

1A Vocabulary

Character adjectives

Activity A

Find 12 more words in the word snake. Add the missing letter in each word.



Activity B

Complete the conversations with words from the word snake.

1 A: Be careful what you say to him. He's easily upset.	B: Yes, he's quite _____.
2 A: Our brothers support us, whatever we do.	B: I know, they're incredibly _____.
3 A: You'll never persuade her to change her mind on anything.	B: Yes, she's very _____.
4 A: People in our profession think he's brilliant.	B: That's right, he's highly _____.
5 A: She's very sure of herself and her abilities.	B: Yes, she's a very _____ person.
6 A: He thinks he's better than everyone else.	B: I agree, he's very _____.
7 A: She really wants to get to the top of her profession.	B: Yes, she's very _____.
8 A: They're so enthusiastic about football.	B: Yes, they're _____ about it.
9 A: Our art teacher was fantastic and made us feel motivated.	B: Yes, she was really _____.
10 A: When he decides to do something, he won't let anything stop him.	B: Yes, he's _____.
11 A: As a student, he's very interested in the subject and works hard.	B: Yes, he's _____.
12 A: She doesn't have much experience of life and believes anyone.	B: Yes, she's a bit _____.

Activity C

Work in pairs. Student A: turn the paper over. Student B: read the first part of conversations 1–6 for your partner to answer. Then swap roles for conversations 7–12.

Activity D

Complete these sentences about yourself. Then interview two other students.

	Example	Me	Student 1	Student 2
I'm quite optimistic about ...	<i>my country's future</i>			
I can be a bit sensitive about ...	<i>my nose</i>			
I'm passionate about ...	<i>helping other people</i>			
I'm not always motivated to ...	<i>cook for myself</i>			
Someone I find really inspiring is ...	<i>Malala Yousafzai</i>			

1B Vocabulary

Trying and succeeding

Activity A

Look at the words in the box. Where do they go in the sentences below? Write one word in each sentence.

to effort up try work go to give

- 1 It's easy to up smoking if your motivation is to save money.
- 2 If you go on a diet, it's almost impossible to keep it for more than a few weeks.
- 3 Everyone should have a go at making their own bread. It's one of life's basic foods.
- 4 If you make a real to do something, you will almost certainly succeed.
- 5 If you manage to listen to some English every day, you will make much quicker progress.
- 6 When you're going to buy a large item like a bike or car, you should always try it out before you make your decision.
- 7 If you start a new job and it doesn't out, it's really your own fault.
- 8 When you've got an exam, it's really important to make a revision timetable and keep it.

Activity B

Read the statements again. Do you agree, disagree, or partly agree? Why?

Activity C

Think of two reasons for each question below.

Example: Why might someone give up eating chocolate?
 a *Because they want to lose weight.* b *Because they've become allergic to it.*

- 1 Why might someone give up doing exercise?
 a _____ b _____
- 2 Why might someone not manage to get to a meeting on time?
 a _____ b _____
- 3 Why might someone have a go at learning Chinese?
 a _____ b _____
- 4 Why might someone go on a diet and then not keep it up?
 a _____ b _____
- 5 Why might someone make an effort to make new friends?
 a _____ b _____
- 6 Why might someone try out a new hairstyle?
 a _____ b _____

Activity D

Read out the questions from Activity C and take turns to give reasons. Win a point for each different one.

2A Vocabulary

Expressions with *get*

Activity A

Do the sentences have a positive or negative meaning? Write P (positive) or N (negative).

- | | |
|---|---|
| 1 <input type="checkbox"/> I was very busy, but we managed to get away . | 6 <input type="checkbox"/> He started gambling and got carried away . |
| 2 <input type="checkbox"/> In the end I got to see the match. | 7 <input type="checkbox"/> It was a shock and she still hasn't got over it . |
| 3 <input type="checkbox"/> We both got into trouble . | 8 <input type="checkbox"/> Surprisingly, she got through the exam. |
| 4 <input type="checkbox"/> The man got swept away in the flood. | 9 <input type="checkbox"/> I managed to get hold of her hand. |
| 5 <input type="checkbox"/> Nothing seems to get him down . | 10 <input type="checkbox"/> She always gets on my nerves . |

Activity B

Read the advice below. Add the missing word in each sentence (1–10).

GOOD ADVICE, BAD ADVICE – WHAT'S YOUR VERDICT?

- 1 If someone comes to my door selling something, I get rid them straight away.
- 2 If two young people are fighting or arguing in the street, don't involved.
- 3 If you want to get a waiter's in a café, shout at them.
- 4 If someone is getting your nerves, be honest and tell them.
- 5 If you can't get your message to someone who doesn't speak your language well, speak louder and more slowly.
- 6 If you aren't getting with a problem, leave it and come back to it later.
- 7 If you are giving someone bad news, get straight the point.
- 8 If you are trying to get a disappointment, the best thing is to go out and try to enjoy yourself.
- 9 If you get feeling that someone is following you, turn round and face them.
- 10 If you want to get an exam, stay up late studying every night.



Activity C

Do you think the advice in Activity B is good or bad? Think about your answers and reasons. Then discuss in small groups.

2B Vocabulary

Animals and the environment

Activity A

Look at the underlined letters and the sounds they make. Read and answer the questions about the sounds.

