the roof of the house: a Victorian mansion with a double garage at one side and a huge conservatory at the other. Good. No nosy neighbours. The house was as isolated as a lonely farmhouse or country cottage.

He strolled up the drive towards the front door, his shoes sinking into the thick gravel, and then he frowned. There was something else he had to remember, he was sure of it. But what was it? He bit his lip in frustration. He could hear himself saying, 'Don't worry, darling. I won't forget.' But he had; he had forgotten.

Glancing up, he saw someone moving in a window upstairs. Excellent, the householder was in. He hated it when he had to stand there pointlessly ringing the doorbell of an empty house. Early evening was definitely the best time to call: people were home from work but hadn't yet settled into the comfort of their armchairs and sofas and game shows and series. Automatically, he wiped his feet on the doormat. There was no bell, so he lifted the flap on the letter box and let it fall heavily three times. After a moment, he heard footsteps coming down the stairs and then a key turning in the lock. The door swung open and a middle-aged woman stood there in the hall, smiling at him.

He greeted the woman by name, opened his briefcase and pulled out an envelope. Before she could realise what was happening, he handed over the letter and then gave the short speech he'd delivered so many times before to his unsuspecting victims. The phrases came mechanically from his tight, thin lips: 'due to non-payment of the mortgage', 'the bank finds itself in the unhappy situation', 'forced to repossess the property', 'in a period of no more than one month'. The phrases seemed to physically hurt the woman. She flinched, her smile disappeared, she seemed to shrink and her eyes glistened. By the time he had finished and wished her a good evening, she was crying and her face was white with shock.

As he was walking back to the car, he remembered with a little smirk of relief what had been hiding in his memory: Suntan lotion. He had to buy some suntan lotion.



TRUE/FALSE/NO INFORMATION ◀8

examTASK

3 Read the text and choose the correct answers.

- 1 As he stops in front of the house, the main character
 - A admires the patio furniture.
 - B allows his thoughts to wander.
 - C picks up some items.
 - D switches off the car radio.
- 2 The character is pleased with the house because
 - A he is impressed by its wealth.
 - B he finds the style attractive.
 - C it is located in the countryside.
 - D it's not very close to other houses.
- 3 The character realises there's someone in the house after he
 - A looks in through a window.
 - B rings the doorbell.
 - C hears the sound of a game show on TV.
 - D lifts the flap of the letter box.
- 4 The main character is
 - A an estate agent.
 - B a person who delivers official documents.
 - C a door-to-door salesman.
 - D a postman.
- 5 At the end of the story, the main character
 - A is moved by the woman's tears.
 - B is in a state of shock.
 - C returns to his earlier thoughts.
 - D feels relieved that the job has been done.

4 In pairs discuss the following questions. Then compare ideas as a class.

- Did you find the ending surprising? Can you think of a different ending to this story?
- What is your impression of the main character? Think of three adjectives or phrases you could use to describe him.
- What do you think happened to the woman later?

5 Read again the description of the house and its surroundings in paragraphs 1 and 2. Underline all the vocabulary used to describe the place.

6 Write a similar short description of a house from the point of view of a person approaching it for the first time. Use the wordlist on page 72 to help you.

1 Match the phrasal verbs and the words that go with them.

- | | | |
|------------|---|----------------------|
| 1 let out | ☐ | a a window |
| 2 clean up | ☐ | b with your tenant |
| 3 tear out | ☐ | c a plan |
| 4 make off | ☐ | d a house to tenants |
| 5 get on | ☐ | e with stolen items |
| 6 think up | ☐ | f the mess |

2 You are going to listen to a radio news item about a malicious trick involving a house. The expressions from Exercise 1 appear in the recording. In pairs, make some guesses about what happened.

Someone must have made a mess in the house if they had to clean it up.

examTASK

3 CD1-16 You will hear a radio news item about a house that was vandalised. Are the statements below true (T), false (F) or is there no information (NI)?

- 1 The house was vandalised by the tenants who were living in it at the time. ☐
- 2 The police officer who took Laura's report connected it with an advertisement. ☐
- 3 The ad on the website said there were things for sale in the house. ☐
- 4 It took the vandals a couple of hours to steal everything from the house. ☐
- 5 The neighbours didn't notice anything suspicious. ☐
- 6 The ad may have been posted by Laura's sister. ☐

4 In pairs, discuss the following questions.

- Do you believe the story?
- Is it possible to catch the person who did it?
- What punishment do you consider appropriate for that person?
- In what ways can people protect their homes from thieves and vandals?

5 Think of a 'horror story' which happened to someone you know in connection with a house, for example a burglary, or building or redecoration work that went very badly etc. Tell another student about it. Use the following prompts and the wordlist on page 72.

- When and to whom did it happen?
- What happened?
- What was the person's or people's reaction?
- What were the long-term effects of the incident?

ROLE PLAY ◀36

examWORKOUT

Refer to all the items in the task

- 1 Read the exam task below. In pairs, discuss which criteria would be the most important to you and briefly explain why.

You are planning to rent a flat with a friend. Discuss what criteria are most important to you in choosing a flat. Some ideas are given below but you can suggest others as well. Your teacher will start the discussion.

- 2 **CD1-17** Listen to a student doing the exam task. What is the problem with her answer?
- 3 **CD1-18** Listen to another version of the same conversation. Why is it better?
- 4 Look at the tapescript of the conversation on page 167 and underline some phrases that the student and the examiner use to do the following:
- agree
 - disagree/partly agree
 - ask the other person's opinion
 - suggest an additional option
 - confirm what has been agreed
- 5 In pairs, do the following exam task.

Imagine the following situation. You have rented an unfurnished flat with a friend. You have a limited amount of money to spend on furniture. Discuss how you are going to spend it. Talk about which things you most need. Some ideas are given below but you can suggest others as well.

SPEAKING ON A SET TOPIC ◀36

examWORKOUT

Include all the points required by the task

- 1 Read the exam task below. For each bullet point write down at least three words or phrases from the word list on page 72 that you could use.

My Ideal Home

Talk for one minute about the house or flat you would like to live in.

Talk about:

- what kind of house or flat you would like to have;
- where it would be located;
- how you would furnish it.

The kind of house or flat you would like to have:

Location:

Furniture and furnishings:

- 2 **CD1-19** Listen to a student doing the exam task. Note down a few words or phrases that she uses in connection with each bullet point in Exercise 1. Compare your notes in pairs.

- 3 Based on your notes from Exercise 2, discuss what is wrong with the student's response to the exam task.

examTASK

- 3 In pairs, take turns to do the exam task from Exercise 1.

SENTENCE TRANSFORMATIONS ◀22

examWORKOUT

The passive and the structure have something done

1 Build sentences from the prompts below, using the verbs in italics in the correct form: active, passive or causative.

1 The walls / *not paper* / properly. The paper is coming off.

2 John / *paint* / the ceiling of his room / purple / last week.

3 Sylvia is phoning the plumber. She / *planning to* / install / new radiator.

2 Read the sentences in the exam task below. Match each of them to the structure you need to use. Use the appropriate sections of the grammar part to help you do the task.

- | | | |
|---|---|-----------------------------|
| 1 | a | causative 'have' |
| 2 | b | passive voice |
| 3 | c | phrasal verb |
| 4 | d | reported speech |
| 5 | e | verb + preposition + gerund |

examTASK

3 Complete the sentences using the words given so that the meaning is the same as in the original sentences. Do not change the words given in any way.

1 'Was your house built last year?' Emily asked Mr Jones. (IF)

Emily asked Mr Jones _____ year.

2 An excellent team of workers are redecorating our flat. (BY)

Our flat _____ an excellent team of workers.

3 Perhaps we'd like to buy new blinds for the living room. (OF)

We're _____ new blinds for the living room.

4 We must get someone to repair the roof. (HAVE)

We must _____ repaired.

5 This flat needs redecorating very badly. (UP)

This flat _____ really badly.

DESCRIPTION OF A PLACE ◀26

examWORKOUT

A description of a place is more than a list of objects

1 Read the exam task and the extracts from two students' responses to the task. Which one is better and why?

Describe an interior (a room, flat, house) which relaxes you and puts you in a good mood.

1 The most relaxing interior I know is our living room. There is a big sofa in it, three armchairs, a coffee table, a big TV, a sound system, a bookcase, a navy blue carpet and white blinds. There are four cushions on the sofa. The remote control for the TV lies on the coffee table. There are also some potted plants.

2 The most relaxing interior I know is our living room. First of all, the furniture is wonderfully comfortable. If you're sitting on the large, soft sofa, supported on the cushions, you will find there's a lamp in the perfect position for reading, a coffee table within easy reach (to hold your coffee and the remote control for the huge TV), and the six speakers of the sound system are positioned ideally around you, so you can immerse yourself completely in music.

2 In extract 2, underline the parts that tell you why the interior is relaxing.

3 Read the exam task below and think of the interior you'd like to describe. What are the most important things that make it annoying? Choose from this list and add your own ideas. For each important element, add some details.

- the colour scheme
- the style and decoration
- specific pieces of furniture
- the sounds
- the view from the window
- the things you do there
- the people (or pets?) you share it with
- memories associated with the place
- ...?

4 Number the points you selected in the order in which you want to put them.

examTASK

Describe an interior (a room, flat, house) which irritates you and puts you in a bad mood.

TYPES OF HOUSES AND FLATS

basement flat /'beismənt flæt/
 bedsit /bed'sit/
 bungalow /'bʌŋgələʊ/
 chalet /'ʃæleɪ/
 converted loft /kən,vɜ:tɪd 'lɒft/
 cottage /'kɒtɪdʒ/
 country house /,kʌntri 'haus/
 detached house /dɪ,tætʃt 'haus/
 farmhouse /'fɑ:mhaus/
 holiday home /'hɒlədi həʊm/
 mansion /'mænjən/
 manor /'mænə/
 penthouse /'penthaus/
 pre-war building /pri: wə: 'bɪldɪŋ/
 semi-detached house /semi dɪ,tætʃt 'haus/
 skyscraper /'skaɪ,skreɪpə/
 stately home /,steɪtli 'həʊm/
 studio flat /'stju:diəʊ flæt/
 terraced house /,terəst 'haus/
 two-storey building /tu: stɔ:ri 'bɪldɪŋ/
 townhouse /'taʊnhaus/

OUTSIDE THE HOUSE

conservatory /kən'sɜ:vətəri/
 double garage /,dʌbəl 'gærɪdʒ/
 driveway /'draɪvweɪ/
 façade /fə'sɑ:d/
 garden chairs /,gɑ:dn 'tʃeəz/
 gravel /'grævəl/
 hedge /hedʒ/
 lawn /lɔ:n/
 letter box /'letə bɒks/
 patio furniture /,pætiəʊ 'fɜ:nɪtʃə/
 plot of land /plɒt əv 'lænd/
 porch /pɔ:tʃ/
 roof tiles /'ru:f taɪlz/
 sprinkler /'sprɪŋklə/
 streetlamp /'stri:t læmp/
 railing /'reɪlɪŋ/
 shutters /'ʃʌtəz/
 skylight /'skaɪlaɪt/

FURNITURE AND FURNISHINGS

banister /'bæniəstə/
 bathroom tiles /'bɑ:θrʊm taɪlz/
 bedding /'bedɪŋ/
 built-in wardrobe /,bɪlt ɪn 'wɔ:drəʊb/
 bunk beds /bʌŋk 'bedz/
 chest of drawers /tʃest əv 'drɔ:z/
 cushion /'kʊʃən/
 desk /desk/
 display cabinet /dɪ'spleɪ ,kæbənət/
 doorbell /'dɔ:bel/
 doormat /'dɔ:mæt/
 fireplace /'faɪəpleɪs/
 framed photograph /,freɪmd 'fəʊtəgrɑ:f/
 fully-fitted /,fʊli 'fɪtəd/
 glass-fronted bookcase /,glɑ:s ,frʌntɪd 'bʊkkeɪs/
 grandfather clock /'grænd,fɑ:ðə klɒk/
 hot water heater /hɒt 'wɔ:tə hi:tə/
 household appliances /,haʊshəʊld ə'plaiənsɪz/
 kitchen sink /,kɪtʃən 'sɪŋk/
 knick-knack /'nɪk næk/
 light fixtures /'laɪt ,fɪkstʃəz/
 made to order /meɪd tə 'ɔ:də/
 mantelpiece /'mæntlpi:s/
 ornament /'ɔ:nəmənt/
 parquet /'pɑ:keɪ/
 Persian rug /,pɜ:ʃən 'rʌg/
 plumbing /'plʌmɪŋ/

potted plant /,pɒtəd 'plɑ:nt/
 radiator /'reɪdiətə/
 receiver /rɪ'si:və/
 rocking chair /'rɒkɪŋ tʃeə/
 roller blinds /'rəʊlə blaɪndz/
 running water /,rʌnɪŋ 'wɔ:tə/
 stool /stu:l/
 swivel chair /'swɪvəl tʃeə/
 upholstered chairs /ʌp,həʊlstəd 'tʃeəz/
 Venetian blinds /və'ni:ʃən 'blaɪndz/
 wallpaper /'wɔ:l,peɪpə/
 windowsill /'wɪndəʊ,sɪl/
 wooden floor /,wʊdn 'flɔ:/

ADJECTIVES TO DESCRIBE INTERIORS

airy/spacious /'eəri, 'speɪʃəs/
 bare /beə/
 cluttered /'klʌtəd/
 cosy /'kəʊzi/
 décor /'deɪkɔ:/
 designed by /dɪ'zaɪnd baɪ/
 dilapidated /dɪ'læpədeɪtəd/
 dingy /'dɪndʒi/
 draughty /'draʊfti/
 impressive /ɪm'presɪv/
 minimalist /'mɪnɪməlɪst/
 neat and tidy /ni:t ən 'tɑ:di/
 quaint /kwent/
 shabby /'ʃæbi/
 soundproof /'saʊndpru:f/
 sparsely decorated/furnished /,spɑ:sli 'dekəreɪtɪd, 'fɜ:nɪʃt/
 stylish /'stɑɪlɪʃ/
 texture /'tekstʃə/
 ultra-modern /,ʌltrə 'mɒdn/
 (un)furnished /(ʌn)'fɜ:nɪʃt/

NEIGHBOURHOODS

city dwellers /'sɪti ,dweləz/
 (conveniently/pleasantly) located /kən,vɪniəntli, ,plezəntli ,ləʊ'keɪtɪd/
 cost of living /kɒst əv 'lɪvɪŋ/
 downtown (n) /,daʊn'taʊn/
 downtown (adj) /,daʊn'taʊn/
 downtown (adv) /,daʊn'taʊn/
 housing estate /'haʊzɪŋ ɪ,steɪt/
 inhabitant/resident /ɪn'hæbətənt, 'rezɪdənt/
 isolated /'aɪsəleɪtəd/
 nosy neighbours /,nəʊzi 'neɪbəz/
 outskirts /'aʊtskaɪts/
 pedestrian precinct /pə'destrɪən 'pri:siŋkt/
 residential area /,rezə'denʃəl 'eəriə/
 suburb /'sʌbɜ:b/
 suburban /sə'bɜ:bən/
 within easy reach (of sth) /wɪð,ɪzi 'ri:tʃ əv ,sʌmθɪŋ/

REDECORATION/RENOVATION

connect electricity /kə'nekt ɪlek'trɪsəti/
 dismantle /dɪs'mæntl/
 dust the furniture /dʌst ðə 'fɜ:nɪtʃə/
 fasten sth (to sth) /'fɑ:sən ,sʌmθɪŋ tə ,sʌmθɪŋ/
 fix /fɪks/
 install /ɪn'stɔ:l/
 interior /ɪn'tɪəriə/
 length/height/width /leŋθ, haɪt, wɪðθ/
 maintenance /'meɪntənəns/
 mend the dripping tap /mend ðə ,drɪpɪŋ 'tæp/
 mow the lawn /məʊ ðə 'lɔ:n/
 oil the hinges /ɔɪl ðə 'hɪndʒɪz/
 paint sth (black) /peɪnt ,sʌmθɪŋ 'blæk/
 paper the walls /,peɪpə ðə 'wɔ:lz/
 redecorate /ri:'dekəreɪt/

redcoration/refurbishment /riːdekə'reɪʃən, ˌriːfɜːbɪʃmənt/
 repair /rɪ'peə/
 replace /rɪ'pleɪs/
 strength /streŋθ/
 support the weight (of the roof) /sə'pɔːt ðə 'weɪt əv ðə 'ruːf/
 sweep/vacuum the floor /swiːp, ˌvækjuəm ðə 'flɔː/
 tighten the screw /ˌtaɪtn ðə 'skruː/
 tile /taɪl/
 (an)bolt the door /((ʌn)bəʊlt ðə 'dɔː/
 under construction /ˌʌndə kən'strʌkʃən/
 unscrew /ʌn'skruː/
 wipe (a speck of dust) /waɪp ə spek əv 'dʌst/

REAL ESTATE

(affordable) housing /əˌfɔːdəbl 'haʊzɪŋ/
 deposit /dɪ'pɒzɪt/
 estate agent /ɪ'steɪt ˌeɪdʒənt/
 evict /ɪ'vɪkt/
 eviction /ɪ'vɪkʃən/
 householder /'haʊshəʊldə/
 landlord/landlady /'lændləʊd, 'lændleɪdi/
 mortgage /'mɔːgɪdʒ/
 non-payment of the mortgage /nɒn ˌpeɪmənt əv ðə 'mɔːgɪdʒ/
 pay the rent /peɪ ðə 'rent/
 real estate/property /rɪəl ɪ'steɪt, 'prɒpəti/
 repossess /ˌriːpə'zes/
 tenancy /'tenənsi/
 tenant /'tenənt/
 to let /tə 'let/

HOUSE AND HOME

(a real) home from home /ə rɪəl həʊm frəm 'həʊm/
 feel at home /fiːl ət 'həʊm/
 feel homesick /fiːl 'həʊmsɪk/
 keep an open house /kiːp ən əʊpən 'haʊs/
 keep house /kiːp 'haʊs/
 make yourself at home /meɪk jɔːself ət 'həʊm/
 move house /muːv 'haʊs/
 set up house/home /set ˌʌp 'haʊs, 'həʊm/
 There is no place like home! /ðeər ɪz nəʊ pleɪs laɪk 'həʊm/

PHRASAL VERBS

clean up (the mess) /kliːn ˌʌp ðə 'mes/
 do up a flat /duː ˌʌp ə 'flæt/
 drop in (on sb) /drɒp ɪn ɒn ˌsʌmbədi/
 let out (a flat) /let ˌaʊt ə 'flæt/
 move in/out /muːv ɪn, 'aʊt/
 put in (bathroom fittings) /pʊt ɪn 'bɑːθrʊm ˌfɪtɪŋz/
 switch on/off /swɪtʃ 'ɒn, 'ɒf/
 take out a bank loan /teɪk ˌaʊt ə 'bæŋk ləʊn/
 throw out (rubbish) /θrəʊ ˌaʊt 'rʌbɪʃ/

QUICK REVISION

1 Complete the table with nouns.

ADJECTIVE	NOUN
1 long	
2 wide	
3 high	
4 strong	

2 Match the words to form compound nouns.

- | | | |
|------------|---|-----------|
| 1 holiday | ■ | a cabinet |
| 2 swivel | ■ | b beds |
| 3 Venetian | ■ | c home |
| 4 display | ■ | d chair |
| 5 bunk | ■ | e blinds |

3 Answer the questions.

- Where should you live if you like being in the centre of the city?
 - in the suburbs
 - on the outskirts
 - downtown
- Who lets out a flat?
 - the landlord
 - the tenant
 - the estate agent
- If someone has a mortgage to pay, have they got their own flat?
- Are you higher up when you live in a bungalow or in a penthouse?
- If tenants don't pay the rent, will they be evicted or repossessed?
- Which two things would you do with a bathroom?
 - paper
 - redecorate
 - tile

7 What word completes both sentences?

Make yourself at ____.
 It's a real ____ from ____.

8 Which preposition fits both sentences?

My room needs doing ____.
 We have to clean ____ the mess.

9 Which preposition fits both sentences?

We have to put ____ new taps in the bathroom.
 They've got a new flat and they're moving ____ next week.

'What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.'

GEORGE BERNARD SHAW (IRISH PLAYWRIGHT, 1856–1950)

TYPES OF SCHOOLS

1 Complete the sentences with appropriate words. The first letter has been given.

- 1 My granddad was sent to a b_____ school at the age of nine. He hated leaving home.
- 2 My little brother's just four years old. He goes to n_____ school.
- 3 Joe's parents have decided to send him to an i_____ school as they are critical of state education. Now they have to pay school fees.
- 4 If you want to train to be a mechanic, go to a v_____ school.
- 5 In some systems, there's a m_____ or j_____ h_____ school between primary and high school.

THE EDUCATION SYSTEM

2 Match the sentence beginnings and endings.

- 1 Education is **compulsory**
- 2 The **school year**
- 3 There's a **syllabus** for every subject
- 4 Some subjects are **optional**,
- 5 In most schools
- 6 At the end of secondary school

- a is divided into **terms**.
- b students take **external exams** and receive a **certificate**.
- c there are also **extra-curricular activities**.
- d until the age of eighteen.
- e which means you don't have to take them.
- f which says what teachers are supposed to teach.

SCHOOL SUBJECTS AND SCHOOL WORK

3 Match the subjects to the homework set in each of them.

- 1 Economics
- 2 English Literature
- 3 History
- 4 Maths
- 5 Science

- a Write up today's **experiment**.
- b Read the **source texts** related to the Industrial Revolution.
- c Solve **equations 1–5** from page 43.
- d Write an **essay** on colour symbolism in the novel *The Great Gatsby*.
- e Analyse the **graph** showing real estate prices in the USA from 2007 to 2010.

SCHOOL OBJECTS

4 Label the objects in the picture.

folder file notepad ruler set square compasses pencil sharpener highlighter paperclip stapler hole punch rubber



ASSESSMENT AND EXAMINATIONS

5 Choose the two words which can complete each sentence.

- 1 Robert *took / passed / did* the driving test last week, but he failed it.
- 2 How many points did you *score / get / achieve* in the French test?
- 3 Julia failed the history exam, so she'll have to *repeat / retake / resit* it next month.
- 4 Exam results will *come out / be announced / appear* next week.
- 5 Matura is a(n) *external / internal / school-leaving* exam.

6 Complete the sentences with the words from the box.

entrance flunked mark mock papers past set

We're going to have ¹ _____ exams soon to check how well we're prepared for the real ones. We've been going over a lot of ² _____ papers this week to practice. Everyone remembers how last year our History teacher ³ _____ an exam which was so difficult that 75 per cent of the class ⁴ _____ it. Mind you, the teachers are going to have a hard time too: they'll have to ⁵ _____ dozens of exam ⁶ _____. Personally, I don't like exams. And I really hate the thought of having to take ⁷ _____ exams to college.

add a comment

AT UNIVERSITY

7 In what order do these things happen? The first and last one have been numbered for you.

HOW TO BECOME A DISTINGUISHED ACADEMIC

- A At the end of the first term, you write a brilliant **term paper** and get outstanding grades.
- 10 B You become a university **lecturer** and continue publishing **research papers**.
- C At the end of the first **academic year**, you have the highest **grade-point average** in your year. You get a **scholarship**.
- D You continue your research and do a **PhD**.
- E You decide to do a **postgraduate course**.
- F You get a place at university. You are now an **undergraduate**. A rich uncle agrees to pay your **university fees**.
- G You get an **MA** or **MSc**.
- H You **graduate**. You get your first **degree**. You are now a **BA** or **BSc**.
- 1 I You **apply to a university**.
- J Your PhD thesis gets published in an **academic journal**.

PHRASAL VERBS

8 Complete the text with the correct prepositions.

Dear Grace,

I'm in so much trouble! I always used to do reasonably well at school. My reports generally said 'well done, keep ¹ _____ the good work'... until last term I was ² _____ school for two months because of a serious illness. When I returned, I tried to catch ³ _____ with the rest of the class, but I had fallen ⁴ _____ so badly that it was really difficult. I felt discouraged and often couldn't get ⁵ _____ to work in the evening. I started handing ⁶ _____ homework late or not at all. I've also got concentration problems: I find it difficult to pay attention and note ⁷ _____ what the teachers are saying in class. And, if truth be told, I started to skip lessons because I feel so bad at school. I'm terrified. I don't want to be one of those kids who drop ⁸ _____ of school at fifteen and never get an education! Please help me – what should I do?

Chloe

WORD BUILDING

9 Complete the text with words formed from the words in brackets.

When I was eight years old, my primary school teacher told my parents I had learning ¹ _____ (DIFFICULT). My reading was slow and I found it hard to ² _____ (MEMORY) things. My mum took me to an educational ³ _____ (PSYCHOLOGY). That woman changed my life. She gave me a lot of tests to measure my ⁴ _____ (ABLE) in different areas. She showed me pictures and played music to me. Then she told my mother I was slightly ⁵ _____ (DYSLEXIA). She said I might not achieve outstanding ⁶ _____ (ACADEMY) results, but I was ⁷ _____ (GIFT) and talented in other ways. She said I couldn't do standard tests and the school should use other, pupil-friendly forms of ⁸ _____ (ASSESS). Finally, she suggested sending me to dance and drama classes to let me develop ⁹ _____ (ARTISTIC). Now I'm twenty-five and I'm a professional dancer. I always think with gratitude of the specialist who believed ¹⁰ _____ (CREATE) was no less important than literacy.

MATCHING ◀ 9

- 1 Do you know any stories of famous people who did badly at school or at college? Tell them to the class.
- 2 You are going to hear people talking about famous individuals who did badly at school and in exams. What do you think they might say about the following?
- the syllabus
 - exams
 - dropping out of college
 - report cards
 - dyslexia
 - class sizes

examTASK

- 3 **CD1-20** You're going to hear a radio programme about famous people who got poor exam results. Match speakers 1-4 to statements A-E. There is one extra statement that you do not need.
- A People with certain learning difficulties find certain types of exam tasks difficult.
 B Talented people may not be interested in what is taught at school.
 C Teachers do not give personal attention to unusual students.
 D Pupils with problems could be helped more effectively if classes were not so large.
 E Original thinking does not help you to do well in exams.
- 1 2 3 4

- 4 How far do you agree with the following ideas expressed by the speakers? Discuss your views in pairs or small groups.

Gifted people get poor exam results because they're bored by what's in the syllabus.

Most exams only measure the ability to memorise and repeat information and they don't suit people with original ideas.

In order to give students more personal attention, we need smaller class sizes.

Some exams are unfair to dyslexics.

MATCHING ◀ 12

- 1 You are going to read about an unusual school. The following ideas come from the text. In pairs, try to guess what role they might play in the school.
- trapped in a cloud of bubbles
 - flying off
 - creating school buildings
 - a Japanese Zen garden
 - experiments with giant pendulums

examTASK

- 2 Read the text and complete gaps 1-6 with sentences A-G. There is one extra sentence that you do not need to use.
- A and learn how to build their confidence by leading discussions
 B whenever you want
 C before introducing them to the real world
 D in which more than five million players worldwide create a virtual society
 E what they are trying out in the virtual world today
 F when you don't have facial expressions to help you
 G without waiting for permission
- 3 Would you like to take part in the Schome project? Which elements appeal to you? Which don't? Why? / Why not?
- 4 Complete these questions with verbs from the text in the correct form. Then discuss them in pairs.
- 1 Do you think it's important to _____ the established rules? Why / Why not?
 - 2 What sort of experiences and activities can _____ your confidence?
 - 3 What was the most impressive experiment you've ever _____ in a science lesson?
 - 4 For you, what is the most comfortable environment in which you can _____ through problems?

LANGUAGE & CULTURE

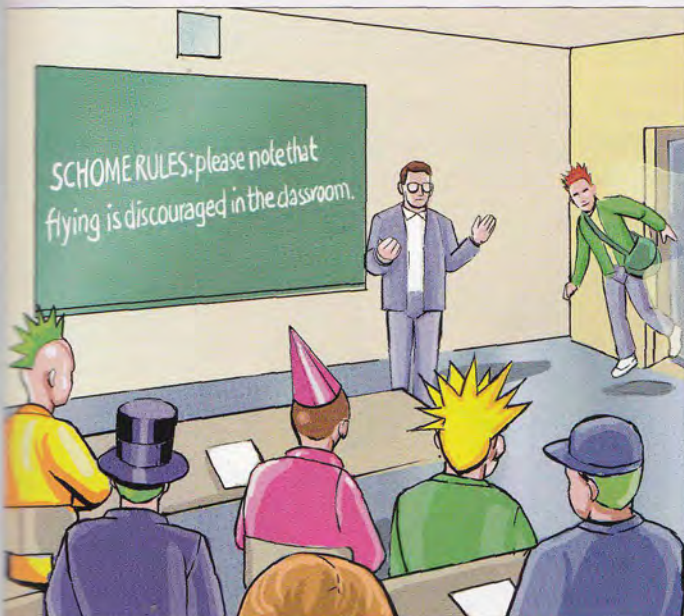
The **Open University** is a distance learning university funded and run by the UK government. Its aim is to provide access to higher education to people who cannot attend a traditional university. About seventy per cent of the students are adults in full employment; others include people who are disabled, in prison, abroad or looking after family members. The OU follows an open entry policy, which means no previous academic achievements are required for entry to most undergraduate courses. Since its foundation in 1969 (the first students enrolled in 1971), over three million students have taken OU courses.

A SECOND LOOK AT SCHOOL LIFE

THE FIRST DAY AT A NEW SCHOOL IS NEVER EASY. You're wearing new clothes but you're not sure if the astronaut helmet matches your kilt. Your teacher hovers above the floor, waiting for the final stragglers to arrive. A missing classmate eventually turns up twenty minutes late: she'd been trapped in a cloud of bubbles. Welcome to school life – in Second Life.

Second Life – the online 3D computer game ¹ ___ – is being used to teach teenage pupils as part of 'Schome': a project set up by Peter Twining, director of the centre for curriculum and teaching studies at the Open University. The main aims of Schome (School + Home) are to overcome the problems within the current education system and to develop a better way of learning for the 21st century.

Initially, Dr Twining and his colleagues spent six months trying to get young people to suggest creative ideas for new education systems, but the results were disappointing. Then they realised that the virtual world of Second Life offers a better way to test new designs and ideas ² ___. In a traditional classroom, everyone knows what the rules are, what the teachers and pupils are supposed to do. But in a school in a virtual world you can challenge the established rules, and students can control what they do in a way that would be too expensive or difficult in reality.



Schome Park is a private island in Teen Second Life, which is restricted to those under the age of eighteen. In a conventional workshop the kids turn up and wait to be told what to do; but in workshops in Schome Park, the kids might come in, stay for a while to see if they're interested in the subject, and if not, fly off ³ ___. They're not just skipping lessons, they're busy: creating school buildings and scripting scenarios for other workshops and activities. As a result, the classes are quite unusual: Archaeology classes which take place on a recreation of Hadrian's Wall*, Physics experiments to calculate the value of gravity within Second Life, and Philosophy seminars set in a Japanese Zen garden.

In Schome Park nobody knows who you really are. You can change the appearance of your avatar – the character you play in the world – ⁴ ___. This anonymity means that the students are less worried about making mistakes and so feel free to be more creative, and this, in turn, builds their confidence. 'I have never met any of these children in real life,' says Dr Twining. 'All I know is their avatar. My guess is those children are projecting themselves as something they're really not. And that's very liberating.'

Reaction from the pupils has been overwhelmingly positive. They have discovered that learning isn't just a teacher talking at a class; that clear communication is vital ⁵ ___; and that teamwork is essential. They can also run experiments that in real life would be impossible, for example with giant pendulums. One SParker wrote 'Everyone has their own ideas and contributions and Schome Park allows everyone to make these contributions with confidence. Scripting and building both encourage you to think through problems and to try new ways of doing things.'

And that is just what Schome is: a new way of testing ideas for a new type of education. And ⁶ ___ may well be what we'll all be doing in the real world tomorrow.

* Hadrian's Wall is a 117-kilometre fortification built by the Romans in what is now the north of England.

MULTIPLE CHOICE ◀20

examWORKOUT

Structures with the infinitive and the gerund

1 Match the sentence beginnings and endings.

- A
- 1 I spend most of my money ... █
 - 2 I spend most of my time ... █
 - 3 I need a lot of time ... █

- a to design new computer software.
- b on computer components.
- c working on my computer.

- B
- 1 She carried on ... █ a talk.
 - 2 She attempted ... █ b talking.
 - 3 We let her ... █ c to talk.

- C
- 1 He's able ... █
 - 2 He's capable ... █
 - 3 He can ... █
- a of solving quadratic equations.
 - b solve quadratic equations.
 - c to solve quadratic equations.

2 Have you ever heard of *homeschooling* or *home education*? In small groups try to recall everything you know about it. Then read the text in the exam task below. Does the idea appeal to you?


examTASK


3 Read the text below and choose the correct answers.

- | | |
|------------------|-------------------------------|
| 1 A reading | 4 A were able to |
| B on reading | B were capable to |
| C to read | C were capable of |
| D while reading | D could |
| 2 A design | 5 A will a homeschooler study |
| B to design | B a homeschooler will study |
| C designing | C a homeschooler does study |
| D the design | D does a homeschooler study |
| 3 A not send | 6 A opportunity |
| B not sending | B necessity |
| C of not sending | C ability |
| D not to send | D way |


A day in the life of a homeschooler

ON A FARM IN WEST VIRGINIA ABIGAIL, 13, and her brother Ethan, 15, have just got up. They're feeding their horses. After breakfast they'll go bird-watching. They'll then write down their observations in their journals and spend the rest of the morning ¹ _____ the books they've chosen this month: *Macbeth* (Abigail) and *Catch 22* (Ethan). After lunch, Abigail is going to work on her painting of Lady Macbeth and Ethan will carry on ² _____ a new website for their riding club.


 Abigail and Ethan aren't on holiday. They belong to the steadily growing group of children and teenagers who are being educated at home, or homeschooled. Their mother recalls how their family made the decision ³ _____ the children to school:

 'After checking out the schools in our area, my husband and I became convinced that we ⁴ _____ teaching Abby and Ethan better than

any of them. We believed that with an individual approach, our children would have a chance to excel at their best subjects and receive enough help in the weaker areas. Once we tried, we discovered it was even better than we'd expected. It's thrilling to be able to witness and guide your child's development.'

 Who decides what ⁵ _____? Some families follow the same curriculum as a school would, and use the same books. Others

choose materials that fit their needs from the wide range provided by homeschooling organisations. Some create their own curriculum.

 Many homeschooling families join together in 'homeschool co-ops'. They organise some lessons together, especially those which require expensive resources; but most importantly, co-ops give children the ⁶ _____ to socialise and make friends.



DISCUSSION ◀34

examWORKOUT

Preparing arguments for and against

- 1 Read the following statement. In pairs list at least three arguments for and three arguments against it.

Education would be more effective if it was optional. Do you agree?

- 2 Read the arguments below and mark them 'FOR' or 'AGAINST'. Are they the same as your arguments?

Many people wouldn't go to school and wouldn't be educated. We would have a poorly educated society.

Only people who want to learn would go to school, so they'd be motivated to study harder.

Most young people don't know what's good for them. They would realise too late that they needed an education.

Fewer people might be educated, but they'd be better educated.

People who are not interested in academic subjects could learn a useful job that they enjoy and would be happy doing it.

Children from homes where education is not considered important might not be sent to school. Their parents would make the wrong decision for them.

examTASK

- 3 Discuss the statement in Exercise 1.

STUDENT A

You are the candidate. Present your opinion.

STUDENT B

You are the examiner. Challenge/Oppose Student A's opinion to give him/her an opportunity to defend it.

- 4 Change roles and discuss the topic below.

Creative subjects, such as art, music, drama and dance should be given more importance at school. Do you agree?

STUDENT B

You are the candidate. Present your opinion.

STUDENT A

You are the examiner. Challenge/Oppose Student B's opinion to give him/her an opportunity to defend it.

'FOR AND AGAINST' ESSAY ◀28

examWORKOUT

Introduction to a 'for and against' essay

- 1 Read the exam task below and two students' introductions to this essay. Which one is appropriate? What is wrong with the other one?

In some schools students address their teachers by their first names. Write an essay giving the pros and cons of this situation.

- a In some schools students address teachers by their first names. I believe this is a good way of creating a friendly, stress-free atmosphere.
- b Some schools have introduced the practice of students addressing teachers by their first names. What are the advantages and disadvantages of this idea?

- 2 Put the following jumbled sentences in order.

- 1 drawbacks / such / what / taking / are / and / the / of / benefits / a / step?
- 2 said / advantages / be / both / this / can / custom / have / to / disadvantages / and.
- 3 and / what / this / are / arguments / the / for / against / solution?

- 3 Match the phrases (a–e) to their functions (1–5).

- a On the other hand ...
- b On the whole ...
- c The main benefit of such informal relations is ...
- d To my mind ...
- e What is more ...

- 1 Introducing the first argument for
- 2 Adding another argument (any side)
- 3 Introducing the opposing set of arguments
- 4 Introducing your own opinion
- 5 Summing up

- 4 Read the exam task below and plan your essay.

- a Jot down two or three benefits of homeschooling.
- b Jot down two or three drawbacks of homeschooling.
- c Decide in what order you are going to present the pros and cons.

- 5 Write: (a) an introduction that refers to the existence of advantages and disadvantages and does not express your opinion; (b) a conclusion that includes your opinion.

examTASK

More and more families are deciding to homeschool their children. Write an essay giving the pros and cons of this situation.

TYPES OF SCHOOLS

boarding school /'bɔ:dn̩ sku:l/
 independent school /,ɪndə'pendənt 'sku:l/
 middle school (BrE)/junior high school (AmE) /'mɪdl sku:l, 'dʒu:nɪə 'haɪ sku:l/
 nursery school/kindergarten /'nɜ:səri sku:l, 'kɪndəgɑ:tn̩/
 primary school /'praɪməri sku:l/
 secondary school/high school (AmE) /'sekəndəri sku:l, 'haɪ sku:l/
 state school (BrE)/public school (AmE) /steɪt 'sku:l, 'pʌblɪk 'sku:l/
 vocational school /vəʊ'keɪʃənəl sku:l/

THE EDUCATION SYSTEM

compulsory /kəm'pʌlsəri/
 deputy head (BrE)/assistant principal (AmE) /,depjə'ti 'hed, ə'sɪstənt 'prɪnsəpəl/
 enrol on a course /ɪn'raʊl ɒn ə 'kɔ:s/
 extra-curricular activities /,ekstrə kə'ɪkjələ æk'tɪvɪtɪz/
 follow the curriculum /fɒləʊ ðə kə'ɪkjələm/
 form teacher /'fɔ:m 'ti:tʃə/
 head teacher/principal (AmE)/headmaster/headmistress /hed 'ti:tʃə, 'prɪnsəpəl, 'hed'mɑ:stə, 'hed'mɪstrəs/
 optional /'ɒpʃənəl/
 school fees /'sku:l fi:z/
 school year /'sku:l jɪə/
 state education /steɪt 'edʒu'keɪʃən/
 syllabus/curriculum /sɪlə'bʌs, kə'ɪkjələm/
 term /tɜ:m/

SCHOOL OBJECTS

backpack /'bækpæk/
 compass/compasses /'kʌmpəs, 'kʌmpəsɪz/
 file /faɪl/
 folder /'fɔ:ldə/
 fountain pen /'faʊntən pen/
 highlighter /'haɪlaɪtə/
 hole punch /'həʊl pʌntʃ/
 notepad /'nəʊtpæd/
 paperclip /'peɪpəkli:p/
 pencil sharpener /'pensəl ʃɑ:pənə/
 rubber /'rʌbə/
 ruler /'ru:lə/
 set square /'set skweə/
 stapler /'steɪplə/
 whiteboard /'waɪtbɔ:d/
 whiteboard marker /'waɪtbɔ:d ,mɑ:kə/

SCHOOL SUBJECTS AND SCHOOL WORK

analyse (a graph) /,ænəlaɪz ə 'grɑ:f/
 Economics /,ekə'nɒmɪks/
 English Literature /,ɪŋɡlɪʃ 'lɪtərətʃə/
 essay /'eseɪ/
 Science /'saɪəns/
 solve equations /sɒlv rɪ'kweɪʒənz/
 source texts /sɔ:s 'teksts/
 write up an experiment /raɪt ʌp ən ɪk'sperɪmənt/

ASSESSMENT AND EXAMINATIONS

A-levels (BrE) /'eɪ ,levlz/
 announce exam results /ə'naʊns ɪg'zæm rɪ,zʌlts/
 assessment /ə'sesmənt/
 certificate /sə'tɪfɪkət/
 entrance exam /'entrəns ɪg'zæm/
 exam paper /ɪg'zæm 'peɪpə/
 exam results /ɪg'zæm rɪ,zʌlts/
 external/internal exam /ɪk'stɜ:nl, ɪn'tɜ:nl ɪg'zæm/
 flunk an exam /flʌŋk ən ɪg'zæm/
 GCSEs /,dʒɪ:si:es'i:z/
 grade /greɪd/

grade point average /'greɪd pɔɪnt ,ævərɪdʒ/
 mark (n) /mɑ:k/
 mark (v) /mɑ:k/
 mock exam /mɒk ɪg'zæm/
 pass with flying colours /pɑ:s wɪð ,flaɪɪŋ'kɒləz/
 pass/fail a test/an exam /pɑ:s, feɪl ə 'test, ən ɪg'zæm/
 past papers /pɑ:st 'peɪpəz/
 resit/retake an exam /rɪ:sɪt, rɪ:teɪk ən ɪg'zæm/
 (school) report /'sku:l rɪ'pɔ:t/
 school-leaving exam /'sku:l li:vɪŋ ɪg'zæm/
 score/get 100 points /sko: ,get ə ,hʌndrəd 'pɔɪnts/
 set an exam /set ən ɪg'zæm/
 sit/take an exam /sɪt, teɪk ən ɪg'zæm/
 take a test /teɪk ə 'test/
 take the register/attendance /teɪk ðə 'redʒɪstə, ə'tendəns/

AT UNIVERSITY

academic /,ækə'demɪk/
 academic journal /ækə'demɪk 'dʒɜ:nl/
 academic year /ækə'demɪk 'jɪə/
 apply to a university /ə'plai tə ə ,ju:nə'vɜ:səti/
 attend lectures /ə'tend 'lektʃəz/
 BA (Bachelor of Arts)/BSc (Bachelor of Science) /bi: 'eɪ, 'bætʃələ əv 'ɑ:ts, bi: es 'si:, 'bætʃələ əv 'saɪəns/
 campus /'kæmpəs/
 dean /di:n/
 degree /di'grɪ:/
 dissertation /,dɪsə'teɪʃən/
 dorm/halls /dɔ:m/
 get a scholarship/grant /get ə 'skɒləʃɪp, 'grɑ:nt/
 graduate (n) /'grædʒuət/
 graduate (v) /'grædʒueɪt/
 lecturer /'lektʃərə/
 MA (Master of Arts)/MSc (Master of Science) /em 'eɪ, mɑ:stə əv 'ɑ:ts, em es 'si:, mɑ:stə əv 'saɪəns/
 MA/BA/PhD thesis /em 'eɪ, bi: 'eɪ, pi: eɪf 'di: θi:səs/
 PhD /pi: eɪf 'di:/
 postgraduate course /,pɔ:st'grædʒuət kɔ:s/
 research paper /rɪ'sɜ:tʃ 'peɪpə/
 sabbatical (leave) /sə'bætɪkəl 'li:v/
 seminar /'semɪnɑ:/
 term paper /'tɜ:m 'peɪpə/
 tuition/university fees /tju:'ɪʃən, ju:nə'vɜ:səti fi:z/
 tutorial /tju:'tɔ:riəl/
 undergraduate /,ʌndə'grædʒuət/
 workshop /'wɜ:kʃɒp/

FACULTIES

Economics /,ekə'nɒmɪks/
 faculty /'fækəlti/
 Psychology /saɪ'kɒlədʒi/
 Social Sciences /,səʊʃəl 'saɪənsɪz/
 Sociology /,səʊsi'ɒlədʒi/
 Linguistics /lɪŋ'gwɪstɪks/
 Law /lɔ:/
 Humanities /hju:'mænətɪz/
 Science /'saɪəns/

PROBLEMS AND SOLUTIONS

abilities/skills /ə'bɪlɪtɪz, skɪlz/
 ADHD (Attention-Deficit Hyperactivity Disorder) /eɪ di: eɪtʃ 'ædɪtənʃən ,defɪsət haɪpə'rek'tɪvətɪ dɪs'ɔ:də/
 average /'ævərɪdʒ/
 be off school /bi ɒf 'sku:l/
 build sb's confidence /bɪld ,sʌmbɒdɪz 'kɒnfɪdəns/
 challenge the established rules /tʃæləndʒ ði ɪ'stæblɪʃt 'ru:lz/
 cheat /tʃi:t/
 crib notes/cheat notes /krɪb, tʃi:t naʊts/
 do well/badly at school/in exams /du: ,wel, 'bædli ət 'sku:l, ɪn ɪg'zæmz/
 dyslexia /dɪs'leksiə/
 dyslexic /dɪ'sleksɪk/

educational psychologist /edjuːkeɪʃənəl saɪˈkɒlədʒɪst/
 equal sb (from school) /ɪkˌspeɪl ˌsʌmbɒdi frəm ˈsku:l/
 revision /ɪkˈspʌlʃən/
 wait to achieve sth /feɪl tə əˈtʃi:v ˌsʌmθɪŋ/
 waste /ˈfeɪljə/
 waste a hard time /hæv ə ˈhɑ:d ˈtaɪm/
 hopeless at (Maths) /ˈhəʊpləs ət ˈmæθs/
 legible /ˈledʒəbəl/
 literate /ˈlɪtərət/
 individual approach /ɪndəˌvɪdʒuəl əˈprəʊtʃ/
 learning difficulties /ˈlɜ:nɪŋ ˌdɪfɪkəltiz/
 literacy /ˈlɪtərəsi/
 overcome problems /əʊvəˌkʌm ˈprɒbləmz/
 poorly educated society /ˌpɔːli ˌedʒukeɪtəd səˈsaɪti/
 remedial classes /rɪˌmi:diəl ˈklɑ:sɪz/
 repetitive lessons/classes/school /skɪp ˈlesnz ˈklɑ:sɪz ˌsku:l/
 special educational needs /ˌspeʃəl edjuːkeɪʃənəl ˈni:dz/
 think through problems /θɪŋk θruː ˈprɒbləmz/
 weaker areas /ˌwi:kə ˈeəriəz/

LEARNING

academic results /ækəˌdemɪk rɪˈzʌltz/
 academic standards /ækəˌdemɪk ˈstændədz/
 all-round development /ɔ:l ˌraʊnd dɪˈveləpmənt/
 bookworm /ˈbʊkwɜ:m/
 brainstorm /ˈbreɪnstɔ:m/
 creativity /ˌkri:əˈtɪvəti/
 develop artistically /dɪˌveləp əˈtɪstɪkli/
 distinguished /dɪˈstɪŋgwɪʃt/
 excel at sth /ɪkˈsel ət ˌsʌmθɪŋ/
 gifted /ˈɡɪftəd/
 give feedback (on homework) /ɡɪv ˌfɪ:dbæk ɒn ˈhəʊmwɜ:k/
 homeschooling /həʊm ˈsku:lɪŋ/
 know sth inside out /nəʊ ˌsʌmθɪŋ ɪnˌsaɪd ˈaʊt/
 know-it-all /ˈnəʊɪtɔ:l/
 make progress /meɪk ˈprəʊgres/
 memorise /ˈmeməraɪz/
 outstanding grades /aʊtˌstændɪŋ ˈɡreɪdz/
 pay attention (to sb) /peɪ əˈtenʃən tə ˌsʌmbɒdi/
 run/carry out experiments /rʌn ˌkæri aʊt ɪkˈsperɪmənts/
 set targets /set ˈtɑ:ɡɪts/
 swot /swɒt/
 teacher's pet /ˌti:tʃəz ˈpet/
 teamwork /ˈti:mwɜ:k/

PHRASAL VERBS

be off school /bi ɒf ˈsku:l/
 brush up (on sth) /brʌʃ ˈʌp ɒn ˌsʌmθɪŋ/
 catch up on (school work) /kætʃ ˌʌp ɒn ˈsku:l wɜ:k/
 catch up with (the rest of the class) /kætʃ ˌʌp wɪð ðə ˈrest əv ðə ˌklɑ:s/
 copy (from sb) /ˈkɒpi frəm ˌsʌmbɒdi/
 drop out of school /drɒp aʊt əv ˈsku:l/
 fall behind with /fɔ:l bɪˈhaɪnd wɪð/
 get down to work /get ˌdaʊn tə ˈwɜ:k/
 hand in (homework/an essay) /hænd ɪn ˈhəʊmwɜ:k ən ˈeseɪ/
 jot/note down /dʒɒt ˌnəʊt ˌdaʊn/
 Keep up the good work! /ki:p ˈʌp ðə ɡʊd ˈwɜ:k!
 turn up late /tɜ:n ˌʌp ˈleɪt/

QUICK REVISION

1 Complete the table with adjectives.

NOUN	ADJECTIVE
1 gift	a _____ child
2 academy	_____ results
3 dyslexia	a _____ student
4 art	_____ ability

2 In what order does a student become the following? Number the words and abbreviations in chronological order.

- postgraduate
- PhD
- 1 undergraduate
- MA
- BA

3 Answer the questions.

- The kind of school students live in is called a _____ school.
a nursery b boarding c vocational
- An official document which states what students should be studying is called the
a certificate. b programme. c syllabus.
- A subject you must study is
a compulsory.
b optional.
c extra-curricular.
- Which of these is made of paper?
a paperclip b highlighter c notepad
- Which two of these do you need in a geometry lesson?
a set square b compasses c stapler
- Which two of these are used to keep papers inside?
a hole punch b folder c file
- What can you do with an experiment? Choose two answers.
a run b write up c solve
- What noun fits all three collocations?
to set _____
to resit a(n) _____
to mark _____
- Which preposition fits both phrases?
Keep _____ the good work.
to catch _____ with the rest of the class
- To check how well you're prepared for a major exam you may take a(n) _____ exam.
a internal b mock c entrance
- Which preposition fits both phrases?
to get _____ to work
to note something _____

4

WORK

'By working faithfully eight hours a day,
you may get to be a boss and work twelve hours a day.'

ROBERT FROST (AMERICAN POET, 1874-1963)



"THE INNOCENCE OF MY
CLIENT IS ESTABLISHED BY..."

1



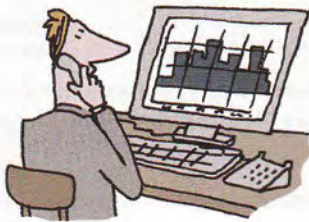
"WELL, YOU CAN
SEE WHY IT'S
DRIPPING,
CAN'T YOU?"

2



"DEARLY BELOVED BRETHERN..."

3



"BUY 500 PROSPECTA OIL SHARES NOW."

4



"SO HOW DID YOU FEEL WHEN
YOUR MOTHER SAID THAT?"

5



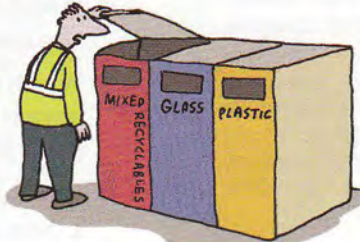
"IF YOU OPT FOR CREMATION,
WE'VE GOT A SELECTION
OF ELEGANT URNS."

6



"WE'LL APPLY THIS REVITALISING
MASK NOW."

7



"THEY'VE PUT ROTTEN APPLES IN THE
MIXED RECYCLABLES BIN AGAIN!"

8

WORD BANK • PAGE 88

JOBS

- 1 Label the pictures with the names of jobs from the box.

barrister beautician counsellor dustman plumber
priest stockbroker undertaker

- 2 Match the words to make names of jobs.

1 civil	■	a collector
2 museum	■	b coach
3 refuse	■	c agent
4 insurance	■	d servant
5 fitness	■	e worker
6 construction	■	f curator

- 3 How many different designers can you think of?

1 f _ _ h _ _ n
2 i _ t _ _ _ r
3 g _ m _ s
4 s _ f _ w _ _ e
5 w _ b / w _ b _ _ _ e

designer

- 4 Look at the jobs in Exercises 1-3. Which ones would you like to do? Which ones would you not like to do? Tell another student.

DEPARTMENTS IN A COMPANY

5 Match the departments to what they do.

- 1 Accounts
- 2 Marketing
- 3 Personnel (Human Resources)
- 4 Research and Development
- 5 Customer Service
- 6 Sales
- 7 Public Relations

- a They design new products.
- b They organise the sale of the products.
- c They plan advertising campaigns.
- d They keep the books.
- e They deal with complaints from customers.
- f They prepare contracts for employees.
- g They are responsible for contacts with the media.

WORK AND MONEY

6 Complete the text with the right words. The first letter is given.

In my lifetime, I've had the following sources of ¹ i_____: as a student I worked in a café where the ² w_____ were poor but the ³ t_____ were good; my starting ⁴ s_____ in my first job was not very high, but soon I got a pay ⁵ r_____ and an annual ⁶ b_____. My wife's small firm also made a considerable ⁷ p_____. Those were good times. I hoped that when we retired, we'd be able to live comfortably. Now I receive a ridiculously low ⁸ p_____. If my children didn't help me, I don't know what I'd do ...

EMPLOYMENT AND THE JOB MARKET

7 Here are some questions that are often asked at job interviews. Complete them with prepositions, then ask and answer in pairs.

- 1 Are you good at dealing _____ people?
- 2 Do you work well _____ pressure?
- 3 Can you work _____ deadlines?
- 4 Do you prefer working _____ a team or _____ your own?
- 5 Why are you interested in a career _____ this field?

8 Which two phrases can complete each sentence? Match.

- a out of work
- b odd jobs
- c self-employed
- d a lot of freelance work
- e her own business
- f for a publishing house
- g from home
- h a courier service

- 1 Patricia runs ...
- 2 Ray is ...
- 3 Alison works ...
- 4 Dean does ...

9 Complete the phrases with the words from the box. Then decide which three factors would be most important to you when choosing a job. Discuss your choices in pairs. Give reasons.

- benefits flexible job (x2) maternity pay promotion sick

What affects your choice of career?

- 1 prospects of _____
- 2 _____ security
- 3 _____ pay
- 4 _____ working hours (flexi-time)
- 5 fringe _____ or perks
- 6 _____ satisfaction
- 7 holiday _____
- 8 _____ or paternity leave

10 Complete the gapped words.

- 1 It's difficult for young graduates to find e_____t these days.
- 2 I do freelance work. It suits me better than a n_____e-to-_____ job.
- 3 Joanna's goal is a c_____r in politics.
- 4 I'd like to apply for the p_____n of personal assistant to the CEO.
- 5 Danny's finally found his true v_____n in life. He works now as a fashion designer.
- 6 The company moved its production plants to China to take advantage of cheap l_____r.

WORD BUILDING

11 Complete the sentences with words formed from the word EMPLOY.

- 1 During the crisis, there were 50,000 _____ in this town.
- 2 The presidential candidate is promising full _____.
- 3 The car factory is the largest _____ in this area.
- 4 During his time with our firm, Mr Green has been a reliable, conscientious _____.
- 5 The government is worried about the rise in _____.

12 Complete the sentences with words formed from the words in brackets.

- 1 Laura's training to be a _____ (BEAUTY).
- 2 A crew of fifty _____ (TECHNICAL) worked on the film set.
- 3 The age of _____ (RETIRE) in this country is sixty-five.
- 4 Ann is studying finance because she wants to be an _____ (ACCOUNT).
- 5 My work in the factory was very _____ (REPEAT).
- 6 I'd like to have a more _____ (CHALLENGE) job.

1 Have you ever heard adults complaining about their jobs or their bosses? What were their main complaints? Share ideas in groups.

2 Do you agree with the idea that 'If anything can go wrong, it will'? Can you think of any examples?

LAWS AT WORK

There are three laws, or to be more precise, two laws and one principle that anyone who has ever worked in a large company or government department must have experienced: Parkinson's law, Murphy's law and the Peter Principle. But where do they come from, and what do they mean?

In 1944, at the height of the Second World War, on a British army base somewhere in England, Major C. Northcote Parkinson was feeling overwhelmed by the amount of paperwork senior officers insisted on sending him. And then, disaster struck! The chief of the base went on leave; his deputy fell sick; and a third officer departed on urgent business. Parkinson was left to soldier on alone, desperately worrying that he would be unable to cope with all the work.

But then, much to his surprise – and delight – nothing happened at all! Although the flood of paperwork stopped, the war carried on quite happily without it. As he later concluded, 'There had never been anything to do. We'd just been making work for each other.' And so in an article in 1955 he composed **Parkinson's law**, which states 'work expands to fill the time available for its completion'.

What Parkinson had realised was that in any bureaucratic organisation the people in charge need to have people working below them. However, the more employees they have, the more work the bosses must find for them to do: and so unnecessary work is created just to keep everyone busy.

'I never had a slice of bread,
Particularly large and wide,
That did not fall upon the floor
And always on the buttered side.'

This simple verse, published in *New York Monthly Magazine* in 1835, sums up **Murphy's law**: 'If anything can go wrong, it will'.

One possible explanation of the law's origin comes from 1949. Captain Edward Murphy was an engineer working on Project MX981 for the US Air Force. One day, he criticised a technician saying, 'If there is any way to do it wrong, he'll find it.' This became known as 'Murphy's law'.

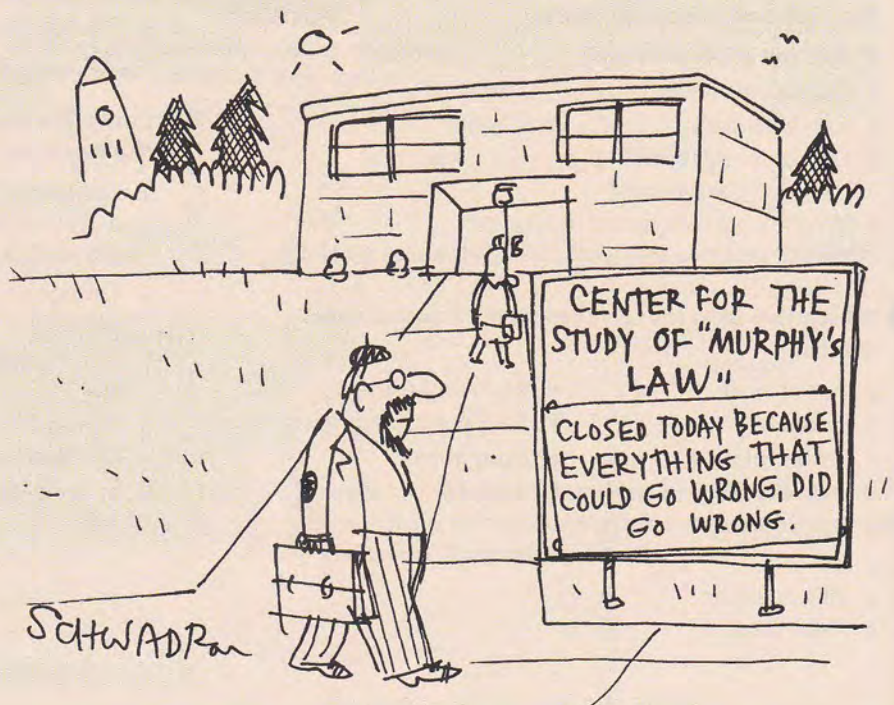
The law, in fact, is much older than its name. In Britain, it has traditionally been known as 'Sod's law' and it is likely that people have been complaining about the negative things in life since we first developed the power of speech.

