Solutions

OXFORD exam SUPPORT

Advanced Workbook

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OXFORD

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1 Beginnings

A VOCABULARY AND LISTENING
Memories

I can talk about childhood memories.

1 **Find eight adjectives to describe feelings (→↓↗↘).**

I	W	O	D	I	S	T	R	A	U	G	H	T
Y	B	K	Y	A	A	D	I	C	R	H	C	R
I	O	V	E	R	W	H	E	L	M	E	D	E
X	F	M	T	S	Y	N	G	O	P	R	T	B
W	R	R	E	O	N	E	N	S	E	E	E	E
I	O	C	D	S	O	A	M	E	N	D	E	W
T	Z	V	O	T	C	U	S	F	S	X	Q	I
H	P	R	E	O	C	C	U	P	I	E	D	L
D	I	S	O	R	I	E	N	T	A	T	E	D
R	I	A	I	C	A	S	S	T	Q	S	C	E
A	N	C	N	J	M	W	W	E	O	T	O	R
W	H	O	T	L	U	N	E	Z	R	X	T	E
N	U	M	M	E	R	U	E	D	S	G	Z	D

2 **Which of the words from exercise 1 describe how you might feel in situations 1–7?**

1 You wake up after a deep sleep and have no idea what time it is or where you are. _____
2 You arrive late at the airport and discover you don't have your passport. _____
3 You're trying to choose a dish from a menu, but there are so many to choose from you don't know where to start. _____
4 You get homework from four different teachers. They all want you to hand in the homework tomorrow. _____
5 You're at a party where you hardly know anybody. You feel too shy to say much. _____
6 You're worried about an exam you're taking tomorrow and are unable to concentrate on anything else. _____
7 You want to confront a classmate who you suspect of stealing money but need to be very careful how to go about it. _____

3 **Complete the sentences with the words in the box and match the beginnings of the sentences with their endings.**

evocative hindsight ingrained recall recollection reminisce

1 With _____,	a his flat is on the third floor.
2 As I _____,	b _____ of meeting her.
3 She loves to	c a very _____ smell.
4 A wood fire has	d _____ about old times.
5 I have no	e _____ in my memory.
6 That song is now	f I should never have gone there alone.

4 **Rewrite the sentences using the words in brackets so that the second sentence has the same meaning as the first.**

1 I've asked you repeatedly to keep the noise down. (time)
_____
2 She recognised him immediately. (once)
_____
3 He's working at his father's shop for now. (being)
_____
4 They'll be here very soon. (any)
_____
5 Everybody makes mistakes occasionally. (while)
_____
6 My brother was still a baby then. (at)
_____

Extension: prefixes

5 **Write the adjectives in the correct box to make them negative.**

affected appropriate approval logical mobile responsible

un	in
im	dis
ir	il

6 **Complete the sentences with prefixes from A and words from B.**

A	B
anti	clockwise
co	cooked
mis	employed
self	heard
super	sensitive
under	starred

1 I used to work for a company but now I'm _____.
2 She got food poisoning after eating some _____ chicken.
3 Stand in a circle and pass the ball round in an _____ direction.
4 Don't mention her accent. She's _____ about it.
5 What's the name of the actor who _____ with Johnny Depp in *Sweeney Todd*?
6 I thought he said something rude to me but I might have _____.

1B REAL ENGLISH Inheritance

I can talk about inherited characteristics.

1 01 **Listen to Annie talking about similarities between herself and her parents. Are the sentences true or false? Write T or F.**

1 Facially, Annie and her mother are fairly alike. ____
2 Annie and her mother have identical hairstyles. ____
3 Annie thinks her face is very similar to her father's. ____
4 Annie and her father both have a relaxed attitude to life. ____
5 Annie's mother knows what kind of clothes Annie likes. ____

2 01 **Listen again and complete the phrases Annie uses.**

1 Well, physically, _____ I suppose.
2 We're _____ of each other.
3 People say they can see _____ my dad and me.
4 I've got a _____ in me.
5 When it _____ taste, I reckon I've got _____ with my mum.
6 Is it something _____, or is it learned behaviour?

3 **Rewrite the sentences using the words in brackets so that the second sentence has the same meaning as the first.**

1 It's easy to see that Paul and Joe are from the same family. (strong / resemblance)
There _____.
2 You can inherit phobias from your parents. (genetically)
Phobias _____.
3 In terms of politics, Edward and his dad have similar views. (common)
When _____.
4 Luke looks extremely similar to Matt Damon. (image)
Luke _____.
5 My personality is very similar to my mum's. (after)
Personality-wise, _____.

4 **Choose the correct words to complete the text. One or both answers may be correct.**

My life as a twin

Being an identical twin has its ups and downs. On the positive side, when Max and I were younger we [1]**would never / never used to** feel alone because we [2]**would always / always used to** have each other to rely on. I [3]**used to / would** be quite reserved and he was outgoing so he [4]**would help / helped** me out in social situations. Unlike some twins, we [5]**didn't use to / wouldn't** have our own language but we always knew what the other [6]**used to think / was thinking**. Even now we will often finish off each other's sentences. One thing that I found difficult is that I [7]**didn't use / used not** to feel like an individual and I [8]**used to resent / was resenting** that sometimes. People used to see us as a unit and call us 'the twins'.

What really gets on my nerves as I get older is that people [9]**are forever mistaking / forever mistake** me for Max. In my first year at sixth-form college people used to [10]**think / were thinking** I was rude because I (or in reality, Max) [11]**didn't / didn't use to** say hello to them around the school. Now I [12]**say / will say** hello to everyone who says hello to me so that they [13]**don't / won't** think my brother's rude. But the mistaken identity thing can be used to our advantage – like when I [14]**borrowed / would borrow** Max's driving licence before I had passed my test.

5 **Write logical responses to the sentences using *will* or *would*.**

1 The teacher confiscated my phone.
Well, you will keep texting in class.
2 I found it really hard to get up this morning.
_____
3 I'm freezing.
_____
4 My grandmother's been suspended from driving.
_____
5 Joe was expelled from his last school.
_____
6 Before I went on a diet I weighed 75 kilos.
_____

C CULTURE The origins of English

I can understand and react to an article about the origins of English.

Revision: Student's Book page 7

1 Complete the summary with words from the box.

alphabet Anglo-Saxon borrowed Conquest dictionaries disappeared evolve farming influenced non-native Old Norse printing press spelling

When Britain was invaded by Germanic tribes in the fifth century, it took on the language of the invaders, known as [1]_____ or Old English. Many modern day words connected with [2]_____ come from this phase. Old English [3]_____ certain words from the Romans and also its [4]_____. It later took words from [5]_____, the language of Viking invaders.
After the eleventh century, Middle English began to [6]_____. Its grammar became simpler as word inflections [7]_____. Many French words were introduced following the Norman [8]_____ in 1066. The third phase, Modern English, began with the invention of the [9]_____ in the fifteenth century. The first [10]_____ were used in the 1700s and as a result the [11]_____ of words became more stable. The language continues to evolve, and is strongly [12]_____ by the Internet and by the English spoken by [13]_____ speakers.

2 Read the text quickly, ignoring the gaps. Which three words are being described?

A _____ B _____ C _____

3 Complete the text with suitable words.

4 Are the statements true or false? Write T or F.

1 *Honeymoon* used to have more positive connotations than it does today. ___
2 In a *honeymoon period*, mistakes are tolerated. ___
3 In Roman times soldiers were paid with salt. ___
4 *Salary* changed its meaning during the transition from Anglo-Norman to modern English. ___
5 *Posh* has a popular explanation that has not been substantiated. ___

5 Find words in the text which match these definitions.

1 to take no notice of _____
2 became wider _____
3 a very small amount _____
4 reasonable and likely to be true _____
5 no longer used _____

English etymology

Etymology is the study of word origins. It is a subject which seems to hold a remarkable fascination for people, as can be seen from the numerous blogs and Internet sites dedicated [1]_____ lengthy discussions and speculations [2]_____ the origin of a given word. Below are a few examples of words that are of particular etymological interest.

A According to the lexicographer, Samuel Johnson, the original meaning of this word suggests somewhat cynically that marriage begins with the sweetness and tenderness of honey, but soon wanes [3]_____ the moon. It still retains those connotations today in the expression *honeymoon period* which refers to the first stage [4]_____ a new activity – a government's first term in office, for example – when people are prepared temporarily to ignore [5]_____ imperfections. Nowadays, in the context of marriage, the pessimistic implications have faded and the word simply refers to a holiday taken by a newly married couple.

B This word originated from Latin, where salarium, a derivative of *sal* meaning 'salt', referred to 'an allowance given to soldiers to buy salt'. In former times salt was a valued commodity, over which wars were [6]_____. It was not taken for [7]_____ as it is today. Use of the word soon broadened out to the current meaning of 'fixed periodic payment of work done' and passed in this sense via Anglo-Norman into English.

C This word describes something stylishly luxurious. In Britain it also means somebody or something typical [8]_____ the upper classes. It first appeared in the early twentieth [9]_____ and was widely [10]_____ to be an acronym for 'Port Out, Starboard Home', referring to the location of the more desirable cabins on passenger ships travelling [11]_____ Britain and India. Those on the port (left) side on the way out, and the starboard (right) on the return trip, benefited from the sea breeze and shelter from the sun. [12]_____ it provides a very neat explanation, there isn't a shred of evidence for it. A more plausible solution is that the modern adjective, *posh*, is the same word as the now obsolete noun *posh*, meaning 'dandy' (a man who cares a lot about his clothes) a slang term current in the late nineteenth century.

1D READING Sporting origins

I can understand an article about the origins of different sports.

Revision: Student's Book page 8–9

1 Complete the sentences using appropriate adverbs or adverbial phrases from the box.

by and large categorically gravely loosely
resolutely staunchly strictly swiftly widely

1 She stuck _____ to her argument despite being challenged by the interviewer.
2 _____, I agreed with what he was saying.
3 When I realised I had put my foot in it, I _____ changed the subject.
4 The novel was _____ based on the writer's own life.
5 He _____ denied reading at her diary.
6 The law case was _____ reported in the press.
7 She is _____ opposed to capital punishment.
8 Flash photography is _____ prohibited in this museum.
9 Be careful when picking wild mushrooms. Certain types can make you _____ ill.

2 Quickly read the text about three extreme sports. In which country did each sport originate?

A _____ B _____ C _____

3 Read the texts. Answer the questions A, B or C.

Which sport

1 was invented by people who found life dull? ___
2 held its first international championships in 1982? ___
3 began on a mud track and made its way to the world stage? ___
4 discourages participation in contests? ___
5 is named after the different categories of the sport? ___
6 was made famous by a programme which was primarily about a different sport? ___
7 uses a safer form of equipment for participants than before? ___
8 trains its practitioners to deal with life's problems? ___
9 was invented as a low-cost alternative for another sport? ___
10 involves a set of beliefs? ___
11 is shown in a famous feature film? ___
12 is often performed illegally? ___

4 Are the sentences true or false? Write T or F.

1 The main aim of Parkour is to get from one point to another as quickly as possible. ___
2 Some traceurs practised their sport in the Paris underground. ___
3 BASE jumping is more dangerous than skydiving. ___
4 Carl Boenish was the first person to accomplish all four types of BASE jump. ___
5 When it first became popular in the USA, young people wanted to participate in motocross but couldn't afford it. ___
6 Stingray bikes were specially designed for cycling off road. ___

5 Find words or phrases in the text which match these definitions.

1 a fence made of vertical metal bars (text A) _____
2 jump over in a single movement, using your hands to push you (text A) _____
3 brave acts (text A) _____
4 a dishonest way of behaving (text B) _____
5 achieves (text B) _____
6 became popular (text C) _____
7 imitating (text C) _____
8 a sudden increase (paragraph C) _____

CHALLENGE!

What do you think motivates people to take up extreme sports? Write a paragraph and give examples.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Running free

A In the early 1990s, in the town of Lisses, 50 minutes south of Paris, a group of bored teenagers would hang out together in a park after school. Uninterested in football or other conventional games, they would entertain themselves by daring each other to do stunts using benches, railings, walls and other park furniture. From the park they moved into the streets, where every object was viewed as something to be climbed up, vaulted over or swung from. Their group leader was the exceptionally athletic seventeen-year-old, David Belle, who had been inspired by the heroic exploits of his father, a renowned military firefighter, and by the martial arts films of Bruce Lee. This group became the founders of Parkour or Free-Running (although purists will insist that there is a difference between the two). More than just a sport, Parkour is a discipline and art which aims to develop the body and mind to be able to overcome obstacles with fluidity, efficiency and speed and to apply these skills to the mental as well as the physical challenges in life. In the late nineties, Parkour attracted a huge underground following in France, and gradually emerged across the world and later entered the mainstream after featuring in the mid-2000s in various documentaries and films, notably *Casino Royale*, starring Sebastien Foucan, another Parkour founder, as a free-running terrorist being chased over rooftops by James Bond. Many traceurs (practictioners of Parkour) campaign against its popularisation, fearing that it will lead to commercialism and competition, which goes against its inherent philosophy.

Living on the edge

B BASE jumping is an adventure sport which uses a parachute to jump from fixed objects, which may either be natural features or man-made structures. 'BASE' is an acronym for the four types of objects from which one can jump; Building, Antenna, Span (or bridge), and Earth (the word used for a cliff). BASE jumps differ from traditional skydiving since they are made at lower altitude with only a few seconds to deploy the parachute, and they take place in close proximity to the object serving as a jumping platform. Owners of structures are generally reluctant to allow them to be used as jumping platforms, so many BASE jumpers resort to subterfuge in order to get to them. Modern base jumping was invented in 1978 by Carl Boenish, who filmed a group of friends jumping from El Capitan (a vertical rock face) in Yosemite National Park, California. They were using a type of parachute which was more secure than earlier models and everyone landed unharmed. Carl and other pioneers of the sport soon came up with the BASE acronym and developed the BASE number system where anyone who accomplishes a jump of each type is assigned a BASE number, in sequence of the people who have completed all four types before. Carl was BASE number 4. In 1984, he died after hitting a rock outcrop while BASE jumping in Norway.

Extreme biking

C Motocross, or 'off-road motorcycle racing', originated in Britain in the 1920s. When the sport finally took off in the USA in the 1960s, many teenagers had the desire but not the means to participate. So instead they started emulating their motocross heroes on their bicycles, wearing full motocross gear. In 1971, a motorcycle racing documentary, *On Any Sunday*, is generally thought to have inspired a movement which became known as BMX (bicycle motocross). In its opening scenes it showed teenage kids riding their Stingrays, the most popular brand of custom bike, on an off-road dirt track, handling them with extraordinary skill and dexterity. The relatively low cost of participating in the sport coupled with the wide availability of places to ride and do tricks meant that BMX became an instant hit nationally. It swept across Europe in the late 70s and in 1981 the International BMX Federation was founded, with the first world championships being held the following year. In 2003, the International Olympic Committee voted to include BMX racing in the 2008 Summer Games, in which 32 men and sixteen women participated. As a result it enjoyed another surge in popularity. Today there are over one thousand BMX tracks around the world and participation in BMX racing is at an all-time high.

1E GRAMMAR Phrasal verbs

I can use phrasal verbs correctly.

1 **Identify the phrasal verbs in the newspaper headlines and write them in the correct column of the table below.**

Construction of new DNA laboratory to go ahead

Thousands go down with new flu virus

Scientists come up with way to generate synthetic blood

Police arrest criminal after twin brother tips them off

'Elephants cleverer than humans when it comes to mental arithmetic' claims research

Plans for National ID card fall through

Gunman kills innocent man after mistaking him for drug-dealer

'Genetics to bring about medical breakthroughs' predict scientists

Two-part verbs with no object	1 _____ 2 _____
Two-part verb where the object can become between or after the two parts, but comes between the parts if the object is a pronoun	3 _____ 4 _____
Two-part verbs whose object cannot come between the two parts	5 _____ 6 _____
Three-part verbs whose object cannot come between the parts	7 _____ 8 _____

2 **Write the phrasal verbs from exercise 1 next to their meanings.**

1 to cause to happen _____
2 to not be completed _____
3 to warn sb about something illegal _____
4 to find an answer _____
5 to happen, to be done _____
6 to become ill with _____
7 to relate to a particular situation _____
8 to think that sb is somebody else _____

3 **Rearrange the words to make sentences with phrasal verbs.**

1 place / at / down / Manchester / offered / a / but / was / she / turned / it / Laura / University
_____
_____

2 people / are / Whilst / in / favour / do / away / of / the monarchy, / others / some / think / with / it / we / should
_____
_____

3 meaning / keep / never / out / but / get / I / my / photos / round / to / sort / it / I / to
_____
_____

4 some / bought / After / new / our / to / myself / up / my / boyfriend / broke / clothes / off / relationship / I / cheer
_____
_____

5 father / was / decided / it / not / My / over / to / go / in / New York / but / after / for / it / job / offered / a / thinking / he
_____
_____

4 **Complete the sentences with the active, passive or infinitive forms of the verbs in the box and an object pronoun where necessary.**

bring up drop off lay off let down look after put up with throw away turn up

1 I don't trust her any more. She's _____ too often.
2 I can't find the letter. It might have _____.
3 He was born and _____ in Sydney.
4 That noise is difficult _____.
5 She'll _____ by her grandparents whilst her parents are on holiday.
6 Could you _____ at the traffic lights, please?
7 The company was forced _____ staff.
8 How many people _____ to the gig?

Extra Practice

1F SPEAKING Discussion

I can express my opinions on ethical issues.

1 **Complete the text about genetically-modified (GM) food with words from the box. Are you for or against the ban?**

campaign controversy crisis crops discredited harmful laboratory term

When GM food first hit British supermarket shelves in 1996 this major revolution in food technology passed by virtually unnoticed. It wasn't until 1999 that a [1]_____ experiment which suggested that GM potatoes might cause indigestion in rats sparked a major [2]_____.

Although the experiment was subsequently [3]_____, it led to a massive European anti-GM food [4]_____ which resulted in an unofficial ban on the growth and import of GM [5]_____ in Europe. Public opinion on GM crops remains divided today. Some feel suspicious about the [6]_____ effects it may have on health and the environment in the long [7]_____. Others believe it could solve the world's food [8]_____.

2 02 **Listen to two people discussing the subject of GM food. Which of the following topics are mentioned?**

a solutions to world hunger ☐
b monopoly of the market by large GM technology companies ☐
c solutions to malnutrition ☐
d environmental damage caused by GM products ☐
e dangers to human health ☐
f the ethics of interfering with nature ☐

3 02 **Listen again and complete the phrases the speakers use.**

1 It's _____ territory.
2 Any change has its potential _____.
3 Crops which can _____ _____ agricultural conditions.
4 Surely you can't _____ _____ that?
5 Not if we end up poisoning people in the _____ _____.
6 We're going to have to agree _____ _____.

4 02 **Match 1–8 with a–h to form expressions for reacting to an opposing view. Which do you hear in the discussion? Listen again and check.**

1 I don't agree	a you mean.
2 There's no evidence	b make sense.
3 That's a fair	c an extreme!
4 I see what	d point, I suppose.
5 That argument doesn't	e to prove it.
6 You take things to such	f serious!
7 You can't be	g end?
8 Where will it	h with that argument.

5 **Complete the sentences by choosing the correct word to complete the common adverb-adjective collocations.**

1 I always avoid environmentally **unkind / unfriendly** products.
2 Ann was really offended. She couldn't believe how politically **false / incorrect** the speaker was.
3 Ben's behaviour was **completely / fully** unacceptable.
4 Some think cigarette advertising is **totally / widely** unethical.
5 The GM industry argues that their work is **perfectly / virtually** justifiable.
6 Many people think cloning is morally **wrong / incorrect**.
7 Banning research into this is **roughly / virtually** impossible.
8 Are designer babies **widely / highly** improbable?

6 **Write a paragraph agreeing or disagreeing with the statement below. Use the ideas in exercise 2 and include some collocations from exercises 1 and 5.**

> All food containing genetically-modified products should be banned.

1G WRITING Describing an event

I can write an effective description of an event.

Preparation

1 **Complete the description of an event using *like*, *as* or *as if*.**

Last summer I went round France in a camper van with a group of friends. Heading towards the ferry terminal we felt totally elated as this was our first real taste of freedom. None of us had travelled without our parents before. We had brilliant fun cruising along, listening to music, playing games and taking turns to drive the van.

All went well until we reached the suburbs of Paris at about three in the morning. I was driving, while Archie navigated us towards a campsite, and the other two slept [1]_____ logs in the back. I was getting increasingly annoyed with Archie who kept getting us lost. Eventually, I got so irritated that he threw the map at me, told me to find the campsite myself, and then promptly fell asleep. Feeling drowsy myself, I decided to abandon the campsite idea and park on the roadside. Moments later I came across what looked [2]_____ an empty car park and pulled in for the night.

A few hours later I woke up feeling disorientated, and with the sensation that something was amiss. I opened the door. What I then saw will be ingrained in my memory for ever: hundreds of children staring at me [3]_____ I was a complete fool as I stood there wearing just my pyjama bottoms. I had parked in a school playground! I stood motionless, my face [4]_____ red [5]_____ a beetroot, then I sheepishly climbed into the front of the van, and drove away [6]_____ quickly and calmly [7]_____ I could, while my friends slept on in the back, oblivious to the entire episode.

2 **Find at least one example in the story of:**

1 a short sentence used for emphasis or suspense.

_____

2 a synonym that has been used to avoid repetition.

_____

3 a simile used to create a clear description.

_____

3 **Replace the adjectives in italics with a word with a similar meaning from the box. There are two words that you do not need.**

apprehensive	disillusioned	eager	perplexed
petrified	remorseful	unwilling	uptight

1 He was *reluctant* to answer my questions.
2 I was *nervous* about driving abroad.
3 The player was *baffled* by the referee's decision.
4 She admitted guilt but didn't seem very *repentant*.
5 He's so *tense*. He needs to relax a bit.
6 She's *terrified* of rats.

4 **You have been asked to write about a memorable event in your life. Make notes.**

1 Where and when did it happen?

_____

2 Who else was involved?

_____

3 How did you feel?

_____

4 What happened in the end?

_____

5 **Use your notes from exercise 4 to write a description of the event following the writing guide below. Write 200–250 words.**

Writing Guide

1 Explain the general context, giving brief details of where and when the event happened.
2 Describe the events leading up to the main event. Use the model in exercise 1 as a guide.
3 Describe the event itself, giving details of how you felt.
4 Round off your story by explaining how the event affected you or the other people.

Check List

Have you:
- followed the paragraph plan?
- used at least one short sentence to add emphasis or build suspense?
- included at least one simile?
- used synonyms to avoid repetition?
- checked the number of words and made changes if necessary?
- checked your work for mistakes?

Extra Practice

A VOCABULARY AND LISTENING

Compound adjectives

I can talk about various aspects of stories.

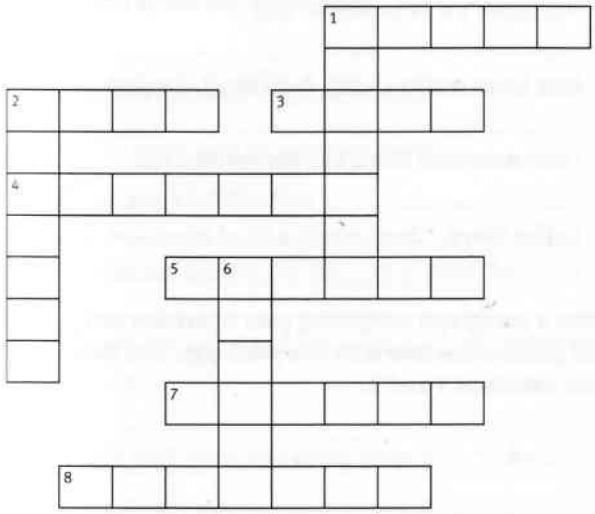
1 Read the clues and do the crossword.

Across

1 willing to accept behaviour that is different from your own: _____-minded
2 petrifying: _____-raising
3 calm, able to make sensible decisions in difficult situations: _____-headed
4 having confidence in yourself: self-_____
5 not carrying anything: empty-_____
7 able to think quickly, intelligent: quick-_____
8 oversensitive to criticism or insults: thin-_____

Down

1 showing no feelings or pity for other people: cold-_____
2 caring and generous: kind-_____
6 full of exciting events and activity: _____-packed



2 Complete the sentences with words from A and the present or past participle form of words from B.

A	B
absent	consume
fair	eye
light	heart
long	last
time	mind
wide	skin

1 The torte was delicious but rather _____ to make.
2 It's worth investing in some _____, energy-efficient light bulbs.
3 *Stepbrothers* is a _____ film about two full-grown men that act like kids.
4 Every day she manages to lose or forget something. She's so _____.
5 The children watched the circus tricks in _____ amazement.
6 In New South Wales (Australia) _____ people are prohibited from using solariums.

Extension: Compound adjectives and compound nouns

3 Choose the correct words to complete the sentences.

1 The children were promised that if they were **well-behaved / well-behaving** they could have an ice cream.
2 The terrorist attack will have **far-reaching / far-fetching** implications.
3 There were some **strange-sounded / strange-sounding** dishes on the menu.
4 It's important for a company to have an **eye-catching / sight-catching** logo.
5 The **starting / opening** sequence was awesome but the film went downhill from then on.
6 The film was made on a **string tight / shoe-string** budget.
7 The new film stars Mexican **heart-throb / heartbeat** Gael Garcia Bernal.
8 *Men in Black* was one of the biggest **block breakers / blockbusters** of the 1990s.

CHALLENGE!

blurb [blɜ:b]

noun a short description of a book, a new product, etc., written by the people who have produced it, that is intended to attract your attention and make you want to buy it

Invent the story of a film and write the blurb for it using as many of the words in the box as you can. Alternatively, write one for a film you know.

award-winning childlike cold-hearted
heart-breaking quick-thinking road movie
run-down single-minded super-human

2B REAL ENGLISH What's on the box?

I can discuss the effects of TV on children.

1 **Complete the sentences in the chat forum with the words in the box.**

as half like / as portrayed rubbish series set slushy story-lines such as unlike unwind well-drawn

TV CHAT ZONE

CATHY B

Has anybody been watching the latest series of the teenage drama, *Skins*? What are your views on it?

ROCO

You bet! I'm completely hooked. It's such a refreshing change from all the other [1]_____ on TV at the moment!

DUGGY

Yes. I think it's brilliant. The characters are so [2]_____ and the [3]_____ are really gripping. I think it's got a lot to do with the fact that [4]_____ most dramas which are supposedly aimed at teens, this one's actually written by teens and deals with issues, [5]_____ drugs and eating disorders, which are really relevant to us.

JOY

I reckon it's really cool, really edgy, and I think the characters are [6]_____ realistically and not stereotyped [7]_____ they are in a lot of dramas.

STEVE J

I'm enjoying it, but I don't think it's quite as good [8]_____ the first [9]_____. I think that's reflected in the viewing figures. Apparently, this series has about [10]_____ as many viewers as the first.