- 1 Is rare the same as chair or bar?
- 2 Is hunt the same as country or put?
- 3 Is creature the same as create or cream?
- 4 Is species the same as spend or speak?
- 5 Is environment the same as lean or line?
- 6 Is endangered the same as late or sang?
- 7 Is natural the same as doctor or teacher?
- 8 Is species the same as seat or sugar?

Activity B

Work in pairs. Read and answer your questions below. Don't look at your partner's questions.

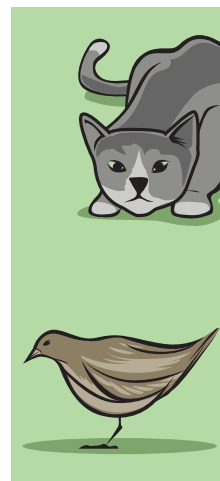
STUDENT A

- 1 Do birds hunt bears?
- 2 Are tigers an endangered species?
- 3 Are elephants extinct?
- 4 Is the environment at risk from human activity?
- 5 If something is natural, is it made by humans?
- 6 Is an animal a creature?
- 7 Is a desert a natural habitat for a camel?
- 8 Are dogs rare?



STUDENT B

- 1 Are pandas a protected species in China?
- 2 Do lions hunt tigers?
- 3 Are rivers a natural habitat for many fish?
- 4 Are cats at risk from small birds?
- 5 Do cats hunt small birds?
- 6 Are cats an endangered species?
- 7 Are dinosaurs extinct?
- 8 Is a flower a creature?



Activity C

Read your sentences to your partner. They must answer **yes** or **no**. Who has the most correct answers?

Activity D

What action can we take to protect endangered species? Think about the role of:

- big business
- governments
- the police
- zoos
- local people

3A Vocabulary

Ability and achievement

Activity A

Unscramble the words to make sentences. There's an extra word in each sentence.

Example: do for the has to He well ability

He **has the ability to do well.** (*for* is unnecessary.)

- 1 speaking in is at public My cousin in brilliant
- 2 with be people at need Doctors able skilled to dealing
- 3 type for able very have to quickly be to You
- 4 for an talent Claire photography brilliance has obvious
- 5 at she for outstanding My is sister does everything
- 6 go doesn't at the to Marc far have potential very



Activity B

Complete the sentences below. Then check answers with a partner.

STUDENT A

- 1 If you are o_____ at something, you do it to a very high level of ability.
- 2 If you have the s_____ to do a job, you have plenty of experience and have probably received special training.
- 3 If you are t_____ at drawing, it means you can draw very well.
- 4 If you are an e_____ student, you are extremely clever in a way that is not usual.
- 5 If you give a **brilliant** performance in a concert, it means you are e_____ clever, skilful or i_____.
- 6 If you have the **potential** to become a sports champion, you have a natural a_____ which could be d_____ so that you become very g_____.
- 7 If you are a **successful** business person, you have done w_____ in your career and probably earned a l_____ o_____ m_____.
- 8 If you are **skilled** at something, it means that you have the a_____ to do it w_____.