However, the law, far from being a sterile complaint about life's hardships, can actually be a useful tool to prevent mistakes at work. The excellent safety record of Project MX981 was said to be due to the fact that thanks to Murphy's law everyone involved was aware of the permanent potential for disaster.

The **Peter Principle** was conceived by Dr. Laurence J. Peter and Raymond Hull and described in their 1968 book *The Peter Principle*. It states that 'in a hierarchy

every employee tends to rise to his level of incompetence'. The idea is that in any organisation employees are promoted as long as they are able to work efficiently. Eventually, they reach their limit, or their 'level of incompetence': a post in which they are no longer efficient, and in which they will stay, unable to obtain further promotions, for the rest of their careers. Logically, this means that 'in time, every post tends to be occupied by an employee who is incompetent to carry out his duties' and that the real work in any organisation is actually done by employees – often lower down the ladder – who are still to reach their level of incompetence.

So according to Messrs Parkinson, Murphy and Peter, you may well end up working for an incompetent boss who makes you do unnecessary work and who invariably finds the way to make things go terribly wrong. However, don't panic. Fortunately, there are plenty of exceptions to these gentlemen's laws.



examTASK

5 Read the article. Are the statements true (T), false (F) or is there no information (NI)?

- 1 C.N. Parkinson was a British officer during World War 2.
- 2 When Parkinson's three superiors were absent, he was unable to cope with all the work.
- 3 Parkinson's interpretation of what he observed was that if people have more time, they work more slowly.
- 4 Parkinson wrote several texts presenting his law.
- 5 Murphy's law was first invented in 1949.
- 6 Captain Murphy was in conflict with a technician.
- 7 Murphy's law has its constructive uses.
- 8 According to the Peter Principle, useful work is carried out by people in junior positions.
- 9 The writer concludes that the laws described are not without exceptions.

4 In pairs, discuss the following questions.

- Which of the three laws do you find most and least convincing? Why?
- Have you ever had unnecessary work created for you? In what circumstances?
- 'Murphy's law can actually be a useful tool to prevent mistakes.' How do you understand this statement? Think of examples of situations when it has been true.
- Have you ever witnessed a situation in which a person in a superior position was less competent than those lower down the ladder?

5 Complete these phrases with prepositions from the text.

- 1 He was overwhelmed ____ the amount ____ paperwork.
- 2 He went ____ leave.
- 3 He went away ____ business.
- 4 The people ____ charge need to have people ____ them.
- 5 He is incompetent to carry ____ his duties.

6 In pairs tell each other about the following situations. Put in the missing prepositions using the sentences in Exercise 5.

- a situation when you felt overwhelmed ____ the amount ____ work you had to do
- a time when one of your parents went ____ on business
- a situation when you didn't know how to carry ____ a task.

1 Think of at least two examples of jobs that were/are common:

- in the 19th century _____
- in the 20th century _____
- in the 21st century _____

2 What jobs do you think will be popular in the future? Compare your ideas in pairs.

3 Which of the jobs you listed in Exercises 1 and 2 are

- white-collar jobs?
- blue-collar jobs?
- industrial / manufacturing jobs?
- part of the information economy?
- creative?
- caring jobs?

examTASK

4 CD1-21 You're going to hear a lecture about the future of the labour market. Circle the answers which are correct according to the recording: A, B, or both.

1 The speaker describes the transition

- A from an agriculture-based economy to an industrial economy.
- B from an industrial economy to today's information economy.

2 Technology has caused people to become redundant

- A in industry.
- B in office jobs.

3 Fashion designers, actors and inventors

- A have a creative element to their work.
- B can also be replaced by machines.

4 Hairdressers are mentioned as an example of

- A a creative job.
- B a job requiring interpersonal skills.

5 In the future, it may be necessary to

- A adapt to changing circumstances.
- B learn new jobs several times during your life.

5 In pairs or small groups discuss the following questions.

- Do you know anyone who works or used to work in agriculture or manufacturing? What do you know about their work?
- Do you know anyone who retrained for a new job? What did they do before? What do they do now? Why did they make the change?
- It is said that most of the top-paying jobs of 2050 do not exist yet. Which of the skills you've learned or are learning do you think will continue to be useful? What personal qualities can help you function in a rapidly changing job market?
- Do you think it's true that creative jobs can never be done by robots or computers? Why? / Why not? How about caring jobs?

TALKING ABOUT PHOTOS ◀ 35

examWORKOUT

Structure in talking about photos

- 1 Look at the exam tasks on this page and page 160. Number the points below in the order in which you would talk about them.
- ☐ Say what the people are doing
 - ☐ Say whether you would like to do either of the jobs and why
 - ☐ Compare the various aspects of the jobs listed in the rubric
 - ☐ Say what jobs are shown in the photos

- 2 Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 160. Choose at least six words and phrases you want to use. Some of the words can go with both tasks.

- | | |
|-------------------|-------------------------|
| badly paid | cinematographer |
| determination | experienced |
| shoot films | friendly bedside manner |
| hours of practice | intense concentration |
| knowledgeable | nursery school teacher |
| patient | physical strain |
| satisfaction | uncertainty |
| well-paid | work with people |

examTASK

Look at the photos, which show people working in different caring professions. Compare and contrast them. Include the following points.

- the qualifications needed
- the personal qualities needed
- what may be difficult about the job
- what may be enjoyable about the job
- your preferences



- 3 Work in pairs.
- STUDENT A Do the exam task on this page.
- STUDENT B Do the exam task on page 160.

ERROR CORRECTION ◀23

examWORKOUT

Relative clauses

- 1 Choose the correct answers.
 - 1 Teaching is a job *that/who* requires a lot of patience.
 - 2 My job is fine except for the holidays, *which/that* are too short.
 - 3 The woman *which/who* interviewed me for the job seemed to like my answers.
 - 4 Denmark and Norway are among the countries *which/where* ordinary workers earn high salaries.
 - 5 The person *-/which* I sent my CV to is on leave at present.
 - 6 Nick was fired without being given a clear reason, *which/what* upset him very much.
 - 7 It's important to do something *what/-* you like in life.

examTASK

- 2 Read the text below. In some of the lines there is a word which should not be there. Write the extra words in the space after each line. Tick the correct lines.

CHOOSING THE RIGHT JOB

Many young people are being convinced the most *being*
 important thing about a job is your salary. It seems *✓*
 reasonable: you work in order to make any money, and _____
 your real life starts after the work. Right? Wrong. In _____
 a full-time job, you spend eight hours a day at work. _____
 That's a lot of time, and if you spend it doing a job what _____
 you hate, it is likely to make you miserable. So rather _____
 than pick up a university course that is supposed to lead _____
 to a well-paid job, look for something that interests you _____
 and that you consider worth of doing. My friend Claire, _____
 a sociology graduate, who got a job with a large _____
 international corporation right after leaving university. _____
 There was a fierce competition among employees and _____
 sales figures were all of that mattered. After two horrible _____
 years she was left and started working for a research _____
 institute which studies the involvement of young people _____
 in politics. Her salary is lower, but it's OK, and she _____
 believes in what she is been doing. She's also working _____
 with people which she likes and respects. It's an ideal _____
 situation. _____

OPINION ESSAY ◀29

examWORKOUT

Introduction and conclusion for an opinion essay

- 1 Read the exam task and the four introductions to the essay. Two of them are faulty. Which ones and why? In what way are the other two better?

'There is no such thing as *female* and *male* professions; all professions should be equally accessible for women and men.' Write an essay in which you express your opinion on the topic.

- a Even in the 21st century you can still find people who are sufficiently backward to believe in the existence of 'jobs for men' and 'jobs for women'. What makes them think so?
- b Despite the efforts of European governments to grant equal rights to men and women, the idea of 'men's jobs' and 'women's jobs' still has its adherents. In my opinion, it is a harmful myth. All jobs should be available to both sexes on fully equal terms.
- c Nowadays, many people believe that 'jobs for men' and 'jobs for women' are a myth and all jobs should be available to men and women on equal terms. What are the arguments for and against such a view?
- d It is now a generally accepted idea that 'jobs for men' and 'jobs for women' are a myth. While I believe that all jobs should be equally available to men and women, and no person should be barred from a profession on account of their sex, I also think the sexes have distinct innate qualities which may predispose them towards different occupations.

- 2 Read the following conclusions to the essay. Which one is faulty and why? Match the other two to the two good introductions in Exercise 1.

- 1 To conclude, I hope the myth of 'jobs for men' and 'jobs for women' will soon be discarded entirely, enabling the two sexes to enjoy the fully equal rights they both deserve.
- 2 All things considered, I believe men and women should enjoy exactly the same rights in employment, but there is no need to pretend that their talents are identical.
- 3 In conclusion, I think it is not a good idea for women to be soldiers, whatever the politically correct media tell you about it.

examTASK

Is it possible to maintain a balance between your private life and your work life nowadays? Write an essay in which you express your opinion on the topic.

JOBS

accountant /ə'kaʊntənt/
administrative staff /əd,mnəstrə'tɪv 'stɑ:f/
bank cashier /'bæŋk kæʃɪə/
barrister /'bærɪstə/
beautician/beauty therapist /bjʊ:'tɪʃən, 'bjʊ:ti θerəpəst/
civil servant /,sɪvəl 'sɜ:vənt/
construction worker /kən'strʌkʃən ,wɜ:kə/
counsellor /'kaʊnsələ/
customer service advisor /'kʌstəmə ,sɜ:vəs əd,vaɪzə/
dustman/refuse collector /'dʌstmən, rɪ'fju:z kə,lektə/
fashion designer /'fæʃən dɪ,zəɪnə/
fitness coach/instructor /'fɪtnəs kəʊtʃ, ɪn'strʌktə/
games designer /'geɪms dɪ,zəɪnə/
graphic designer /,græfɪk dɪ'zəɪnə/
insurance agent /ɪn'sʊərəns əɪdʒənt/
interior designer /ɪn,tɪəriə dɪ'zəɪnə/
interpreter /ɪn'tɜ:prətə/
museum curator /mju:'ziəm kjʊ'reɪtə/
plumber /'plʌmə/
priest /prɪst/
sales rep/representative /'seɪlz rep, reprɪ,zentətɪv/
software designer /'sɒftweə dɪ,zəɪnə/
stockbroker /'stɒk,broʊkə/
technician /tek'nɪʃən/
undertaker /'ʌndəteɪkə/
web/website designer /web, 'websaɪt dɪ,zəɪnə/

ADJECTIVES TO DESCRIBE JOBS

badly-paid /bædli 'peɪd/
blue-collar /blu:'kɒlə/
bureaucratic /,bjʊərə'krætɪk/
caring /'keərɪŋ/
challenging /'tʃæləndʒɪŋ/
creative /kri'eɪtɪv/
dead end /'ded end/
demanding /dɪ'mɑ:ndɪŋ/
fulfilling /fʊl'fɪlɪŋ/
full-time /fʊl 'taɪm/
high-powered /haɪ'paʊəd/
industrial/manufacturing /ɪn'dʌstriəl, ɪ'mænjə'fæktʃərɪŋ/
lucrative /'lu:kɹətɪv/
manual /'mænjuəl/
menial /'mi:niəl/
office /'ɒfɪs/
part-time /pɑ:t 'taɪm/
permanent /'pɜ:mənənt/
repetitive /rɪ'petətɪv/
responsible /rɪ'spɒnsəbəl/
rewarding /rɪ'wɔ:ɪdɪŋ/
temporary /'tempərəri/
well-paid /wel 'peɪd/
white-collar /waɪt 'kɒlə/

DEPARTMENTS IN A COMPANY

Accounts /ə'kaʊnts/
Customer Service /'kʌstəmə ,sɜ:vəs/
Marketing /'mɑ:kətɪŋ/
Personnel/Human Resources /pɜ:sə'nel, ˌhju:mən rɪ'zɔ:sɪz/
Public Relations /ˌpʌblɪk rɪ'leɪʃnz/
Research & Development /rɪ,sɜ:tʃ ən dɪ'veləpmənt/
Sales /seɪlz/

FUNCTIONS

advertising campaign /'ædvətaɪzɪŋ kæmpeɪn/
deal with /'di:l wɪð/
hire/dismiss employees /haɪə, dɪs,mɪs ɪm'plɔɪz/
keep the books /ki:p ðə 'bʊks/

WORK AND MONEY

bonus /'bɒnəs/
child benefit /tʃɪld 'benəfɪt/
commission /kə'mɪʃən/
cut costs /kʌt 'kɒsts/
earn a good salary /ɜ:n ə gʊd 'sæləri/
get a pay rise /get ə 'peɪ raɪz/
interest /'ɪntrəst/
on the dole /ɒn ðə 'dəʊl/
pay /peɪ/
pension /'penʃən/
savings /'seɪvɪŋz/
shares /ʃeəz/
source of income /sɔ:s əv 'ɪŋkʌm/
(starting) salary /'stɑ:ɪŋ ,sæləri/
tip /tɪp/
unemployment benefit/dole /ˌʌnɪm'plɔɪmənt ,benəfɪt, dəʊl/
wage /weɪdʒ/

EMPLOYMENT AND THE JOB MARKET

agriculture-based economy /ˌægrɪkʌltʃə beɪst rɪ'kɒnəmi/
apply for the position of... /ə'plai fə ðə pə'zɪʃən əv.../
be in charge /bi ɪn 'tʃɑ:dʒ/
be made redundant /bi meɪd rɪ'dʌndənt/
be out of work /bi aʊt əv 'wɜ:k/
be promoted /bi prə'məʊtɪd/
be self-employed /bi self ɪm'plɔɪd/
be your own boss /bi jəʊ əʊn 'bɒs/
career in /kə'riə ɪn/
career prospects /kə'riə prɒspekts/
carry out duties /kæri ,aʊt 'dju:tɪz/
cheap labour /tʃi:p 'leɪbə/
choice of career /tʃɔɪs əv kə'riə/
cope with /'kəʊp wɪð/
(do) freelance work /du: frɪ:lɑ:ns 'wɜ:k/
do odd jobs /du: ɒd 'dʒɒbz/
employ /ɪm'plɔɪ/
employee /ɪm'plɔɪi/
employer /ɪm'plɔɪə/
employment /ɪm'plɔɪmənt/
employment agency /ɪm'plɔɪmənt əɪdʒənsi/
flexible working hours/flexi-time /ˌfleksəbəl,wɜ:kɪŋ 'aʊəz, 'fleksɪtəm/
fringe benefits/perks /frɪŋdʒ 'benɪfɪts, pɜ:ks/
go away on business /gəʊ ə,wɛɪ ɒn 'bɪznəs/
go bankrupt/out of business /gəʊ 'bæŋkrʌpt, aʊt əv 'bɪznəs/
(go on) leave /gəʊ ɒn 'li:v/
go on strike /gəʊ ɒn 'straɪk/
holiday pay /'hɒlədi peɪ/



white-collar job

information economy /,ɪnfə'meɪʃən ɪ,kɒnəmi/
 job satisfaction /'dʒɒb sətɪs'fækʃən/
 job security /'dʒɒb sɪ,kjuərəti/
 labour market /'leɪbə maʊkət/
 lay sb off /leɪ ,sʌmbɒdi 'ɒf/
 learn on the job /lɜːn ɒn ðə 'dʒɒb/
 maternity/paternity leave /mə'tɜːnəti, pə'tɜːnəti li:v/
 nine-to-five job /naɪn tə 'faɪv dʒɒb/
 on equal terms /ɒn ɪ'kwəl 'tɜːmz/
 overwork /,əʊvə'wɜːk/
 position /pə'zɪʃən/
 prospects of promotion /prɒspekts əv prə'məʊʃən/
 quit/resign /kwɪt, rɪ'zɪn/
 requirements /rɪ'kwaɪəmənts/
 retire /rɪ'taɪə/
 retirement /rɪ'taɪəmənt/
 restrain /rɪ'treɪn/
 run a service/business /rʌn ə 'sɜːvɪs, 'bɪznəs/
 run your own business /rʌn jəʊ əʊn 'bɪznəs/
 sack sb/give sb the sack/fire sb (informal) /'sæk ,sʌmbɒdi, gɪv
 ,sʌmbɒdi ðə 'sæk, 'faɪə ,sʌmbɒdi/
 set up a company /set ,ʌp ə 'kʌmpəni/
 sick pay /'sɪk peɪ/
 take a day off /teɪk ə deɪ 'ɒf/
 take on (employees) /teɪk ɒn ɪm'plɔɪz/
 take over from sb /teɪk əʊvə frəm ,sʌmbɒdi/
 the job/work involves ... /ðə dʒɒb, wɜːk ɪn'vɒlvz/
 the unemployed /ðə ,ʌnɪm'plɔɪd/
 unemployment /,ʌnɪm'plɔɪmənt/
 vacancy /'veɪkənsɪ/
 vocation /vəʊ'keɪʃən/
 work from home /wɜːk frəm 'həʊm/
 work for (a company) /wɜːk fəɹ ə 'kʌmpəni/
 work in a team/on your own /wɜːk ɪn ə 'tiːm, ɒn jə 'əʊn/
 work to deadlines /wɜːk tə 'dedlaɪnz/
 work/do overtime /wɜːk, duː 'əʊvətəɪm/

SKILLS AND QUALITIES

committed /kə'mɪtəd/
 communication skills /kə,mju:nə'keɪʃən skɪlz/
 experience in a related field /ɪk'spɪəriəns ɪn ə rɪ'leɪtəd 'fi:ld/
 goal-oriented /'gəʊl ,ɔːrɪəntəd/
 highly motivated /haɪli 'məʊtəveɪtəd/
 highly skilled /haɪli 'skɪld/
 (in)competent /(ɪn)'kɒmpətənt/
 (in)efficient /(ɪn)ə'fɪʃənt/
 meet deadlines /mi:t 'dedlaɪnz/
 well-trained /wel 'treɪnd/
 work under pressure /wɜːk ,ʌndə 'preʃə/



blue-collar job

QUICK REVISION

1 Complete the table with names of professions.

	PROFESSION
1 account	
2 beauty	
3 technical	
4 counsel	

2 Match the words to form compound nouns.

- | | | |
|-------------|---|-------------|
| 1 civil | ■ | a resources |
| 2 web | ■ | b leave |
| 3 human | ■ | c servant |
| 4 maternity | ■ | d benefits |
| 5 fringe | ■ | e designer |

3 Choose the best answer.

- A man who buys and sells shares is called a
 a barrister. b stockbroker. c undertaker.
- Regular monthly pay for skilled work is called
 a a pension. b wages. c a salary.
- A satisfied customer leaves a ____ for the waiter.
 a bonus b tip c profit
- If you want to make a complaint, you need to
 contact the ____ department.
 a Customer Service
 b Accounts
 c Public Relations
- Big companies are constantly on the lookout for
 cheap
 a labour. b work. c employment.

4 Answer the questions.

- What word completes all three phrases?
 _____ security
 _____ satisfaction
 a nine-to-five _____
- What word completes all three phrases?
 holiday _____
 sick _____
 _____ rise
- Which preposition completes both phrases?
 carry _____ your duties
 _____ of work
- Which preposition completes both phrases?
 to go _____ leave
 to go away _____ business
- Which preposition completes both phrases?
 to be _____ charge
 a career _____ finance

5

FAMILY AND SOCIAL LIFE

*'Everyone wants to save the earth.
No one wants to help Mom dry the dishes.'*

P.J. O'ROURKE (AMERICAN JOURNALIST AND SATIRIST, B. 1947)

RELATIVES

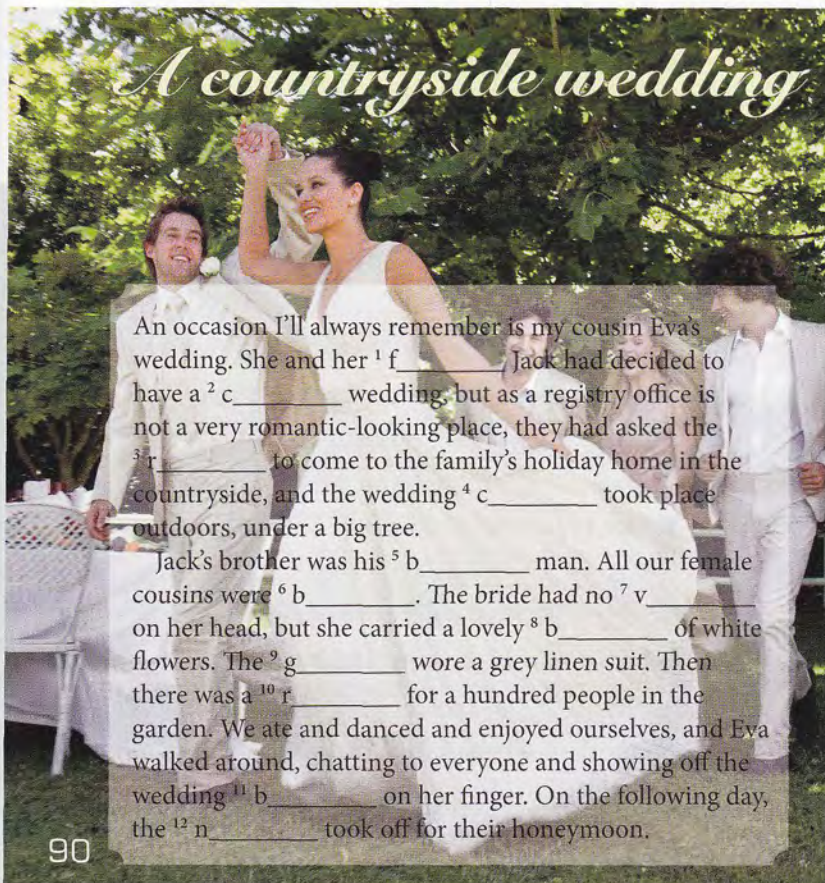
1 Match the people and the definitions.

- | | |
|--------------|----------------|
| 1 great-aunt | 7 in-laws |
| 2 siblings | 8 wife-to-be |
| 3 spouse | 9 half-brother |
| 4 offspring | 10 stepmother |
| 5 nephew | 11 godfather |
| 6 niece | |

- a a formal word for brothers and sisters
- b a formal word for one's children
- c a formal word for your wife or husband
- d an important person at your baptism
- e a brother who is the son of only one of your parents
- f the woman you're going to marry
- g your dad's new wife
- h your grandma's or granddad's sister
- i your husband's or wife's family, especially their parents
- j your sister's or brother's daughter
- k your sister's or brother's son

FAMILY CELEBRATIONS

2 Complete the following description with the correct words. The first letter is given.



A countryside wedding

An occasion I'll always remember is my cousin Eva's wedding. She and her ¹ f_____ Jack had decided to have a ² c_____ wedding, but as a registry office is not a very romantic-looking place, they had asked the ³ r_____ to come to the family's holiday home in the countryside, and the wedding ⁴ c_____ took place outdoors, under a big tree.

Jack's brother was his ⁵ b_____ man. All our female cousins were ⁶ b_____. The bride had no ⁷ v_____ on her head, but she carried a lovely ⁸ b_____ of white flowers. The ⁹ g_____ wore a grey linen suit. Then there was a ¹⁰ r_____ for a hundred people in the garden. We ate and danced and enjoyed ourselves, and Eva walked around, chatting to everyone and showing off the wedding ¹¹ b_____ on her finger. On the following day, the ¹² n_____ took off for their honeymoon.

BIRTHS AND FUNERALS

3 Put the words and phrases from the box into the two categories below.

bury cot expectant mother nappy grave
baptism mourning hearse cremation labour
maternity clothes maternity ward coffin
headstone midwife urn

BIRTHS	FUNERALS

FAMILY ARRANGEMENTS

4 Read these quotations from a discussion about raising children. Complete the missing words, using the wordlist to help you.

Let's face it. The ¹ e_____ family with lots of relatives is a thing of the past. Even the ordinary ² n_____ family, two parents and their children, is disappearing. We have to accept the facts.

I think ³ s_____ parents should receive more help from the state. It's hard to bring up a child on your own.

Being raised by a ⁴ c_____ couple is OK. These days nobody cares if your parents are married.

⁵ A_____ or f_____ parents can be much better than your real biological parents.

I don't know what I think about ⁶ same-s_____ couples raising children - do you?

It's certainly better than the kids growing up in a ⁷ children's h_____, isn't it?

To what extent do you agree or disagree with the statements? Discuss your views in pairs.

FAMILY AND MONEY

5 Match the sentence beginnings and endings.

- 1 After the divorce, he was ordered by the court
- 2 If a child lives with one parent, the other parent
- 3 I've decided to take out **life insurance**
- 4 I have to work hard because
- 5 It would be terrible if she lost her job;
- 6 Paying **pocket money** to five children
- 7 Jack's grandmother left him £5,000

- a I have to **support my family**.
- b is quite a strain on the **family budget**.
- c pays **child maintenance** to help towards the child's living costs.
- d she's her family's **main breadwinner**.
- e to pay **alimony** to his wife.
- f in her **will**.
- g to protect my family in case something happens to me.

FRIENDS AND ACQUAINTANCES

6 Choose the correct word.

- 1 Mike has known most of his *colleagues / mates* since primary school.
- 2 On behalf of the management of the company, I'd like to extend a warm welcome to our new *colleagues / buddies*.
- 3 I don't know Tom that well, he's just a(n) *acquaintance / companion*.
- 4 Martin is a friend of the *family / house*.
- 5 Chris is an excellent travelling *mate / companion*. You can rely on him in any situation.
- 6 Amy and Katie are *close / near* friends.
- 7 I know her slightly – she's a(n) *friend / acquaintance* of a friend.
- 8 Eva has a wide *circle / ring* of friends.

LEISURE TIME

7 Match the beginnings and endings of the phrases.

- | | |
|-----------|---------------------|
| 1 put | a out |
| 2 take up | b a party |
| 3 stay up | c your feet up |
| 4 eat | d a hobby / a sport |
| 5 throw | e late |

8 Which of the things in Exercise 7 have you done in the last two months? Tell another student.

OTHER CELEBRATIONS

9 Match the names of occasions to the descriptions.

- | | |
|----------------------|---------------------------|
| 1 housewarming party | 3 stag night / stag party |
| 2 First Communion | 4 hen party / hen night |
- a a party for men only on the night before a man's wedding
 - b a party to celebrate moving into a new house or flat
 - c a party for women often held just before one of them is married
 - d in the Catholic religion, the occasion when a child first participates fully at Mass

LANGUAGE & CULTURE

The British do not celebrate 'name day'. The word exists, but is mostly used to describe the customs of other countries – it is not very common and not everyone will know it. When talking to a foreigner unfamiliar with your country's customs, it is best to explain, for example: 'It is originally the day of the saint whose name you bear, but many non-Catholics celebrate it as well.'

PHRASAL VERBS

10 Complete the phrasal verbs with the prepositions from the box.

after for (x2) off on (x2) out (x2) up (x2)

I first asked Jessie ¹ _____ the day I met her. I fell ² _____ her instantly. However, I didn't get ³ _____ with her family. After a while, it occurred to me that Jessie takes ⁴ _____ her mother. Not only does she look similar, but she had the same unpleasant habit of telling me ⁵ _____ when I did something she didn't like. We fell ⁶ _____ several times and didn't speak to each other for a couple of days, but we always made ⁷ _____ after a while. I think we really cared ⁸ _____ each other, at least I did. In the end we split ⁹ _____. When I look back ¹⁰ _____ this relationship, I think we should both have shown more tolerance.

MY BLOG ...

RELATIONSHIPS

11 Complete the sentences with the phrases from the box.

a love-hate relationship fond of by sight
hate the sight of in common looks down looks up
sick to death

- 1 Chris and Mike have a lot _____. They've got similar personalities and interests.
- 2 He's not a mate of mine, I only know him _____.
- 3 Don't invite Jack and George to the same party. They _____ each other. There's bound to be a fight.
- 4 Jane and Jerry have _____. One day they adore each other, they next day they're at each other's throats.
- 5 Alex _____ to his mother. He has great respect for her honesty and wisdom.
- 6 Tom admires Amy, but she _____ on him. I don't know why she should consider herself better!
- 7 I'm quite _____ my younger sister; she can be really sweet; but I'm _____ of the way she gossips with her friends about everyone in the class.

12 Have you got relationships like those described above? Describe some of them to a partner.

I have a lot in common with ...

BOOKS FROM ME TO YOU



ADVENTURE

ART

CRAFT

CRIMINALS

COOKING

GARDENING

GOLF

The Idle Parent by Tom Hodgkinson

Hamish Hamilton, £14.99, pp.233

On the face of it, Tom Hodgkinson is a harmless English eccentric. The editor of a magazine called 'The Idler', he is a passionate critic of the frenetic pace of modern life and believes we would be much better off if we spent our days living in yurts*, growing our own vegetables and playing the ukulele. In person, he is immensely likable. At last year's Hay Literary Festival, he hosted a celebrity dinner party that ended with him encouraging the guests to accompany him in a singsong. I joined in enthusiastically.

1 ____

As the father of four young children myself, I can testify that much of what Hodgkinson says makes sense. For instance, he describes the futility of trying to use your "puny authority" to force children to do their chores and recommends leading by example. "To escape from a master/slave duality is crucial, because kids naturally rebel when compelled to do things by authority," he writes.

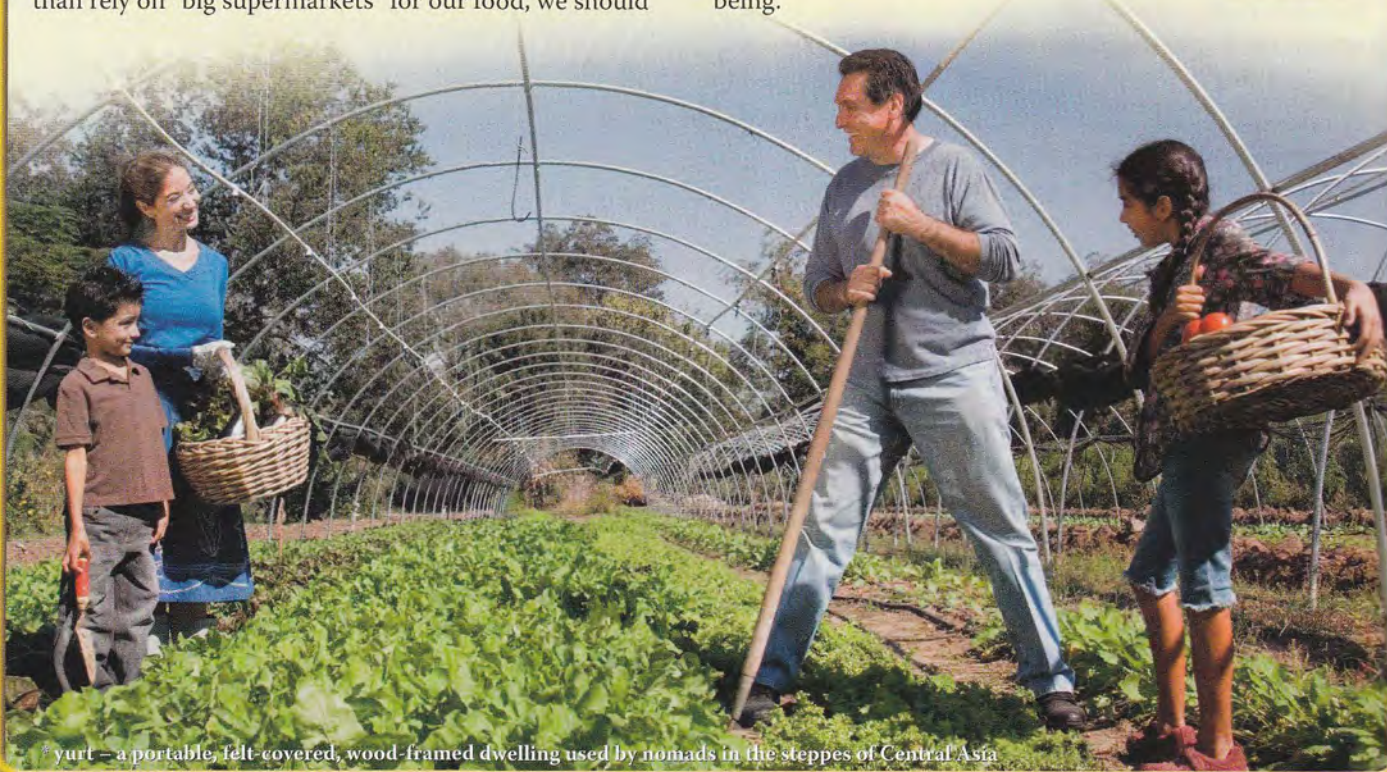
2 ____

Before long, the dishwasher is joined by the fridge. Rather than rely on "big supermarkets" for our food, we should

take up gardening and get our children to help us. He also recommends **chucking out** the children's toys. "You can make your own toys," he writes. "Buy a saw and a chisel ..." And you can imagine the rest. Inevitably, he wants us to **discard** the television, too. "Throw the telly out of the window. It is a great liberation." By the end of the book it is clear that Hodgkinson is an anti-capitalist fanatic who wants to ban almost everything, including newspapers, magazines, computers, advertising and non-natural fibres.

3 ____

As I say, Tom Hodgkinson is a charming fellow and this is an original, thought-provoking book. But if I were to follow the philosophy he proposes, I would scarcely have a moment to myself, what with the washing up, the gardening and the toy-making. And without all the conveniences of modernity to distract my children – computers, video games, television – they would be constantly tugging at my shirttails, demanding to be entertained. So because I'm a genuinely idle parent, I think I'll hang on to the dishwasher and the television for the time being.



* yurt – a portable, felt-covered, wood-framed dwelling used by nomads in the steppes of Central Asia

OPEN CLOZE <<21

1 You are going to read a review of a book in which the author gives advice on how to bring up children. What advice would you give to parents in connection with the following areas? Compare and discuss your ideas in small groups.

- controlling children
- food
- household chores
- television

examTASK

2 Three paragraphs have been removed from the text. Read it and complete gaps 1–3 with paragraphs A–D. There is one extra paragraph that you do not need to use.

- A How does Hodgkinson suggest we get around? Well, ideally, we shouldn't. He recommends holidaying at home and if you are unfortunate enough to have to work outside your home, then you should strive to live as close to your work as possible. Any essential journeys should be made on foot or by bicycle – surprisingly, perhaps, there is no chapter on how to make your own bike. Cars, obviously, are a big no-no.
- B Hodgkinson has already written two books urging us to drop out – 'How to be Idle' and 'How to be Free' and 'The Idle Parent' extends his hippy philosophy to family and home. According to him, modern parents spend far too much time fussing over their children. Instead of constantly policing their behaviour, we should leave them to their own devices and they will quickly develop into independent, self-reliant little people. He claims to have experimented with this approach on his own three children, aged three, six and eight, and they are all thriving.
- C No doubt some of these measures would pay dividends. I can imagine my own children being much less spoilt if they were never allowed to watch television and the only toys they had to play with were ones I made myself. But to call this approach to parenting "idle" is ever so slightly inaccurate.
- D Unfortunately, not all of Hodgkinson's advice is helpful to those who wish to put their feet up and do less around the house. The problem is, he wants us to get rid of virtually all modern technology. In Chapter One, for instance, he suggests throwing out the dishwasher and turning washing-up into an activity that all the family can enjoy. "One does the washing, one does the drying, one does the putting away," he writes enthusiastically.

3 Find highlighted words and phrases in the text which mean the same as the following. The form of the word in the text may be different (e.g. a participle instead of an infinitive).

- 1 to force (sb to do sth) – _____
- 2 to throw out (2 synonyms) – _____
- 3 vital, essential – _____
- 4 to relax – _____

examWORKOUT

Idioms with take

1 Try to complete these sentences with one word in each gap.

- 1 I can't go out tonight. I have to take _____ of my little brother.
- 2 We take _____ doing the washing-up.
- 3 Last summer I took _____ in an Italian family celebration.
- 4 This weekend I'm just going to take it _____ and relax.
- 5 You're taking your girlfriend for _____. You expect her to always be there for you.
- 6 We took _____ of the clubs in the town and had a great time.

2 Now look at the box below and complete the task in Exercise 1.

.....
 advantage care easy granted part turns

3 Read the text in the exam task below. Which of the information do you find a) obvious, b) new but not surprising, c) surprising?

examTASK

4 Complete the text with one word in each gap.

MAKING TIME FOR THE CHILDREN

According ¹ _____ a recent government study, twenty-five per cent of British parents have reduced their working life over the last ten years to spend more time with their family. Some have gone part-time, others have changed their career path, for example by choosing small family-friendly employers. Working mothers and fathers often ² _____ turns looking after their children. As a result, even though they are spending more time with them, especially taking ³ _____ in educational activities, time shared by the whole family – both parents and the children – is increasingly scarce. Children see less of their parents as a couple and this puts a strain on the relationships.

However, even with the pressures of juggling work and home life, parents ⁴ _____ work are more likely to stay together, because financial problems are one of the worst strains a relationship can experience.

The study also finds that ⁵ _____ most parents now declare they wish to share the workload of child rearing, many fail to achieve the ideal. Women still shoulder the bulk of the housework.

MATCHING ◀9

examWORKOUT

Listening for gist

1 **CD1-22** You will hear three people answering the question *What is the ideal number of friends to have?* Listen for the first time and try to summarise each person's views in one sentence.

- 1 _____
- 2 _____
- 3 _____

2 **CD1-22** Read sentences (A–D) below. Are they similar to the ones you wrote? Listen again and match the sentences to the speakers. There is one extra sentence.

- A I can divide my friends into several groups depending on how close we are.
- B People who say they've got hundreds of friends don't understand what friendship is.
- C Really close friends are those you value for their personality.
- D I've got a lot of friends, but keeping in touch is a challenge.

- 1 2 3

3 Look at the tapescript on page 167. Underline words and phrases which express the same ideas as the sentences in Exercise 2.

examTASK

4 **CD1-23** You're going to hear four people talking about the optimal number of friends to have. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need to use.

- A I don't have much confidence in people.
- B I enjoy having a large number of friends.
- C I'm quite sociable, but I don't confide in many people.
- D Remembering all my friends' birthdays is too much trouble.
- E True friends are rare.

- 1 2 3 4

5 Which of the speakers do you agree / disagree with? Give reasons.

6 Prepare a one-minute talk presenting your views on friendship. Use at least six of the phrases from the box. Deliver your talks in pairs and discuss your views.

-
- a sociable type keep up with keep in touch
 - a handful of true friends to stand by someone
 - confide in sb rely on sb a wide circle of friends
 - be on the same wavelength the inner circle
 - the outer circle to dump someone
-

DISCUSSION ◀34

examWORKOUT

Disagreeing politely

1 In pairs discuss your views on the following statement.

It is better to leave home when you finish school than to continue living with your parents.
Do you agree?

2 You are going to hear two students discussing the statement from Exercise 1. One of them believes it is best to leave home as soon as you finish school. The other asks him the following questions. Before you listen, think of possible answers.

- 1 But don't you think that if you continue living with your parents you can concentrate on your studies and achieve better results?
- 2 Don't you think perhaps the independence is an illusion if you're still supported by your parents even though you don't live with them?

3 **CD1-24** Now listen to the two students discussing the statement from Exercise 1. Compare his answers with your ideas. What is problematic about the boy's responses?

4 **CD1-25** Listen to a different version of the same discussion. In what way are the responses better this time?

5 **CD1-25** Listen again and complete gaps 1–6.

I'm ¹_____ that it's better to start living on your own as soon as you can.
I see ²_____, and I ³_____ if you don't have to worry about paying the rent and running a house, you can focus more on your studies. (...)
But ⁴_____ that at this stage in life the other things I talked about are more important.
Well, if someone just happily continues living off their parents, then ⁵_____, it's not true independence. But it ⁶_____ that.

examTASK

6 In pairs discuss your views on the following statement.

Family is more important than friends.
Do you agree?

INFORMAL LETTER ◀◀31

examWORKOUT

Structuring a letter

1 Read the exam task and the jumbled model letter below it. Put the paragraphs of the letter in the correct order.

- 1 ■ 2 ■ 3 ■ 4 ■

When reading the posts on an Internet forum, you found this one from someone who is asking for advice about a problem. You've decided to respond, as you have experienced a similar situation.

My father's got a new job and we've moved to a different city, which means I've also changed schools. I haven't got any friends at the new school; in fact, I hardly know anybody. I spend a lot of time online chatting to my old friends. I feel very isolated. I'm not sure how to go about integrating into my new environment. I don't want to appear pushy. Any ideas?

Cheers,
Adam (age 16)

Write a letter to Adam. Include the following points:

- tips for integrating into a new environment,
- suggestions on how to start conversations,
- your experiences of changing schools or moving house.

2 Match the points below to the highlighted phrases in Martina's letter.

- referring to Adam's letter
- showing the writer understands Adam's situation
- examples from the writer's experience
- a friendly ending

examTASK

3 Read the exam task and write a letter.

When reading the posts on an Internet forum, you found this one from someone who is asking for advice about a problem. You've decided to respond.

My best friend is moving to another country. I'm really unhappy about it. I'm going to miss her awfully; in fact, I don't know how I'm going to function without her. But when I think I could lose touch with her and sort of move on, that seems even worse. Finding a new friend to replace her would feel like a betrayal. Has anyone been in a similar situation and found a solution?

Laura (age 15)

Write a letter to Laura. Include the following points:

- how to keep the friendship up,
- whether it is OK to find new friends and why,
- any similar experiences you or your friends have had.

To: ADAM

Subject: My advice

Dear Adam,

A The first and most important thing is not to avoid people. ¹You say you don't want to seem pushy, but that doesn't mean you have to keep your eyes on the floor. Smile at people, say hi when you enter a room. Offer a pen to someone who can't find theirs. Join in a game of football or another activity at break.

B ²My loneliness ended the day when I heard two of my classmates talking about early electronic music. I just joined in. When you really share an interest, it's the most natural thing to do. I'm sure there are people there who have things in common with you – you just have to find them. ³Good luck!

C ⁴I know exactly how you feel; my family moved when I was 15 and I also had to go to a new school. I'll tell you some of the things I learned from the experience.

D Perhaps you'd like to start chatting to people, but don't know what about? ⁵Here are a few conversation starters that have worked for me. You can ask questions about the school and the neighbourhood – most people enjoy giving advice. Comments on the school lunch or discussing the answers after a test are always popular topics. And if someone does or says something impressive, compliment them on it! Everyone likes being appreciated.

All the best,
Martina

RELATIVES

black sheep of the family /blæk ʃi:p əv ðə 'fæməli/
(distant) relative /,dɪstənt 'relatɪv/
godfather /'gɒd,fɑ:ðə/
godmother /'gɒd,mʌðə/
great-aunt /greɪt 'a:nt/
great-uncle /greɪt 'ʌŋkəl/
half-brother /'hɑ:f ,brʌðə/
half-sister /'hɑ:f ,sɪstə/
husband-to-be /'hʌzbənd tə bi/
in-laws /'ɪn lɔ:z/
nephew /'nefju:/
next of kin /nekst əv 'kɪn/
niece /ni:s/
offspring /'ɒf,sprɪŋ/
only child /,əʊnli 'tʃaɪld/
siblings /'sɪblɪŋz/
spoilt child /spɔɪlt 'tʃaɪld/
spouse /spaus/
stepbrother /'stepbrʌðə/
stepfather /'stepfɑ:ðə/
stepmother /'stepmʌðə/
stepsister /'stepsɪstə/
wife-to-be /'waɪf tə bi/

FAMILY ARRANGEMENTS

adolescent /,ædə'lesənt/
adolescence /,ædə'lesəns/
adoptive parents /ə'dɒptɪv 'peərənts/
biological parents /baɪə'lɒdʒɪkəl 'peərənts/
broken home /brʊkən 'həʊm/
children's home /'tʃɪldrənz həʊm/
cohabiting couple /kəʊ'hæbrɪtɪŋ 'kʌpəl/
compel children (to do sth) /kəm'pel 'tʃɪldrən tə 'du: ,sʌmθɪŋ/
extended family /ɪk'stendəd 'fæməli/
family-friendly employers /,fæməli ,frendli ɪm'plɔɪəz/
foster parents /'fɒstə ,peərənts/
frenetic pace of life /frə'netɪk peɪs əv 'laɪf/
household chores /,haʊshəʊld 'tʃɔ:z/
juggle work and home life /dʒʌgəl wɜ:k ənd 'həʊm laɪf/
leave the children to their own devices /li:v ðə ,tʃɪldrən tə ðə əʊn dɪ'vaɪsɪz/
loving/dysfunctional family /,lʌvɪŋ ,dɪs,fʌŋkʃənəl 'fæməli/
nuclear family /,nju:kliə 'fæməli/
police children's behaviour /pə'li:s ,tʃɪldrənz br'heɪvjə/
raise/bring up a child /reɪz ,brɪŋ 'ʌp ə 'tʃaɪld/
rebel /rɪ'bel/
same-sex couple /seɪm ,seks 'kʌpəl/
single parent /'sɪŋgəl 'peərənt/
upbringing /'ʌp ,brɪŋɪŋ/

FAMILY AND MONEY

a strain on the family budget /ə streɪn ɒn ðə ,fæməli 'bʌdʒət/
alimony /'æləməni/
breadwinner /'bred,wɪnə/
child maintenance /'tʃaɪld ,meɪntənəns/
life insurance /'laɪf ɪn'ʃʊərəns/
pocket money /'pɒkət ,mʌni/
provide for one's family /prə'vaɪd fə wʌnz 'fæməli/
self-reliant /self rɪ'laɪənt/
support one's family /sə'pɔ:t wʌnz 'fæməli/
will /wɪl/

FAMILY CELEBRATIONS

WEDDING

best man /best 'mæn/
bouquet (of flowers) /bəʊ'keɪ əv 'flaʊəz/
bride /braɪd/
bridesmaid /'braɪdzmeɪd/
church wedding /'tʃɜ:ʃ ,wedɪŋ/
civil wedding /sɪvəl 'wedɪŋ/

fiancé /fi'ɒnseɪ/
fiancée /fi'ɒnseɪ/
go on honeymoon /gəʊ ɒn 'hʌnɪmu:n/
groom /gru:m/
honeymoon /'hʌnɪmu:n/
newlyweds /'nju:liwedz/
propose (to sb) /prə'pəʊz tə ,sʌmbɒdi/
registrar /,redʒə'strɑ:/
registry office /'redʒəstri ,ɒfɪs/
veil /veɪl/
wedding ceremony /'wedɪŋ ,serəməni/
wedding reception /'wedɪŋ rɪ'sepʃən/
wedding ring/band /'wedɪŋ rɪŋ ,bænd/
white wedding /waɪt 'wedɪŋ/

BIRTH

baptism/christening /'bæptɪzəm ,kɪrɪsnɪŋ/
birth /bɜ:θ/
cot /kɒt/
expectant mother /ɪk'spektənt 'mʌðə/
labour /'leɪbə/
maternity clothes /mæ'tɜ:nəti kləʊðz/
maternity ward /mæ'tɜ:nəti wɔ:d/
midwife /'mɪdwaɪf/
nappy /'næpi/

FUNERAL

bury /'beri/
coffin /'kɒfɪn/
cremation /kri'meɪʃən/
funeral /'fju:nərəl/
grave /greɪv/
headstone /'hedstəʊn/
hearse /hɜ:s/
mourn /maʊn/
mourning /'maʊnɪŋ/
urn /ɜ:n/
wreath /ri:θ/

OTHER CELEBRATIONS

bless /bles/
Christmas Eve /,krɪsməs 'i:v/
Christmas carols /,krɪsməs ,kærəlz/
engagement party /ɪn'geɪdʒmənt ,pɑ:ti/
First Communion /fɜ:st kə'mju:njən/
hen party/night /'hen ,pɑ:ti ,naɪt/
housewarming party /'haʊswɔ:ɪnɪŋ ,pɑ:ti/
Midnight Mass /,mɪdnaɪt 'mæs/
stag night/party/do /'stæg naɪt ,pɑ:ti ,du:/

FRIENDS AND ACQUAINTANCES

a handful of true friends /ə ,hændfʊl əv tru: 'frendz/
acquaintance /ə'kwetɪnts/
circle of friends/acquaintances /,sɜ:kəl əv 'frendz ,ə'kwetɪntsɪz/
classmate/workmate/roommate/flatmate /'klɑ:smeɪt ,wɜ:kmeɪt ,
 'ru:mmeɪt ,flætmeɪt/
close friend /kləʊs 'frend/
colleague /'kɒli:g/
ex-schoolmate /eks 'sku:lmeɪt/
fair-weather friend /,feə wedðə 'frend/
friend of a friend /frend əv ə 'frend/
friend of the family /frend əv ðə 'fæməli/
mate/buddy/pal /meɪt ,'bʌdi ,pæl/
mutual friend /,mju:tʃʊəl 'frend/
social networking sites /,səʊʃəl 'netwɜ:kɪŋ saɪts/
travelling companion /'trævlɪŋ kəm'pænjən/

RELATIONSHIPS

a friend in need is a friend indeed /ə frend ɪn 'ni:d ɪz ə frend ɪn'di:d/
a love-hate relationship /ə lʌv 'heit rɪ'leɪʃənʃɪp/
be at each other's throats /bi ət ɪtʃ ,ʌðəz 'θrəʊts/
be fond of sb /bi 'fɒnd əv ,sʌmbɒdi/
be on the same wavelength /bi ɒn ðə seɪm 'weɪvlɛŋθ/

be sick to death of sb/sth /bi sɪk tə 'deθ əv ,sʌmbədi, ,sʌmθɪŋ/
 behave childishly /bi,heɪv 'tʃaɪldɪʃli/
 childish /'tʃaɪldɪʃ/
 confide in sb /kən'faɪd ɪn ,sʌmbədi/
 date sb /'deɪt ,sʌmbədi/
 dump sb /'dʌmp ,sʌmbədi/
 find it easy to make friends /faɪnd ɪt 'i:zi tə meɪk 'frendz/
 hate the sight of sb /heɪt ðə 'saɪt əv ,sʌmbədi/
 have a crush on sb /hæv ə 'krʌʃ ɒn ,sʌmbədi/
 have a lot in common /hæv ə lɒt ɪn 'kɒmən/
 have a soft spot for sb /hæv ə sɒft 'spɒt fə ,sʌmbədi/
 have an affair /hæv ən ə'feə/
 keep in touch with sb /ki:p ɪn 'tʌtʃ wɪð ,sʌmbədi/
 know sb by sight /nəʊ ,sʌmbədi baɪ 'saɪt/
 love at first sight /lʌv ət fɜ:st 'saɪt/
 not have the heart to dump sb /nɒt hæv ðə hɑ:t tə 'dʌmp ,sʌmbədi/
 relate to sb /rɪ'leɪt tə ,sʌmbədi/
 respect sb's privacy /rɪ'spekt ,sʌmbədɪz 'prɪvəsi/
 stormy relationship /,stɔ:mi rɪ'leɪʃənʃɪp/
 take advantage of sth /teɪk əd'vɑ:ntɪdʒ əv ,sʌmθɪŋ/
 take care of sb /teɪk 'keə əv ,sʌmbədi/
 take part in /teɪk 'pɑ:t ɪn/
 take sb for granted /teɪk ,sʌmbədi fə 'grɑ:ntɪd/
 take turns /teɪk 'tɜ:nz/

LEISURE TIME

eat out /i:t 'aʊt/
 leisure /'leɪzə/
 put your feet up /put jə 'fi:t ʌp/
 stay up late /steɪ ʌp 'leɪt/
 take up a hobby/a sport /teɪk ʌp ə 'hɒbi, ə 'spɔ:t/
 throw a party /θrəʊ ə 'pɑ:ti/

PHRASAL VERBS

ask sb out /ɑ:sk ,sʌmbədi 'aʊt/
 bring up /brɪŋ ʌp/
 care for sb /'keə fə ,sʌmbədi/
 chuck sth out /tʃʌk ,sʌmθɪŋ 'aʊt/
 fall for sb /'fɔ:l fə ,sʌmbədi/
 fall out (with sb) /fɔ:l 'aʊt wɪð ,sʌmbədi/
 get on (with sb) /get ɒn wɪð ,sʌmbədi/
 get rid of sth /get 'rɪd əv ,sʌmθɪŋ/
 grow up /grəʊ ʌp/
 look back on sth /lʊk 'bæk ɒn ,sʌmθɪŋ/
 look down on sb /lʊk 'daʊn ɒn ,sʌmbədi/
 look up to sb /lʊk 'ʌp tə ,sʌmbədi/
 make up with sb /meɪk 'ʌp wɪð ,sʌmbədi/
 rely on sb /rɪ'laɪ ɒn ,sʌmbədi/
 sort out (a problem) /sɔ:t ,aʊt ə 'prɒbləm/
 split up (with sb) /splɪt 'ʌp wɪð ,sʌmbədi/
 stand by sb /'stænd baɪ ,sʌmbədi/
 take after sb /'teɪk ,ɑ:ftə ,sʌmbədi/
 tell sb off /tel ,sʌmbədi 'ɒf/

QUICK REVISION

1 Complete the sentences with words formed from the words in BLOCK CAPITALS.

- 1 People who ADOPT a child become the child's _____ parents.
- 2 A woman who is EXPECTING a baby is called an _____ mother.
- 3 A person you're ACQUAINTED with is an _____.
- 4 A parent who doesn't live with his or her child has to pay child _____ to help MAINTAIN (i.e. support) the child.

2 Match the words to form names of relatives.

- | | | |
|------------|---|----------|
| 1 great- | ■ | a sister |
| 2 son- | ■ | b to-be |
| 3 husband- | ■ | c wife |
| 4 half- | ■ | d uncle |
| 5 ex- | ■ | e in-law |

3 Answer the questions.

- 1 Your husband or wife is your
 a spouse. b sibling. c offspring.
- 2 Which two people would you expect to see at a wedding?
 a registrar b groom c midwife
- 3 Which two things do you need if you have a baby?
 a nappies b a cot c a veil
- 4 Someone you are travelling with is your travelling...
 a friend. b colleague. c companion.
- 5 Which preposition completes the sentence?
 He takes ____ his mother: he looks quite similar to her.
 a after b up c out
- 6 What should you do after you've fallen out with someone you care for?
 a tell him or her off
 b make up
 c split up
- 7 Which preposition completes all three sentences?

Relax, put your feet ____!
 We stayed ____ late last night.
 He looks ____ to his grandfather.

8 Which preposition completes both sentences?

He's asked me ____.
 We've fallen ____; we're not speaking to each other.

9 Which verb completes all three phrases?

to ____ care of someone
 to ____ turns
 to ____ it easy

In general, my children refuse to eat anything that hasn't danced on television.'

ERMA BOMBECK (AMERICAN MAGAZINE COLUMNIST AND TV JOURNALIST, 1927-1996)

FOOD

1 Sort the food into categories.

asparagus aubergine blackcurrant broccoli eel
herring lamb pear pork raspberry red pepper
salmon tangerine trout turkey veal

FRUIT	
VEGETABLES	
FISH	
MEAT	

2 Match the words to make compound nouns.

- | | | |
|---------------------|---|---------------|
| 1 wholemeal | ■ | a meat |
| 2 still / sparkling | ■ | b chewing gum |
| 3 lean | ■ | c bread |
| 4 decaffeinated | ■ | d water |
| 5 sugar-free | ■ | e flavour |
| 6 scrambled | ■ | f coffee |
| 7 artificial | ■ | g eggs |

NUTRIENTS

3 Complete the leaflet with the names of nutrients from the box.

calcium carbohydrates fibre protein saturated
unsaturated

Going vegetarian



Becoming a vegetarian is essentially good for you. You replace the ¹ _____ fats found in animal products with the ² _____ variety that comes from vegetable oil. Rice, pasta and fruit will provide you with ³ _____ for energy. Vegetables and dark bread are an excellent source of ⁴ _____, which is essential for healthy digestion. However, as you're not eating meat, you'll have to get your ⁵ _____ from other sources, such as beans and lentils, or milk and eggs, which are also the best source of ⁶ _____.

PREPARING FOOD

4 Match sentences A-I to the drawings.



Spaghetti alla carbonara

Ingredients:
spaghetti
100 g sliced lean bacon
3 egg yolks and 1 whole egg
3 tbs cream
Parmesan cheese



- A Add the cream to the eggs.
- B Beat the eggs.
- C Boil water in a large saucepan.
- D Chop the bacon.
- E Cook the spaghetti according to the instructions on the package. Stir occasionally, so it doesn't stick.
- F Drain the pasta.
- G Fry the bacon.
- H Grate some Parmesan cheese.
- I Immediately mix the pasta with all the other ingredients in a large bowl. The heat from the pasta will thicken the eggs, cream and cheese into a thick sauce. Enjoy!

TYPES OF SHOPS

5 Complete the sentences with the names of shops. The first letter has been given.

- 1 I'm going to the f_____ to buy some smoked trout.
- 2 I'm going to the o_____ to get some champagne for the party.
- 3 I'm going to the g_____ to buy some asparagus.
- 4 I'm going to the d_____ to get some of those expensive stuffed olives.
- 5 I'm going to the s_____ because I need a new notebook.

AT THE CHECKOUT

6 Complete the text with the words from the box.

barcode belt cashier queue receipt till trolley

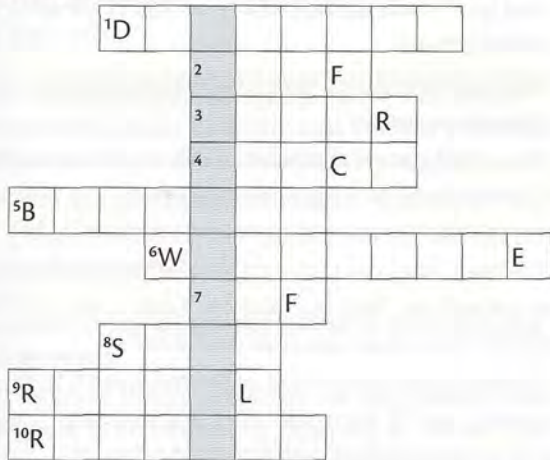
SUPERMARKET CHECKOUT BLUES

When you have to do some shopping in a hurry, there's always a ¹_____ at the checkout. The person at the ²_____ is a new employee and is working incredibly slowly. The woman in front of you has got about a hundred items in her ³_____.