LEKKIE

Yeah, loving it, especially because it's [11]_____ in Bristol, my hometown!

JASPER 127

I'd rather [12]_____ in front of an episode of *Skins* rather than some [13]_____ rom-com any day!

2 **Complete the sentences with *as*, *like* or *unlike*.**

1 Can someone open the window? It's _____ a sauna in here!
2 I was born in the States, _____ was my father.
3 Dave was _____, 'What are you talking about?'
4 Stop behaving _____ a child!
5 She loves spicy food _____ curry.
6 He found a job _____ a hotel receptionist.
7 Listen carefully and do _____ I tell you.
8 _____ my sister, who is a brilliant pianist, I've got no musical talent.

3 **Rewrite the sentences using the words in brackets so that the second sentence has the same meaning as the first.**

1 I sometimes do my homework in front of the TV. So does my brother. (as)

_____

2 She talks about soap opera characters as if they were real people. (like)

_____

3 Her father's a TV producer. (as)

_____

4 Kate loves reality shows, but I don't. (unlike)

_____

5 I love animated films, like *Ratatouille*. (as)

_____

6 Unlike Steve, I don't watch a lot of television. (like)

_____

4 **Write a paragraph comparing your television viewing habits and preferences now with five years ago. Use language from exercises 1 and 3.**

_____

2C CULTURE

Arthur Miller and *All my Sons*

I can understand and react to an extract from a play.

Revision: Student's Book page 17

1 **Complete the text with the words in the box.**

awards dramatist experienced guilty hardship immigrant overemphasis prestigious status sympathies undermining verdict

The [1]_____ Arthur Miller was the son of an Austrian [2]_____, who was drawn to the USA by the Great American Dream. Miller's family later [3]_____ severe financial [4]_____. His most famous play, *Death of a Salesman*, was an attack on the American system and its [5]_____ on money and social [6]_____. The play won several [7]_____ literary [8]_____. However, Miller was found [9]_____ by the Un-American Activities Committee of [10]_____ the American way of life because of his communist [11]_____. That [12]_____ was later overturned.

2 **Read the text, ignoring the gaps. What does Joe come to understand at the end of the play?**

_____

3 **Complete the text with suitable words.**

4 **Answer the questions in your own words.**

1 Why did the 21 pilots die?

_____

2 How does Joe explain his decision to send the faulty parts?

_____

3 Why does the writer use the word *ironically* in the third paragraph?

_____

4 How did Joe's sons feel about their father's deed?

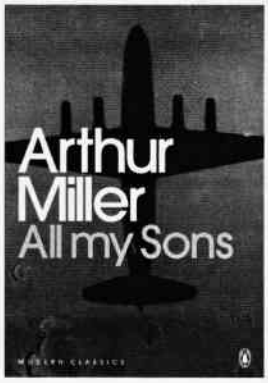
_____

5 What similarities are there between this play and *Death of a Salesman*?

_____

5 **Find words in the second and third paragraphs of the text which match these definitions.**

1 main character _____
2 found to be free from blame _____
3 dishonest behaviour _____
4 work that provides the money you need to live _____
5 the quality of being honest and having strong moral principles _____
6 repeated or emphasised _____



ALL MY SONS

All My Sons was Arthur Miller's first commercially successful play. Published two years before his most popular play, *Death of A Salesman*, it marked the beginning of the dramatist's most fruitful period of creativity. The play is [1]_____ in the mid-west of the USA just after the end of the Second World War and [2]_____ the story of the Keller family, as they try to come to terms with a terrible secret.

Joe Keller, the play's protagonist, has seemingly achieved the 'American Dream'. He has [3]_____ his fortune selling aeroplane parts to the army [4]_____ the war. His eldest son Larry is missing, presumed dead in the war, and he has one remaining son, Chris, [5]_____ is destined to take [6]_____ his business. We learn that two years earlier Joe had been accused of knowingly allowing faulty engine parts to be shipped out of his factory, causing the deaths of 21 pilots. He was arrested but then exonerated after falsely denying all knowledge of the incident, laying the blame instead [7]_____ his business partner, who is now in prison. When Joe's deceit is revealed during the course of the play, he justifies his action saying he did it for the sake of his family's prosperity and Chris's future livelihood.

The central theme of the play is Joe Keller's conflict between his responsibility to his family and to wider society. By shipping the faulty parts, he had failed in his responsibility to the men who depended [8]_____ the integrity of his work, men who, ironically, were prepared to give their lives in the service of their society. Chris, who is essentially a spokesman [9]_____ the playwright, strongly believes in people's responsibility to other members of society and is horrified by his father's crime. It is not until later in the play [10]_____ Joe, on learning that Larry had taken his own life after reading about his court case, finally realises that he has been responsible not [11]_____ for the death of one son but that the soldiers were 'all my sons', a theme reiterated by the title of the play.

The anti-capitalist sentiment underlying the play was one reason [12]_____ the playwright had to appear before the Un-American Activities Committee during the 1950s.

2D READING Lord of the Flies

I can understand and react to an extract from a novel.

Revision: Student's Book page 18–19

1 Complete the sentences with the correct form of the words in the box.

dismal mimic scramble smudge twitch ungracious vicious wail

1 She had a great holiday despite the rather _____ weather.
2 The dog has a _____ bark but he's perfectly friendly.
3 The young child sitting in front of me on the bus _____ throughout the entire journey.
4 We _____ up the hill on our hands and knees.
5 I think it was rather _____ of her to put the phone down on me like that.
6 Her eye make-up was _____ in the rain.
7 My eyelid started to _____ uncontrollably.
8 Josh is brilliant at _____ other people's voices and accents. He should be a comedian!

2 Match sentences A–H with gaps 1–7 in the article. There is one sentence you don't need.

A The other boys start sobbing too.
B Ralph calls the group together and gives a speech intended to restore discipline.
C His presence brings the children's fighting to an abrupt halt.
D Jack, on the other hand, exploits their fear and lures them over to his side with the promise of protection from the beast.
E Once assembled, the boys, all well-to-do sons of aristocratic families, set about electing themselves a leader.
F The boys find a pig, which Jack prepares to slaughter but can't find the courage to stab it.
G Even Ralph and Piggy have joined in.
H It has been placed there earlier by Jack and his hunters as an offering to the beast.

3 Read the article. Answer the questions.

1 Why was the aeroplane that crashed full of young boys?

_____

2 On what basis is Ralph elected leader?

_____

3 What are the younger boys afraid of?

_____

4 How does Jack persuade the boys to join his tribe?

_____

5 Why is Simon attacked?

_____

6 What are the reasons for Ralph's emotional breakdown on the beach?

_____

4 Find words or phrases in the text which match these definitions.

1 discover unexpectedly (paragraph 1) _____
2 ask somebody to come to you (paragraph 1) _____
3 strongly recommend (paragraph 2) _____
4 a state of great activity and strong emotion that is often violent (paragraph 3) _____
5 waiting somewhere secretly (paragraph 4) _____
6 show that something is not true (paragraph 4) _____
7 got smaller (paragraph 6) _____
8 follows (paragraph 6) _____
9 a cruel and violent person (paragraph 7) _____

CHALLENGE!

Lord of the Flies **is an allegorical tale: a story in which characters, setting and plot represent a meaning outside the story itself. What do you think are the themes underlying the story?**

_____

LORD OF THE FLIES

[1] Set during the Cold War, the story of *Lord of the Flies* takes place on an isolated tropical island. A plane evacuating a group of British schoolboys from a war zone has crashed and it soon becomes evident that there are no adult survivors. Two of the boys, Ralph and Piggy, stumble upon a conch shell and Piggy suggests that Ralph use it as a horn to summon any other survivors who might be nearby. [1]_____ As the holder of the conch, which is perceived as a symbol of authority, Ralph is appointed to this role. Their new chief appoints another older boy, Jack, to be in charge of the boys who will hunt for food for the entire group.

[2] For a time the boys revel in their adult-free life, splashing in the water and playing games until Ralph urges everyone to work together towards building a shelter and attracting the attention of passing ships by creating a constant fire signal, lit by focussing sunlight through Piggy's glasses. However, the fire gets constantly overlooked as some of the boys, led by Jack, focus their energy on hunting the wild pigs on the island.

[3] When a ship passes by on the horizon one day, Ralph and Piggy are furious to discover that the signal fire, which has been Jack's and the hunters' responsibility to maintain, has burned out. Ralph confronts Jack, but he has just returned with his first kill, and all the hunters seem possessed by a strange frenzy, re-enacting the chase in a kind of wild dance. Piggy criticises Jack, who responds by slapping him across the face.

[4] [2]_____ At the meeting, it soon becomes clear that some of the younger boys are troubled by the belief that there is some sort of beast lurking on the island. The children begin to split into two separate tribes, based on the existence of the beast. The rational Ralph attempts to disprove its existence. [3]_____

[5] Shortly afterwards, Simon, from Ralph's tribe, comes across a pig's head buzzing with flies, whilst he is wandering through the forest. [4]_____ He begins to hallucinate about the head, which he sees as 'The Lord of the Flies', and believes that it is communicating with him, telling him that the boys have created the beast, and that the real beast is inside them all. Simon returns to the beach to report to the others what he has seen, but finds them in the midst of a frenzied ritual feast. [5]_____ On seeing Simon's shadowy figure emerge from the jungle, they attack him and kill him with their bare hands and teeth.

[6] Ralph's tribe has now dwindled to just himself, Piggy, and twins Sam and Eric. They go to Jack's tribal stronghold with the dual aim of trying to persuade Jack to see reason and to retrieve Piggy's glasses, which members of Jack's tribe have stolen and without which Piggy can't see. However, a battle ensues, during which a large rock is thrown by a boy, Roger, knocking Piggy over the cliff to his death and shattering the conch into millions of pieces. Eric and Sam are kidnapped into Jack's tribe, and Ralph is now left by himself.

[7] In the final sequence of the book, Jack and his friend Roger lead the tribe on a hunt for Ralph. They set the entire island on fire in order to smoke him out of his hiding place, which attracts the attention of a nearby warship. Driven out of the burning forest onto the beach, Ralph is on the point of being attacked by the savages when a British naval officer appears.

[8] [6]_____ Stunned by the savage and bloodthirsty spectacle, the officer asks Ralph to explain. Overwhelmed by the loss of Piggy, Simon, and of his own innocence, he breaks down and cries.

[9] [7]_____ The officer turns his back so that they may regain their composure. In the final line of the book, the officer looks out to sea at his 'trim cruiser in the distance', an ironic reminder that while the boys may have been saved from savagery by the adults, the world is still at war.

2E GRAMMAR Narrative tenses

I can use a variety of narrative tenses.

1 Name the tenses in italics in 1–6 below.

1 I ***had been reading*** for hours ... _____
2 I ***read*** a chapter of my book ... _____
3 I ***was reading*** a book ... _____
4 I ***was going to stay*** in and read ... _____
5 I ***had*** already ***read*** the book ... _____
6 I ***used to read*** avidly ... _____

2 Match sentence beginnings 1–6 in exercise 1 with endings a–f.

a ☐ when I woke up.
b ☐ when I was younger.
c ☐ but I decided to go out.
d ☐ so my eyes were hurting.
e ☐ this time yesterday evening.
f ☐ the teacher recommended.

3 Choose the correct option.

1 When Sam and Jessie decided to get engaged they had only **seen** / **been seeing** each other for six months.
2 John was to **go** / **have gone** skiing on Saturday but he broke his leg and had to pull out.
3 The food she was making **was looking** / **looked** delicious.
4 The car battery was dead because my dad had **forgotten** / **been forgetting** to turn off the headlights.
5 He **took** / **was taking** the dog for a walk when he bumped into Charlotte.
6 When I arrived home my sister was sitting outside. She had **waited** / **been waiting** there for over an hour because she had **forgotten** / **been forgetting** her keys.

4 Find ten errors in the use of narrative tenses in the fable and correct them.

The wolf in sheep's clothing

There was once a wolf who used to wander out every night in search of a lamb for his dinner. But recently this wolf has been having difficulty getting enough to eat because the shepherds in the area were particularly vigilant. One day he was coming across a sheep's fleece which a sheep shearer had been throwing on the floor and forgotten. It had given the wolf a cunning idea. He decided that later he is going to put on the fleece. Thus disguised he would be able to sneak up on the sheep without the shepherd noticing him. So that evening, just as the sun had been setting he went out in his new disguise. He was strolling confidently into a field where some sheep grazed. He had spotted a juicy-looking lamb and was just going to pounce on it, when a shepherd, who looked for a sheep to slaughter for his own dinner, quickly was grabbing the wolf, thinking it was a sheep, and killed it.

5 Write a moral for the fable.

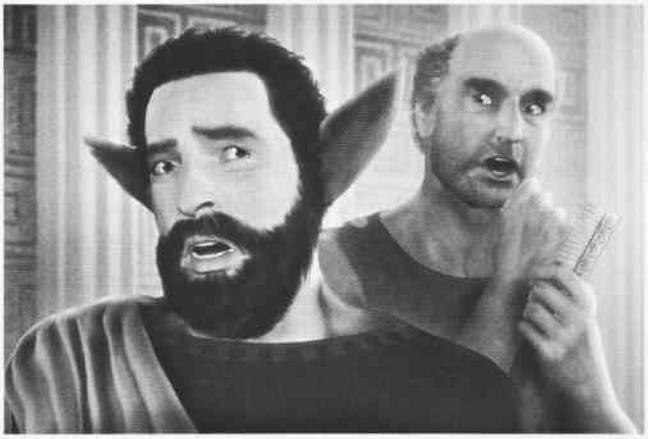
_____

_____

6 Order the sentences to complete the outline of the ancient Greek legend of *King Midas and the ass's ears*.

☐ a He awarded the prize to Pan.
☐ b Deep in the country he dug a hole and whispered the secret into it.
☐ 1 c King Midas was asked to judge a music contest between Pan and Apollo.
☐ d Midas wore a purple turban to hide his shame.
☐ e The gossipy barber found it impossible to keep the secret.
☐ f Only his barber knew the terrible secret.
☐ g Apollo punished him by giving him the ears of an ass.
☐ h He covered up the hole and returned home.
☐ i With their rustling leaves they whispered the secret: 'Midas has ass's ears.'
☐ j The following spring, reeds and grasses sprang up from the hole.

7 Use the outline in exercise 6 to write the myth. Use a variety of narrative tenses and make any necessary changes to the sentences. Begin *There was once a* ...



Extra Practice

F SPEAKING Photo comparison

I can compare, contrast and react to photos.

1 Complete the sentences with the correct form of the verbs in the box.

get hang (x2) kick (x2) skip sleep walk

1 She was suspended for _____ school.
2 The freezing cold weather began to _____ him down after a while.
3 I got really bored just _____ around at home with nothing to do.
4 Miriam _____ out after a massive row with Jack.
5 Did he leave his job or was he _____ out?
6 She found it hard to _____ her smoking habit but managed to give up in the end.
7 There are a lot of homeless people _____ rough in that part of the city.
8 He used to _____ out with people who were into drugs.

2 Look at photos A and B. Continue the sentences to describe the main similarities and differences between them.

1 The photos are similar in that _____

2 The most obvious difference between the photos is that _____

3 Also, in the first picture, _____

whereas in the other _____

3 03 **Listen and compare your ideas with the ones you hear.**

A

4 Make notes to answer the questions about the first photo.

What adjectives describe how the man might be feeling?

_____

What challenges do you think he is facing?

_____

What circumstances do you think led to this situation?

_____

5 04 **Listen to the second part of the description. How many of your ideas are mentioned?**

6 04 **Complete the speculative phrases from the description. You can use more than one word in a gap. Then listen again and check.**

1 The man in the first photo _____ have a huge amount of luggage ...
2 I _____ he is planning to stay for a long time.
3 He _____ bewildered ...
4 It _____ feel lonely ...
5 He's _____ feeling anxious ...
6 I _____ he _____ missing his family too.
7 I _____ if he has emigrated because ...
8 Or he _____ be an economic migrant ...

7 Write about the second photo. Use the headings in exercise 4 to structure your description. Use the language for speculating from exercise 6.

_____

B

Review

I can write a book review.

Preparation

1 **Complete the review with the words in the box.**

ability all-time consequences divided ending highly acclaimed involving lovers recommend story strengths times

One of my [1]_____ favourite books is *Atonement*, by the [2]_____ British novelist, Ian McEwan. It is quite a complex novel, which is [3]_____ into three parts and told from different characters' perspectives.

The [4]_____ begins in England in the summer of 1935, when a precocious, upper-class thirteen-year-old girl, Briony, witnesses a scene in the garden [5]_____ her older sister, Cecilia and a childhood friend, Robbie. Her naivety and overactive imagination lead her to misinterpret what she sees and accuse Robbie of a crime he didn't commit, an accusation which has dramatic [6]_____ for Cecilia and Robbie and which Briony must spend the rest of her life having to atone for.

The book's [7]_____ lie in its exceptionally well-observed depiction of characters and events, particularly the descriptions of war scenes in the second section of the novel, where Robbie, now a soldier in World War II, is desperately trying to reach Dunkirk. The author's [8]_____ to build up tension is absolutely superb and the book is a real page-turner at [9]_____. As well as being well-crafted, it is also thought-provoking in its exploration of topics such as guilt and forgiveness, and the futility of war. Without spoiling the plot, I have to say that my only reservation about the book is its [10]_____, which, in my view, leaves the reader feeling slightly cheated. However, this is more than compensated for by what is otherwise a fantastic read.

Atonement is not a book for those who love fast-moving plots, but for [11]_____ of detailed and well-observed prose, I would thoroughly [12]_____ it.

2 **Look at the modifying adverbs from the review. Replace them with the synonyms in the box. .**

a fairly a little extremely highly utterly

1 quite a complex novel _____
2 exceptionally well-observed _____
3 absolutely superb _____
4 slightly cheated _____
5 thoroughly recommend _____

3 **Find words in the review which match the definitions.**

1 points of view _____
2 act in a way that shows regret for what you have done _____
3 recognisable from real life _____
4 a very exciting book _____
5 pointlessness _____

4 **Write a review of a book you have read recently.**

Writing Guide

Paragraph 1
Give the name of the book and any background information.

Paragraph 2
Give a brief outline of the story and the characters.

Paragraph 3
Describe the strengths and weaknesses of the book.

Paragraph 4
Say whether you would recommend the book and to whom.

Check List

Have you:
- followed the paragraph plan?
- included some modifying adverbs?
- written 200–250 words?
- checked your work for mistakes?

Extra Practice

EXAM TASK – Reading

Read the article below. Complete the text by matching the sentences (A–G) that best fit the gaps in the text (1–6). There is one sentence which you do not need to use.

Eating insects?

Eating insects might help fight hunger and promote biodiversity, but only if Westerners can get over the 'yuck' factor. Although people worldwide have enjoyed eating insects since ancient times, their nutritional value is often overlooked by the modern Western world. [1]____

An estimated 2,000 insect species are consumed around the world, and people do not just eat insects, they relish them as delicacies. [2]____ Grasshoppers and bee larvae seasoned with soy sauce are a favourite in Japan and in Papua New Guinea sago grubs, beetle larvae that inhabit dead sago palm trees, are honoured at annual festivals. [3]____ Plus they have a higher energy value than many other foodstuffs. According to a 2004 United Nations Food and Agriculture Organisation report, caterpillars of many species are rich in minerals as well as B-vitamins. In some African regions, children fight malnutrition by eating flour made out of dried caterpillars.

[4]____ Dramatic increases in farming yields achieved through the Green Revolution of the 1940s and 1970s helped to fill bellies in developing countries, but these crops alone did not provide a full complement of nutrients. Additionally, billions of dollars are spent worldwide to protect nutritionally inferior crops with chemicals that kill perfectly edible insect 'pests'.

There are no fewer than 34 reasons to explore insects as a food source, including their impressive nutritional value, ease of breeding in captivity and high biomass. Indeed, some researchers propose enriching consumer foods with insect flour to make them more nutritious.

[5]____ In north-eastern India, for example, edible silkworm pupae are prized more than the silk they produce, and some Mexican restaurants charge a hefty $25 for a plate of butterfly larvae. Chinese consumers spend about $100 million per year on edible ants alone.

The availability of high-quality edible insects is closely tied to intact forests. Without trees and foliage to munch, insect populations plummet, so triggering interest in preserving insects as food sources might be one way to protect swathes of forests and the biodiversity within them.

[6]____ But wise management of natural resources could achieve two vital goals: raising living standards and conserving biodiversity.

A Yet nutritionally important traditional foods such as insects have been and continue to be ignored by agricultural aid efforts.

B In some cultures, edible insects are considered a hot commodity.

C In Africa, caterpillars and winged termites are fried and eaten as roadside snacks (after wings, legs and bristles are removed), and are often considered tastier than meat.

D Clearly there is a link between environmental protection and improved nutrition.

E Insects often contain more protein, fat and carbohydrates than equal amounts of beef or fish.

F And because Western tastes are so globally influential, people elsewhere may begin to shun insects as an important food source.

G In many regions where forest degradation is acute, residents are too preoccupied with day-to-day survival to consider the luxury of protecting the environment.

EXAM TASK – Use of English

Complete the paragraph with the correct words a–d.

I was leaving the classroom and feeling very tired. The time was 2:36 p.m. and school [1]____. I was really eager to leave the campus: first, because I wasn't very happy about being at school and, second, my mum had said she [2]____. I had tried to protest, but [3]____ vain. She [4]____ on driving me home. I knew she would come in the most terrible van [5]____, and I didn't want anyone to see it. But I was too late. When I came out of school, she was already there. Of course, being the great mother she is, she had parked the van in front of the school where it could [6]____ by everyone. So, embarrassed, I decided the only [7]____ of action was to get into the van as quickly as possible. I opened the sliding door, but it did not stop. It just kept on sliding and in the end it fell off its hinges altogether and clunked onto the ground. I wished I [8]____ invisible. Instead, I had to go to the woodwork room and ask for a screwdriver to fix it. What [9]____ if you had been in my place? To this very day, this story [10]____ me when I sleep.

1 a would have just ended
b was just ended
c had just ended
d has just ended

2 a will pick me up
b would pick me up
c picks me up
d picked me up

3 a by
b in
c of
d to

4 a promised
b insisted
c wanted
d agreed

5 a imaginary
b imagined
c imaginative
d imaginable

6 a be seeing
b see
c have been seen
d be seen

7 a line
b case
c class
d course

8 a can be
b had been
c am
d was

9 a do you do
b will you do
c would you do
d would you have done

10 a reminds
b recalls
c haunts
d dreams

EXAM TASK – Listening

05 Read the task. You will hear a recording about the development of writing. Choose the best answer a, b, c or d according to what you hear.

1 In the beginning, writing was
a invented mainly for agricultural purposes.
b only found in Syria.
c rare because the tokens had to be decorated.
d difficult because the clay was lumpy.

2 According to the recording
a the Semitic alphabet consisted of both letters and numbers.
b the Phoenician system didn't cover all the sounds in the language.
c the Latin and Cyrillic alphabets are not related to one another.
d the first alphabet that we know of is about 3,000 years old.

3 The Cyrillic alphabet
a based its appearance on Latin symbols.
b consisted only of symbols for consonants.
c is descended from the Greek alphabet.
d was the official alphabet of Byzantium.

4 The early Roman script
a quite clearly resembled handwriting.
b distinguished between small and capital letters.
c was introduced by Aldus Manutius.
d was designed to be easier to write on hard surfaces.

PREPARATION: Writing

Use the Writing Bank on page 107 to help you.

EXAM TASK – Writing

Choose one of the writing tasks below and write 200–250 words.

1 There is a competition in your school magazine and the winning entry will be published. You are invited to describe an important event that happened during your childhood and explain how it influenced your later life.

In your article, you should:
- include a title
- explain what the event was
- explain the influence it had on your later life.

2 Write a review of a film which was an unsuccessful adaptation of a well-known book. In your review, you should:
- include information about the title and main actors
- outline the plot
- say why you didn't like the film.

PREPARATION: Speaking

Use the Functions Bank on page 103 to help you.

EXAM TASK – Speaking

Part 2 – Sustained long turn
Look at these two pictures in order to compare and contrast them.

These ideas may help you:
- modern and old-fashioned cartoons
- cartoons for children and adults
- the appeal of comic books for adults

Part 4 – Role play
Work in pairs and role-play the following situation.

Role A: You are B's child. You are a student. You are finishing secondary school and you have been accepted at a university in Britain. Now you need to decide whether you want to stay in university accommodation or with a family. Discuss the options with your parent and try to reach an agreement.

Role B: You are A's parent. He/She is finishing secondary school and has been accepted at a university in Britain. Now s/he needs to decide whether s/he wants to stay in university accommodation or with a family. Discuss the options with your child and try to reach an agreement.

You may use these ideas:
- cost
- things to do
- cultural differences
- freedom
- language
- commuting

Role A starts the conversation. When you have finished, change roles and practise again.

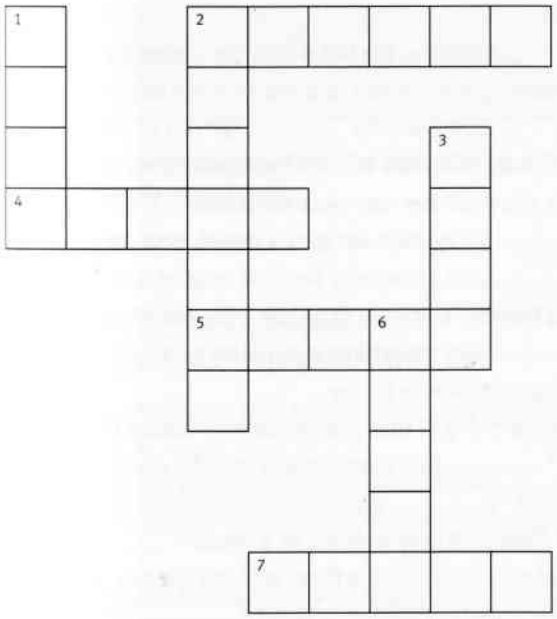
3 Partners

A VOCABULARY AND LISTENING
Relationships

I can talk about different kinds of relationships.

1 Read the sentences and complete the puzzle with a verb or adjective.

1 He doesn't find it easy to _____ close relationships.
2 (across) Could you help me with this homework? I promise to _____ the favour some time!
2 (down) Did they manage to _____ their dispute?
3 Somebody needs to _____ control of the situation.
4 The company suffered a _____ setback last year.
5 Pupils were given an opportunity to _____ their opinions about the new timetable.
6 To fully appreciate the song, you have to pay _____ attention to the lyrics.
7 She's not afraid to _____ her mind.



2 Combine words from A, B and C to form verb + adjective + noun collocations.

A	B	C
make	an honest	impression
remain	a blazing	friends
have	a keen	answer
show	close	row
give	a lasting	interest

3 Complete the sentences with adjective + noun collocations from exercise 2.

1 Just give me _____. I won't be offended.
2 When I walked in they were having _____.
3 I only met her once but she made _____ on me.
4 We met at primary school and we have remained _____ ever since.
5 He showed _____ in the play I was performing in.