STUDENT B

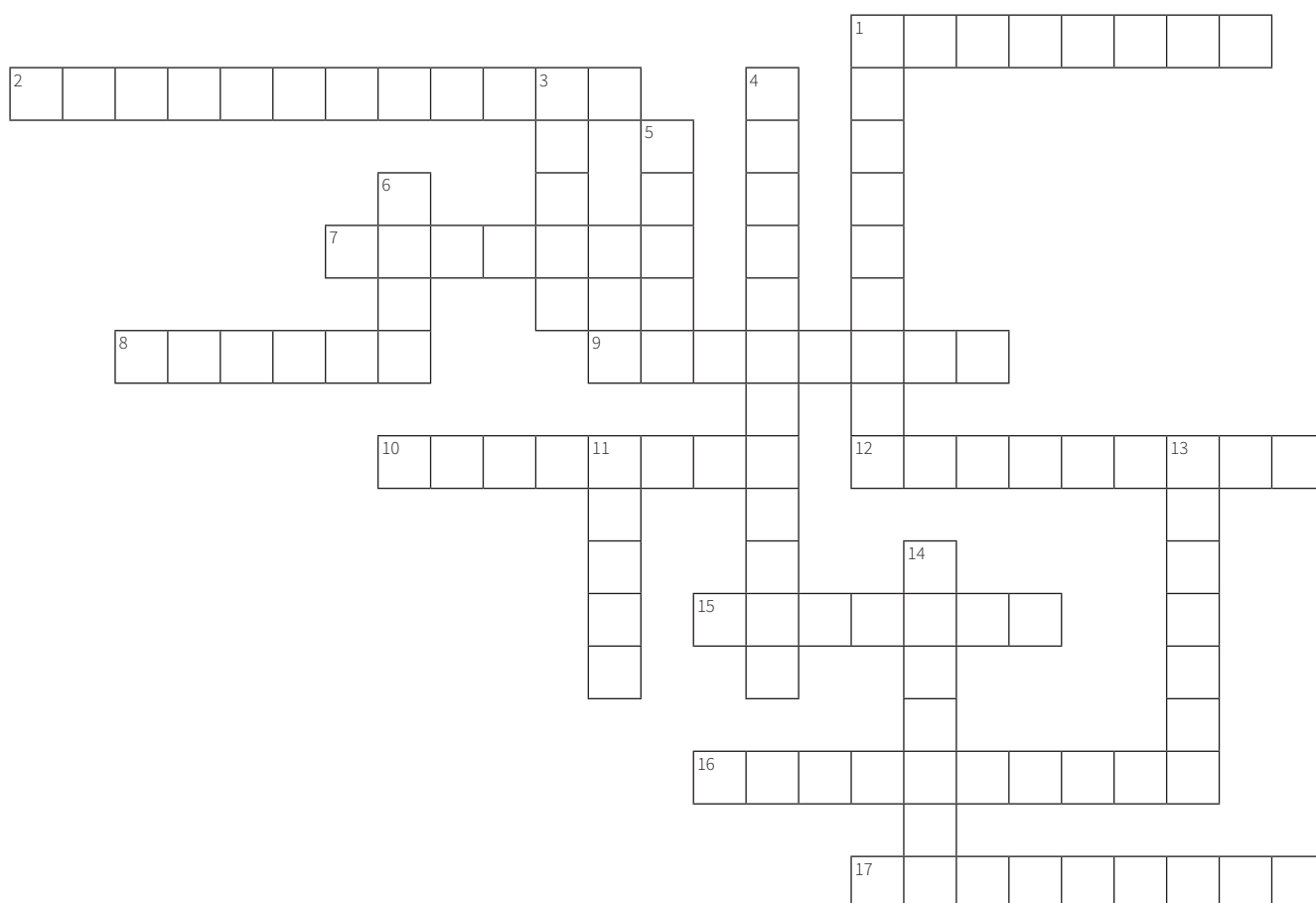
- 1 If you are **outstanding** at something, you do it to a very h_____ level of a_____.
- 2 If you have the **skills** to do a job, you have plenty of e_____ and have probably received special t_____.
- 3 If you are **talented** at drawing, it means you can d_____ v_____ w_____.
- 4 If you are an **exceptional** student, you are extremely c_____ in a way that is not u_____.
- 5 If you give a b_____ performance in a concert, it means you are extremely clever, skilful or impressive.
- 6 If you have the p_____ to become a sports champion, you have a natural ability which could be developed so that you become very good.
- 7 If you are a s_____ business person, you have done well in your career and probably earned a lot of money.
- 8 If you are s_____ at something, it means you have the ability to do it well.

Activity C

Discuss the sentences. Do you agree or disagree? Give reasons.

3B Vocabulary

Words connected with sport



STUDENT A

Across

- 1 strong, healthy and good at sports
- 7 the person who makes decisions during a football match
- 10 a person or team that wins a competition
- 12 a person who is watching a public event such as a game or match
- 16 someone who takes part in a sporting event

Down

- 3 to give someone a point or prize for something they have done
- 5 to shout loudly to encourage someone in a game or competition
- 11 the area where a football match is played
- 14 take part in a competition or sporting event



STUDENT B

Across

- 2 someone who earns money from taking part in a sporting event, not just as a hobby
- 8 the best achievement so far in a sporting activity
- 9 preparation for a sport or competition
- 15 the winning of a game or competition
- 17 to play for a school, district or country in a competition

Down

- 1 sports in which people compete in running, jumping and throwing
- 4 a competition to find the best player or team in a sport
- 6 to be winning a game or competition
- 13 the person who teaches people the skills they need for a particular sport or job

4A Vocabulary

Cause and result

Activity A

Work in pairs. Match 1–9 with a–i to make sentences.

- | | |
|---------------------------------------|-------------------------------|
| 1 The new law could lead | a on our lives. |
| 2 The roadworks are likely to cause | b in job losses. |
| 3 Art can have a positive effect | c the result of the election. |
| 4 We are living longer as a result | d to more protests. |
| 5 The new plans could result | e on younger people. |
| 6 Their decision could affect | f more delays. |
| 7 Fizzy drinks have a negative effect | g that this drug may have. |
| 8 Doctors don't know the effect | h of better healthcare. |
| 9 Pop stars can have a big influence | i on our health. |

Activity B

Read the ideas in the agenda below. Then discuss the situations. Write sentences giving your opinion on each idea in the agenda below. Use the prompts in the box. Then discuss the situations.

This could have a positive/negative effect because ... This could result in ...
This will/may affect ... I think this will lead to ... This will have an influence on ...
This will probably cause ... I think ... as a result of this.

RADICAL AGENDA FOR CHANGE

These ideas have emerged from a working party on proposals to transform our lives for the better. Please discuss the suggestions and tell us your views.

**CHANGE
AHEAD!**

- 1 Teenagers must stay at school until they are 18.

- 2 People should only be paid their salary every three months.

- 3 Smartphones should be banned on all forms of transport.

- 4 People can only work four days a week.

- 5 The age people are allowed to drive should be lowered to 16.

- 6 Parents are not allowed to take their children to school by car.

4B Vocabulary

Talking about difficulty

Activity A

Add the missing vowels. Compare your answers.