The conveyor ⁴_____ is sticky with spilt raspberry juice. Finally, it's your turn. The scanner can't read the ⁵_____ on one of the items. Then the ⁶_____ has to change the roll of paper in the printer before he can print your ⁷_____. Or does this only happen to me?

BARGAINS

7 Complete the crossword with words which fit the gaps to find out who says all ten sentences.



- 1 There's a twenty per cent _____ on everything.
- 2 This jumper was _____ price.
- 3 The socks were on special _____.
- 4 You get two for the _____ of one.
- 5 At £15 it was a fantastic _____.
- 6 They were selling the sandals at the _____ price at which they buy from the manufacturer.
- 7 Everything was forty per cent _____.
- 8 There's a huge summer _____ on at the mall.
- 9 The coat was thirty per cent below the normal _____ price.
- 10 The boots were _____ from £90 to £45.

HIGH PRICES

8 Complete the gapped words.

- 1 They charged you £15 for breakfast? That was a r_p-__f!
- 2 Our new audio system cost a f__t__e.
- 3 It's a good restaurant, but the prices are a__r__m__l!
- 4 We paid through the n__e to have the car fixed, and it still doesn't run properly.
- 5 They charge e__b__t prices just because the items have designer labels.
- 6 Mike's new computer cost an a_m and a l_g.

AFTER YOU BUY

9 Complete the sentences with the words from the box.

delivered giftwrap warranty/guarantee spare

- 1 Would you like some _____ batteries for it?
- 2 Is it a present? Would you like me to _____ it for you?
- 3 Would you like to have it _____ to your house?
- 4 The TV comes with a five-year _____.

BANKING

10 Choose the correct word.

- 1 I'm going to open a new bank *account* / *counter*.
- 2 I'd like to *collect* / *withdraw* some money from my account.
- 3 I would like to take out a *loan* / *credit* to buy a new car.
- 4 What is the *exchange rate* / *course* for the Euro?
- 5 What is the *percentage* / *interest* on this loan?
- 6 We've finally paid *off* / *out* all our debts.
- 7 An ATM, or Automated Teller Machine, is another word for a *money* / *cash* machine.

PHRASES WITH PREPOSITIONS

11 Complete the phrases with prepositions.

- 1 This yoghurt is _____ of date.
- 2 I'm afraid we haven't got the book you want _____ stock.
- 3 These shoes were thirty per cent _____ the normal price.
- 4 Did you see that man? He just paid for that sports car _____ cash.
- 5 Can I pay _____ credit card here?
- 6 You can pay for large purchases _____ bank transfer.
- 7 I paid for the washing machine _____ monthly instalments.
- 8 They want me to pay the whole sum _____ advance.

1 In pairs, write definitions of the word 'shopaholic'. Compare your definitions as a class.

2 You are going to read a story about a man whose sister is a shopaholic. In pairs, list four things that might happen in such a story. Compare ideas as a class.



SHARON THE SHOPAHOLIC

His sister's guest room, he thought, was not so much a room as a walk-in wardrobe with a bed in the middle. Wardrobes lined the walls. They had no doors, which was just as well because there was no space to open them. Each one contained tightly compressed rows of dresses, tops, skirts and coats, and stacks of accessories. Under the window was a chest of drawers which seemed to swell with the clothes packed inside it. He knelt to slide his suitcase under the bed, but found himself confronted with ranks of carrier bags from fashion boutiques and chain stores. His sister, Tommy decided, had a problem.

¹_____ It looked like a jumble sale after a hurricane. And throughout the house was evidence of Sharon's addiction to collecting clothes: a drawer full of underwear in the kitchen; what resembled a storeroom for a shoe shop behind the sofa; the garden shed overflowing with black plastic bin-liners full of clothes.

He brought the subject up that evening. ²_____

'You're not happy about something, are you?' he said.

She sighed and rolled her eyes. Why were men so dim? She blew her nose and started talking. 'I spend all my free time in shopping centres, department stores and retail parks, she explained. 'When I see something I like, I just can't help myself. During the sales, it's terrible. I see the words 'special offer' or 'discount price' and I lose control. I sweep up everything I can get my hands on. I could change outfits every day of the year and never wear the same thing twice!'

A mesmerised look came over her. 'Do you know how good it feels when you find a bargain and try it on in the changing room and it fits just right? ³_____ And you take it to the cash desk and hear that perfect little beep of happiness as the machine reads the bar code?'

'And now you're unhappy because you've no space for any more clothes?'

Sharon lowered her gaze and nodded slowly. 'Well, yes, that's one reason...'

'You could always chuck some out or give them away to a charity shop,' he suggested tentatively, 'Or if you've never worn them, return them and get a store credit?'

'I've tried, but I can't. It's as if the clothes and the shoes talk to me and say "Not me! Not me! Look at my cut! Feel the quality! My colour matches your eyes!"'

Tommy's attention drifted as he wondered if madness was genetic and if he might also one day find himself trapped in conversation with inanimate objects.

⁴_____ 'I was a fully paid-up member of the consumer society. I lived my life on credit.' She opened her purse and extracted two halves of a credit card.

'They cut it up in front of me!' she wailed. 'The bank manager said I was incapable of restraint!'

She took a deep breath and closed her eyes. 'The thing is, he was right. I couldn't pay the bills any more.'

Tommy bit his lip and glanced upwards. The only thing he could think of was that his sister take up shoplifting. ⁵_____ Then, in a flash, it came to him. He knew exactly what to do.

MULTIPLE CHOICE ◀ 10

examTASK

- 3 Five sentences have been removed from the text. Read it and complete gaps 1–5 with sentences A–F. There is one extra sentence that you do not need.
- A And it's a designer label!
 B But that probably wasn't a good idea.
 C But they didn't have it in stock.
 D Immediately, she burst into tears.
 E It was even worse in her own bedroom.
 F Sharon had moved on to the question of money.
- 4 Discuss these questions in pairs. Then go to page 160 to see if your ideas were right.
- Why did Tommy not suggest Sharon take up shoplifting?
 - What do you think Tommy's great idea is?
- 5 Find six phrases or sentences in the text which emphasise the quantity of clothes Sharon bought. They contain the following words. Look up any of the words you do not know.
- accessories – *Each one contained tightly compressed rows of dresses, tops and coats, and stacks of accessories.*
 - chest of drawers
 - carrier bags
 - storeroom
 - sweep up
 - change outfits
 - bar code
- 6 The five highlighted phrases in the text tell us something about Sharon's and Tommy's feelings. What emotions does each phrase suggest?
- 'She sighed and rolled her eyes' – *she was frustrated that her brother asked such an obvious question.*
- 7 In pairs, discuss your reactions to the following statements.
- It's a myth that only women are shopaholics. Men are just as excited about shopping as women are.
 - Compulsive buying is a serious / dangerous addiction.
 - Advertisers are to blame for compulsive shopping, overspending, credit card debt and other aspects of the consumer culture.

- 1 You are going to listen to someone telling the story of how he had some shoddy building work done in his apartment. Look up these expressions and decide who could have done each of these things: the owner (O) or the builders (B).

- pay up front
- put the finishing touches
- deny all responsibility
- threaten sb with legal action
- give a complete refund
- do the job properly

LANGUAGE & CULTURE

Consumer Direct is a government-funded telephone and online service offering information and advice on consumer issues in the UK.

examTASK

- 2 CD2-01 You're going to hear a conversation about renovating a flat. Choose the correct answers.
- Max found out about AAA All-in-One Services
 - from a local tradesman.
 - from the staff in a DIY store.
 - from an advertisement.
 - through a phone call.
 - Max agreed to pay
 - in advance.
 - after the job had been finished.
 - a reduced rate.
 - in two instalments.
 - As Max was cooking,
 - it turned out that some of the plumbing had been done badly.
 - a piece of furniture fell apart.
 - the doorbell malfunctioned.
 - it started raining in his bathroom.
 - The heater exploded because
 - Max had put a wet shirt on it.
 - the electric installation was faulty.
 - the sprinkler system was activated.
 - gas was leaking.
 - In the end,
 - Mr Osborne refused to refund Max's money.
 - Max took legal action.
 - Max received a refund with the help of Consumer Direct.
 - Mr Osborne paid another firm to do the job properly.
- 3 Discuss these questions in pairs.

Have you ever complained about a faulty product or unsatisfactory service? Why? What was the result?

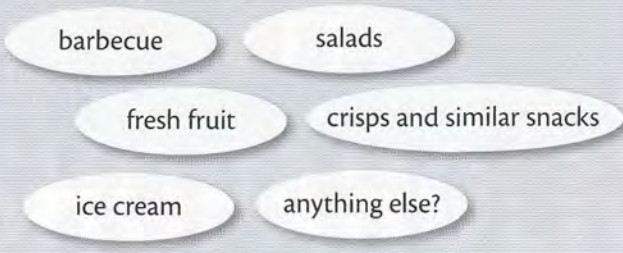
ROLE PLAY ◀36

examWORKOUT

Phrases for negotiating

- 1 Read the exam task and the list of expressions below. In pairs, discuss the choice of food for the party as described in the task. Each of you must use at least six different expressions from the list. Tick the phrases off as you use them.

Imagine the following situation. You want to organise a meal for your classmates to celebrate the end of school. You and a friend have to decide what food to have. Talk about which dishes would be most appealing and practical. Some ideas are given below but you can suggest others as well.



- There are several (good) ideas here.
- We could... first, and then/next...
- How about...?
- Why not...?
- Shall we...?
- Perhaps we should/could/might...
- I'm not sure/convinced.
- I don't think that's the best idea/solution.
- It depends...
- But what if...?
- This might (not) be the best idea.
- [They] may not like it.
- Absolutely/Right/Perfect/Brilliant!
- You're right.
- OK, let's do that. /Good idea!

examTASK

- 2 Do the exam task below.

Imagine the following situation. You have a foreign friend staying with you. He/She would like to buy some gifts for family and friends. Talk about the best place to go shopping. Some ideas are given below but you can suggest others as well.



SPEAKING ON A SET TOPIC ◀36

examWORKOUT

Saying more

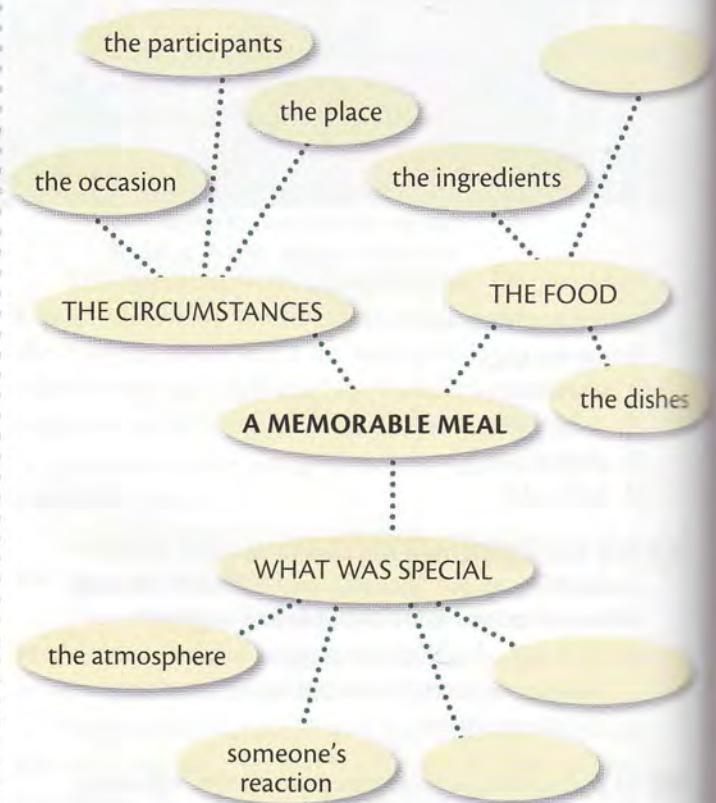
- 1 **CD2-02** Read the exam task below and listen to a student doing it. Does he include all the points? What is the problem with his answer?

A Memorable Meal

Talk for one minute about a memorable meal you've had. Talk about:

- the circumstances
- the food
- what was special about the meal

- 2 What else could a person say on the topic of 'a memorable meal'? Complete the spidergram below.



- 3 Draw a similar spidergram for the task below.

A Day Out Shopping

Talk for one minute about a day when you spent a lot of time shopping. Talk about:

- where you went
- what you bought and what else you did
- what was memorable about the day

examTASK

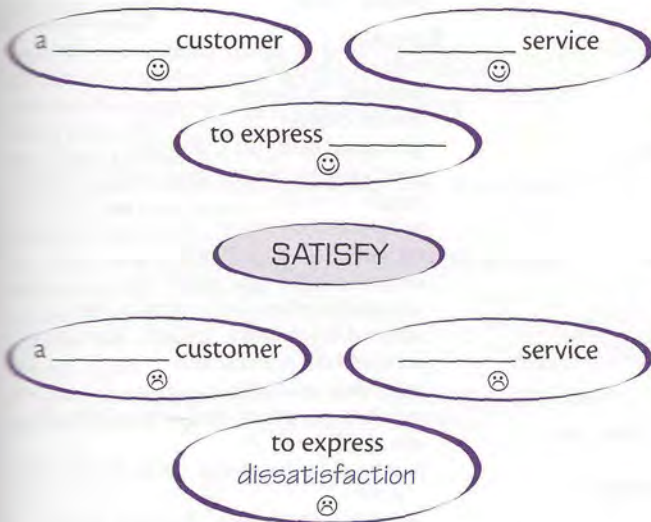
- 4 Work in pairs. Student A, do the exam task in Exercise 1. Student B, do the exam task in Exercise 3. Say as much as you can. Time your partner while he or she is talking.

WORD BUILDING ◀22

examWORKOUT

Word family sharing a common root

1 Complete the spidergram with words formed from the verb 'satisfy'.



2 Complete the sentences with the words from Exercise 1.

- This shop frequently ignores complaints from _____ customers.
- I'm writing to express my _____ with the service I received at your restaurant on Saturday the 5th of December.
- The service was more than _____; we felt we were being spoilt.
- The hotel room was comfortable and everything was entirely to my _____.
- We guarantee that you will be _____ with your purchase.
- The proposed solution was _____ and we had to look for a better one.

examTASK

3 Read the text and complete the gaps with the words formed from the words in capital letters.

HOW TO COMPLAIN

Here are a few tips to bear in mind if you discover an item you've bought is ¹ _____ (FAULT).

Contact the seller as soon as possible. Make sure you have some form of ² _____ (PROVE) of purchase – usually that means the receipt. Explain clearly why you are ³ _____ (SATISFY) with the item. Say what you want done to remedy the situation: whether you are asking for a repair, a ⁴ _____ (REPLACE) or a refund. Be assertive, but never aggressive. If the response you receive is ⁵ _____ (SATISFY), stay polite, even if you are quite angry. Put your ⁶ _____ (COMPLAIN) in writing, addressing it to the manager or customer services department.

OPINION ESSAY ◀29

examWORKOUT

Formal style

1 Read the exam task at the bottom of the page. Discuss your opinions in pairs.

2 Read the following extract from a student's essay. What is wrong with it?

Kids watch all those stupid commercials on TV, in which trashy pink plastic toys look supercool and totally magical, and they believe what they see. They haven't a clue they're being used by great corporations to get their parents to spend their hard-earned money. What's more, when children start desiring the things they see in the ads, they can get really naughty ...

3 In the extract above, identify at least two examples of each of the following:

- contractions
- words / phrases which produce an aggressive tone
- colloquial uses of the verb get
- strong intensifiers
- other colloquial words or phrases

4 Rewrite the extract from Exercise 2 in a more formal style, using the following words and phrases where appropriate. Then check on page 160.

- children
- mass-produced
- attractive
- do not realise
- persuade
- advertisements
- become badly-behaved

Please note:

- Aggressive, judgmental words are best deleted or replaced with factual ones.
- Strong, vivid intensifiers can be deleted or replaced with **very** or **extremely** (the latter if you are referring to something really extreme).

examTASK

'Advertisements aimed at children should be banned.' Write an essay in which you give your opinion on the topic.

F O O D

GENERAL

artificial flavour /ɑ:tə,fiʃəl 'fi:rvə/
 bagel /'beɪgəl/
 best-before date /best bi'fɔ: deɪt/
 crockery /'krɒkəri/
 cutlery /'kʌtləri/
 (French/Italian) cuisine /frentʃ, i,tæliən
 kwɪ'zi:n/
 GM food /,dʒi: 'em fu:d/
 have a snack /hæv ə 'snæk/
 helping /'helpɪŋ/
 on an empty stomach /ɒn ən ,empti 'stʌmək/
 organic food /ɔ:,gænik 'fu:d/
 past the sell-by date /pɑ:st ðə 'sel baɪ deɪt/
 quench your thirst /kwentʃ jə 'θɜ:st/
 ready-made/convenience food /,redi meɪd
 'fu:d, kən'vi:niəns 'fu:d/
 side dish /'saɪd dɪʃ/
 spices /'spɑ:ɪsɪz/
 square meal /skweə 'mi:l/

FRUIT & VEGETABLES

asparagus /ə'spærəgəs/
 aubergine /'əʊbəʒi:n/
 blackcurrant /,blæk'kʌrənt/
 broccoli /'brɒkəli/
 pear /peə/
 raspberry /'rɑ:zbəri/
 red pepper /red 'pepə/
 spinach /'spɪnɪdʒ/
 (stuffed) olives /stʌft 'ɒlɪvz/
 tangerine /,tændʒə'ri:n/

MEAT & FISH

bacon /'beɪkən/
 cod /kɒd/
 eel /i:l/
 herring /'herɪŋ/
 lamb /læm/
 pork /pɔ:k/
 (smoked) salmon /sməʊkt 'sæmən/
 trout /traʊt/
 turkey /'tɜ:ki/
 veal /vi:l/

DAIRY AND EGGS

cream /kri:m/
 egg yolk /'eg jɔ:k/
 egg white /'eg waɪt/
 Parmesan cheese /pɑ:mə'zeɪn 'tʃi:z/
 scrambled eggs /,skræmbld 'egz/

ADJECTIVES TO DESCRIBE FOOD

decaf/decaffeinated coffee /'di:kæf,
 di:kæfəneɪtəd 'kɒfi/
 home-made /həʊm 'meɪd/
 mouth-watering /'maʊθ ,wɔ:təriŋ/
 pickled /'pɪkəld/
 raw (meat) /rɔ: 'mi:t/
 savoury /'sævəri/
 sparkling/still water /,spɑ:kliŋ, stɪl 'wɔ:tə/
 spicy /'spɑ:si/
 sugar-free /,ʃʊgə 'fri:/
 superb /sju:'pɜ:b/
 tasty /'teɪsti/
 tempting /'temptɪŋ/
 tender/tough (meat) /,tendə, taɪ 'mi:t/
 thick (sauce) /θɪk 'sɔ:s/
 wholemeal/brown/stale bread /,həʊlmi:l,
 da:k, steɪl 'bred/

NUTRIENTS

calcium /'kælsiəm/
 carbohydrates /,kɑ:bəʊ'haidreɪts/

fibre /'faɪbə/
 protein /'prəʊti:n/
 starch /stɑ:tʃ/
 (un)saturated fats /(ʌn),sætʃə'reɪtəd 'fæts/
 vitamins /'vɪtəmɪnz/

PREPARING FOOD

add /æd/
 beat (eggs) /bi:t 'egz/
 boil /bɔɪl/
 bowl /bəʊl/
 chop /tʃɒp/
 coaster /'kəʊstə/
 drain (pasta) /dreɪn 'pæstə/
 fry /fraɪ/
 grate /greɪt/
 ingredient /ɪn'gri:djənt/
 mix /mɪks/
 mug /mʌg/
 saucepan /'sɔ:speɪn/
 slice /slaɪs/
 stir /stɜ:/

CONTAINERS/QUANTITY

can (AmE/BrE)/tin (BrE) /kæn, tɪn/
 container /kən'teɪnə/
 tablespoon (tbs) /'teɪbəlspu:n/
 tub /tʌb/
 tube /tju:b/

S H O P P I N G A N D S E R V I C E S

SHOPPING

GENERAL

be able to afford sth /bi ,eɪbəl tə ə'fɔ:d
 ,sʌmθɪŋ/
 brand/make /brænd, meɪk/
 chain store /tʃeɪn stɔ:/
 customer /'kʌstəmə/
 GDP (Gross Domestic Product) /,dʒi: di: 'pi:
 ,grɔ:s də'mestɪk ,prɒdʌkt/
 give/receive a refund /gɪv, rɪ'si:v ə 'ri:fʌnd/
 good range (of products) /gʊd reɪndʒ əv
 'prɒdʌkts/
 go on a shopping spree /gəʊ ɒn ə 'ʃɒpɪŋ
 sprɪ:/
 go window shopping /gəʊ 'wɪndəʊ ,ʃɒpɪŋ/
 hard-earned money /hɑ:d ,ɜ:nd 'mʌni/
 in stock /ɪn 'stɒk/
 mail order /'meɪl ,ɔ:də/
 mass-produced /mæs prə'dʒu:st/
 out-of-date /aʊt əv 'deɪt/
 out of stock /aʊt əv 'stɒk/
 shop till you drop /ʃɒp tɪl jə 'drɒp/
 shopaholic /,ʃɒpə'hɒlɪk/
 shoplifting /'ʃɒp,lɪftɪŋ/
 staff /stɑ:f/
 tradesman /'treɪdzmən/
 treat yourself to sth /tri:t jɔ:,self tə ,sʌmθɪŋ/
 wide selection (of products) /waɪd
 sə'leɪʃən əv 'prɒdʌkts/

TYPES OF SHOPS

butcher's /'bʊtʃəz/
 delicatessen/deli /,delɪkə'tesən, 'deli/
 DIY shop /,di: aɪ 'waɪ ʃɒp/
 fishmonger's /'fɪʃmʌŋgəz/
 greengrocer's /'gri:n,grəʊsəz/
 newsagent's /'nju:z,eɪdʒənts/
 off-licence /'ɒf ,laɪsəns/
 shopping mall /'ʃɒpɪŋ mɔ:l/
 stationer's /'steɪʃənəz/
 vending machine /'vendɪŋ mə'ʃi:m/

AT THE CHECKOUT

barcode /'bɑ: kəʊd/
 cashier /kæ'ʃɪə/
 checkout /'tʃekʌʊt/
 conveyor belt /kən'veɪə belt/
 queue /kju:/
 receipt /rɪ'si:t/
 till /tɪl/
 trolley /'trɒli/

BARGAINS

bargain /'bɑ:gɪn/
 discount /'dɪskaʊnt/
 free (of charge) /fri: əv 'tʃɑ:dʒ/
 get a good deal /get ə gʊd 'di:l/
 good value for money /gʊd ,vælju: fə 'mʌni/
 haggle /'hægləl/
 half price /hɑ:f 'praɪs/
 40% off /,fɔ:ti pə'sent 'ɒf/
 on special offer /ɒn ,speʃəl 'ɒfə/
 reasonable prices /,ri:zənəbəl 'praɪsɪz/
 reduced/discounted /rɪ'dju:st, dɪ'skaʊntɪd/
 reduced rate /rɪ'dju:st 'reɪt/
 reduction /rɪ'dʌkʃən/
 rock-bottom prices /rɒk ,bɒtəm 'praɪsɪz/
 sale /seɪl/
 two for the price of one /tu: fə ðə praɪs əv
 'wʌn/
 wholesale/retail price /'həʊlseɪl, 'ri:teɪl
 praɪs/

HIGH PRICES

astronomical (prices) /æstrə'nɒmɪkəl
 'praɪsɪz/
 change money /tʃeɪndʒ 'mʌni/
 cost a fortune /kɒst ə 'fɔ:tʃən/
 cost an arm and a leg /kɒst ən ɑ:m ənd ə
 'leg/
 exorbitant /ɪg'zɔ:bətənt/
 pay through the nose /peɪ θru: ðə 'nəʊz/
 rip-off /rɪp ɒf/

PAYING

advance /əd'vɑ:ns/
 broke /brəʊk/
 charge (sb for sth) /tʃɑ:dʒ ,sʌmbɒdi fə
 ,sʌmθɪŋ/
 cut back on sth /kʌt 'bæk ɒn ,sʌmθɪŋ/
 give sb a quote /gɪv ,sʌmbɒdi ə 'kwəʊt/
 make a deal /meɪk ə 'di:l/
 owe /əʊ/
 pay by bank transfer /peɪ baɪ 'bæŋk
 ,trænsfɜ:/
 pay by credit card /peɪ baɪ 'kredɪt kɑ:d/
 pay in advance/up front /peɪ ɪn əd'vɑ:ns,
 ʌp 'frʌnt/
 pay in cash /peɪ ɪn 'kæʃ/
 pay in full /peɪ ɪn 'fʊl/
 pay in instalments /peɪ ɪn ɪn'stɔ:lmənts/
 pay the balance /peɪ ðə 'bæləns/
 splash out on sth /splæʃ 'aʊt ɒn ,sʌmθɪŋ/
 spendthrift /'spendθrɪft/

AFTER YOU BUY

deliver /dɪ'lɪvə/
 giftwrap /'gɪftwrɒp/
 proof of purchase /pru:f əv 'pɜ:tʃəs/
 receipt /rɪ'si:t/
 spare (batteries) /speə 'bætəri:z/
 warranty/guarantee /'wɔ:rənti, ,gærən'ti:/

BANKING

ATM (Automatic Teller Machine)/cash
 machine /,eɪ ti: 'em, ɔ:tə,mæɪk 'telə
 mə'ʃi:n, 'kæʃ mə'ʃi:n/
 bank account /'bæŋk ə,kəʊnt/

deposit money in your account /dɪˈpɒzət ˌmʌni ɪn jə əˈkaʊnt/
 exchange rate /ɪksˈtʃeɪndʒ reɪt/
 interest on the loan /ˈɪntrəst ɒn ðə ˈləʊn/
 overdraft /ˈoʊvədraʊt/
 pay off (the debt/loan) /peɪ ɒf ðə ˈdet, ˈləʊn/
 take out a loan /teɪk ˌaʊt ə ˈləʊn/
 withdraw money (from your account) /wɪðˈdrɔː ˌmʌni frəm jə əˈkaʊnt/

COMPLAINING

deny all responsibility /dɪˈnaɪ əːl rɪˌspɒnsəˈbɪləti/
 (dis)satisfaction /ˌ(dɪ)sætɪsˈfækʃən/
 (dis)satisfied customer /ˌ(dɪ)sætɪsfaɪd ˈkʌstəmər/
 faulty product /ˈfɔːlti ˈprɒdʌkt/
 goods and services /ɡʊdz ənd ˈsɜːvɪsɪz/
 make a complaint/complain about sth /meɪk ə kəmˈpleɪnt, kəmˈpleɪn əˌbaʊt ˌsʌmθɪŋ/
 malfunction /ˈmælˈfʌŋkʃən/
 put your complaint in writing /pʊt jə kəmˈpleɪnt ɪn ˈraɪtɪŋ/
 registered letter /ˌrɛdʒɪstəd ˈletər/
 remedy the problem /ˌremədi ðə ˈprɒbləm/
 replacement /rɪˈpleɪsmənt/
 shoddy /ˈʃɒdi/
 threaten sb with legal action /ˈθreɪn ˌsʌmbədɪ wɪð ˌliːɡəl ˈækʃən/
 (un)satisfactory service /ˌ(ʌn)sætɪsˈfæktəri ˈsɜːvəs/



QUICK REVISION

1 Give the antonyms of the words below.

- satisfaction – _____
- satisfactory service – _____ service
- a satisfied customer – a _____ customer

2 Match the words to form compound nouns.

- | | | |
|-------------|---|-----------|
| 1 scrambled | ■ | a machine |
| 2 still | ■ | b rate |
| 3 wholesale | ■ | c water |
| 4 cash | ■ | d eggs |
| 5 exchange | ■ | e price |

3 Answer the questions.

- Which of these fruits is a similar colour to oranges?
 a raspberry
 b tangerine
 c blackcurrant
 d pear
- Which two of these are fish?
 a trout b lamb c veal d eel
- Which two of these are sources of fibre?
 a broccoli
 b wholemeal bread
 c eggs
 d vegetable oil
- Which two of these are sources of protein?
 a fruit juice b turkey c beans d pasta
- Which of these can you not do with eggs?
 a fry b beat c boil d mix
- At a supermarket checkout, do you put your shopping on the *belt* or on the *till*?
- What's the name of the piece of paper a cashier gives you in a shop?
 a receipt
 b recipe
 c reception
 d paragon
- Do these two sentences mean the same?
 It's half price.
 There's a fifty per cent discount on it.
- Do these two sentences mean the same?
 It was a rip-off.
 It was a bargain.
- What preposition completes all three phrases?
 pay _____ advance
 pay _____ cash
 pay _____ instalments

7

TRAVELLING AND TOURISM

'Too often travel, instead of broadening the mind, merely lengthens the conversation.'

ELIZABETH DREW (AMERICAN JOURNALIST, B. 1935)

TRAVELLING BY AIR, ROAD, RAIL AND SEA

1 Match the lines (A-L) to the pictures (1-4). Put the lines in the correct order to make four stories.



1

RAIL TRAVEL



2

SEA TRAVEL



3

ROAD TRAVEL



4

AIR TRAVEL

- A After a few hours, I stopped at a **petrol station**, filled up the **tank** and picked up a **hitchhiker**.
- B As soon as I got **on board**, I found my **cabin**, which turned out to be very comfortable.
- C As I went to the **buffet car** to have a little snack, we suddenly stopped in the middle of nowhere. There was snow on the **track**.
- D I queued at the **check-in** for an hour. Then, as I was going through security, they discovered a bottle of juice in my **hand luggage** and I had to throw it out.
- E I bought a **ticket** and found the right **platform**.
- F Finally I sat down in the **departure lounge** and watched **gate** 15 to see when we would start **boarding**.

- G As I left the city, there was a horrendous traffic jam on the **ring road**. Once I got out on the **motorway**, it got better. I **overtook** a **coach** that was **holding me up** and drove on.
- H When I **got on**, I found my **compartment** and put my suitcase on the **luggage rack**.
- I I stood for an hour on the **quayside**, waiting to **board** and chatting to my boyfriend.
- J I nearly lost my **boarding pass** as I was shopping in the **duty-free zone**.
- K We had a **rough crossing**; there was quite a gale during the night. I even started wondering if they had enough **lifeboats** ...
- L When I got off the motorway at **junction** 25 and turned into a **minor road**, I felt I was nearly at home.

ACCOMMODATION

2 Complete the sentences with the words from the box.

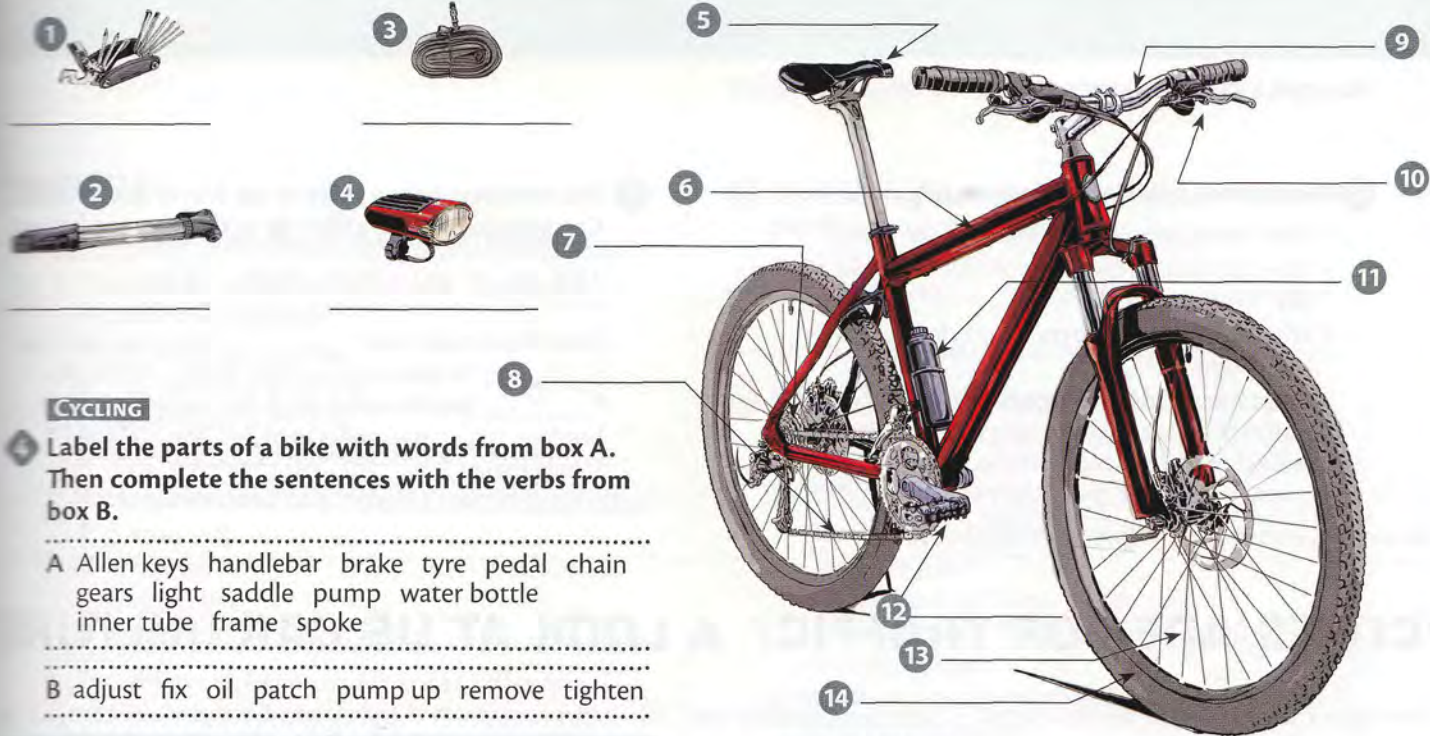
.....
youth hostel twin room tent suite cottage
caravan B&B
.....

- 1 Kevin and Laura don't need accommodation – they travel with a huge _____ with an interior like a hotel room.
- 2 It was already late when we found a campsite and put up our _____.
- 3 We rented a lovely _____ in the countryside last summer. It was quite idyllic.
- 4 We couldn't afford a hotel, but the _____ we stayed at had en suite bathrooms.
- 5 Staying in a _____ you can meet a lot of other young people who are keen on travelling.
- 6 We'd like a _____, please, not a double. We're not a couple.
- 7 Karen and George stayed in the honeymoon _____ of a five-star hotel on Lake Windermere.

3 Complete the sentences with the words from the box. Which of them have to do with a) travelling by air, b) staying in a hotel?

.....
booked call delayed facilities unattended
vacancies vacate
.....

- 1 Please don't leave your luggage _____.
- 2 I'm sorry, we have no _____. We're fully _____. Try the Blue Anchor inn.
- 3 Our flight was _____ by twelve hours.
- 4 This is the last _____ for passengers flying to Liverpool.
- 5 You should _____ your room by 12.00.
- 6 All our rooms have en suite _____.



CYCLING

Label the parts of a bike with words from box A. Then complete the sentences with the verbs from box B.

A Allen keys handlebar brake tyre pedal chain gears light saddle pump water bottle inner tube frame spoke

B adjust fix oil patch pump up remove tighten

BICYCLE MAINTENANCE

If you cycle, you should know how to ...

- 1 _____ the tyres.
- 2 _____ the brakes.
- 3 Clean and _____ the chain.
- 4 _____ a wheel and put it back on.
- 5 _____ a puncture by _____ ing or replacing the inner tube.
- 6 _____ the gears.



DRIVING

In what order would you do these things?

STARTING A CAR

- Take the handbrake **off** and gradually **release** the clutch.
 - Switch on** the ignition and **start** the engine.
 - Press** the clutch and **put** the car **in gear**.
 - Press** the accelerator.
 - Make sure the gear is in **neutral**.
 - Drive safely!
1. Check that your seat and headrest are in the right position.
 - Adjust the mirrors and **fasten** your seatbelt.

JOURNEYS AND TRIPS

Complete the sentences with the words from the box.

excursion expedition journey trip tour voyage

- 1 Mary's away on a business _____.
- 2 My sister and her husband went on a sightseeing _____ of Europe for their honeymoon.
- 3 Columbus's first _____ to America lasted seventy days.
- 4 Robert Scott's _____ to the South Pole ended in a fiasco.
- 5 An _____ to see the Pyramids is included in the price of the holiday.
- 6 My _____ to work takes sixty minutes.

PHRASAL VERBS

Complete the phrasal verbs with the prepositions from the box.

down for in off (x2) out (x2) off/out over up (x3)

New Message

To: ANNA

Cc:

Subject: 'BAD LUCK' IS MY NEW NAME :(

I was supposed to see ¹ _____ my friend Daniel, who was flying to the USA for a one-year scholarship. The flight was at 10 a.m., so I set ² _____ at 7.30. As I was pulling ³ _____ of the drive of my own house, I scraped my neighbour's car. I left him a note, apologising and saying we'd settle everything in the evening, jumped into the car and headed ⁴ _____ the airport. As soon as I turned into the main street, I was held ⁵ _____ in a massive traffic jam. After that, I was in a bit of a hurry. I hadn't gone very far when a police car overtook me and signalled for me to pull ⁶ _____. They fined me for speeding. After that I was really running ⁷ _____ of time, but I didn't dare drive faster. I pulled ⁸ _____ in front of the terminal at 9.00. Daniel had already checked ⁹ _____, but I was able to see him by the security gate and I waved to him. I watched his plane take ¹⁰ _____ ... and then on the way back my car broke ¹¹ _____. I ended ¹² _____ returning home on a bus.

WORD BUILDING

Complete the sentences with words formed from the words in brackets.

- 1 I asked the flight _____ (ATTEND) to bring me a glass of water.
- 2 We rushed into the station as they were announcing the _____ (DEPART) of our train.
- 3 It was the most _____ (LUXURY) hotel I'd ever stayed in.
- 4 Three people were badly injured in a head-on _____ (COLLIDE) on highway.
- 5 On _____ (ARRIVE) we were greeted by a representative of the travel agency.
- 6 What I most want on holiday is rest and _____ (RELAX).

1 Discuss the following questions in pairs:

- How many people in your family can drive?
- How many car trips does your family make every day? Every week?
- What forms of public transport do you use? How often?
- What distance do you consider to be too far to walk?

2 The numbers below refer to car travel in the USA. Can you guess where they fit in the passage below?

1.9% 10 241m (million) 251m 1 billion

Americans make over ¹ _____ trips a day and just ² _____ of them are by mass transit. There are ³ _____ people old enough for a driving licence but ⁴ _____ passenger vehicles. The average US family makes ⁵ _____ car trips every day.

Morning Style, Friday, 27 November, 2009

'CITIES ARE FOR TRAFFIC!' A LOOK AT US CAR CULTURE

THE WOMAN AT THE CAR RENTAL DESK COULDN'T UNDERSTAND THAT I WANTED TO HIRE A SMALL CAR. 'Are you sure you don't want an upgrade, honey?' she said. 'The car you've booked is really small.' She offered a bigger vehicle at the same price, perhaps thinking I was angling for a deal. I told her I didn't like big cars; that they were hard to park. In the end she let me have my way, but I think she was genuinely offended.

All over the USA people struggle to grasp the simple fact that you may prefer a little car to a tank-like SUV*. When you tell them it's true, they usually speak to you in a tone of voice that suggests you must be an escaped village idiot, or very poor. It's an example of Americans' fanatical relationship with their cars: an obsession which did not come about by chance, but by deliberate design. Or to put it another way: it did not have to be like this.

In the 1920s and 30s many American cities had fully functioning electric tram systems that shuttled millions of commuters from their homes to their jobs without the need for a private car. American cities were more compact, more pedestrian-friendly with vibrant downtowns that were the centre of urban

life. Los Angeles had the largest mass transit system in the nation, including 1,000 trains a day running on 760 miles of track.

But take a drive through most US cities today and you see a different world. Downtowns lie abandoned to office blocks, multi-lane motorways have destroyed old urban neighbourhoods and the suburbs have invaded rural farmland. The figures tell the story: Americans make over one billion trips a day and just 1.9 per cent of them are by mass transit. There are 241m people old enough for a driving licence but 251m passenger vehicles. The average US family makes 10 car trips every day.

This did not happen by accident. Big business and government planned it. Between 1936 and 1950 a company backed by General Motors, Firestone Tyres and Standard Oil bought 100 tram firms in forty-five American cities. They closed them down and replaced the trams with buses, which were more inefficient, and more likely to cause traffic congestion. Many of the buslines starved of investment, then failed, leaving consumers with no choice but to buy cars. And this, of course, led to bigger profits for the companies responsible for the process.

Urban planners also encouraged car use. Their vision was a sprawling suburbia linked by huge expressways. One of the most influential, Robert Moses, declared 'Cities are for traffic' and tried to build a freeway through Manhattan that would have ruined SoHo and Greenwich Village. Some of the most culturally and financially valuable real estate in the world could have been destroyed just so car owners could get across Manhattan more quickly. Manhattan escaped Moses' plan, but many other vibrant neighbourhoods across America were not so lucky.

The focus on the car was a tragedy of human planning. And it hasn't stopped. The exurbs – the new suburbs beyond the suburbs – are so far from city centres that public transport is useless and cars a necessity. However, times are changing. The impending threat of climate change, the economic crisis and the possibility that prices at the petrol pump could be shooting up again at any moment are all conspiring to make car travel less attractive. I must admit that whenever I see petrol prices rise, I cheer. Quietly, of course. They already think I'm crazy just for liking small cars.

* Sports Utility Vehicle



TRUE/FALSE/NO INFORMATION ◀ 8

examTASK

3 Read the text and choose the correct answers.

- 1 The woman at the car rental was displeased because the customer
 - A was angling for a deal.
 - B had booked a small car.
 - C had problems parking.
 - D did not accept her suggestions.
- 2 If you prefer small cars, people's reactions are often
 - A patronising.
 - B irritated.
 - C sympathetic.
 - D fanatical.
- 3 The difference between American cities now and in the early 20th century is that
 - A there used to be more commuters.
 - B cities were centres of urban life.
 - C public transport used to be better developed.
 - D cities had the largest mass transit system.
- 4 The change described in the article
 - A was due to trams becoming inefficient.
 - B involved building a freeway through Manhattan.
 - C was brought about by tram companies.
 - D was brought about intentionally.
- 5 The writer sees some hope in
 - A the new suburbs.
 - B current developments in public transport.
 - C several factors that may discourage the use of cars.
 - D a decrease in the price of petrol.

4 Find words and phrases in the text which mean the following:

- 1 a place where you can hire a car: _____
- 2 a person who travels a long distance to work every day: _____
- 3 convenient for people who are walking: _____
- 4 a big road (three synonyms): _____, _____, _____
- 5 traffic jams: _____

5 Discuss the following questions in pairs. Use some of the vocabulary from Exercise 4.

- What is your reaction to the article? Do you agree with the writer's feelings?
- Are there similar problems in your country? Describe some of them.
- Do cars cause other problems in your country? In what ways?
- What could be done to solve those problems?

1 Work in small groups. What do you know about public transport in London?

examWORKOUT

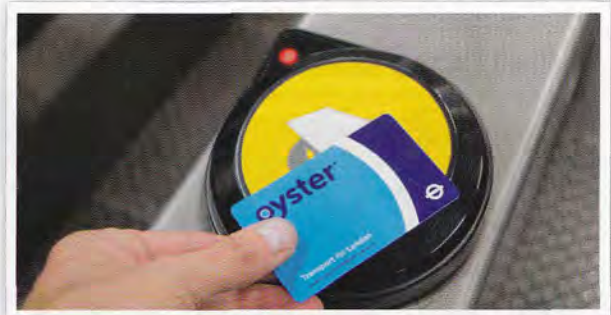
Predicting the content of the recording

2 CD2-03 Listen to a recording about safety on the London Underground. In statements (1-4) underline the bit of information which is likely to be different in the recording. Listen to check.

- 1 There are 7,000 police officers on the London Underground.
The number of officers may be different.
The number 7,000 may appear, but refer to something else.
- 2 When you see unattended luggage, you should press the red button.
- 3 If you want to find out how to get somewhere, you should press the blue button.
- 4 The train will stop immediately when you press the passenger alarm.

examTASK

3 CD2-04 You are going to hear recorded information about the Oyster card, a type of travelcard used in London. Are the statements true (T), false (F) or is there no information (NI)?



- 1 The normal fare for a single journey on the Underground is £1.60.
- 2 It is more convenient to use an Oyster card than a one-day bus pass.
- 3 It is illegal to let another person use your Oyster card.
- 4 A visitor's Oyster card is more expensive to use than an ordinary one.
- 5 You don't lose money on unused credit when you leave London.

4 How many of your predictions in Exercise 2 were accurate? Which of them helped you do the exam task?

5 CD2-04 Listen again and note down any additional information about Oyster cards. Compare notes in pairs.

6 Prepare a one-minute presentation about public transport in your town for a group of foreign visitors.

TALKING ABOUT PHOTOS ◀◀35

- 1 Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 161. Choose at least six words and phrases you want to use. Some of the words can go with both tasks.

delayed flights	traffic congestion
air travel	hill walking/trekking
rucksack/backpack	commuters
platform	overtake
frustration	a sense of freedom
stress	carbon dioxide emissions
exhaust fumes	jet lag

- 2 Work in pairs.

STUDENT A

Do the exam task on this page. Student B asks the questions on page 161.

STUDENT B

Do the exam task on page 161. Student A asks the questions on page 161.

examTASK

Look at the two photos of people travelling in order to compare and contrast them. The following ideas may help you, but you can suggest others as well.

- the setting
- the people's feelings
- comfort and speed
- the impact on health and the environment
- your preferences
- anything else?



SENTENCE TRANSFORMATIONS <<22

examWORKOUT

Conditionals and sentences with wish

1 Match the sentence beginnings and endings.

- 1 If we take a road atlas, _____
- 2 If we always took a road atlas, _____
- 3 If we had taken a road atlas, _____
- 4 Unless we take a road atlas, _____
- a we wouldn't keep getting lost.
- b we wouldn't have got lost.
- c we won't get lost.
- d we'll surely get lost.

2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 I wish I (have) _____ a yacht. I'd love to sail around the Baltic.
- 2 If we'd brought a spare wheel, we (not / spend) _____ last night by the side of the road.
- 3 If Nick (live) _____ in the mountains, he'd go mountain biking every day.
- 4 I wish I (not / leave) _____ the compass at home. I need it now.
- 5 If I inherited a lot of money, I (travel) _____ around the world.
- 6 We'll never get there on time unless we (set off) _____ now.
- 7 If the internal combustion engine (not / invent - passive) _____, the world would be a very different place today.

examTASK

3 Rewrite the sentences so that the meaning is the same as in the original sentences.

- 1 We missed our flight because Tricia forgot her passport.
If Tricia _____ our flight.
- 2 I regret not having set out earlier.
I wish _____ earlier.
- 3 I went to the station to say goodbye to my cousin.
I went to the station to _____ off.
- 4 Tom can't go with us because his bike is broken.
If Tom's bike _____ go with us.
- 5 You won't get a room if you don't book in advance.
You won't get a room unless _____ in advance.

STORY <<25

examWORKOUT

Narrative tenses

1 Discuss the following questions in pairs.

- Have you or a friend ever lost anything while travelling? What was it?
- What were the consequences?
- Can you imagine other, more dramatic or unusual consequences the incident could have had?
- How else could you change the story to make it more interesting / exciting?
- Are the stories you've told good material for writing? Why / why not?

2 Read the exam task at the bottom and outline the plot of your story. Make notes on the following:

- who the main character is,
- where and why he / she is travelling,
- what he / she loses,
- what the consequences are.

3 Read the following passage from a story written by a student in response to the exam task on this page. Put the verbs in the correct past tenses.

It was a bright summer morning. The sun ¹ _____ (shine) on the mountain tops. Joe ² _____ (sit) by the path and ³ _____ (admire) the view. He ⁴ _____ (open) his backpack and ⁵ _____ (get out) his water bottle. He ⁶ _____ (take) a long swig. Then he ⁷ _____ (reach) for the excellent map that ⁸ _____ (guide) him this far. It wasn't there. With a pang of horror, Joe ⁹ _____ (realise) that he ¹⁰ _____ (lost) it. At that moment, thick fog ¹¹ _____ (begin) to rise from the valley behind him.

4 Complete the sentences with the correct forms of the verbs in brackets. Sometimes more than one form is possible.

- 1 Not only _____ (he / lose) the map, but his mobile phone _____ (show) no signal.
- 2 'If I _____ (not lose) the map, I _____ (never / discover) this place,' thought Joe as he stared into the blazing fire.
- 3 He had no idea that many years later he _____ (tell) this story to his grandchildren.

examTASK

Write a story about a journey which ends in an unexpected way because the main hero loses something important.

TRAVELLING BY ROAD/DRIVING

accelerate /ək'seləreɪt/
 adjust the mirrors /ə,dʒʌst ðə 'mɪrəz/
 be fined for speeding /bi faɪnd fə 'spi:diŋ/
 be held up (in traffic) /bi held ,ʌp ɪn 'træfɪk/
 brake /breɪk/
 car rental /'kɑ: ,rentl/
 coach /kəʊtʃ/
 do/make a U-turn /du:, meɪk ə 'ju: tɜ:n/
 expressway (AmE)/motorway (BrE)/highway (AmE)/freeway (AmE) /'ɪkspreɪsweɪ, 'məʊtəweɪ, 'haɪweɪ, 'fri:weɪ/
 fasten your seat belts /,fɑ:sən jə 'sɪt belts/
 fill up the tank /fɪl ,ʌp ðə 'tæŋk/
 get off the motorway /get ɒf ðə 'məʊtəweɪ/
 give way /gɪv 'weɪ/
 head-on collision /,hed ɒn kə'lɪʒən/
 hire/rent a car /haɪə, rent ə 'kɑ:/
 indicate /'ɪndəkeɪt/
 junction /'dʒʌŋkʃən/
 main/minor road /mem, ,maɪnə 'rəʊd/
 multi-lane motorway /,mʌlti leɪn 'məʊtəweɪ/
 overtake /,əʊvə'teɪk/
 pick up a hitchhiker /pɪk ,ʌp ə 'hɪtʃ,hɪkə/
 press/release the clutch /pres, rɪ'li:s ðə 'kltʃ/
 put the car in gear/neutral /put ðə kɑ: ɪn 'gɪə, 'nju:trəl/
 ring road /'rɪŋ rəʊd/
 start the engine /stɑ:t ðə 'endʒən/
 swerve /swɜ:v/
 switch on the ignition /swɪtʃ ,ɒn ðə ɪg'niʃən/
 take the handbrake off /teɪk ðə ,hændbreɪk ɒf/
 traffic jam /'træfɪk dʒæm/
 vehicle /'vi:kəl/

CAR PARTS

accelerator /ək'seləreɪtə/
 bonnet /'bɒnət/
 boot /bu:t/
 brake /breɪk/
 bumper /'bʌmpə/
 dashboard /'dæʃbɔ:d/
 gearbox /'gɪəbɒks/
 handbrake /'hændbreɪk/
 headlights /'hedlaɪts/
 indicator /'ɪndəkeɪtə/
 number/licence plate /'nʌmbə, 'laɪsəns pleɪt/
 rear-view mirror /,rɪə vju: 'mɪrə/
 seat belts /'sɪt belts/
 speedometer /spi'dɒmətə/
 steering wheel /'stiəriŋ wi:l/
 tyre /taɪə/
 windscreen /'wɪndskri:n/
 wing mirror/side-view mirror /'wɪŋ ,mɪrə, ,saɪd vju: 'mɪrə/
 wipers /'waɪpəz/

CYCLING

BIKE MAINTENANCE

adjust the gears /ə,dʒʌst ðə 'gɪəz/
 basic maintenance /'beɪsɪk 'meɪntənəns/
 fix a puncture /fɪks ə 'pʌŋktʃə/
 oil the chain /ɔɪl ðə 'tʃeɪn/
 patch/replace the inner tube /pætʃ, rɪ'pleɪs ðə ,ɪnə 'tju:b/
 pump up the tyres /pʌmp ,ʌp ðə 'taɪəz/
 put the wheel back on /put ðə 'wi:l bæk ɒn/
 remove a wheel /rɪ,mu:v ə 'wi:l/
 tighten the brakes /,taɪtn ðə 'breɪks/

BIKE PARTS

Allen keys /'ælən ,ki:z/
 brake /breɪk/
 frame /freɪm/
 gears/derailleurs /gɪəz, dɪ'reɪljəz/
 handlebar /'hændlba:/

inner tube /'ɪnə tju:b/
 lock /lɒk/
 pedal /'pedl/
 pump /pʌmp/
 saddle /'sædl/
 shocks /ʃɒks/
 spanners /'spænəz/
 spare wheel /speə 'wi:l/
 spoke /spəʊk/
 tyre /taɪə/
 valve /vælv/
 water bottle /'wɔ:tə ,bɒtl/

RAIL TRAVEL

buffet car /'bʊfeɪ kɑ:/
 carriage/car /'kærɪdʒ, kɑ:/
 compartment /kəm'pɑ:tmənt/
 conductor /kən'dʌktə/
 luggage rack /'lʌgɪdʒ ræk/
 platform /'plætfɔ:m/
 sleeping car /'sli:pɪŋ kɑ:/
 track /træk/

AIR TRAVEL

arrivals /ə'reɪvəl/
 baggage reclaim /'bæɡɪdʒ rɪ,kleɪm/
 board the plane /bɔ:d ðə 'pleɪn/
 boarding pass /'bɔ:dɪŋ pɑ:s/
 check-in /'tʃek ɪn/
 connecting flight /kə'nektɪŋ 'flaɪt/
 customs officer /'kʌstəmz ɒfɪsə/
 delayed /dɪ'leɪd/
 departure lounge /dɪ'pɑ:tʃə laʊndʒ/
 departures /dɪ'pɑ:tʃəz/
 domestic flight /də'mestɪk flɑɪt/
 duty-free zone /,dju:ti 'fri: zəʊn/
 emergency landing /ɪ,mɜ:dʒənsɪ 'lændɪŋ/
 flight attendant /'flaɪt ə'tendənt/
 gate /geɪt/
 go through customs/security /gəʊ θru: 'kʌstəmz, sɪ'kjʊərəti/
 hand luggage /'hænd ,lʌgɪdʒ/
 last call /lɑ:st 'kɔ:l/
 pay excess baggage /peɪ ɪk'ses 'bæɡɪdʒ/
 window/aisle seat /'wɪndəʊ, 'aɪl si:t/

SEA TRAVEL

cabin /'kæbən/
 disembark /,dɪsəm'bɑ:k/
 ferry /'feri/
 get on board /get ɒn 'bɔ:d/
 lifeboat /'laɪfbəʊt/
 liner /'laɪnə/
 rough crossing /rʌf 'krɒsɪŋ/
 row/paddle /rəʊ, 'pædl/
 sail /seɪl/
 sailing boat /'seɪlɪŋ bəʊt/
 tall ship /tɔ:l 'ʃɪp/
 vessel /'vesəl/
 yacht /jɒt/

JOURNEYS AND TRIPS

arrival /ə'reɪvəl/
 business trip /'bɪznəs trɪp/
 cruise /kru:z/
 day-trip /'deɪ trɪp/
 departure /dɪ'pɑ:tʃə/
 destination /,destə'neɪʃən/
 excursion /ɪk'skɜ:ʃən/
 expedition /,ekspe'dɪʃən/
 journey /'dʒɜ:nɪ/

sightseeing tour /'saɪt,si:ŋ tʊə/
 voyage /'vɔɪdʒ/

HOLIDAYS

ancient monument /'eɪnʃənt 'mɒnjəmənt/
 book a room (online) /'bʊk ə ru:m ɒn'laɪn/
 find/know your way /faɪnd, nəʊ jə 'weɪ/
 get around the town/the city /get ə,raʊnd ðə 'taʊn, ðə 'sɪti/
 go backpacking /gəʊ 'bæk,pækɪŋ/
 historic monument /hɪ'stɔrɪk 'mɒnjəmənt/
 in the middle of nowhere /ɪn ðə 'mɪdl əv 'nəʊweə/
 landmark /'lændmɑ:k/
 leave your luggage unattended /li:v jə ,lʌgɪdʒ ,ʌnə'tendəd/
 lost luggage office /lɒst 'lʌgɪdʒ ,ɒfɪs/
 make a reservation/a booking /meɪk ə ,rezə'veɪʃən, ə 'bʊkɪŋ/
 off the beaten track /ɒf ðə ,bi:tən 'træk/
 package holidays /,pækɪdʒ 'hɒlədɪz/
 put up a tent /put ʌp ə 'tent/
 relaxation /,rɪ:læks'eɪʃən/
 see/admire the sights /si:, əd'maɪə ðə 'saɪts/
 touristy places /'tuərɪsti 'pleɪsɪz/
 travel broadens the mind /'trævəl ,brɔ:dənz ðə 'maɪnd/
 travel light /'trævəl 'laɪt/
 trekking holidays /'trekɪŋ ,hɒlədɪz/

ACCOMMODATION

B&B (Bed & Breakfast) /bi: ən 'bi:, bed ən 'brekfəst/
 budget accommodation /'bʌdʒət əkɒmə'deɪʃən/
 campsite /'kæmpsaɪt/
 caravan /'kærəvən/
 double room /'dʌbəl 'ru:m/
 en suite facilities /ɒn ,swi:t fə'sɪlɪtɪz/
 five-star hotel /faɪv stɑ: hæʊ'tel/
 fully booked /fʊli 'bʊkt/
 honeymoon suite /'hʌnɪmu:n swi:t/
 twin room /twin 'ru:m/
 vacancy /'veɪkənsɪ/
 vacate a room /və'keɪt ə 'ru:m/
 youth hostel /'ju:θ ,hɒstl/

PUBLIC TRANSPORT

commuter /kə'mju:tə/
 deposit /dɪ'pɒzət/
 expire /ɪk'spaɪə/
 fare /feə/
 one-day bus pass /wʌn deɪ 'bʌs pɑ:s/
 on the underground /ɒn ðɪ 'ʌndəgraʊnd/
 Oyster card /'ɔɪstə kɑ:d/
 pay-as-you-go /peɪ əz jə 'gəʊ/
 single journey /,sɪŋɡəl 'dʒɜ:nɪ/
 the Tube /ðə 'tju:b/
 ticket hall /'tɪkət hɔ:l/
 top up the Oyster card /tɒp ʌp ðɪ 'ɔɪstə kɑ:d/
 travelcard /'trævəl kɑ:d/

PHRASAL VERBS

break down /breɪk 'daʊn/
 check in /tʃek 'ɪn/
 check in/out /tʃek 'ɪn, 'aʊt/
 get around (the) town/the city /get ə,raʊnd ðə 'taʊn, ðə 'sɪti/
 get on /get 'ɒn/
 head for (a place) /'hed fə ə pleɪs/
 pull out /pʊl 'aʊt/
 pull over /pʊl 'əʊvə/
 pull up /pʊl ʌp/
 sb runs out of (petrol) /sʌmbʊdɪ rʌnz ,aʊt əv 'petrəl/
 see sb off /si: ,sʌmbʊdɪ 'ɒf/
 set off/out /set 'ɒf, 'aʊt/
 slow down /sləʊ 'daʊn/
 speed up /spi:d 'ʌp/
 take off /teɪk 'ɒf/

QUICK REVISION

1 Complete the table with nouns.

VERB	NOUN
1 depart	
2 arrive	
3 collide	
4 relax	

2 Match the words to form compound nouns.

- | | | |
|------------|---|--------------|
| 1 hand | ■ | a facilities |
| 2 youth | ■ | b congestion |
| 3 en suite | ■ | c station |
| 4 traffic | ■ | d luggage |
| 5 petrol | ■ | e hostel |

3 Answer the questions.

- Which of these would you not find at an airport?
 a departure lounge
 b platform
 c check-in
- Which of these would you not find on a train?
 a compartment b deck c buffet car
- Which of these is usually by sea?
 a expedition b journey c voyage
- Where would you wait for someone arriving by sea?
 a on the quayside
 b on a platform
 c in a terminal
- Which two of these are similar in meaning to 'motorway'?
 a freeway b minor road c expressway
- Which two words fit the collocation: to _____ a room?
 a vacate b depart c book
- Which two things can you *adjust*?
 a the gears b the rear-view mirror
 c a puncture
- Which of these people never knows when he/she will arrive at his/her destination?
 a hitchhiker
 b commuter
 c flight attendant
- Which preposition completes all three phrasal verbs?

to see someone _____
 to set _____ on a journey
 to take _____

10 Which preposition completes all three sentences?

We were held _____ in traffic.
 I pulled _____ in front of my house and got out of the car.
 They ended _____ sleeping in a motel.