Extension: set phrases

4 Make the sentences more graphic by replacing the words in bold. The first letter has been given.

1 I dropped my camera in a puddle and it got **very** wet. s_____
2 I tried to wake him up but he was **deeply** asleep. f_____
3 There was not a star in the sky. It was **totally** black. p_____
4 I burned my tongue on the soup because it was **extremely** hot. b_____
5 My grandfather's ninety-five and **really** fit! f_____
6 I don't feel ready to go to bed yet. I'm still **very much** awake. w_____
7 The problem with Ben is he hardly does any work – he's **incredibly** idle. b_____
8 I can't believe these sunglasses have broken already. They're **completely** new. b_____

CHALLENGE!

Correct the errors in the words in bold.

1 That TV presenter **gets on my nerve.**
_____
2 We'll have to call the police if things **get out of our hands.**
_____
3 They were sitting **side to side** on a park bench.
_____
4 We have a **mutually supporting relationship.**
_____
5 I tried to give him some constructive advice but he **saw it the wrong way.**
_____
6 I love being an actor. It's a great way **to make a life.**
_____

Extra Practice

Friends

I can discuss the meaning and importance of friendship.

1 06 **Listen to four people describing a friend. Which category of friendship does each one fall into? Choose from the words in the box.**

acquaintance associate classmate crony
fair-weather friend soulmate workmate

1 Jordan _____
2 Ruth _____
3 Jacob _____
4 Gill _____

2 06 **Listen again and complete these excerpts from the descriptions.**

1 She really _____ all that.
2 She's the one that I'll always _____ of need.
3 She knows she _____ too.
4 He would help me _____ during this time.
5 I can always rely on her _____.

3 **Rewrite the sentences using the words in brackets. You may need to change the form of the word in brackets.**

1 Tim and Fiona have had some good times and bad times. (ups)
_____

2 Jenna knows everything about me. (inside)
_____

3 Steve and Jess have had an argument and aren't speaking to each other. (fall)
_____

4 Matt and I have faced a lot of difficult situations together. (go)
_____

5 Becky and I have been friends for eight years or so. (back)
_____

6 I've confided in her a lot over the years. (open)
_____

4 **Underline the perfect structures in sentences 1–6. Then match each sentence with uses a–f.**

1 I've just eaten a whole chilli!
2 He's driven vans before.
3 She's had a virus for the last few days.
4 I've been waiting over an hour for a bus. I'm going to walk.
5 I've been revising for the last two hours.
6 He's been spending more time with his family lately.

a Describing something which has been happening repeatedly in the very recent past
b Describing something which has happened on several occasions and may happen again
c With *for* or *since*, describing how long an action has been in progress
d With *for* or *since*, when the verb is not commonly used in the continuous form
e Describing a recent action which is now complete
f Describing a recent action which is ongoing

5 **Complete the e-mail with the present perfect or present continuous form of the verb in brackets.**

Reply Reply All Forward

Hi Sophia,

I [1]_____ (try) to ring you but I [2]_____ (not be) able to get through so I thought I'd e-mail instead. I [3]_____ (get) myself into a slightly tricky situation and I was hoping that I could turn to you for a bit of advice.
I [4]_____ (share) my flat with a girl called Hannah. Basically, she's a friend of a friend of my boss's. She [5]_____ only recently _____ (arrive) in London so I offered to let her stay with me for a short time just while she finds her own accommodation. Well, she [6]_____ (stay) here for over a month now and she [7]_____ (not show) any signs of moving out! She's really friendly and easy to get on with, but she just [8]_____ (not show) much initiative when it comes to finding somewhere to live.
The other thing is that she hardly ever leaves the flat so she [9]_____ (not made) many friends, which means that she [10]_____ (hang) out with me and my friends a lot. That's all very well but as a result I [11]_____ (have) very little 'quality time' with my friends recently. You're probably wondering why I [12]_____ (not kick) her out, but she is a friend of my boss's so that compromises me slightly. You're always so diplomatic in these situations. What do you think I should do? Speak soon!

Phoebe

3C CULTURE Marriage in the UK

I can express my opinions on marriage.

Revision: Student's Book page 29

1 **Complete the sentences with the words in the box.**

big day brides ceremony civil engagement knot reception register venues willing

1 87% of women contribute financially towards their _____.
2 Weddings usually consist of a _____ followed by a _____.
3 Couples are opting increasingly for non-traditional _____.
4 About five per cent of people get married in a _____ office.
5 Women are _____ to sacrifice spending on wedding cakes to have a more expensive wedding dress.
6 Couples are waiting longer before tying the _____.
7 39% of couples have a _____ wedding.
8 Ten per cent of _____ help pay for their _____ ring.

2 **Read the first two paragraphs of the text. What is a 'hag night'? Why is it called that?**

_____

_____

3 **Complete the text with appropriate words.**

4 **Are these sentences true or false? Write T or F.**

1 Stag and hen nights take place over a longer period than they used to. ____
2 Hag nights are popular with younger couples. ____
3 Most of the people interviewed had been to a hag party. ____
4 It is suggested that hag nights are popular as the bride-to-be doesn't want to be separated from the groom. ____
5 Hag weekends are less active than stag weekends. ____
6 The public has become accustomed to the behaviour of stag and hen groups. ____

Pre-wedding celebrations

In Britain there is a long-held tradition for couples who are about [1]_____ get married to celebrate their last few days [2]_____ being single with a *hen night* for the bride-to-be and her female friends, and a *stag night* for the groom and his friends. Often characterised [3]_____ raucous behaviour, these pre-wedding celebrations have developed into a full weekend of revelry, with many groups heading to European destinations [4]_____ Amsterdam, Prague and Barcelona. However, in the last year and a half there has been a growing trend away [5]_____ these single-sex events. With the exception of the youngest couples, many are now opting for mixed outings to which friends of both the bride and groom are invited.

[6]_____ to a recent survey of 4,000 young British adults, a quarter of people in their thirties have already been to a joint party. Most of those who had attended them claimed to prefer the 'hag night', as these events have become known, [7]_____ the traditional stag and hen nights. Venue owners also welcome the trend. Recently, cities such as Dublin and Edinburgh have pointed the finger at traditional stag and hen nights for a significant escalation in the incidences of fighting and vandalism in their city centres. Carry Marlow of Redtown Leisure, a company [8]_____ organises pre-nuptial entertainment, explains that on hag nights the emphasis is on friendship rather than excess. She believes that the new trend has been brought about [9]_____ an increase in the average age of marriage. As a result, many of the couple's friends are already in long-term relationships with partners who are equally keen to join in the celebrations. A hag weekend is a [10]_____ more relaxing affair than the traditional stag weekend. During the day the men might take in a round of golf [11]_____ the women go off to indulge in some pampering at a health spa before everybody meets up again in the evening to go to a restaurant or a club.

This shift towards celebrations that integrate the sexes should also come [12]_____ a welcome relief for the general public who are becoming ever less tolerant of the rowdy stag- and hen-night crowds, identifiable a mile off by their matching outfits, badges and wigs, that invade their towns every weekend.

3D READING Love conquers all

I can understand and react to a love story.

Revision: Student's Book page 30–31

1 Complete the sentences using the words in the box.

conviction count detour embraced escorted exiled outflank plunge raid reprimand

1 He took the _____ and asked her to marry him.
2 She could always _____ on him being there.
3 He didn't convert to Islam out of _____. He did it out of convenience.
4 He was _____ to Siberia during the war.
5 He received a _____ from the senior officers for his bad behaviour.
6 It was hoped that the peacekeeping force would be _____ by the local population.
7 Security forces seized several weapons during a _____ in Eastern Baghdad.
8 If the government isn't careful, the opposition will _____ them on education reforms.
9 She was _____ out of the building by security guards.
10 They made a _____ via the bank.

2 Quickly read the two love stories and answer the questions.

1 How did Patrick track down Camille?

_____

2 How did Aric propose to his fiancée?

_____

3 To what extent was Aric's plan successful?

_____

3 Read the stories again. Are the sentences true or false? Write T or F. Underline the sentences which give evidence for your answers.

1 Patrick decided not to run after Camille because it might be seen as a strange thing to do. _____
2 Aric found that the time between briefing the newspaper and the publication of the crossword passed more quickly than expected. _____
3 Patrick launched an Internet site because he thought there would be more chance of tracking the girl down that way. _____
4 Camille couldn't help feeling slightly wary of Patrick. _____
5 As Jennie was doing the puzzle she started to suspect that it contained a marriage proposal. _____
6 Being on television helped to break the ice between Patrick and Camille. _____
7 Patrick was worried that his action might be considered a little strange. _____
8 Jennie and Aric hadn't seriously considered marriage because they weren't sure if they were sufficiently committed to one another. _____
9 Jennie found it hard to answer the clues in the crossword puzzle. _____

4 Complete these verb and noun collocations from the text. Two of the verbs are phrasal verbs.

1 to _____ glances
2 to _____ a deep breath
3 to _____ courage
4 to _____ a website
5 to _____ second thoughts
6 to _____ a pose

5 Complete the sentences with collocations from exercise 4.

1 She was going to buy the jacket but then _____.
2 He eventually _____ to ask her out.
3 I _____ then jumped off the diving board.
4 A good way to promote your new business is to _____.
5 They _____ across a crowded room.
6 The drama teacher got us to _____ of a wounded soldier.

CHALLENGE!

Using a dictionary if necessary, explain the literal meaning of these figurative expressions from the text.

1 a rush of humanity swarmed in

_____

2 I didn't want to puncture her comfort zone

_____

3 *GMA* saw a great love story and pounced

_____

4 But being sucked into a media maelstrom

_____

5 ... he ... told them about his idea. They bit

_____

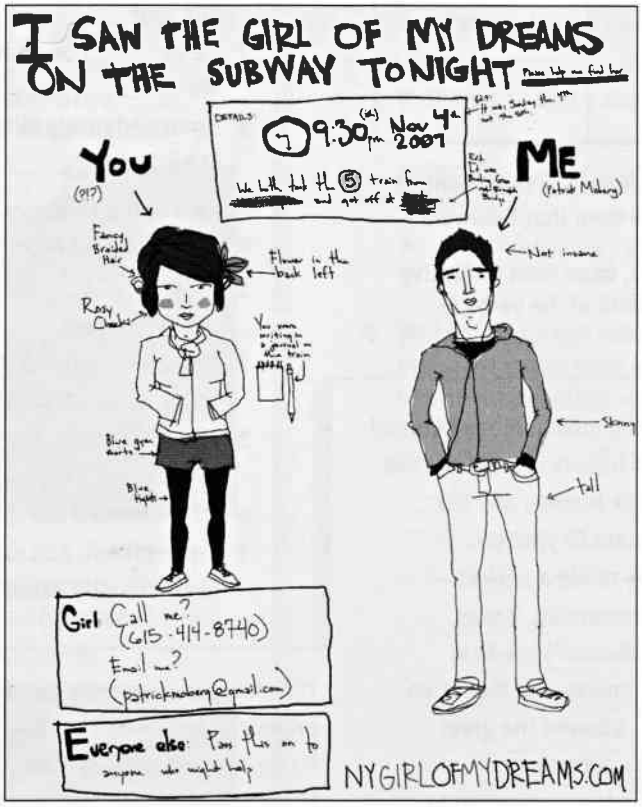
What they did for love ... Two true love stories

He posted a plea

For Patrick Moberg, 21, it was love at first sight when he exchanged glances with a pretty woman while taking the subway to Brooklyn one Sunday evening. Taking a deep breath, he plucked up his courage and headed her way. Just then the train pulled into a station. The doors opened, a rush of humanity swarmed in, and then suddenly, she was gone.

He considered giving chase, but there's a fine line between blind love and stalking. He thought of plastering the station with posters. Then a brainstorm: the Internet. 'It seemed less encroaching,' he says. 'I didn't want to puncture her comfort zone.'

That night, he set up a website: nygirlofmydreams.com. On it, Patrick declared, 'I Saw the Girl of My Dreams on the Subway Tonight.' He drew a picture of the girl, along with a portrait of himself with this disclaimer pointed at his head: 'Not insane.' The website spread virally, and soon he had lots of leads. Some were cranks, and some were women offering themselves in case he failed in his mission. Then he got an e-mail from someone claiming to know the girl. He even supplied a photo. It was her. She was an Australian interning at a magazine, and her name was Camille. And she wanted to meet too.



Their first meeting was awkward. It was set up by *Good Morning America*. Like the rest of the media, *GMA* saw a great love story and pounced. But being sucked into a media maelstrom isn't necessarily conducive to a nascent love affair. 'We were uncertain how to act around each other,' Patrick said. And in the back of Camille's mind, a nagging thought: Who is this guy? The media circus eventually moved on, giving the two a chance to talk in private.

'Everything I found out about her was another wonderful thing,' says Patrick. She was smart, funny and a big personality, a nice fit for this shy guy. 'And,' he continues quietly, 'we've been hanging out together every day since.'

He puzzled her

Aric Egmont knew he had to calm down or he would blow it. If he didn't relax, he was sure to clue his girlfriend, Jennie, into the fact that this was no ordinary *Sunday Boston Globe* newspaper. This was his marriage proposal.

The two, both 29, had dated for four years and never seriously discussed marriage. Why mess up a good thing? went the thinking. But Aric had second thoughts. And since they were fanatics, he says, proposing via the boxes of a crossword puzzle 'was a more natural idea than it might seem to others.'

So last June he contacted the *Globe* and told them about his idea. They bit. Aric fed *Globe* puzzle writers personal information to be turned into clues, then he waited ... for four torturous months.

On the morning of September 23, having not slept the entire night before, Aric nonchalantly asked Jennie, 'Want to do the crossword puzzle?' He bolted downstairs, grabbed the paper, then ran up to their bedroom. Climbing back into bed, the two assumed their normal puzzle-solving pose, with Jennie leaning against him. Almost immediately, she was struck by the number of clues that matched up with people and places in her life. For example, twenty across asked: 'Lover of Theseus.' The answer was Ariadne, which also happened to be the name of a good friend of Jennie's. Ninety-one across: 'NASCAR racing car driver Almirola,' whose first name is Aric. Aric began scanning ahead to where the big clue was. 'I knew the moment was coming,' he said. And there it was. One hundred eleven across: 'Generic proposal.' Clever, he thought, a wordplay on Jen and Aric.

'Look at that,' said Aric. 'Will you marry me, Jennie?' He waited for a reaction. He didn't get one. Jennie is a smart person, smart enough to know all about Greek mythology, but this was information overload. So Aric produced a ring and asked 'Will you marry me, Jennie?' After tears and shrieks and lots of 'I love you's,' Jennie said yes. 'I'm not the most romantic person,' admits Aric. 'I think I was playing above my head on this one.'

3E GRAMMAR Verb patterns

I can use a variety of verb patterns.

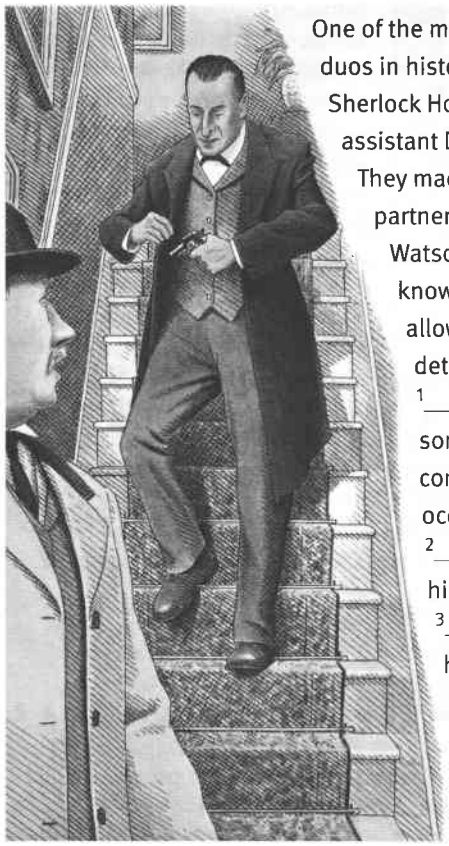
1 **Write these verbs and verbal phrases in the correct place in the table.**

allow anticipate be made be used to
choose claim demand enjoy fail feel like
give up go on guarantee happen hate
have yet love manage pretend recall refuse
remember risk seem spend time stop
take years tend try

verbs followed by *-ing* form	verbs followed by infinitive	verbs followed by either

2 **Look at the verbs in column three. Underline those whose meaning changes depending on the form that follows it.**

3 **Complete the text with the infinitive, base form (infinitive without *to*), past participle or *-ing* form of the verbs in brackets.**



One of the most famous fictional duos in history is the detective Sherlock Holmes and his assistant Dr Watson. They made a perfect partnership. It was Watson's medical knowledge that often allowed the great detective [1]_____ (come) to some of his logical conclusions. Watson occasionally tried [2]_____ (solve) crimes himself but failed [3]_____ (do) so since he lacked Holmes' acute powers of observation and deductive reasoning.

The characters were created by Arthur Conan Doyle who had originally chosen [4]_____ (become) a doctor. He didn't manage [5]_____ (attract) many clients, so used to spend many hours in his empty surgery [6]_____ (create) the characters that were soon to become so popular that the public refused [7]_____ (believe) they weren't real people. Letters addressed to 'Sherlock Holmes, Consulting Detective' arrived daily at their fictional address in Baker Street and Scotland Yard, asking him [8]_____ (take on) real cases. Eventually, Doyle became fed up with [9]_____ (write) about Holmes so he decided [10]_____ (have) him [11]_____ (kill) off in one of the stories. The public were outraged and eventually Doyle was persuaded [12]_____ (bring) him back to life. He went on [13]_____ (write) more books including the famous *Hound of the Baskervilles*.

4 **Rewrite the sentences using the verbs in brackets in the correct form.**

1 She doesn't smoke any more. (give up)
_____

2 Do you know Karen's e-mail, by any chance? (happen)
_____

3 He didn't break the world record. (fail)
_____

4 I think he's feeling better. (seem)
He _____

5 I don't think they'll arrive before midnight. (anticipate)
_____

6 It looks like the roof was damaged in the storm. (appear)
The roof _____

7 He shouldn't be allowed to get away with it. (let)
We _____

8 Somebody stole Mike's wallet yesterday. (have)
Mike _____

5 **Complete the sentences with a suitable verb in the correct active or passive form.**

1 I tried _____ it off and on but I still couldn't get the printer to work.
2 She doesn't appreciate _____ what to do. She prefers doing things her own way.
3 Oh no! I think this homework was meant _____ in yesterday.
4 He pretended not _____ me and walk straight past.
5 I remember _____ to eat liver when I was younger even though I hated it.

Extra Practice

3F SPEAKING Negotiation

I can discuss suggestions and negotiate a course of action.

1 Complete the descriptions of the wedding venues using the correct form of the words in brackets. Which venue appeals to you most?

The Grand Hotel, a splendid example of neo-classical [1]_____ (architect) and [2]_____ (arguable) the grandest building in south London, provides a [3]_____ (stun) location for your wedding and reception.

The Riverside Hotel provides a unique and perfect [4]_____ (set) for both intimate and grand-scale weddings. Its gardens offer [5]_____ (spectacle) views, the ideal backdrop for your wedding photos.

Make your wedding a truly [6]_____ (forget) day by celebrating it 135 metres above the beautiful city of London on board a private capsule on the London Eye. You will exchange your vows at the top and during the [7]_____ (descend) you and your guests will be served chilled champagne.

2 07 **Listen to a couple discussing the wedding venues. Which do they choose? Why were the other two rejected?**

Grand Hotel ☐ Riverside Hotel ☐ London Eye ☐

_____

_____

3 07 **Rearrange the words to make sentences for negotiating, as used in the dialogue. Listen again and check.**

1 has / it / my / quite / it / for / a / in / going / opinion / lot

_____.

2 can / are / think / you / drawbacks / there / any / that / of

_____?

3 is / what / me / location / off / slightly / puts / the

_____.

4 I / worth / think / one's / considering / this / definitely

_____.

5 there / I / that / around / suppose / ways / are

_____.

6 option / we / on / reject / should / reflection / maybe / that

_____.

7 along / that / I'll / with / go

_____.

4 **Write a paragraph outlining the arguments in favour of your preferred venue from exercise 1, explaining what you don't like about the other venues.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3G WRITING An article

I can write an article about a popular tourist destination.

Preparation

1 Complete the article with words from the box.

array	back	blessed	boasts	fancy	from
home	lined	plays	renowned	thing	throw

The city of Bath in the south-west of England [1]_____ one of the finest examples of Roman remains in Europe. On this site which is [2]_____ with the only hot water springs in Britain, stands a magnificent temple and bathing complex which date [3]_____ to 60 AD. A huge proportion of the baths extends under the modern ground level, beneath neighbouring streets and squares, so people are often surprised to discover just how large the site really is. Visitors can walk where the Romans once walked on the stone pavements and look at the large [4]_____ of old treasures recovered from the sacred spring where they were thrown as offerings to the goddess Minerva. A stone's [5]_____ from the train and bus stations, the baths are easily accessible for those arriving in the city by public transport.

If fashion is more your [6]_____, then Bath is also [7]_____ to the Museum of Costume. Situated on the lower floor of the impressive Assembly Rooms, this museum is [8]_____ internationally for its interesting collection of modern and historical dress. The rooms are [9]_____ with 150 dressed figures to illustrate the changing styles in fashionable clothes from the late sixteenth century to the present day, chosen from the museum's collection of 30,000 original items. Perhaps the most famous item is a rare outfit dating [10]_____1660, the silver tissue dress. The museum [11]_____ host to the annual 'Dress of the Year' contest, chosen every year since 1963 by leading experts to record the important developments in fashion. For those who [12]_____ dressing up, there are a number of reproduction garments which visitors are invited to try on.

2 Improve the article by replacing basic vocabulary with a more elaborate equivalent from the box.

ancient	contemporary	fascinating	immense	vast

3 Make notes about two visitor attractions in your town, or the nearest town to where you live.

Attraction 1
- Introduction
- Location
- What visitors can do or see (general)
- The highlight of the exhibition
- Practical information

Attraction 2
- Introduction
- Location
- What visitors can do or see (general)
- The most famous exhibit / feature
- Practical information

4 Use your notes from exercise 3 to write an article (200–250 words) about the attractions.

Writing Guide

1 Follow the structure of the model.
2 Try to go beyond the basic vocabulary.
3 Incorporate as many words from the box in exercise 1 as you can.

Check List

Have you:
- followed the paragraph plan in exercise 3?
- used elaborate rather than simple vocabulary?
- used appropriate phrases for describing places?
- used the correct prepositions?
- checked your work for mistakes?

Extra Practice

4 Changes

A VOCABULARY AND LISTENING
Describing change

I can describe the process of change.

1 Complete the spidergram with the verbs in the box.

adapt adjust convert evolve refine transform

change

1 _____
change or make something change into a different form or system
~ to Catholicism / Islam
~ pounds into euros

2 _____
change something so it's suitable for a different situation
~ a book for the screen
eyes ~ to bright light / darkness

3 _____
a change slightly to make something the way you want it
~ the volume, the seat
b get used to a new situation
~ to the cold climate

4 _____
completely change the appearance or character of something so that it is better
~ your life
~ your home

5 _____
develop gradually from something simple to something more complicated
humans ~ from apes

6 _____
make something more pure or better
~ oil / sugar
~ a law

2 Complete the sentences with the words in the box in noun form.

adapt adjust convert evolve modify transform

1 In order to marry him, she underwent a _____ to Judaism.
2 The High Street has been pedestrianised. It's a complete _____!
3 This term we're going to be studying the _____ from Old to Middle English.
4 They faced a long period of _____ before they got used to the new management team.
5 *Mamma Mia* is a film _____ of a musical of the same name.
6 They will accept the contract on the condition that we make a few minor _____.

Extension: Expressions with *change*

3 Choose the correct words to complete the sentences.

1 Rob's had a change of **mind / heart**. He doesn't want to move to the USA after all.
2 Emma needs to change her **direction / ways** if she wants to keep this job.
3 I think moving schools was a change for the **better / best**. I don't have to travel as far now.
4 The café has changed **hands / heads** several times in the last year.
5 I feel I need a change of **direction / way**. This course isn't really working out.
6 Jane's changed her **tune / heart** since her vegetarian days. I saw her tucking into a huge steak yesterday.
7 There's been a change of **plan / arrangement**. We're meeting at Joe's café, not Brown's.
8 I was going to buy those shoes, but I changed my **idea / mind** when I saw how much they cost.

CHALLENGE!

Complete the sentences with the words in the box.

better ease running streamline untouched

1 The appointment of a new head teacher should mean a change for the _____.
2 They converted the inside of the restaurant but left the outside _____.
3 There are plans to build a new runway to _____ air traffic congestion.
4 The two car companies merged into one in order to _____ production.
5 The new website is now up and _____.

4B REAL ENGLISH Life changes

I can talk about changes that occur at different stages of life.

1 Complete the blog with a word from the box.

apply awful carefree confrontational expected far frustration idle quite responsible sight stable steadily terms thing

MY BLOG

The end of an era ...

Well, it's three days to go before my twentieth birthday.

I'm finding it very difficult to come to [1]_____ with the fact that that word *teenager* is not going to [2]_____ to me for much longer. Teenagers can get away with so much whereas 'twenty somethings' are [3]_____ to be [4]_____ more [5]_____. Two years ago I was so excited about turning eighteen. I couldn't wait to become independent but suddenly I've found myself getting [6]_____ more nostalgic about my [7]_____ childhood days when nothing really seemed to matter. I don't feel I can spend hours in front of the television any more because there's a far [8]_____ more pressure on me to stop being [9]_____ and get a part-time job to save up for my university fees now. There are some aspects of being a teenager that I'm definitely not going to miss though. I feel an [10]_____ lot more self-confident and emotionally [11]_____ than I used to and I know I'm not [12]_____ as [13]_____ as I was – I certainly won't miss all those rows that I used to have with my parents and the sheer [14]_____ of not being understood. I'm also really looking forward to going to university next year. It'll be the first time I've lived away from home and the first time that I'll truly be left to do my own [15]_____.

2 Which of the words or phrases cannot complete the sentences? Cross out those which are incorrect.

1 Teenagers are ... more sensitive than younger children.
a a good deal **b** marginally **c** easily **d** a far sight

2 Teenagers are ... influenced by their parents as younger children.
a a little **b** not quite as **c** not so easily **d** rather

3 Money is ... the most common cause of arguments.
a miles **b** far and away **c** easily **d** a long way

4 Being a teenager is the most challenging time in life by ... .
a a long way **b** an awful lot **c** a bit **d** miles

3 Expand the sentences using comparative or superlative forms and modifying phrases.

1 Girls / mature / deal / quickly / boys
_____

2 I / quite / confrontational / than / when / a kid
_____

3 I / quite / self-centred / as / when / younger
_____

4 Mark / tall / in / class / long way
_____

5 My A levels / far / difficult / other exams / taken
_____

4 Complete the sentences so that the meaning of the second sentence is similar to the first. Use *the ... the* and a comparative adjective or adverb.