- | | |
|----------------|---------------------|
| 1 strct _____ | 7 pnshng _____ |
| 2 wkwrđ _____ | 8 dmndng _____ |
| 3 tgh _____ | 9 strghtfrwrđ _____ |
| 4 trcky _____ | 10 strtch _____ |
| 5 chlłng _____ | 11 dlct _____ |
| 6 grllng _____ | 12 tstng _____ |

Activity B

Work in pairs. Complete the last line of each mini-dialogue in a suitable way.

- | | |
|--|---|
| 1 A: My father was very strict.
B: How do you mean?
A: Well, he _____. | 5 A: The instructions weren't straightforward.
B: How do you mean?
A: _____. |
| 2 A: The language course was a struggle.
B: In what way?
A: _____. | 6 A: It was a tough exam.
B: Why was that?
A: _____. |
| 3 A: She was a very awkward customer.
B: In what way?
A: Well, _____. | 7 A: The meal was a challenge.
B: Why was that?
A: _____. |
| 4 A: They were a very tricky group.
B: How do you mean?
A: Well, _____. | 8 A: It's a very demanding job.
B: In what way?
A: _____. |

Activity C

Work in different pairs. Practise the mini-dialogues in Activity B.

Activity D

Talk about these situations using adjectives from Activities A and B.

***a three-hour
driving test***

applying for a passport

a two-day trek in
the Himalayas

a walk in the park

***looking up a word
in the dictionary***

a meeting with a tax official

5A Vocabulary

Adjectives describing attitude

Activity A

Complete the sentences with the correct form of a word from the box.

responsible real organise compete thought criticism sympathy caution rely

- 1 You can't trust Jack to do what he promises. He's _____.
- 2 Sheila's very kind and shows that she cares about others. She's _____.
- 3 Matt imagines that people will work for him for nothing. He's _____.
- 4 Lila's always talking about her son's faults, never his good points. She's _____.
- 5 Lukas never deals with things clearly and sensibly. He's _____.
- 6 Jon's always wanted to be more successful than anyone else. He's _____.
- 7 Alex just isn't interested in listening to other people's problems. She's _____.
- 8 Gianna isn't reliable or sensible; she shouldn't be looking after children. She's _____.
- 9 Eliane is very careful to avoid danger; she doesn't take any risks. She's _____.

Activity B

Underline the stressed syllable in each adjective.

- 1 uncritical 2 ambitious 3 thoughtless 4 optimistic 5 reliable 6 uncompetitive
- 7 sympathetic 8 responsible 9 organised 10 realistic 11 unadventurous 12 pessimistic

Activity C

Read the job descriptions. Write down TWO adjectives from Activities A and B that the person needs to be, and ONE adjective that they shouldn't be.

a 'I stay in hotels, try out their restaurants, then write reports about them for a tourism website.'

b 'I work for a large hotel and make the arrangements for conferences and weddings, making sure that everything goes smoothly on the day.'

c 'I work in the sales department of a software company. I have a range of clients but have to investigate further potential clients in our busy industry.'

d 'I'm in the finance department of a small company. I work on the day-to-day finances and also prepare the annual accounts for the external auditors.'

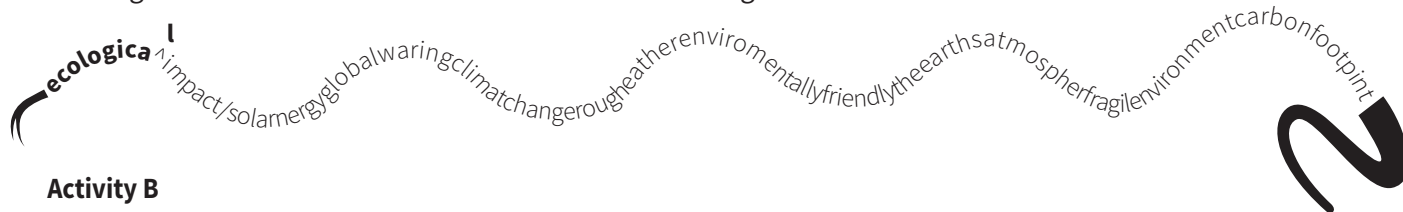
e 'I'm a district nurse, and I visit people in their own homes or in care homes. I provide care for people who are often very sick or elderly.'

5B Vocabulary

The natural world

Activity A

Find eight collocations in the word snake. Add the missing letter in each word.



Activity B

Work in pairs. Cover your partner's headlines below and complete your own. Then compare answers.