'A classic: something that everybody wants to have read and nobody wants to read.'

MARK TWAIN (AMERICAN WRITER, 1835-1910)

LITERATURE

1 Complete the book review with the words from the box.

chapter characters final narrator novel opening plot Prize

The Blind Assassin
by Margaret Atwood

In the masterly ¹ _____ paragraph of *The Blind Assassin* the ² _____, Iris, recounts the violent death, probably by suicide, of her sister Laura Chase. The first ³ _____ poses several tantalising questions about the history of the Chase family, which is full of painful secrets. It is difficult to put the book down until the last of those questions are resolved on the ⁴ _____ pages. The ⁵ _____ is intricate and sophisticated and the ⁶ _____ so true-to-life that you may find yourself personally liking or hating some of them. The ⁷ _____ fully deserves the Booker ⁸ _____ it won in 2000.

2 Read the poem and label the marked elements with the words from the box.

line rhyme verse/stanza hyperbole personification simile

Daffodils

by William Wordsworth

I wandered lonely as a cloud ²
That floats on high o'er vales and hills, ³
¹ When all at once I saw a crowd,
a host of golden daffodils –
Along the lake, beneath the trees,
Fluttering and dancing in the breeze.



Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance, ⁵
Tossing their heads in sprightly dance. ⁶

FILM

3 Match the people to what they do.

- | | |
|--|--------------|
| 1 The director of photography | 4 The cast |
| 2 The production designer and art director | 5 A stuntman |
| 3 The screenwriter | 6 Extras |
| | 7 The editor |
- a appear in a film only as members of a crowd.
b are all the actors in a film.
c are responsible for the visual side, e.g. sets and costumes.
d cuts and arranges the scenes after they have been filmed.
e is responsible for all the camera work in the film.
f performs dangerous acts in place of an actor.
g writes the screenplay.

4 Complete the verbs in the following sentences.

- Revolutionary Road* f__t__r__s Kate Winslet as April Wheeler.
- I don't like it when a film is e__t__d like a video clip.
- Slumdog Millionaire* is s__t mainly in the slums of Mumbai.
- She a_p__rs briefly in the latest James Bond film.
- We decided to s_o__t the final scene in black and white.
- The sequel will be r_l__s_d in January of next year.
- Atonement* is b__d on a novel by Ian McEwan.

MUSIC

5 Complete the sentences with the words from the box. Change the form of the word if necessary.

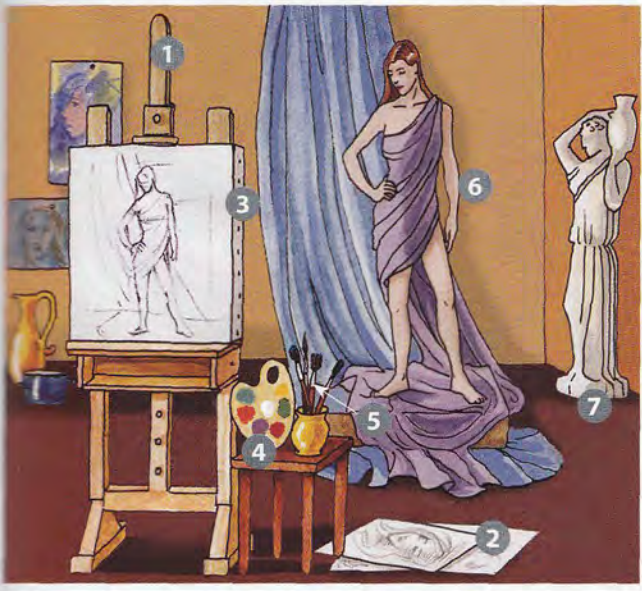
bar concerto key pitch score symphony

- Among Beethoven's best-loved works are his nine _____.
- Chopin wrote two piano _____, in E minor and in F minor.
- Chopin's 'Military' polonaise is in the _____ of A major.
- I can't read music. I don't understand a musical _____ any more than I understand a text in an unknown alphabet.
- She sat down at the piano, played the first three _____ of the song and suddenly stopped.
- If someone's got absolute or perfect _____, they can name a single note on hearing it, or sing any note without the help of an instrument.

VISUAL ARTS

6 Label the numbered objects in the picture with the words from the box.

brushes canvas easel model sculpture sketch palette



7 Match the words to their definitions. Which of the terms refer to techniques and which to subject matter? Mark them t and s.

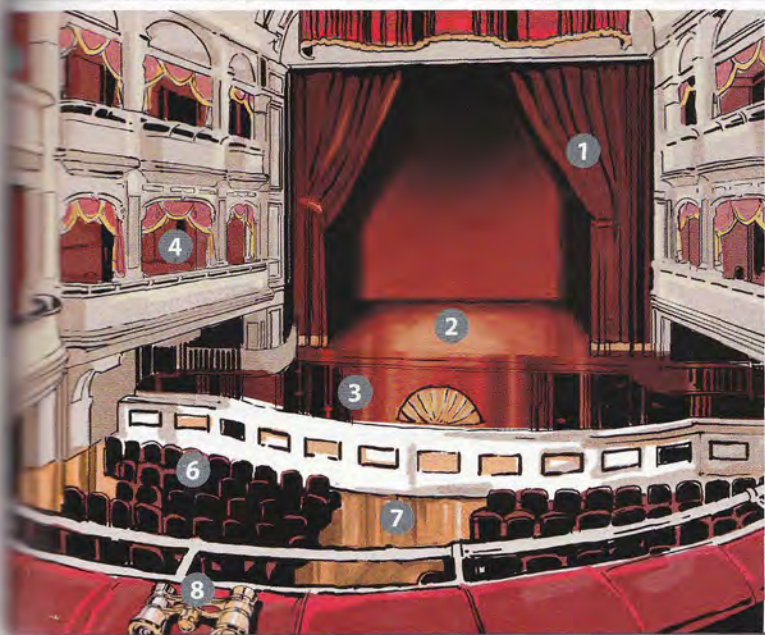
- 1 landscape 3 nude 5 watercolour
2 engraving 4 self-portrait 6 still life

- a a picture made by cutting lines into metal, wood or another material, covering it in ink and printing it.
b a portrait of the artist himself / herself
c a picture showing e.g. a vase and some apples
d a picture made with water-soluble paints
e a picture of a naked person
f a picture showing natural scenery

THEATRE

8 Label the numbered elements in the picture with the words from the box.

orchestra pit stage curtain gallery stalls aisle opera glasses box



THE MEDIA

9 Complete the sentences with the words from the box.

circulation channel column coverage editorial gossip quality strip tabloid

- The cartoon _____ *Garfield* has been published continuously since 1978.
- The British _____ newspaper *The Sun* has a reputation for sensation, scandal and reporting based on few facts. It also has a _____ of 2,986,000 copies a day.
- BBC Four is a digital TV _____ with serious content.
- There's an _____ in today's *Guardian* presenting the newspaper's opinion on the much-debated changes in criminal law.
- Ben Goldacre is a doctor and journalist who runs a weekly _____ in *The Guardian*, titled 'Bad Science'.
- Miriam likes reading the _____ column and finding out about the personal lives of celebrities.
- _____ newspapers such as *The Times* and *The Guardian* used to be called *broadsheets*, but now many of them have stopped using the impractical broadsheet format, with pages 55 cm long or larger, and are printed in *compact* format instead.
- On 7 July, 2009, the live _____ of Michael Jackson's funeral was watched by approximately one billion viewers.

WORD BUILDING

10 Complete the sentences with names of artistic professions formed from the words in brackets.

- Ian McEwan is a highly popular contemporary British _____ (NOVEL).
- George Bernard Shaw was perhaps the best-known English language _____ (PLAY) after Shakespeare.
- Alexander Calder was an American _____ (SCULPT) most famous for inventing the mobile.
- The name of Matt Groening, the _____ (CARTOON) who created the *Simpsons* and the *Life in Hell* series, is pronounced 'Gray-ning'.
- American _____ (CINEMA) Gordon Willis is best known for his work as director of photography on F.F. Coppola's *The Godfather* and Woody Allen's *Manhattan*.
- Fred, Dennis, Greg and Gary Powell are the _____ (STUNT) who have stood in for all of the James Bond actors except George Lazenby.
- Gillian Lynne is a British _____ (CHOREOGRAPHY) who created the dance scenes in the original productions of the musicals *Cats* and *The Phantom of the Opera*.
- In 1947 the Jewish-American _____ (VIOLIN) Yehudi Menuhin played in Berlin with the German _____ (CONDUCT) Wilhelm Furtwängler as an act of reconciliation, becoming the first Jewish _____ (MUSIC) to do so after World War II.

MATCHING ◀ 12

1 Discuss the following questions in pairs:

- Which of the following art forms are you interested in? What do you like about them?
.....
poetry visual arts classical music film
.....
- When did you last attend a cultural event? What did you like / dislike about it?
- Recall a cultural event that impressed you very much. Why was it memorable?
- Have you ever been present as a work of art was being created? What did you see?

examTASK

2 Read the text and match people A–D to sentences 1–10. Some sentences may refer to more than one person.

Who

- | | |
|--|-----|
| 1 was inspired to think by something he / she did not find attractive? | B |
| 2 witnessed the creation of a work of art? | ■ |
| 3 was struck by the professional quality of someone's work? | ■ ■ |
| 4 mentions his / her political involvement? | ■ |
| 5 says he / she often attends cultural events? | ■ ■ |
| 6 saw a well-known artist in person? | ■ ■ |
| 7 mentions someone's strong negative reaction to a work of art? | ■ |
| 8 wishes a particular artist good luck? | ■ |
| 9 mentions the connection between art and money? | ■ ■ |
| 10 remembers two versions of the same work? | ■ |

3 Which of the four stories appeals to you most? Why? Discuss.

4 In pairs, choose two of the following sets of questions and discuss them. Use examples of specific works wherever you can.

- 1 Does political involvement make art more authentic and relevant? Or does it make it limited and short-lived?
- 2 Does art have to be beautiful? What is the purpose of representing disturbing and shocking things in art? Can offending people's feelings be justified?
- 3 'There is a long way from being talented and skilful to becoming a commercial success in the world of the arts.' To what extent is this true? Is it unfair? What factors other than talent influence an artist's success or lack of success?
- 4 How important is attention to detail in a film? Does it matter if a film is not historically accurate?

MULTIPLE CHOICE ◀ 10

1 Discuss these questions in pairs.

- Do you know anyone who works in the performing arts? What do you know about his/her work and life?
- What sort of things do aspiring actors have to learn?
- What are the advantages and drawbacks of a young actor's life?

examTASK

2 CD2-05 You're going to hear an interview with Anna who has just finished drama school. Choose the correct answers.

- 1 Anna's opinion of her drama school is that
 - A the teachers were cool.
 - B all the subjects were great.
 - C she enjoyed nearly everything.
 - D there were too many subjects.
- 2 When you put on a play as part of your course at drama school,
 - A you don't perform in public.
 - B your audience is critical of you.
 - C critics don't think it's serious.
 - D you only get friendly audiences.
- 3 Anna's knowledge of languages comes from
 - A growing up in France.
 - B her family and the place where she lives.
 - C her parents being English and French.
 - D living in several countries.
- 4 Which sentence best summarises Anna's opinion of the acting profession?
 - A It's enjoyable and exciting, but there isn't much job security.
 - B Being creative is a huge challenge.
 - C There are great chances of success.
 - D You can't succeed without great natural talent.
- 5 Anna wants to be a theatre actor because
 - A she doesn't like acting in film or on TV.
 - B she's never tried directing.
 - C it is the kind of work she's got most experience of.
 - D it involves doing a lot of auditions.

3 List the things Anna learned in drama school. Check the tapescript on page 169 to complete your list. Which of those things would you enjoy / not enjoy doing? Why? / Why not?



MULTIPLE CHOICE <<20

examWORKOUT

Vocabulary used in film reviews

1 Which word fits which sentence in each pair?

- 1 acting / performance
 - a 'The Social Network' contains a lot of well-written dialogue and some excellent _____.
 - b In the 1982 comedy 'Tootsie' Dustin Hoffman gave an unforgettable _____ as the unemployed actor Michael Dorsey.
- 2 violence / violent
 - a The amount of _____ and brutality in the film may put off some viewers.
 - b The movie contains a number of _____ scenes.
- 3 based / set
 - a Christopher Nolan's 'Insomnia' is _____ in Alaska.
 - b 'GoodFellas' is number one on my list of films _____ on true events.
- 4 impressive / impressed
 - a 'Inception' is visually very _____.
 - b I was _____ by the director's seemingly unlimited imagination.
- 5 shocked / shocking
 - a I found the gratuitous brutality of the film deeply _____.
 - b I was _____ by the reaction of the audience, who seemed to find the bloodshed entertaining.

examTASK

2 Read the following review of a film. Choose the correct answers.

The producers of the movie *The Samoa Connection* claim it is based ¹_____ a true story. The action is ²_____ in New York and on the Pacific archipelago of Samoa, which has provided the opportunity for some terrific ³_____ of expensive yachts sailing in all sorts of weather. Catherine McGrath gives a brilliant ⁴_____ as the cynical, double-dealing American spy Norma Wheeler. Action movie fans will no doubt be ⁵_____ by the spectacular special effects in the motorboat chase scenes. The story, however, feels far-fetched and ⁶_____, despite the claim of authenticity. The ⁷_____ is wooden and full of clichés, and the very large number of ⁸_____ scenes does not seem to be justified by the plot. *****

- 1 A on B in C by D of
- 2 A located B placed C set D based
- 3 A photographs B images C shots D views
- 4 A acting B play C role D performance
- 5 A shocked B impressed
C impressive D shocking
- 6 A untrue B unconvincing
C imaginative D unattractive
- 7 A conversation B talk C dialogue D line
- 8 A violent B violence C brutality D blood

ROLE PLAY <<36

examWORKOUT

Persuading

1 CD2-06 Read the exam task and listen to a student doing it. Answer the questions below.

You would like to take a friend out to see a film. Suggest going to the cinema, tell your friend about a film you recommend and persuade him/her to see it. Agree a time and place to meet.

- a Note the following information about the film:
 - Title: _____
 - Director: Stanley Kubrick
 - Genre: _____
 - Main actor: _____
- b What arguments does the student use to persuade the examiner to see the film?
 - _____
 - _____
 - _____
- c Where and when do the speakers agree to meet?
 - Time: _____
 - Place: _____

2 Prepare to do the exam task.

Student A, you are going to do the task from Exercise 1. Choose a different film and prepare some information about it.
Student B, you are going to do the exam task below. Prepare some information about a concert.

examTASK

3 Work in pairs.

STUDENT A
Do the exam task from Exercise 1. Student B is the examiner.

STUDENT B
Do the exam task below. Student A is the examiner.

You would like to take a friend out to a concert. Phone your friend, tell him/her about a concert you recommend and persuade him/her to go with you. Agree a time and place to meet.

examWORKOUT

Book review: content, structure, vocabulary

1 Read the exam task and the review and do the exercises (a–d).

Write a review of a book which impressed you because of the unusual imagination of the author.

a Number these points in the order in which they appear in the review.

- Brief plot outline.
- Basic information about the work.
- Recommendation.
- Analysis of the strong and/or weak points of the work.

b What three basic facts are given about the book?

- 1 _____
- 2 _____
- 3 _____

c Underline the verbs in the second paragraph. What tense is used to summarise the plot?

d Highlight in different colours the sentences in which the reviewer discusses:

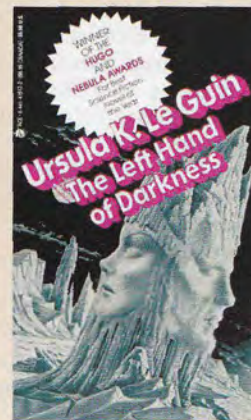
- the author's imagination
- the plot
- the characters
- the moral message of the book

examTASK

- 1 Write a review of a book whose hero you found particularly likeable.
- 2 Write a review of a film which touches on important ethical issues.

LANGUAGE & CULTURE

Ursula Kroeber Le Guin was born in 1929 in California. Her father was the anthropologist Alfred Kroeber, and Le Guin's familiarity with cultural anthropology can be seen in the perfect construction of the imaginary societies in her books. Le Guin can be described as a serious writer who uses the popular genres of fantasy and science fiction. By portraying alien or fantasy societies she expresses ideas about human society and relationships in general. Her most celebrated fantasy works are the Books of Earthsea, a series of novels which tell the story of the life and deeds of the wizard Ged. In the science fiction genre she's best known for the Ekumen cycle, launched in 1966 with *Rocannon's World*. *The Left Hand of Darkness* is perhaps the most ambitious of the novels in that series. She also writes poetry, essays and books for children.



Le Guin, U. (1994) *The Left Hand of Darkness*, pub. Berkeley, an imprint of Penguin Books.

The Left Hand of Darkness by Ursula K. Le Guin is a sci-fi novel of unusual intellectual and moral complexity. The author's astounding imagination, supported by her knowledge of cultural anthropology, has created a reality that not only entertains us, but also makes us think.

The story is set on Gethen, a distant planet with an extremely cold climate, whose inhabitants are the only race in the universe which is androgynous. A peaceful interstellar union known as the Ekumen sends a lone envoy to Gethen to establish contact with the planet. Although received at the royal court, he is mistrusted, regarded as a 'pervert', and eventually imprisoned. With his only Gethenian ally and friend he makes a daring escape, walking 800 miles over a glacier.

The tale is gripping, the storytelling – superb. Le Guin has constructed a rich and consistent reality: she has peopled Gethen with two nations living under different political systems; she has given them complex social structures and religious beliefs, written their legends (included in the book as separate chapters), and created details of everyday life. The characters inhabiting this world are multi-dimensional and psychologically convincing. Most importantly, this extraordinary feat of imagination challenges us to reflect on our own world and our attitudes to people who are different from us.

I recommend the novel not only to every science fiction fan, but also to anyone who simply enjoys good, serious prose.

ART

GENERAL

brutal scenes /'bru:təl 'si:nz/
 convey /kən'vei/
 critical opinion /'krɪtɪkəl ə'pɪnjən/
 cultural event /'kʌltʃərəl rɪ'vent/
 express /ɪk'spres/
 offend (people's feelings) /ə'fend ,pi:pəlz
 'fi:lɪŋz/
 outsider's point of view /aʊt'saɪdəz pɔɪnt
 əv 'vju:/
 performing arts /pə'fɔ:mɪŋ ɑ:tɪz/
 pose questions /pəʊz 'kwɛstʃənz/
 provoke /prə'vəʊk/
 work of art /wɜ:k əv 'ɑ:t/

ADJECTIVES TO TALK ABOUT ART

action-packed /'ækʃən pækt/
 avant-garde /ævɑŋ'gɑ:d/
 complex /'kɒmpleks/
 controversial /kɒntrə'vɜ:ʃəl/
 disturbing /dɪ'stɜ:bɪŋ/
 extraordinary /ɪk'strɔ:dənəri/
 far-fetched /fɑ: 'fetʃt/
 highly recommended /'haɪli rekə'mendɪd/
 impressive /ɪm'presɪv/
 intricate /ɪn'trɪkət/
 intriguing /ɪn'trɪ:ɡɪŋ/
 masterly /'mɑ:stəli/
 meaningful /'mi:nɪŋfəl/
 memorable /'memərəbəl/
 multi-dimensional /'mʌlti daɪ'mentʃənəl/
 politically involved /pə'lɪtɪkli ɪn'vɒlvd/
 profound /prə'faʊnd/
 psychologically convincing /,saɪkə'lɒdʒɪkli
 kən'vɪnsɪŋ/
 radical /'rædɪkəl/
 relevant /reləvənt/
 shocking /'ʃɒkɪŋ/
 sophisticated /sə'fɪstəkətəd/
 spectacular /spek'tækjələ/
 spell-binding /spel 'bændɪŋ/
 subtle /'sʌtl/
 superficial /,su:pə'fɪʃəl/
 thought-provoking /,θɔ:t prə'vəʊkɪŋ/
 tongue-in-cheek /tʌŋ ɪn 'tʃi:k/
 true-to-life /tru: tə 'laɪf/
 unconvincing /,ʌnkən'vɪnsɪŋ/

PEOPLE'S REACTIONS TO ART

bored out of one's mind /bɔ:d aʊt əv wʌnz
 'maɪnd/
 feel a thrill /fi:l ə 'θrɪl/
 feel uplifted /fi:l əp'lɪftəd/
 get sb down /get sʌmbədi 'daʊn/
 impressed by sth /ɪm'prest baɪ sʌmθɪŋ/
 make you think /meɪk jə 'θɪŋk/
 move to tears /mu:v tə 'tiəz/
 outraged /'aʊtreɪdʒd/

LITERATURE

blurb /blɜ:b/
 Booker Prize /'bʊkə praɪz/
 chapter /'tʃæptə/
 character /'kærəktə/
 engrossed in a book /ɪn'grɔ:st ɪn ə 'bʊk/
 final pages /'faɪnəl 'peɪdʒɪz/
 flick/skim through a book /flɪk, skɪm θru:ə
 'bʊk/
 genre /'ʒɒnrə/
 gripping tale /'grɪpɪŋ 'teɪl/
 hardback /'hɑ:d'bæk/
 heroine /'herəʊɪn/

hyperbole /haɪ'pɜ:bəli/
 it's difficult to put this book down
 /ɪts 'dɪfɪkəlt tə pʊt ðɪs bʊk 'daʊn/
 line /laɪn/
 metaphor /'metəfə/
 narrator /nə'reɪtə/
 novel /'nɒvəl/
 novelist /'nɒvəlɪst/
 opening paragraph /,əʊpənɪŋ 'pærəgrɑ:f/
 paperback /'peɪpəbæk/
 personification /pə'sɒnəfə'keɪʃən/
 play /pleɪ/
 playwright /'pleɪraɪt/
 plot /plɒt/
 poet /'pəʊət/
 poetry /'pəʊətri/
 public reading /,pʌblɪk 'ri:dn̩/
 rhyme /raɪm/
 second-hand bookshop /,sekənd hænd
 'bʊkʃɒp/
 simile /'sɪməli/
 stanza /'stænzə/
 verse /vɜ:s/

advance screening /əd'vɑ:ns 'skri:nɪŋ/
 appear in a film /ə'piə ɪn ə 'fɪlm/
 audition /ə'dɪʃən/
 based on a novel/a true story/real events /
 beɪst ɒn ə 'nɒvəl, ə tru: 'stɔ:ri, rɪəl rɪ'vents/
 climax /'klaɪmæks/
 edit /'edɪt/
 end credits /end 'kredɪts/
 keep in suspense /ki:p ɪn sə'spens/
 on general release /ɒn dʒenərəl rɪ'li:s/
 on location /ɒn ləʊ'keɪʃn/
 release a movie /rɪ'li:s ə 'mu:vi/
 screenplay /'skri:npleɪ/
 set /set/
 shoot (a film) /ʃu:t ə 'fɪlm/
 subtitles /'sʌb'taɪtlz/
 the film features /ðə fɪlm 'fi:tʃəz/
 the film is set in /ðə fɪlm ɪz set ɪn/

FILM

KINDS OF FILMS

all-time favourite /ɔ:l taɪm 'feɪvərət/
 blockbuster /'blɒk bʌstə/
 box-office hit /'bɒks ɒfəs hɪt/
 documentary /,dɒkjə'mentəri/
 low-budget movie /ləʊ bʌdʒət 'mu:vi/
 feature film /'fi:tʃə fɪlm/
 rom-com /'rɒm kɒm/
 series /'sɪəri:z/
 silent movie /,saɪlənt 'mu:vi/
 sequel /'si:kwəl/
 tear-jerker /'tiə ,dʒɜ:kə/
 trailer /'treɪlə/

PEOPLE IN THE FILM INDUSTRY

cameraman /'kæmərəmən/
 cast /kɑ:st/
 cinematographer /,sɪnəmə'tɒgrəfə/
 (film) crew /'fɪlm kru:/
 director of photography /dɪ'rektə əv
 fə'tɒgrəfi/
 editor /'edɪtə/
 extra /'ekstrə/
 film critic /'fɪlm 'krɪtɪk/
 male/female lead /meɪl, fi:meɪl'i:ld/
 production designer/art director
 /prə'dʌkʃən dɪ'zɑ:mə, ɑ:t də'rektə/
 screenwriter /'skri:nraɪtə/
 stuntman /'stʌntmæn/
 usher /'ʌʃə/

MUSIC

absolute/perfect pitch /,æbsəlu:t, pɜ:fɪkt
 'pɪtʃ/
 A major /eɪ 'meɪdʒə/
 A minor /eɪ 'maɪnə/
 audience /'ɔ:diəns/
 bar /bɑ:/
 busker /'bʌskə/
 bugle /'bju:gl/
 bugle call /'bju:gl kɔ:l/
 concert hall /'kɒnsət hɔ:l/
 concerto /kən'tʃɜ:təʊ/
 conductor /kən'dʌktə/
 gig /gɪg/
 haunting melody /'hɔ:ntɪŋ 'melədi/
 high-pitched/low-pitched (sound) /haɪ
 'pɪtʃt, ləʊ pɪtʃt 'saʊnd/
 improvise /ɪm'prəvaɪz/
 in tune /ɪn 'tju:n/
 live music/performance /laɪv 'mju:zɪk,
 pə'fɔ:məns/
 lyrics /'lɪrɪks/
 massive hit /'mæsɪv 'hɪt/
 musician /'mju:zɪʃən/
 note /nəʊt/
 opera house /'ɒpərə haʊs/
 out of tune /aʊt əv 'tju:n/
 perform in public /pə'fɔ:m ɪn 'pʌblɪk/
 performance /pə'fɔ:məns/
 polonaise /pə'lə'neɪz/
 read music /rɪd 'mju:zɪk/
 record label /'rekɔ:d 'leɪbəl/
 score /skɔ:/
 symphony /'sɪmfəni/
 tune an instrument /tju:n ən 'ɪnstəmənt/
 violinist /,vaɪə'lɪnɪst/
 works of Beethoven /wɜ:ks əv 'berθəʊvn/

VISUAL ARTS

brush /brʌʃ/
 canvas /'kænvəs/
 easel /'i:zəl/
 engraving /m'grɛvɪŋ/
 ink /ɪŋk/
 installation /ɪnstə'leɪʃən/
 landscape /'lændskeɪp/
 model /'mɒdl/
 nude /nju:d/
 palette /'pælət/
 portrait /'pɔ:trət/
 sculptor /'skʌlptə/
 sculpture /'skʌlptʃə/
 self-portrait /self 'pɔ:trət/
 sketch /sketʃ/
 still life /stɪl 'laɪf/
 visual arts /vɪʒuəl 'ɑ:tɪz/
 watercolour /'wɔ:tə,kʌlə/

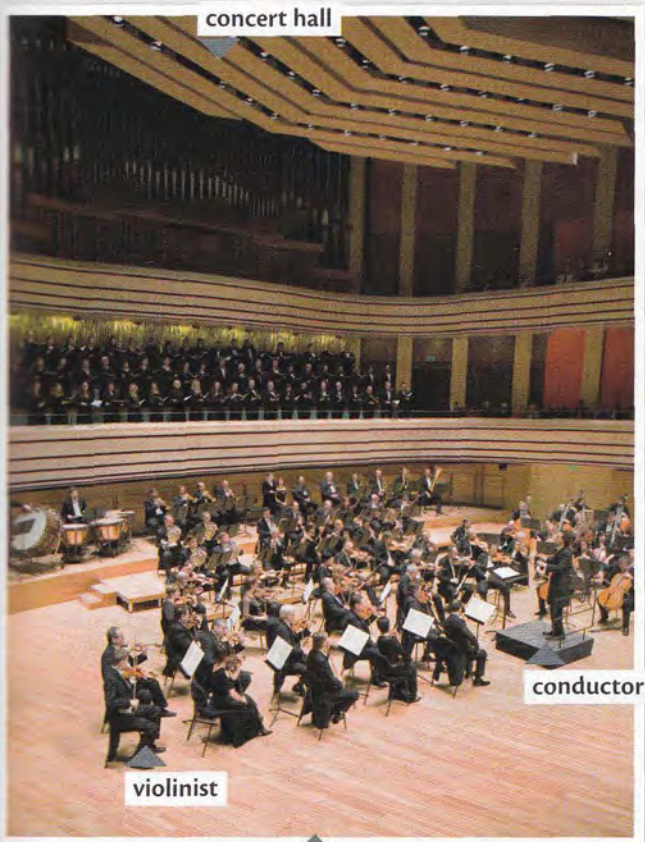
THEATRE

aisle /aɪl/
 balcony /'bælkəni/
 box /bɒks/
 box office /'bɒks ɒfəs/
 choreographer /,kɔ:ri'ɒgrəfə/
 curtain /'kɜ:tɪn/
 drama school /'drɑ:mə sku:l/
 gallery /'gæləri/
 mime /maɪm/
 opera glasses /'ɒpərə glɑ:sɪz/
 orchestra pit /'ɔ:kəstrə pɪt/
 prompter /'prɒmptə/
 put on a play /pʊt ɒn ə 'pleɪ/

set /set/
 stage /steɪdʒ/
 stalls /stɔ:lz/
 street performer /stri:t pə'fɔ:mə/

THE MEDIA

broadsheet/quality paper /'brɔ:dʃi:t, 'kwɒləti ,peɪpə/
 cartoonist /kɑ:'tu:nɪst/
 channel /'tʃænl/
 circulation /,sɜ:kjə'leɪʃən/
 column /'kɒləm/
 columnist /'kɒləməst/
 comic/cartoon strip /'kɒmɪk, kɑ:'tu:m stri:p/
 editorial /,edə'tɔ:riəl/
 gossip column /'gɒsɪp ,kɒləm/
 (live) coverage /laɪv 'kʌvərɪdʒ/
 publish /'pʌblɪʃ/
 publisher /'pʌblɪʃə/
 serious content /,sɪəriəs 'kɒntent/
 tabloid /'tæblɔɪd/



live music performance

QUICK REVISION

1 Complete the table with names of professions.

	PROFESSION
1 music	
2 novel	
3 sculpture	
4 cartoon	
5 conduct	

2 Match the names of works in the first column with the names of their parts in the second column.

- | | | |
|---------|---|-----------|
| 1 novel | ■ | a act |
| 2 poem | ■ | b scene |
| 3 play | ■ | c chapter |
| 4 film | ■ | d stanza |

3 Answer the questions.

- Which two of these would you find both in a novel and in a film?
 a characters
 b extras
 c plot
 d cast
- Which of these people do you not normally see in a film?
 a the cast b the stuntmen c the editor
- If someone can recognise and sing any note, they've got perfect
 a pitch. b key. c score.
- Which two of these are pictures of people?
 a nude b self-portrait c still life
- Which of these cannot be an oil painting?
 a still life
 b watercolour
 c landscape
- Are you higher up when sitting in the *stalls* or in the *gallery*?
- If you want to find sensational stories about celebrities, will you read a *quality newspaper* or a *tabloid*?
- If a newspaper prints and sells a lot of copies, it has a wide
 a circulation. b coverage. c editorial.
- Are MTV, TVP1 and BBC World TV *programmes* or TV *channels*?
- If you liked a film, which word would you not use to describe it?
 a convincing b far-fetched c spectacular

'To get back my youth I would do anything in the world, except take exercise, get up early, or be respectable.'

OSCAR WILDE (IRISH WRITER, 1854-1900)

THE HUMAN BODY

1 Match the parts of the body to the functions they are involved in.

- | | |
|-----------------------------------|--|
| 1 breathing | <input type="checkbox"/> a muscles, tendons, joints |
| 2 digestion | <input type="checkbox"/> b heart, veins, arteries |
| 3 movement | <input type="checkbox"/> c brain, spinal cord, neurons |
| 4 blood circulation | <input type="checkbox"/> d bronchi, lungs, nose |
| 5 controlling all other functions | <input type="checkbox"/> e stomach, small intestine, large intestine |

SICKNESS AND HEALTH

2 Complete the sentences with the verbs from the box in the correct form.

.....
cure heal injure recover treat wound
.....

- US military casualties in the Vietnam War included 58,209 killed and 153,452 _____.
- My neighbour was _____ in a car accident last year.
- We worried about him, but he _____ from the injuries faster than expected.
- One third of the patients have been entirely _____ of the disease.
- I've been _____ my cold with various natural remedies, but I don't seem to be getting better.
- It's a very small cut; don't touch it and it'll _____ by itself.

INJURIES

3 Complete the text with the words from the box.

.....
stitches sling scar crutches cast bandage
.....

Poor Andy has had a bad skiing accident. He broke his leg; now he's got a plaster 1 _____ on it and he walks on 2 _____. He's also got four 3 _____ in his forehead, covered with a 4 _____, because he cut himself rather badly when falling. And his right arm is in a 5 _____, so he cannot use it much! However, the doctor says he'll be fine; in two months, all you'll be able to see will be an attractive 6 _____ on his forehead.



DISEASES

4 Choose the correct word.

- When you suffer from **bronchitis**, you *cough* / *sneeze* a lot.
- Otitis** causes intense *backache* / *earache*.
- '**Pink eye**', or **conjunctivitis**, is an *eye* / *ear* infection.
- If you have **appendicitis**, your *stomach* / *head* hurts badly and you need surgery.
- Pneumonia** is an inflammation of the *liver* / *lungs*.
- Tuberculosis** (TB) is a serious *lung* / *heart* disease, from which many poor people, including some famous artists, died in the 19th century.
- If you hit your *elbow* / *head*, you may suffer from **concussion**.
- Many types of **cancer** are caused by *smoking* / *drinking*.
- Chicken pox** is a childhood disease which causes a *rash* / *swelling* on the whole body.
- Mumps** is a childhood disease which makes your *neck and face* / *arms and legs* swell and hurt.

DISABILITIES

5 Match the sentence beginnings and endings.

- | | |
|---|--------------------------|
| 1 Amputees | <input type="checkbox"/> |
| 2 Hearing-impaired people | <input type="checkbox"/> |
| 3 Mentally handicapped / intellectually disabled people | <input type="checkbox"/> |
| 4 People who suffer from brain damage | <input type="checkbox"/> |
| 5 Visually impaired people | <input type="checkbox"/> |
| a can't hear well. | <input type="checkbox"/> |
| b can't see, or can see very little. | <input type="checkbox"/> |
| c have significantly below-average intellectual ability. | <input type="checkbox"/> |
| d may lose the ability to speak or walk. | <input type="checkbox"/> |
| e need prosthetic legs or wheelchairs . | <input type="checkbox"/> |

HEALTH CARE PROFESSIONALS

6 Match the people to the health care professionals.

- | | |
|---|--------------------------|
| 1 Mrs Crawford has got problems with her hips. | <input type="checkbox"/> |
| 2 Luke doesn't like the shape of his nose. | <input type="checkbox"/> |
| 3 Tony thinks he's got the flu. | <input type="checkbox"/> |
| 4 Louise is going to have a baby and wants to prepare for childbirth. | <input type="checkbox"/> |
| 5 Little Sammy can't pronounce 's' very well. | <input type="checkbox"/> |
| 6 Virginia suffers from depression. | <input type="checkbox"/> |
| a speech therapist | d plastic surgeon |
| b psychiatrist | e midwife |
| c physiotherapist | f GP |

SPORTS

7 Label the sports.



1 _____



2 _____



4 _____



7 _____



3 _____



5 _____



6 _____

8 Three teenagers talk about their experiences connected with sports. Identify the sports they are talking about.

a We were at a disadvantage from the start: our best **striker** had been injured two days before during practice. But we still could have made it if it hadn't been for that **referee**. When Nick **scored**, the **ref** said it was **offside**, and then in **the second half** he awarded them a **penalty** for a **foul** that had never happened ... and Jack didn't manage to **defend** it. We lost four-one.

b It was a difficult match. They've got this **point guard** who's very good at **three-point shots**, and after the **second quarter** they were ten points ahead of us. Then the **coach** asked for **time-out**, told us off, **substituted** Tommy for Greg as **forward**, and you should have seen Tommy's **slam dunks**! And he's not even that tall! We finally won 74:68 in **overtime**.

c It was sheer pleasure to watch Laura play. In the first **game** she **served** three **aces**. Her opponent has a strong **forehand** and she managed to win the **second game**, but her **backhands** can't really compare with Laura's. When I heard the **umpire** say 'game, set, match to Miss Wood,' I was on the verge of tears ... I hope she does equally well in the **doubles**.

SPORTS EQUIPMENT

9 Match the sports to the equipment used to play them.

- | | | |
|--------------|---|-----------------------|
| 1 ice hockey | ■ | a racket, shuttlecock |
| 2 baseball | ■ | b racket, balls |
| 3 golf | ■ | c stick, puck |
| 4 snooker | ■ | d bat, glove, ball |
| 5 tennis | ■ | e club, balls |
| 6 badminton | ■ | f cue, balls |

SPORTS QUIZ

10 Choose the two correct answers to each question.

- Which sports are played on a court?
a tennis b basketball c baseball
- Which sports are played on a pitch?
a football b volleyball c rugby
- Which sports are played with bats?
a golf b cricket c table tennis
- Which sporting events take place on a track?
a running b motorcycle racing c archery
- Which verbs fit this phrase: 'to ... a sporting event'?
a hold b lead c organise
- Which are the correct collocations? Two athletes tested ... for performance-enhancing drugs.
a well b positive c negative

WORD BUILDING

11 Complete the sentences with words formed from the words in brackets.

- I can't go riding; I'm _____ (ALLERGY) to horses.
- After the operation, she made a remarkably speedy _____ (RECOVER).
- At the 2006 World Cup Michael Owen suffered an _____ (INJURE) which took him a year to recover from.
- Jesse Owens was an African American _____ (ATHLETICS) who won four gold medals at the 1936 Summer Olympics in Berlin.
- Most champion _____ (SKI) come from mountainous regions.
- Lance Armstrong is the only _____ (CYCLE) to have won the Tour de France seven consecutive times.
- My cousin's school certificate lists all his sporting _____ (ACHIEVE).

MATCHING ◀ 12

examWORKOUT

Connections in a text: conjunctions and relative pronouns

- 1 Complete the sentences with the linking words from the box.**

 after since thanks to which

- _____ there are twelve of us, we'll play in teams of five with one reserve player.
 - He had to stop playing for a year _____ he was injured.
 - The Inter-school Badminton Tournament, _____ was held for the first time this year, was the idea of two girls in my brother's class.
 - We were able to organise the tournament _____ the support of our parents
- 2 Cross out which or that wherever possible.**
- At our university you can do almost any sport that you like.
 - The first sport which I learned as a child was swimming.
 - Football is among the sports that need most stamina.
 - I didn't like any of the sports that were available at my school.
 - The first match that I played in was the first one that our team won that season.

- 3 Four parts of sentences (A–D) have been removed from the text below. Match them to the gaps (1–4).**
- A after women competitors were admitted to the modern Olympics in the early 20th century
 - B since men needed to be strong and fit in their role as warriors
 - C they tend to choose
 - D which were held every four years just as they are now

WOMEN IN THE OLYMPICS

In ancient times, athletic competition was seen as a male affair, ¹ _____. In the ancient Olympics, ² _____, women were not allowed even as spectators. Even ³ _____, there were few of them and they were discouraged from taking part in the more physically intensive sports. Today, women compete successfully in virtually all major areas of sport, and the sports disciplines ⁴ _____ depend on their individual predispositions rather than on any preconceived ideas about women's abilities.

SEVENTEEN GOLD MEDALS, THREE SILVERS AND TWO BRONZES. Along with swimmer Michael Phelps, she's arguably the most successful Olympic athlete in history. And yet, you've probably never heard of her. She's Ragnhild Myklebust from Norway and she won her twenty-two medals in skiing, shooting and ice sledge racing in five consecutive Winter Olympics from 1988 to 2002. The reason she's not better known? She was a Paralympian; a victim of childhood polio who skied sitting down.

The Paralympics were born of war. The idea of using sport to help the rehabilitation of World War II soldiers with spinal cord injuries was devised by Dr. Ludwig Guttmann, a leading German neurosurgeon exiled in the UK. He believed that sport could help his patients regain the physical strength and self-confidence ¹ _____. He had them play wheelchair polo and basketball and practise archery; and on the opening day of the 1948 London Olympic Games, he organised the first competition for disabled soldiers with just two teams of paraplegic* archers. The event was repeated annually until 1960, when the first official Paralympics were held in Rome. No longer restricted to war veterans, the Games boasted 400 wheelchair athletes from twenty-three countries.

The name Paralympics originally meant 'Olympics for paraplegics'. However, ² _____



this meaning is no longer appropriate. Today the name is said to derive from the Greek word *pará* meaning 'alongside', so Paralympics means 'Alongside the Olympics'. The first truly parallel Games took place in Seoul 1988, when for the first time many Paralympians and Olympians shared the same venues.

The twenty sports on the Summer Paralympic Games programme currently include track and field athletics, football, cycling, horse-riding, swimming, sailing, powerlifting, judo, rowing, volleyball and even wheelchair rugby. The winter sports include skiing, shooting, ice sledge hockey and curling.

Paralympians are divided into six different disability groups, including wheelchair athletes, the visually impaired, athletes with brain damage and amputees. ³ _____ the athletes' scores or times are adjusted to reflect their degree of disability. The focus, however, is not on disabilities, but on athletic achievements. The Paralympians are athletes, not patients. In the wheelchair marathon the top competitors complete the course in eighty minutes, more than forty minutes faster than the able-bodied world record; hand cyclists ride at 30mph and some Paralympic powerlifters lift heavier weights than their able-bodied counterparts do.

TRUE/FALSE/NO INFORMATION ◀◀8

examTASK

4 Six sentences have been removed from the text. Read it and complete gaps 1–6 with sentences A–G. There is one extra sentence that you do not need to use.

- A after it was revealed
- B before they gained widespread popularity
- C since the Games are not limited to paraplegics any more
- D thanks to an increase in media attention
- E they needed for a normal life
- F which give hope to disabled athletes
- G within each category

5 Read again and answer the following questions. Which of the facts do you find surprising / unsurprising / impressive? Why?

- 1 Why is Ragnhild Myklebust special?
- 2 What was the origin of the Paralympics?
- 3 Where does the name 'Paralympics' come from?
- 4 What is striking about the achievements of disabled athletes described in paragraph five?
- 5 Why was the category of intellectually disabled athletes suspended from the Paralympic games?

6 Match the words to make collocations.

- | | | |
|---------------|---|------------|
| 1 gold | ■ | a event |
| 2 physical | ■ | b name |
| 3 banned | ■ | c deal |
| 4 sponsorship | ■ | d strength |
| 5 sporting | ■ | e drugs |
| 6 household | ■ | f medal |

Unfortunately, there is another similarity with the Olympics: cheats. There have been several cases of Paralympians testing positive for banned drugs, but the worst scandal took place at the 2000 Summer Paralympics in Sydney. The Spanish team lost their Intellectual Disability basketball gold medals ⁴ ___ that some of the players were not intellectually disabled. The Spanish Federation for Mentally Handicapped Sports had included them to raise the profile of the Paralympic team in order to obtain more lucrative sponsorship deals. The category of intellectually disabled was subsequently suspended from the Games.

In terms of participants the Paralympics are now the world's second largest sporting event after the Olympics. In Beijing 2008 there were 4,200 athletes from 148 countries. ⁵ ___ the Games and athletes are gaining steadily in popularity. Perhaps the next Ragnhild Myklebust will be a household name.

But even if the top Paralympians remain relatively unknown, it won't reduce the drama and excitement of these marvellous Games, ⁶ ___, enabling them to achieve sporting excellence and inspire spectators the world over. The Paralympic motto sums it up: 'spirit in motion'.

* paraplegic – a disabled person unable to move the lower part of their body, including their legs

1 Look at the picture. What are the girl and boy talking about?



"I WENT ROUND THE COURSE IN TEN UNDER PAR. 18 HOLES IN ONLY 62 SHOTS!"

examTASK

2 CD2-07 You are going to hear a conversation about sports. Are the statements true (T), false (F) or is there no information (NI)?

- 1 Jamie's forehand is very good.
- 2 Jamie and Gwen both think the rules of baseball are incomprehensible.
- 3 Jamie and Gwen also like winter sports.
- 4 Gwen does the activities in an organised and systematic way.
- 5 The man thinks Jamie and Gwen are typical of young people today.

3 Discuss the following questions in pairs:

- Do you play computer sports games? Why / Why not?
- If you do, which ones do you like best?
- Do you think computer sports games are good for your health? In what ways?

4 In the following lines from the dialogue, which sports are being referred to? Match.

- 1 When you get to such a high standard, your opponents are really good. They serve really fast; they put spin on the ball.
- 2 Last weekend I went round the course in ten under par. Eighteen holes in only sixty-two shots.
- 3 I prefer batting to bowling.
- 4 It helps me concentrate and keeps me flexible.
- 5 You can pull a muscle if you don't warm up properly.

- | | | | | | |
|------------|---|-----------|---|--------|---|
| a baseball | ■ | c jogging | ■ | e yoga | ■ |
| b golf | ■ | d tennis | ■ | | |

5 In pairs, tell each other about a sport you like. Include the following information:

- what you like about it,
- your strong and weak points.

TALKING ABOUT PHOTOS ◀35

1 Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 162. Choose at least five words and phrases you want to use. Some of the words can go with both tasks.

- | | |
|--------------------------|----------------------|
| outdoor/indoor activity | wheelchair |
| work out | assistive technology |
| overall fitness | risk |
| stamina | adrenalin |
| accessible/accessibility | rock climbing |
| strong muscles | wheelchair ramp |
| visually impaired | exercise machine |
| large print | spectacular views |

2 Work in pairs.

STUDENT A

Do the exam task on this page. Student B asks the questions on page 162.

STUDENT B

Do the exam task on page 162. Student A asks the questions on page 162.

examTASK

Look at the two photos of disabled people using accessibility facilities. Compare and contrast the photos. The following ideas may help you, but you can suggest others as well.

- the type of disability
- the problems faced by the people
- the facilities available
- help from other people
- anything else?



SENTENCE TRANSFORMATIONS ◀22

examWORKOUT

Indirect speech

1 Choose the correct form.

- 1 The referee refused *listening / to listen* to us.
- 2 The organisers explained *postponing the game / that the game had been postponed*.
- 3 Sophie suggested *to go / going* swimming.
- 4 The player denied *to touch / that he'd touched* the ball with his hand.
- 5 The PE teacher reminded us *to bring / that we bring* our football kits.

2 Match the reporting verbs from the box to the patterns which can follow them. Some verbs can be followed by more than one pattern.

claim deny encourage explain inform offer remind refuse suggest warn

1 Verb + that + verb with tense change

The surgeon **said** (*that*) the patient was out of danger.
Other verbs: claim, _____

2 Verb + object + that + verb with tense change

The coach **told us** (*that*) we must win.
Other verbs: _____

3 Verb + to + infinitive

The goalkeeper **threatened to leave** the team.
Other verbs: _____

4 Verb + object + to + infinitive

The doctor **advised me to take up** yoga.
Other verbs: _____

5 Verb + ing

The athlete **denied using** banned substances.
Other verbs: _____

examTASK

3 Rewrite the sentences so that the meaning is the same as in the original sentences.

- 1 'We lost the match because of unfair refereeing,' said the captain.
The captain claimed _____ because of unfair refereeing.
- 2 'I'll help you find the facilities you need,' the support worker said to the student.
The support worker offered _____ the facilities she needed.
- 3 'Do not start playing before your leg heals completely,' the doctor said to the footballer.
The doctor warned _____ before his leg healed completely.
- 4 'Flu vaccination is available at a special student rate,' the nurse said to us.
The nurse informed _____ available at a special student rate.
- 5 'Let's go to the match on Saturday,' said Mark.
Mark suggested _____ on Saturday.

DESCRIPTION OF AN EVENT ◀26

examWORKOUT

Details make the description come alive

1 Read a student's description of a sporting event. Underline examples of:

- visual description
- sounds
- vocabulary related to sport
- adjectives used to evaluate.

Even though I was quite young at the time, I have vivid recollections of the 2004 Summer Olympics in Athens, which I followed enthusiastically on TV. They were considered especially important, because they were held in the country where the Olympic Games originated in antiquity.

I was spellbound by the opening ceremony. There were spectacular fireworks, followed by a parade of characters from Greek mythology and people dressed as ancient statues, gliding and dancing through the stadium to evocative music.

In the days that followed, we watched the sporting events with great excitement. I am keen on swimming, and in Athens two amazing swimmers competed for gold: the Australian Ian Thorpe, nicknamed the Thorpedo, and the American Michael Phelps. Thorpe won the 200 metre freestyle, which some commentators called 'the race of the century', establishing a new Olympic record. But it was Phelps who went home with six gold medals, having broken his own world record in the 400 metre medley. I remember seeing both of them on the podium and wondering if I could ever achieve what they had achieved.

The closing ceremony was another grand show, with performances of traditional dances from various regions of Greece.

I enjoyed watching the games, and I was especially impressed by the careful, artistic preparation of the opening and closing ceremonies. I still believe that all sporting events could benefit from an elegant, imaginative setting. It might perhaps make them more civilised and closer to the spirit of ancient Greece.

examTASK

Describe a sporting event that made a great impression on you because of the atmosphere.

H E A L T H

THE HUMAN BODY

CIRCULATORY SYSTEM

artery /'ɑ:təri/
 blood circulation /'blʌd sɜ:kjə'leɪʃən/
 blood vessels /'blʌd 'veslz/
 circulatory system /,sɜ:kju'leɪtəri 'sɪstəm/
 vein /veɪn/

DIGESTIVE SYSTEM

digestion /daɪ'dʒestʃən/
 digestive system /daɪ'dʒestɪv 'sɪstəm/
 liver /'lɪvə/
 small/large intestine /smɔ:l, lɑ:dʒ m'testən/
 stomach /'stʌmək/

LOCOMOTOR SYSTEM

joints /dʒɔɪnts/
 ligament /'lɪgəmənt/
 locomotor system /ləʊkəu'məʊtə 'sɪstəm/
 muscle /'mʌsəl/
 tendon /'tendən/

NERVOUS SYSTEM

brain /breɪn/
 nervous system /'nɜ:vəs 'sɪstəm/
 neurons /'nju:ərɒnz/
 spinal cord /,spʌml 'kɔ:d/

RESPIRATORY SYSTEM

breathing /'bri:ðɪŋ/
 bronchi /'brɒŋkai/
 lungs /lʌŋz/
 respiratory system /rɪ'spɪrətəri 'sɪstəm/

SICKNESS AND HEALTH

be allergic to sth /bi ə'li:ʒɪk tə ,sʌmθɪŋ/
 catch a cold /kætʃ ə 'kəʊld/
 come down with the flu /kʌm ,daʊn wɪð ðə 'flu/
 contract an infectious disease /kən'trækt ən ɪn'fekʃəs dɪ'zi:z/
 cure /kjʊə/
 have/undergo surgery /hæv, ,ʌndə'gəʊ 'sɜ:dʒəri/
 heal /hi:l/
 make a speedy recovery /meɪk ə ,spi:di rɪ'kʌvəri/
 plastic surgery /plæstɪk 'sɜ:dʒəri/
 recover (from sth) /rɪ'kʌvə frəm ,sʌmθɪŋ/
 recovery /rɪ'kʌvəri/
 regain (physical) strength /rɪ'geɪn ,fɪzɪkəl streŋθ/
 surgery /'sɜ:dʒəri/
 suffer (from) /'sʌfə frəm/
 treat /tri:t/
 treatment /'tri:tmənt/

INJURIES

bandage /'bændɪdʒ/
 bruise /bru:z/
 cut /kʌt/
 in plaster (BrE)/in a plaster cast (AmE) /ɪn 'plɑ:stə, ɪn ə 'plɑ:stə kɑ:st/
 injure (oneself) /'ɪndʒə wʌn'self/
 injury /'ɪndʒəri/
 plaster (BrE)/Band-Aid (AmE) /'plɑ:stə, 'bænd eɪd/
 pull a muscle /pul ə 'mʌsəl/
 scar /skɑ:/
 scratch /skrætʃ/
 sling /slɪŋ/
 sprain your wrist /spreɪn jə 'rɪst/

stitches /'stɪtʃɪz/
 suffer minor injuries /'sʌfə ,maɪnə 'ɪndʒərɪz/
 twist an ankle /twɪst ən 'æŋkəl/
 walk on crutches /wɔ:k ɒn 'krʌtʃɪz/
 wound /wu:nd/

REMEDIES

antibiotics /,æntɪbaɪ'ɒtɪks/
 flu vaccination /'flu: vækseɪ'neɪʃən/
 have an injection /hæv ən ɪn'dʒɛkʃən/
 lozenges /'ləʊzɪndʒɪz/
 natural remedies /,nætʃərəl 'remədɪz/
 ointment /'ɔɪntmənt/
 painkillers /'peɪn,kɪləz/
 prescription drugs /prɪ'skrɪpʃən drʌgz/
 remedy /'remədi/
 syringe /sə'rɪndʒ/
 vaccine /'væksɪn/

SYMPTOMS

backache /'bækəɪk/
 cough /kɒf/
 cramp /kræmp/
 earache /'iəreɪk/
 runny nose /,rʌni 'nəʊz/
 sneeze /sni:z/
 stiff legs /stɪf 'legz/

DISEASES

allergy /'ælədʒi/
 appendicitis /ə'pendə'saɪtəs/
 bronchitis /brɒŋ'kaɪtəs/
 cancer /'kænsə/
 chicken pox /'tʃɪkən pɒks/
 chronic disease /,krɒnɪk dɪ'zi:z/
 concussion /kən'kʌʃən/
 conjunctivitis /kən,dʒʌŋktɪ'vaɪtəs/
 diabetes /,daɪə'bi:ti:z/
 heart disease /'hɑ:t dɪ'zi:z/
 hepatitis /,hepə'taɪtəs/
 inflammation /,ɪnflə'meɪʃən/
 jaundice /'dʒɔ:ndəs/
 mumps /mʌmps/
 otitis /əʊ'taɪtɪs/
 pink eye /pɪŋk 'aɪ/
 pneumonia /nju:'məʊniə/
 polio /'pəʊliəʊ/
 the flu /ðə 'flu:
 tuberculosis (TB) /tju:bə'kjə'ləʊsəs, ,ti: 'bi:/

DISABILITIES

amputation /,æmpjə'teɪʃən/
 amputee /,æmpjə'ti:
 brain damage /'breɪn ,dæmɪdʒ/
 deaf /def/
 hard of hearing/hearing-impaired /hɑ:d əv 'hiəriŋ, 'hiəriŋ ɪm'peəd/
 intellectually disabled /ɪntəl'ektjuəli dɪ'seɪbld/
 mentally handicapped /,mentəli 'hændɪkæpt/
 mute /nju:t/
 paraplegic /,pærə'pli:dʒɪk/
 prosthetic leg /prɒs'tetik 'leg/
 visually impaired person /,vɪʒuəli ɪm'peəd 'pɜ:sən/
 wheelchair /'wi:l'tʃeə/

HEALTH CARE PROFESSIONALS

cardiologist /,kɑ:di'blɒdʒɪst/

GP (general practitioner) /,dʒɪ: 'pi: ,dʒenərəl præk'tɪʃənə/
 midwife /'mɪdwaɪf/
 neurosurgeon /'nju:ərəʊ'sɜ:dʒən/
 paediatrician /,pi:diə'triʃən/
 physiotherapist /,fɪziəʊ'therəpɪst/
 plastic surgeon /,plæstɪk 'sɜ:dʒən/
 psychiatrist /saɪ'kɪətrɪst/
 speech therapist /'spi:tʃ ,θerəpɪst/

S P O R T

GENERAL

banned drugs /bænd 'drʌgz/
 compete /kəm'pi:t/
 extratime/overtime /'ekstrətaɪm, 'əʊvətəɪm/
 foul /faʊl/
 lift weights /lɪft 'weɪts/
 performance-enhancing drugs /pə'fɔ:məns ɪn'hɑ:ntɪŋ drʌgz/
 physical strength /fɪzɪkəl 'streŋθ/
 play in teams of five /pleɪ ɪn ti:mz əv 'faɪv/
 referee (ref) /,refə'ri:, ref/
 stamina /'stæməni:
 sporting achievement /'spɔ:tɪŋ ə'tʃi:vmənt/
 substitute /'sʌbstɪtju:t/
 track /træk/
 warm up properly /wɔ:m 'ʌp ,prɒpəli/

SPORTS

archery /ɑ:tʃəri/
 athletics/track and field (AmE) /æθ'letɪks, træk ən 'fi:ld/
 car rally /'kɑ: ræli/
 high jump /'haɪ dʒʌmp/
 javelin /'dʒævələn/
 long jump /'lɒŋ dʒʌmp/
 pole vault /'pəʊl vɔ:lt/
 powerlifting /'paʊərlɪftɪŋ/
 relay (race) /'ri:leɪ reɪs/
 rowing /'rəʊɪŋ/
 ski-jumping /'ski: dʒʌmpɪŋ/
 water polo /'wɔ:tə ,pəʊləʊ/
 weightlifting /'weɪtlɪftɪŋ/

FOOTBALL

football pitch /'fʊtbɔ:l pɪtʃ/
 goal /gəʊl/
 goalkeeper /'gəʊl,kɪ:pə/
 linesman /'laɪnz mən/
 offside /ɔf'saɪd/
 own goal /əʊn 'gəʊl/
 pass /pɑ:s/
 penalty /'penlɪ/
 score /skɔ:/
 striker /'straɪkə/
 the first/second half /ðə fɜ:st, 'sekənd 'hɑ:f/
 win in extratime/overtime /wɪn ɪn 'ekstrətaɪm, 'əʊvətəɪm/
 winger /'wɪŋə/

hockey helmet



hockey puck

BASKETBALL

basketball court /'bɑ:skətbɔ:l kɔ:t/
forward /'fɔ:wəd/
point guard /'pɔɪnt gɑ:d/
quarter /'kwɔ:tə/
slam dunk /'slæm dʌŋk/
three-point shot /θri: pɔɪnt 'ʃɒt/
time-out /taɪm 'aʊt/

TENNIS

doubles /'dʌblz/
forehand/backhand /'fɔ:hænd, 'bækhænd/
game/set/match to ... /geɪm, set, mætʃ tə/
put a spin on the ball /put ə spin ɒn ðə 'bɔ:l/
serve an ace /sɜ:v ən 'eɪs/
tennis court /'tenəs kɔ:t/
umpire /'ʌmpaɪə/

SPORTS EQUIPMENT

baseball bat /'beɪsbɔ:l bæʔ/
cue /kju:/
golf club /'gɒlf klʌb/
hockey stick /'hɒki stɪk/
puck /pʌk/
racket /rækət/
shuttlecock /'ʃʌtlɪkɒk/
table tennis bat /'teɪbəl ,tenəs bæʔ/

PEOPLE IN SPORT

athlete /'æθli:t/
coach /kəʊtʃ/
competitor /kəm'petətə/
cyclist /'saɪklɪst/
opponent /ə'pəʊnənt/
participant /pɑ:'tɪsəpənt/
reserve player /rɪ'zɜ:v ,pleɪə/
skier /'ski:ə/

SPORTING EVENTS

hold/organise a sporting event /həʊld, ɔ:gənəɪz ə 'spɔ:tɪŋ ɪ,vent/
local tournament /,ləʊkəl 'tʊənmənt/
Paralympics /,pærə'lɪmpɪks/
cup /kʌp/
the Olympic Games/the Olympics /ði ə,lɪmpɪk 'ɡeɪmz,
 ði ə'lɪmpɪks/
venue /'venju:/

QUICK REVISION

1 Complete the table with nouns.

VERB	NOUN
1 recover	
2 injure	
3 treat	
4 achieve	

2 Match the health problems to the treatments.

- | | | |
|-------------------|---|------------------|
| 1 broken leg | ■ | a speech therapy |
| 2 a bad cut | ■ | b antibiotics |
| 3 backache | ■ | c stitches |
| 4 pneumonia | ■ | d plaster cast |
| 5 speech problems | ■ | e physiotherapy |

3 Answer the questions.

- Which of these is not part of the digestive system?
 a stomach b lung c intestine
- Which illness causes earache?
 a otitis b bronchitis c appendicitis
- Which illness causes red spots to appear on the body?
 a mumps b tuberculosis c chicken pox
- For which two games do you use a bat?
 a baseball
 b table tennis
 c badminton
- What game do all of these terms refer to: *striker, referee, penalty, half-time*?
- What game do all of these terms refer to: *serve, doubles, forehand, set*?
- Which of these games is not played on a court?
 a basketball
 b volleyball
 c rugby
- Which verb completes the collocation: 'to _____ a sporting event'?
 a do b hold c make
- Which verb completes the collocation: 'to _____ from injuries'?
 a cure b heal c recover



'Normal people believe that if it ain't broke, don't fix it. Engineers believe that if it ain't broke, it doesn't have enough features yet.'