1 If you're late, he'll be more angry.
The later you are, the angrier he'll be.

2 If I we start soon, we can finish soon.
The _____

3 If she's tired, she gets more bad-tempered.
The _____

4 If you work hard, you'll earn more money.
The _____

5 If he's far from home, he feels more homesick.
The _____

6 If the computer is sophisticated, it's more likely to go wrong.
The _____

CHALLENGE!

Write a paragraph about an aspect of your life that has changed since childhood. Use a variety of comparative and superlative forms.

- **tastes in clothes**
- **friends**
- **eating habits**
- **opinions**

4C CULTURE Protest songs

I can understand and react to a protest song.

Revision: Student's Book page 39

1 Complete the sentences with the words in the box.

abolish captivity condemn economic environmental free performers political significance

1 _____ like Billie Holiday weren't always _____ to sing the songs they wanted to.
2 The American Civil War started because some southern states refused to _____ slavery and release African-Americans from their _____.
3 The election of Barack Obama as president was a moment of great _____ in the _____ history of the USA.
4 The first _____ protest song was called *Woodman spare that tree*, complaining about the cutting down of trees for the _____ benefit of the paper-making industry.
5 Sales of CDs by US country music group Dixie Chicks fell when one of them decided to speak out and _____ the Iraq war at a concert.

2 Read the text quickly, ignoring the gaps. What motivated Simone to write the song, *Mississippi Goddam*, and what did she say in it?

_____

The wide range of musical styles that Nina Simone excelled [1]_____, from classical piano to jazz, soul, gospel and pop music, makes it seem that she composed a song for every occasion. Unfortunately, however, not every occasion that she wrote [2]_____ was a happy one, and in 1964 she recorded a song about the racially motivated murders [3]_____ a civil rights worker in Mississippi and four black children at a church in Alabama.

When Nina Simone sat down to write *Mississippi Goddam*, her protest song against the racist attacks, she was a woman in [4]_____ thirties and she had also experienced racism. Nina Simone had been a child prodigy and it was her incredible ability at playing the piano that first brought her face to face with bigotry at the tender age of ten. On the occasion of her debut performance, Nina's proud parents sat in the front row of the town hall [5]_____ the concert was to take place. This, however, was over sixty years before the USA would elect its first African-American president and her parents were not only asked to give up their seats to white people [6]_____ they were also told to sit at the back. Young Nina Simone made it clear that there would be no concert if her parents weren't given back the seats they [7]_____ originally occupied. The audience left the hall that evening impressed by Nina Simone's talent and her character.

Although Nina Simone continued to stand up to racism throughout her career, it wasn't until those racist murders in 1964 that she started to write songs that actually commented on the situation of African-Americans. [8]_____ *Mississippi Goddam* she refers to the crimes committed and the situation of the civil rights movement. She criticises [9]_____ opinion of the time that African-Americans should demand gradual changes and not expect things to improve quickly. She sings about the slow pace of change, suggesting that it causes more tragedy than if things changed more quickly. And in a message [10]_____ seems aimed at white Americans she sings that all she wants is equality.

Mississippi Goddam was the first of [11]_____ protest songs about racial inequality that Nina Simone would sing during the rest of her career. However, it seems the songs were not enough and in 1974, disgusted with racism, she left the USA to live [12]_____.

3 Complete the text with suitable words.

4 Read the text. Answer the questions.

1 What musical skills did Nina Simone have?

_____

2 What happened at Nina Simone's first concert?

_____

3 Why did Nina Simone leave the USA?

_____

CHALLENGE!

Write a paragraph about the lyrics of a song that impressed you. What does the composer write about?

4D READING A new direction

I can understand and react to an article about someone who's made a radical change in their life.

Revision: Student's Book page 40–41

1 Complete the sentences with the correct form of the words in the box.

brief competitive enforced impressionable protracted overbearing stormy uplifting

1 They left home as soon as they were eighteen because of their _____ father.
2 I've lost count of the times they've argued and split up in their _____ relationship. It's been going on for years!
3 Some children in the Third World have a _____ childhood as they start work at an early age.
4 A knee injury meant he had to give up his athletics career and accept _____ retirement.
5 She was fed up with their endless arguments and she left after yet another _____ row.
6 It was a strict school with an extremely _____ environment but it helped me get to university.
7 Teenagers can be very _____ and change their ideas from one day to the next depending who they've been speaking to.
8 She experienced an _____ journey on the road to accepting and then overcoming her disability.

2 Read the article and answer the questions.

Who
1 refuses to be seen as different? _____
2 changed their attitude to their new situation? _____
3 changed people's perceptions? _____

3 Read the text and choose the best answers.

1 At the age of five, Eleanor trained more
a in the hope of beating her friends.
b in order to be with her friends.
c as a cure for her medical condition.
d because her parents were strict.

2 Eleanor and her family moved to Swansea because
a they wanted to avoid the media.
b Eleanor was a great swimmer.
c Eleanor had won an international competition.
d Eleanor could improve as a swimmer there.

3 How did David's family treat him?
a They looked after him very carefully.
b He was sent outside to watch his brothers.
c He wasn't given any special treatment at all.
d He was told not to expect much from life.

4 As an athlete, David Weir
a only does the 100 metres and the marathon.
b has broken the world record for the 100 metres.
c isn't a specialist in one type of race.
d has competed in every London marathon.

5 The operation that Ester underwent
a wasn't supposed to affect her mobility.
b needed nine hours of preparation.
c was carried out on her head.
d was a complete success.

6 Since she took up sport, Ester
a has won Paralympic medals for basketball.
b has had to choose between two sports.
c has become less mobile.
d has played individual sports.

4 Find words in the text which match these definitions.

1 show something that was hidden before (paragraph 2) _____
2 record a victory (paragraph 2) _____
3 change something to fit new conditions (paragraph 3) _____
4 take too much care of someone (paragraph 4) _____
5 saying or showing that you will not accept something (paragraph 4) _____
6 examine something closely and repair it if necessary (paragraph 4) _____
7 cannot be repaired or reversed (paragraph 5) _____
8 showing good judgement (paragraph 7) _____

CHALLENGE!

Think of person who has overcome a difficult situation and achieved success. Describe the situation and say how the person managed to overcome it.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

NATURAL BORN WINNERS

Eleanor Simmonds

(1) Like any other five-year-old schoolgirl, Eleanor Simmonds was not best pleased at the idea of not being allowed to move up to the next swimming level with her classmates. Eleanor's parents told her that if she trained twice as hard, she might be able to do it. Eleanor accepted the challenge and not only did she improve her own swimming technique, but she started leaving her taller school friends in her wake. Not bad for a girl who was born with achondroplasia, a medical condition that means that Eleanor is unlikely to grow to more than 123 cm.

(2) Eleanor's desire to stay with her classmates revealed her potential to be a great swimmer and the family moved to Swansea in Wales so that Eleanor could train in the more competitive environment of the British Disability High Performance Centre. Before long Eleanor was putting in nine two-hour training sessions a week but all the hard work started to pay off as she began to notch up victories in international competitions. However, these victories paled in comparison with her two Olympic gold medal triumphs at the Paralympics in 2008. The success which she earned in Beijing immediately turned Eleanor into a media star in Britain, raising awareness and changing a lot of people's attitudes towards the disabled.

David Weir

(3) With two older brothers who were training at a boxing club it is perhaps not surprising that David Weir wanted to be a sportsman. David was born with a defect in his spinal cord, however, and it might have seemed that destiny had reserved a sedentary life for him. But thanks to his parents, David feels he is just another member of the family and from the start he was encouraged to get out and play sport just like his brothers. The only concession made to David's condition was the widening of a few doors to accommodate the wheelchairs that got bigger as he did. Aside from that, David was treated as 'normal' and encouraged to get on with his life.

(4) Apart from the practical considerations, David Weir has never considered himself disabled and he can't understand the need to make a distinction between the two groups. He remembers another disabled boy at school whose parents mollycoddled him so much that he wasn't able to do anything for himself. That wasn't the way David was brought up and looking at Weir's powerful arms and torso it's hard to believe that anything is beyond him. He's one of the few athletes that compete in every distance from 100 metres to the marathon and he does it exceptionally well. He's been victorious in four London marathons, has gained four Paralympic medals and is the holder of various world records for different distances. Thanks to David's refusal to be seen as different, he has had the confidence to face and overcome the challenge of disability. As far as he's concerned, it's society and its outdated way of dealing with the disabled that needs to be overhauled.

Ester Vergeer

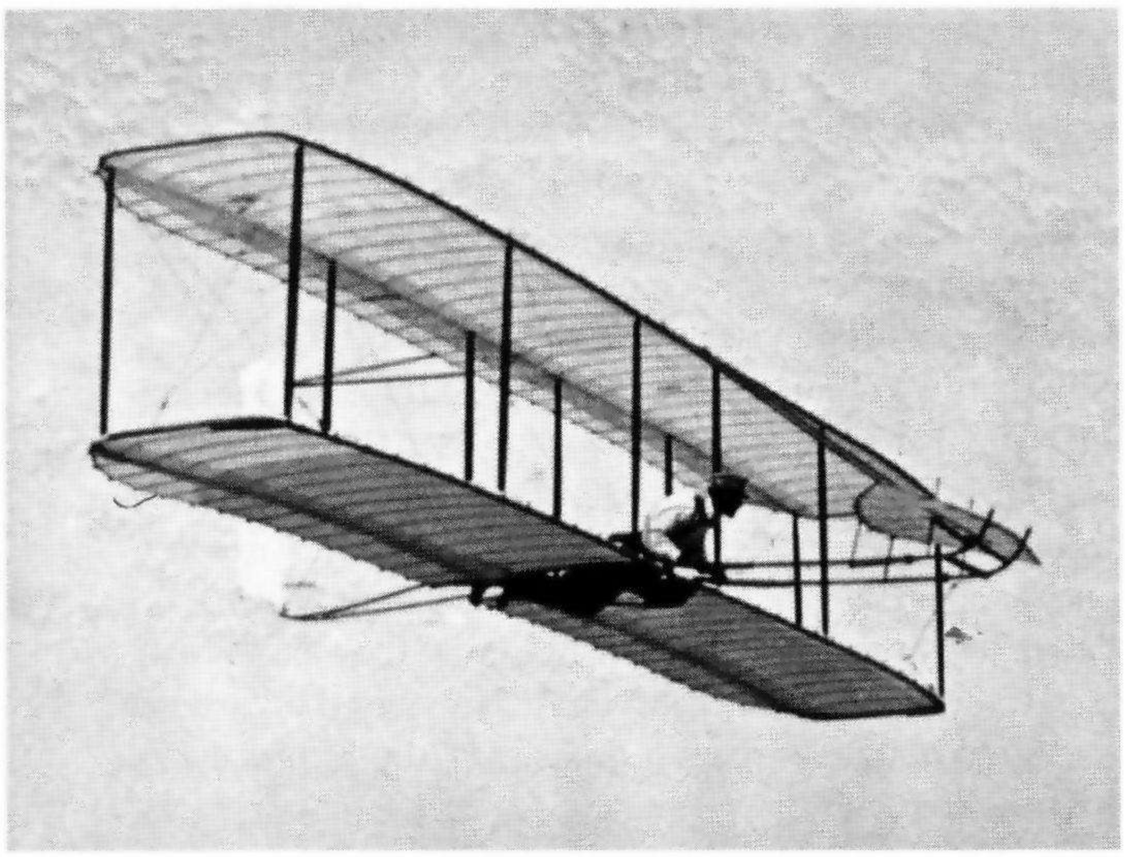
(5) Eight-year-old Ester Vergeer was having a swimming lesson when she felt dizzy. She dragged herself out of the pool, sat down on a bench and to the consternation of all those present, suddenly lost consciousness. It was the beginning of a nightmare that saw her constantly in hospital, undergoing tests to find the root cause of the problem. Finally, doctors discovered that the blood cells around her spine were weak and they needed to operate urgently. The operation would entail a high degree of risk, but there was no alternative. If they didn't operate Ester could suffer irreparable brain damage. After nine hours of surgery the doctors were pleased with the outcome, but their optimistic mood soon disappeared when they realised that Ester had lost the use of her legs.

(6) Although Ester returned home in a wheelchair, she initially thought it was just part of the recovery period, and that she'd soon be running around with her friends again. The wheelchair, however, was to become an integral part of her life. Not surprisingly, it took Ester time to adapt as it gradually dawned on her that her life would never be the same. She then realised she had two options: she could either spend her life looking out of the window or she could give it everything she had. She opted for the latter.

(7) It was sport that came to the rescue and helped Ester to change her attitude to her wheelchair. Sport is often used to teach wheelchair users mobility, but Ester learnt to be more than mobile. She stood out as an excellent sportswoman skilled at both basketball and tennis. However, after playing for the Dutch national basketball team, she decided to focus exclusively on tennis. It was a shrewd move because she has been the world's number one player ever since and has an impressive haul of Paralympic gold medals proving that she made the right choice when she decided not to spend her life watching the world go by.

4E GRAMMAR Conditionals

I can use a wide range of conditional sentences.



1 Complete the sentences using the words in brackets to make second, third and mixed conditional sentences.

What if aeroplanes didn't exist?

1 If the Wright Brothers _____ (not invent) the aeroplane, the world _____ (be) a very different place today.
2 If air travel _____ (not exist), fewer people _____ (emigrate) and societies _____ (not be) as culturally diverse as they are now.
3 If it _____ (not be) for our understanding of aerodynamics, we probably _____ (not develop) rockets and space shuttles.
4 If there _____ (be) no such thing as aerial warfare, far fewer people _____ (kill) in the First and Second World Wars.
5 If it _____ (not be) for the invention of the aeroplane, there _____ (not be) an air ambulance service, and fewer lives _____ (save).

2 Choose the correct option to complete the sentences.

1 You should back up everything on your computer. Supposing somebody **stole** / **would steal** it, what would you **do** / **have done** then?
2 If it hadn't **been** / **been for** Luke's knowledge of Spanish, he wouldn't **get** / **have got** the job.
3 She said I could borrow her camera as long as I **took** / **would take** care of it.
4 **If should you need** / **Should you need** any more paper, there's some in the bottom drawer.
5 If only I **could remember** / **remembered** where I've left my phone!
6 I wish I **hadn't spent** / **wouldn't spend** my money on that concert ticket. It was awful!

3 Rewrite the sentences using mixed conditionals.

1 I've agreed to babysit on Saturday so I can't come to the cinema.

_____

2 I went to bed at four in the morning. That's why I'm feeling tired.

_____

3 He was kicked out of school because he's bone idle.

_____

4 I didn't ask him to help with the party because he's very unreliable.

_____

5 He didn't call you because he doesn't have your number.

_____

4 Rewrite the sentences using the words in brackets.

1 You won't get into that club without ID. (if)

_____

2 If you hadn't encouraged me, I would never have pursued my acting career. (encouragement)

_____

3 You can go to the party on one condition – I want you home by midnight. (provided that)

_____

4 Even if you could live for ever, would you really want to? (supposing)

_____

5 For him to have beaten her at tennis would have been an absolute miracle. (if / it)

_____

5 Choose the correct answers to complete the sentences. There may be one, two or three correct answers.

1 **If you have** / **Have you** / **Should you have** any queries, please do not hesitate to ask.
2 **If Dad found out** / **If Dad were to find out** / **Were Dad to find out** you didn't go to school, he'd be furious.
3 **If it weren't** / **Weren't it** / **Were it not** for his charm, he wouldn't get away with some of his actions.
4 **If it hadn't** / **Had it not** / **If it should have** been for her jealous nature, the relationship might have survived longer.
5 **If I had** / **Should I have** / **Had I** remembered to post your birthday card yesterday it might have arrived by now.

4F SPEAKING Discussion

I can discuss the merits of proposed changes to a town centre.

1 Write compound nouns to match the definitions of buildings and facilities in a town.

1 A building with several floors for parking cars in _____
2 A street where you can walk but not drive _____
3 A shop which is one of a series owned by the same company _____
4 A way of entering a place for people with a physical disability _____
5 A metal bar for attaching bicycles to _____
6 A place where people can cross a road safely _____
7 A structure with water flowing through it created to make a place attractive _____
8 An indoor area with lots of shops _____
9 An area where trees, flowers, grass, etc. have been planted to make it more attractive _____

2 Read the text about eco-towns and complete it with the words in the box. Do you think they sound like a good idea?

affordable conservation criteria developed proposals renewable within

Eco-towns

The British government has recently announced [1]_____ to create a number of 'Eco-towns' across the country, each to be built according to strict environmental [2]_____. The aim is that each town will be carbon neutral. This means that any energy taken from the national electricity supply will be replaced by energy produced from [3]_____ sources within the community. Each town should also excel in one area of environmental technology such as waste management or rainwater [4]_____. In each town the facilities will be [5]_____ walking distance, thereby cutting car use and it is hoped that at least 30% of the housing will be [6]_____ to people on a low income. Where possible the towns will be built on previously [7]_____ or 'brown field' sites, including military and industrial sites.

3 08 Listen to four people giving their views on the proposals to build eco-towns. Do the speakers agree (✓) or disagree (✗) with the idea?

Speaker 1 ☐ Speaker 3 ☐
Speaker 2 ☐ Speaker 4 ☐

4 08 Listen again and complete these phrases.

1 To my _____, schemes like this ... can only be a _____ in the _____ direction.
2 _____, I think it would be wonderful to live ...
3 Well, that's not _____ I _____ it at all.
4 That would seem like the _____ _____ _____ me.
5 For me a _____ _____ _____ the whole idea is that ...
6 I think that's a _____ _____.
7 I'm _____ I don't _____ _____ with that objection.
8 So _____ in _____, I _____ agree _____ with the government's proposals.

5 Do you agree or disagree with these opinions? Use expressions from exercise 4 where possible and give examples to support your answer.

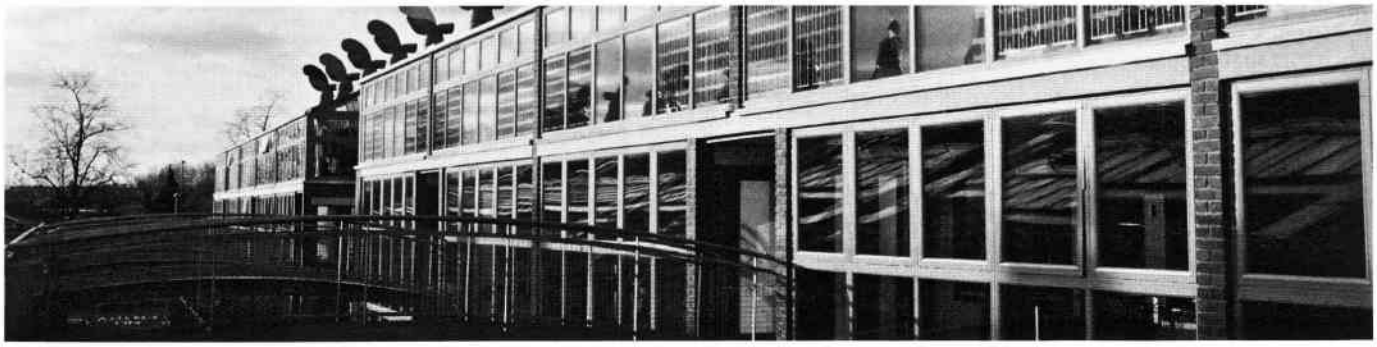
1 There is nothing green about eco-towns.
_____
_____

2 Modern buildings are soulless.
_____
_____

3 Graffiti is art not vandalism.
_____
_____

4 More roads in the city centre should be pedestrianised.
_____
_____

5 Green spaces, such as parks, in urban areas are essential to a person's physical and mental well-being.
_____
_____



4G WRITING Discursive essay

I can write a discursive essay.

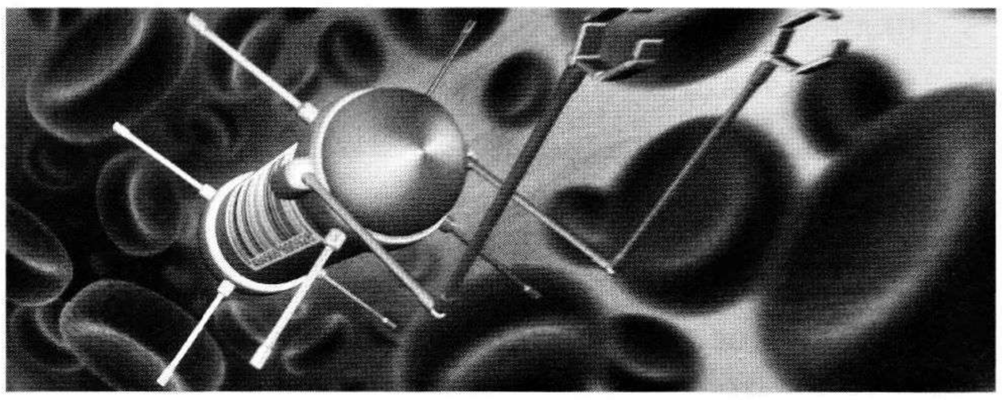
Preparation

1 Read the question below and the essay. Which of the following topics are mentioned?

> How will medicine and healthcare be different 100 years from now?

doctors ☐ gene therapy ☐ hospital care ☐
lifestyle ☐ microscopic computers ☐
plastic surgery ☐ pollution-related disease ☐

2 Complete the text with appropriate words.



If I am still alive in a hundred years' time, I expect to have witnessed some significant changes as far as human health is concerned. These changes will have come about not [1]_____ as a result of scientific discovery and technical advances but [2]_____ of society's evolving attitudes.

Within a hundred years, common diseases will [3]_____ certainly have been eradicated. Either vaccines will have been developed to protect against them [4]_____ the genes which cause the diseases will have been identified. Gene therapy will be in common use and genes linked to the disease will be modified before they do damage to the body. This kind of treatment will have become more acceptable to society as its benefits become clearer.

By the end of the twenty-first century nanomedicine may [5]_____ be playing an important role in prevention and cure of disease. Nanocomputers, so tiny that hundreds of them can fit inside a cell, will patrol the body and detect signs of potential problems and administer the correct medication in the correct place.

I [6]_____ that people will adopt healthier lifestyles. They will have become aware that serious diseases are triggered by external factors such as tobacco, diet, stress and toxins and adapted their lifestyles accordingly.

In the future people will [7]_____ all probability become less reliant on family doctors. As doctors find it more and more difficult to keep themselves informed about the ever-growing numbers of diseases, treatments, technologies and new diseases, the public will find it [8]_____ faster and more efficient to diagnose and treat illnesses via the cyber world.

All in all, I would envisage these changes being broadly positive as fear of disease becomes a thing of the past. However, they will more than [9]_____ also have some negative consequences. As old age becomes the norm, the world will have to cope with the burden of overpopulation.

3 Complete the phrases for speculating about the future.

1 It's bound _____ happen.
2 It's very _____ to happen.
3 There's a faint _____ it might happen.
4 As likely _____ not, it will happen.
5 There's no chance _____ it happening.

4 You are going to write an essay about how the world might be different a hundred years from now. Choose a topic from the box and make notes in the paragraph plan below.

family life	food	language	money

Introduction _____

_____

First point _____

_____

Second point _____

_____

Third point _____

_____

Conclusion _____

_____

5 Use your notes to write your essay.

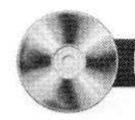
Writing Guide

Paragraph 1
Introduction Make a generalising statement about the nature of the changes.
Paragraph 2–4
Speculate about three separate aspects of the topic.
Paragraph 5
Conclusion Say whether the changes are positive or negative.

CHECK LIST

Have you:

- followed the paragraph plan?
- introduced each paragraph with a topic sentence?
- used a variety of expressions to speculate about the future?
- included linking words to join ideas together?
- checked your work for mistakes?



EXAM TASK – Reading

Read the article below. Then for questions 1–5 choose the best answer A, B, C or D according to the text.

Helping the mind to cope with novelty and overload

In 2005 scientists succeeded in comparing the human genome with that of chimps. Their astonishing conclusion was that 98.77 per cent of the information is identical, and that just 1.23 per cent isn't. Intriguing though that is, it's hard to imagine what it means, especially if, like me, you had to look up 'genome' in the dictionary. Enter the American software designer, Ben Fry. He has devised a charmingly simple, but accurate, way to explain the distinction. Using the 75,000 letters of coding in the genome, he has created a photographic image of a chimp's head in which nine letters are depicted as red dots to illustrate the difference with humans.

'Humans vs. Chimps' is one of 200 images, objects and concepts in an exhibition starting on Sunday at the Museum of Modern Art in New York. The show is orchestrated by Paola Antonelli, the charismatic senior curator of Architecture and Design who, in her twelve years there, has emerged as the most influential design curator of our time. Rather than play safe by celebrating what it now seems rather quaint to call 'good design' as many of her peers do, Antonelli breaks new ground by interrogating the changing role of design now and in the future.

There's nothing new in the idea of designers interpreting the work of scientists and technologists for the rest of us. They've done so throughout history, starting with polymaths like Leonardo da Vinci, who combined all of those roles in Renaissance Italy, and the seventeenth-century British architects-cum-scientists Robert Hooke and Christopher Wren. Throughout the twentieth century, designers translated technical breakthroughs into things we could use every day. Without them, the Internet could still be a labyrinth of indecipherable code; and 3M would own the patent for a type of glue that isn't quite sticky enough to stick permanently on paper, but wouldn't have invented the Post-it. The exhibition also explores how designers are tapping into fertile fields of science, such as nanotechnology, which could eventually enable designers and architects to develop objects and even buildings that can adapt to changing conditions.

We need flexibility to embrace all these changes and the unprecedented speed at which innovations are emerging. A huge problem is data overload, and the show suggests how design can help us to cope with it.

1 According to the first paragraph, Ben Fry
- **A** created a charming image of a chimp.
- **B** didn't fully understand what a genome is.
- **C** helped the author understand software design.
- **D** produced a graphic representation of a scientific finding.

2 'Humans vs Chimps'
- **A** is an exhibition at the Museum of Modern Art in New York.
- **B** is being displayed at Paola Antonelli's show.
- **C** focuses on the brains of chimps.
- **D** is one of a few images in an exhibition.

3 Paola Antonelli
- **A** has an innovative approach to design.
- **B** is an influential architect in New York.
- **C** has special musical qualifications.
- **D** is widely appreciated by her colleagues.

4 What information does the third paragraph provide?
- **A** Leonardo da Vinci was a greater designer than Hooke or Wren.
- **B** The Renaissance was a period when science-based design developed.
- **C** Designers played a crucial role in the expansion of the Internet.
- **D** When Post-it notes were invented, they were too adhesive.

5 In the twentieth century, designers
- **A** first interpreted scientific and technological breakthroughs for the public.
- **B** ensured people benefited from technological advances.
- **C** began to look at nanotechnology.
- **D** invented a new type of glue.

EXAM TASK – Use of English

Complete the text with suitable words. Use one word only in each gap.