Student A

More people changing to solar ¹ _____

Further evidence for ² _____ change

New research shows ³ _____ warming is speeding up

Rough ⁴ _____ shuts down La Guardia Airport

Many 'environmentally ⁵ _____' products not as green as you thought

Oil platform leak causes real threat to fragile ⁶ _____

Carbon dioxide in Earth's ⁷ _____ at record levels

Government expresses concerns on ecological ⁸ _____ of bottled water

How to reduce your pet's carbon ⁹ _____

Student B

More people changing to ¹ _____ energy

Further evidence for climate ² _____

New research shows global ³ _____ is speeding up

⁴ _____ weather shuts down La Guardia Airport

Many '⁵ _____ friendly' products not as green as you thought

Oil platform leak causes real threat to ⁶ _____ environment

Carbon dioxide in ⁷ _____ atmosphere at record levels

Government expresses concerns on ⁸ _____ impact of bottled water

How to reduce your pet's ⁹ _____ footprint

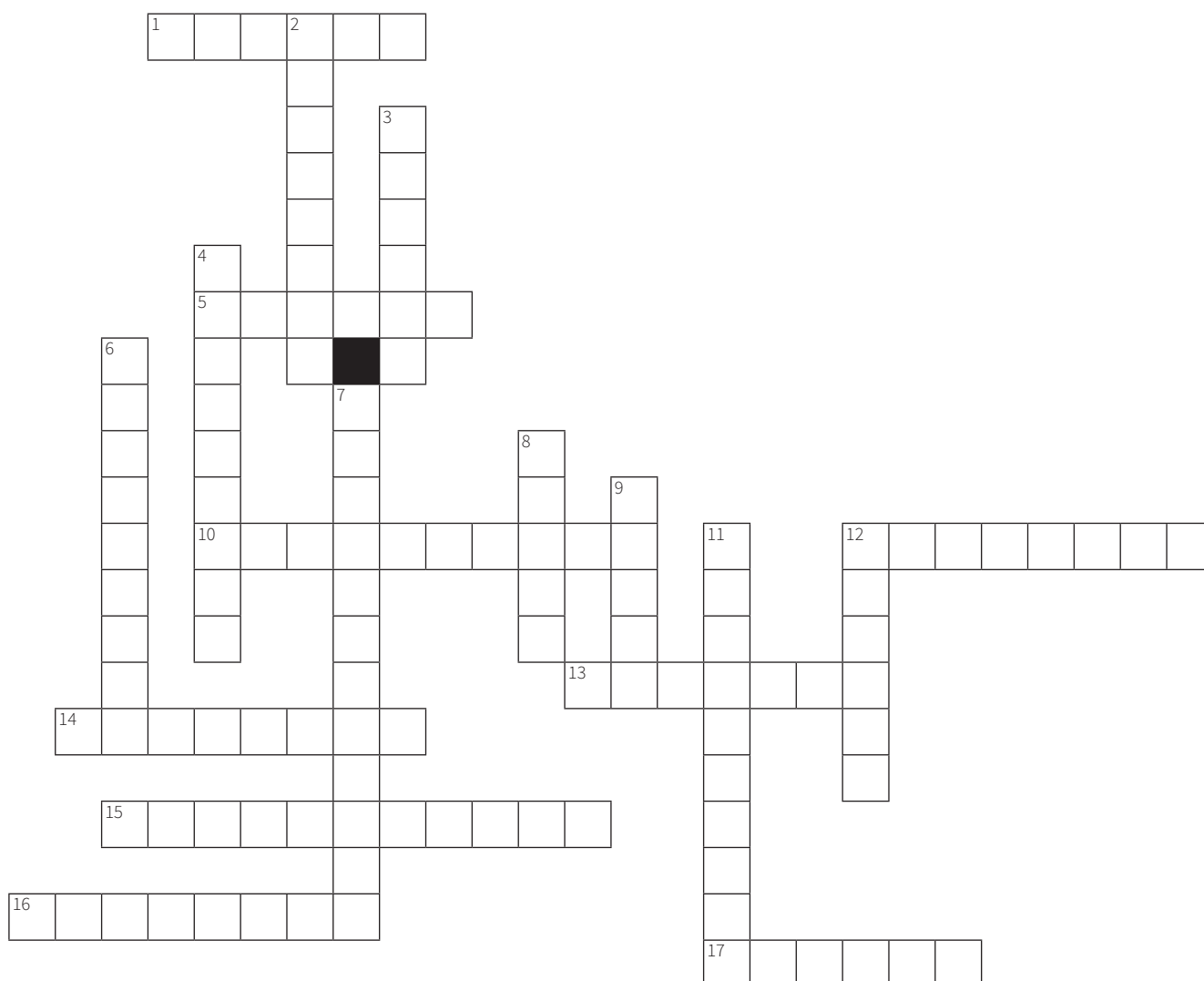
Activity C

Work in pairs. You have two minutes. Match a word or a collocation in the headlines in Activity B with each clue below.

- | | |
|---|--|
| 1 affecting the whole world _____ | 6 the amount of CO ² a person or a company uses _____ |
| 2 weather in a particular area _____ | 7 easily destroyed or spoilt _____ |
| 3 relating to the sun _____ | 8 the gases that surround the Earth _____ |
| 4 where people, animals and plants live _____ | 9 a source of power, e.g. gas, coal _____ |
| 5 effect or influence _____ | 10 not harming the environment _____ |

6A Vocabulary

Travel and tourism



ACROSS

- 1 a room in which an artist works
- 5 being the only one of its kind
- 10 unusual, interesting and surprising
- 12 visit somewhere before continuing to another place (4, 4)
- 13 area just outside a house or restaurant where you can sit
- 14 large building at an airport where passengers arrive and leave
- 15 extremely surprising; difficult to believe
- 16 extremely attractive or impressive
- 17 interesting and unusual; often from another country



DOWN

- 2 exciting and impressive
- 3 arrive, often without an arrangement (4, 2)
- 4 the area of a town or city furthest from the centre
- 6 easy to remember, often because of being special
- 7 very beautiful; often used about the landscape
- 8 area inside the entrance to a hotel, theatre, etc.
- 9 place where you hold an event or activity
- 11 very good, often large or important
- 12 excellent; of the highest quality

6B Vocabulary

Describing change

Activity A

Complete the sentences with the words from the box. Change the form if necessary.

decline lose revive disappear preserve increase deteriorate

- 1 Sadly, the _____ in the weather meant that the match had to be stopped.
- 2 Fortunately, we've seen an _____ in internet speeds since the spring.
- 3 I think we've _____ respect for older people in society.
- 4 The organisation is devoted to the _____ of historic churches.
- 5 The _____ of various species has been a disaster.
- 6 The _____ in the manufacturing sector is very worrying for the government.
- 7 We are hoping for a _____ in the fortunes of the company.