SCOTT ADAMS (AMERICAN CARTOONIST, B. 1957)

AREAS OF SCIENCE

- 1 Match the words from the box to the areas of science they are mainly used in. Before checking the answers, try to do Exercise 2.

cell compound coordinate system element
 elementary particle equation gravity molecule
 orbit organ solar system species universe
 variable velocity

ASTRONOMY	_____
BIOLOGY	_____
CHEMISTRY	_____
MATHEMATICS	_____
PHYSICS	_____

- 2 Complete the sentences with the words from Exercise 1. Sometimes you need to use a plural form.

ASTRONOMY

- The Sun and the planets orbiting it make up the _____.
- The Moon makes one complete _____ around the Earth in approximately 27.3 days.
- It was discovered in the 20th century that the _____ is expanding.

BIOLOGY

- The smallest organisms consist of one _____.
- There are approximately one million known _____ of insects on earth.
- In the last Biology lesson, we had to draw and label various internal _____: the liver, kidneys and so on.

CHEMISTRY

- Maria Skłodowska-Curie discovered the chemical _____ polonium and radium.
- In 1785 Antoine Lavoisier demonstrated that water is a _____ of hydrogen and oxygen.
- A _____ of hydrochloric acid consists of one atom of hydrogen and one of chlorine.

MATHEMATICS

- In secondary school we learned to solve quadratic _____ – at least some of us did.
- In the expression $ax^2 + bx + c$, a, b and c are coefficients and x is the _____.
- The Cartesian _____ allows you to describe every point on a plane using a pair of numbers.

PHYSICS

- _____ is the force with which objects with mass attract one another, described by Newton.
- The _____ of light is a constant; its value is 299,792,458 metres per second.
- The electron is an _____ with a negative charge.

SCIENTISTS AT WORK

- 3 Read the text. For each gap decide whether the missing word is a verb or a noun. Then fill in the gaps with the words from the box below. Change the form of the word if necessary.

Verbs: analyse collaborate confirm formulate investigate publish reject

Nouns: evidence experiment factor group link records research

28 | The Science Journal

In the late 1940s, a young medical student called Ernst Wynder at Washington University became intrigued when carrying out an autopsy of a heavy smoker who had died from lung cancer. It was then that Wynder first ¹_____ his hypothesis that smoking might be a risk ²_____ for cancer. He started ³_____ case histories of heavy smokers. His ⁴_____ brought him into contact with Dr Evarts A. Graham. Although he was skeptical about the idea at first, Graham allowed Wynder access to his ⁵_____, and soon started ⁶_____ with the young man on the ambitious project. Together, Wynder and Graham interviewed hundreds of patients. They ⁷_____ their findings statistically and used a control ⁸_____. They carried out ⁹_____ on mice which further ¹⁰_____ their hypothesis. They amassed a huge body of ¹¹_____ linking smoking and cancer. In 1950 the *Journal of the American Medical Association* ¹²_____ their report – the first major study to demonstrate the ¹³_____ between smoking and cancer. After that, it was only tobacco companies that continued to ¹⁴_____ the idea that smoking and cancer are related.

TECHNOLOGY

4 Match the inventions to the devices in which they have been used.

- | | |
|----------------------------------|--------------------------------|
| 1 the wheel | a aeroplanes |
| 2 gunpowder | b all electrical appliances |
| 3 the printing press | c all small electronic devices |
| 4 lenses | d books |
| 5 alternating current | e cars |
| 6 the steam engine | f glasses and telescopes |
| 7 the internal combustion engine | g locomotives |
| 8 the jet engine | h modern weapons |
| 9 the microchip | i most vehicles |

5 Label the objects in the picture.

plug electric shaver adapter socket light bulb hairdryer



6 Complete the leaflet with the words from Exercise 5.

UK VISITORS – TRAVELLING GUIDE

- When travelling to the UK, it's worth remembering not only that the British drive on the left and that distances on motorway signs are given in miles, but also that the electric ¹ _____ are different from the ones on the continent. If you're taking your own ² _____ or electric ³ _____, its ⁴ _____ will not fit unless you get a special ⁵ _____.
- Also, if you decide to buy yourself an English lamp to take home, check what kind of light ⁶ _____ it needs – you may have a problem replacing it.

COMPUTERS

7 Complete the sentences with the words from the box.

shortcuts memory stick responding peripherals resolution responding inbox extension

- Printers, speakers, scanners and other devices you can attach to a computer are called _____.
- To get good picture quality, you need a good screen _____.
- The icons on your desktop provide _____ to the programs and files you use most often.
- Picture files can have the _____ .jpg or .bmp.
- When a program freezes up, it stops _____.
- I haven't printed out my essay yet, but I've got it here on my _____.
- On the morning of my birthday I found fifty new emails in my _____.

8 What do these abbreviations stand for? Use the words below to help you.

- | | | |
|----------------|---------|-------|
| 1 www – _____ | DISC | LOCAL |
| 2 http – _____ | WEB | BUS |
| 3 RAM – _____ | MEMORY | AREA |
| 4 DVD – _____ | DISPLAY | |
| 5 LCD – _____ | | |
| 6 LAN – _____ | | |
| 7 USB – _____ | | |

ACCESS CRYSTAL DIGITAL
 HYPertext PROTOCOL
 NETWORK LIQUID VERSATILE WIDE
 RANDOM SERIAL UNIVERSAL
 TRANSFER WORLD

WORD BUILDING

9 For each of the four basic arithmetic operations, write the verb and the noun.

	OPERATION	VERB	NOUN
1	2+2 = 4	ADD	
2	4-2 = 2		SUBTRACTION
3	2x2 = 4	MULTIPLY	
4	4÷2 = 4		DIVISION

10 Complete the sentences with words formed from the words in brackets. Practise pronouncing the words.

- Bertrand Russell was a British philosopher and _____ (MATHEMATICS).
- The American _____ (CHEMISTRY) Linus Pauling won two Nobel Prizes: in Chemistry in 1954 and the Peace Prize in 1962.
- The German _____ (PHYSICS) Max Planck is considered to be the founder of quantum theory.
- Arthur Evans was a British _____ (ARCHEOLOGY) who excavated the Knossos Palace in Crete.
- The German-American _____ (PSYCHOLOGY) Karen Horney wrote extensively about neurosis.

1 In pairs, discuss the good and bad effects of the following technologies on their users.

- TV
- the Internet
- video games
- mobile phones

WHAT AFFECTS YOUR BRAIN
NEWSLETTER

MIND-ALTERING MEDIA

OUR BRAINS RESPOND TO OUR ENVIRONMENT. THE TOOLS WE USE CHANGE THE WAY WE THINK AND ACT. BUT IS TODAY'S TECHNOLOGY GOOD OR BAD FOR OUR MINDS? TO FIND OUT WE INVESTIGATED FOUR ASPECTS OF MODERN TECHNOLOGY.

A TV

TV can be a source of education and enlightenment. You can learn a lot from documentaries and even from soaps or game shows. Indeed, IQ scores have been rising since TVs started invading our homes in the 1950s. However, watching too much TV has obvious drawbacks. Studies have shown a direct correlation between the time spent watching TV and falling educational standards. The more time children and teenagers spend gaping at the screen, the higher the risk they will suffer from insomnia, attention deficit disorders and learning difficulties. What's more, young TV addicts are much more likely to become physically and verbally aggressive. A study carried out over seventeen years at Columbia University found that fourteen-year-olds who watch over three hours of TV per day go on to commit five times as many violent acts as those who watch less than one hour a day.

B VIDEO GAMES

Unlike TV, video games offer an interactive experience: gamers not only observe acts of violence, they perform them. This often leads to claims that video games cause violence in real life. However, it remains unclear whether playing violent games makes you aggressive, or whether aggressive people are attracted to violent games. On one hand, were there a clear link between games and violence, the rate of violent crime in the USA should be

rising, while, in fact, it is falling. On the other hand, studies in Japan and the USA have shown that violent games increase the likelihood of children and teens becoming involved in fighting or bullying.

On the plus side, playing video games improves our speed of reaction and our spatial awareness. Modern games have complex plots that require sophisticated problem-solving. As a result gamers can see things more quickly, assimilate more data, and multi-task more successfully.

C THE INTERNET

The effects the Internet may have on our minds are hard to measure because it is such a vast and varied resource. So much depends on how you use it. Curiously, although surfing the net is usually a solitary activity, many features of the Internet, like social networking sites, actually help us become more sociable. What's more, it has been found that using the Internet can keep you young, mentally at least. Older people who regularly search the web were found to be stimulating the parts of the brain that control decision-making and complex

reasoning. Potentially, this could help slow down the physiological ageing of the brain.

D MOBILE PHONES

Some people claim that texting is leading to a decline in literacy skills, while others argue that mobile phones, like the Internet, help people become more sociable and to communicate in new ways.

However, whether mobiles affect our brains or not, they certainly appear to be changing our thumbs. Apparently, the digital natives who grow up with text messages and game pads are developing stronger, more dexterous thumbs and are using them, and not their index fingers, to ring door bells or to point. In Japan this generation is called: 'the thumb tribe'.

There seems little doubt that modern technology does affect us. However, it would be simplistic to state categorically that the effects are entirely good or bad. Like many things in life, it depends how you use it and clearly, it is better in moderation than in excess.



examTASK

2 Read the text. Match paragraphs A–D to sentences 1–9. Some sentences may refer to more than one paragraph.

According to the article, which of the media described ...

- 1 affects the users' hands? D
- 2 can enhance your reaction speed? E
- 3 encourages social interaction? F
- 4 may cause sleeplessness? G
- 5 has been blamed for causing violent behaviour? H
- 6 involves the user most? I
- 7 is said to affect the users' reading and writing ability? J
- 8 might help people stay young? K
- 9 provides the most diverse opportunities? L

3 Complete the following sentences from the text. What is your reaction to each of them? Give reasons.

- a I already knew this.
 - b I didn't know it, but it seems obvious.
 - c I find it surprising.
 - d I don't believe it's true.
- A Studies have shown a direct _____ between the time spent watching TV and falling educational standards.
- B It remains _____ whether playing violent games makes you aggressive, or whether aggressive people are attracted to violent games.
- C What's more, it has been _____ that using the Internet can keep you young, mentally at least.
- D Some people _____ that texting is leading to a decline in literacy skills.

4 Discuss the following questions in pairs.

- 1 Which of the technologies described in the article do you use frequently?
- 2 Do they affect you in the ways described in the article? Give specific examples.
- 3 Do you know anyone who uses any of the technologies too much? What effect does it have on that person?
- 4 'The Internet: so much depends on how you use it.' Discuss examples of:
 - a situation in which the Internet was a great help to someone in a serious situation,
 - the worst, most disgusting thing you've ever seen on the Internet.
- 5 Should the content posted on the Internet be controlled or censored in some way? To what extent? Why? / Why not?

MATCHING ⬅️

1 Match the following terms to the areas of science they are used in.

gas tank light year nitric acid predator reaction
red giant sexual reproduction jet engine
the structure of DNA test tube white dwarf

Biology: _____, _____, _____
Chemistry: _____, _____, _____
Astronomy: _____, _____, _____
Engineering: _____, _____

examTASK

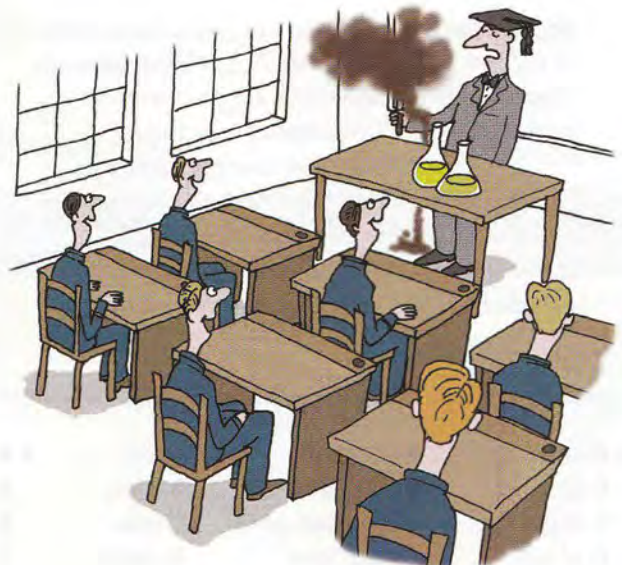
2 CD2-08 You're going to hear four people talking about the first time they came into contact with the sciences. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need to use.

- A Conversations with my friend inspired me to study science.
- B I surprised one of my parents by acquiring knowledge from an unexpected source.
- C I surprised some people with the knowledge I had at an early age.
- D My interest in science was aroused by an unconventional lesson.
- E The Science lessons in my school were not very interesting.

1 2 3 4

3 In pairs, discuss your early encounters with science. Use the following points and your own ideas.

- The earliest encounter with science I remember.
- An experience which discouraged me from learning about science.
- An experience which convinced me science is interesting.



MULTIPLE CHOICE ◀20

examWORKOUT

The correct word or phrase in a given context

1 Complete the sentences with the words and phrases from the boxes.

A aged / at the age / in the age / of age

- 1 She became interested in science _____ of six.
- 2 In Korea you don't come _____ until you're twenty.
- 3 Finding information is easy _____ of the Internet.
- 4 The prize was awarded to two brothers _____ twelve and fourteen.

B came up / found out / turned out / turned up

- 1 It _____ that we had been wrong.
- 2 We _____ that we had been wrong.
- 3 New evidence _____ showing that we had been wrong.
- 4 He _____ with a brilliant new idea.

C disagreement / disappointment / disapproval / distaste

- 1 Her decision to become a scientist met with her parents' _____.
- 2 He looked around the filthy lab in _____.
- 3 The failure of the experiment was a big _____ to us.
- 4 There is considerable _____ over the method to be used in the study.

examTASK

2 Read the text below and choose the correct answers.



My First Science Lesson

from *The Age of Wonder* by Richard Holmes

In my first Chemistry class, ¹_____ of fourteen, I successfully precipitated a single crystal of mineral salts. This elementary experiment ²_____ by heating a solution of copper sulphate (I think) over a Bunsen burner and leaving it to cool overnight. The next morning there it lay at the bottom of my carefully labelled test tube: a single beautiful crystal, the size of a flattened

Glacier Mint, a miniature ziggurat with a faint blue opalescence, propped up against the inside of the glass (too big to lie flat), monumental and mysterious to my eyes. No one else's test tube held anything but ³___ feeble grains. I was triumphant, my scientific future assured. But it ⁴___ that the chemistry master did not believe me. The crystal was too big to be true. He said (not at all unkindly) that I ⁵___ it, and slipped a piece of coloured glass into the tube instead. It was quite a good joke. I implored him, 'Oh, test it, sir, *just test it!*' But he refused, and moved on to other matters. In that moment of helplessness ⁶___ I think I first glimpsed exactly what real science should be. To add to it, years later I learned the motto of the Royal Society: *Nullius in Verba* – 'Nothing Upon Another's Word.' I have never forgotten this incident, and have often related it to scientific friends. They nod sympathetically, though they tend to add that I did not (as a matter of chemical fact) precipitate a crystal at all – what I did was to seed one, a rather different process.

- | | | | | | |
|----------------|-----------------|------------|---------------|-------------------------|--------------------|
| 1 A in the age | 2 A has done | 3 A few | 4 A found out | 5 A had obviously faked | 6 A disappointment |
| B aged | B was done | B a few | B turned up | B must obviously fake | B disagreement |
| C at the age | C has been done | C little | C came up | C have obviously faked | C disapproval |
| D of age | D had done | D a little | D turned out | D would obviously fake | D distaste |

SPEAKING ON A SET TOPIC ◀◀36

examWORKOUT

Supporting ideas with examples

1 Read the following statement. In pairs, discuss your opinions on it, using specific examples to support your ideas.

Whether the Internet is a good or a bad thing depends on how you use it. Do you agree?

2 **CD2-09** Listen to a student talking on this topic. Note down the specific examples she gives of the points below. Are any of the examples the same as yours?

• Finding information online:

• Communicating with the people you love

• People getting organised

• Free speech

• Bad uses of the Internet

examTASK

3 Choose one of the statements below. Prepare to present your opinion by listing the specific examples you are going to use. Present your opinions in pairs.

- 1 *Our scientific power has outrun our spiritual power. We have guided missiles and misguided men.* How do you understand this statement by Martin Luther King and to what extent do you agree with it?
- 2 *Getting information off the Internet is like taking a drink from a fire hydrant.* How do you understand this statement and to what extent do you agree with it?

STORY ◀◀25

examWORKOUT

Details add variety to a story

1 Read the exam task at the bottom of the page. What two important elements must the story contain?

The character lacks competence in handling modern _____.

The character brings _____ upon himself / herself.

2 Choose a time setting for your story. The technology used by the character will depend on it.

- a The present – the modern technology we use today.
- b The past – the technology that was considered modern a century or several centuries ago (the telephone? electricity? a gun?)
- c The future – technology of the imaginary science-fiction kind.

3 Details make the story come alive. Match the examples of details (a–f) to the categories (1–6).

- | | |
|--|-------|
| 1 details of the scenery | _____ |
| 2 colours / sounds / smells / tastes | _____ |
| 3 the expressions on people's faces | _____ |
| 4 body language (gestures) | _____ |
| 5 a detail that emphasises the seriousness of the danger | _____ |
| 6 a line or two of dialogue | _____ |
- a The heat from the rapidly spreading fire made it difficult to think.
 - b Zoe covered her face with her hands.
 - c 'I've got a bad feeling about this,' said Peter.
 - d The device was making a strange noise; a long, high-pitched wail.
 - e It was an enormous room, so high that you could hardly see the ceiling.
 - f They stared open-mouthed at the control panel.

4 Write your story, including a few appropriate details.

examWORKOUT

Write a story about how a hero's incompetence with new technologies puts him in danger.

AREAS OF SCIENCE

ASTRONOMY

- astronomer /ə'strɒnəmə/
- black hole /blæk 'həʊl/
- constellation /,kɒnstə'leɪʃən/
- eclipse /ɪ'klɪps/
- equinox /'i:kwənɒks/
- expand /ɪk'spænd/
- galaxy /'gæləksi/
- light year /'laɪt jɪə/
- orbit /'ɔ:bət/
- orbit /'ɔ:bət/
- red giant /red 'dʒaɪənt/
- rotate /rəʊ'teɪt/
- solar system /'səʊlə ,sɪstəm/
- solstice /'sɒlstɪs/
- supernova /,su:pə'nəʊvə/
- universe /'ju:nəvɜ:s/
- unit of distance/time /ju:nət əv 'dɪstəns, 'taɪm/
- white dwarf /waɪt 'dwa:f/

GEOGRAPHY

- equator /ɪ'kweɪtə/
- latitude /'lætətju:d/
- longitude /'lɒndʒətju:d/
- meridian /mə'rɪdiən/
- northern/southern hemisphere /nɔ:ðən ,sʌðən 'heməsfiə/

BIOLOGY

- carnivore /'kɑ:nəvɔ:/
- cell /sel/
- genetic code /dʒə'netɪk 'kəʊd/
- genetics /dʒə'netɪks/
- GM (genetically modified) /dʒi:'em, dʒə'netɪkli 'mɒdɪfaɪd/
- herbivore /'hɜ:bəvɔ:/
- internal organs /ɪn'tɜ:nl 'ɔ:gənz/
- predator /'predətə/
- sexual reproduction /,seksjuəl rɪ:'prɒ'dʌkʃən/
- species /'spi:ʃi:z/
- structure of DNA /,strʌktʃə əv ,di: en 'ei/
- tissue /'tɪʃu:/

CHEMISTRY

- Bunsen burner /'bʌnsən ,bɜ:nə/
- chemical compound /,kemɪkəl 'kɒmpaʊnd/
- chemical reaction /,kemɪkəl rɪ'ækʃən/
- chemist /'kemɪst/
- chlorine /'klɔ:rɪn/
- copper /'kɒpə/
- crystal /'krɪstl/
- element /'eləmənt/
- hydrochloric acid /,haɪdrəklɒrɪk 'æsɪd/
- hydrogen /'haɪdrədʒən/
- mineral salts /'mɪnərəl sɒlts/
- molecule /'mɒləkjʊ:l/
- nitric acid /,naɪtrɪk 'æsɪd/
- nitrogen dioxide /,naɪtrədʒən daɪ'ɒksaɪd/
- oxygen /'ɒksɪdʒən/
- periodic table /pɪərɪjədɪk 'teɪbəl/
- precipitate /prə'sɪpəteɪt/
- solution /sə'lju:ʃən/
- test tube /'test tjʊ:b/

MATHEMATICS

- add /æd/
- addition /ə'dɪʃən/
- arithmetic operation /ə,rɪθmətɪk ,ɒpə'reɪʃən/
- coefficient /,kəʊə'fɪʃənt/
- constant /'kɒnstənt/
- coordinate system /kəʊ'ɔ:dɪnət ,sɪstəm/
- divide /dɪ'vaɪd/
- division /dɪ'vɪʒən/
- equation /ɪ'kwweɪʒən/
- mathematician /,mæθəmə'tɪʃən/

- multiplication /,mʌltəplə'keɪʃən/
- multiplication table /,mʌltəplə'keɪʃən ,teɪbəl/
- multiply /'mʌltəplə/
- quadratic equation /kwɒd,rætɪk ɪ'kweɪʒən/
- subtract /səb'trækt/
- subtraction /səb'trækʃən/
- variable /'veəriəbəl/

PHYSICS

- atom /'ætəm/
- attract /ə'trækt/
- electron /ɪ'lektɒn/
- elementary particle /elə'mentəri 'pɑ:tɪkəl/
- gravity /'grævəti/
- mass /mæs/
- negative/positive charge /,negətɪv, ,pɒzətɪv 'tʃɑ:dʒ/
- physicist /'fɪzɪsɪst/
- quantum theory /'kwɒntəm θiəri/
- the speed of light /ðə spi:d əv 'laɪt/
- unit of distance/time /ju:nət əv 'dɪstəns, 'taɪm/
- velocity /və'lɒsəti/

SCIENTISTS AT WORK

- allow sb access to sth /ə ,ləʊ ,sʌmbɒdi 'ækses tə ,sʌmθɪŋ/
- archeologist /,ɑ:kɪ'blɒdʒɪst/
- autopsy /'ɔ:ɒpsi/
- analyse findings /,ænləɪz 'faɪndɪŋz/
- (body of) evidence /,bɒdi əv 'evədəns/
- case history /'keɪs ,hɪstəri/
- carry out an experiment /,kæri ,aʊt ən ɪk'sperəmənt/
- chemist /'kemɪst/
- collaborate (with sb) on a project /kə'læbəreɪt wɪð ,sʌmbɒdi ɒn ə 'prɒdʒekt/
- confirm/formulate a hypothesis /kən'fɜ:m, ,fɔ:mjʊleɪt ə 'haɪ'pɒθəsəs/
- control group /kən'trəʊl gru:p/
- correlation /,kɒrə'leɪʃən/
- demonstrate /'demənstreɪt/
- (do) research /du: rɪ'sɜ:tʃ/
- excavate /'ekskeɪveɪt/
- investigate /ɪn'vestəgeɪt/
- link (between) /lɪŋk bɪ,twi:n/
- major study /,meɪdʒə 'stʌdi/
- mathematician /,mæθəmə'tɪʃən/
- publish a report/study /,pʌblɪʃ ə rɪ'pɔ:t, 'stʌdi/
- psychologist /saɪ'kɒlədʒɪst/
- physicist /'fɪzɪsɪst/
- records /'rekɔ:dz/
- reject an idea /rɪ'dʒekt ən aɪ'dɪə/
- risk factor /'rɪsk ,fæktə/

TECHNOLOGY

GENERAL

- adapter /ə'dæptə/
- apparatus /,æpə'reɪtəs/
- electric shaver /ɪ'lektrɪk 'ʃeɪvə/
- electrical appliance/device /ɪ'lektrɪkəl ə'plɑ:ɪəns, dɪ'vaɪs/
- extension lead /ɪk'stenʃən li:d/
- gas tank /'gæs tæŋk/
- hairdryer /'heə,draɪə/
- light bulb /'laɪt bʌlb/
- plug /plʌg/
- socket /'sɒkət/
- vehicle /'vi:ɪkəl/

INVENTIONS

- alternating current /'ɒltəneɪtɪŋ ,kʌrənt/
- gunpowder /'gʌn ,paʊdə/
- internal combustion engine /ɪn'tɜ:nl kəm'bʌstʃən ,endʒən/
- jet engine /'dʒet ,endʒən/
- lens /lenz/
- microchip /'maɪkrəʊ,tʃɪp/
- printing press /'prɪntɪŋ pres/

steam engine /'sti:m ,endʒən/
wheel /wi:l/

PROBLEMS

decline in literacy skills /di'klam in 'lɪtərəsi skɪlz/
gape at the screen /geɪp ət ðə 'skri:n/
in excess /ɪn ɪk'ses/
in moderation /ɪn ,mɒdə'reɪʃən/
Internet scam /'ɪntənət skæm/
physical and verbal aggression /fɪzɪkəl ənd ,vɜ:bəl ə'ɡreɪʃən/
suffer from insomnia /,sʌfə frəm ɪn'sɒmniə/
TV addicts /,ti: 'vi: ædɪkts/

BENEFITS

acquire knowledge /ə'kwɪə 'nɒlɪdʒ/
assimilate data /ə'sɪməleɪt 'deɪtə/
enhance reaction speed /ɪn'hɑ:ms rɪ'ækʃən spi:d/
free flow of information /fri: fləʊ əv ,ɪnfə'meɪʃən/
involve the user /ɪn'vɒlv ðə 'ju:zə/
multi-task /,mʌltɪ 'tɑ:sk/
provide diverse opportunities /prə'vaɪd daɪvə's ɒpə'tju:nə'tɪz/
slow down the ageing of the brain /sləʊ ,daʊn ðɪ ,eɪdʒɪŋ əv ðə 'breɪn/
spatial awareness /'speɪʃəl ə'weənəs/
stimulate /'stɪmjəleɪt/

COMPUTERS

broadband /'brɔ:dbænd/
browser /'braʊzə/
burn data to a CD /bɜ:n ,deɪtə tə ə ,si: 'di:/
database /'deɪtəbeɪs/
desktop /'desktp/
download /,daʊn'ləʊd/
drag the icon /dræg ðə 'aɪkɒn/
drop-down menu /'drɒpdaʊn ,menju:/
file extension /'faɪl ɪk'stenʃən/
firewall /'faɪəwɔ:l/
freeze up /fri:z 'ʌp/
http (hypertext transfer protocol) /'eɪtʃ ti: ti: 'pi:, ,haɪpətɛkst
'trænsfɜ: ,prəʊtəkɒl/
Internet access /'ɪntənət ,ækses/
inbox /'ɪnbɒks/
LAN (local area network) /læn, ,ləʊkəl 'eəriə ,netwɜ:k/
LCD (liquid crystal display) /el si: 'di:, ,lɪkwəd ,krɪstl dɪ'spleɪ/
log on to the Internet /lɒg ɒn tə ðə 'ɪntənət/
memory stick /'meməri stɪk/
peripherals /pə'rɪfərəlz/
RAM (Random Access Memory) /ræm, ,rændəm ,ækses 'meməri/
reboot /,ri:'bu:t/
screen resolution /'skri:n rezə'lju:ʃən/
scroll up/down /skrəʊl 'ʌp, 'daʊn/
stop responding /stɒp rɪ'spɒndɪŋ/
upload /ʌp'ləʊd/

QUICK REVISION

1 Complete the table with names of scientists.

DISCIPLINE	PERSON
1 mathematics	
2 physics	
3 chemistry	
4 psychology	
5 archeology	

2 Match the words to form compound nouns.

- | | | |
|--------------|---|------------|
| 1 elementary | ■ | a press |
| 2 risk | ■ | b engine |
| 3 printing | ■ | c stick |
| 4 steam | ■ | d factor |
| 5 memory | ■ | e particle |

3 Answer the questions.

1 The smallest amount of a chemical compound which retains its properties is called a(n)

- a atom.
- b molecule.
- c cell.

2 A more formal word for 'speed' is

- a velocity.
- b gravity.
- c variable.

3 What word completes all three compound nouns?

coordinate
computer s _____
solar

4 What word can be used with all three verbs?

formulate
reject a h _____
confirm

5 What do you need to put a continental plug into an English socket?

6 Which two of these are peripherals?

- a speakers
- b browser
- c printer

7 A narrow glass vessel often used in laboratories is called a test ____.

- a bottle
- b tube
- c jar

8 You're usually not happy if your computer stops

- a answering.
- b replying.
- c responding.

I realized that if I had to choose, I would rather have birds than airplanes.'

CHARLES LINDBERGH (US AVIATOR, FIRST PILOT TO FLY NON-STOP ACROSS THE ATLANTIC, 1902-1974)

LANDSCAPE FEATURES

1 Complete the sentences with the words from the box.

range peak peninsula cape bay gulf island coastline lake

- Italy lies on a _____ shaped like a boot.
- The Alps are the largest mountain _____ in Europe. The highest _____ is Mont Blanc.
- The Caspian Sea is actually a very large _____, because it is not connected with any of the oceans.
- Britain's history was largely shaped by the fact that the country is an _____.
- Norway has the longest _____ in Europe because of the fjords. Its length is approximately 25,000 kilometres if you don't include the larger islands.
- The world's largest offshore oil fields are located in the Persian _____.
- The Golden Gate Bridge spans the opening of the San Francisco _____.
- The waters around _____ Horn, the southernmost tip of South America, are extremely dangerous to sailors due to strong winds, large waves, strong currents and icebergs.

THE WEATHER

2 Put the words from the box into the table.

breeze drizzle downpour gale heatwave hurricane mist overcast scorching

	MILD / LIGHT	EXTREME
RAIN		
WIND		
FOG		
CLOUDY (SKY / DAY)		
HOT (WEATHER)		



3



4



1



2



5



6

3 Complete the email with the words from the box.

heavy light sleet snowstorm strong thick

New Message

To: Catherine

Cc:

Subject: HOME BUT NOT EXACTLY DRY!

Hi Kitty

Just a quick email to tell you I arrived safely in Edinburgh – even though I drove in the worst weather ever for ten hours. You saw the ¹ _____ fog when I set off in the morning – it was difficult to see anything. Well, as soon as the fog lifted, it started to rain. The ² _____ drizzle soon changed into a ³ _____ downpour. On top of that, there was a ⁴ _____ wind, which did its best to push the car off the road. As I got further north, the rain turned to ⁵ _____, which made the road incredibly slippery. Finally, when I crossed the Scottish border, it became a proper ⁶ _____. Thank you so much for nagging me to put on winter tyres!

Much love,

Pat

TREES

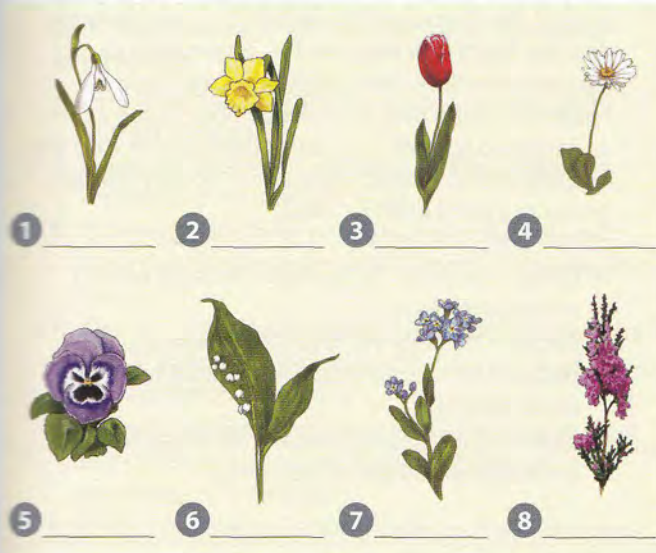
4 Label the trees with the words from the box.

birch horse chestnut maple oak pine spruce

FLOWERS

5 Label the flowers with the words from the box. Which ones are your favourites?

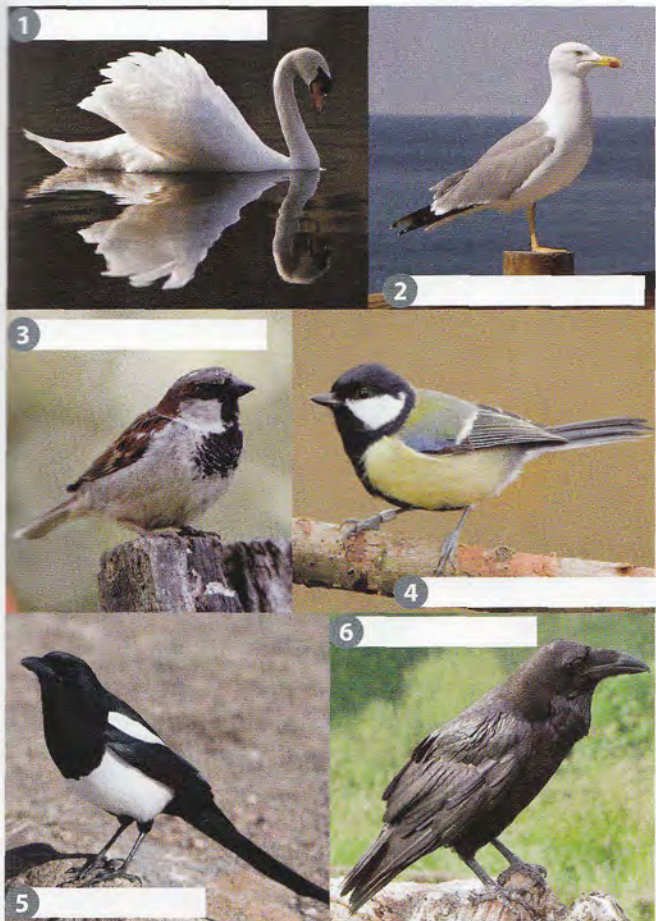
daffodil daisy forget-me-not heather
lily of the valley pansy snowdrop tulip



BIRDS

6 Label the birds with the words from the box. Which ones have you seen?

great tit magpie raven seagull sparrow swan



THINGS ANIMALS DO

7 Complete the two short texts with the words from the boxes.

breed hatch lay mating nests young

THE BREEDING SEASON

Most animals in the Northern Hemisphere ¹ _____ in spring. You can hear their ² _____ calls in the forests and meadows. Birds build ³ _____ and the females ⁴ _____ eggs. After the chicks ⁵ _____, the parents feed them and teach them to fly. It's important not to bother animals in any way when they have ⁶ _____.

migrate hibernate hunt graze feed

SURVIVING WINTER

Winter is a hard time for animals. It's difficult for them to ⁷ _____. There's no vegetation, no grass to ⁸ _____ on and not much prey to ⁹ _____. A lot of birds, such as storks, ¹⁰ _____ to warmer climates. Other animals, for example bears, ¹¹ _____: they go into a deep sleep for several months.

THREATS TO THE ENVIRONMENT

8 Match the sentence beginnings and endings.

- 1 The burning of **fossil fuels**
- 2 **Greenhouse gas emissions**
- 3 The **melting of glaciers** and **polar ice caps**
- 4 **Soil erosion** has a negative impact
- 5 Many animal species are **endangered**
- 6 Some animals have become **extinct**
- 7 **Air pollution**

- a are believed to cause **global warming**.
- b because of the **degradation** or disappearance of their **habitats**.
- c may cause **acid rain**.
- d causes the **sea level** to rise.
- e in the wild, but survive in zoos.
- f on **agriculture**.
- g produces **carbon dioxide**.

ACTION FOR ENVIRONMENTAL SUSTAINABILITY

9 Complete the suggestions with the words from the box.

carbon conserve cycle logging plant recycling
renewable vegetarian

- 1 Sort your rubbish for _____.
- 2 _____ water and energy at home.
- 3 Adopt a _____ diet and lifestyle.
- 4 Minimise your _____ footprint by using public transport.
- 5 Build more _____ paths.
- 6 Oppose the _____ of rainforests.
- 7 _____ trees.
- 8 Invest in _____ energy.

MATCHING ◀ 12

examWORKOUT

Content and grammar linkers: linking words

1 Complete the sentences with the linking words from the box.

.....
otherwise because however
.....

- 1 You probably know that animals can become extinct as a result of hunting. _____, some species are endangered simply because of the destruction of their habitats caused by human activity.
- 2 It's crucial to protect not only animals, but also their living space. _____, many more species will be lost.
- 3 The Amazon rainforest is probably the best-known threatened habitat, mainly _____ it's home to so many different plant and animal species.

2 Three sentences (A–C) have been taken out of the text below. Match them to gaps (1–3).

There are several reasons why the polar bear is an icon of the Arctic and its wildlife. ¹___ The hunting of polar bears was restricted by international agreements more than thirty years ago. As a result, the polar bear is currently not classed as an endangered species. ²___ It's not enough to stop the hunting of polar bears; their arctic home must be protected from melting away. ³___

- A Otherwise, polar bears might become extinct within one century.
- B Because it's huge yet lovable-looking and because it's so impressively well-adapted to its environment.
- C However, its unique habitat, the Arctic sea ice, is threatened by global warming.

WE ALL LOVE PENGUINS. Well, I do, anyway. I slept with one for over ten years. OK, he was only a stuffed toy, but Percy the Penguin meant a lot to me. And now he means a lot to my daughter. Penguins are cute, they're funny when they walk, elegant when they swim, and they manage to survive in an environment so harsh we can hardly imagine what it's like. I remember crying when I saw the film *March of the Penguins* about how the adult emperor penguins walk huge distances inland from the sea; how the adult males balance the eggs precariously on their toes to protect them from the freezing cold of the ice; how the mothers return to the sea in search of food; all to make sure that their chicks hatch safely. There's no doubt in my mind, the world would be a sadder place without penguins.

Nevertheless, I'm afraid we might have to prepare ourselves for a world like that. ¹___ Earlier studies had suggested that

Antarctica's penguins were already suffering from warming temperatures. But now a group of researchers have combined what is known about emperor penguin ecology with forecasts from climate change models to predict the future of the species.

²___ The models predict that, unless fossil fuels are phased out, there is more than a one-in-three chance that ninety-five per cent of the Adélie Land colony of eastern Antarctica – the best studied emperor penguin colony – will be gone by 2100.

Penguins rely on floating sea ice to nest and feed. The way males incubate eggs, on the top of their feet, depends on having a level, smooth surface to shuffle over; and the krill they eat consume small organisms that live on the underside of sea ice. Unfortunately, in the late 1970s, warmer temperatures brought a decline in sea ice and the Adélie Land colony shrank by half. It has been more or less stable since, and has even grown slightly in recent years, which

Henri Weimerskirch, one of the authors of the study, says is probably due to a slight regional cooling in eastern Antarctica.

³___ Moreover, as Weimerskirch says, "there is a tight link between temperatures and the species' survival". He adds that, regardless of some uncertainty in climate models, it is clear that by 2100 there will be much less sea ice in Antarctica. ⁴___

Penguins are not alone in their struggle against the effects of global warming. According to some predictions, more than one third of all the animal and plant species on Earth could be extinct by 2050 if we do not bring greenhouse gas emissions under stricter control. This would be a disaster both for biodiversity and for human society.

So, if you want to stop this, if you want your children to grow up in a world where emperor penguins still live in the wild, you'd better take some action to stop global warming. ⁵___



IS THIS THE END FOR PENGUINS?

OPEN CLOZE ◀21

examTASK

- 3 Five sentences have been removed from the text. Read it and complete gaps 1–5 with sentences A–F. There is one extra sentence that you do not need to use.
- A And unfortunately, things are not looking good for our penguin pals.
 - B However, there is no doubt at all that Antarctic temperatures are warming overall.
 - C Otherwise, the only penguins your children will have the chance to see will be the stuffed ones like Percy.
 - D On the other hand, there is no reason to think the Adélie Land penguins would be any worse affected than other colonies.
 - E Because emperor penguins are likely to be melted out of house and home by climate change, according to a new study.
 - F What causes even more concern is that there are no signs that emperor penguins are adapting to these changes in the climate.

- 4 Work in small groups. List at least five endangered animal species. Discuss: if you could only save two of them, which ones would you choose and why?
- 5 Look at the following list of things people might do to counter global warming. Which of them would you be prepared to do? Why? / Why not? Discuss in pairs.

- ❁ Never own a car. Cycle or use public transport.
- ❁ Never travel by air, except in emergencies.
- ❁ At home, have the light on only in the room you're in.
- ❁ Reduce your consumption level in many areas. Buy less, throw away less.
- ❁ If you ever buy or build a house, install renewable energy in it even if it's expensive.
- ❁ Become a vegetarian.
- ❁ Take an interest in politics. Find out which politicians are taking concrete action on environmental issues and vote for them.

- 6 At home, read up on one endangered animal species and prepare a three to five-minute presentation about it. Bring a photo if you can. Include the following information:
- the animal's habitat,
 - its lifestyle,
 - why it is threatened.

examWORKOUT

What part of speech is missing?

- 1 Complete the sentences with one word in each gap.
- 1 According _____ recent forecasts by UK scientists, the global average temperature could rise by 4°C by 2060.
 - 2 Fifty-five million years ago, the area which is now the British Isles may _____ had a tropical climate.
 - 3 The sailors _____ explored the Pacific islands destroyed a number of endemic bird species.
 - 4 The dodo was _____ large flightless bird which lived on Mauritius.
 - 5 The beaver shapes the landscape in which it lives _____ than any other species except man.
- 2 Match the sentences in Exercise 1 to the categories of words you put in the gaps:
- | | |
|------------------|-----------------------------------|
| a article | d comparative or superlative form |
| b auxiliary verb | e relative pronoun |
| c preposition | |

examTASK

- 3 Complete the text with one word in each gap.

The beaver is officially back ¹ _____ the wild in Britain. This year, some two centuries after the species was hunted to extinction in the UK, three beaver families have ² _____ released into three lakes in a remote, wooded area in western Scotland. It is the ³ _____ ambitious mammal reintroduction programme in Britain so far.

The presence of beavers is of great value to the ecosystem. By felling trees, building dams and creating ponds, they create richer riverside and wetland habitats, ⁴ _____ are used by many other species. However, Scottish landowners and fishing authorities fear that if beavers spread across ⁵ _____ countryside, they may cause a great deal of damage ⁶ _____ farmland and commercial forestry as well as to salmon and trout rivers.

The beaver



MULTIPLE CHOICE ◀ 10

examWORKOUT

The correct answer: the same meaning conveyed in different words; ruling out wrong answers

1 You are going to hear an extract from an interview with a young environmentalist, in which she describes some elements of her lifestyle. In pairs, list five things which you think she may mention doing.

2 **CD2-10** Listen and circle the best answer.

- 1 The speaker thinks rail travel is
 - A not especially good for the environment.
 - B an opportunity to listen to music.
 - C an opportunity to read and reflect.
 - D sometimes a waste of time.
- 2 With regard to shopping decisions, the speaker believes the best way to pollute less is to
 - A choose environmentally friendly products.
 - B buy locally grown food.
 - C buy stationery made from recycled paper.
 - D reduce your level of consumption.

3 **CD2-10** Listen again and complete the following sentences.

- 1 To me, sitting on a train _____ and _____ is not a _____.
- 2 But the _____ thing to do as far as shopping is concerned is just generally to _____ and _____.

4 Look at the task in Exercise 2 again and find, among the *wrong* answers, examples of the following:

- 1 Answers to question 1:
 - someone else's, not the speaker's, opinion.
 - something the speaker says about a different form of travel.
- 2 Answers to question 2:
 - actions the speaker mentions, but not as the *best* way.



"IT IS EASIER AND LESS COSTLY TO CHANGE THE WAY PEOPLE THINK ABOUT REALITY THAN IT IS TO CHANGE REALITY."

examTASK

5 **CD2-11** You're going to hear an interview with an ecological activist. Choose the correct answers.

- 1 The term 'greenwash'
 - A describes environmentally friendly products.
 - B is the name of a type of paint.
 - C refers to certain advertising methods.
 - D describes products which are harmful to the environment.
- 2 Advertising products as 'green'
 - A exploits feelings of guilt.
 - B contributes to a consumerist lifestyle.
 - C is avoided by companies which pollute the most.
 - D encourages people to think about the future of the planet.
- 3 According to the speaker, the company BP sells mainly
 - A petroleum.
 - B other fossil fuels.
 - C solar panels.
 - D wind turbines.
- 4 Manchester airport's 'carbon neutral' plan involves
 - A reducing CO₂ emissions from planes.
 - B increasing the number of flights.
 - C the use of energy-saving lighting.
 - D complicated calculations.
- 5 When we buy products advertised as green,
 - A it's less costly.
 - B we feel obliged to adopt a greener lifestyle.
 - C we feel better about ourselves.
 - D we are making a radical change.

6 Do you buy any environmentally friendly products? Make a list. Compare your lists in small groups and discuss how green you believe those products really are.

7 Match the words to make compounds.

- | | | |
|-------------|--------------------------|------------|
| 1 renewable | <input type="checkbox"/> | a turbines |
| 2 carbon | <input type="checkbox"/> | b panels |
| 3 wind | <input type="checkbox"/> | c energies |
| 4 solar | <input type="checkbox"/> | d neutral |

8 The following sentences come from the recording. Match the beginnings to the endings. Do you agree with the statements? Discuss in pairs.

- 1 A lot of us feel guilty
- 2 Many people are willing to pay more
- 3 If we believe the ads and buy these so-called 'green' products,
 - a we don't feel obliged to make the radical changes that we should be making in our way of life.
 - b for products that appear to be good for the environment.
 - c about our consumerist lifestyles.

examWORKOUT

Preparing vocabulary for the exam task

1 Read the exam task at the bottom of the page. Match the five vocabulary boxes below to the five topics in the task.

A cereals potatoes vineyards olives fruit

B landlocked mountains hills coastline lake river

C large mammals rare birds fish alpine plants endangered species

D national park wildlife sanctuary trail caves

E temperate Mediterranean harsh mild

2 Choose the words or phrases from each box that refer to your country, and add at least one more.

examTASK

3 Take turns to do the exam task in pairs.

Describe the natural environment of your country to a foreign nature-lover who would like to come for a visit. The following ideas may help you.

Geographical features

Climate and the weather

Agriculture

Wildlife

Areas of outstanding natural beauty

examWORKOUT

Proofreading

1 Read the exam task at the bottom of the page and follow steps (a–d).

a Think of an area you'd like to describe. Take notes under the following headings:

- location
- atmosphere
- scenery
- what nature-lovers can do there
- wildlife and vegetation

b Tell a partner about the area you chose. Take note of any information or words you'll need to check before you start writing.

c Read the following extract from a student's description. It contains nine mistakes. How many can you find?

One of the most beautifull places in Poland is Słowiński National Park. It is located in the north-west of the country, on the Baltic coast. I have very fond memories of that area, as I was going there every summer when I was a child. It's scenery is spectacular. There are dunes of incredibly pure, white sand, which give the landscape a fantastic look.

There are lakes so close to the sea, that sea water gets into them whenever there is a storm.

It is a perfect place for people which enjoy walking, takeing photos, and especially birdwatching. With over 260 bird species, the area is a birdwatchers' paradise. You also can walk up Rowokół hill, which is not very high, but there is a viewing tower on top of it from which you can see a panorama of the surrounding area.

If you are also interested in man-made landscape elements, I recommend a walk to the old lighthouse in the small village of Czołpino. Several years ago it was closed for repairs, but since last summer it is open again.

d Read the extract again. Identify mistakes belonging to the following categories and correct them.

- 1 missing article (*a / the*) before a singular countable noun
- 2 wrong relative pronoun (*which* used for a person)
- 3 Present Simple used instead of Present Perfect
- 4 Past Continuous used for a repeated activity (where *used to* would be appropriate)
- 5 word order: the position of *also*
- 6 spelling: adjectives ending in *-ful*
- 7 spelling: a superfluous *-e-* in *-ing* verb forms
- 8 punctuation: *its* (possessive) or *it's* (*it is*)?
- 9 punctuation: a superfluous comma before *that*

examTASK

Describe a region of your country which you'd recommend to a tourist because of its nature.

LANDSCAPE FEATURES

- bay /beɪ/
- canal /kə'neɪl/
- cape /keɪp/
- coastline /'kəʊstlaɪn/
- dense forest /dens 'fɒrəst/
- dunes /dju:nz/
- estuary /'estʃuəri/
- forest /'fɒrɪst/
- gulf /gʌlf/
- island /'aɪlənd/
- lake /leɪk/
- meadow /'meɪdəʊ/
- mountain range /'maʊntən reɪndʒ/
- open fields /,əʊpən 'fi:ldz/
- peninsula /pə'nɪnsjələ/
- peak /pi:k/
- pond /pɒnd/
- riverside /'rɪvəsaɪd/
- unspoilt countryside /ʌn'spɔɪld 'kʌntrisaɪd/
- wetland /'wetlənd/

THE WEATHER

- air pressure /'eə ,preʃə/
- blizzard /'blɪzəd/
- blow /bləʊ/
- breeze /bri:z/
- cloudy /'klaʊdi/
- downpour /'daʊnpɔ:/
- drizzle /'drɪzəl/
- dull /dʌl/
- fog /fɒg/
- freezing cold /,fri:zɪŋ 'kəʊld/
- frost /frɒst/
- gale/gale-force wind /geɪl, geɪl fɔ:s 'wɪnd/
- hail /heɪl/
- haze /heɪz/
- heatwave /'hi:t weɪv/
- heavy snowfall /,hevi 'snəʊfɔ:l/
- high humidity /haɪ hju:'mɪdətɪ/
- hurricane /'hʌrəkən/
- it looks like rain /ɪt lʊks laɪk 'reɪn/
- light shower /laɪt 'ʃaʊə/
- mist /mɪst/
- overcast sky /əʊvə,kɑ:st 'skaɪ/
- pour with rain/rain heavily /pɔ: wɪð 'reɪn, 'reɪn ,hevəli/
- rainstorm /'reɪnstɔ:m/
- scorching /'skɔ:tʃɪŋ/
- sleet /sli:t/
- snowstorm /'snəʊstɔ:m/
- soaring temperatures /,sɔ:ɪŋ 'temprətʃəz/
- thick clouds /θɪk 'klaʊdz/
- thunderstorm /'θʌndəstɔ:m/
- torrential rain /tə'renʃəl 'reɪn/

NATURAL DISASTERS

- avalanche /'ævələntʃ/
- drought /draʊt/
- earthquake /'ɜ:kweɪk/
- famine /'fæmən/
- flood /flʌd/
- gale-force wind /geɪl fɔ:s 'wɪnd/
- landslide /'lændslaɪd/
- tornado /tɔ:'neɪdəʊ/
- typhoon /,taɪ'fu:n/
- volcanic eruption /vɒl,kænɪk ɪ'rʌpʃən/

TREES

- birch /bɜ:tʃ/
- horse chestnut /hɔ:s 'tʃesnʌt/
- maple /'meɪpl/

- oak /əʊk/
- pine /paɪn/
- spruce /spru:s/

FLOWERS

- daffodil /'dæfədɪl/
- daisy /'deɪzi/
- forget-me-not /fə'getmɪnɒt/
- heather /'heðə/
- lily /'lɪli/
- lily of the valley /,lɪli əv ðə 'væli/
- pansy /'pænsi/
- snowdrop /'snəʊdrɒp/
- tulip /'tju:lɪp/

BIRDS

- eagle /'i:ɡəl/
- great tit /greɪt tɪt/
- magpie /'mæɡpaɪ/
- owl /aʊl/
- pigeon /'pɪdʒən/
- raven /'reɪvən/
- seagull /'si:ɡʌl/
- sparrow /'spærəʊ/
- stork /stɔ:k/
- swan /swɒn/

ANIMALS/THINGS ANIMALS DO

- beaver /'bi:və/
- breed (n) /bri:d/
- breed (v) /bri:d/
- chick /tʃɪk/
- donkey /'dɒŋki/
- emperor penguin /'empərə ,peŋgwən/
- feed /fi:d/
- goat /ɡəʊt/
- graze /ɡreɪz/
- hatch /hætʃ/
- have young /hæv 'jʌŋ/
- hibernate /'haɪbəneɪt/
- hunt /hʌnt/
- incubate eggs /,ɪŋkjəbeɪt 'egz/
- krill /krɪl/
- lay eggs /leɪ 'egz/
- mating call /'meɪtɪŋ kɔ:l/
- migrate /maɪ'ɡreɪt/
- nest /nest/
- prey /preɪ/
- sheep /ʃi:p/

THE ENVIRONMENT

GENERAL

- agriculture /'ægrɪ,kʌltʃə/
- biodiversity /,baɪəʊdaɪ'vɜ:sətɪ/
- ecosystem /'i:kəʊsɪstəm/
- endemic species /en,demɪk 'spi:ʃi:z/
- give off (oxygen) /ɡɪv ,ɒf 'ɒksɪdʒən/
- habitat /'hæbətæt/
- in the wild /ɪn ðə 'waɪld/
- polar ice cap /,pəʊlə 'aɪs kæp/
- sea level /'si: ,levəl/
- the ozone layer /ðə 'əʊzəʊn ,leɪə/
- vegetation /,vedʒə'teɪʃən/
- well-adapted to the environment /wel ə,dæptɪd tə ðɪ m'vaɪrənmənt/
- wildlife /'waɪldlaɪf/

THREATS TO THE ENVIRONMENT

- acid rain /,æsəd 'reɪn/
- air pollution /'eə pə'lju:ʃən/
- become extinct /bɪ,kʌm ɪk'stɪŋkt/
- carbon dioxide /,kɑ:bən daɪ'ɒksaɪd/

climate change /'klaɪmət tʃeɪndʒ/
 commercial forestry /kə'mɜːʃəl 'fɒrɛstri/
 consumerist lifestyle /kən'sjuːmərist 'laɪfstɑɪl/
 contaminate /kən'tæməneɪt/
 deforestation /diːfɒrə'steɪʃən/
 degradation /ˌdeɪgrə'deɪʃən/
 disposable containers /dɪ'spəʊzəbəl kən'teɪnəz/
 endangered species /ɪn'deɪŋdʒəd 'spiːʃiːz/
 exhaust fumes /ɪg'zɔːst fjuːmz/
 extinction /ɪk'stɪŋkʃən/
 fell trees /fel 'triːz/
 fossil fuels /'fɒsəl fjuːəlz/
 global warming /'glɔːbəl 'wɔːmɪŋ/
 greenhouse gas emissions /'ɡriːnhaʊs 'ɡæs ɪ'mɪʃənz/
 harmful to the environment /'hɑːmfəl tə ðɪ ɪn'vaɪrənmənt/
 have a negative impact /hæv ə 'negətɪv 'ɪmpækt/
 irreparable damage /ɪ'repərəbəl 'dæmɪdʒ/
 landfill /'lændfɪl/
 log rainforests /lɒg 'reɪnfɒrɪsts/
 melting of glaciers /ˌmeltɪŋ əv 'glæɪsɪəz/
 oil refinery /'ɔɪl rɪ'fʌməri/
 oil spill /'ɔɪl spɪl/
 oil tanker /'ɔɪl 'tæŋkə/
 overpopulation /ˌəʊvəpɒpjə'leɪʃən/
 petrol /'petrəl/
 petroleum /pə'trəʊliəm/
 soil erosion /'sɔɪl ɪ'rəʊʒən/
 threat /θret/
 toxic waste /'tɒksɪk 'weɪst/
 waste natural resources /weɪst 'nætʃərəl rɪ'zɔːsɪz/

PROTECTING THE ENVIRONMENT

alternative energy sources /ɔːl'tɜːnətɪv 'enədʒi sɔːsɪz/
 biodegradable /ˌbaɪəʊdɪ'ɡreɪdəbəl/
 bring (sth) under stricter control /'brɪŋ ˌsʌmθɪŋ ˌʌndə 'strɪktə kən'trəʊl/
 cycle path /'saɪkəl pɑːθ/
 carbon footprint /ˌkɑːbən 'fʊt'prɪnt/
 carbon neutral /ˌkɑːbən 'njuːtrəl/
 eco-friendly /'iːkəʊ 'frendli/
 ecological activist /iːkə'lɒdʒɪkəl 'æktɪvɪst/
 energy-saving lighting /'enədʒi 'seɪvɪŋ 'laɪtɪŋ/
 environmentally friendly /ɪn'vaɪrənməntəli 'frendli/
 green products /'ɡriːn 'prɒdʌkts/
 locally grown food /ˌləʊkəli grəʊn 'fuːd/
 organic food /ɔː'ɡænɪk 'fuːd/
 phase (sth) out /feɪz ˌsʌmθɪŋ 'aʊt/
 recycling /rɪ'saɪklɪŋ/
 redress the natural balance /rɪ'dres ðə nætʃərəl 'bæləns/
 reduce traffic congestion /rɪ'djuːs 'træfɪk kən'dʒestʃən/
 renewable energy /rɪ'njuːəbəl 'enədʒi/
 unleaded petrol /ʌnˌledəd 'petrəl/
 wildlife reserve/sanctuary /'waɪldlaɪf rɪ'zɜːv, 'sæŋktʃuəri/
 wind power /'wɪnd paʊə/

ACTION FOR ENVIRONMENTAL SUSTAINABILITY

conserve water and energy /kən'sɜːv wɔːtə ən enədʒi/
 consume less /kən'sjuːm 'les/
 environmental sustainability /ɪn'vaɪrənməntl sə'steɪnə'bɪləti/
 generate less pollution /dʒenəreɪt les pə'ljuːʃən/
 lower/reduce CO₂ emissions /ˌləʊə, rɪ'djuːs 'siː əv 'tuː rɪ'mɪʃənz/
 minimise one's impact on the environment /mɪnɪmaɪz wʌnz 'ɪmpækt ən ðɪ ɪn'vaɪrənmənt/
 plant trees /plɑːnt 'triːz/
 sort rubbish /sɔːt 'rʌbɪʃ/
 use public transport /juːz ˌpʌblɪk 'trænspɔːt/

QUICK REVISION

1 Match the sentence beginnings and endings.

- | | | | |
|---|----------------|---|-------------------|
| 1 | Glaciers are | a | being eroded. |
| 2 | Sea levels are | b | melting. |
| 3 | Soil is | c | becoming extinct. |
| 4 | Habitats are | d | rising. |
| 5 | Animals are | e | being destroyed. |

2 Answer the questions.

- Which of these is not a body of water?
a lake b cape c bay d gulf
- Which is more than one mountain: a mountain range or a mountain peak?
- Which two of these are different kinds of wind? Which one is stronger?
a drizzle b breeze c gale d sleet
- Which two of these trees have leaves?
a oak b pine c birch d spruce
- Which bird is larger, a sparrow or a swan?
- Which two of these flowers are white?
a snowdrop
b daffodil
c forget-me-not
d lily of the valley
- What do animals do in winter: mate or hibernate?
- What is used to capture the energy of the wind, panels or turbines?
- Which of these is environmentally friendly?
a sorting rubbish
b soil erosion
c fossil fuels
d global warming
- Which of these is not a threat to the environment?
a acid rain
b logging
c exhaust fumes
d renewable energy

3 Complete the words with one letter in each space.

- We were caught in a snow_____ on our way home.
- There was a huge down_____ and we all returned home completely wet.
- The sky was over_____; even at noon it was dark.
- Remember last summer's heat_____. The temperature was over 30 degrees.