New roles for women and men in the twentieth century

The forces changing American women's lives that [1]_____ become evident by the 1950s accelerated in the following decades. The Civil Rights Act of 1964 outlawed discrimination not only [2]_____ racial minorities but also [3]_____ the basis of sex. At the same time, the women's liberation movement led to a rethinking of gender roles. People of [4]_____ sexes increasingly came to see careers for women as an alternative to women as full-time homemakers. By the end of the 1980s, [5]_____ than half of women over sixteen were in the labour force. Public opinion began to look with favour on men [6]_____ shared housekeeping and childcare with their wives. This included kitchen duties. Men [7]_____ cooking expertise had [8]_____ limited to grilling bacon or boiling an egg began to take a deeper [9]_____ in cooking. Simultaneously, the trend toward convenience continued with the spread of gadgets like food processors and automatic dishwashers, which [10]_____ now standard equipment.

EXAM TASK – Listening

09 Listen to a radio programme about Internet dating services and decide if statements 1–8 are true or false.

		True	False
1	The officer was sent abroad alone.		
2	The officer met his fiancée abroad.		
3	The officer's lies were first discovered when one of his fiancées hacked into his e-mails.		
4	One of his fiancées saw another one on TV.		
5	The fiancées never met the officer.		
6	The worst part for the fiancées was finding out that he already had a wife.		
7	The guest Max runs eleven different Internet dating services.		
8	'Salt'n'Pepper' is a dating service for vegetarians.		

PREPARATION: Writing

Use the Writing Bank on page 107 to help you.

EXAM TASK – Writing

Choose one of the writing tasks below and write 200–250 words.

1 Write an article for your school magazine about someone who has made a difference to your country. It could be someone you know personally. In your article, you should:
- say who the person is, what he or she does, and the reason for your choice
- mention the person's main characteristics and give examples
- explain how this person has made a difference, with examples
- sum up your thoughts about the person.

2 A teenage magazine has asked its readers to write an essay about the role of grandparents in the modern family. Write an essay entitled: **'Three-generation families are a curse.'** In your essay, you should:
- include arguments in support of and against three-generation familes
- give your opinion.

PREPARATION:

Use the Functions Bank on page 102 to help you.

EXAM TASK – Speaking

Part 2 – Sustained long turn

Task 1: Read the statement below and express your opinion on it.

Children need their mums at home, not at work.

These ideas may help you:
- Do you agree/disagree with the statement? Why?
- Can you add examples and/or talk about your personal experience?

Task 2: You will be asked to talk about family relationships and changes in society. Work in pairs. One of you plays the role of the student, the other the examiner. First, look at the points below and make notes. Then discuss 1–4 below.

Consider the following points:
- numbers of married and cohabiting partners now and in the past
- the best age to have children
- typical jobs for men and women
- the most important changes in our society.

Discuss the following questions.

1 The number of cohabiting couples has increased. Why do you think this is so? If you could, would you try to change the situation? Why?

2 Young people are delaying having children until they are well into their 30s. What do you think are the reasons for this?

3 Are there jobs that will always be typically for men or for women? Why? Which of these jobs would you not like to do? Why?

4 Which changes in our society do you consider the most important? Why?

5 Battles

A VOCABULARY AND LISTENING War and peace

I can talk about military conflict.

1 **Complete the text with the words in the box. Change the verbs if necessary.**

capture	coalition	defeat	insurgents	launch
security	suicide bombings	troops	withdraw	

The conflict in Afghanistan began in 2001, when [1]_____ forces headed by the USA [2]_____ an attack on the country in response to the September 11th terrorist attacks. The purpose of the invasion was to [3]_____ Osama Bin Laden, and destroy Al Qaida and the Taliban regime. By November of the same year, the regime [4]_____. However, a few years later there was an increase in activity by Taliban [5]_____, including [6]_____. Several thousand [7]_____ from the USA and other countries remain in Afghanistan and are expected to be [8]_____ only when [9]_____ is fully established.

2 **Write the opposites of the underlined words.**

1 The government sent a <u>military</u> force to Iraq. _____
2 His election <u>victory</u> may lead to civil war. _____
3 The army began to <u>advance</u>. _____
4 The two countries were <u>enemies</u>. _____
5 The hostage was <u>captured</u> two weeks ago. _____
6 They plan to <u>arm</u> the rebel soldiers. _____

3 **Complete the sentences with the correct form of verbs from A and nouns from B.**

A		B	
claim	make	breakthrough	orders
give	put up	casualties	resistance
grind	suffer	halt	victory

1 The city _____ to a _____ yesterday as it experienced a three-hour power cut.
2 Police _____ a _____ in their search for a missing painting worth £5 million.
3 The officer _____ _____ to shoot down the aeroplane.
4 The army was too weak to _____ any _____ to the enemy's superior force.
5 The party _____ _____ in the election even though it should have gone to the opposition.
6 It is believed that the province _____ several _____ after being hit by an earthquake.

Extension: Idioms

4 **Complete the idioms and match them with their meanings.**

1 If you jump the _____,
2 If you _____ a bombshell,
3 If you _____ your sights on something,
4 If you _____ the hatchet,
5 If you _____ to your guns,
6 If you fight a _____ battle,
7 If something opens up old _____,
8 If you burn your _____,

a it reminds you of something unpleasant from the past.
b you do something which makes it impossible to return to the previous situation later.
c you do something too soon.
d you give a piece of news which is unexpected and unpleasant.
e you decide that you want something and try very hard to get it.
f you try to do something that you'll probably never manage to do.
g you stop being unfriendly and become friends again.
h you refuse to change your mind about something.

5B REAL ENGLISH Family tensions

I can talk about family disputes and arguments.

1 10 **Listen to Hannah talking about her relationship with her sister. Are the statements true or false? Write T or F.**

1 Hannah and her sister are both naturally argumentative. ____

2 Hannah gets on better with her sister now than she used to. ____

3 Hannah's sister rarely rows with her parents. ____

2 10 **Complete the excerpts from the listening, then listen again and check.**

between bits conflict for friction into loves plague sibling vie

1 I .... avoid it like the _____.

2 there did use to be a little bit of _____ _____ us.

3 She suddenly had to _____ _____ our parent's attention.

4 She clearly _____ me to _____ now.

5 I rarely get _____ _____ with them.

6 That's _____ rivalry for you!

3 **Complete the e-mail with the correct form of the words in brackets.**

Hi Mark,

How are you doing? I'm fine but I wanted to ask your advice on an issue that's been bothering me lately. It's about the dynamic between parents and me. We always seem to be locking horns. My sister, who is three years younger, always manages to have calm, [1]_____ (construct) conversations with them. She says she finds rows [2]_____ (upset) and [3]_____ (destroy). Yet my parents and I just have [4]_____ (end) rows about homework, taking responsibility round the house and that sort of thing. I'm not talking [5]_____ (animate) discussions here – I'm talking full-scale [6]_____ (heat) arguments with [7]_____ (slam) doors and [8]_____ (raise) voices, pretty much on a daily basis. [9]_____ (odd) enough, I feel quite good after an argument sometimes, although I have to say it can be quite [10]_____ (drain) too.

What do you reckon, Mark? Do you think it's [11]_____ (respect) to talk to parents like this or do you think it can [12]_____ (strong) relationships?

Give me a call soon,

Tilly

4 **Rewrite the sentences using *for* + noun / pronoun + infinitive.**

1 It's time that they started being honest with each other.
_____

2 It's essential that you to stand your ground in an argument.
_____

3 My parents are very keen that I should be a good role model for my brother.
_____

4 It would be a miracle if they managed a day without arguing.
_____

5 It's crucial that you apologise for your rudeness.
_____

6 I'd better not get into a row with Tamsin – she hates conflict.
_____

5 **Write true sentences using the discourse markers which indicate attitude.**

1 To be perfectly honest, _____
_____

2 To my utter astonishment, _____
_____

3 _____
_____, thank goodness.

4 Much to my annoyance, _____
_____

5 Oddly enough, _____
_____

CHALLENGE!

Write a reply to Tilly's e-mail in exercise 3. Include some of the vocabulary from exercises 2 and 3.

5C CULTURE

Fighting for equality

I can understand and react to an article about civil rights campaigners.

Revision: Student's Book page 51

1 Complete the summary with the words in the box.

amended arson campaigned disobedience fed held indispensable petitions right strike suspended urged

In the nineteenth century, the Suffragettes [1]_____ for the [2]_____ to vote for women. They [3]_____ meetings, sent [4]_____ and even carried out acts of civil [5]_____, including committing [6]_____. Consequently, some were arrested but once in jail a few went on hunger [7]_____, which was ended when they were force [8]_____. With the arrival of the First World War, the Suffragettes [9]_____ their campaign and [10]_____ women to work in the factories and fields as the men went off to fight. The women were to prove [11]_____ to the war effort. Soon after the conflict, women over 30 were allowed to vote. The law was [12]_____ in 1928 and women finally had the same voting rights as men.

2 Read the text quickly, ignoring the gaps. After the 1997 elections, what percentage of British MPs were women?

_____%

3 Complete the text with suitable words.

THE NEW SUFFRAGETTES

'What Britain needs is an Iron Lady', said the country's first woman Prime Minister, Mrs Margaret Thatcher. Indeed, Mrs Thatcher was famous for the strength of her personality, a characteristic she used to great effect in Parliamentary debates, which she often won [1]_____ by using her feminine charm, but by being direct and outspoken. Here was a woman politician beating the men at [2]_____ own game, something that many male politicians [3]_____ bear. Their only answer to her political success was to criticise her for being forceful and combative, qualities that male politicians are often praised [4]_____. The message was that by becoming Prime Minister, Mrs Thatcher had lost her femininity.

Since Thatcher, Britain has seen a rise in the number of women politicians and they are the most visible sign that the suffragettes' fight [5]_____ the beginning of the twentieth century was a success, as women have gone on not only to vote but to also take [6]_____ important political posts. Does this mean, then, that women in British politics achieved equality?

The answer would seem to be 'no'. At least that is the conclusion that Boni Sones came [7]_____ in her book *Women in Parliament – the New Suffragettes*. Sones wrote about the results of the 1997 British general election and the experiences of women politicians.

[8]_____ the number of women Members of Parliament doubled after the 1997 elections, 82% of MPs were still male and it hasn't changed much since then. What's more, the new arrivals in the House of Commons, known as Blair's Babes as most belonged to Tony Blair's Labour Party, found more than just their professional skills being put [9]_____ the microscope.

Whilst some of Mrs Thatcher's enemies targeted what they described [10]_____ her masculine characteristics, the new MPs claimed that their supposedly more obvious femininity became an immediate target for negative press coverage. The media, they said, was more interested in their appearance than in their policies. There were also claims of strong sexist remarks from male politicians of all parties, a number of which would have got a man sacked if they had been said in an office instead of in Parliament.

No doubt the Suffragettes were delighted [11]_____ women finally got equal voting rights in 1928, but they [12]_____ be disappointed to see how modern female politicians have their sex used against them.

4 Read the text again. Answer the questions.

1 How did Mrs Thatcher's character help her succeed in politics?

_____

2 What did Boni Sones write about?

_____

3 How many women MPs were there before the 1997 election?

_____

4 What does the fact that you can be more sexist in Parliament that in an office suggest?

_____

5 What do you think the original suffragettes would think about women's political situation today?

_____

CHALLENGE!

Write a paragraph about the position of women in your country. Do more women go out to work than before? Do men help with domestic tasks? Do you think the situation could improve? How?

5D READING Jacques-Yves Cousteau

I can understand and react to an article about a naturalist.

Revision: Student's Book page 52–53

1 **Match the verbs with the nouns to make collocations.**

administer	a business
acquire	dead
cause	fame and fortune
laugh off	a heart massage
pronounce	an image
provoke	an incident
shake off	mixed feelings
take	pain
take over	a risk

2 **Complete the sentences with the correct forms of the collocations from exercise 1.**

1 He _____ the _____ in public, but privately the president is really worried about it.
2 The doctor inspected the victim and after a few moments _____ him _____.
3 Two companies want to _____ our computer _____, but we really don't want to sell.
4 Dentists always say 'This won't hurt' and then they _____ a lot of _____!
5 The company doesn't believe in playing safe and they're willing to _____ a _____.
6 He works better now but it's going to be difficult for him to _____ his bad _____.
7 One of the ambulance crew _____ a _____, which saved his life.
8 It _____ _____. I was glad to get a new job but sad to leave my old colleagues.
9 Despite becoming a pop star and _____ _____ she was still the modest girl I had always known.

3 **Read the article, ignoring the gaps. Complete the sentences with the correct names.**

1 Cousteau won a prize at the _____ for an underwater documentary.
2 Cousteau attended a conference organised by the _____ in South America.
3 Cousteau wrote a book and made a film called _____.
4 _____ expressed a view about Cousteau that a lot of people agreed with.
5 His mobile film studio and laboratory was called _____.
6 An award was presented to Cousteau in _____ for a film.
7 Cousteau created the aqualung with _____.
8 _____ was the first underwater documentary made in France.

4 **Match sentences A–H with gaps 1–7 in the article. There is one sentence that you do not need.**

A Cousteau believed television could educate as well as entertain, and he produced films and successful TV series that did both.
B Cousteau organised a campaign against the government's plan.
C His first film, *Eighteen Metres Deep*, was also the first underwater documentary to be made in France.
D Cousteau created a television channel that allowed people to follow his journeys under the sea 24 hours a day.
E And it is in part thanks to these programmes that our awareness about the environment and the need to protect it has grown.
F Cousteau had contributed to giving everybody the opportunity of becoming a 'manfish'.
G He was serious and knowledgeable about his subject, and this fascinated his growing audience.
H Travelling the world's seas and oceans, he started filming and writing profusely.

5 **Find words or phrases in the text which match these definitions.**

1 a basic thing that is used a lot (paragraph 1) _____
2 all the plants and animals in a place (paragraph 1) _____
3 a person without special training in a subject (paragraph 2) _____
4 underwater (paragraph 3) _____
5 attached and kept in position (paragraph 3) _____
6 get rid of something unwanted (paragraph 5) _____

CHALLENGE!

Write a paragraph explaining the work of another person or organisation in defence of the environment. Explain what areas of the environment they focus on and what they try to do.

Jacques-Yves Cousteau

(1) Nobody who picks up their remote control and starts zapping will be surprised to find various documentaries about nature popping up on their screens. Such documentaries have become a TV staple and there are even channels entirely devoted to our planet and the flora and fauna that it supports. [1]_____ Although we now take these documentaries for granted, in the 1950s television was a medium for entertainment and nothing else. It was one man, Jacques-Yves Cousteau, who saw its potential as the perfect platform for informing TV audiences about the two-thirds of the planet that were hidden from their view: the sea.

(2) [2]_____ The films and programmes were accompanied by Cousteau's voice, as he explained the underwater world in layman's terms. Some scientists criticised Cousteau for simplifying complex scientific concepts in his narrations, but he replied: 'people protect and respect what they like, and to make them like the sea, they should be filled with wonder.' Cousteau had realised that TV was an instrument for opening people's eyes to the world around them and with time he changed the perception of what television could do. Moreover, the foundations for his success on TV had been carefully laid during twenty years of dedication to his passion, the sea. [3]_____

(3) As a young man Cousteau had enlisted in the French navy, but as well as fulfilling his military duties, he also started to investigate and film the sea. [4]_____ Making such a film was incredibly difficult then as individual oxygen tanks had yet to be invented, but Cousteau still won first prize at the Congress of Documentary Film in 1943. Despite his success, Cousteau's experiences on *Eighteen Metres Deep* led him to the conclusion that to progress in his chosen field, he needed to find a way of breathing when submerged that didn't restrict his movements. Therefore along with French engineer, Émile Gagnan, he set about creating the 'aqualung', an oxygen tank that could be strapped to a diver's back. Cousteau said that this invention allowed him to become a 'manfish' but what he didn't realise was that the aqualung was to revolutionise people's relationship with the sea as scuba-diving took off as a hobby. [5]_____

(4) Armed with his aqualung, Cousteau left the navy, acquired a boat, the Calypso, and turned it into a mobile research, film and diving centre. [6]_____ His book *The Silent World*, published in 1953, described his studies on dolphins and explained his theory that they possessed some kind of natural radar system, a belief that other scientists would later confirm. In 1956 Cousteau's film bearing the same title as his book won the Cannes film festival and his name was beginning to become well-known outside scientific circles. However, it was the TV series that he hosted from the decks of the Calypso that turned him into a household name throughout North America and Europe.

(5) Although not interested in acquiring fame and fortune, Cousteau realised he was in a unique position to help defend the planet against the excesses of mankind. In October 1960, on hearing of the intention of the French government to dump radioactive waste in the Mediterranean Sea, [7]_____ Thanks to his intervention, public opinion soon opposed the proposed dumping of nuclear waste in the sea and hundreds of people blocked the railway line stopping the train carrying the waste from reaching its destination. Cousteau's environmental work, however, was not usually this dramatic, but it was highly respected and he was invited to the United Nations Earth Summit in Rio de Janeiro in 1992, where at a number of meetings he was the only non-head of state present. On his death in 1997, Ted Turner, the vice chairman of Time Warner television, voiced an opinion that many people shared: 'I think Captain Cousteau might be the father of the environmental movement.'

5E GRAMMAR Ellipsis

I can use devices to avoid repetition.

1 Match 1–6 with a–f and complete the sentences with an auxiliary or modal verb.

1 Do you ever miss your country? ☐
2 Have you ever heard The Streets play live? ☐
3 Don't forget to feed the cat this evening. ☐
4 Laura hasn't handed in her biology course work yet. ☐
5 Steve didn't take your cheque to the bank. ☐
6 The shops close early today. ☐

a Don't worry, I _____.
b Not now, but I _____ when I first got here.
c Oh, that's so annoying. He promised he _____.
d No, but my sister _____. She loved them.
e Yes, I know they _____.
f That's strange. She told me she _____.

2 Add the word *to* to the sentences where necessary.

1 You can decline the invitation if you prefer.
2 She got grade A in all her exams but she didn't expect.
3 You don't have to open the present now if you don't want.
4 You can meet us later if you'd like.
5 I meant to buy some stamps but I forgot.
6 He asked me to make a speech at his birthday party but I don't want.

3 Complete the dialogues with the words in the box. There are two that you don't need.

can't	can't have	do	has	must have	should	will	won't have

1 'Give me a shout if you need any help putting that shelf up.'
'Thanks, I _____.'
2 'All my friends' parents let them come home at whatever time they like.'
'Perhaps they _____, but you're not going to.'
3 'I saw Eddie in town today.'
'You _____. He's in Mallorca with his family.'
4 'I want you to babysit for Trudy this evening.'
'Why _____ I? Abi never gets asked to babysit!'
5 'I haven't received my invitation yet.'
'No-one _____. They still haven't been sent.'
6 'I could get Fergus this book for his birthday. Do you think he's read it?'
'No, he _____. It's only just come out.'

4 Complete the conversation between two friends at a concert. Use a reduced infinitive and a verb from the box in the correct form.

able	love	mean	not intend	not like	want

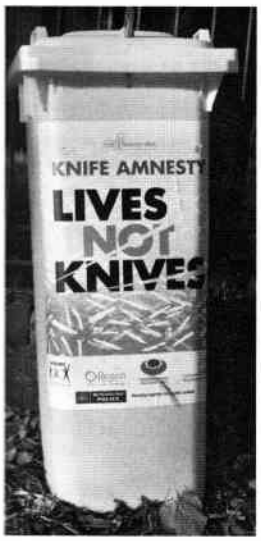
Matt Watch it! You've just spilt your drink all over me!
Jed Sorry, I [1] _____.
Matt Did you buy any of the merchandise they were selling by the entrance?
Jed I [2] _____ but it was ridiculously expensive.
Jed Come on! Let's go up to the stage at the front. You don't have to stay in your seat, you know.
Matt Don't worry, I [3] _____!
Jed Shall we see if we can get the singer's autograph at the end?
Matt No, I [4] _____. I'm too shy.
Matt They're playing at the Leeds festival next month. Why don't we go and watch them again?
Jed I [5] _____ but unfortunately, I [6] _____ because we're going on holiday the day before.

Extra Practice

5F SPEAKING Presentation

I can give a presentation.

1 **Look at the photos and answer the questions.**



1 Why do young people carry knives?
2 What do you think can be done to reduce knife crime?

2 11 **Read the exam question below and listen to the presentation. Which methods of dealing with teenage knife crime does the speaker think can work?**

> Are tougher prison sentences the most effective way to combat teenage knife crime?

a meetings between victims and criminals ☐
b a knife amnesty ☐
c imprisonment ☐
d educational workshops ☐
e meetings between people caught carrying a knife and those convicted of stabbing someone ☐

3 11 **Listen again and complete these phrases.**

1 many people would take a _____ _____ ☐
2 to my mind, that argument _____ _____ _____ ☐
3 it can also _____ _____ that for some criminals ... . ☐
4 But I entirely _____ the _____ that this is a useful strategy. ☐
5 I'd now like to _____ _____ some alternative solutions. ☐
6 I'd like to _____ the _____ I made earlier. ☐

4 **What is the function of each phrase in exercise 3? Write a, b, c or d next to the phrases.**

a changing the subject
b acknowledging an opposing view
c dismissing an opposing view
d referring to something said earlier

5 **Complete the phrases for structuring a presentation with the words in the box. There are some words that you don't need.**

> admit deny hand merit on to place regarding restate returning to with

1 I freely _____ that ... ☐
2 Moving _____ _____ my second argument, ☐
3 We can dismiss this argument out of _____ ☐
4 _____ to the issue about ... ☐
5 To _____ the main argument ... ☐
6 There is some _____ in the argument that ... ☐
7 I'll now turn _____ ... ☐

6 **Match each phrase in exercise 5 with the functions in exercise 4. Write a, b, c or d next to the phrases.**

7 **Imagine you are giving the following presentation.**

> Metal detectors should be installed at school gates to reduce knife crime. Do you agree or disagree? Present your opinion, giving arguments to support your view.

Decide which of these ideas are in favour of the statement and which are against. Tick (✓) or cross (✗).

- student privacy
- dangerous for teachers to search kids for knives
- all students scanned – no-one singled out
- most stabbings outside school gates, not in schools
- students can switch to non-metallic weapons
- cheaper than putting more police officers on the streets
- protects majority from violent minority
- everyone treated as potential criminal

8 **Choose two ideas that you agree with. Use them to write the first half of a presentation following the plan below. Include some phrases from exercises 4 and 5. If you are unsure of the word for something, don't use a dictionary, paraphrase instead.**

- First state your position in relation to the statement.
- Begin with your strongest argument.
- Acknowledge the opposing argument, then present a counter-argument, or reiterate your view.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Article: describing a person

I can write an article describing someone I admire.

Preparation

1 **Complete the essay with the correct form of the words in brackets.**

A modern day hero

A public figure who has made a huge difference to my world and that of millions of others is JK Rowling, author of the Harry Potter series. As I child, I was completely [1]_____ (captivate) by the imaginary universe that she created and even now, as a young adult, I find her books just as [2]_____ (compel).

In my opinion, she is an extremely [3]_____ (gift) writer, and even her critics can't deny the cultural impact she has had on society. She has inspired millions of children, who may otherwise be [4]_____ (interest) in reading, to pick up a thick book with a complex plot and read it avidly from cover to cover. This is no small [5]_____ (achieve) in the digital age we live in, where [6]_____ (literate) is on the decline.

As well as providing us with a form of escapism, her books contain strong messages about moral behaviour. They preach against violence and the struggle for power, symbolised by the evil Voldemort, and through the relationship between Harry and his friends they celebrate the values of self-sacrifice, [7]_____ (loyal) and [8]_____ (altruistic).

JK Rowling's own story is inspirational too. She managed to achieve success in the face of a series of misfortunes in the early part of her adult life. She lost her mother when she was young, her [9]_____ (marry) failed, she was a single parent living in poverty and on top of that, her writing was continually being turned down by publishers. It was only her sheer [10]_____ (courageous) and [11]_____ (determined) that got her through those tough times.

Apart from all of this, in recent years JK Rowling has become well-known for her [12]_____ (generosity) charitable contributions to a number of causes including combating [13]_____ (poor) and social [14]_____ (equal), and helping single-parent families.

JK Rowling has touched so many people on so many levels that she most definitely deserves to rank highly amongst those who have really made a difference to the world.

2 **Complete the sentences with the linkers in the box.**

along with	apart from	in addition to	to boot

1 As a colleague I found her cooperative, likeable, and highly competent _____.
2 _____ being academically brilliant, she's also very sporty.
3 It was his charm _____ his ability that got him the job.
4 _____ being talented, she is also altruistic.

3 **Think about a person who has made a difference to you or who has changed history (e.g. a campaigner, sportsperson, writer). Make notes in the paragraph plan below.**

Introduction: Say who he / she is and the impact he / she has had on you and others in the world

_____

_____

significant life events and achievements

_____

_____

character

_____

_____

how they have influenced you or others

_____

_____

_____

4 **Use your notes to write an academic essay about this person.**

Writing Guide

1 Think of a suitable title.
2 Consider who is going to read your essay and choose an appropriate style.
3 Select just a few key points and describe them clearly and vividly.

CHECK LIST

Have you:

- followed the paragraph plan?
- included linking words to join ideas together?
- used a variety of words to describe character?
- checked your work for mistakes?

Extra Practice

6 Dreams

A VOCABULARY AND LISTENING
Looking into the future

I can speculate and make predictions about the future.

Extension: synonyms of *predict*

1 Complete the dictionary definitions with the verbs in the box.

anticipate expect forecast project prophesy

1 _____ *say what you think will happen in the future, based on information and often using scientific methods*

2 _____ *(often formal) believe that something will happen or sb will do something*

3 _____ *believe that something will happen or sb will do something*

4 _____ *say what will happen in the future often using religious or magical powers*

5 _____ *(usually passive) estimate the size, cost or amount of sth in the future based on what is happening now*

2 Substitute the word *predict* in the sentences below with the most appropriate word from exercise 1 in the correct form.

1 More torrential rain is predicted for tonight.
_____

2 The exam was loads easier than I predicted.
_____

3 Unemployment is predicted to rise in the coming years.
_____

4 We don't predict further changes to the timetable.
_____

5 The wizard Merlin is said to have predicted that political struggle would lead to Britain's decline.
_____

3 Insert the words in the box into the sentences.

everything future his in myself on on position to to

1 I can't see myself getting married before I'm twenty-five.
2 He's set sights on becoming a commercial pilot.
3 I'm not pinning my hopes getting my driving test before next year.
4 I don't see my brother leaving home in the foreseeable.
5 At the moment I'm working improving my grades.
6 If I succeed getting a part-time job, I'll save up for a holiday.
7 If my plans come nothing, I'll have to rethink my aims.
8 He's determined have his own business.
9 It's hard to get into film directing but I'm going to give it I've got.
10 If I get a good degree I'll be in a better to earn a decent salary.