Activity B

Underline the words or phrases that can be used in each sentence. In some cases, all of them are correct.

- 1 *The price of food / The rate of inflation / The weather* has increased a lot recently.
- 2 We need to preserve *these traditions / the climate / old buildings*.
- 3 Some *illnesses / animals / companies* have disappeared altogether.
- 4 *The number of staff / The economy / His health* has declined.
- 5 *My cold / Their traditional way of life / This particular species* is dying out.
- 6 We are trying to revive *certain customs / the company / some of the furniture*.
- 7 *The temperature / Crime / The town* has decreased.
- 8 *Her health / The weather / Their relationship* has deteriorated.

Activity C

Work in groups and write down your answers below. Then compare ideas with a different group.

Think of something that:

- has increased in your lifetime. _____
- has declined in your lifetime. _____
- has deteriorated in your lifetime. _____
- you think is important to preserve. _____
- is disappearing but you would like to save. _____



7A Vocabulary

Describing life in cities

Activity A

With a partner, write eight collocations using words in the circle. Use each word only once.

congestion parking
 transport pollution
 urban air spaces
 residential development
 public quality of
 local residents
 area traffic life

Activity B

Complete the text using the collocations from Activity A.



Once upon a time, Witcombe was a quiet, ¹_____, but there has been significant ²_____ over the last 20 to 30 years with more shops and offices moving into the area. As a result, the increase in cars and buses has meant that ³_____ has got worse and worse, and with it, there are dangerously high levels of ⁴_____ in Witcombe Parade.

Now the ⁵_____ are fighting back. They have put forward a scheme that will aim to improve the situation for everyone living in or passing through the Parade. It will require improvements in ⁶_____ in order to get people out of their cars and onto buses; restrictions on lorries using the road, and at the same time, the removal of ⁷_____ so that fewer motorists are able to stop there for long periods. They believe that these changes will mean a significant improvement in the ⁸_____ for local people and visitors.

Activity C

Think about your answers to the questions below, and make notes if necessary. Then work in small groups and compare your opinions.

HAVE YOUR SAY

If public transport was better in your town, would it reduce traffic congestion and air pollution?

Who should have more power in a town: local government, or local residents? Why?

Would a reduction of parking spaces in your town be a good idea? Would it encourage motorists to walk and use public transport instead?

What are the problems of excessive urban development? Do you have these problems where you live? If so, what can be done about it?

Which changes to the place where you live would improve most people's quality of life?

7B Vocabulary

Houses; Film and TV

Activity A

Write your answers to the quiz. Who can finish first?

HOUSES RACE AGAINST THE CLOCK!

- 1 five different types of house: _____, _____, _____, _____, _____
- 2 two places under the ground floor of a house: _____, _____
- 3 a room built in the roof of a house: _____
- 4 a narrow path, usually with a wall or a fence on both sides: _____
- 5 a place outside in the garden where you can put a table and chairs: _____
- 6 something your house needs if you want to light a fire: _____
- 7 something that surrounds a garden: _____



Activity B

Work in pairs. Think about how to explain the words in your table without using the actual word.

Student A

	1	2	3	4
a	cast (of a film)		editor (of a film / TV programme)	
b		(TV/film) series		viewer
c	producer		presenter	

Student B

	1	2	3	4
a		script		episode
b	film crew		broadcast (a programme)	
c		release (a film)		soundtrack

Activity C

Ask your partner to explain the missing words. Can you complete your table?

8A Vocabulary

Money and finance

Activity A

Match words 1–8 with the words in the box to make phrases.

rate a debt an account someone a grant
a living savings a project money to charity

- | | |
|-------------|-----------|
| 1 make | 5 debit |
| 2 put aside | 6 finance |
| 3 donate | 7 award |
| 4 interest | 8 pay off |

Activity B

 Work in pairs and discuss the questions below.

YOU DO THE MATHS! %£=+\$—%£=+\$—

- 1 Your income is \$28,000. You decided to put aside 10%, and invest that money in a special account with an interest rate of 5%. How much will you have in that account at the end of the first year?
- 2 You are planning a small extension to your home. You borrow £10,000. The council has given you a grant of £3,000, and you are using £5,000 of your own savings. The project is estimated to cost £22,000, so how much more money will you have to find to finance the project?
- 3 Your income is €48,000, but you donate 5% of that equally to three different charities. How much does each charity receive a year?
- 4 You have an annual budget of £80,000. You will have to pay off a debt of £12,000, and you have also planned to make a special donation of £1,000 to a local charity. However, you received £4,000 from an investment you made in the previous year. What's the budget for the year now?