'Political language is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind.'

GEORGE ORWELL (ENGLISH WRITER, REAL NAME: ERIC BLAIR; 1903–1950)

THE THREE BRANCHES OF GOVERNMENT

1 Complete the table with the words from the box.

administer approve implement interpret pass represent resolve

BRANCH	BODY	FUNCTIONS
LEGISLATIVE	parliament / congress	to ¹ _____ or adopt laws; to ² _____ the country's annual budget
EXECUTIVE	president / prime minister, cabinet	to ³ _____ the legislation passed by the parliament; to ⁴ _____ (i.e. manage) the country; to ⁵ _____ the country abroad
JUDICIARY	the courts	to ⁶ _____ and apply the law; to provide a mechanism for ⁷ _____ disputes

CIVIL RIGHTS AND LIBERTIES

2 Complete each text with the words from the box above it.

Fundamental human rights

rights liberty happiness equal

- a The US Declaration of Independence sets out basic human rights in these words: 'We hold these truths to be self-evident: that all men are created ¹ _____, that they are endowed by their Creator with certain **unalienable** ² _____, that among these are **life**, ³ _____ and the **pursuit of** ⁴ _____.'

Civil liberties

assembly censorship conscience speech

- b Civil liberties include:
Freedom of ⁵ _____, which means the right to express opinions freely, without ⁶ _____;
Freedom of ⁷ _____, which means the right to hold any moral or religious views;
Freedom of ⁸ _____ and **association**, which means the right to gather in public places (for example, in order to protest) and to form organisations.

The rule of law

judgment law process

- c The Magna Carta established the **rule of law** in England through Clause XXIX: 'No freeman shall be taken or imprisoned (...) or be outlawed, or exiled, or any other wise destroyed (...) but by lawful ⁹ _____ of his peers, or by the ¹⁰ _____ of the land.'

The Fifth Amendment to the US Constitution guarantees that 'No person shall be (...) deprived of life, liberty or property without **due** ¹¹ _____ of law.'

The rights of the accused

doubt guilty innocent proof

- d In criminal trials, the **burden of** ¹² _____ is on the prosecution. The accused is **presumed** ¹³ _____ until **proven** ¹⁴ _____. If members of a jury have **reasonable** ¹⁵ _____ about a person's guilt, they are obliged to deliver a verdict of 'not guilty'.

counsel trial witness

- e A person accused of a crime has the right to a **fair** ¹⁶ _____. He cannot be forced to be a ¹⁷ _____ against himself. He has the right to be represented by ¹⁸ _____ (i.e. by a lawyer).

LANGUAGE & CULTURE

Historic documents concerning civil rights in Britain and in the USA

Magna Carta, or **Magna Carta Libertatum** (the **Great Charter of Freedoms**), originally issued in the year 1215 (amended many times later) and signed by King John of England, was the first document forced on an English king by a group of his subjects in order to limit his powers and guarantee their rights.

The **Declaration of Independence** was the document in which in 1776 the British colonies in America declared themselves free and independent states, absolved from their earlier allegiance to the British Crown. The preamble contains the famous one-sentence statement of fundamental human rights.

The **Bill of Rights** is a section of the **Constitution of the United States**. It contains the first ten amendments, which were passed by the first US Congress in 1789, the same year in which the Constitution came into force. The amendments guarantee basic civil liberties.

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THE ECONOMY

3 Match contrasting pairs of words.

- | | | | |
|----------------------|--------------------------|-----------------------|--------------------------|
| 1 export | <input type="checkbox"/> | a loss | <input type="checkbox"/> |
| 2 supply | <input type="checkbox"/> | b recession, downturn | <input type="checkbox"/> |
| 3 (to make a) profit | <input type="checkbox"/> | c public | <input type="checkbox"/> |
| 4 (economic) boom | <input type="checkbox"/> | d expenditure | <input type="checkbox"/> |
| 5 private (sector) | <input type="checkbox"/> | e foreign | <input type="checkbox"/> |
| 6 income | <input type="checkbox"/> | f import | <input type="checkbox"/> |
| 7 domestic (trade) | <input type="checkbox"/> | g demand | <input type="checkbox"/> |

THE ECONOMY: WORD BUILDING

4 Complete the table with words formed from the word 'economy'.

NOUN (ABSTRACT)	economy, _____
NOUN (PERSON)	_____
ADJECTIVE	_____, _____
VERB	_____

5 Complete the sentences with the words from Exercise 4.

- We are facing a worldwide _____ crisis.
- The country's _____ is in the worst condition since the great depression.
- The Wealth of Nations* is a classic book by the 18th-century Scottish _____ Adam Smith.
- This is not a very _____ solution. It would cost a lot more than the alternatives.
- My sister intends to study _____ at university.
- In the light of the current crisis, we'll have to _____. We can no longer afford this huge spending.

ABBREVIATIONS

6 What do these abbreviations stand for? Use the words in the box below to help you.

.....
 destruction domestic gross mass member
 minister organisation parliament prime product
 trade weapons world

- | | |
|-------|-------|
| 1 PM | 4 WMD |
| 2 MP | 5 WTO |
| 3 GDP | |

RELIGION

7 Match two sentence endings to each religion.

- | | | | | | |
|--------------|--------------------------|--------------------------|-------------|--------------------------|--------------------------|
| 1 Christians | <input type="checkbox"/> | <input type="checkbox"/> | 3 Jews | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Muslims | <input type="checkbox"/> | <input type="checkbox"/> | 4 Buddhists | <input type="checkbox"/> | <input type="checkbox"/> |

- pray in a **mosque**.
- believe the **Gospels** are the word of God.
- pray in a **synagogue**.
- go on **pilgrimages** to Mecca.
- read the **Torah** in its original language, **Hebrew**.
- believe in a cycle of **rebirth**.
- pray in a **temple**.
- go to **church** on Sunday.

CRIME

8 Match the headlines and extracts to the names of the crimes.

1 THIEVES BREAK INTO TV CELEBRITY'S HOUSE

2 Jeremy Smith, 15, was robbed at gunpoint in the street outside his school yesterday.

3 MENTALLY UNSTABLE MAN SETS FIRE TO SUPERMARKET

4 PLANE SEIZED BY TERRORISTS – 87 HOSTAGES

5 The butler extorted £500,000 from his employer by threatening to reveal his love affairs.

6 Apparently, the contract was awarded to GreenScam, Inc., in exchange for £1,000,000 in cash.

7 INTERNATIONAL SPY GOES ON TRIAL FOR SELLING NUCLEAR SECRETS

- | | | | |
|-------------|--------------------------|-------------|--------------------------|
| a arson | <input type="checkbox"/> | e blackmail | <input type="checkbox"/> |
| b burglary | <input type="checkbox"/> | f bribery | <input type="checkbox"/> |
| c mugging | <input type="checkbox"/> | g treason | <input type="checkbox"/> |
| d hijacking | <input type="checkbox"/> | | |

CRIME – PHRASES WITH PREPOSITIONS

9 Complete the sentences with prepositions.

- The man was **arrested** _____ being drunken and disorderly in a public place.
- The assistant is **suspected** _____ passing on confidential information to the competition.
- The student was **accused** _____ plagiarism.
- The three men were **charged** _____ armed robbery.
- The driver who caused the accident was **found guilty** _____ manslaughter. He was also **disqualified** _____ driving.
- The bank robber was **sentenced** _____ ten years' imprisonment _____ threatening the cashier with a shotgun.

WORD BUILDING

10 Complete the sentences with words formed from the words in brackets.

- He was arrested for the unauthorised _____ (POSSESS) of firearms.
- Capital _____ (PUNISH) has been abolished in all EU countries. In many of them, it has been replaced with life _____ (PRISON).
- There don't seem to be any easy solutions to the problem of _____ (POOR) in developing countries.
- The city council has vouched to tackle the problem of _____ (HOMELESS).
- _____ (IMMIGRATE) are often willing to accept jobs which locals see as unattractive.

MULTIPLE CHOICE ◀ 14

1 In groups, try to remember some of the things you have learned about the arrival of European settlers in the Americas.

- What did the colonists do on arrival at a new place?
- What did they need to survive?
- What problems did they encounter?

2 Match the following words to their definitions.

- | | | | |
|----------------|---|------------|---|
| 1 merchant | ■ | 4 settler | ■ |
| 2 entrepreneur | ■ | 5 investor | ■ |
| 3 proprietor | ■ | | |
- a owner
 b someone who goes to live in a new place and builds a village or town that wasn't there before
 c someone who puts money into a business undertaking in the hope of gaining a profit
 d someone who starts a business venture
 e trader, someone who buys and sells large quantities of goods

THE DARIEN SCHEME: SCOTLAND'S DISASTER

Seldom have financial speculation and an economic crisis so quickly destroyed a nation's independence. But that is what happened with Darien.

SCOTLAND, 1695: A SMALL NATION ON THE NORTH-WESTERN FRINGE OF EUROPE WITH LITTLE INDUSTRY, NO FOREIGN COLONIES AND A TINY NAVY. On its southern border lies England: larger, richer and with one of the world's most powerful navies. Since 1603 the two countries, although politically independent, each with its own Parliament, have shared the same monarchy. Despite this, the English, fearful of competition, refuse to let Scottish merchants trade freely abroad, blocking the routes to England's colonial markets. In Scotland, the political and economic elite are desperate for the wealth that foreign commerce would bring.

Onto this stage stepped James Paterson, entrepreneur, marketing genius and the Scotsman responsible for founding the Bank of England. For years, he had been nurturing an ambitious money-making plan: the Darien Scheme. Darien, on the east coast of Central America, near where today the Panama Canal joins the Atlantic with the Pacific, was, according to Paterson, the "door of the seas and the key of the universe". He was convinced a colony there would "enable its proprietors to give laws to both oceans".

Paterson had already sought government support for his scheme in England, Holland, Prussia and the Holy Roman Empire, but with no success. Now, at last, in his homeland, he found a country ready to finance his venture. The Scots were so keen to invest in Darien that hundreds of thousands of pounds were raised, perhaps as much as half of all the money circulating in the country at that time.

On 14 July 1698 five ships with nearly 1,300 settlers on board, including Paterson and his wife, left Scotland. They were carrying the hopes – and money – of a nation. In October they landed on the coast of Darien and set about building 'New Edinburgh'. They built a fort, a harbour and houses, and planted crops. Paterson's dream seemed about to become a reality.

But Darien was no dream: it was a nightmare. The climate was hot and humid, the crops failed, insects brought disease and the settlers suffered from malnutrition. In June 1699, only eight months after landing, the colony was abandoned. On the way home, hundreds more died and only one ship with 300 people

made it safely back to Scotland. Paterson was among them, but his wife was not.

The tragedy was not over. Two more expeditions had already set sail for Darien with 1,600 colonists expecting to find a flourishing settlement there. However, they found it deserted and overgrown. Five hundred of them bravely chose to remain to rebuild the fort and to try to save Darien. But illness and starvation weakened them, and in March 1700 they surrendered to the Spanish. Seventy-one per cent of the men, women and children who sailed to Darien died. Eleven of the fourteen ships were lost. The dream of Darien was dead.

The consequences for the Scottish economy were devastating. However, it was at this point that England came to the rescue by offering £398,085 to the Darien investors. This represented an equivalent of all the money lost in the Darien scheme, with interest. There was just one condition: that Scotland surrender its independence by signing the Act of Union with England. So, in 1707 the Scottish Parliament voted itself out of existence and Scotland became a part of the United Kingdom. Scottish finances were in such a desperate state that the Scots may have had no choice other than to accept the English offer, but the dissolution of the Scottish Parliament was not popular: there were riots on the streets of Edinburgh. Poet Robert Burns summed up the mood 'We are bought and sold for English gold, such a parcel of rogues in a nation.'

LANGUAGE & CULTURE

Scotland and England: a timeline

9th–10th century: The Kingdom of the Picts, north of Hadrian's Wall, becomes the Kingdom of Alba, or Scotland.

13th–14th century: The Wars of Scottish Independence.

1603 James VI Stuart of Scotland becomes King James I of England. England and Scotland enter a period of *personal union*.

1707 The Acts of Union join the two kingdoms into a single United Kingdom of Great Britain. The two Parliaments merge to form the Parliament of Great Britain, based in London.

1998 Following a referendum in Scotland, a Scottish Parliament is established. Foreign policy and defence remain in the competence of the UK Parliament.

examTASK

3 Read the text and choose the correct answers.

1 At the end of the 17th century, Scotland

- A had no industry.
- B had a powerful navy.
- C experienced problems in foreign trade.
- D was entirely independent of England.

2 James Paterson's plan

- A involved funding from the Bank of England.
- B proposed new laws in ocean trade.
- C gained the support of several governments.
- D was taken up enthusiastically by the Scots.

3 Which of the following is not mentioned as a cause of the failure of the Darien colony?

- A lack of government support
- B an inhospitable climate
- C lack of food
- D health problems

4 The second wave of settlers

- A came to a flourishing settlement.
- B all decided to stay and rebuild the fort.
- C suffered hunger and disease.
- D fought against the Spanish.

5 The Scottish Parliament accepted the Act of Union because

- A the idea was popular because of the financial problems.
- B Robert Burns recommended it.
- C there were riots in Edinburgh.
- D the economic situation was desperate.

4 What do you think of the Scottish Parliament's decision to sign the Act of Union? Why? Discuss your views in groups.

5 Read the text again. In your notebook, take notes under the following headings:

- Scotland's situation in late 17th century
not much industry
- Paterson's plan
- The difficulties encountered in Darien
- The effects of the Darien disaster

6 Work in groups. Discuss your views on the following topics, using specific examples.

- The influence of the economy on political events.
- The loss of national independence is always a bad thing. Do you agree?

MATCHING ◀ 9

1 Work in pairs. Think of three words you might hear in a news item about:

- a country's internal politics;
- international politics;
- a robbery;
- a car crash.

examTASK

2 CD2.12 You're going to hear four radio messages. Match messages 1–4 to headings A–E. There is one extra heading that you do not need to use.

- A A curious crime
- B A sense of injustice
- C Time for a change
- D Trouble in sight
- E Signs of hope

- 1
- 2
- 3
- 4

3 CD2.13 Listen to the first two items again and match the words to make collocations.

- | | | |
|---------------|--------------------------|----------------------------|
| 1 come | <input type="checkbox"/> | a poll |
| 2 landslide | <input type="checkbox"/> | b talks / process / treaty |
| 3 corruption | <input type="checkbox"/> | c to power |
| 4 opinion | <input type="checkbox"/> | d ceasefire |
| 5 peace | <input type="checkbox"/> | e election victory |
| 6 provisional | <input type="checkbox"/> | f a plan |
| 7 outline | <input type="checkbox"/> | g scandal |

4 In pairs, explain the difference between:

- a **landslide** victory and a **closely fought** contest.
- a **ceasefire** and a **peace treaty**.

5 CD2.14 Listen to the last two items again and complete the sentences.

- 1 O'Connell had been driving _____.
- 2 He was _____ from driving.
- 3 He'll be _____ for parole in little more than three years.
- 4 Terrence Laphroaig demanded that the bar owner _____ over the cash.
- 5 The police are considering charging the teenage _____ with _____ evidence.
- 6 Mr Laphroaig has been charged with _____ armed robbery.

6 Write a short news item about a recent event and prepare to read it aloud.

TALKING ABOUT PHOTOS ◀◀35

examWORKOUT

Assessing each other

- 1 Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 163.
- 2 In turns, take on the roles of candidate and examiner. When acting as examiner, assess your partner's use of language. Using the checklist on the right, circle the phrases that best describe your partner's performance. Try to note down specific examples.

	EXCELLENT	OK	IN NEED OF IMPROVEMENT	EXAMPLES
FLUENCY	fluent	some hesitation	hesitant	
RICH VOCABULARY	a lot	some	little	
BASIC ERRORS	few or none	some	many	

- 3 Share and discuss your assessment of each other's performance.

examTASK

Task 1

Look at the photos of people protesting. Compare and contrast them. The following ideas may help you, but you can suggest others as well.

- the cause
- the form of protest
- the people's feelings
- your response
- anything else?



Task 2

Express and justify your opinion on the statement below:
War is never the right solution.

SENTENCE TRANSFORMATIONS ◀22

examWORKOUT

Inversion

1 Put the following jumbled sentences in order. The first one has been done for you.

- 1 economic / been / conditions / favourable / more / have
Never have economic conditions been more favourable.
- 2 I / seen / a well-organised society / have / such
Rarely _____.
- 3 invest / must / in / any / this / money / venture / we
On no account _____.
- 4 the company / use child labour / but / next to farms / does / dumps / toxic waste / it
Not only _____ as well.
- 5 planning / what / they / realise / did / we / were
Little _____.
- 6 had / announced / been / the news / than / riots
No sooner _____ broke out in the city.
- 7 he / did / say / about
Not a word _____ the proposed redundancies.

examTASK

2 Rewrite the sentences using the words given so that the meaning is the same as in the original sentences. Do not change the words given in any way.

- 1 The undertaking involves significant risk, and the possible profits are also very doubtful.
Not only _____ the possible profits are very doubtful as well. (BUT)
- 2 You shouldn't believe what they print in that newspaper.
On _____ what they print in that newspaper. (ACCOUNT)
- 3 I haven't made any of the statements attributed to me in the article.
Never _____ attributed to me in the article. (HAVE)
- 4 They didn't know they would be fired two days later.
Little _____ fired two days later. (DID)
- 5 As soon as the protest march started, the police attacked the demonstrators.
No sooner _____ attacked the demonstrators. (THAN)

ARTICLE ◀32

examWORKOUT

Developing your article

1 Read the exam task. Discuss your opinions in pairs.

You have found the following information in a newspaper:

Privacy campaign groups have expressed concern about the number of CCTV cameras in the UK – four million by some estimates – which are turning the country into a 'surveillance state'. Government ministers see CCTV as an important tool in fighting crime, and local councils point out that residents frequently ask to have more cameras installed as it makes them feel safer.

Write an article of 200–250 words in which you give your opinion. Include the following:

- whether you think CCTV cameras are useful in protecting people from crime
- whether you think the state has the right to watch citizens in this way
- what else could be done to reduce crime

This is the title of your article: *Is this the way to go?*

2 Match the following extracts from articles to appropriate bullet points in the exam task.

- 1 ■ ■ ■ 2 ■ ■ ■ ■ 3 ■ ■ ■ ■

- a Car theft and vandalism in car parks fall drastically wherever CCTV cameras are installed.
- b Constant surveillance of innocent citizens goes against the tradition of privacy and individual freedom which are a vital part of democracy.
- c Good street lighting is a cheaper and very effective way to reduce crime and make people feel safer.
- d It would be reassuring to see more police patrolling the streets.
- e Only a very small percentage of crimes are solved thanks to CCTV material.
- f The objections seem exaggerated. The presence of the cameras does not interfere with ordinary, law-abiding people in any way.

3 Choose the opening and closing sentences from the following. Why are the other sentences inappropriate?

- a Hopefully, a compromise can be found which allows us to be safe without living in a 'Big Brother' state.
- b The whole idea of controlling everything with CCTV cameras is very stupid.
- c There are too many CCTV cameras in our country.
- d The large number of CCTV cameras in the UK worries privacy campaign groups.

examTASK

4 Write your article.

THE THREE BRANCHES OF GOVERNMENT

LEGISLATIVE

- approve a/the budget /əˌpru:v ə, ðə 'bʌdʒət/
- bill /bɪl/
- constitution /ˌkɒnstə'tju:ʃən/
- Congress (USA) /'kɒŋɡres/
- dissolution (of the parliament) /dɪsəˌlu:ʃən əv ðə 'pɑ:ləmənt/
- left/right wing /left, raɪt 'wɪŋ/
- legislative /'ledʒəsleɪtɪv/
- Member of Parliament (MP) /ˌmembə əv 'pɑ:ləmənt ˌem 'pi/
- National Assembly /ˌnæʃənəl ə'sembli/
- pass/adopt a law /pɑ:s, əˌdɒpt ə 'lɔ:/
- senate /'senət/
- town councillor /'taʊn ˌkaʊnsələ/

EXECUTIVE

- administer the country /ədˌmɪnəstə ðə 'kʌntri/
- executive /ɪgˌzekjətɪv/
- implement legislation /ˌɪmpləment ˌledʒə'sleɪʃən/
- mayor /meə/
- Prime Minister (PM) /praɪm 'mɪnəstə, pi: 'em/
- president /'prezədənt/
- represent the country abroad /reprɪˌzent ðə ˌkʌntri ə'brɔ:d/
- the Cabinet /ðə 'kæbənət/
- town/city council /'taʊn, 'sɪti ˌkaʊnsəl/
- vice-president /vaɪs 'prezədənt/

JUDICIARY

- court /kɔ:t/
- court of appeal /kɔ:t əv ə'pi:l/
- interpret/apply the law /ɪnˌtɜ:pət, əˌplai ðə 'lɔ:/
- judiciary /dʒu:'dɪʃəri/
- jury /'dʒʊəri/
- resolve disputes /rɪˌzɒlv dɪ'spju:ts/
- Supreme Court /sʊp.rɪ:m 'kɔ:t/

CIVIL RIGHTS AND LIBERTIES

- be a witness against yourself /bi ə ˌwɪtnəs əˌɡenst ʃə'self/
- be judged by your peers /bi dʒʌdʒd baɪ ʃə 'piəz/
- burden of proof /ˌbɜ:dn əv 'pru:f/
- censorship /'sensəʃɪp/
- civil liberties /ˌsɪvəl 'lɪbətɪz/
- counsel /'kaʊnsəl/
- deliver a verdict /dɪˌlɪvə ə 'vɜ:dɪkt/
- due process of law /dju: ˌprəʊses əv 'lɔ:/
- freedom of assembly /ˌfri:dəm əv ə'sembli/
- freedom of association /ˌfri:dəm əv əˌsəʊsi'eɪʃən/
- freedom of conscience /ˌfri:dəm əv 'kɒnʃəns/
- freedom of speech /ˌfri:dəm əv 'spi:tʃ/
- human rights /ˌhju:mən 'raɪts/
- presume sb innocent /prɪˌzju:m ˌsʌmbədɪ 'ɪnəsənt/
- pursuit of happiness /pəˌsjut əv 'hæpɪnəs/
- reasonable doubt /ˌri:zənəbəl 'daʊt/
- the rule of law /ðə ru:l əv 'lɔ:/
- unalienable rights /ˌʌnˌeɪliənəbl 'raɪts/

POLITICS

- closely fought contest /ˌklausli ˌfə:t 'kɒntest/
- come to power /kʌm tə 'paʊə/
- corruption scandal /kəˌrʌpʃən ˌskændl/
- general election /ˌdʒenərəl ɪˌlekʃən/
- internal politics /ɪnˌtɜ:nl 'pɒlətɪks/
- landslide election victory /ˌlændslaɪd ɪˌlekʃən ˌvɪktəri/
- leader of the governing party /'li:də əv ðə ˌɡʌvənɪŋ 'pɑ:ti/
- loss of public confidence in Parliament /lɒs əv ˌpʌblɪk ˌkɒnfɪdəns ɪn 'pɑ:ləmənt/
- major parties /ˌmeɪdʒə 'pɑ:tɪz/
- opinion poll /əˌpɪnʃən pɒl/
- opposition leader /ˌɒpə'zɪʃən 'li:də/
- political events /pəˌlɪtɪkəl ɪˌvents/
- resign /rɪ'zam/
- the forthcoming elections /ðə ˌfɔ:θˌkʌmɪŋ ɪˌlekʃənz/

THE ECONOMY

- (business) venture /'bɪznəs ˌventʃə/
- demand /dɪ'mænd/
- domestic trade /dəˌmestɪk 'treɪd/
- economic /ˌekə'nɒmɪk/
- economic boom /ˌekə'nɒmɪk 'bu:m/
- economic crisis /ˌekə'nɒmɪk 'kraɪsɪs/
- economic downturn/recession /ˌekə'nɒmɪk rɪ'seʃən, 'daʊntɜ:n/
- economical /ˌekə'nɒmɪkəl/
- economics /ˌekə'nɒmɪks/
- economist /ɪˌkɒnəmɪst/
- economise /ɪˌkɒnəmaɪz/
- entrepreneur /ˌɒntrəprəʊnɜ:/
- expenditure /ɪk'spendɪtʃə/
- export /'eksɔ:t/
- foreign trade /ˌfɔ:rən 'treɪd/
- found (a bank) /faʊnd ə 'bæŋk/
- funding /'fʌndɪŋ/
- gross domestic product /grɒs dəˌmestɪk 'prɒdʌkt/
- import /'ɪmpɔ:t/
- income /'ɪŋkʌm/
- investor /ɪnˌvestə/
- loss /lɒs/
- merchant /'mɜ:ʃənt/
- private/public sector /praɪvət, ˌpʌblɪk 'sektə/
- profit /'prɒfɪt/
- proprietor/owner /prəˌpraɪətə, 'əʊnə/
- raise money/funds /reɪz 'mʌni, 'fʌndz/
- settler /'setlə/
- supply /səˌplaɪ/
- trader /'treɪdə/
- worldwide crisis /ˌwɜ:ldwaɪd 'kraɪsɪs/
- World Trade Organisation (WTO) /wɜ:ld 'treɪd ɔ:ɡənəɪˌzeɪʃən, ˌdʌblju: ti: 'əʊ/

RELIGION

- (Eastern) Orthodox /ˌi:stən ɔ:θədɒks/
- a cycle of rebirth /ə ˌsaɪkəl əv ˌri:'bɜ:θ/
- Buddhist /'bʊdɪst/
- Catholic /'kæθəlɪk/
- Christian /'krɪstɪʃən/
- Gospel /'ɡɒspəl/
- go to church /ɡəʊ tə ˌtʃɜ:ʃ/
- Hebrew /'hi:brʊ/
- Jew /dʒu:/
- mosque /mɒsk/
- Muslim /'mʊzləm/
- pilgrimage /'pɪlɡrəmədʒ/
- pray /preɪ/
- synagogue /ˌsɪnəɡɒɡ/
- temple /'tempəl/
- Torah /'tɔ:rə/

CRIME

COURTS AND JUSTICE

- abolish /əˈbɒlɪʃ/
- capital punishment /ˌkæpɪtəl ˌpʌnɪʃmənt/
- criminal trial /ˌkrɪmɪnəl ˌtraɪəl/
- eligible for parole /ˌelɪdʒəbəl fə pəˈrəʊl/
- exile /'eksɪl/
- guilt /ɡɪlt/
- imprison /ɪmˈprɪzən/
- jury /'dʒʊəri/
- the law of the land /ðə lɔ: əv ðə 'lænd/
- lawful /'lɔ:fəl/
- lenient sentence /ˌli:niənt ˌsentəns/
- life imprisonment /laɪf ɪmˈprɪzənmənt/
- outlaw /'aʊtlɔ:/
- prosecution /ˌprɒsɪˌkju:ʃən/
- sense of injustice /sens əv ɪnˌdʒʌstəs/
- (ten years') imprisonment /ten jɪəz ɪmˈprɪzənmənt/

CRIME AND CRIMINALS

- armed robbery /ɑ:mɪd 'rɒbəri/
- arson /'ɑ:sən/
- attempt /ə'tempt/
- blackmail /'blækmeɪl/
- break into /'breɪk ɪntə/
- bribe /braɪb/
- bribery /'braɪbəri/
- burglary /'bɜ:gləri/
- commit a crime /,kəmɪt ə 'kraɪm/
- demand ransom /dɪ,mɑ:nd 'rænsəm/
- extort /ɪk'stɔ:t/
- hijacking /'haɪdʒækɪŋ/
- hostage /'hɒstɪdʒ/
- manslaughter /'mæn,sleɪtə/
- mugging /'mʌgɪŋ/
- reveal confidential information /rɪ,vɪl kɒnfə'denʃəl ɪnfə'meɪʃən/
- riots /'raɪəts/
- rob at gunpoint /rɒb ət 'ɡʌnpɔɪnt/
- set fire to sth /set 'faɪə tə ,sʌmθɪŋ/
- teenage delinquent /,ti:neɪdʒ dɪ'lɪŋkwənt/
- thief /θi:f/
- treason /'tri:zən/
- unauthorised possession of firearms /ʌn,ɔ:θəraɪzɪd pə,zesən əv 'faɪəɑ:mz/

CRIME – PHRASES WITH PREPOSITIONS

- accuse sb of sth /ə'kjuz ,sʌmbɒdi əv ,sʌmθɪŋ/
- arrest sb for sth /ə'rest ,sʌmbɒdi fɔ ,sʌmθɪŋ/
- find sb guilty of /faɪnd ,sʌmbɒdi 'ɡɪlti əv/
- charge sb with sth /tʃɑ:dʒ ,sʌmbɒdi wɪð ,sʌmθɪŋ/
- disqualify from (driving) /dɪs,kwɒləfaɪ frəm 'draɪvɪŋ/
- sentence to... for... /'sentəns tə ,fɔ/
- suspect sb of sth /sə'spekt ,sʌmbɒdi əv ,sʌmθɪŋ/

FOREIGN AFFAIRS

- aid /eɪd/
- bring an end to violence /brɪŋ ən end tə 'vaɪələns/
- ceasefire /'si:sfaɪə/
- developing countries /dɪ'veləpɪŋ 'kʌntrɪz/
- independence /ɪn,dɪ'pendəns/
- justified use of force /,dʒʌstəfaɪd ju:z əv 'fɔ:s/
- Middle East peace talks /,mɪdl i:st 'pi:s tɔ:ks/
- outline a plan /aʊtlaɪn ə 'plæn/
- peace talks/process/treaty /'pi:s tɔ:ks, prəʊses, 'tri:ti/
- reach a long-lasting agreement /ri:tʃ ə lɒŋ ,lɑ:stɪŋ ə'ɡri:mənt/
- surrender (to sb) /sə'rendə tə ,sʌmbɒdi/
- weapons of mass destruction (WMD) /,wepənz əv mæs dɪ'strʌkʃən, ,dʌbəlju: əm 'di:/

SOCIAL ISSUES

- discriminate against sb /dɪ'skrɪmənɪt ə,ɡenst ,sʌmbɒdi/
- discrimination /dɪ'skrɪmə'neɪʃən/
- homelessness /'həʊmləsnes/
- immigrant /'ɪmɪgrənt/
- poverty /'pɒvəti/
- social inequality /,səʊʃəl ɪnɪ'kwələti/

QUICK REVISION

1 Complete the table with abstract nouns.

VERB	NOUN
1 possess	
2 imprison	
3 punish	
4 poor	
5 homeless	
6 burgle	

2 Answer the questions.

- 1 Which of these does the legislative branch of government do?
 - a pass laws b implement legislation
 - c interpret and apply the law
- 2 If a government forbids citizens to gather in public places, it violates freedom of
 - a conscience. b assembly. c speech.
- 3 If a government forbids a religious group to practise their religion, it violates freedom of
 - a association. b assembly. c conscience.
- 4 Which word fits the sentence? People should not be imprisoned without due ____ of law.
 - a punishment b process c procedure
- 5 Which phrase can be completed with the adjective *economic*, and which with *economical*?
 - a ____ growth b an ____ car
- 6 Which sentence can be completed with the noun *economy*, and which with *economics*?
 - a He studies ____.
 - b What's good for the ____ is bad for the environment.
- 7 The abbreviation GDP stands for Gross Domestic
 - a Product. b Profit. c Possession.
- 8 The crime of deliberately setting fire to something is called
 - a bribery. b arson. c treason.
- 9 Which preposition fits all three phrases?

suspected
 accused _____ a crime
 found guilty
- 10 Which verb completes the sentence? Capital punishment has been ____ in all EU countries.
 - a abolished b disqualified c approved
- 11 Someone who starts a new business venture is called a(n)
 - a proprietor. b settler. c entrepreneur.
- 12 What noun fits all three phrases?

_____ talks
 _____ process
 _____ treaty

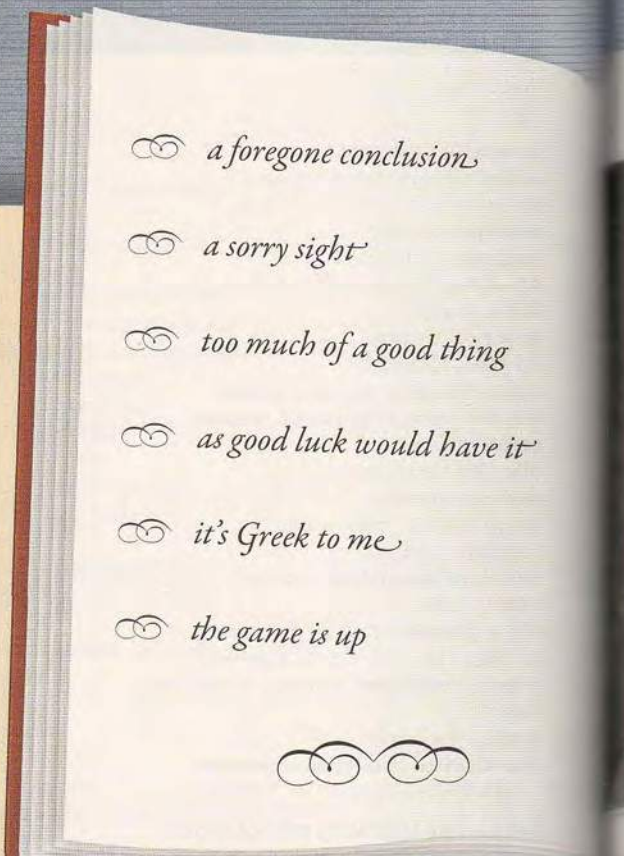






READING

- 1** Work in pairs. Can you guess what these expressions mean? Choose the correct option.

 - If you *send someone packing*, you
 - remind them to pack for a trip.
 - tell them firmly to go away.
 - To *wear your heart upon your sleeve* means to
 - express your personality through your clothes.
 - show your emotions openly.
 - The phrase *your own flesh and blood* refers to
 - your family.
 - your body.
 - If someone or something is *a sorry sight*, it
 - looks unpleasant or shocking.
 - makes you feel sad.
 - All the expressions above
 - have gone out of use.
 - were created by the same writer.
- 2** Read the text to find out if you were right.
- 3** Find four of Shakespeare's achievements mentioned in the text. Which one does the writer consider to be the most unusual?
- 4** Choose one of the phrases discussed in the text. In pairs, think of a situation in which you might use it. Write and act out a short dialogue containing the phrase.
- 5** Match these Shakespearean idioms to their meanings.

1 the four corners of the world	<input type="checkbox"/>	6 to laugh yourself into stitches	<input type="checkbox"/>
2 cold comfort	<input type="checkbox"/>	7 The game is up.	<input type="checkbox"/>
3 at one fell swoop	<input type="checkbox"/>	8 It's Greek to me.	<input type="checkbox"/>
4 salad days	<input type="checkbox"/>	9 Good riddance!	<input type="checkbox"/>
5 to make a virtue of necessity	<input type="checkbox"/>		

 - all at once
 - all parts of the world
 - Everything's been discovered, there's no point in pretending any more.
 - I can't understand it at all.
 - It's good we've got rid of him/her/it.
 - laugh very much (literally, so much that your stomach hurts)
 - something that's not really comforting
 - the time of a person's youth
 - to accept as desirable something that you have to do anyway

- 
-  *a foregone conclusion*
 -  *a sorry sight*
 -  *too much of a good thing*
 -  *as good luck would have it*
 -  *it's Greek to me*
 -  *the game is up*



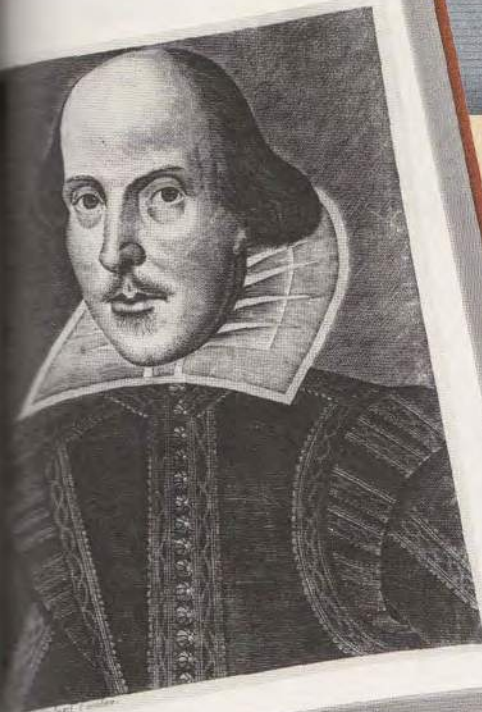
QUOTING

You can't find your pendrive. Searching through your things, you mutter to yourself: 'Where is it? It can't have vanished into thin air!' You've just quoted Shakespeare: the magician Prospero in *The Tempest* explains to amazed onlookers that the strange creatures they saw 'were spirits and are melted into thin air'. Or perhaps your best friend thinks your boyfriend is no good for you, and she advises you to 'send him packing'. She's quoting Sir John Falstaff, the comic fat knight in *Henry IV Part 1*, who sends away an unwelcome messenger.

Shakespeare was extraordinary in many ways. He knew how to tell a good story. He created memorable characters. He was brilliant at portraying emotions. He knew how to construct a play that would hold an audience's attention. But what makes him unique is that he created an enormous number of words and expressions that have entered the English language, so that today we often use them without realising they are quotations.

When Iago, the deceitful villain in *Othello*, explains his life philosophy, he says to show what he is really thinking would be to 'wear his heart upon his sleeve'. Today we use that expression to mean 'show emotions openly'. The moneylender Shylock in *The Merchant of Venice* is shocked that his daughter, 'his own flesh and blood', could have stolen from him. Nowadays people still emphasise the strength of family bonds by referring to their children as 'their own flesh and blood'.

If your favourite football team is going to play against much stronger opponents, you may fear the result is 'a foregone conclusion', meaning there's no doubt about it. That's what Othello thought of the accusation that his wife was unfaithful to him. (He was wrong, though, so perhaps the result of the match is not so certain either.)



SHAKESPEARE

Seeing something truly impressive or astonishing, we feel it 'beggars all description': no description can make it sound as wonderful as it really is. It was Cleopatra in *Antony and Cleopatra* who first made such an impression on a Roman soldier. On the other hand, when your younger brother comes home all muddy after playing outside on a rainy day, you might think he's 'a sorry sight' (as Macbeth says, looking at his bloody hands after he's murdered king Duncan). And if your friends want to go clubbing for the fourth night in a row, that could simply be 'too much of a good thing' (to use the words of Rosalind, the heroine of *As You Like It*).

Apart from creating these vivid expressions, Shakespeare was also exceptionally inventive in coining new words. *Countless*, *laughable*, *accommodation* and *premeditated* are amongst many words which were first recorded in Shakespeare's works – either created by him or brought by him into general circulation.

Having praised Shakespeare's rare talent with words, let's admit that he was also fortunate. As good luck would have it¹, he was born less than a century after the first printing press was established in England. Because his plays were printed, his words and phrases reached a wide audience, leading to a lasting enrichment of English. ■

WORD BANK

deceitful /dɪ'si:tfl/

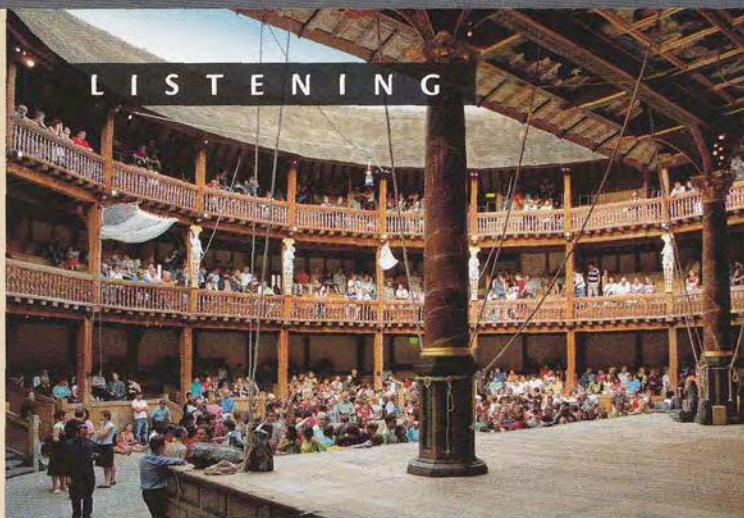
moneylender /'mʌni 'lɛndə/

to coin a word/phrase /tə kɔɪn ə wɜ:d, freɪz/

villain /'vɪləɪn/

¹ a phrase from *The Merry Wives of Windsor*

LISTENING



6 Look at the photo of the reconstructed Globe theatre in London. Find:

- the stage,
- two columns supporting the roof above the stage,
- the audience standing,
- the audience sitting in a wooden gallery.

7 **CD2-15** Listen to an interview about Shakespeare's theatre and answer the questions.

- 1 What do you learn about each of the places you identified in exercise 1?
- 2 How did Shakespeare manage to show battle scenes with armies and horses in *Henry V*?
- 3 Who played the role of Cleopatra?
- 4 What was special about the costumes?

8 Imagine you have the opportunity to watch a performance at an Elizabethan theatre. Which aspects of it do you think you would enjoy? Which ones would you not enjoy?

9 Work in pairs. Think of a book or film you like. Imagine you are writing a version of the story to be shown as a play in a sixteenth-century theatre. Write a short prologue explaining to the audience what they have to imagine.

PROVERBS WHICH ARE SHAKESPEARE QUOTATIONS

All that glitters is not gold. (*The Merchant of Venice*)

All's well that ends well. (title)

A rose by any other name would smell as sweet. (*Romeo and Juliet*)

Love is blind. (*The Merchant of Venice*)

The course of true love never did run smooth. (*A Midsummer Night's Dream*)

Truth will out. (*The Merchant of Venice*)

READING

- 1 Work in groups. Look at photos A–D and match them with films from the article.
- 2 Read the article and match people 1–8 with statements a–i. There is one extra statement.

- 1 Luke Skywalker
- 2 Reg
- 3 Rick
- 4 Rufus T. Firefly
- 5 Harry Lime
- 6 The Terminator
- 7 Travis Bickle
- 8 Osgood Fielding III

- a He admits he's confused.
- b He loses a political argument.
- c He lets his heart rule his head.
- d He is very worried about something.
- e He makes a threat that he soon carries out.
- f He argues that violent times create great art.
- g He complains about something hard he has to do.
- h He gives up his own happiness for something greater.
- i He prepares himself psychologically for something hard.

MORE FAMOUS LINES FROM FILMS

- 'My Mama always said life was like a box of chocolates; you never know what you're gonna get.' Tom Hanks as Forrest Gump in *Forrest Gump*
- 'Gentlemen, you can't fight in here! This is the War Room.' Peter Sellers as Dr Strangelove in *Dr Strangelove*
- 'I'm gonna make him an offer he can't refuse.' Marlon Brando as Don Vito Corleone in *The Godfather*
- 'Toto, I've a feeling we're not in Kansas anymore.' Judy Garland as Dorothy in *The Wizard of Oz*
- 'Go ahead, make my day.' Clint Eastwood as Dirty Harry Callahan in *Sudden Impact*
- 'Kid, the next time I say, 'Let's go someplace like Bolivia,' let's go someplace like Bolivia.' Paul Newman as Butch Cassidy in *Butch Cassidy and the Sundance Kid*
- 'I'm the king of the world!' Leonardo di Caprio as Jack Dawson in *Titanic*
- 'They may take our lives, but they'll never take our freedom!' Mel Gibson as William Wallace in *Braveheart*



FAMOUS FILM QUOTES

CLASSIC LINES

Oscar night is just around the corner and to celebrate we've come up with some of our favourite classic lines from films.

'I have a very bad feeling about this.'

(Mark Hamill as Luke Skywalker in *Star Wars Episode IV*) Our hero Luke is flying in the Millennium Falcon with Obi-Wan Kenobi and Han Solo when they see a space station as big as a moon, the Death Star. They don't know what it is but Luke feels pretty sure it's not good news. This line was used in other Star Wars films and has become a catchphrase in real life too.

'What have the Romans done for us?'

(John Cleese as Reg, an anti-Roman revolutionary in *Life of Brian*) Reg asks his fellow revolutionaries what the Romans have ever given the Palestinians. They produce a long list: aqueducts, sanitation, roads, irrigation, medicine, education, health, wine, baths and public order. Then, annoyed, he says, 'All right, but... what have the Romans done for us?' And someone says, 'Brought peace!'

'If that plane leaves the ground and you're not with him, you'll regret it. Maybe not today, maybe not tomorrow, but soon, and for the rest of your life.'

(Humphrey Bogart as Rick in *Casablanca*) *Casablanca* is full of memorable lines, particularly when Rick persuades Ilsa, the woman he loves, to leave with Victor, the resistance leader to continue fighting the Nazis. When she replies, 'What about us?' he replies, 'We'll always have Paris' and then goes on to say 'I'm no good at being noble, but it doesn't take much to see that the problems of three little people don't amount to a hill of beans in this crazy world. Someday you'll understand that... Here's looking at you, kid.'

'A four-year-old child could understand this report. Run out and find me a four-year-old child. I can't make head or tail of it.'

(Groucho Marx as Rufus T. Firefly in *Duck Soup*) The Marx Brothers films are full of witty lines. Here's one of Groucho's best.

'In Italy for thirty years under the Borgias they had warfare, terror, murder, bloodshed - they produced Michelangelo, Leonardo da Vinci and the Renaissance. In Switzerland they had brotherly love, five hundred years of democracy and peace and what did that produce...? The cuckoo clock.'

(Orson Welles as Harry Lime in *The Third Man*) Orson Welles was not the director of *The Third Man*; it was Carol Reed. Nor did he write the screenplay; Graham Greene did that. But Welles was superb in the role of the mysterious and cynical racketeer Harry Lime and the speech he makes on the Ferris Wheel in Prater Park defending his criminal activities in post-war Vienna is unforgettable.

LISTENING

3 **CD2-16** In pairs, answer the questions in the quiz. Then listen and check.

- 1 What's the name of Tarzan's mate?
 - a Jane
 - b Joan
 - c Jenny
- 2 James Cagney was famous for making what kind of films?
 - a romantic
 - b gangster
 - c pirate
- 3 Who was Oliver Hardy's thin friend?
 - a Charlie Chaplin
 - b Buster Keaton
 - c Stan Laurel
- 4 Who is Luke Skywalker's tutor in *Star Wars*?
 - a Han Solo
 - b Obi-Wan Kenobi
 - c Darth Vader
- 5 In which film can you hear the song 'As Time Goes by'?
 - a Casablanca
 - b Titanic
 - c Singin' in the Rain

4 **CD2-16** Listen again and correct the misquotations.

- 1 Tarzan: 'Me Tarzan, you Jane.'
- 2 James Cagney: 'You dirty rat!'
- 3 Oliver Hardy: 'Here's another fine mess you've gotten me into!'
- 4 Obi Wan Kenobi: 'May the Force be with you!'
- 5 Humphrey Bogart: 'Play it again, Sam.'

5 Answer the questions in groups.

- 1 Which famous lines from this lesson do you like the most? Pick three and say why you like them.
- 2 Which films from this lesson have you seen? Which are your favourites? Why?
- 3 Do you know any other catchphrases from films or TV? See if your partners know them.



'I'll be back!'

(Arnold Schwarzenegger as Terminator in *Terminator*)
A police officer tells the Terminator he can't go in to see Sarah Connor. He tells him 'I'll be back' and in a few seconds he returns driving a police car and smashes his way into the police station. Later, Schwarzenegger used this catch phrase in other films and in public appearances.

'You talkin' to me? Well, I'm the only one here.'

(Robert de Niro as Travis Bickle in *Taxi Driver*)
Robert de Niro's scary psychotic taxi driver talks to himself in the mirror while practising talking tough.

'Well, nobody's perfect!'

(Joe E. Brown as Osgood Fielding III in *Some Like It Hot*)
Two musicians on the run from Chicago gangsters disguise themselves as women. In Florida, a millionaire falls in love with one of them (Gerry/Geraldine) and asks her to marry him. He won't accept any of her reasons why they can't get married so finally, Geraldine takes off her wig and says, 'You don't understand, Osgood. I'm a man.' His reply is one of the most famous lines in cinema, 'Well, nobody's perfect!'. ■

WORD BANK

bloodshed /'blʌdʃəd/

catchphrase /'kætʃfreiz/

cuckoo clock /'kʊkuː klɒk/

I can't make head or tail of something

/aɪ kɑːnt meɪk hed ɔː teɪl əv 'sʌmθɪŋ/

memorable /'memərəbl/

on the run /ən ðə rʌn/

racketeer /'rækeɪtɪə/

warfare /'wɔːfəə/

READING

- 1 In groups, look at the pictures and say what you know about these fictional characters.
- 2 Read and choose which statement 1–3 best summarises the article.
 - 1 It gives a detailed description of historical figures who inspired fictional characters.
 - 2 It describes fictional characters who seem real.
 - 3 It looks at the lives of famous authors.
- 3 Read again and say if the sentences are true or false.
 - 1 We know exactly who the character of Robin Hood is based on.
 - 2 Conan Doyle predicted some new methods of solving crimes.
 - 3 It is possible that the character of Alice was based on a real person.
 - 4 Helen Fielding got the idea for the character of Bridget Jones from a true story in a newspaper.
- 4 Match the works of fiction in the table with their authors and the literary genres below. Some works may belong to more than one genre.

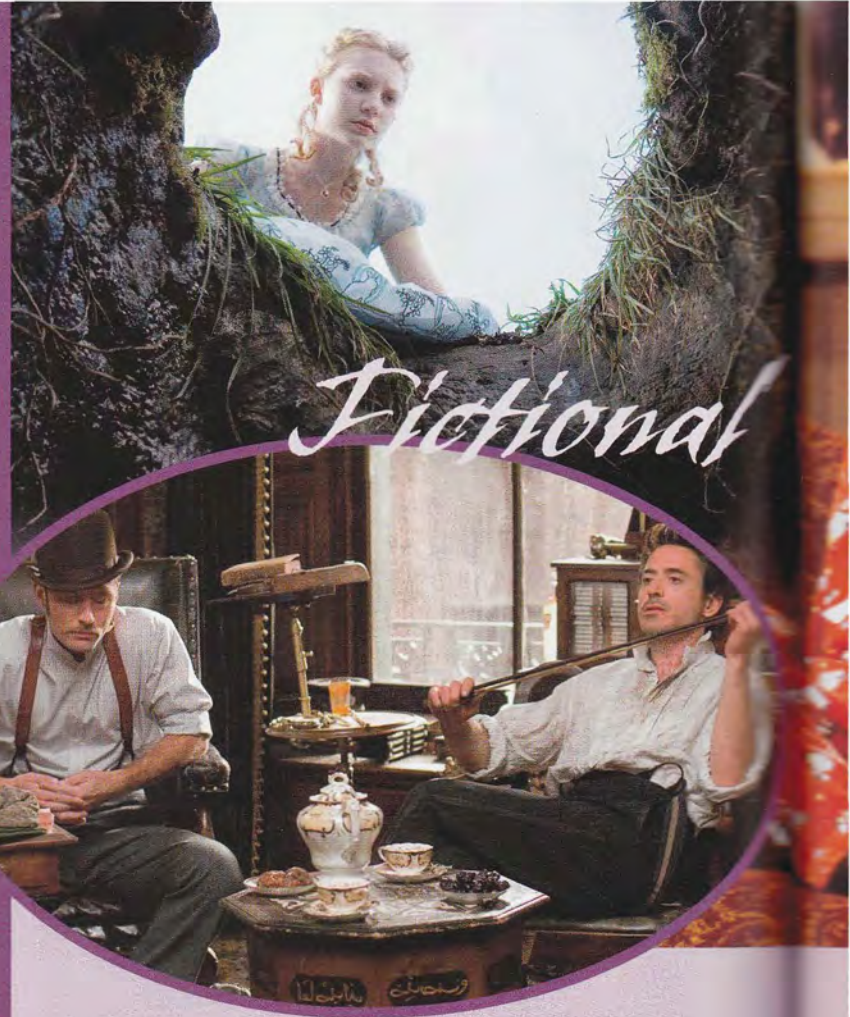
TITLE	AUTHOR	GENRE(S)
Pride and Prejudice (1813)		
Oliver Twist (1837–39) & A Christmas Carol (1843)		
Alice's Adventures in Wonderland (1865)		
The Adventures of Sherlock Holmes (1892)		
Peter Pan (1911)		
The Spy Who Loved Me (James Bond) (1962)		
Bridget Jones's Diary (1996)		
Harry Potter and the Philosopher's Stone (1997)		

Authors

Jane Austen J.M. Barrie Lewis Carroll
 Arthur Conan Doyle Charles Dickens
 Helen Fielding Ian Fleming J.K. Rowling

Literary Genres

Adventure Children's Crime Fantasy Horror
 Humour Mystery Romance Science Fiction
 Short stories Spy Thriller



Fictional

FAMOUS NAMES FROM FICTION

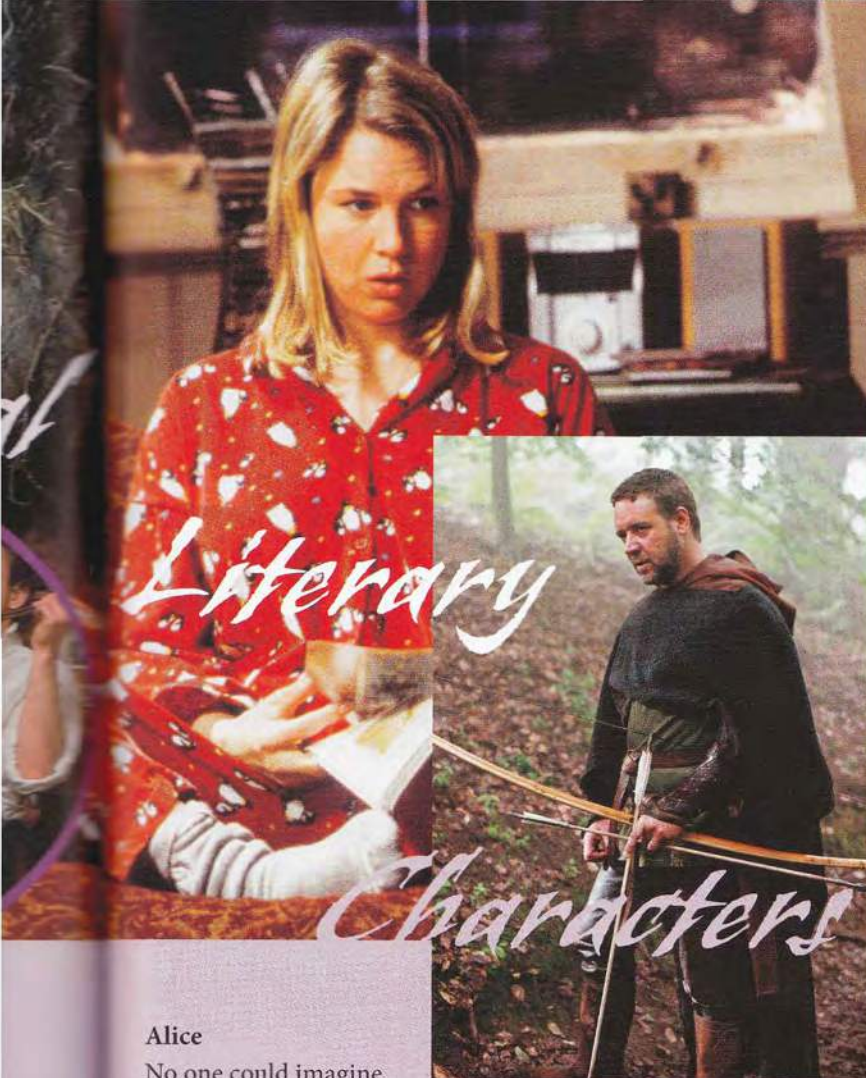
They are famous. Some are so realistic that many people believe they actually existed. Others are characters who represent a distinct personality type. They are from the world of fiction, but they seem larger than life.