4 Complete the phrases for expressing doubt and uncertainty with the words in the box.

assuming difficult directions go guess suppose unlikely well

1 It's _____ to say, really ...
2 I don't _____ I'll ...
3 It's _____ that I'll ...
4 _____ that ...
5 I may _____ ...
6 It's anyone's _____ what ...
7 I could _____ in a number of _____.

CHALLENGE!

Complete the quotations using the correct future tense of the verb in brackets. Some sentences may be passive.

1 After all is said and done, a lot more _____ than done. Anonymous (say)
2 We've got to have a dream if we _____ a dream come true. Denis Waitley (make)
3 In the future everyone _____ famous for fifteen minutes. Andy Warhol (be)
4 What may be done at any time _____ at no time. Scottish proverb (do)
5 Gather ye rosebuds while ye may, Old Time is still a-flying: And this same flower that smiles to-day To-morrow _____. Robert Herrick (die)

6B REAL ENGLISH The meaning of dreams

I can talk about the significance of dreams.

1 **What do you think these three common dreams symbolise?**

1 Losing teeth _____
2 Flying _____
3 Being chased _____

2 **Choose the correct option to complete the interpretations given by the Association for the Study of Dreams. Do they confirm your ideas?**

Losing teeth

Teeth represent power. You use them to bite things [1]**off / out** and break them [2]**down / out**. They make up a distinct part of your appearance, so the fear of your teeth falling [3]**off / out** or breaking [4]**down / off** signifies a fear of losing control. If you are above a certain age, it may also represent a fear that age is creeping [5]**down / up** on you.

Flying

Taking [6]**off / over** and cruising contentedly and with ease suggests power and freedom and may symbolise the fact that you've worked [7]**out / over** a solution to a difficulty in your life. However, if you are struggling to keep [8]**on / up** flying it indicates a lack of ability to control your personal circumstances.

Being chased

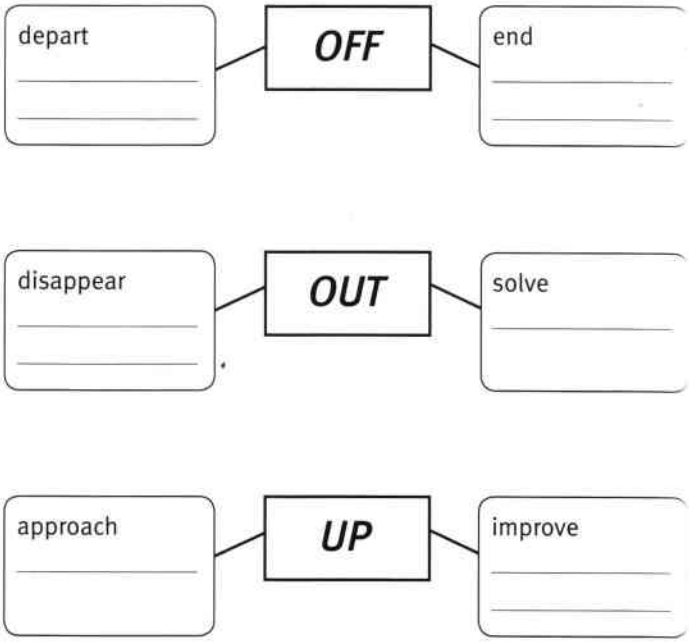
This is the most common dream of all. Running [9]**off / out** while being pursued symbolises your way of coping with stress. The attacker represents someone who is picking [10]**off / on** you or making you feel threatened in some way. It may not be a person, but an event. It could even be a part of yourself, your feelings of anger or jealousy which take on the form of a threatening figure. It is also the case that this dream can be a way of playing [11]**back / up** an actual event in your life.

3 **Complete the sentences with the correct form of the verbs in the box.**

brighten brush clear come die log make phase sign sort

1 A thief, posing as a shopper, _____ off with two diamond rings.
2 I've _____ out the problem I had with my MP3 player.
3 I like the new colour you've painted the sitting room. It really _____ it up.
4 Many species have _____ out as a result of rainforest destruction.
5 She _____ up to me and asked me to dance.
6 The Australian government has _____ out traditional energy-wasting light bulbs.
7 The security guard told the trespassers to _____ off.
8 I need to _____ up on my Spanish before I go to Argentina.
9 We often _____ off a formal letter with *Yours sincerely*.
10 She's forgotten to _____ off from her e-mail account.

4 **Complete the diagram with phrasal verbs from exercise 3 that have a similar meaning to the verbs in the boxes.**



CULTURE

6C The European dream?

I can understand and react to an article about an EU initiative.

Revision: Student's Book page 61

1 Complete the sentences with the words in the box.

citizens	commission	conflict	legislation
minister	policy	state	tangible

1 The _____ between the two countries should be settled by diplomatic means, not fighting.
2 The _____ of foreign affairs is meeting the Prime Minister today.
3 The EU immigration _____ will look at the effects of migration between member states.
4 The government's _____ on unemployment has not had a great effect.
5 The EU is going to propose _____ to control the use of arms in member states.
6 _____ are asked to actively participate in the EU by voting in the next elections.
7 National security is controlled by each individual _____ of the EU.
8 There have been no _____ results from the EU's economic strategy yet.

2 Read the text, ignoring the gaps. In what way is the Erasmus programme based on Erasmus's experiences?

_____

European studies

Who hasn't dreamed [1]_____ living abroad for a while? The chance to learn a new language, a different approach to life and to [2]_____ new friends; it sounds like an attractive proposition. At least that's what a Dutch student from Rotterdam thought. Set on travelling and learning as much [3]_____ possible, he studied at the Collège de Montaigu in Paris before moving on to the University of Cambridge, impressing his professors [4]_____ much that they even suggested that he should stay and teach. The student, [5]_____, was determined to leave and set off for the University of Turin in Italy. Obviously, a wealthy student you might think. Well no, the student in question was a poor orphan called Erasmus, travelling between the years of 1495 and 1506.

Students today aren't [6]_____ a position to tour European centres of learning. Nonetheless, if they really want to emulate Erasmus, at [7]_____ to a certain degree, help is at hand. The European Union's Erasmus programme, named after the humanist and theologian we met above, aims to promote cooperation between European students and institutions [8]_____ higher education. The programme provides students [9]_____ the opportunity of spending a minimum of three months at a university in another European country. And perhaps in recognition of Erasmus' poverty-stricken days, today's students do not have to pay anything to the host university and can apply to their national Erasmus agency [10]_____ a grant.

In Britain the British Council is responsible [11]_____ running the programme and its website outlines the benefits of participating. Somewhat surprisingly for a nation not renowned for its linguistic skills, learning a language is top of the list. A survey by the British National Centre for Languages revealed that the linguistic skills [12]_____ in demand by UK businesses were the major European languages, closely followed by Eastern European languages, Chinese, Japanese, Russian and Arabic.

However, Erasmus is more [13]_____ just a chance to acquire language skills. Danielle Anderson, a history student from Greenwich University in London, not only learnt Polish during her time in Krakow, but [14]_____ enjoyed discovering a new way of life. As well as broadening her horizons, the experience allowed her to make lifelong friends and become more confident. It also turned her [15]_____ a big fan of Krakow's café culture. Erasmus would have been pleased!

3 Complete the text with suitable words.

4 Read the text again. Answer the questions.

1 What was the result of Erasmus' studies at the University of Cambridge?

_____

2 What are the objectives of the Erasmus programme?

_____

3 How does the programme try to remedy one of the problems Erasmus had?

_____

4 What are the British considered to be poor at?

_____

5 How did Danielle Anderson benefit from her stay in Krakow?

_____

5 Find words or phrases in the text which match these definitions.

1 suggestion (paragraph 1) _____
2 try to be like someone (paragraph 2) _____
3 showing the effect of being poor (paragraph 2) _____
4 an organisation that arranges things (paragraph 2) _____
5 famed for doing something (paragraph 3) _____
6 obtain something (paragraph 4) _____

6D READING Sweet dreams?

I can understand and react to an article about the meaning of dreams.

Revision: Student's Book page 62–63

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

back catch cry deep feign lose lull patterns

1 After the exams you can _____ up on your sleep and stay in bed all weekend.
2 Eating a lot late at night can affect your sleep _____ and cause a restless night.
3 When I was a child I _____ myself to sleep when my cat was run over.
4 I _____ my son to sleep by telling him a story.
5 I _____ a lot of sleep after we'd been burgled. I just lay awake listening for strange sounds.
6 She woke up briefly but soon fell _____ to sleep.
7 He _____ sleep until his parents had gone to bed and then he started texting his classmates.
8 I started watching a DVD but I quickly fell into a _____ sleep.

2 Read the article quickly. Which sentence best summarises the conclusions of the studies on people's dreams?

A Dreaming is a very personal experience and our dreams rarely coincide with the dreams of others.
B Most of the people on the planet dream about similar things, and those dreams tend to be more negative than positive.
C People's sex and age has a great influence on their dreams, but older people usually dream more frequently.

3 Answer the questions.

1 Why do we remember some dreams?
_____
2 What examples are given to show that various cultures have taken dreams seriously?
_____
3 What has scientific study failed to discover?
_____
4 What does the dreaming mind accept?
_____
5 What did Calvin S. Hall study before arriving at his conclusions about dreams?
_____
6 What difference did Hall discover between American and Dutch men's dreams?
_____
7 What everyday situations occur in our dreams?
_____
8 How do our daily lives influence our dreams?
_____

4 Find words or phrases in the text which match these definitions.

1 remember something from the past (paragraph 2) _____
2 try to find or obtain something (paragraph 2) _____
3 try hard (paragraph 2) _____
4 something that is made known, that was unknown before (paragraph 2) _____
5 created by a person whose name is unknown (paragraph 4) _____
6 great or sudden (paragraph 4) _____
7 run after someone in order to catch them (paragraph 5) _____
8 happening at night (paragraph 6) _____

CHALLENGE!

Research and write a paragraph about the significance given to dreams in other cultures, e.g. by the aborigines in Australia or the Native Americans in the USA.

_____

Sweet dreams?

1 Did you have a dream last night? Or perhaps it was a nightmare? The answer is almost certainly 'yes', but don't worry if you can't remember what you dreamed about, because research has shown that we forget approximately 95% of all our dreams upon waking. However, whether we remember them or not, on average we spend about two hours every night dreaming, meaning that six years of our lives are spent in a dream state.

2 Despite our poor memories when it comes to recalling dreams, there are some that we do remember, often because of their strange or disturbing content. It is then that we begin to wonder about their meaning and we start seeking answers. This is a perfectly natural response and throughout history people have endeavoured to interpret the meaning of dreams. Some cultures have seen them as messages from God, and the Bible presents lots of dreams as examples of the revelation of God's will. Other cultures such as the Greeks encouraged sick people to sleep in sacred temples in the hope of receiving a 'curing dream' from the gods whilst they rested. And at the turn of the twentieth century psychiatrists such as Sigmund Freud and Carl Jung claimed that dreams were a link between the conscious and subconscious parts of the mind.

3 Today, dreams are the subject of frequent scientific study and the Internet is full of pages where you can find common dreams interpreted, but the truth of the matter is that we still don't really know why we dream. However, research has been able to show that our dreams have similar characteristics. In a study by the American psychiatrist and dream researcher J. Allan Hobson, five common dream characteristics were identified. He found that dreams often involve strong emotions and unusual sensations such as falling. He discovered that they are illogical and mix up time, people and places but are accepted by the dreaming mind no matter how strange they are. Finally, and this won't come as a surprise to anybody, he saw that dreams are quickly forgotten by most people.

4 In another study by the American psychologist Calvin S. Hall which was carried out during a forty-year period, over 50,000 'dream reports' from children, university students and adults from all around the world were collected. His collaborators were asked to write anonymous dream diaries as soon as they woke up; some of them were completed over decades. From this material Hall was able to draw some interesting conclusions about dreams. In the first place, people from very different places around the world generally have similar dream experiences. The most frequently experienced emotion in dreams was anxiety, and negative feelings were more common in dreams than positive ones. However, when it came to extremely strong emotions, there were sharp differences, with 50% of American men experiencing aggression in dreams compared to only 32% of Dutch men.

5 Hall also discovered that the world tends to dream about the same things. Situations related to school, work and family life were frequent as were physical experiences such as falling, being chased, not being able to move and having your teeth pulled out. Other universal dreams included falling in love with people you hardly know, embarrassing moments and arriving late for events. However, while Hall found that we dream about the same things, he also came to the conclusion that what we dream about is greatly influenced by what is going on in our waking lives. Personal recent experiences were often incorporated into people's dreams and after analysing the diaries recorded over years and, in some cases, decades, Hall found that the changes in the content of people's dreams matched the changes that occurred in their waking lives.

6 So while the scientific world is still unsure about the purpose of dreams, a large body of research has managed to remove some of the mystery from dreaming. It would seem that most of us are having very similar nocturnal experiences but despite that people around the world will continue to find a wide range of different interpretations for them.

6E GRAMMAR Reporting structures

I can report direct speech in a variety of ways.

1 Match the sentences with a reporting verb and rewrite them using reported speech.

1 'Well done for getting such good grades in your exams.' [a]
2 'Please, please don't leave me here alone.' [ ]
3 'If your bill is not paid within seven days, your line will be disconnected.' [ ]
4 'You lied to me!' [ ]
5 'Sorry I put my foot in it yesterday.' [ ]
6 'Take the bus. It's the best way to get there.' [ ]
7 'Don't stroke the dog as he can be vicious.' [ ]
8 'I didn't take your wallet on purpose.' [ ]

a Sue **congratulated** me on getting such good grades in my exams.

b The phone company **threatened** _____

c Phoebe **apologised** _____

d Daniel **recommended** _____

e Kate **begged** _____

f Jack **accused** _____

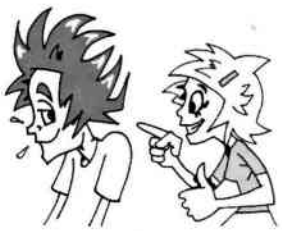
g Liam **claimed** _____

h Marcus **warned** _____

2 Report the comments without using the precise words that were spoken. Use the words in brackets and the verbs in the box.

boast compliment confirm decline enquire express

1 'I love the new hairstyle, James.'
Natalie _____
(on)



2 'Are you still happy to come round and help me fix my scooter, Nigel?' 'My word is my promise, Angela.'
Nigel _____.
(willingness)

3 'How are you feeling today, Liz?'
Jamie _____.
(health)

4 'I'm so sorry I broke your car mirror, Mrs Jones.'
Martin _____
(apologies)

5 'Would you like come and eat with us this evening?' 'I'm afraid I can't, Steve. I'm going out with Lucy.'
Rachel _____
(invitation)

6 'I would say I'm probably the fastest runner in the class, if not the school.'
Robin _____
(ability)

3 Complete the sentences with the adverbs in the box.

callously defiantly resignedly sarcastically sharply sympathetically

1 'If he feels hurt, it's his problem.' Helen said _____.
2 'Ah, it's miserable when you have toothache, isn't it? I hope you feel better soon. ' Monica said _____.
3 'Thanks, Theo. It was really kind of you to spread that rumour about me,' Lydia said _____.
4 'Stop interrogating me,' Michael said _____.
5 'I'm not going to school and nobody can make me!' Jade said _____.
6 'I'm afraid we have no choice other than to wait here until someone rescues us,' Joe said _____.

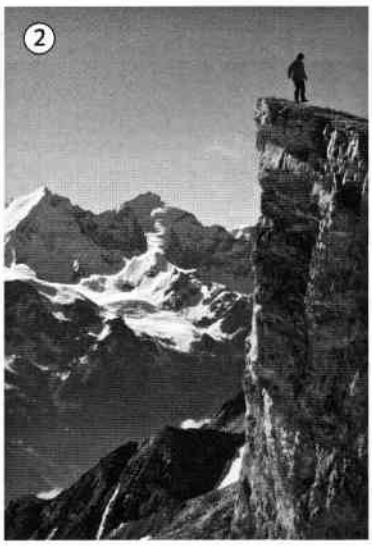
Extra Practice

6F SPEAKING Photo comparison

I can compare, contrast and react to a photo.

1 Choose the correct word to complete the expressions.

1 I was **on top of** / **over** the moon.
2 I was thrilled to **bits** / **the skies**.
3 I felt as if I was **flying through** / **walking on** air.
4 I was jumping for **joy** / **joyfulness**.
5 It was a dream **come** / **coming** true.
6 It was such **honour** / **an honour**.
7 I was on top of the **earth** / **world**.
8 I couldn't **believe** / **believe in** my luck.



2 Look at the photos. What is remarkable about what they have achieved?

Photo 1 _____

Photo 2 _____

3 Read the task and list the reasons why people undertake these kinds of challenge.

> These photos show people who have achieved a lifelong dream. Say what you think motivated them, and which of the two faced the most challenges along the way.

Photo 1	Photo 2
_____	_____
_____	_____
_____	_____

4 12 **Listen to a student answering the first part of the task. Which of your ideas were mentioned?**

5 12 **Complete the phrases below then listen again and check.**

Identifying a particular person or thing

1 In the _____ of the climber, he is clearly ...
2 As _____ the woman, she appears to be ...

Taking something into consideration

3 _____ her age, it's quite possible that she missed out on a university education

6 Complete the sentences with the phrases for concession and counter-argument in the box.

granted	having said that	much as	though	yet

1 He's played well throughout the championship. I'd be surprised if he won it _____.
2 I'm enjoying my university course. _____, I'll be pleased when it's finished.
3 His business is phenomenally successful, _____ he doesn't seem completely fulfilled.
4 _____ I'd love to run a marathon, I don't think I'm fit enough.
5 _____, mastering a language is a slow process, but you'll get there in the end.

7 Write the second part of the description describing which of the two faced the most challenges and why. Use conjunctions from exercise 6.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

8 13 **Listen to the second part of the task. How similar is it to what you wrote?**

6G WRITING Story-writing

I can write a story.

Preparation

1 Write the adjectives in the correct place.

1 a tall woman — strange-looking / old

2 a long road — dark / country

3 dishevelled hair — grey / long

4 a spooky house — stone / old

2 Write the words in the correct order.

1 all / came / to / the / a / train / of / a / halt / sudden

2 we / had / noticed / that / the / had / been / so / deep / in / even / other / passengers / got / conversation / we / hadn't / off

3 realised / gradually / that / we / in / the / we / middle / were / of / nowhere

4 we / coverage / discovered / mobile / phone / horror / that / there / was / to / our / no

3 Write a story about a dream. The first part of the dream is shown in the pictures. Invent your own ending.

Writing Guide

Introduction Use the first picture to set the scene. Who were you with? Where had you been? Where were you going? What were you talking about?

Middle paragraph(s) Use pictures 2–5 to describe what happened next. Use direct speech to describe the conversations. Refer to exercises 1 and 2 for ideas or think of your own.

Final paragraph Use your imagination to write what happened at the end. Finish with the words 'And then I woke up. It had all been a dream.'

Check List

Have you:

- used adverbs and adverb phrases?
- used direct speech with a variety of reporting verbs and correct punctuation?
- used a variety of adjectives and put them in the correct order?
- checked your work for mistakes?

EXAM TASK – Reading

Read the book reviews. Answer questions 1–8 by choosing from reviews A–D.

A *All About Dreams* by Patricia Hogan

I've been fascinated by dreams since I was a child and I've read books of all sorts on the subject. This one is really good. It's certainly not mystic, and doesn't require a PhD from Yale to grasp. The author presents a strikingly comprehensive account of the subject – from an engrossing survey of dream history to the fascinating ways in which modern science, arts and economics use dream interpretation. This really is the place to start.
My only reservation would be the frequent references to her other books. This seems like a promotional device rather than helpful cross-reference.

B *The Art of Dreaming* by Kathleen Begley

A practical guide to using the power of dreams to improve your waking life from a recognised dream psychologist. This book is a little like a self-help seminar or a stirring speech. Filled with fascinating case studies and provocative ideas, it offers a method of tapping into the metaphorical logic of your dreams and explains how dreams can be a crucial resource for self-knowledge, problem-solving and creativity. Though it is geared primarily towards business people, a more general audience could benefit from Begley's call to realise the potential of our dreaming minds.

C *Dreaming* by Carla Perlstein

Many books on dreaming fall into the silly, infantile horoscope or pop-psychology interpretation category. At last, here is an informative and extremely insightful exposition of this most fascinating topic. Perlstein's background in psychology gives her the capacity to set a scholarly framework for the subject she presents. This would be the death of the book if it wasn't for the author's uncommonly good sense and sparkling prose. I give this book to therapy clients to help them gain an insight into the processes and issues they experience.

D *New Methods of Dream Interpretation* by Laura Finch

This book was recommended to me as a guide on lucid dreaming. Compared with other books I've read, it does contain some general truths and there is enough here to keep you turning the pages. But readers of this book should compare the content with other perspectives, such as *Dreaming* by Carla Perlstein. *New Methods* is probably the least advisable place to start as far as Finch's books go. All in all it marks a disappointing dip in form.

According to the reviewer, which book ...

1 shows how people can make their day-to-day existence better? ____
2 is not as good as others by the same author? ____
3 includes many real-life examples? ____
4 provides an extremely good introduction to the topic? ____
5 owes its success to its author's writing style? ____
6 was written with a particular reader in mind? ____
7 is useful for people receiving treatment? ____
8 can read like a marketing tool? ____

EXAM TASK – Use of English

Complete the sentences with the correct forms of the words in brackets.

1 Seeing that he was greatly outnumbered by the enemy, the sergeant called his superiors to ask for _____ (FORCE).
2 From time _____ (MEMORY) people have believed that our dreams can carry important messages.
3 Scientists are examining exactly how much damage sleep _____ (DEPRIVE) can cause to people of different ages.
4 Unfortunately, many parents find persuading their child to give up smoking is like fighting a _____ (LOSE) battle and they stop trying all too soon.
5 Stonehenge is an important part of Britain's national _____ (INHERIT).
6 Many adventurers lost their lives searching for Mayan temples in their hope of finding _____ (TELL) riches.

EXAM TASK – Listening

14 **You will hear four people talking about Janusz Korczak, a famous children's author and educationalist. Match speakers 1–4 to sentences A–E. There is one extra sentence which you do not need to use.**

A Korczak's ideas were noble but their implementation was unrealistic.

B Korczak's teaching methods were unconventional and effective.

C Korczak's books inspired me to choose the teaching profession.

D Implementing Korczak's ideas would improve the teacher-student relationship.

E People working in schools and courts should learn more about Korczak's ideas.

speaker 1		speaker 3	
speaker 2		speaker 4	

PREPARATION: Writing

Use the Writing Bank on page 107 to help you.

EXAM TASK – Writing

Choose one of the writing tasks below and write 200–250 words.

1 Your school magazine is running a short story writing competition and will publish the winning entry. You are invited to write a short story about an unusual event starting with the words: 'She never believed her dreams would come true'. In your story, you should:
- start with an introduction which will encourage your reader to carry on reading
- use an appropriate style to maintain the reader's attention
- structure the story appropriately.

2 You and your friends love music and you want to spend a weekend together. Write a letter to them in which you describe the kind of music you like and make suggestions for how to spend the weekend. In your letter, you should:
- open the letter appropriately
- describe the music you prefer
- make suggestions about the weekend
- end the letter appropriately.

PREPARATION: Speaking

Use the Functions Bank on page 102 to help you.

EXAM TASK – Speaking

Part 2: Sustained long turn

Task 1: These two pictures show people fighting for something. Compare and contrast them and say why you think people do such things.

These ideas may help you:
- people's motivation/reasons
- consequences/results of our actions
- characteristics of people doing these activities

Task 2: Read the statements below. Choose one and get ready to present and discuss it.

1 'Keep your friends close and your enemies even closer.' How do you understand this proverb?

2 'To have a dream is to have a goal.' To what extent do you agree?

These ideas may help you:
- Do you agree/disagree with the statement? Why?
- *Can you add examples and/or talk about your personal experience?*

7 Journeys

A VOCABULARY AND LISTENING
Travelling about

I can talk about different kinds of travel and journeys.

1 Choose the correct word to complete the sentences.

1 Columbus went on a **voyage** / **pilgrimage** to discover America.
2 Tomorrow we're going on a family **outing** / **journey** to the south coast.
3 Six million people make the **pilgrimage** / **expedition** to the shrine at Lourdes every year.
4 We had a weekend **break** / **trip** in Amsterdam.
5 I'm looking forward to our **trip** / **journey** to Naples next month.
6 How long was the **journey** / **voyage** between London and Liverpool?
7 He went on **an expedition** / **a break** to the Welsh coast to study the geology there.
8 He kept a diary of his **travels** / **excursion** round South East Asia.

2 Solve the anagrams to make informal equivalents.

1	very crowded	hanegvi	_____
2	exhausted	stetdhrea	_____
3	complain	ewnghi	_____
4	food	ugbr	_____
5	rain heavily	cbuetk ndwo	_____
6	sell	lofg	_____

3 Match the verbs in the box with the definitions.

hold up	put up	show round	stop by	touch down

1 _____: be a guide for someone
2 _____: delay
3 _____: land
4 _____: let sb stay at your home
5 _____: make a short visit somewhere

●●●●● Extension: phrasal verbs with *run* and *walk*; synonyms for *walk*

4 Rewrite the sentences using the phrasal verbs in the box. There are two more than you need.

run into sb	run out of	run sb down	run sth by sb
walk all over sb	walk in on sb	walk off	walk out on sb

1 I'm not going to let her treat me badly like that without considering my feelings!
_____
2 I met Harry by chance on my way here.
_____
3 Can I tell you about my ideas for Charlotte's present to see what you think?
_____
4 Don't just leave the room while I'm talking to you!
_____
5 Oh no! The there's no ink left in the printer!
_____
6 Simon's been inconsolable since Maria suddenly left him last week.
_____

5 Label the pictures with a verb from the box. There are more verbs than you need.

creep	march	plod	tiptoe	stagger	stroll
strut	stumble	trudge			

1
_____

4
_____

2
_____

5
_____

3
_____

6
_____

7B REAL ENGLISH The travel bug

I can talk about the reasons people go on holiday.