Activity C

Choose the correct words.

- 1 You should never borrow money if you're still *paying off* / *putting aside* another debt.
- 2 Borrowing money from the family is the best way to *finance* / *make* a small project.
- 3 The government should make everyone with an income *debit* / *donate* some money to charity.
- 4 At school, all children should learn how to work out a *budget* / *living*.
- 5 The government should *award* / *finance* grants to everyone who goes to university.
- 6 You should start *paying off* / *putting aside* savings for your retirement as soon as you get your first job.
- 7 You should *pay off* / *finance* your credit card bill every month.
- 8 Renting rooms in your home is an easy way to *do* / *make* a living.

Activity D

 Read the situations in Activity C again. Do you agree or disagree? Why / Why not?

Activity A

Work in pairs. Complete only your sentences. Then read the sentence beginnings for your partner to say the word.


Student A

- 1 Someone who steals things is a _____.
- 2 Someone who steals things from a shop when it's open is a _____.
- 3 Someone who enters a building illegally to steal things is a _____.
- 4 Someone who behaves dishonestly in order to win something or get something is a _____.


Student B

- 1 Someone who tells you something that isn't true is a _____.
- 2 Someone who steals things from a bank, shop or person, often using violence, is a _____.
- 3 Someone who kills another person intentionally is a _____.
- 4 Someone who takes somebody illegally, and keeps them as a prisoner is a _____.

Activity B

 Are the people above all criminals? If they are, how serious are their crimes? Rank them from 1 = very serious, to 5 = not serious.


Activity C

 Work in pairs. Student A: read and complete the first story. Student B: read and complete the second story. When you finish, tell each other about your story.

A **A man** unfortunately ran out of petrol while he was driving home. He saw two policemen and asked them to help him push the car to the side of the road. They did so, but as they were leaving, one of them noticed that the lock on the door handle was broken. They made a note of the number plate and soon received confirmation that the car had been ¹_____, and the man had a criminal record for car ²_____. The police ³_____ the man on the spot. Some time later, in ⁴_____, the man pleaded ⁵_____ to stealing the car and was ⁶_____ to six months in prison.

B **A female** police officer received information that a house was being ⁷_____ in a street nearby: a man had ⁸_____ the property by smashing a front window. The officer arrived within minutes and managed to catch the ⁹_____ just as he was getting away. She ¹⁰_____ him, put him in handcuffs, and drove him to the police station. But, on the way, the man managed to attack the police officer and ¹¹_____ the police car. It was later found three miles away. The police are now appealing for ¹²_____ who may have seen what happened. The man is described as short and dark, in his mid-twenties, and may still be wearing handcuffs.

Activity D

 Discuss the questions.

- 1 Is there any difference between stealing someone's car and stealing a police car?
- 2 Is there any difference between stealing from a supermarket and robbing a person?
- 3 Which is worse, being called a liar or being called a cheat?
- 4 Do you think a decision by a jury is more reliable than a decision by a judge?
- 5 If you kill someone by driving dangerously, is that murder?

9A Vocabulary

Health

STUDENT A

1 *to cure someone*: to make someone who has had a disease feel _____ again.

2 *to faint*: to suddenly lose _____ for a short time, usually falling _____.

3 *to cough*: to push air through your _____ with a loud noise, often when you have a _____.



6 *to shiver*: to _____ slightly because you are frightened or _____ or _____.



5 *to develop something*: to begin to have something such as a problem or an _____.

4 *to get over something*: to feel _____ after an illness.

7 *to ache*: to feel a continuous _____ which is unpleasant but not very _____.

8 *a bruise*: a _____ mark that you get on your _____ when you have fallen or have been _____.



9 *to come down with something*: to get an _____ which is not very serious.

10 *dizzy*: feeling as if everything is _____ round and that you might _____.

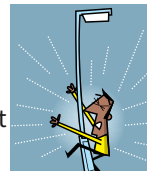


STUDENT B

1 *a scar*: a permanent mark on your _____ from a _____ or another injury.



2 *to bump something*: to hurt a part of your body by accidentally _____ it against something hard.



3 *to heal*: to make a part of your body healthy again after an _____.

6 *to sneeze*: to have air coming out through your _____ in a way that you can't _____.



5 *to strain something*: to injure a part of your _____ by _____ it too much.

4 *to care for someone*: to look _____ someone who is _____, very old, very young, etc.

7 *to pass out*: to suddenly _____ consciousness, for example because you are too _____.

8 *to treat someone*: to give someone medical _____ for an injury or an _____.

9 *pale*: having skin that is _____ than usual because you are not feeling well.

10 *infection*: a disease in a part of your body that is caused by a _____ or bacteria.

9B Vocabulary

Verbs describing thought and knowledge

Activity A

Put the words in order to make sentences.

- 1 that I sure a to class always make I bring dictionary
- 2 go English-speaking year country that I'll I to an doubt this
- 3 no is in I've the what idea word longest English
- 4 I English be year I'll able assume next that to study
- 5 well speak will years estimate more I need I that to English two
- 6 I've English learn conclusion that come is hard to the to not
- 7 I will if ever words pronounce I all English correctly wonder
- 8 main language aware is wasn't English Singapore I that the in

Activity B

☞ Are the sentences in Activity A true or false for you? If not, how can you change them?