Robin Hood

We know a lot about Robin Hood. He lived in Sherwood Forest with his band of 'merry men'. A brilliant archer and swordsman, he robbed the rich and gave to the poor. His sweetheart was Maid Marian; his arch-enemy the Sheriff of Nottingham. He supported King Richard the Lionheart against his evil brother Prince John. Yes, we know a lot about Robin Hood... even though he probably never lived. He is a creation of ballads and stories dating from as long ago as the fourteenth century. In some he's a common man; in others an aristocrat. In some he's from Nottinghamshire; in others from Yorkshire. In some he fights for the Anglo-Saxons against the Normans, who conquered England in 1066; in others he's nothing more than an outlaw. However, one thing is sure. In every story or film about him Robin Hood is a hero.

Sherlock Holmes

He is an honorary fellow of the prestigious Royal Society of Chemistry. His work inspired techniques that are used by forensic scientists today. Many people have written to him requesting help in solving crimes. You can even visit his house at 221B Baker Street. However, Sherlock Holmes never walked the streets of London. He is a fictional character created by Sir Arthur Conan Doyle in 1887. Without doubt the most famous detective in literature, Holmes uses science and logic, meticulous observations and the power of deduction to find answers to the most puzzling criminal cases. As he says in *A Study in Scarlet* 'When you have eliminated the impossible, whatever remains, however improbable, must be the truth'. Holmes features in four novels and fifty-six short stories and has been portrayed by seventy-five actors in over two hundred films.



Alice

No one could imagine that Lewis Carroll's

Alice is a real person. Her *Adventures in Wonderland* (1865) and *Through the Looking Glass* (1871) are far too strange for anyone to believe they really happened. After all characters like a worried white rabbit with a watch, a Mad Hatter enjoying a permanent tea party, and a Queen who thinks the answer to every problem is to cut off someone's head are not part of our everyday lives, fortunately. And yet the curious little girl who can't resist poking her nose in where it doesn't belong seems so familiar we feel we know her personally. Perhaps it is because Alice may have been inspired by a real person, Alice Liddell, the daughter of some friends of Carroll's. Or perhaps it's because it is simply a wonderfully accurate description of a typical little girl.

Bridget Jones

Literature still continues to create people that we all recognise or even identify with. A recent example is Bridget Jones, who was created by writer Helen Fielding in a newspaper column in 1995. She features in two best-selling novels, *Bridget Jones's Diary* and *Bridget Jones, the Edge of Reason* which were both made into hugely successful films starring Renée Zellweger, Hugh Grant and Colin Firth. Bridget is the typical thirty-something single woman trying to cope with life and desperately looking for love. In her diary she writes her New Year resolutions: to eat and drink less and to stop smoking. She breaks them one by one, has problems at work, and falls in and out of love. Why is she so popular? Perhaps it's just because she is imperfect and seems so real, so like people we know in our own lives. ■

WORD BANK

- forensic scientist /fə'rensɪk 'sɪərəntɪst/
- meticulous /mɪ'tɪkjələs/
- outlaw /'aʊtlɔː/
- swordsman /sɔːdzmən/

5 CD2-17 Listen and choose the fictional characters the callers find most real to them.

Elizabeth Bennet James Bond Mr Darcy
Hermione Granger Sherlock Holmes Peter Pan
Harry Potter Ebenezer Scrooge Oliver Twist
Ron Weasley

- Caller 1 _____ & _____
- Caller 2 _____
- Caller 3 _____
- Caller 4 _____
- Caller 5 _____

6 CD2-17 Listen again and match callers 1-5 with sentences a-f. There is one extra sentence.

- a Caller _____ changed the way he/she spoke to sound like a fictional character.
- b Caller _____ has never read any of the books featuring his/her favourite character.
- c Caller _____ mentions a character whose name has entered the English language.
- d Caller _____ says his/her favourite character reminds him/her of his/her younger self.
- e Caller _____ stopped reading fiction when he/she was a child.
- f Caller _____ would love to be able to do something impossible.

7 Answer the questions in groups.

- 1 Which books featuring the characters from this lesson have you read? What did you think of them?
- 2 What literary genres do you prefer?
- 3 Which novels / short stories have you enjoyed the most?
- 4 Who are your favourite fictional characters?
- 5 Have you seen any films featuring these characters? What did you think of them?
- 6 Do you generally prefer the book or the film of the same story? Give examples.

EXTRA MATERIALS FOR THE THEMATIC PART

UNIT 6 • FOOD / SHOPPING AND SERVICES

READING • page 101 • Exercise 4

Sharon spent the next week up north working on a film set in the Scottish Highlands. On the way back, she worked out how much she'd earned. Make-up artists weren't paid as well as actors, but if she had more jobs like that, she'd be able to afford a few fun-filled shopping sprees.

The smile on Tommy's face told a story, but she couldn't figure out what it was until she went inside. The house was so tidy! No shoe boxes behind the sofa, no knickers in the kitchen and in the guest room all the wardrobes were empty.

Tommy stood there holding out an envelope as if it was a magic shield. It was stuffed full of cash. His lips were moving and she heard the word 'eBay'. But her thoughts were elsewhere in a world of bright lights and colours, fabrics, fun and fashion. And the beautiful beep of bar codes.

UNIT 6 • FOOD / SHOPPING AND SERVICES

WRITING • page 103 • Exercise 4

SAMPLE ANSWER:

Children watch TV commercials in which mass-produced pink plastic toys look attractive and magical, and they believe what they see. They do not realise they are being used by great corporations to persuade their parents to spend their hard-earned money. What is more, when children start desiring the things they see in advertisements, they can become badly-behaved and demanding...

TALKING ABOUT PHOTOS

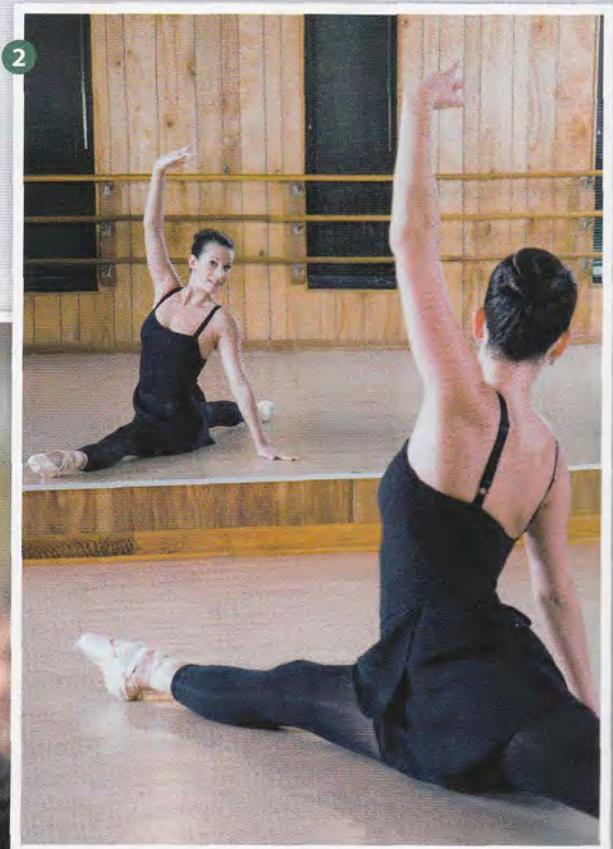
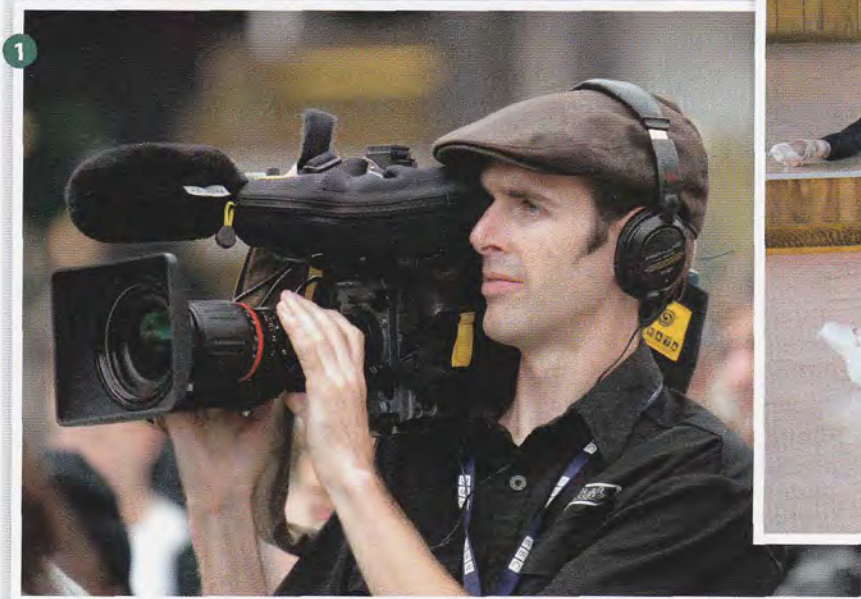
UNIT 4 • WORK

SPEAKING, TALKING ABOUT PHOTOS, PAGE 86

examTASK

Look at the photos, which show people doing different creative jobs. Compare and contrast them. Include the following points.

- the skills and personal qualities needed
- what may be difficult about the job
- what may be enjoyable about the job
- the pay
- your preferences



examTASK

Look at the two photos of people travelling to work. Compare and contrast them. The following ideas may help you, but you can suggest others as well.

- the means of transport
- the people's feelings
- comfort and speed
- impact on the environment
- your preferences
- anything else?



QUESTIONS ABOUT THE PHOTOS ON THIS PAGE

- 1 What can be done to reduce traffic congestion in big cities?
- 2 What way of travelling to school or work do you prefer? Why?

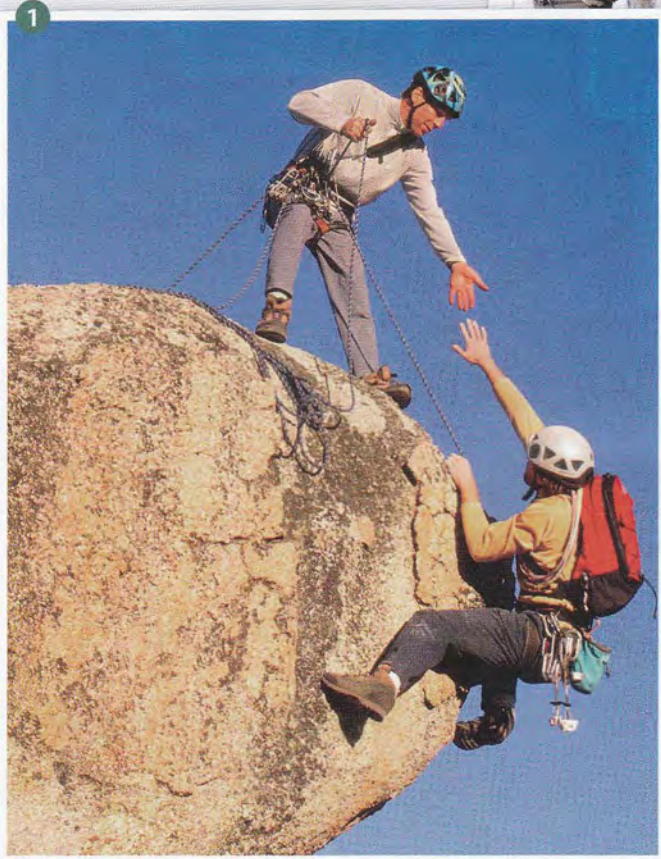
QUESTIONS ABOUT THE PHOTOS ON PAGE 110

- 1 What can people do to protect the environment while on holiday?
- 2 What are your favourite ways of travelling and why?

examTASK

Look at the two photos of people doing sports. Compare and contrast the photos. The following ideas may help you, but you can suggest others as well.

- the sports
- the place
- impact on health
- the qualities needed
- your preferences
- anything else?



QUESTIONS ABOUT THE PHOTOS ON THIS PAGE

- 1 Why do you think people choose to do dangerous sports?
- 2 How important are the surroundings in which you do a sport?

QUESTIONS ABOUT THE PHOTOS ON PAGE 126

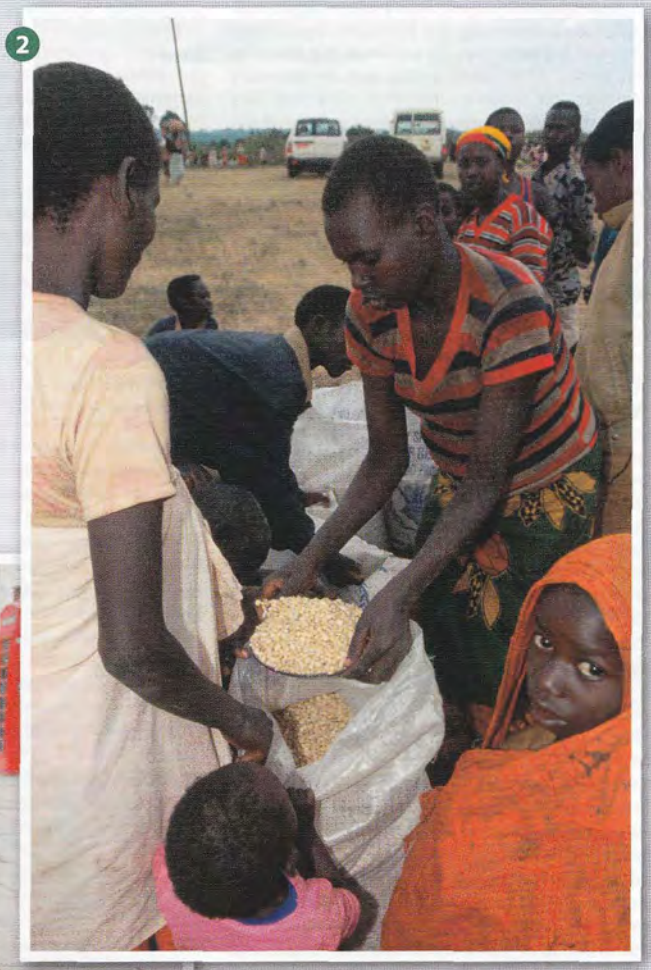
- 1 In what ways can a disability make a person's life difficult?
- 2 Do you think there is sufficient support for disabled people in your country?

examTASK

Task 1

Look at the photos of people in need of help. Compare and contrast them. The following ideas may help you, but you can suggest others as well.

- the place
- the situation
- the help available
- the people's feelings
- your response
- anything else?



Task 2

Express and justify your opinion on the statement below:

We should help the poor in our own country before taking care of those in other countries.

CD 1.02

REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, TRUE / FALSE / NO INFORMATION, EXERCISE 1

PRESENTER: Hello, welcome to Culture Vulture, your guide to cultural events in our town, and here's great news of a fascinating new event that might one day become our number one attraction. As you know, our town has several vibrant ethnic communities, and the university in particular now boasts students from more than forty countries. Well, this summer the Town Council and the European Students Forum have decided to organise our first ever Multicultural Festival. With me in the studio is the president of the ESF, Steve Lund. Hello, Steve.

STEVE: Hello.

PRESENTER: Steve, can you tell us more about this idea?

STEVE: Well, the idea originated at the University, really. When you've got people of a dozen nationalities in your class, you can learn so much from them, and it's such fun, and we thought it's a shame that the rest of the community isn't able to share in some of that experience.

PRESENTER: So what will the festival involve?

STEVE: We're still at the planning stage, but we'd definitely like to have several concerts, an arts and crafts fair where people would be able to learn to make things like Origami paper toys or Raku pottery, and also a multiethnic fashion show, where you'd be able to see what national costumes such as a Korean hanbok or a Vietnamese Ao Dai look like. And, on a more serious note perhaps, we might have several lectures and panel discussions on topics to do with multicultural Europe.

PRESENTER: It sounds fascinating – and what about food?

STEVE: Absolutely, there'll definitely be food from all the countries involved, and drinks as well, including Czech beer and Hungarian wine. And we hope that with the generous funding from the Town Council and from EU funds, the food will be the only thing you have to pay for.

PRESENTER: That sounds very promising. And I understand you've got an announcement to make...

STEVE: Yes, an appeal in fact. As I said, we're still at the planning stage, and I'd like to invite anyone or any group of people who'd like to contribute to the festival to contact us with their ideas. You can do that through the festival website, or you can just drop into our office next to the university library; you'll be very, very welcome indeed.

PRESENTER: Steve Lund, thank you very much. And watch the website for the programme of events!

CD 1.03

REFERENCE PART, LISTENING COMPREHENSION, MATCHING, EXERCISE 1

PRESENTER: The Erasmus programme is an EU exchange programme for university students. Today four students from different countries who've met in Nancy, France, talk about their Erasmus experience.

1 Hi, I'm Laura and I come from Spain. I'd really encourage everybody to live this amazing experience. For me, it's been a great opportunity to become familiar with another language, culture and climate and to meet a lot of people from all over the world. The only problem is the amount of money you spend, but there are always student grants to help you with that. I won't forget these three months in Nancy because I've met a lot of fantastic people here and I've seen the importance of travelling if you wish to be an open-minded person and to understand how other countries work.

2 My name's Tomek and I'm from Poland. The cliché view of Erasmus is that it involves partying and drinking in international company and hardly anything else, and I suppose that's what some people do, but it's certainly not a complete image. If you're looking for more than parties and superficial contacts, you should find it easily. I've enjoyed the opportunity to experience the everyday aspects of French culture: conversations in cafés, going to local events such as Sunday football matches, horse races and flea markets. I think I've learned something about the French mentality... if such a thing exists. And of course my French has improved a lot.

3 Hi, I'm Sara from Sweden. One has to make a real effort to feel at home in a new place. To me, it's not something that comes automatically. There are differences that take getting used to. For example, the equality of men and

women is something I take for granted in my own country, but in France I notice that I'm treated differently. There is also a definite hierarchy between teachers and students, and students here are not invited to question what they learn as much as they are in Sweden. I've noticed I'm much more 'Swedish' than I thought and that I tend to evaluate my experiences by comparison with how things are in Sweden.

4 My name's Sapphire and I come from England. I love being an Erasmus student! I've never met so many wonderful, interesting people from so many different countries. I feel I've been given a spy-hole into other European cultures. The entire experience has been formative and incredibly positive. Ironically, the only aspect of the Erasmus year that I've not enjoyed is my studies. For most of the first term I couldn't go to lessons because the students were on strike! But it has in no way ruined my year – in fact I'm now doing a project on the student strike and the French university autonomy law for my home university.

CD 1.04

REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, MULTIPLE CHOICE – SHORT RECORDINGS, EXERCISE 1

1 **Woman:** So how are we going to travel to England?

Man: Well, the drive's long and tiring, and petrol's expensive. Flying with one of those cheap airlines would probably cost less.

Woman: You mean flying to London?

Man: Erm, yes, I suppose so.

Woman: But we'd still have to get from London to Stratford, wouldn't we? So we'd have to buy train tickets, and they're terribly expensive. They might actually cost more than the air fare.

Man: Yeah, I suppose you're right. So let's just take the car, then. It'll be convenient to be able to travel around in it.

2 **Woman:** So why did you decide to go and work in Jamaica?

Man: That's a good question. Why did I do it? The salary was better, but only slightly. A lot of people might move there because of the climate, but I don't really like hot weather that much. I guess I just wanted something really new, really different in my life. And it was certainly that!

3 Apart from the director, I think he's the one who works hardest. On a film set, there's work before you shoot a scene, while you're shooting, and in the breaks, right? If you're a set designer or a make-up artist like me, you work hard at the beginning, but then you can relax. The actors of course work extremely hard during the takes, they have to give everything... but between takes they get to lie down and unwind. But Jim works non-stop all the time: first he has to set up the lights and the cameras, then he's shooting, and during each break he adjusts the lights, moves the cameras, looks at the footage with the director. Sometimes he never sits down during the entire day.

4 Hi Peter, this is Jack Robinson. I was supposed to call to confirm the time of the meeting on Thursday, but I'm afraid something unexpected has come up... Theresa has to fly to Budapest this week, and there's really no point in having the meeting without her. Would next Thursday, the fifteenth, be OK for you? At 10 or 11 a.m.? Erm... please call back and let me know, would you? Thanks, and erm... sorry about the bother. Catch you later, then. Cheers.

5 **Girl 1:** I really love these watercolours. There's so much light in them.

Girl 2: Yes, they're beautiful. I wish I could paint like this.

Girl 1: In your dreams... I just wish I had a book like this. I'd sit at home on winter evenings and look at these landscapes.

Girl 2: Mmm... These big art books are thirty pounds each at the bookshop.

Librarian: Shush, girls. Can you please be quiet?

Girl 1: I'm sorry. Can I borrow this one, please?

Librarian: Yes, certainly.

CD 1.05

REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, MULTIPLE CHOICE, EXERCISE 1

PRESENTER: Welcome to Travel Stories. My guest today is Chris, who finds hitchhiking a great way of travelling long distances. He's hitchhiked 25,000 kilometres around Europe and the Middle East. Last month he broke his

own record by hitching 2,500 kilometres from Warsaw to Barcelona in thirty-four hours.

CHRIS: It's no big deal really, some people have hitchhiked around the world...

PRESENTER: Chris, I think one question many people would like to ask is – isn't it dangerous?

CHRIS: Well... If you choose to hitchhike, you make a decision to rely on other people's goodwill. So far, the worst that's happened to me was hitchhiking a lift with a reckless driver. I feel quite safe hitchhiking in Europe and the Middle East. I probably wouldn't do it in the USA, but perhaps that's only because of all the bad things that happen to hitchhikers in American films... And I suppose a male hitchhiker has less to fear than a girl.

PRESENTER: What's the best place to hitch a lift?

CHRIS: You should stand somewhere where the driver can see you from a long way off and where they can stop safely. On motorways hitchhiking isn't allowed, but standing at the exit of a petrol station is a good idea. If you don't get a lift, then at least you've got somewhere to rest, to have a bite to eat, to hide from the rain; and with a bit of luck, you can be picked up even at night, because the light from the filling station allows drivers to take a good look at you and decide you're not a criminal.

PRESENTER: What do you like about hitchhiking?

CHRIS: It's a great way to travel, because you never know what's going to happen, and even a short trip can turn into an adventure. Also, if you're broke, it's nice to be able to get really far on no money at all. But the best thing for me is meeting incredible people, people I'd never have met otherwise. A musician from Mozambique. An Albanian construction worker who talked to me about Albanian novelists. A French Foreign Legion soldier. Some Gypsies who bought me a coffee and drove me through Serbian countryside in a decrepit pickup at thirty kilometres an hour.

PRESENTER: Are people generally kind?

CHRIS: I've received so much disinterested help I could write an uplifting book about human kindness. I remember how in Hungary a man with a little boy bought me dinner in a restaurant, even though we could only communicate using gestures and the names of footballers. Once, just outside Paris, which incidentally is not a good place for hitchhikers, a Turkish guy drove fifty kilometres out of his way to get me to the first Metro station, because, he said, it was against his religion to leave me by the road at nightfall. Truck drivers have called their colleagues on the radio to ask if any of them are going my way... I could go on forever... Oh, and I really like this one: I've got this lift with a big truck and the driver offers me the peach he has on the dashboard. I say, 'But what about you, it's the last one', and he says, 'Eat up, son, there's twenty more tons in the back.'

PRESENTER: Chris, thank you very much.

CD 1.06

REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, MULTIPLE CHOICE, EXERCISE 1

GREG: Our next guest is Megan Grant, the organiser of a new exhibition at the Science Museum. It's called 'The Wonder of Butterflies' and it's open from tomorrow, June 3rd until June 17th from 10 to 8 every day. Hi, Megan, it's nice to have you here in the studio.

MEGAN: Thanks, Greg.

GREG: I believe you have some surprises in store for us.

MEGAN: Well butterflies are surprising creatures, for example, did you know there are about twenty-four thousand species of butterflies?

GREG: No, I...

MEGAN: They come in a huge range of colours and sizes. The smallest butterflies are tiny, about a third of a centimetre across, while the biggest ones are about thirty centimetres across, almost a hundred times bigger!

GREG: Tell us about some of the species on show.

MEGAN: Well, we have one of the world's largest butterflies, the Common Birdwing, which as the name indicates is as big as some birds. The female has a wingspan of up to 18cm!

GREG: Impressive.

MEGAN: Most of the butterflies in the exhibition are tropical, from Central America, Africa and Asia. When they get here they're still in the form of a chrysalis and...

GREG: Sorry, Megan, a chrysalis is a butterfly before it becomes a butterfly, right?

MEGAN: That's right. Now what we do is very carefully take each chrysalis and stick it to a branch so that visitors can watch the butterflies emerge, slowly spread their wings and fly away. It's the wonder of metamorphosis from caterpillar to butterfly!

GREG: Wonderful!

MEGAN: You can also see the Monarch butterfly, which is a great traveller. Every year it migrates from the Great Lakes of Canada to the Gulf of Mexico, that's well over three thousand kilometres!

GREG: What do butterflies eat?

MEGAN: Most butterflies eat nectar from flowers and some eat pollen or fruit, but there's one extremely unusual species, *Dryas iulia*, that drinks the tears of caimans!

GREG: It drinks crocodile tears!

MEGAN: No, not crocodiles, caimans are like alligators, from South America. This butterfly lands on the eye of a caiman, pokes it with its proboscis, and...

GREG: The proboscis, that's the nose, isn't it?

MEGAN: Not really, it's a kind of tube mouth, actually. It pokes its proboscis into the caiman's eye to make it cry so that it can drink the tears.

GREG: Amazing!

MEGAN: And did you know that butterflies taste with their feet?

GREG: Their feet?

MEGAN: Yes, they taste leaves with their feet to find a good place to lay their eggs. Another amazing fact about butterflies is that they can see more colours than any other animal.

GREG: And what activities are there for children?

MEGAN: Well, we have lots of...

CD 1.07

REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, SHORT ANSWERS TO QUESTIONS, EXERCISE 1

PRESENTER: It's just gone four o'clock so it's time for *Speak Your Mind*. Today's speaker is Bill Harrison from York.

BILL: A friend of mine has a daughter. Her name is Mandy Fox and she's twenty-four years old. Mandy is an exemplary student. She always has been. She's gone through the entire English educational system doing absolutely everything she was supposed to do, and doing it well. At the age of three she started nursery school. Her first teacher, Mrs Judy Ballard, happens to be my sister-in-law. Judy remembers how mature Mandy was even when she was a toddler. She never cried, and she was always very kind and helpful with the other kids.

Mandy spent six years at Newbiggins Primary school where she first showed an interest in science. I was the head teacher there at the time and I remember that Mandy loved doing experiments. She did them really well and even used to make up her own experiments!

When she got to secondary school, she won prizes for Maths and Science and worked very hard to improve her weaker subjects: art and literature. She got sixteen GCSEs, the best results of any student in her year. Mandy's best friend Tina left school after year 11 to do a part-time course in media studies at a day release college. But even though Mandy's family could have used an extra salary at home, her parents were determined she should stay on at school. Two years later she passed six A-levels including difficult subjects like maths, chemistry and physics.

She got a place at Manchester University to study chemistry. And after graduating with a first-class degree, she did a Master of Science degree in Advanced Organic Chemistry.

Mandy Fox has done everything right. She has a great educational record. But now eight months after leaving university she's still unemployed. She's been offered a scholarship to do some postgraduate research, but the grant is so small she can't live on it. Meanwhile, her best friend Tina has a good job in advertising and drives a company car! Mandy earns a little money giving private classes, but she feels she deserves a real job. The thing is, there aren't any. The government claims it's investing in education. But what's the point if there are no jobs for the graduates we produce? I think the prime minister owes Mandy Fox an explanation.

CD 1.08

REFERENCE PART, ORAL EXAM, DISCUSSION, EXERCISE 2

EXAMINER: So, would you like to start? What do you think of the idea that everybody should try living and working abroad at least for some time?

CANDIDATE: Oh, I definitely agree. Living abroad can be fantastically enriching. You have a real opportunity to get to know another culture – much better than you would as a tourist. A tourist only sees hotels and restaurants, but when you work or study in a country you gain a real insight into its life. You interact with local people every day; you learn their language, you are invited to their homes, you make friends. You get to know the country's customs and institutions, and this makes you understand that the customs you're used to are not the only ones in the world. It's a chance to become a wiser and more open-minded person.

EXAMINER: Well, yes, you're right about those things, but what about family and friends? When you go to another country, you leave behind your parents, your brothers and sisters, your old friends – the most important people in your life. I don't know about you, but I'd miss my family and friends terribly. And you may find yourself in situations when you want their support and they're miles away. Or maybe they need your help and you're not there to give it.

CANDIDATE: Yes, you're right, situations like that could be painful. But the world is small nowadays. It only takes a few hours to fly, say, from London to Budapest. You can visit your family and friends at Christmas and during holidays, and in an emergency you can return home quickly.

EXAMINER: But do you really think seeing your family and friends during holidays is enough? I don't think so. You'd stop being as close as you were before.

CANDIDATE: You have a point there. For a year or two, I think it would be OK, but in the long run, no. I think the, erm, the bonds would gradually become weaker. So I suppose that's something to bear in mind when you decide how long you're going to stay abroad.

EXAMINER: Yes, I can certainly agree about that. Erm... we haven't said anything about national identity yet. I think I'd worry about the possible loss of national identity through living abroad, sort of forgetting my roots. Wouldn't you?

CANDIDATE: That's a good question... No, in fact, I wouldn't. I find I actually appreciate my national identity much more thanks to contacts with foreigners. Foreign friends sometimes ask me about the culture or history of my country, and if I don't know something, I check it, because I'd be ashamed if they thought I know nothing about my own roots. Sometimes I learn really interesting things!

EXAMINER: OK, you've convinced me about this one. In fact, I'd also like to have the experience of living and working abroad. But I'd always want to have a place I could come back to in my own country; a place I could call home.

CANDIDATE: Yes, me too. In the end, I think everyone has to make their own choice based on their priorities.

EXAMINER: Absolutely. Well, thank you for an interesting discussion.

CD 1.09

REFERENCE PART, ORAL EXAM, TALKING ABOUT PHOTOS, EXERCISE 2

CANDIDATE: OK, so... both photos show people spending time with their pets. But the people, the pets and the activities are all different. In the photo on the left an elderly man is walking his dog. He's probably retired, so he's got a lot of time for walks. And the place looks like a village or small town, so there may be some nice green areas to walk in. In the other photo a young woman is sitting on a sofa with her cat. She's got a mug of tea or coffee... or some other hot drink, and a laptop. We can imagine she's come home from work and now she's relaxing in this way. Or perhaps it's Sunday and she's resting after a busy week. If she's got a job that keeps her busy for many hours, then a cat is probably a better choice of a pet for her, as it can look after itself and doesn't have to be taken for walks. In contrast, a dog may be good for a retired person, to keep them active and give them a reason to get out of the house.

The atmosphere in both photos seems pleasant and relaxed. It looks as if the people enjoy the company of their pets. The woman is smiling and stroking her cat, and the man is looking at his dog, perhaps he's saying something

to it. The pets may be very important to them, especially if they live alone. For example, if the man is a widower, or if the woman is single, the pets may be their only companions. But even if they've got family and friends, it's still nice to have a pet.

I personally am a cat-lover. I like cats because they are independent and a bit mysterious. And I like the way they look and behave... they're so graceful and elegant, and quiet, too, they don't bark or yap. I'm not saying anything against dogs here, I know they're faithful and everything... but I really love cats and prefer them.

CD 1.10

REFERENCE PART, ORAL EXAM, TALKING ABOUT PHOTOS, EXERCISE 3

EXAMINER: Thank you. Now could you tell me... What is the emotional role of pets in people's lives?

CANDIDATE: Well, a pet can be your friend. It shows that it likes you, you can have fun with it, you can hug it when you're sad. Erm... It's especially important to people who are lonely. If you have no one else, a pet's affection is really important. Also, when children grow up with a pet, they learn to look after a living being, to be responsible for it.

EXAMINER: Do you agree that an animal can be a better friend than a human being?

CANDIDATE: No, not really. Pets are nice, they're always affectionate, but in my opinion they can never replace contact with a human being. A human friend is your equal: you can exchange thoughts, you can discuss things, you really understand each other's feelings. Some people say a pet never criticises you, but that's not necessarily a good thing, is it? A good friend should tell you when you're doing something wrong, I think.

CD 1.11

REFERENCE PART, ORAL EXAM, ROLE PLAY, EXAM TASK 1, EXERCISE 2

EXAMINER: I want to ask your opinion about something. My granddad's turning seventy-five in a few months' time and we're wondering what we could do for him that would be really nice and memorable. What do you think would be a good idea?

CANDIDATE: Well, a party is the usual thing to do on such occasions, isn't it... so I think it would be appropriate to have one. Not necessarily in a restaurant though; you could organise it at home.

EXAMINER: It depends if you've got enough family members who are willing to work at the preparations, doesn't it? But on the whole I agree, I think we want to have a party. What about gifts?

CANDIDATE: Well, there are several good ideas here. An expensive present could be good if it was well-chosen. A trip would be great if your granddad is in good health and still enjoys doing new things. But I think these two personal gifts are the really brilliant ones. The film would be a sort of a tribute, to show your granddad how much he's appreciated; and also he could later watch it and see the different family members and hear their voices when they're away. The book would show that the family are interested in him and his life, and it would be a lovely memento not only for him, but also for the whole family, especially the younger members who may not know all the stories – even for your children in the future.

EXAMINER: I agree, I also like these ideas. Do you think we should do both?

CANDIDATE: Oh, I'm not sure, I think both might be too much work. Maybe it'd be better to choose just one of these and do it really well. The one which you have the skills for.

EXAMINER: Right. I'll discuss it with my family and we'll decide.

CANDIDATE: So, we've chosen a party and one of the personal gifts, either a film or a book. We need one more thing.

EXAMINER: The expensive gift perhaps? A gold watch or something?

CANDIDATE: Well, I don't know what your granddad likes, but it seems to me the trip is more interesting than an expensive object. Your granddad has probably got a watch already, and will it make him so much happier that the new one is gold or Swiss or whatever? But a trip is exciting, it's an adventure, it's something to remember. If he's healthy enough to travel, that is.

EXAMINER: Oh yes, he can travel all right.

CANDIDATE: And do you know a place he'd like to visit?

EXAMINER: Maybe Scotland. He's always wanted to go there.

CANDIDATE: So what about a trip to Scotland for granddad and grandma together?

EXAMINER: Perhaps... I'm not sure yet. I don't think we can do that as a surprise; we'd have to ask whether they'd like it.

CANDIDATE: Yes, you're right. Erm... I'm thinking of one more thing you could do.

EXAMINER: What's that?

CANDIDATE: If there's a charity or a non-profit organisation that he cares about, you could collect money in the whole family and give it to that organisation on his behalf.

EXAMINER: That's a clever idea too. I like it.

CANDIDATE: OK, so we've agreed on a party, either in a restaurant or at home, one of the two creative personal gifts – a book or a film, and either a trip to Scotland or a large charitable donation, depending on which he prefers.

EXAMINER: Brilliant. Thank you very much.

CD 1.12

REFERENCE PART, ORAL EXAM, ROLE PLAY, EXAM TASK 2, EXERCISE 2

EXAMINER: Hello?

CANDIDATE: Hello, erm... Julia, is that you?

EXAMINER: Yes, Julia speaking.

CANDIDATE: Hi Julia, Adam here. Listen, it's about the cycling trip on Saturday.

EXAMINER: Yes, what about it?

CANDIDATE: Well, erm, I'm really, really sorry to have to tell you this, but I'm afraid I can't go.

EXAMINER: Oh dear. Why not? Has something happened?

CANDIDATE: Well, yes. I seem to have sprained my ankle quite badly playing basketball yesterday. The doctor says I'm not allowed to cycle for three weeks. I'm really sorry to let you down like that.

EXAMINER: Don't be silly, it's not your fault, is it? I'm sorry to hear you've been injured. So no basketball for a while either, right?

CANDIDATE: No, I'm afraid not.

EXAMINER: Oh, poor you.

CANDIDATE: Thank you. Listen, I was thinking perhaps we could meet anyway and do something else, could we? Not on Saturday, though, because I have to stay in bed till the end of the week.

EXAMINER: When will you be able to go out?

CANDIDATE: Tuesday or Wednesday should be OK. How about going to a concert?

EXAMINER: Yes, why not? What concert did you have in mind?

CANDIDATE: The Mechanised Octopus are playing at the Riverside Club on Wednesday. Would you like to go?

EXAMINER: Yes, since you recommend it.

CANDIDATE: So... shall we meet at seven outside the club?

EXAMINER: Fine. But listen, if you can't go out on Saturday, perhaps you'd like me to come and visit you? We could watch a video or something.

CANDIDATE: Would you really do that? Thanks, that'd be great.

EXAMINER: Sure. I could pop in about five p.m., would that be OK?

CANDIDATE: Perfect.

EXAMINER: See you then. Take care. Bye!

CANDIDATE: Bye, Julia.

CD 1.13

REFERENCE PART, ORAL EXAM, SPEAKING ON A SET TOPIC, PRESENTING YOUR OPINION, EXERCISE 2

CANDIDATE: The statement is quite radical, so perhaps I should say I agree that people should tell the truth in almost all circumstances. There are a few exceptions, but in my opinion they are fewer than many people tend to think. So first I'd like to talk about the idea of the 'white lie', and why I think it's wrong; and then I'm going to mention the real exceptions.

'White lies' are lies which are told with supposedly good intentions. For example: you've just met your friend's new

girlfriend and he asks you how you like her. You think she's awful, but you say she's 'very nice'. Why? You could say 'I didn't like her that much, but I don't really know her, I've only just met her'; or 'She's not exactly my type, but then she's your girlfriend, not mine'; or a dozen other things which are not lies, but aren't hurtful or offensive either. I mean, how can you be friends with someone and lie to them? Here's another example: you haven't done your homework, so you tell the teacher that your computer broke down, or that you had the work on a USB drive which you lost, or that your pet rabbit ate it, or some such story. This is a lack of respect both for the teacher and for yourself. And it's so cowardly. Why not just say 'I'm sorry, I haven't done it'? You won't be expelled from school, and you may gain some respect for giving a straightforward and honest answer.

So, should people tell the truth in all circumstances? Well, I think there are some situations that can be seen as exceptions, but they are really rare and extreme. Those are situations when someone wants to harm you or others, I mean seriously harm, and lying is the only defence you've got. For example, during a war, or if you live under a totalitarian regime and the police are trying to catch a political dissident, then it's reasonable to give them false information.

But on the whole, I think lying is really harmful, it destroys trust and shows a lack of respect for other people and for yourself. In my opinion, the truth is better in all but the most extreme circumstances. Thank you.

CD 1.14

REFERENCE PART, ORAL EXAM, SPEAKING ON A SET TOPIC, NARRATING OR DESCRIBING, EXERCISE 2

CANDIDATE: OK, so I'm going to talk about my tenth birthday. My birthday is in July, so I celebrate it during the holidays. And when I was a child, this meant we were always on holiday somewhere and my birthday party would usually take place outdoors.

And that summer, when I turned ten, we were in the countryside with my aunt and uncle and my three cousins. We were staying in a house with a large garden, and there was a forest nearby, and a lake. My birthday was a beautiful day and my parents organized an outdoor party for us. We had strawberries and cherries and ice-cream and lots of fruit juice, and then there was a treasure hunt in the garden and the forest. It worked like this: my mother gave us a letter, written in code, which we had to break; and the letter contained instructions on how to find the next letter, which was hidden somewhere in the garden; and that one gave us instructions on how to find the next one, and so on, and so on. In total there were eight letters, hidden in the garden and the forest, and we spent over an hour looking for them. The last one told us where the treasure was. It was a big box of chocolates... obviously. After we'd eaten them, we were quite dirty, so we went swimming in the lake. Finally, we had a bonfire and baked potatoes in the fire.

I still remember that day so clearly. We had so much fun with the treasure hunt and all the other outdoor games we played, and the day seemed to last forever. You know, it was the beginning of July, when the days are really long, so it didn't get dark until, I don't know, something like nine p.m. maybe. It was a long, long day filled entirely with fun. And the weather was so lovely. I can still remember the sun shining on the grass. I don't know if I've ever had a better time!

CD 1.15

UNIT 1 PEOPLE, LISTENING, EXERCISE 2

DANA: ... and that's why I wrote the book.

ALEX: So, what is emotional intelligence, Dana?

DANA: It's the ability to understand your own feelings and the emotions of other people and to use this understanding to change the way you behave and how you deal with others.

ALEX: And how can that help us?

DANA: Well, if you're good at judging your moods, more aware of when you're elated or apprehensive or depressed, you can make better choices about what to do and when to do it, so you're more likely to choose the right moment to do that unpleasant task you've been putting off, like mowing the lawn or tidying your room or doing your homework.

ALEX: Is there a right moment for chores like those?

DANA: Well, there are certainly times when they don't seem so bad. For example, if you've been sitting in front of your computer for hours, you might well be in the mood to mow the lawn. And emotional intelligence allows you to recognise that.

ALEX: Right.

DANA: Emotional intelligence also allows you to perceive other people's emotions more easily. It makes it a lot easier to decide how to react to them in order to get what you want and not to rub them up the wrong way; because if you do that, if you annoy people, it can just make things worse.

ALEX: Can you give us an example?

DANA: Well, there's one story that comes to mind. Last summer there was a young man who used to drive past my building late at night blasting out loud techno music. And one evening my downstairs neighbour lost his head and ran outside to confront him. He was absolutely furious, and he started shouting at the driver, saying he should be ashamed of himself, that he was an egotistical maniac who didn't care about other people, that it wasn't proper music he was listening to, just noise. That people like him should be banned from driving. And that young people today just don't have respect for anyone!

ALEX: And how did he react?

DANA: He was totally bewildered; didn't know what was going on. Then he realised that this madman was attacking two things he really cared about, his taste in music and his driving; and criticising another thing he couldn't do anything about, his age.

ALEX: So, did he turn down the volume?

DANA: No, he reacted aggressively and turned it up!

ALEX: Oh!

DANA: Anyway, about a week later, I was coming home when the guy parked his car opposite my building. The music was blaring out. Boom, boom, boom. So, I smiled at him and said 'that's some sound system you've got there!' Now, it was obvious he was really proud of his car, so I complimented him on the way he'd done it up, and asked him lots of questions about it. Then we started talking about music and he explained why he thought techno was the best music for driving. And then, once I'd gained his confidence, I mentioned that my elderly neighbour is very ill and that she gets quite distraught whenever she hears loud music, especially in the summer when the windows are open. And I explained that I've got a little baby who goes to bed at eight and that sometimes his music wakes her up and makes her cry. And he looked embarrassed and said he hadn't realised and he offered to turn down the music and close his car windows so as not to disturb us.

ALEX: Is emotional intelligence...?

CD 1.16

UNIT 2 HOME, LISTENING, EXERCISE 3

And to finish today's programme here's a curious story from the USA. A few days ago a landlady, Laurie Raye, went to check the mail at a house she owns in Tacoma, Washington. The property, which Ms Raye habitually lets out to tenants, had been empty for a week. But when she got to her house, she found to her dismay that it had been vandalised and almost all the contents had been stolen. Before cleaning up the mess, she called the local police and reported what had happened. A police officer saw the report and connected it with an ad that he had seen on the popular website, Craigslist. The ad had given the address of Laurie Raye's house and said: 'Come and take what you want. Everything is free. Please help yourself to anything on the property!'

Although the ad only remained on the site for a couple of hours, it was long enough for lots of people to see it and to come to the house looking for something for nothing. The house was unfurnished, so there wasn't much in the way of furniture but that didn't deter the bargain hunters: they took the fittings instead. They unscrewed the light fixtures, the mirrors and the cabinets. They dismantled the skirting boards from the base of the walls. They unbolted the hot water heater and the kitchen sink. They even tore out a window and made off with the front door. Once they had finished, the house was nothing but an empty shell. The neighbours did, apparently, notice the unusual activity at the house, but amazingly no one thought there was anything suspicious about it. It's not clear who posted the hoax ad on the website and staff at Craigslist say they can only reveal the name of the culprit if ordered to by a judge. However, there is a suspect: the tenant that Laurie Raye

told to leave a week before the ad was posted. And the most curious part of this curious story is that the tenant that Laurie evicted was her own sister, Lisa. The sisters have never got on well: they have a long history of domestic disputes and they fell out once again while Lisa was renting the house. Lisa denies all involvement and curiously, her sister Laurie agrees, saying that Lisa is simply not clever enough to have thought up such a cunning plan.

CD 1.17

UNIT 2 HOME, SPEAKING, ROLE PLAY, EXERCISE 2

EXAMINER: So, we're going to look at some flats soon, but perhaps we should first discuss what kind of flat we want, which criteria are most important.

CANDIDATE: Oh, I think definitely the rent and the size. We can't afford to pay more than we've got, and we need at least two rooms, ideally three.

EXAMINER: Right, I see... erm... I see your point, but what about other criteria, such as location?

CANDIDATE: I don't think they're that important. If we can't have a room each, or if we can't pay the rent, then there's no point even asking about the location.

EXAMINER: Right, I see.

CD 1.18

UNIT 2 HOME, SPEAKING, ROLE PLAY, EXERCISE 3

EXAMINER: So, we're going to look at some flats soon, but perhaps we should first discuss what kind of flat we want, which criteria are most important.

CANDIDATE: Well, we'll have to look at the size and the rent, and also where the flat is located, and the condition it's in, and whether it's furnished... but I think for us poor students the rent is probably most important. We can't afford to spend more than we've got, can we?

EXAMINER: Certainly.

CANDIDATE: And then the size... We need a two-bedroom flat, don't we? A room for you and a room for me, and ideally a shared living room... or a big kitchen.

EXAMINER: Yes, that'd be perfect. How about the other criteria, location and so on?

CANDIDATE: They're also worth thinking about. Where would you like to live?

EXAMINER: I was thinking, somewhere not far from the university, but not too noisy.

CANDIDATE: I agree that would be ideal, but a flat in the centre might be very expensive. Let's see what's on offer and we'll try to get one as close to the university as we can afford. The condition... I think that's not so important. If it needs decorating we can paint it ourselves.

EXAMINER: Well... as long as it's not a complete ruin. We want a functioning bathroom and kitchen, don't we?

CANDIDATE: Good point. So a flat in decent condition... does it need to be furnished?

EXAMINER: Well, if it's completely empty, we'll have to spend money on furniture.

CANDIDATE: I'm not sure we'd need to spend very much. You can buy second-hand stuff very cheaply, and sometimes people give things away for free. Let's look on the Internet.

EXAMINER: OK, let's do that.

CANDIDATE: But I think one more thing is essential.

EXAMINER: What's that?

CANDIDATE: A reliable, cheap Internet connection. I can't function without one. Can you?

EXAMINER: No, I can't. You're absolutely right.

CANDIDATE: So, we've decided that our key criteria are rent, size and an Internet connection. And the flat must be in reasonable condition, and we'll also see what kind of location we can afford. Is that right?

EXAMINER: Absolutely. Thank you.

CD 1.19

UNIT 2 HOME, SPEAKING, SPEAKING ON A SET TOPIC, EXERCISE 2

CANDIDATE: OK, well... I'd like to live in a detached house with a large garden, because I like being outdoors and also because I hope to have a large family. My dream house would be white or cream-coloured, with a slanting roof of red tiles. It would have a ground floor, a first floor with a terrace and an attic. Inside, I'd like to have a mixture of modern and old-fashioned furniture: for example, in the dining room there'd

be an old, heavy wooden table and chairs, because that's the kind of atmosphere I like to eat in; but the bathroom would be ultra-modern, with a power shower and modern fittings. And I know exactly what I want my bedroom to be like. It's going to be minimalist: there'll be a king-size bed, a bedside table, a built-in wardrobe with a large mirror, some tropical plants and nothing else. No clutter, so I can really relax. And in the attic – this is my dream – I'd like to have a home cinema large enough for ten people, with a proper screen and a pro sound system. I would be able to watch films in really good quality at home, and to invite friends round to do it together.

CD 1.20

UNIT 3 SCHOOL, LISTENING, EXERCISE 3

PRESENTER: All around the country thousands of students are waiting nervously for their exam results – GCSEs, A-levels, university exams and so on. But it isn't the end of the world if you flunk your exams. There are lots of successful people who didn't make the grade at school. Call in and tell us of any famous academic failures you know about and say why you think they made a mess of their exams. The number is 1122 778899...

PRESENTER: And our first speaker today is...

NATALIE: Hi, my name's Natalie... I've been doing some research on the Internet and I've... eh... found lots of famous people in history who weren't exactly academically gifted. For example, Louis Pasteur the scientist, when he was an undergraduate – he did a Chemistry degree at university – he was fifteenth in a class of twenty-two but he went on to win the Nobel Prize! And Thomas Edison, the inventor... one of his teachers said he was too stupid to learn anything! And eh... Tolstoy, the author of *War and Peace*, dropped out of college and eh...

PRESENTER: Fascinating! Thanks...

NATALIE: ... the French novelist Emile Zola got a zero in his literature exam! The list goes on and on and I was wondering...

PRESENTER: Yes?

NATALIE: I was wondering if gifted people get poor exam results because they're bored by what's in the syllabus.

PRESENTER: I think the last caller has got a point. But let's listen to our next caller. Hello, what's your name?

OLIVER: Oliver, hello. I've got a newspaper article here about teachers who wrote bad report cards for students who later became very successful. For example, did you know that one of Albert Einstein's teachers wrote that he would never amount to anything? And one of John Lennon's report cards read where is it? Here it is... Oh! 'Hopeless... a clown in class... just wasting other pupils' time... on the road to failure!' And as for actor Peter Ustinov, his teacher wrote 'Peter tends to set himself very low targets, which he then fails to achieve.'

PRESENTER: Very good.

OLIVER: I think the problem is that most exams only measure the ability to memorise... to memorise and repeat information and they don't suit people with original ideas.

MANDY: Hello?

PRESENTER: Hi. And you are...?

MANDY: Eh, Mandy... Hi. Right... em... my favourite singer is Joss Stone and she left school when she was sixteen with only three GCSEs, but she's not stupid. The thing is she's a little bit dyslexic and so am I. And... and... and dyslexia makes it difficult for you to see and to remember words and so, naturally, it's more difficult for people like us to do well in exams. I've been getting remedial classes in dyslexia therapy and it's helping a lot, but some of the exams they set are unfair to dyslexics, for example, multiple-choice tests are really hard for us. They shouldn't be allowed.

PRESENTER: Finally, we've got Julia on the phone.

JULIA: Hello. I'd just like to point out that the last caller is absolutely right. A lot of people with learning difficulties, including a lot of famous people such as the actor Tom Cruise and the businessman Richard Branson, suffer from dyslexia. But dyslexia is not the only learning disability; there's also ADHD which is...

PRESENTER: ADHD?

JULIA: Yes, Attention-Deficit Hyperactivity Disorder. It's a behavioural problem that makes it hard for people, boys more than girls, to pay attention. Now, there are ways of treating these disorders, but in order to give students more personal attention, and so identify the ones with learning difficulties, we need smaller class sizes. It's essential to invest more resources in education. And another thing...

CD 1.21

UNIT 4 WORK, LISTENING, EXERCISE 4

Thank you... I'm here today to help you make the right decisions about your future careers. The labour market is always changing. Your great-grandparents may have worked in agriculture, in the days before mechanised farming cleared them from the land. Your grandparents probably worked in industry: coalmines, shipyards, steel mills and factories with thousands of manual workers running assembly lines, and actually making things.

Your parents are more likely to be employed in air-conditioned offices with faxes and computers and flat screens; creating spreadsheets, sending emails and taking part in video conferences. In this, the computer age, the factories are as deserted as the fields in the country.

Robots and machines control the assembly lines and the army of blue-collar workers has been replaced by a handful of white-coated technicians pushing buttons and checking monitors.

But today's information economy is not immune to change. Machines are replacing white-collar workers much as tractors replaced farmers, and robots replaced factory workers. How many bank cashiers have lost their jobs to automatic telling machines? When's the last time you got straight through to a human telephone operator? How long will travel agents survive in the High Street now that the Internet has made it so easy to book online? Accountants, secretaries, personnel managers, customer service advisors: all sorts of administrative staff are being replaced by machines. And this is only the start. The computers that we need today may not need us tomorrow. So, in a world where employers use technology to increase efficiency and cut costs, what are your career prospects? Which jobs are safe bets? Well, the good news is that software programmes and machines can't do every job. For example, jobs which require great creativity: writers, fashion designers, musicians, actors, inventors, games designers and people working in marketing or research and development. It's true that not everyone has the skill or ingenuity to work in those fields.

But that doesn't mean you're condemned to unemployment if you're not blessed with a creative temperament. In the future there will be jobs for you: jobs which require emotional skills; where people work at being people. The information economy of today is going to make way for the care economy of tomorrow. Machines don't care. Machines can't care. So they can't replace people in professions where care is what counts: in the health service, for example. Doctors and nurses will always find work because they possess the interpersonal skills needed in the care economy. They have to listen; they have to make their patients feel good; they have to care; they have to be human. Or jobs in personal services: hairdressers, for example. Hairdressers don't just cut hair; they also listen to their clients, offer advice and discuss the latest news and gossip over a nice cup of tea.

I can't imagine having a machine cut my hair, can you? And there are many more professions: teachers, beauty therapists, dentists, psychologists, gardeners, fitness coaches etc, whose skills are beyond the ability of machines and which offer rewarding careers.

In the future, flexibility will be vital and lifelong learning a reality. You may need to retrain for new jobs throughout your working life, so don't throw out your pencil sharpeners just yet. Now, let's look at more jobs in the care economy.

CD 1.22

UNIT 5 FAMILY AND SOCIAL LIFE, LISTENING, EXERCISE 1 AND 2

PRESENTER: Is it true that the more friends you have, the happier you are? What is the ideal number of friends? We've been out and about asking what you think.

1 I've got over 700 Facebook friends and I've actually met most of them – at least 550; maybe they're work colleagues or ex-schoolmates or they're family... The others are just acquaintances or friends of friends. I'm a sociable type, the kind of person who finds it easy to make friends, but I must admit it is a lot of work keeping up with so many. That's the beauty of social networking sites like Facebook, though: with one message you can instantly tell all your friends what you've been up to.

2 I haven't got a wide circle of friends. I'd say I've got twelve good friends but, to be honest, I only really confide in four

of them. Let's face it, it's natural when you reach a certain age to stop trying so hard to make new friends and start relying on your old ones, the ones you know will always be there for you, the ones who greet you with open arms at any time of day or night, no matter what. Your closest friends are those who you love for themselves because of something in their character. It doesn't matter what you're doing, you're happy just sitting in a room with them. Because, you know, you're on the same wavelength.

3 I have three categories of friends. Firstly the inner circle: my nine closest friends. I try to see them every few weeks and call them up at least once a fortnight. The next group has about twenty pals who I probably see every couple of months, and then there are over 100 people on the outer circle. And there are two people who, to be perfectly frank, I don't really want to stay friends with but I just don't have the heart to dump them. It's not like we fell out or anything, it's just that we don't really have anything in common any more.

CD 1.23

UNIT 5 FAMILY AND SOCIAL LIFE, LISTENING, EXERCISE 4

PRESENTER: Is it true that the more friends you have, the happier you are? What is the ideal number of friends? We've been out and about asking what you think.

1 I read an article in the paper about this fashion designer who threw a party for 800 friends. I think that's ridiculous. I don't believe anyone can have more than a handful of true friends – I certainly don't have more than three or four. If you say you have hundreds, I don't think you know what friendship really is. It isn't the quantity of your friendships that counts, it's the quality. Good friends are hard to come by. They say that a friend in need is a friend indeed, and I couldn't agree more. A real friend is someone who stands by you when times are hard. Someone once said a friend was someone you'd eaten salt with, and I know just what that means.

2 It all depends what you mean by 'friend'. I mean if you're talking about really really close friends, then the ideal number, well at least a realistic number is no more than half a dozen. But I'm quite an open outgoing sort of person and so I've got dozens of people I consider to be friends who I see quite a lot. I suppose the difference is that I wouldn't tell those friends my deepest thoughts and feelings and worries. They're just people I like that I can have a good time with.

3 The ideal number of friends? Two, a dog and a computer. I don't really like people very much. I think they're overrated. Making friends is more trouble than it's worth. I've never had a friend as loyal as my dog. I'm talking about total trust here, right? I know a lot of people but I wouldn't trust any of them as far as I can spit.

4 How many friends? The more, the better. I'm a very conscientious sort of person, so I try to keep in touch with all my friends. I reckon I've got two or three hundred names in the address book in my phone, and in the calendar I've got the birthdays of more than one hundred friends and every year I send every single one of them a card and give them a call on their birthdays. I've got friends I've known since kindergarten, friends in more than twenty countries. I couldn't live without my friends.

CD 1.24

UNIT 5 FAMILY AND SOCIAL LIFE, SPEAKING, EXERCISE 2

BOY: ... and that's why I'm convinced it's better to start living on your own as soon as you can.

GIRL: But don't you think that if you continue living with your parents, you can concentrate on your studies and achieve better results?

BOY: I think that's less important.

GIRL: And don't you think perhaps the independence is an illusion if you're still supported by your parents even though you don't live with them?

BOY: No. You have to start somewhere.

CD 1.25

UNIT 5 FAMILY AND SOCIAL LIFE, SPEAKING, EXERCISE 3

BOY: ...and that's why I'm convinced that it's better to start living on your own as soon as you can.

GIRL: But don't you think that if you continue living with your parents, you can concentrate on your studies and achieve better results?

BOY: I see your point, and I agree that if you don't have to worry about paying the rent and running a house, you can focus more on your studies and probably achieve more. But I just think that at this stage in life the other things I talked about – becoming independent, learning to take care of yourself – are more important.

GIRL: And don't you think perhaps the independence is an illusion if you're still supported by your parents even though you don't live with them?

BOY: Well, if someone just happily continues living off their parents, then you're right, it's not true independence. But it doesn't have to be like that. I have a friend who's in his third year at university and he still receives small sums from his mother occasionally, but most of his income is money he earns himself. Becoming independent is a process, and perhaps you're not completely independent at first, but you have to start somewhere.