1 15 **Listen to two people talking about places they would like to visit. Which of the reasons below does each speaker mention? Write the numbers.**

Fiona _____

1 history
2 wildlife
3 improving language skills
4 atmosphere

Bobby _____

5 landscape
6 meeting people
7 food
8 outdoor activities

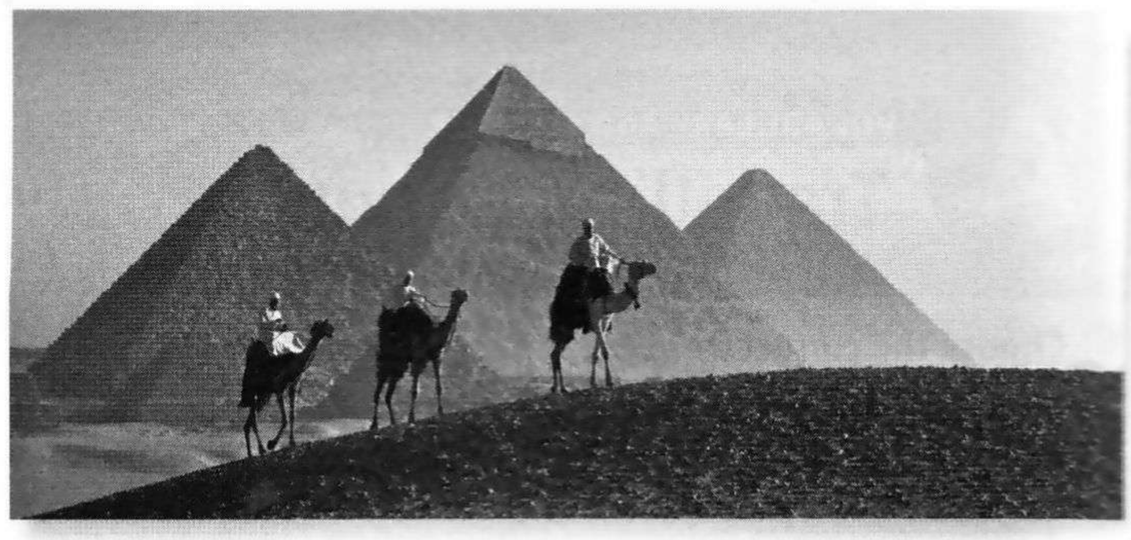
2 15 **Listen again and complete the excerpts.**

1 ... it would be brilliant _____ it _____-hand.
2 Can you imagine how _____ it must have been _____ it from the air?
3 The ride must have been expensive but _____ _____ doing.
4 It would be so _____ _____ pulled down a mountain ...
5 It would be _____ scary coming _____ _____ _____ with a grizzly ...
6 ... the other thing which _____ _____ appeals ...

3 **Complete the sentences with words from A and verbs from B in the *-ing* form.**

A	B
amazing	bring
pain	go
pointless	not have
thought	ride
uncomfortable	see
worth	spend

1 It's not _____ _____ skiing in April. Most of the snow will have melted.
2 I can't bear the _____ of _____ twelve hours on an aeroplane.
3 It was _____ _____ all the colourful fish when we went snorkelling.
4 It was _____ _____ sunglasses. We haven't seen the sun all holiday.
5 It's a bit of a _____ _____ _____ mobile phone coverage here.
6 It was really _____ _____ on a camel.



4 **Complete the dialogue with the expressions in the box.**

a bit of a	in a way	just kind of	one way or another
something like that	sort of	that kind of thing	

Joe I was just thinking about our trip to Barcelona tomorrow. How will we get from the airport to the city centre? We're getting in pretty late, you know, two in the morning, or [1]_____.

Sam That's fine. We can jump on a bus. And if the buses aren't running, well, we'll get there [2]_____.

Joe And what about dinner? We'll be starving.

Sam Oh, we can have a plate of ham or cheese or [3]_____.

Joe Hmm. And what about accommodation?

Sam If we don't get a room in a hostel we can just hang out in a few bars till the morning.

Joe It'll be [4]_____ nightmare lugging our bags round with us. Anyway, will they be open all night?

Sam Come on! This is the city that never sleeps! What's the matter, mate? You're looking [5]_____ worried.

Joe I don't know. [6]_____ I [7]_____ wish we'd got a bit more organised.

Sam Ah, chill out, man! It's all going to be fine.

5 **Answer questions about yourself using vague language from exercise 4.**

1 What's your idea of a perfect weekend away?

_____

2 What do you normally do when you first arrive at a holiday destination?

_____

3 What kind of music do you tend to listen to while you're relaxing on holiday?

_____

4 What do you tend to do in the evenings when you're on holiday?

_____

Early migration to Australia

I can understand and react to an article about migration.

Revision: Student's Book page 72

1 **Complete the sentences with the words in the box.**

breakthrough	comeback	downfall	make-up
outbreak	outlook	takeover	uprising

1 The _____ for the economy is poor for the next year.
2 His mistakes in defending the country led to the president's _____.
3 The _____ of the population in any country is usually a mixture of successive groups of immigrants.
4 The _____ of the company was achieved with the bank's help.
5 There was a _____ in negotiations when both sides agreed to pull out their troops.
6 The Indian _____ against British rule led by Gandhi was mostly peaceful.
7 The former president is hoping to make a _____ and win the next election.
8 With the _____ of fighting thousands of people tried to leave the country.

2 **Read the text quickly, ignoring the gaps. Who were the first immigrants to Australia and what did the British expect them to do?**

_____

3 **Complete the text. Use the words in brackets in the correct form.**

4 **Read the text. Answer the questions.**

1 Why is Australia Day important for Australians?

_____

2 What was deportation?

_____

3 Why were penal colonies popular with the British?

_____

4 What did Captain Philip realise about the landing site?

_____

5 Why was 3 June 1790 an important date for the convicts already in Australia?

_____

5 **Find words or phrases in the text which match these definitions.**

1 worry or fear (paragraph 1) _____
2 difficult to live in (paragraph 2) _____
3 a place a group of people have built to live in (paragraph 2) _____
4 establish (paragraph 3) _____
5 come to an end (paragraph 3) _____

Early migration to Australia

26 January 1788 is a very important date in the history of Australia. It is [1]_____ (know) as Australia Day and commemorates the [2]_____ (arrive) of eleven ships to the state of New South Wales, carrying the first immigrants from Great Britain. However, the passengers on board did not experience the usual emotions of excitement and [3]_____ (apprehend) of new immigrants as they approached their new home. In fact, most of them had good reason to be [4]_____ (worry) because they were being sent to the world's [5]_____ (big) prison. Deportation to Australia was the price they had to pay for the crimes they had committed in Britain.

The British had already used penal colonies in America but American independence meant they needed a new destination for prisoners and Australia [6]_____ (choose). The British considered deportation to penal colonies [7]_____ (use) for two reasons: in the first place they were far away and situated in harsh territory, therefore [8]_____ (make) escape almost impossible. Secondly, the convicts provided free labour and were forced to set about building settlements that could then be used by later waves of immigrants. However, on this occasion the British plans nearly went wrong.

From the very [9]_____ (begin) the new arrivals had problems. Captain Arthur Philip, the officer in charge of the colony, soon realised that the land where they had landed was [10]_____ (suit) for agriculture. What's more, what land could be used for growing crops was [11]_____ (poor) farmed as none of the convicts had any farming experience. So hardly had they set up the colony, when there was a desperate [12]_____ (short) of food as the supplies that had arrived with them ran out.

Building somewhere to live also proved a problem. The trees on the coast were incredibly hard and the immigrants had only been given a few tools of poor quality. After only eighteen months in their new 'home' they were close to [13]_____ (starve), without a roof over their heads and without a ship to take them to [14]_____ (safe). The situation was desperate. Fortunately, on 3 June 1790 ships carrying 225 female convicts and food and tools came to the rescue, saving the settlers from certain death. Thanks to the new convicts and supplies the colony began to steadily grow and before long they started to lay the [15]_____ (found) of one of the world's most famous cities: Sydney.

Time travel

I can understand and react to an article about time travel.

Revision: Student's Book page 74–75

1 Choose the correct word to complete the sentences.

1 You should go and see Spielberg's new science fiction film if you get the **possibility / opportunity**.
2 Time travel seems unlikely but some scientists are still considering its **possibility / opportunity**.
3 Her hard work has **borne / born** fruit and she has been accepted as an astronaut.
4 HG Wells was **borne / born** near London in 1886.
5 He was driving **excessively / exceedingly** fast and nearly killed us all!
6 I was alone ill in hospital when I was abroad but the nurses were **excessively / exceedingly** kind to me.
7 What can we **imply / infer** from man's constant wish to know about the future?
8 She hasn't read the book which might **imply / infer** that she's not really interested in it.
9 Raymond Bradbury's *Fahrenheit 451* is a **classical / classic** futurist novel warning us about dangers to come.
10 We can learn a lot from **classical / classic** authors like the Greeks and the Romans.
11 Selling their house for less than it cost was an **unreasonable / irrational** decision.
12 I think it's **unreasonable / irrational** to expect me to work all night.

2 Read the article. Which books and films were created by these writers and directors?

1 Steven Spielberg _____
2 George Orwell _____
3 The Wachowski brothers _____
4 HG Wells _____
5 Aldous Huxley _____
6 Howard Hawks _____

3 Read the article again. Are the sentences true or false? Write T or F. Underline the sentences which give evidence for your answers.

1 Most fictional future societies are usually dangerous. ____
2 The scientific discoveries of the nineteenth century were welcomed by everybody as they represented the possibility of more individual freedom. ____
3 Aldous Huxley worried about the potential for science to take over natural processes and to take the organisation of society to extremes. ____
4 Orwell's novel was a criticism of the totalitarian states that existed in the 1930s and 1940s. ____
5 Novels tended to portray a bleaker vision of the future than TV and cinema. ____
6 Hollywood used aliens to represent the citizens of the 'free world' in their fight to defend their way of life. ____
7 Science fiction in the cinema has regularly presented future worlds where people live freely and peacefully. ____
8 Modern science fiction suggests that our enemies may well be among us. ____

4 Find words or phrases in the text which match these definitions.

1 causing anxiety and dissatisfaction (paragraph 1) _____
2 the effect something will have in the future (paragraph 2) _____
3 expressed or explained your thoughts clearly in words (paragraph 2) _____
4 everywhere (paragraph 3) _____
5 unpleasant (paragraph 3) _____
6 impossible to make less angry (paragraph 5) _____

CHALLENGE!

Write about a futuristic novel or film that you have enjoyed. When was it written or released? What is it about? Do you think it has any relation to the time it was written or made in?

_____

THE FUTURE IS HERE!

(1) Although time travel is still a theory and a long way from becoming reality, literature and the cinema do give us the chance to experience scientific progress as if we were sitting in HG Wells' famous time machine. And just as Wells' time traveller discovered a disquieting future, most of the societies that fiction presents us with are also frightening. But are these dangerous societies really representing an image of the future or are they commenting on the present?

(2) Although time travel is still a theory and a long way from Man has always speculated about what might happen, but it was in the nineteenth century that writers like Wells started to use the novel form to speculate in depth about what the consequences of the great scientific and industrial developments of the time would be. People were genuinely frightened about the implications of scientific discoveries falling into the hands of the wrong people and novels like Wells' *The Invisible Man* perfectly articulated this fear. This fear of the new continued into the twentieth century and was further compounded by the changing world order. The immense power of the USA and Russia, power that no country had ever possessed before, led visionary writers such as Aldous Huxley to predict the control of people by the state through the use of up-to-date technology. In Huxley's *Brave New World* families are a thing of the past and the world state creates children in laboratories, where scientific techniques that resemble genetic engineering divide embryos into predetermined social groups. In Huxley's vision, science is primarily used to control people.

(3) The Second World War also provided plenty of material for depressing visions. George Orwell wrote *1984*, a novel that portrays a future one-party state where everyone is monitored by omnipresent telescreens. The presence of the telescreens is only outnumbered by enormous posters of the one-party state's leader, Big Brother. The main character of the novel, Winston Smith, works for the government at the Ministry of Truth, where they are producing a new language, Newspeak, which will restrict people's capacity to think for themselves. Orwell's grim futuristic novel was really a commentary on the terrible consequences of fascism and communism that swept across Europe during the 1930s and 1940s.

(4) After the Second World War television and the cinema started to produce their own futuristic visions of the world, and while they may not have always been as negative as the novelists, they tended to portray peace-loving democratic societies under attack from totalitarian regimes that wanted to exploit them. However, the enemies depicted in these films were not humans; they were aliens from outer space. Whilst not claiming to offer the same visionary insight on contemporary society's problems as the aforementioned novels, Hollywood directors were clearly aware of the new world order in the fifties, and films like *The Invasion of the Bodysnatchers*, where small town America is infiltrated by aliens, and *The Thing from Another World*, where the famous film-maker Howard Hawks showed an alien force attacking an American base in the Arctic, were a reflection of American fears of the Soviet Union and communism.

(5) However, as relations between the world's two most powerful countries of the period began to improve in the late 1970s, the aliens from outer space began a transformation that saw them go from implacable enemies to potential friends. Director Steven Spielberg led the way in this change, giving the world the mysterious but friendly aliens in *Close Encounters of the Third Kind* released in 1977 and the loveable *ET*, which was first screened in 1982. As Russia and Eastern Europe started to move towards democracy and relations between them to improve, both these films seemed to suggest that a better world was possible. They are both rare examples of science fiction offering images of a potentially better future.

(6) So what does science fiction tell us about the world we live in today? The danger, it seems, no longer comes from outer space. In today's globalised world, national boundaries are easier to cross than ever before. The explosion in communications technology means we can all be in permanent contact 24 hours a day and the fear of terrorism is present wherever we go. Today's futuristic films such as the *Matrix* series by the Wachowski brothers reflect all this, presenting worlds where there are no clear distinctions. The enemy, if you can find it, could be in your city, your company, your home, your computer or it could even be ... in you!

7E GRAMMAR Adding emphasis

I can use a variety of structures to add emphasis.

1 **Read the text. Do you think the system would work in a city? Why? / Why not?** _____

_____

DRIVERLESS TAXIS – THE FUTURE OF PUBLIC TRANSPORT?

The idea of driverless cabs may sound like the stuff of science fiction but PRT (Personal Rapid Transport) could soon become a transport reality. A Bristol-based company, ATS, has developed a system of pod-shaped vehicles that for the price of one bus ticket will take a group of four passengers wherever they want to go along a fixed route. [1] They generate zero emissions and they travel at 40 kph, roughly twice the speed of a city centre bus. But [2] its promised convenience will be attractive to users, as there will be little if any wait for the use of the cabs. Another advantage of the system will be safety. CCTV cameras can be in operation in every pod and [3] passengers will no longer have to share public transport with other unknown people, which could offer an obvious advantage to women. It almost sounds too good to be true. [4] We won't know whether it will live up to its promises until after it has been put to the test, which is what is currently happening at Heathrow airport, where the driverless pods are being used to transport business passengers between the car park and the terminal. If this test proves successful, the system may be embraced in cities in Britain and the rest of the world. A few cities are already considering proposals for PRT systems. However, [5] the possibility of vandalism and the negative visual impact of the elevated tracks may put some investors off the scheme.

2 **Rewrite the highlighted sentences to make them more emphatic.**

1 Not only _____

_____

2 What _____

_____

3 No _____

_____

4 Not _____

_____

5 It _____

_____

3 **Rewrite the sentences to make them more emphatic.**

1 I've never tasted such awful food.

_____

2 I was late for the meeting, but called to explain.

_____

3 A ginger cat peered out of the window.

_____

4 He's bone idle. That's the problem.

_____

5 I beg your pardon!

_____

6 I didn't take the wallet.

_____

7 You've got a nasty cough.

_____

8 What are you talking about?

_____

CHALLENGE!

Complete the sentences to make true statements about yourself.

1 What really gets on my nerves is

_____

2 It always seems to be me that

_____

3 Rarely have I been

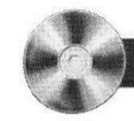
_____

4 I can never understand why on earth

_____

5 What I find particularly challenging about studying English is

_____



Presentation

I can give a presentation.

1 **Complete the text with the words in the box. Do you think this project should have been encouraged?**

coast development environment financial grounds habitat proposal rejected

In 2006, the American property billionaire, Donald Trump, submitted a [1]_____ to build 'the greatest golf course in the world', on a stretch of [2]_____ in Aberdeenshire in the north east of Scotland. He claimed that the £1.6 billion [3]_____, with its two eighteen-hole golf courses, a hotel and 950 vacation homes, would attract large numbers of tourists to this part of Scotland bringing enormous [4]_____ benefits. However, the proposals were [5]_____ by the local planning committee on the [6]_____ that it would cause significant damage to the [7]_____, especially to the sand dunes in the area, which provide a [8]_____ for a number of rare species. Two years later the tycoon took his proposals to the Scottish Parliament who gave it the green light.

2 **Explain in your own words the meaning of *give something the green light.***

_____

3 **16** **Listen to two people answering the question below. Make a note of the main points they make.**

Should the development of land for tourism purposes be encouraged at the expense of the local environment?

Speaker 1

_____

Speaker 2

_____

4 **16** **Complete the phrases from the listening exercise. Then listen again and check.**

1 b_____ speaking, very few private investors ..
2 investments ... l_____ to the creation of more jobs...
3 against developments that pose a t_____ to the environment .....
4 the economic benefits significantly o_____ the environmental damage.
5 tourist developments ... have a d_____ effect on the environment ...
6 I don't see how the local population will b_____ from it ...
7 this is too high a p_____ to pay for supposed benefits ...

5 **Write a short presentation on your opinion of the exam question below. Include at least two arguments in support of your opinion and at least one opposing argument. Use language from exercise 4.**

Take only pictures. Leave only footprints. Can ecotourism live up to its green ideals?

_____

7G WRITING Letter of complaint

I can write a letter of complaint.

Preparation

1 Complete the formal expressions and sentences.

1 We're sorry to tell you ...
We _____ to _____ you ...

2 The service isn't good enough.
The service _____ much to be _____.

3 I hope you'll make sure ...
I _____ you will _____ ...

4 Say hi to Paul.
_____ my _____ to Paul.

5 Please reply soon.
I _____ be _____ if you replied soon.

6 I'm sending a copy of my receipt.
Please _____ _____ a copy of my receipt.

2 Make the letter more formal by matching formal phrases a–o with their less formal equivalents in the letter.

a appalled	☐	i made no apology	☐
b on arrival at	☐	j a partial refund	☐
c purchased	☐	k to make matters worse	☐
d a number of issues	☐	l whereas in fact	☐
e obscured	☐	m in spite of the fact that	☐
f were already occupied	☐	n was clearly stated	☐
g first of all	☐	o we were eventually offered	☐
h there had been an administrative error	☐		

62 Station Rd
Crawley
West Sussex
RH2 6TQ
18 June 2009

Customer Services Dept.
New Theatre
Brighton BN1 6UT

Dear Sir / Madam,

I recently [1]*bought* two tickets from your website for a matinee performance of *The Woman in Black* on 16th June. I am now writing to complain in the strongest of terms about [2]*some things* relating to the experience.

[3]*To start with*, on the website it [4]*said* that the tickets would be delivered within seven days, [5]*but actually* they still had not arrived on the day of the performance, ten days later. [6]*When we got to* the theatre, we were made to wait for over twenty minutes while our tickets were re-issued. When we did finally reach our seats we were [7]*very upset* to discover that they [8]*had already been taken*. We went back to the ticket office and explained that [9]*someone had messed up the booking*. The ticket clerk [10]*didn't say sorry* for this and her manner was brusque and unhelpful.

[11]*They finally gave us* two seats in the balcony at the top of the theatre and a great distance from the stage. [12]*Even worse*, our view was partly [13]*blocked* by a pillar. These were clearly inexpensive seats [14]*even though* we had paid for premium seats.

I am sure you will appreciate that all of this ruined what should have been a memorable occasion and so I would like to request [15]*some money back*.

I look forward to hearing from you.

Yours faithfully,

Georgina Fisher

3 Read the task and the advertisement and notes.

You ordered some Christmas gifts for your family using an online gift website and you have encountered a number of problems with it. Write a letter of complaint to the company.

WWW.THEPERFECTGIFTSHOP.COM

Rapid delivery
All orders guaranteed to arrive within 5 working days!
ordered goods 14th Dec not there for Christmas!
Arrived on 28th Dec, some damaged!

Friendly service
For delivery updates and product advice call 01845 660883
brusque, refused to give refund

Competitive prices
10% off all purchases made before 15th December
wasn't given discount

Writing Guide

1 Explain why you are writing.
2–3 Describe what happened. Put each major complaint in a separate paragraph.
4 Say what you expect the company to do. Include a suitable closing phrase.

CHECK LIST

Have you:
- included all the necessary information?
- used the correct layout?
- used formal language, including linking words?
- checked your work for mistakes?

8 Tastes

A VOCABULARY AND LISTENING Fashion

I can talk about clothes and fashion.

1 Which is the odd word out? Explain why.

1 dishevelled scruffy neat unkempt

_____

2 dreadlocks bob corset plaits

_____

3 fishnet bangle chain piercing

_____

4 bandana cuff buckle laces

_____

5 stripy studded tartan shabby

_____

2 Complete the sentences describing what the people are wearing. Use two-part adjectives.

1 She's wearing a _____-_____ sweater, a _____-_____ skirt and _____-_____ sandals.

2 He's wearing a _____-_____ cardigan and _____-_____ trousers.

Extension: Clothes idioms

3 Match 1–9 with a–i to form clothes idioms.

1 below	a your socks up
2 hot under	b the cuff
3 off	c a hat
4 at the drop of	d the trousers
5 in somebody's	e the belt
6 wear	f shoes
7 pull	g in your cap
8 too big for	h the collar
9 a feather	i your boots

Extension: Clothes idioms – continued

4 Replace the words in italics with idioms from exercise 3.

1 He's got *terribly self-important* since being made head of the students' committee.

_____

2 If the team doesn't *try to improve their performance* they will be relegated to a lower division.

_____

3 Whenever we get onto the subject of politics we often end up getting *angry*.

_____

4 Congratulations on getting into the rowing team. That's another *achievement you can feel very proud of*.

_____

5 That was a brilliant speech, considering you made it *without any preparation*.

_____

6 Her comment about his inability to make a relationship work was *cruel and unfair*.

_____

CHALLENGE!

Describe in as much detail as possible:

1 The last item of clothing that you bought.

_____

_____

_____

2 Your favourite outfit.

_____

_____

_____

3 The sort of clothes you wouldn't dream of wearing.

_____

_____

_____

4 What you are wearing now, including any accessories.

_____

_____

_____

8B REAL ENGLISH Food or fuel?

I can talk about different attitudes to food.

1 **Complete the questionnaire with the words in the box. Then answer the questions and read your analysis at the end.**

broaden	crave	fanatical	fussy	gorge	gross
into	menu	phases	set	tooth	touch	treat

Are you a foodie?

1 Are you _____ junk food?
- a I'm more than happy to eat it as long as it's tasty.
- b I go through _____ of trying to avoid it.
- c Junk food is completely off the _____ as far as I'm concerned.

2 Do you have a sweet _____?
- a I regularly _____ on chocolate and sweets.
- b Not on a regular basis but I do sometimes _____ chocolate or cakes or something like that.
- c I very rarely eat food that is high in calories.

3 How do you order in a restaurant?
- a I opt for something different every time so that I _____ my horizons.
- b I enjoying trying new things from time to time.
- c I always choose the same thing so that I can be sure that I'll like it – I'm fairly _____ in my ways.

4 How do you feel about trying unusual food, such as fried insects?
- a Mmm. They sound like a real _____ !
- b I'd hesitate before eating them, but I would try them if I had to.
- c I wouldn't _____ them! They sound totally _____!

5 How _____ are you about avoiding food additives, GM food, etc?
- a I'll eat anything as long as it tastes good.
- b I'd prefer to avoid it if possible, but it doesn't bother me hugely.
- c I'd say I'm fairly _____ about eating only organically-produced food.

Results:
Mainly As You are a true 'foodie'. You enjoy eating anything and everything, and you won't let any health or other concerns spoil that.
Mainly Bs You enjoy food but you try to eat sensibly and responsibly.
Mainly Cs You are picky eater. You would rather play safe as far as food is concerned and think carefully about what you are prepared to eat.

2 **Find examples in the quiz of *would* used:**

1 to express willingness or unwillingness.

_____

2 with *say* or *think* to make an opinion more tentative.

_____

3 with *like*, *love* or *prefer* to express preferences.

_____

4 in a second conditional sentence.

_____

3 **Rewrite the sentences using a form of *would*, *wouldn't* or *would have* and the verbs in the box.**

be	crave	let	love	rather	say	tell	want

1 My parents didn't allow me to eat sweets till I was about five.

_____

2 In my opinion, Luigi's restaurant serves the best pizzas.

_____

3 I don't want to eat too late.

_____

4 She was probably about fifteen when she learned to coo

_____

5 I'm glad I don't eat fish every day.

_____

6 When my mum was pregnant she used to want to eat nothing but doughnuts.

_____

7 I really want to know how to make a perfect Thai curry.

_____

8 I asked her why she became a vegetarian but she refuse to tell me.

_____

8C CULTURE Youth culture

I can talk about youth culture and fashions.

Revision: Student's Book page 83

1 Complete the sentences with the words in the box.

clued-up crew grungy lapped up skiving
super-skinny took in wannabes

1 We all get on well in our _____ because we love the same music.
2 My _____ jeans are so tight it takes me ages to put them on!
3 It's not surprising he does so badly at school because he's always _____.
4 Mike's very _____ about chill-out music. He knows everything.
5 They are all Shakira _____ and they dress just like her.
6 When we were in New York we _____ a musical on Broadway.
7 The group enjoyed the praise and _____ the compliments.
8 He never washes his clothes and he's always wearing really _____ jeans.

2 Read the text, ignoring the options. What different types of music can you hear at the three concerts which are described?

_____

3 Choose the correct words to complete the text.

4 Read the text again. Answer the questions.

1 What change was there in live music in the sixties and seventies?

_____

2 What changes have occurred to the Reading Festival?

_____

3 What is special about the venue for the Big Chill festival?

_____

4 Apart from music, what does the Big Chill offer visitors?

_____

5 Which festival stages music that is likely to appeal to different age groups?

_____

5 Find words or phrases in the text which match these definitions.

1 provide what someone wants (paragraph 2) _____
2 develop (paragraph 3) _____
3 loyal followers (paragraph 3) _____
4 the place where something happens (paragraph 4) _____
5 produce (paragraph 5) _____

CHALLENGE!

Write a paragraph about a concert or music festival you have attended. Where did it take place? What type of music was performed? What was the audience like? Did you enjoy it?

Summer music

In Britain when the summer comes around for [1]**lots / many** young people there is an event that is [2]**at / in** the top of their must-do list for the holidays: the music festival.

People have [3]**listened always / always listened** to music in public, but the sixties and seventies saw the arrival of monster rock concerts that attracted thousands. Since then there has been an incredible growth in the number of events that take place every year and there are concerts that cater for [4]**all / every** tastes, whether you're into pop, rock, punk or electronic.

The Reading Festival is one of the earliest popular music events, having started [5]**over / off** in 1961 as a jazz festival. It has evolved incredibly since then and now takes place on two sites, one in the town of Reading and the other in the city of Leeds, attracting crowds of around 150,000 [6]**over / in** three days in August. There are a number of stages where you [7]**could / can** find rock, indie, underground punk and hardcore groups delighting the faithful.

If rock and punk aren't your scene then you [8]**might / could** like to try electronic music of the chill-out and ambient variety at the Big Chill festival held at the beginning of August. This festival also has the advantage of taking place in the beautiful [9]**lands / grounds** of Eastnor Castle in Herefordshire, the perfect setting for the music being performed. There are as many DJs as groups on the stages and the festival has also become a showcase for other performing arts [10]**like / such** as poetry and films. There is also a gourmet food fair.