Activity C

Complete the hotel reviews using the correct form of the words in the box.

make sure come to the conclusion assume be aware
not have any idea estimate doubt wonder realise

HOTELWORLD – *the best website for travellers' reviews*

IMPERIAL HOTEL *Merryfield*

The hotel was conveniently located, but that's all that I can say that was positive. As soon as we checked into our rather old-fashioned and gloomy room, I ¹_____ that it hadn't been cleaned properly. Furthermore, before we booked a room, I ²_____ that the hotel didn't provide breakfast, so we had to go to a fast-food restaurant nearby. Very unfriendly, unhelpful staff, too. When I look at some of the positive reviews on this hotel, I ³_____ if they have been written by friends or relatives of the owners.

Mike, Liverpool

BAY TREE LODGE HOTEL *Windsor*

We booked this hotel on a friend's recommendation. Before we got there, I ⁴_____ it would be quite an ordinary hotel as the rooms were fairly cheap, but I ⁵_____ that it would be so comfortable and luxurious. The staff were lovely and it was fantastic value for money. One tip: ⁶_____ that you ask for a room on the riverside; the views are lovely.

Andreas, Tottenham

ROYAL BARGE HOTEL *Bath*

We were going to a wedding the following day, so we asked the manager how long it would take to get there. He ⁷_____ that it would take us 20 minutes; in fact, it took us an hour and a half, and we missed the ceremony! He seemed half-asleep and I ⁸_____ he knew much about the area. There were very few staff on duty despite the fact that the hotel was full. I ⁹_____ that the hotel was only interested in making money.

Jamelia, Winchester



10A Vocabulary

Adjectives with prefixes

Activity A

Add the missing vowels.

- | | | |
|---------------|-----------------|------------------|
| 1 pssbl _____ | 6 frml _____ | 11 blvbl _____ |
| 2 lgl _____ | 7 xpctd _____ | 12 xprncd _____ |
| 3 frtnt _____ | 8 plt _____ | 13 rspnsbl _____ |
| 4 ptnt _____ | 9 rlvnt _____ | 14 rglr _____ |
| 5 stsfd _____ | 10 scssfl _____ | |

Activity B

Complete the mini-dialogues with the opposites of the adjectives from Activity A.

- | | |
|---|--|
| 1 A: Can it be done?
B: No, it's _____. | 8 A: Is he prepared to wait?
B: No, he's very _____. |
| 2 A: Did you think that would happen?
B: No, it was very _____. | 9 A: Are you allowed to drive without insurance?
B: No, it's _____. |
| 3 A: Has she worked here long?
B: No, she's still very _____. | 10 A: Does the verb take <i>-ed</i> in the past tense?
B: No, it's _____. |
| 4 A: Can we wear what we like?
B: Yes, it's quite _____. | 11 A: He left the child alone in the house.
B: I know, that's very _____. |
| 5 A: It rained every day on their holiday.
B: Yes, they were very _____. | 12 A: Were they happy with the service?
B: No, I think they were quite _____. |
| 6 A: He kept interrupting me.
B: Yes, I noticed. That's very _____. | 13 A: Were all her ideas connected with the topic?
B: No, some were rather _____. |
| 7 A: Did the business do well?
B: No, it was fairly _____. | 14 A: Was it a real shock when they won?
B: Yes, it was absolutely _____. |

Activity C

Use adjectives from Activities A and B above to describe each of these situations.

- He's only been driving for about six months.
- You have to wear a suit and tie.
- The boy was riding his bike on the pavement.
- I forgot to thank her for my present.
- They went without sleep for 72 hours.
- Marie's had three colds this year.
- I did well in my English exam.
- My neighbour lets his dog run free in the street.



10B Vocabulary

Verbs of effort

Activity A

Put the words in order to make sentence beginnings. Then work in pairs to complete the sentences.

1 forced to football up I give was

_____ because _____.

2 problem we tackle the now to have

_____ because _____.

3 I work need on accent to my

_____ because _____.

4 ahead we with the plans go can

_____ because _____.

5 we problem overcome can't this

_____ because _____.

6 children cope she with couldn't the

_____ because _____.

7 new want out I recipes try to some

_____ because _____.

8 get must with we the on game

_____ because _____.

Activity B

 Complete the book titles. Discuss which books you would like to read.

This week's bestseller list

How to ¹_____ anxiety and be more confident

Basic electrical skills to ⁵_____ *household projects*

Forget the past and ²_____ your life!

How to ⁶_____ *sugar and stay happy*

³_____ *your fitness and get into shape*

Helping your children ⁷_____ a divorce

Ten Activities to ⁴_____ **this summer**

WANT TO ⁸_____ **A NEW BUSINESS?**
Everything you need to know

Activity C

Work in small groups. Write two things for each topic below.

- people often have to overcome _____ / _____
- people sometimes want to try out _____ / _____ because it's unusual/exciting/different, etc.
- people often want or need to give up _____ / _____
- people sometimes feel they need to work on _____ / _____
- some people can't cope with _____ / _____ easily
- _____ / _____ stop people from getting on with their lives and enjoying themselves