CD 2.01

UNIT 6 FOOD/SHOPPING AND SERVICES, LISTENING, EXERCISE 2

EVE: And welcome back to 'Consumer Calls' – the show where you can call in to complain about any unsatisfactory goods and services you've received and our first caller today is Max Reeves from Norwich. Hi Max, what's your complaint?

MAX: Hi Eve, well, I bought a flat recently.

EVE: Nice.

MAX: Yeah, well... it was an old flat that needed doing up, but I couldn't afford the local tradesmen's rates. Then I saw an ad on the notice board in the DIY superstore. AAA All-in-One Services. It said they could do everything, painting, carpentry, kitchen installations, electricity, plumbing... So I called up and spoke to the boss, a Mr Osborne. The quote he gave me was about half of what the other tradesmen were charging! He said his team could start the very next day, so I agreed to pay them fifty per cent up front and the rest when they'd finished the job.

EVE: And?

MAX: I went away for a fortnight and when I came back, I was really impressed. The flat looked wonderful. The kitchen was installed. The lights were working. The toilet flushed. The walls were all painted the right colours. Mr Osborne was there putting the finishing touches to a job, so I paid him the balance I owed him... in cash.

EVE: Oh dear!

MAX: Yeah, I know... To celebrate I invited some friends round for dinner. I was busy cooking when suddenly the handle fell off the new kitchen cupboard and landed in my spaghetti sauce! I was covered in meat and tomato! There were twenty minutes until my guests were due to arrive, so I went for a shower. The next thing I know there's someone shouting, banging on the door and ringing the doorbell. So I get out of the shower and answer the door. It's the neighbour from downstairs, standing there holding an umbrella! She says it's raining in her bathroom!

EVE: No!

MAX: The shower was leaking!

EVE: Oh!

MAX: But that's not all...

EVE: Go on!

MAX: I washed my shirt and put it in front of an electric heater to dry. Suddenly there was a loud bang and the heater burst into flames! The electricity hadn't been connected right! I put out the fires, but then the smoke set off the sprinkler system.

EVE: They'd installed a sprinkler system?

MAX: Yeah, and it worked really well. In fact, it worked so well, it washed the new paint off the walls! I don't know what kind of paint it was, but...

EVE: Not very good, obviously.

MAX: And then the doorbell rang again. It was my guests and right behind them was the neighbour with her umbrella.

MAX: You've got to laugh... The next morning I called Mr Osborne and after spending half an hour on hold listening to awful recorded music, I got through. But he denied all responsibility for the shoddy work and refused to do anything about it. Then I sent him a registered letter threatening him with legal action, but he didn't even reply!

EVE: So, what did you do?

MAX: I called Consumer Direct and within a week they'd got Mr Osborne to give me a complete refund. Eventually, I paid the professionals to do the job properly. It cost a bit, but it was worth it.

EVE: So, all's well that ends well?

MAX: Not really, because I took my friends to a restaurant to celebrate and had the worst meal ever.

EVE: No!

MAX: The service was awful, the meat was raw, the bread was stale, the chips were burnt, and...

CD 2.02

UNIT 6 FOOD/SHOPPING AND SERVICES, SPEAKING, SPEAKING ON A SET TOPIC, EXERCISE 1

STUDENT: So... it was my mother's birthday and my brother and I decided to cook lunch for the whole family. We made a pasta dish called *penne alla sizilianiana* and a fruit salad. It was memorable because it was the first meal we'd cooked without help.

CD 2.03

UNIT 7 TRAVELLING AND TOURISM, LISTENING, EXERCISE 2

Transport for London is making every effort to ensure that London Underground is a safe way to travel. Over 13,000 CCTV cameras have been placed in stations and on trains, and more than 700 British Transport Police officers patrol the Underground network. There are also facilities which enable passengers to call for assistance. In every station, there are help points, located in ticket hall areas and on platforms. They have a red fire alarm, a green emergency button and a blue information button. Use the green button to report disturbances or suspicious packages and to summon help in emergency situations. Pressing the green button will connect you directly to the station control room or to the police. The blue information button can be used to get up-to-date travel information – not only about the tube. On trains, there are passenger alarms, located at eye-level in carriages near the double doors. Please only use the passenger alarm in a real emergency, for example, if someone collapses on the train. If any part of the train is at the platform, the train will stop. If the train is between stations, the driver will continue to the next station where assistance will be available.

CD 2.04

UNIT 7 TRAVELLING AND TOURISM, LISTENING, EXERCISE 3 AND 5

SPEAKER 1: Welcome to Budget London: the helpline that helps you enjoy London without spending a fortune. For all the latest on free cultural events, press 1. To discover eateries and bars that won't break the bank, press 2. For the cheapest options for getting around town, press 3. For information on sp...

SPEAKER 1: You have reached our section on transport in London.

SPEAKER 2: London's a big city and getting around can cost a fortune, but there are ways to make big savings. If you're resident in London, you should consider getting an Oyster card: the smart travel card that allows you to buy from £5 to £90 of credit to travel on buses, trams, the tube and some train services like the Docklands Light Railway. The most flexible option is to get an Oyster pay-as-you-go card which you can use on single journeys and which offers the cheapest single fares available. For example, the usual fare for a zone 1 tube journey is £4; but with an Oyster card it's only £1.60. If you have to travel around a lot in one day, don't worry: with the Oyster daily price cap you can travel as many times as you need to from four thirty in the morning for a period of twenty-four hours, and know that you will never pay more than you would with a one day travelcard or bus pass. In fact, it can be even cheaper! The Oyster daily price cap for buses and trams in zones 1 and 2 is £3.30, which is 50p cheaper than the one day bus pass! That means you could spend all day going round London on a double decker bus for the price of only two cups of coffee! You can even lend your Oyster card to a friend if you're not using it. And if you get auto-top-up, your credit will be automatically renewed whenever you have less than £5 left on your card. You have to pay a deposit of £3 for your card, but it is refundable. You can also use Oyster to get discounted weekly, monthly or annual travelcards or bus passes. If you're only spending

a short time in London, you can get a special Oyster card for visitors. The cards cost £2 each, so that means you need to spend £12 to get £10 credit on your Oyster card. The card can be used as soon as you get it and it never expires: the credit stays on your card until you're ready to use it again. At the end of your stay you can get a full refund for any unused credit under £5 or you can just keep the card until the next time you come to London. You can get Oyster cards at tube station ticket offices, railway stations and Oyster Ticket Stops right across London, or online at Oyster online. Call 0845 330 9876 for further information. That's 0845 330 9876.

CD 2.05

UNIT 8 CULTURE, LISTENING, EXERCISE 2

INTERVIEWER: When did you first know that you wanted to be an actor?

ANNA: Well, I always liked theatre at school, and with my brother David when we were small, we used to put on little plays for our parents when they had friends for dinner or whatever. But there was no particular day when I suddenly decided, 'that's it! I want to be an actor!' It was more of a gradual process.

INTERVIEWER: What did you like or dislike about your course at Drama School?

ANNA: I liked everything, and disliked nothing, well, hardly anything, some teachers were kind of annoying but most of the subjects were really cool and my fellow students were great.

INTERVIEWER: What subjects did you do?

ANNA: Acting, Fencing, Acrobatics, Literature, Art history, Music, Singing, Dancing, Mime, em... lots of stuff

INTERVIEWER: What acting experience have you had so far?

ANNA: We've done lots of public performances of different plays at school, but the thing is that the audience is usually made up of classmates, friends and family, so that's a bit limited because you don't really get an outsider's point of view, you know, a critical opinion.

INTERVIEWER: You speak three languages. How come?

ANNA: I live in Spain, so I speak Spanish. My dad's Scottish and my mum's Spanish but she grew up in France, so they've always spoken English and French to me. It's handy because if you speak several languages, you can work in more places, so I could work in Britain, Spain or France or anywhere where those languages are spoken.

INTERVIEWER: What are the pros and cons of working as an actor?

ANNA: On the plus side, it's lots of fun. It's challenging and creative, every day is different and you feel such a thrill when you're on stage. The main drawback is it can be really difficult to find work. You can boost your chances if you study in an Acting School – at least, I hope so – or if you've got great natural talent, or even better, both things at once.

INTERVIEWER: How does an actor go about getting work?

ANNA: You've got to get an agent, do lots of auditions, get to know lots of people and it really helps if you're lucky.

INTERVIEWER: What kind of acting career are you most interested in?

ANNA: I want to be a theatre actor, because... well, because it's the only thing I've actually done. Maybe I'd like film and TV if I tried them. But I know for sure that I really love theatre acting. Directing, I'm not so sure about. I directed one play and it was a good experience, but I prefer acting.

INTERVIEWER: What are your immediate plans?

ANNA: I'm going to Madrid to look for work. I'll be doing lots of auditions and some specialised courses too. I'm thinking of doing a course in stunt performing.

INTERVIEWER: Stunt performing?

ANNA: Yes, you know, doing all the dangerous bits in films, jumping out of aeroplanes and so on... My parents don't seem too keen on it for some reason. I can't imagine why.

CD 2.06

UNIT 8 CULTURE, SPEAKING, EXERCISE 1

CANDIDATE: Hey, would you like to go and see a film with me?

EXAMINER: Yeah, why not? Have you got something specific in mind?

CANDIDATE: Yes, I have, actually. There's a Stanley Kubrick retrospective at the culture centre. Have you seen *The Shining*?

EXAMINER: No, I haven't. What sort of film is it?

CANDIDATE: Well, it's a horror, and it's an absolute classic. If you haven't seen it I think you should.

EXAMINER: But I can't stand violence!

CANDIDATE: There isn't much actual violence in the film. It's just that the tension builds up, and the place and the atmosphere are so weird and mysterious. It'll keep you on the edge of your seat for two hours, I promise.

EXAMINER: Hmm... Are there any actors in it that I know?

CANDIDATE: Jack Nicholson, aged 37. He gives a magnificent performance. Wouldn't you like to see that?

EXAMINER: OK, you've convinced me. When is it on?

CANDIDATE: On Tuesday at six p.m. and then again on Thursday at five. Is either of these times OK for you?

EXAMINER: I'm busy on Tuesday, but Thursday's fine.

CANDIDATE: Shall I pick you up at four thirty then? I'll get the tickets earlier.

EXAMINER: I won't be going from home, so it'd be better to meet in town.

CANDIDATE: How about in the entrance hall at 4.50 then?

EXAMINER: You mean the entrance hall of the culture centre?

CANDIDATE: Yes. By the big poster that says 'Stanley Kubrick retrospective.'

EXAMINER: Great. See you there. I'm looking forward to it.

CD 2.07

UNIT 9 HEALTH/SPORT, LISTENING, EXERCISE 2

GWEN: That's a bad cough you've got. You're not coming down with the 'flu' or something, are you, Jamie?

JAMIE: No, Gwen. I'm fine... Have you done your homework?

GWEN: Yeah, I had a free hour.

JAMIE: Do you fancy coming round for a game of table tennis or something?

GWEN: I can't. I sprained my wrist the other day.

JAMIE: How did you do that?

GWEN: Playing tennis. I've been practising a lot recently. I'm a professional now!

JAMIE: Wow!

GWEN: The thing is when you get to such a high standard, your opponents are really good. They serve really fast; they put spin on the ball. It's not easy.

JAMIE: I'm pretty good at tennis too. Well, I'm getting better, but the problem is I just can't hit the ball with my backhand. I'm nowhere near professional standard. I'm much better at golf. Last weekend I went round the course in ten under par. Eighteen holes in only sixty-two shots. Not bad, eh?

GWEN: Not bad! It's brilliant!... It was a lot of fun the other day at Tammi's, wasn't it?

JAMIE: Yeah... I'd never really understood the rules of baseball, but it's not really that complex, is it?

GWEN: No, it's not in the least complicated when you get used to it... I prefer batting to bowling, though.

JAMIE: Me too.

GWEN: You know what Josh is into nowadays?

JAMIE: No, what?

GWEN: Winter sports: downhill skiing, snowboarding, ice-skating, even ski jumping.

JAMIE: With any luck he'll break his leg or twist an ankle.

GWEN: Or catch a cold!

JAMIE: Yeah. You know what I'd like to try? Swimming with Mario and Sonic.

GWEN: Yeah, me too. I think I'll go jogging when I get home. I did ten kilometres last night, and I'm ready to go all the way round the island now.

JAMIE: Oh, that's cool. I've done that a few times. It's totally exhausting though.

GWEN: Yeah, I know. You have to warm up properly and also do some exercises at the end to warm down or else you can get stiff legs or even pull a muscle.

JAMIE: Are you still doing yoga?

GWEN: Every day.

JAMIE: Yeah?

GWEN: Hmm, it helps me concentrate and keeps me flexible. It's very good for you.

JAMIE: I know, but I just can't stand some of the yoga trainers. The way they talk to you.

GWEN: I know what you mean. What are you going to do then?

JAMIE: Well, I think I'll start off with a 5k run, and then I'll see if my brother wants to play football, and then I think I might try the ten pin bowling.

GWEN: Sounds like a plan. I'm going to do yoga, go running and then maybe some aerobics and step dancing.

MAN: Excuse me, I just wanted to say how impressed I am with you two young people. I mean, I couldn't help overhearing your conversation, and I think it's admirable that you're both so interested in sport. It seems to me that far too many young people are lazy nowadays and spend all their time sitting in front of computer screens. But you two are different. I mean, being so good at golf at your age! And being so keen on yoga and keeping fit as you are, and a professional tennis player, too! Well! All I want to say is 'well done'.

GWEN: Thank you very much.

JAMIE: Yeah, thanks.

JAMIE: What was that about?

GWEN: I've no idea.

JAMIE: Anyway, who do you reckon makes the best games? Nintendo, Sony or Microsoft?

GWEN: Well, I think the new...

CD 2.08

UNIT 10, SCIENCE AND TECHNOLOGY, LISTENING, EXERCISE 2

1 My father is a biologist and biology was part of my life throughout my childhood. When I was really small, my favourite bedtime story was about the life of a gorilla family. An indispensable part of that tale was a very loud demonstration of Father Gorilla defending his babies from predators... Dad would beat his chest and roar, and I'd squeal in delight. I also knew all about sexual reproduction from the age of four, and I once shocked everyone on a crowded bus by saying loudly 'Look, Daddy, these flies are copulating!' As I got older, the bedtime stories developed to include things like the structure of DNA... You may think it was boring, but for me it was terrific fun.

2 I still remember my first Science lesson in grammar school. I was eleven years old. The teacher stood in front of us casually holding a test tube in his hand as he explained some organisational details... Gradually we noticed a thick brown gas issuing from the test tube, crawling along his arm, flowing down towards the floor. We gaped, spellbound, while he continued to talk as if nothing had happened. What he'd done was put copper shavings in the tube and pour concentrated nitric acid over them, starting a reaction in which nitrogen dioxide is produced. Today such a demonstration would probably not be allowed on safety grounds, but it immediately convinced me that Science was something I simply had to study.

3 Frankly, I hated Science lessons at school. We were taught in a very uninspiring way: no practical experiments and lots of terminology to memorise, like the names of dozens of bones in a frog's body. But I had a friend who was interested in astronomy and she told me fascinating stories about the life of stars, how they become red giants and then white dwarfs, or explode as supernovas and then collapse into black holes. It was from her that I found out a light year is a unit of distance, not of time. After school, she went on to study Physics and I chose Classics, but thanks to her I've always retained an interest in science and a respect for it.

4 I was never a big fan of Science lessons, or any lessons for that matter. I loved watching the Discovery Channel, though. One of my favourite programmes was *Mythbusters*, you know, the one where they take various popular myths and test them. For example, does toast always fall the buttered side down? Or: will a car explode if you fire a bullet into the petrol tank, the way it happens in movies? To carry out the tests, they sometimes build the most incredible apparatus from cheap everyday objects, for example a jet engine made of vacuum cleaner parts. It's great fun. My mum used to tell me off for wasting time in front of the TV, but then I'd come out with some impressive bit of knowledge and she'd say, 'Where d'you know that from?' And I'd say, 'I saw it on Discovery.'

CD 2.09

UNIT 10, SCIENCE AND TECHNOLOGY, SPEAKING, EXERCISE 2

So, on the plus side, the Internet has certainly made life a lot easier. There are so many things you can find out without leaving your house. For instance, if you want to know the entrance requirements of a university you're

interested in. Or how to get a passport. Or whether a book you need is available and where. In the past, you would have had to go to three different places and ask, or at least make phone calls to lines that would probably have been engaged.

Another situation is communicating with the people you love when they're far away. In the past, if your boyfriend or girlfriend went to another country for a year, the only means of communication you had were letters, which took ages to arrive, and long-distance phone calls, which were expensive. Now you have a choice of email, chat or video calls, all of them free.

Perhaps most importantly, people can get organised using the Internet. Supposing a member of your family has a rare illness and you want to get in touch with people who've got the same problem: you can join a support group even though its members live in different cities, or even on different continents. After natural disasters, help for victims can be organised and money can be raised. And finally, the Internet is a great place for free speech. Governments can no longer stop people sharing information or expressing their views. However, we all know this wonderful free flow of information also contains some pretty disgusting things. The most noticeable are perhaps the opinions some people post on websites. They can be really sick: rude, aggressive, racist, homophobic, showing no sensitivity to other people's feelings. If they target a specific person, they can be very hurtful. And then there's worse. There are lots of illegal activities going on the Web. There are scams, such as when you get an email informing you you've won one million dollars and all you have to do to claim it is give your full name, address and bank account details. There's pornography, including child pornography. There's advice on how to build bombs. And if people with good intentions can get organised online, so can other people, for example terrorists. But in my opinion those abuses, horrible though they are...

CD 2.10

UNIT 11 NATURE AND THE ENVIRONMENT, LISTENING, EXERCISE 2 AND 3

INTERVIEWER: Eva, you have an exceptionally environmentally-friendly lifestyle. For example, you never travel by plane. Why did you make such a choice?

EVA: It's not just about being kind to the environment. Of course, taking a train produces lower carbon emissions than flying. But it also means a slower lifestyle. People ask me: 'Don't you value your time?' and I say, yes I do, I do value my time and this is how I choose to spend it. To me, sitting on a train with a book and thinking is not a waste of time. The same is true about cycling. When I cycle, I listen to my iPod and do a lot of thinking. That's not to say that protecting the planet is irrelevant – it's perhaps the most relevant challenge of our times.

INTERVIEWER: And what else do you do to minimise your impact on the environment? Do you for example buy a lot of green products?

EVA: I have my doubts about that. I'm not sure how 'green' some of those products are. I do go for stationery made from recycled paper, and I buy locally grown food at the market, rather than food which has been flown in from South America or wherever, transported thousands of miles by air. But the best thing to do as far as shopping is concerned is just generally to buy less and consume less. Then you can be quite sure you are generating less pollution.

CD 2.11

UNIT 11 NATURE AND THE ENVIRONMENT, LISTENING, EXERCISE 5

SUE: Maurice Bell is an ecological activist and author of the book *Greenwash: Selling a Lie*. Good morning, Maurice.

MAURICE: Hi Sue.

SUE: What is greenwash?

MAURICE: Well, imagine your house has filthy walls, but you can't be bothered painting it properly, so you just throw on some whitewash, some thin white paint. Your house looks clean, but under the surface it's as dirty as ever. That's what businesses do with greenwash. In their adverts, they give their products a thin coating of green to make them look ecologically friendly. But it's only superficial, their products aren't so eco-friendly, in fact, often, they're actually harmful to the environment.

SUE: Why do they do it?

MAURICE: Because green values sell. A lot of us feel guilty about our consumerist lifestyles, how we're messing up the planet for future generations. We're worried about global warming, rising sea levels, the extinction of wildlife, air pollution... So businesses know that many people are willing to pay more for products that appear to be good for the environment.

SUE: Can you give us an example?

MAURICE: It's ironic, but the industries which try hardest to give their products a coat of greenwash are those that pollute the most: airlines, oil companies and car manufacturers. There's a famous advertising poster for one petrol company which shows flowers coming out of the chimneys of an oil refinery. It's priceless.

MAURICE: Another example is BP. BP stands for 'British Petroleum', right?

SUE: Hmm.

MAURICE: But a few years ago someone dreamt up the slogan 'Beyond Petroleum' and that creates the idea that BP is beyond petroleum, you know that they actually generate more power from renewable energies, solar panels wind turbines etcetera, than they do from fossil fuels.

SUE: Don't they?

MAURICE: Well, no, I don't think so. I mean, it's true that BP invest in renewables, perhaps more than other petrol companies do, but their main product is petrol, and filling up your car with petrol will not reduce your carbon footprint.

SUE: Right.

MAURICE: When it comes to car adverts, well, some of them are just ridiculous! They want us to believe that it's green to drive! OK, some cars are slightly less polluting than others, but there's no such thing as an ecological car. And as for air travel, well! Manchester airport is advertising a plan to be carbon neutral by 2015, using more low energy light bulbs and so on! Wonderful! The only thing is that in their calculations they don't count CO₂ emissions from flights! The airport would only be carbon neutral if no planes ever landed there, but they're planning to increase the number of flights by fifty per cent!

SUE: If green values sell, why don't businesses produce truly ecological products?

MAURICE: Because it's cheaper and easier to produce a green advert than a green product. As someone once said, "It is easier and less costly to change the way people think about reality than it is to change reality". The danger with greenwash is that if we believe the ads and buy these so-called 'green' products, then our consciences are clear and we don't feel obliged to make the radical changes that we should be making in our way of life. We keep on driving our kids to school, flying abroad three or four times a year and overheating our homes. The problem is...

CD 2.12

UNIT 12 STATE AND SOCIETY, LISTENING, EXERCISE 2

ANNOUNCER: It's four o'clock: time for the news with Sally Adebayo.

1 The Prime Minister of Southland, David Green, has resigned and called a General Election for the 17th of June. Opposition leader, Wendy Campbell, welcomed the decision, saying it was time for the country to choose a new direction. Mr Green, who came to power in a landslide election victory only two years ago, has had a difficult time in office. In the last six months there has been a series of corruption scandals, the most damaging of which recently caused Home Secretary, Tom Rice to resign from the cabinet after being accused of accepting a bribe from arms manufacturers, BSA. The Finance Minister, Ian Deere, is expected to become the new leader of the governing party.

Opinion polls predict a closely fought contest between the two major parties in the forthcoming elections, as well as a possible increase in abstention due to the loss of public confidence in Parliament following the MPs' expenses scandal.

2 The Secretary General of the United Nations has welcomed the progress being made in the Middle East peace talks, which are taking place this week in the southern Spanish city of Córdoba. Diplomatic representatives of the six countries involved in the conflict have agreed a provisional cease-fire and are said to have outlined a plan which could at last bring an end to violence in the region. A source close to the peace process

has revealed that there is cautious optimism that the talks will lead to the signing of a peace treaty, but warned that there is still much work to be done before any meaningful and long-lasting agreement could be reached.

3 A professional footballer has been jailed for six years for killing a child in a car crash. Former Liverpool centre forward Sean O'Connell, 28, admitted driving with excess alcohol and causing the death of five-year-old Leah Cook in a crash on the M62 in Yorkshire on 31 December. Bradford Crown Court heard that after leaving a wedding O'Connell had been driving recklessly at almost 100mph and had ignored a friend's plea to pull over at services. O'Connell, who had more than double the legal limit of alcohol in his blood when arrested, was subsequently disqualified from driving for two years for dangerous driving. The girl's parents said they were devastated at what they called 'a lenient sentence', saying that O'Connell would be eligible for parole in little more than three years.

4 And finally, a robber in the US has found a novel way to get rid of the weapon he used when trying to commit a crime. Claiming he had a gun hidden under his T-shirt, nineteen-year-old Terrence Laphroaig from California demanded that bar owner, Mr Bill Fixx, hand over the cash. Instead, Mr Fixx overpowered him and called the police. Before they got there, however, the would-be thief took out his weapon and ate it! He had been trying to hold up the bar with a banana! Police officers took photos of the banana skin and said they were considering charging the teenage delinquent with destroying evidence. 'If he'd really had a gun, he would've shot me' said Mr Fixx, 'but fortunately, he only had a banana.' Mr Laphroaig has been charged with attempted armed robbery.

CD 2.13

UNIT 12 STATE AND SOCIETY, LISTENING, EXERCISE 3

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CD 2.14

UNIT 12 STATE AND SOCIETY, LISTENING, EXERCISE 5

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CD 2.15

ENGLISH AND THE ARTS, QUOTING SHAKESPEARE, EXERCISE 7

ANNOUNCER: Now here's Simon Borrowdale on the third programme on William Shakespeare and his times.

SIMON: Hello. Today we take a look at Shakespearean theatre. With me to talk about it is Professor Owen Evans from the Shakespeare Institute.

OWEN EVANS: Hello.

SIMON: Professor Evans, what would it have been like to go and see a play in London in Shakespeare's time?

OWEN EVANS: Well, you'd go to the theatre – the Swan or the Globe or the Rose – in the early afternoon. You'd pay a penny for admission and you'd stand in a space a bit like an arena, partly surrounding the stage, with no roof above. If you could afford three pence you'd sit in a wooden gallery. But, you know, you wouldn't say you were going to see a play. The phrase used at the time was to *hear* a play.

SIMON: Why was that?

OWEN EVANS: Well, the visual elements were limited and consequently the words were a lot more important. All the things that were not there to see had to be created by the playwright's words and imagined by the audience.

SIMON: So what would a typical set look like?

OWEN EVANS: The stage was almost bare. There were doors at the back through which actors entered and exited. There were two columns supporting the roof above the stage, and those were useful if a character was to hide and, for example, overhear a conversation. There might be a chair or bench. There was a trapdoor through which ghosts, for example the ghost of Hamlet's father, could emerge. Above the stage was a gallery which could be used by musicians or by a character who was supposed to appear on a balcony, like Juliet in *Romeo and Juliet*. And that was about it.

SIMON: So the audience had to imagine the whole setting?

OWEN EVANS: Yes, but it was the playwright's job to help them. Consider *Henry V*, a play about a war between France and England. In the Prologue, an actor comes onto this empty wooden stage, which is about 13 metres wide, and tells the audience to imagine that this space contains two kingdoms and the sea that separates them. He tells them to divide each actor into a thousand men to create an imaginary army. 'When we talk of horses,' he says, 'think that you see them,' imagine you hear the sound of their hoofs hitting the earth. And apparently the audience did just that, they constructed those settings in their imagination.

SIMON: Amazing.

OWEN EVANS: And of course you had men playing the roles of women. So Cleopatra, the most beautiful woman in the world, was actually a boy wearing a wig. But you were told she was an absolute beauty, and you believed it; you actually saw it 'in your mind's eye'. However, funnily enough, one visual element was more spectacular in Elizabethan theatre than even in today's most expensive Hollywood productions.

SIMON: What was that?

OWEN EVANS: The costumes. The thing is, they were real. When rich people died, they often left their clothes to their servants. But the servants couldn't wear them, because such expensive clothes were not considered appropriate for their class, and they sold them on to theatre companies. And so when you saw a king or queen on an Elizabethan stage, they'd be wearing clothes that were real silk and velvet, with gold thread and what you like. Maybe that made it easier to imagine everything else.

CD 2.16

ENGLISH AND THE ARTS, FAMOUS FILM QUOTES, EXERCISE 3 AND 4

JAMES: And with me in the studio today is film critic Felicity McNeill. Hi Felicity.

FELICITY: Hi James.

JAMES: Now before we start reviewing the films that are coming out this week, I believe you've written an article which is appearing in the next edition of *MovieGlobe* magazine.

FELICITY: That's right. It's about misquotations; you know famous lines from films which we usually get wrong.

JAMES: Like what?

FELICITY: Well, for example, everyone thinks that when Tarzan meets Jane for the first time he says, 'Me Tarzan, you Jane.'

JAMES: Doesn't he?

FELICITY: No, Tarzan never actually says that. In *Tarzan the Ape Man* from 1932 they meet and Jane points to herself and says, 'Jane'. Then Tarzan points at her and repeats, 'Jane'. Then Jane points at him and says 'And you?' and he hits himself on his muscular chest and says, 'Tarzan!' She repeats 'Tarzan' and then he points back and forward saying, 'Jane. Tarzan. Jane. Tarzan.'

JAMES: OK.

FELICITY: Another example, the typical gangster in films from the 1930s was played by James Cagney, right?

JAMES: Yeah?

FELICITY: 'And everyone thinks he said, "You dirty rat!" But he never said exactly that. The closest he came to it was in the 1931 film *Blonde Crazy* when he said, "That dirty, double-crossing rat."

JAMES: Right.

FELICITY: Then there's classic comedy duo Laurel and Hardy. What do you think Oliver Hardy typically says to Stan Laurel whenever they're in trouble?

JAMES: 'Here's another fine mess you've gotten me into!'

FELICITY: That's what everyone thinks, but in fact it's not quite right. In *Sons of the Desert* from 1933 he says, 'Well, here's another nice mess you've gotten me into!'

JAMES: That's almost the same!

FELICITY: Yes, but not exactly... Then sometimes the catch phrase is right, but people think that the wrong person said it.

JAMES: For example?

FELICITY: Well, 'May the Force be with you!'

JAMES: *Star Wars*.

FELICITY: Right, but who said it?

JAMES: That's easy. It was Obi Wan Kenobi speaking to his pupil Luke Skywalker.

FELICITY: Oh no it wasn't! Obi Wan Kenobi said, 'The Force will be with you' or 'Use the Force, Luke.' But it was actually the rebel general who plans the attack on the Death Star who says, 'Man your ships. And may the Force be with you.'

JAMES: Really?

FELICITY: Yeah. One of the most famous mistakes is from *Casablanca*. Everyone thinks Humphrey Bogart says to pianist Dooley Wilson, 'Play it again, Sam' when he wants to hear the song 'As Time Goes By'. But what he really says is, 'You played it for her, you can play it for me. If she can stand it, I can. Play it!' Earlier in the film Ingrid Bergman says, 'Play it *once*, Sam for old times' sake. Play it, Sam. Play *As Time Goes By*.'

JAMES: I didn't know that.

FELICITY: Not many people do.

JAMES: Well, it sounds like your article is well worth reading so...

CD 2.17

ENGLISH AND THE ARTS, FICTIONAL LITERARY CHARACTERS, EXERCISE 5 AND 6

PRESENTER: Welcome back. In a recent survey of three thousand British teenagers fifty-eight percent said they thought that Sherlock Holmes was a real historical character and not the product of a writer's imagination. So the question we're asking today is which characters from fiction seem most real to you. The lines are open and the number as always is 01632 23610.

CALLER 1: In my opinion, the greatest writer of fiction of all time is Charles Dickens. His novels are so entertaining and the characters he created are unforgettable. I mean,

think of *Oliver Twist*, he's the perfect image of the poor little orphan boy who fights through poverty and misery and an enforced life of crime to find happiness and a peaceful life in the country. Or what about Ebenezer Scrooge from *A Christmas Carol*? He's so realistic that we use his name to describe people who hate spending money. And then, of course, there's Mr Pickwick...

CALLER 2: I know they're supposed to be for kids and not adults, but I really love the Harry Potter books. Maybe it's because I went to boarding school when I was a kid and I really loved it there so the books remind me of a happy time in my life. All the characters are great: Harry, Ron, Hagrid, Dumbledore... but the one I really identify with is Hermione. I feel I have a lot in common with her. Did you know that J.K. Rowling, the author of the Harry Potter books, says that she was like Hermione when she was at school? Well, so was I. I was a really serious student, a bit of a swot to be honest, but I was also...

CALLER 3: If you ask my wife which fictional character I resemble, she'd tell you it's Peter Pan. No, seriously. She says I'm just a wee boy who doesn't want to grow up. I think she's right. I think there are a lot of people, especially men, who identify with Peter Pan. OK, we know he isn't real. I mean, we all grow old and although I've never actually tried, I don't think I can fly. But wouldn't it be great if we could fly and if we could stay young forever? I first saw Peter Pan at the theatre when I was just a wee boy and it obviously made a great impression on me.

CALLER 4: My favourite author is Jane Austen. I love all her books, but if I had to pick one that's really special to me, it would be *Pride and Prejudice*. Elizabeth Bennet is such an attractive character, so witty and intelligent and so modern for a twenty-year-old girl at the beginning of the nineteenth century. I was so impressed by her the first time I read the book that I actually started copying her manner of speech, you know, the language she uses. My friends thought I was going crazy, but she seemed so real to me. And then there's Mr Darcy, the man she falls in love with! He seems so proud and arrogant but turns out to be so good. When I saw the BBC series I couldn't believe it. It was even better than the book! It's incredible really...

CALLER 5: If I could be anybody in the world of fiction, it would be James Bond. I know he's not real, of course, but I think he's fantastic, so cool, always in control, never panics. I wish I was more like him. To be honest, I don't know any of the novels, but I've seen all the films; most of them more than once. My favourite Bond was Sean Connery, of course, 'Hello, Miss Moneypenny!' But the new guy's not bad. When I was a kid, I got a James Bond case for Christmas, you know with a gun, a fake passport, a pen with invisible ink and so on. Maybe I should have become a spy. Maybe it's not too late.

WRITTEN EXAM

LISTENING COMPREHENSION

TRUE/FALSE/NO INFORMATION

1 Exam task

1 F 2 T 3 F 4 NI 5 T 6 NI

2 Task analysis

1 attraction The Multicultural Festival may one day become the town's main attraction.

3 costumes Steve mentions an event at which participants will be able to see what traditional costumes look like.

3

2 The idea originated at the University, really. When you've got people of a dozen nationalities in your class, you can learn so much from them, and it's such fun...

5 ...with the generous funding from the Town Council

4

a 6 b 4

MATCHING

1 Exam task

1 D 2 E 3 A 4 B

2 Task analysis

A The equality of men and women, the hierarchy at university.

B She couldn't go to lessons because of a student strike; she's doing a project on it.

C Lifelong friends are not mentioned at all.

D The amount of money you spend; student grants.

E The stereotype: Being an Erasmus student involves partying and drinking in international company and hardly anything else. Tomek's view: If you're looking for more than parties and superficial contacts, you should find it easily.

MULTIPLE CHOICE – SHORT RECORDINGS

1 Exam task

1 A 2 C 3 B 4 C 5 B

2 Task analysis

1 ...let's just take the car, then.

2 I just wanted something really new, really different in my life.

3 ...he has to set up the lights and the cameras, then he's shooting, and during each break he adjusts the lights, moves the cameras, looks at the footage with the director.

4 Would next Thursday, the fifteenth, be OK for you?

5 Can you please be quiet? Can I borrow this one, please?

3

1 train tickets (option C) – very expensive, would cost more than the air fare

2 salary (option A) – The salary was better, but only slightly; climate (option B) – Other people might have moved there because of the climate; he doesn't really like hot weather that much.

3 make-up artist (option A) – the speaker is a make-up artist; actor (option C) – actors work very hard, but not as hard as Jim

4 confirm (option A) – He was supposed to confirm the time of a meeting, but something has come up

5 bookshop – At the bookshop these big art books cost thirty pounds.

MULTIPLE CHOICE

1 Exam task

1 A 2 D 3 B 4 B 5 C

2 Task analysis

a

1 he broke his own record by hitching 2,500 kilometres from Warsaw to Barcelona in thirty-four hours

2 If you choose to hitchhike, you make a decision to rely on people's goodwill.

3 you've got somewhere [...] to have a bite to eat, to hide from the rain...

4 ...the best thing for me is meeting incredible people...

5 ...he said it was against his religion to leave me by the road at nightfall.

b

ANSWER	TYPE OF MISTAKE
1D	c
2A	a
3C	d
4A	b
5B	c

ONE OR TWO CORRECT ANSWERS

1 Exam task

1 A 2 B 3 B 4 A and B 5 A and B 6 B 7 A

8 A and B

2 Task analysis

1 B The exhibition is open from 10.00 to eight every day.

2 A The largest butterflies can be about thirty centimetres.

3 A The Common Birdwing is as large as some birds.

6 A The butterfly *Dryas iulia* pokes a caiman's eye to make it cry, but doesn't damage the eye.

7 B The interviewer thinks the proboscis is the butterfly's nose, but Megan corrects him.

SHORT ANSWERS TO QUESTIONS

1 Exam task

- | | |
|-----------------------|--------------------------------------|
| 1 three | 7 six |
| 2 kind and helpful | 8 Manchester |
| 3 science | 9 eight months |
| 4 her own experiments | 10 a scholarship |
| 5 art and literature | 11 she gives private classes/lessons |
| 6 media studies | |

2 Task analysis

1 The word *mature* is not correct because Bill says Mandy was mature as a toddler, and the question asks about her behaviour in nursery school.

2 make up

3 Tina has a job in advertising; Mandy was only offered a scholarship.

READING COMPREHENSION

MATCHING

1 Exam task

1 D 2 A 3 E 4 F 5 C

2 Task analysis

GAPS	CONTEXT AND GRAMMAR LINKS
1	a (topic – Immigrants dying at the border) d (lose their lives – die, drown, are killed)
2	a (topic – songs) c, d (ballads – such songs – they)
3	c (they – Abelardo and his cousin) e (after many hours...; later)
4	c (this fact)
5	b (The decrease could be due to...) d (drop – decrease)

MULTIPLE CHOICE

1 Exam task

1 A 2 D 3 B 4 D 5 C

2 Task analysis

a

1 ... a murmur of approval ...

2 ... huge trained birds that roar in anger as they carry people in their bellies around the world ...

3 It is a land of riddles: a land of great ingenuity but little wisdom; a land with many possessions, but little happiness; a land of unspeakable wealth amidst desperate poverty.

4 'I don't believe you! (...) If you heat gold, it changes slowly from solid to liquid, first it's thick, then it becomes thinner. That's how things change.'

5 This is a question about gist; the answer can be inferred from the whole text.

b

Sample incorrect answers:

- 2 A – canyons
3 C – happiness
3 D – the old / the young

SHORT TEXTS WITH MULTIPLE CHOICE

QUESTIONS

1 Exam task

1D 2A 3D 4A

2 Task analysis

Taking me back down the vista of years; Betrays me back; the old Sunday evenings at home

3

- B – grindstone
C – sails
D – vertical shaft

4

A She says women are "school teachers, from whom many of these men learn all they know of citizenship and patriotism".

B Women.

C To show that refusing women the right to vote is "taxation without representation" and therefore a form of tyranny.

5

Question a: *too delicate; on show.*

TRUE/FALSE/NO INFORMATION

1 Exam task

1F 2T 3NI 4T 5F 6NI 7NI

2 Task analysis

1 At the beginning of the story, Nathan *remembers how his grandmother explained* to him how to fry a steak.

5 Nathan *likes* the smell of the steak.

3

2 'Eat your meat before they make it illegal!' And then he'd laughed, they'd all laughed.

4 He felt anxious.

4

3c 6a 7b

GAP-FILLING

1 Exam task

- | | |
|---------------|--------------------|
| 1 wasted | 5 before |
| 2 his own | 6 Acropolis Museum |
| 3 Byron | 7 free |
| 4 (much) more | 8 40% |

2 Task analysis

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

USE OF ENGLISH

MULTIPLE CHOICE

1 Exam task

1 B 2 C 3 D 4 B 5 A 6 A

2 Task analysis

1 ... that can *cause you to become ill ... / that can cause an illness*

2 ... where *they prepare food*.

3 a comma – we do not use a comma before *that; some of them* could be used in the following way: *A variety of bacteria were found. Some of them could cause dangerous infectious diseases.*

4 This sentence is grammatically correct, but it doesn't fit the text because *used to* means that it was true in the past, but isn't so any more.

5 to *contract* a disease

6 a Answer B is incorrect because the text talks about any toilet.

b In all public toilets ... (plural)

OPEN CLOZE

1 Exam task

1 a 2 to 3 soon 4 have 5 of

2 Task analysis

- | | |
|---------------|---------------|
| 1 Exam tip 6 | 4 Exam tip 3a |
| 2 Exam tip 2 | 5 Exam tip 5 |
| 3 Exam tip 3b | |

WORD BUILDING

1 Exam task

- | | | |
|----------------|---------------|----------|
| 1 unacceptable | 3 terrifying | 5 weight |
| 2 effectively | 4 performance | |

2 Task analysis

- 1 Exam tip 4 3 Exam tip 3 5 Exam tip 3
2 Exam tip 2 4 Exam tip 5

SENTENCE TRANSFORMATIONS

1 Exam task

- up with
- have I heard
- are reported to be hiding
- was made to apologise
- older he gets / grows, the happier he seems to

2 Exam task

- to have her ears pierced
- had been less
- have run out of
- are not old enough
- must have seen

3 Task analysis

Exam task 1 – sentence 5 (It seems he becomes happier as he grows older).

Structure 1: The older he gets, the happier...

Structure 2: ...he seems to become.

Exam task 2 – sentence 1 (Lily didn't let anyone else pierce her ears for her. She did it herself.)

Structure 1: refuse to + infinitive

Structure 2: to have her ears pierced

ERROR CORRECTION

1 Exam task

- | | | |
|-----------|-----------|------------|
| 1 been | 6 himself | 11 correct |
| 2 correct | 7 it | 12 the |
| 3 a | 8 on | 13 correct |
| 4 correct | 9 being | 14 correct |
| 5 correct | 10 has | 15 to |

2 Task analysis

a been, being, has b a, the c on, to d it e himself

WRITING

STORY

2 Task analysis

- a
- Past Simple: came, slammed on, swerved, skidded, soared, hit, laughed, walked
 - Past Continuous: was raining, were no longer coping, were driving
 - Past Perfect: had left
 - would + infinitive: would come (and tell), would have to go

b
the windscreen wipers were no longer coping; hit the soft ground; a terrible noise of shattering glass and breaking steel

DESCRIPTION (OF A PLACE, PERSON OR EVENT)

2 Task analysis

- a *primitive, macho, arrogant*
b *intelligent and well-read* – talking to his friend about a little-known poet, outstanding academic results, seriously into literature and cinema
modest – doesn't talk about his successes
gentle, considerate – always careful not to hurt anyone's feelings
tact and mediating skills – very few conflicts in the football team.
c *I couldn't have been more wrong; ...I assumed, until I heard him mention...; That's how I found out... I've learned that my first impression of him was entirely mistaken*

3 b

REVIEW

2 Task analysis

a interesting action:

The director guides us through a maze of confusing clues to a surprise ending.

The film is exciting, with fast action and many unexpected twists and turns.

b an element of the culture of an English-speaking country:

a wealth of cultural background; a picture of life in New York; a real sense of both the tensions and the richness of life in the most cosmopolitan city on Earth; an insight into life in multicultural New York

3

- the plot: *exciting, fast action, unexpected twists and turns, a maze of confusing clues, a surprise ending*
- the acting: *gives a spectacular performance, the supporting cast*
- the cinematography: *beautiful shots of Manhattan.*
- the educational value: *the viewer sees a gallery of minor characters of many races, nationalities and languages. Their interactions, whether marked by prejudice, resentment, tolerance, or friendship, give a real sense of both the tensions and the richness of life in the most cosmopolitan city on Earth.*

'FOR AND AGAINST' ESSAY

2 Task analysis

What are the advantages and disadvantages – What are the benefits and drawbacks

The main benefit – One advantage / The main advantage

Moreover – In addition, What is more, Furthermore

Not only that, but – What is more, In addition

On the other hand – However,

... has its drawbacks – ... has its disadvantages

In addition – Furthermore, Moreover

Finally – Last but not least

In conclusion, – To sum up, On balance ...

In my opinion, – To my mind,

OPINION ESSAY

2 Task analysis

Students' own answers.

FORMAL AND SEMI-FORMAL LETTERS

2 Task analysis

Dear Sir or Madam,

¹ I am writing to ask your help in finding a good home for a dog I found while staying here in Worthing.

² It is a small black poodle. She was very thin when I found her, but apart from that she seems in good health, and she is also very well-behaved.

³ I will be returning to my country soon and cannot take her with me. Unfortunately, I don't know anyone who could look after her here, and I certainly wouldn't like to leave her in an animal shelter.

⁴ I was wondering if you could help me place her with someone who would really care for her.

Thank you for your help.

With best wishes,

Daniel Wagner

3

- polite and friendly: *I was wondering if you could help me, thank you for your help;*
- most of the language is neutral: neither colloquial nor very official language;
- ending: *'With best wishes'*

INFORMAL LETTER

2 Task analysis

Dear Sally,

Thanks a lot for inviting me, and for all the info about the museums. I wish I could see them all, but I don't think we'll have enough time.

² *There's no sea where I live, so ¹ the Maritime Museum seems really interesting, exotic and romantic. And of course ² it'd be fascinating to see real objects from the Titanic. ³ Can you tell me more about it? For example, is there a real historic ship that you can visit? That'd be brilliant.*

¹ *I'm also interested in the Slavery Museum – ² it sounds like a unique place; I've never visited one before.*

³ *What sort of objects can you see there? It looks as if the Beatles may have to wait till my next visit. What about you? Which museum would you recommend? It'd be nice to do something we both enjoy. Thanks again, and see you very soon.*

Love,

Andrea

3

Colloquial language: *Thanks a lot, info*

Contractions: *I don't, we'll have, there's, it'd be*

Ending: *Love,*

ARTICLE

2 Task analysis

- children in the street who are munching on crisps or chocolate bars;*
- families having lunch in the nearest hamburger place on a Saturday.*

3

- Not displaying sweets by supermarket checkouts at a child's eye level,
- healthier meals in schools,
- more opportunities for children to do sports.

4

- a return to the idea from the introduction: *this advertising ban*
- restating the writer's opinion: *this advertising ban is a sensible move*
- a reference to the future: *Let's hope it helps us bring up slimmer, healthier future generations.*

ORAL EXAM

DISCUSSION

2 Task analysis

Answers depend on the arguments listed by the students.

3

I definitely agree

...but what about (family and friends)?

Yes, you're right

But do you really think...

You have a point there

I can certainly agree about that

That's a good question

OK, you've convinced me

Absolutely

TALKING ABOUT PHOTOS

2 Task analysis

The photos show...

In the photo on the left ...

In the other photo...

He's probably...

The (person/place) looks

like...

We can imagine...

In contrast...

The atmosphere in both photos...

It looks as if ...

Personally...

3

Students' own answers.

ROLE PLAY

2 Task analysis

The candidate chooses a party (in a restaurant or at home), either the book or the film, and the trip to Scotland. He also suggests a donation to a charity the grandfather cares about.

4

- Introduce himself on the phone: *Adam here.*
- Say what he is calling about: *It's about...*
- Apologise: *I'm really sorry (to have to tell you this). I'm afraid... I'm really sorry to let you down.*
- Make suggestions: *How about...? Would you like to...? Shall we...? Perhaps we should/could/might...*

SPEAKING ON A SET TOPIC

PRESENTING YOUR OPINION

2 Task analysis

- State his opinion
- Say what he's going to talk about
- Define 'white lies'
- Give examples of 'white lies'
- Introduce the idea of extreme situations
- Give examples of extreme situations
- Make a general conclusion about lying and truth

NARRATING OR DESCRIBING

2 Task analysis

What the occasion was: *his tenth birthday*

How it was celebrated: *outdoor party, treasure hunt, swimming, bonfire*

What made it memorable: *a lot of fun, the day seemed to last forever, lovely weather*

ANSWER KEY · LEXICAL-GRAMMATICAL PART

MULTIPLE CHOICE

1 Test yourself!

- 2 A; tenses and modal verbs 4 D; linking words
3 A; phrasal verbs 5 C; prepositions

TENSES (GRAMMATICAL TENSES, REPORTED SPEECH, THE PASSIVE)

2

- 1 has / 's been learning 5 will have started
2 will / 'll be sunbathing 6 knew
3 had / 'd hit 7 was being chased / was chased
4 finishes / has finished

3

- 1 A 2 D 3 C 4 D

MODAL AND AUXILIARY VERBS

4

- 1 A 2 B 3 C 4 B 5 B

DETERMINERS AND QUANTIFIERS

5

- 1 The woman sitting in front of the fireplace is a singer who can also play the piano quite well.
2 I can't understand why some children are afraid of dogs, while others can play with them for hours without a sign of fear.
3 We started our tour in Samoens (which is a beautiful mountain village in the French Alps) and finished in Amsterdam, the capital city of the Netherlands.
4 Have you got any idea how much rubbish your family produces in a day?
5 There were a few people waiting when we got to the airport, but none of them knew why the plane was delayed.

6

- 1 C 2 B 3 B 4 D

PREPOSITIONS

7

- 1 for → on 3 with → of 5 by → for
2 from → at 4 of → from

8

- 1 B 2 A 3 B 4 D

LINKING WORDS

9

- 1 The lecture was postponed due to the illness of the speaker.
2 I need to get a password so that I can access the online periodical databases.
3 Take a raincoat with you in case it rains.
4 The visibility is quite good although it's quite dark.
5 Small firms are thriving despite the recession.
6 I'll probably go to Tom's party since I've been invited.

10

- 1 C 2 A 3 B 4 C

SYNONYMS

11

- 1 B 2 C 3 B 4 A

COLLOCATIONS

12

- 1 B 2 A 3 D 4 C

PHRASES AND EXPRESSIONS

13

- 1 d 2 a 3 c 4 b 5 e

14

- 1 C 2 A 3 A 4 B

PHRASAL VERBS

15

- 1 made up 3 lets down 5 takes after
2 looked down on 4 Getting over

16

- 1 D 2 C 3 A 4 D

Exam task 1

17

- 1 B 2 C 3 C 4 A 5 D 6 A 7 B 8 C

Exam task 2

18

- 1 C 2 D 3 A 4 C 5 B 6 B 7 C

SENTENCE TRANSFORMATIONS

1 Test yourself!

- 2 phrasal verb; doesn't take after
3 verb pattern; apologise for losing
4 conditional clause; were you, I would find
5 structure *if only*; only I hadn't told
6 inversion; no circumstances will I ever lend

REPORTED SPEECH

2

- 1 how much we had spent on our
2 me of breaking her
3 the class not to leave the classroom
4 for staining my

THE PASSIVE AND HAVE/GET SOMETHING DONE

3

- 1 not be forgotten
2 will be wiped out / will have been wiped out
3 have been reported
4 being told
5 was not taught / hadn't been taught

4

- 1 were not / weren't given sufficient information
2 believed to have committed
3 are having our house
4 probably have his tooth taken

CONDITIONALS

5

- 1 If Tom had some money, he would give you a loan.
2 If my girlfriend wasn't absent-minded, she wouldn't have forgotten about our date yesterday.
3 I wouldn't have been late for work / I would have been on time for work if I hadn't missed the bus.
4 If it rains heavily tomorrow, we might not / probably won't go for a walk.
5 Fiona would have a well-paid job now if she hadn't dropped out of studies.

6

- 1 had known who to turn to, he would have complained
2 know how it works unless you read
3 had enough money, he would go
4 hadn't missed many classes, the teacher would / might let me off
5 a high mark for your essay as long as you don't make

GRAMMATICAL TENSES

7

- 1 've / have been painting 4 was doing
2 will have gone 5 reaches / has reached
3 are becoming

8

- 1 since I drove
2 several thousand tourists will have visited
3 have you been learning
4 other guests arrived, we had eaten
5 hasn't / haven't overthrown the government
6 had introduced my girlfriend to my parents

INVERSION

9

- 1 Only once 3 Little 5 Hardly
2 Should 4 On no account

10

- 1 did I realise that I had left my passport
2 had I stopped thinking about Dave than I bumped
3 time was Peter aware that
4 ever do I speak English.
5 you told me the truth, I wouldn't have

STRUCTURES / WISH AND IF ONLY, WISHES, ADVICE AND SUGGESTIONS

11

- 1 I wish / If only I was / were tall.
2 I wish / If only Mark would stop talking about himself.
3 I wish / If only I hadn't eaten so much chocolate yesterday.
4 I wish / If only I didn't have to go to work tomorrow.
5 I wish / If only I hadn't been impatient with my daughter the other day.
6 I wish / If only my sister wouldn't borrow my clothes without permission.
7 I wish / If only I had enough time to read a newspaper every day.

12

- 1 I hadn't told my parents
2 Dorothy wouldn't ask such
3 collected your stuff and left
4 you didn't wait for me
5 you won the lottery
6 I had kept you company
7 she had gone in

LINKING WORDS

13

- 1 the fact that the head teacher takes special measures
2 were red because she hadn't been
3 won't start baking a cake until
4 he was qualified and intelligent

MODAL VERBS (REFERRING TO THE PAST)

14

- 1 a 2 b 3 a 4 a

15

- 1 must have been following us
2 needn't have taken
3 to have anticipated some difficulties
4 can't have been introduced
5 might not have meant

VERB PATTERNS

16

- 1 had better apologise
2 regret to tell you that
3 suggest reminding them
4 don't fancy going out
5 succeeded in meeting

PHRASAL VERBS

17

- 1 gave 3 Look 5 took 7 go
2 turn 4 passed 6 brought

18

- 1 turned / showed up for 3 set off very early
2 can't put up with 4 ever fell out

Exam task 1

19

- 1 have never got on with
2 was given a very warm welcome during his
3 in order not to
4 the first time I have driven
5 wasn't / weren't very conceited, Fiona wouldn't have broken up

Exam task 2

20

- 1 should you disclose
2 not allowed to go
3 Robert wouldn't tell stupid jokes / Robert would stop telling stupid jokes
4 to cheating / that she had cheated
5 out of playing

OPEN CLOZE

1 Test yourself!

- 2 auxiliary verb; been 5 collocation; in
3 preposition; of 6 phrasal verb; carry
4 linking word; When 7 expression; carries

MODAL AND AUXILIARY VERBS

- 2
 1 won't → didn't
 2 being → been
 3 must → should
 4 would → had
 5 ought not do → ought not to do / should not do

- 3
 1 didn't 2 can't 3 have 4 being 5 will

ARTICLES

- 4
 1 the 2 the 3 - 4 a 5 the

- 5
 1 a 2 an 3 the 4 a 5 the

PREPOSITIONS

- 6
 1 C 2 B 3 A 4 A 5 D

- 7
 1 against 2 to 3 to 4 with 5 in

VARIOUS STRUCTURES

- 8
 1 who 2 There 3 anywhere 4 yours 5 few

- 9
 1 every 2 to 3 as 4 neither 5 than

LINKING WORDS

- 10
 1d Peter moved to a bigger city so (that) he could get a better job.
 2a She refused to marry John even though / although he proposed several times.
 3e He decided to go sailing despite / in spite of adverse weather conditions.
 4c We won't start eating until / till he comes back home.
 5b Robert's keen on judo while / whereas his brother prefers karate.

- 11
 1 even 2 so 3 Despite 4 unless 5 However

COLLOCATIONS

- 12
 1 d 2 b 3 g 4 f 5 a 6 h 7 e 8 c

- 13
 1 make 2 tears 3 came 4 conclusion 5 earn

IDIOMS

- 14
 1 cut 2 fall 3 break 4 call 5 Get 6 keep

- 15
 1 time 2 pain 3 over 4 caught 5 down

PHRASES AND EXPRESSIONS

- 16
 1 from my point of view 4 it's up to you
 2 in the long run 5 on the spur of the moment
 3 on the other hand

- 17
 1 at 2 far 3 all 4 on 5 sight

PHRASAL VERBS

- 18
 1 d 2 g 3 b 4 a 5 f 6 e 7 h 8 c

- 19
 1 to 2 up 3 looking 4 comes 5 off

Exam task 1

- 20
 1 some 5 amounts / quantities
 2 took 6 the
 3 seen 7 most
 4 with 8 know

Exam task 2

- 21
 1 Once 4 did 6 anything
 2 far 5 nearly / almost / 7 is
 3 came just 8 while

WORD BUILDING**1 Test yourself!**

- 2 adjective; exceptional 5 adverb;
 3 verb; discourage suspiciously
 4 adjective; irresistible 6 nouns; boredom

- 2
 2 broaden; deepen, widen, brighten, sharpen, tighten, weaken, flatten
 3 impatient; immoral, impossible, immature, impolite, impersonal, improper
 4 inheritance; avoidance, performance, assistance, disturbance, resemblance
 5 meaningful; colourful, useful, purposeful, successful, careful
 6 gracefully; gratefully, beautifully, carefully, hopefully, awfully

PREFIXES THAT MAKE WORDS OPPOSITE

- 3
 1 illogical 2 irregular 3 unload 4 disapprove
 5 uncomfortable 6 insecure 7 dishonest

- 4
 1 incapable 2 unbutton 3 unfamiliar
 4 disobeyed 5 irresistible

PREFIXES THAT CHANGE THE MEANING OF WORDS

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

- 6
 1 underprivileged 2 co-educational 3 overworked
 4 transplant 5 semi-detached 6 ex-wife

SUFFIXES (-ER, -OR, -AR, -EE, -IST, -IAN)

7	-ER	-OR	-AR	-EE
trainer	visitor	liar	trainee	
murderer	collector	burglar	employee	
swimmer	sailor	beggar	interviewee	
manager	competitor			
employer	actor			
interviewer				
supplier				

- 8
 1 musician 4 communist 7 ecologist
 2 journalist 5 librarian 8 artist
 3 electrician 6 Italian

- 9
 1 Politicians 4 admirers 7 scientists
 2 comedian 5 survivors 8 robber
 3 payee 6 historian

SUFFIXES (-ENCE, -ANCE, -AL, -AGE, -MENT, -SION, -TION, -ION, -ATION, -Y, -SIS, -URE, -ITY, -TY, -Y, -CY, -NESS, -INESS, -HOOD)

10	-ENCE	-AL	-AGE	-MENT
difference	arrival	marriage	arrangement	
existence	approval	passage	encouragement	

	-SION	-ATION	-Y	-SIS
revision	education	delivery	diagnosis	
conclusion	accusation	injury	analysis	

- 11
 2 childhood; brotherhood, motherhood, adulthood
 3 silence; innocence, intelligence, violence
 4 vacancy; fluency, efficiency, frequency
 5 kindness; sadness, rudeness, forgiveness
 6 equality; popularity, similarity, punctuality

- 12
 1 abbreviation
 2 rehearsal
 3 inconvenience
 4 motherhood
 5 seriousness
 6 entertainment
 7 expiry (British English) expiration (American English)

SUFFIXES (-Y, -ILY, -OUS, -IC, -ICAL; -ABLE, -IVE, -ED, -ING)

- 13
 2 climate 6 protect
 3 adjust 7 salt
 4 courage 8 psychology
 5 annoy

- 14
 3 interested → interesting
 4 correct
 5 confusing → confused
 6 disgusting → disgusted
 7 amused → amusing

- 15
 1 weekly 6 alphabetical
 2 alcoholic 7 suspicious
 3 curable 8 advisable
 4 appreciative 9 Creative
 5 disastrous

SUFFIXES THAT CHANGE ADJECTIVES INTO VERBS (-EN, -(I)FY)

- 16
 1 worsen 5 brighten
 2 purify 6 intensify
 3 deafen 7 ripen
 4 lessen 8 clarify

Exam task 1

- 17
 1 invitation 4 appearance
 2 jointly 5 traditional
 3 increasingly 6 overtaken

Exam task 2

- 18
 1 actress 4 liberation
 2 underestimate 5 colourful
 3 advertisement 6 buyers