People whose taste in music isn't restricted to just one particular sound should head [11]**at / for** one of the world's biggest festivals, Glastonbury. Originally a hippie inspired event, it is held on farmer Michael Eavis' fields in south-west England in June. 170,000 people attend every year and popular singers like Shirley Bassey share the stage with old rockers like The Who and more up-to-date acts such as The Chemical Brothers and Arctic Monkeys. Another attraction of the event is that Michael Eavis gives a large amount of the money generated to various charities.

These are [12]**just / around** three of over one hundred music festivals that take place in the UK in the summer every year meaning the UK has something to suit all tastes.

8D READING Food and the future

I can understand and react to an article about food service.

Revision: Student's Book page 84–85

1 Complete the sentences with the words in the box.

bacteria contaminants fat ingredients nutrients protein tasteless toxic

1 The fish are dead because _____ from the local chemical factory have got into the river.
2 _____ quickly attack unwrapped food and cause it to go off.
3 I can't tell you the _____ for this dish. They're secret!
4 You should cut down on food with a high _____ content.
5 Pass me the pepper, please! This pasta is _____.
6 Sports men and women need a high-_____ diet.
7 The soil here is full of _____ and is excellent for growing vegetables.
8 Some substances could be _____ and poison people.

2 ***Look quickly through the text. Match paragraphs 1–6 with the headings in the box. There is one you don't need***

A divided year Dining in a laboratory Is it good for us? Popular prices? Scientific cooking, but only for a few Some things never change Take your time

3 Read the text and choose the best answers.

1 In the kitchens of famous chefs we can find
a examples of nanotechnology.
b food produced from GM crops.
c the application of scientific cooking techniques.
d scientists giving advice.

2 Molecular gastronomy
a can make food taste better.
b forces people to eat things they don't like.
c is a good dieting method.
d affects everything we eat.

3 Heston Blumenthal
a was voted the best scientist in 2005.
b has worked with scientists.
c thinks people should eat slower.
d is a restaurant inspector.

4 The sensationalist press has
a recommended Blumenthal's restaurant.
b criticised Blumenthal's scientific methods.
c exaggerated his use of science in the kitchen.
d made fun of some of Blumenthal's recipes.

5 Ferran Adrià wants to
a spend less time in his restaurant.
b give credit to his brother.
c create new recipes.
d make the perfect omelette.

6 Adrià loses money at his restaurant because of
a the ratio of staff to diners.
b the number of dishes he serves to each customer.
c the free wine he gives clients.
d the food manufacturers he deals with.

7 Adrià and Blumenthal
a have made technology in the kitchen popular.
b share the same cooking objectives.
c don't enjoy what they cook.
d often sit down to eat together.

4 Find words or phrases in the text which match these definitions.

1 plants grown for food on farms (paragraph 1) _____
2 enjoy an experience (paragraph 2) _____
3 keep (paragraph 3) _____
4 person who enjoys food and knows about it (paragraph 3) _____
5 person who is an example of doing something (paragraph 4) _____
6 to take account of (paragraph 6) _____

CHALLENGE!

Write a description of the meals you most enjoy. What do you like about them?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Kitchen SCIENCE

1 _____

Whenever we hear that scientific techniques and the latest technology are being applied to cooking, we usually suspect that it isn't going to be good for us. Whether it's the growing of GM (genetically-modified) crops or the application of nanotechnology to the production process, the idea that the food we eat is being created in laboratories worries us. However, not only has science taken over the farming and agriculture industries, but it has now firmly established itself in the kitchens of the world's greatest chefs. In fact, any chef that wants to be taken seriously today has to know all about molecular gastronomy.

2 _____

If you think the term molecular gastronomy is yet another example of science attempting to change our eating habits for the benefit of the food industry, then you are wrong. Molecular gastronomy looks at the chemical changes and processes that occur in ingredients when they are cooked in different ways. It also studies the way cooking methods affect the flavour of food. With this information chefs have been able to invent new dishes and find ways of cooking that actually improve the flavour of the meals we eat. But how does all of this affect our daily diet? 'Not much' is the answer. At present only the guests at some of the best restaurants in the world have had the opportunity to savour the taste sensations produced by molecular gastronomy.

3 _____

Heston Blumenthal is one of Britain's most famous chefs and he runs The Fat Duck near London, voted the best restaurant in the world in 2005. He has closely investigated cooking processes, often in the company of scientists, and has become a big fan of slow cooking. Slow cooking, as the name suggests, is all about giving the cooking process time to get to work on the ingredients. This, of course, runs contrary to the current trend in the food industry, where reducing cooking time takes precedence over all other considerations, including taste. Blumenthal believes that by giving a piece of meat time to cook properly, 24 hours for example, it will retain all its natural juices and be much tastier when it is served. However, some of Blumenthal's more unusual 'scientific' recipes have been the object of a certain amount of ridicule from the sensationalist press in Britain. He adapted a traditional British breakfast cereal, porridge, and gave it the taste of snails and then created bacon and egg ice cream. Such dishes, however, have only served to attract more gourmets to his restaurant.

4 _____

The most famous exponent of molecular gastronomy is Ferran Adrià from Barcelona. Considered the best chef in the world and owner of El Bulli, the restaurant that took over from The Fat Duck as the world's number one, Adrià spends six months of the year cooking in the El Bulli kitchen on the Costa Brava, and another six months inventing and creating new dishes with his brother in their workshop back in Barcelona. Adrià has been criticised for 'playing around' with food but responds that he is only interested in creativity, which is what food preparation has always been about. He points out that somebody somewhere once came up with the idea of beating a few eggs in a pan to make an omelette. Someone else decided to add water to flour and make bread and pastry, which led to the creation of thousands of other dishes. Adrià and his collaborators are just doing the same: looking for new combinations for ingredients to produce tasty meals.

5 _____

It's certainly a recipe for success. Two million people try to dine at Adrià's restaurant every year and there is a two-year waiting list, despite not being exactly cheap. Dinner with your partner at El Bulli will cost you €200 ... each! And that's without ordering a bottle of wine to accompany the 42 different items of food on the menu. Despite the high prices, Adrià claims that with a staff of 70 and capacity for only 60 diners he actually loses money. It's his consultancy work with hotels, food manufacturers and the books that he writes that make the money.

6 _____

So what is it that makes molecular gastronomy and chefs like Ferran Adrià and his good friend Heston Blumenthal so popular? Adrià claims that although the technology is important, it is not what really matters. What matters is what has always mattered when people sit down to enjoy a meal: taste. And that is what the leading chefs like Ferran and Blumenthal always bear in mind as they set about delighting their guest's palates.

8E GRAMMAR Modal verbs

I can use modal verbs accurately and effectively.

1 **Which modal verbs fit the gaps in the conversations? Sometimes all three are correct.**

Sally Slow down! Why [1]**do we have to / must we / can we** run?

Simon Because the restaurant [2]**should / can / could** get very crowded. We [3]**may / could / might** not get a table! Also we need to pick up James and Maria on the way.

(At James's house)

James You [4]**might / may / could** have called us to let me know you were going to be late.

Simon Sorry, we did try but we [5]**couldn't / weren't able to / can't** get through. You [6]**must / should / had to** have had your phone switched off or something.

James OK. Come on – let's go.

(At the restaurant)

Sally Good evening. Could we have a table for four, please?

Waiter I'm sorry, Madam. The restaurant is fully booked. You'll [7]**have to / must / need** wait for an hour.

James I knew we [8]**should / ought to / must** have reserved a table.

Simon Never mind. Let's go to that new restaurant across the road. It's had good reviews so it [9]**should / can / might** be good.

2 **Respond to the newspaper headlines with suitable modal verbs and the verbs in brackets.**

Shopper finds scorpion in bunch of bananas

1 'Goodness! She _____ (get) the shock of her life!'

First fully-automated robot restaurant opens in Europe

2 *'Sounds cool – it _____ (make) financial sense for the restaurant and for the consumers too because they _____ (leave) a tip!'*

Woman successfully sues coffee company after boiling coffee burns leg

3 'That's ridiculous! She _____ (know) the coffee was *hot!'*

School kids rewarded with MP3 players for cutting out junk food

4 'Well, if it encourages kids to eat more healthily it _____ (be) a good idea.'

Cafe closes down after three months

5 'It _____ (have) many customers.'

Square watermelons to be sold in the UK

6 'Nature makes melons round for a reason and, if you ask me, we _____ (interfere).'

3 **Rewrite the sentences using suitable modal verbs.**

1 I'm sure that's Andy's brother – he's the spitting image of him.
That _____

2 I guess you were over the moon when you were picked for the team.
You _____

3 It's unlikely that I'll be late home this evening.
I _____

4 I'm not sure if I'll go to the firework display.
I _____

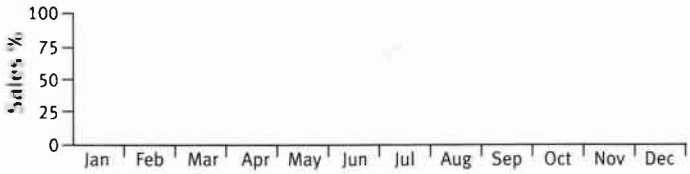
5 It would be a good idea for him to apologise to the teacher.
He _____

6 *I regret not putting on more sun cream.*
I _____

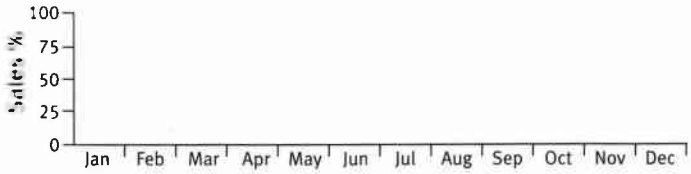
Stimulus-based discussion

I can describe and respond to visual stimuli in a discussion.

1 Complete the graphs to illustrate the sentences.



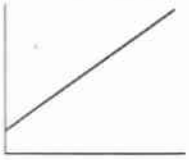
1 Sales rose sharply, plateaued then slumped.



2 Sales multiplied, decreased marginally, and then stabilised.

2 Rearrange the letters to describe the activity in the sales charts.

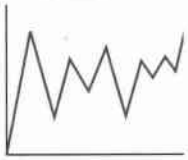
Fruit sales



ocetrk

1 _____

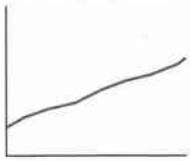
Price of oil



luatucetf

2 _____

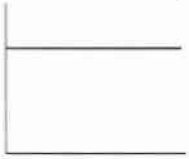
Diamond sales



rpcee pu

3 _____

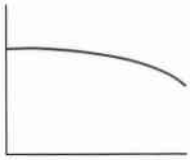
Gym membership



nmreai abestl

4 _____

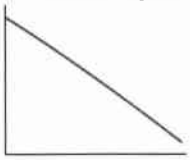
Frozen food sales



alti ffo

5 _____

Overseas flights



mumplet

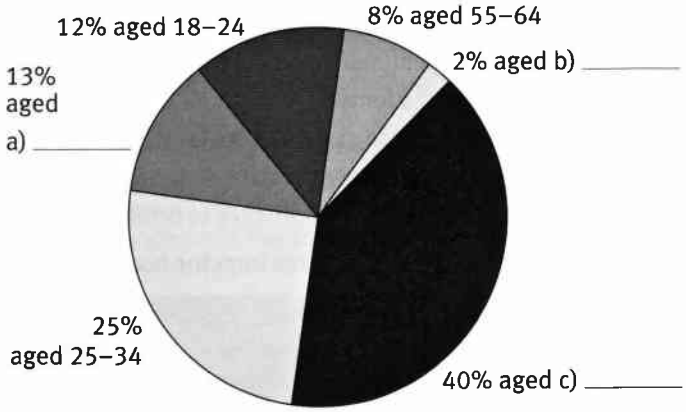
6 _____

3 Complete the comments about each of the graphs in exercise 2 with the words in the box.

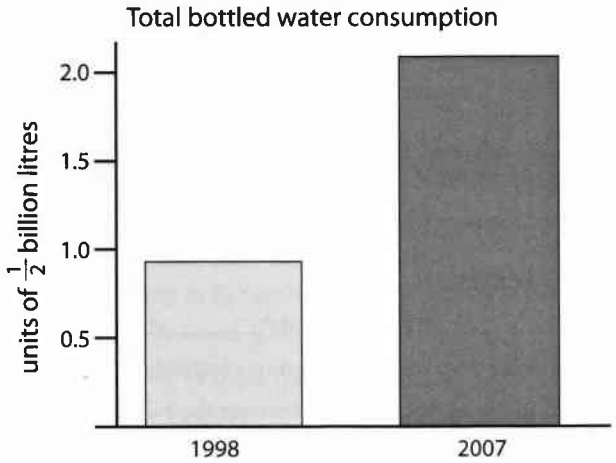
embrace	form	home	give	something like
strikes	towards	trend	tendency	

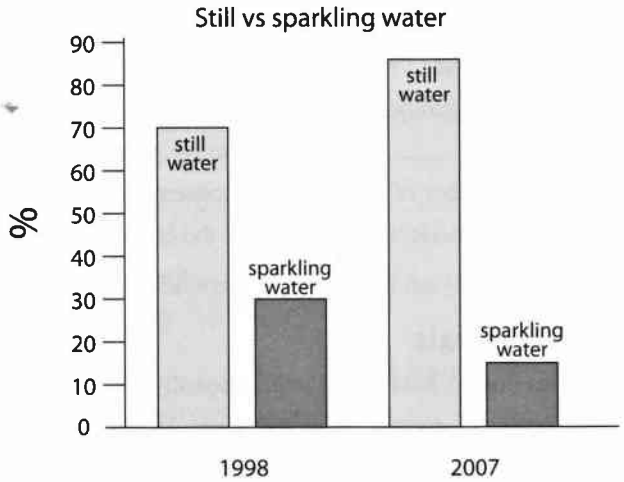
1 Fruit sales have doubled, _____ or take a per cent.
2 Seeing the figures in this _____ really brings _____ to you how much oil prices can vary.
3 Diamond sales have increased by _____ ten per cent over the last five years.
4 What _____ me as most interesting is how little this market has been affected by the economic downturn.
5 In recent years there has been a slight _____ to reject frozen food and _____ fresh food.
6 There has been a definite _____ away from travelling abroad and _____ staying in the UK.

4 Listen to somebody talking about the information in the pie chart. Complete it with the correct ages.



5 Write a paragraph about the information contained in the bar charts, using language from exercises 1, 2 and 4. Include your opinion of the causes underlying the statistics.





8G WRITING A report

I can write a report.

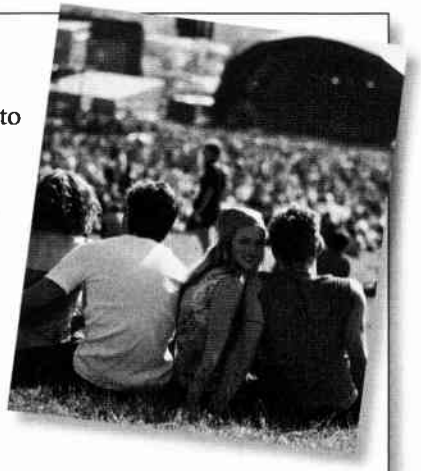
Preparation

1 **Choose the correct word to complete the sentences.**

1 It's a little on the dark **end / side.**
2 It could **do / have** with a refurbishment.
3 **If / When** it's an intimate atmosphere you're looking for, this isn't the place for you.
4 It's a little crowded to say **less / the least.**
5 It isn't **exactly / precisely** cheap.
6 It does have a **tendence / tendency** to break down.

2 **Complete the report using words from the box.**

array boasts insight lacks makes up
renowned reputation showcases single out
somewhat throw unreasonable



Introduction

The aim of this report is to provide an [1]_____ into the ever-growing UK music festival scene and to [2]_____ one festival which I would particularly recommend going to.

Large festivals

The heavily-sponsored V festival [3]_____ the most impressive line-up of all the summer festivals. If an act is hot then likely as not it will feature on the bill. It generally lives up to its [4]_____ as the 'posh festival' with amenities and refreshments that are superior to those on offer at other big festivals. To my mind though, it's too commercial. And the tickets, at £170 a [5]_____, are ridiculously pricey. Far less commercial is the Reading Festival, which offers a wide [6]_____ of rock, alternative, and indie acts, including a number of unsigned newcomers. However, the main tent gets horribly crowded when the big bands are on. But what it [7]_____ in size it [8]_____ for in atmosphere.

Small festivals

Blissfields doesn't have many internationally- [9]_____ artists. Set on a private farm in a stunning location, it has a capacity of around 5,000. The main action takes place in a natural amphitheatre and the festival concentrates on green issues and unsigned bands, though there are always a few big-name headliners. The layout is extremely confusing but it doesn't detract from the overall experience.

With a license to hold 3,000 people, Chagstock is [10]_____ smaller than Blissfields. It has a cosy atmosphere, and apart from the odd well-known band the festival [11]_____ local musicians. The sound system is poor and the toilets are disgusting but at only £30 a ticket it would be [12]_____ to expect state-of-the-art equipment and facilities.

Recommendation

If you only have the time for one festival, I would recommend Blissfields as you get to see an eclectic line up of local and big-name acts in a festival atmosphere, without having to fight your way through hordes of people.

3 **Find examples of negative comments in the report and soften them with periphrasis and euphemism from exercise 1.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

4 **Write a report reviewing shopping facilities in the town where you live. Include real or invented examples, referring to the ideas in the box or your own.**

accessibility atmosphere crowds
helpfulness of staff layout opening hours
price range of products

Writing Guide

1 Introduction (the aim of the report)
2 Describe two examples of the first type of shopping facility (shopping centre, market, shopping street, etc.).
3 Describe two examples of the second type.
4 Recommendation

CHECK LIST

Have you:

- **followed the paragraph plan?**
- **used at least one example of euphemism or periphrasis?**
- **checked your work for mistakes?**

EXAM TASK – Reading

Read the article below and for questions 1–4 choose the answer A, B, C, or D that fits best according to the text.

How I travelled through different cultures to some acquired tastes

What happens when we try foreign dishes for the first time? More often than not it is like finding ourselves in circumstances different from what is comfortably familiar. We balk and declare them unacceptable. Yet there are no universal standards for good cuisine, there's only badly cooked food. We may not like some foreign dishes but that has nothing to do with their being inferior or superior. It has everything to do with how removed they are from what we know.

A few years back I wasn't particularly fond of Indian dishes with their strong spices. Then an Indian family moved in next door and I immediately became friends with the lady. Being very hospitable people they kept asking me over. Seeing as I had no choice, I gave in, went over and waited in horror. They served a lot of strange-looking dishes, whose aroma was inviting enough for me to succumb and sample them. And boy, was I sorry I did. My tongue felt like it was on fire! But I saw it through to the end so as not to endanger our neighbourly relationship. Needless to say, I was asked to come back for more. It took a few months, but I have actually come to love some hot Indian curries and overly honeyed desserts.

In contrast, American steaks and burgers now strike me as downright dull, although I used to devour them. Then there's Japanese cuisine, which I associated with a smelly sushi bar next door until I went on a trip to Japan. I was served dishes of suspicious odour day in day out and, although they didn't seem particularly delectable, upon my return home I found myself repeatedly wandering into that sushi bar around the corner. The smell I had thought disgustingly fishy before now seemed familiar and mouth-watering. However, I still can't stand the sight of tofu and have yet to muster up the courage to try what might be considered the most exotic of their dishes, but I will get there one day.

In short, I have acquired the taste for some foreign dishes but not for all the food of any particular cuisine. In a way, the ability to acquire the taste for new foods has to do with a person's ability to assimilate a culture. The 'acquired taste' for food goes beyond a taste bud experience. It has a lot to do with what a person associates the food with, like friendly neighbours or a memorable journey. Similarly, many of us find our mother's cooking incomparable. But that isn't necessarily because of our mother's superior kitchen skills but because we associate her cooking with the warmth of home.

1 The Indian family
- **A** was very curious about the author.
- **B** scared the author very much.
- **C** made pleasant smelling dishes.
- **D** got an apology from the author.

2 Concerning Japan and Japanese food, the author says that
- **A** she loved Japanese food from her first day in Japan.
- **B** on her trip she wasn't served traditional food very often.
- **C** she was surprised at her actions after she returned home.
- **D** she has grown to like the taste of the most exotic Japanese dishes.

3 According to the last paragraph, acquiring new tastes
- **A** is a sign of how open-minded a person is.
- **B** depends on how sensitive your taste buds are.
- **C** is like making new friends or going on a journey.
- **D** is easier if your mother wasn't a great cook.

4 Which of these statements best summarises the overall message of the article?
- **A** Travelling is the best way to acquire new tastes.
- **B** The more exotic the food, the more difficult it is to like it.
- **C** The smells and sight of food are often misleading.
- **D** Experiences are crucial in determining food preferences.

EXAM TASK – Use of English

Complete the second sentence so that it means the same as the first. Include the word in brackets.

1 We're all going to the airport to say goodbye to Martha; she is flying to Cairo. (OFF)

We're all going to the airport to _____ – she's flying to Cairo.

2 It's peak season, don't even try to look for a hotel room in Venice. (USE)

It's peak season, it's _____ look for a hotel room in Venice.

3 Look at Sheila's dress. I'm sure it cost her a small fortune. (MUST)

Look at Sheila's dress. It _____ a small fortune.

4 They hardly realised the dangers of the journey. (DANGEROUS)

Hardly _____ the journey would be.

5 To what extent is tourism beneficial to the local economy? (BENEFIT)

To what extent does _____ tourism?

EXAM TASK – Listening

18 Read the task. You will hear three speakers talking about their favourite gadgets. Match questions a–f with the speakers.

Which speaker's gadget	Speaker 1	Speaker 2	Speaker 3
a could prove useless when you most need it?			
b is for those concerned about their health?			
c is not connected to other devices?			
d requires an outside source of electricity?			
e is the biggest of the three?			
f requires some practice?			

PREPARATION:

Use the Writing Bank on page 107 to help you.

EXAM TASK – Writing

Choose one of the writing tasks below and write 200–250 words.

1 A group of foreign students is visiting your town. Write a report giving information about the range of leisure activities available. Include at least one personal recommendation. In your report, you should:
- write an introduction which explains the aim of the report
- describe the activities which are available
- make your recommendation.

2 Your school magazine has asked for interesting articles. Write an article describing a place which seemed horrible at first but which you grew to like. In your article, you should:
- introduce the subject effectively
- use descriptive language
- explain why you didn't like the place at first
- describe how you grew to like it.

PREPARATION: Speaking

Use the Functions Bank on page 102 to help you.

EXAM TASK – Speaking

Part 2 – Sustained long turn

Look at these pictures and compare and contrast them.

These ideas may help you:
- music in different times and places
- different musical tastes
- factors influencing our taste in music.

Part 4 – Role play

Work in pairs and role-play the following situation.

Role A : You are B's room-mate. You have just arrived at a boarding school. You would like to buy a TV so that you can watch your favourite programmes in the room, but your room-mate is against having one in the room. Give your reasons and try to persuade him/her. Try to reach an agreement.

Role B: You are A's room-mate. You have just arrived at a boarding school. Your room-mate would like to buy a TV so that s/he can watch his/her favourite programmes in the room, but you are strictly against having a TV in the room. Give your reasons and try to persuade him/her. Try to reach an agreement

You may use these ideas:
- study/leisure time
- TV programmes
- time management.

Role A starts the conversation. When you have finished, change roles and practise again.

9 Secrets

A VOCABULARY AND LISTENING
Gossip

I can understand and use the language of news and gossip.

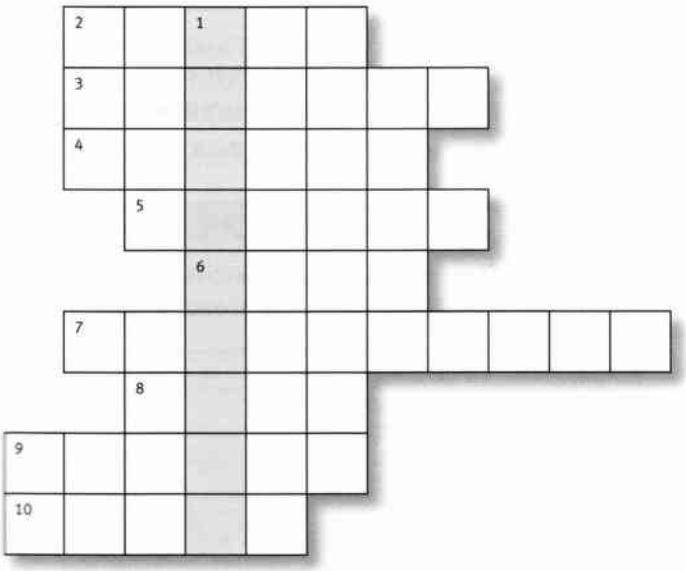
1 Use the clues to complete the word puzzle.

Across

2 to obtain information or knowledge, sometimes with difficulty
3 behaviour or an event which shocks people
4 to make sth known, or show sth which previously could not be seen
5 'My lips are _____ !'
6 'Don't tell a _____ !'
7 not good at keeping secrets
8 to _____ a bombshell
9 a piece of information which may not be true
10 to keep something under _____.

Down

1 to listen secretly to what other people are saying



2 Complete the conversation with the words in the box. There are more words than you need.

breathe confidence confidential deepest discretion fact further heart juicy knowledge longer meaty scandal scandalous sense soul strictest whisper

Will I've got some really [1]_____ gossip for you.
Ela Excellent! I love a bit of [2]_____.
Will But I'm telling you this in the [3]_____ [4]_____.
Ela Don't worry, I won't [5]_____ a word to anybody.
Will But really, it mustn't go any [6]_____.
Ela Come on, you know me – I'm the [7]_____ of [8]_____.
Will Well ... I saw George holding hands with Ruth on the bus this morning. I reckon there's something going on between them!
Ela Is that it? But it's common [9]_____ that they've been going out with each other for at least a month. Where have you been all this time?

●●●●● Extension: Giving and withholding information

3 Rewrite the sentences using the words and expressions in the box.

blow the whistle on break (news) clam up
hush up let something slip stonewall

1 An ex-employee exposed FCOM's illegal financial activities to the authorities.
_____

2 James suddenly stopped talking when he realised everyone was listening.
_____

3 The politician refused to cooperate when asked questions about the corruption scandal.
_____

4 When it was announced that there wouldn't be a pay rise, the unions organised a strike.
_____

5 The judge tried to hide the fact that his son had been arrested.
_____

6 Daisy isn't supposed to know about the party but I think somebody must have accidentally mentioned it.
_____

9B REAL ENGLISH In confidence

I can use natural, colloquial language.

1 Complete the expressions with the verbs in the box.

betray boost crop feign fall get give prise turn

1 _____ your motivation ____
2 _____ up in conversation ____
3 _____ into a trap ____
4 _____ information out of somebody ____
5 _____ back to somebody ____
6 _____ somebody's secret ____
7 _____ somebody warning ____
8 _____ out to be / that ____
9 _____ ignorance ____

2 19 Listen to two people talking about a secret. What information is being kept secret?

Speaker 1 _____
Speaker 2 _____

3 19 Listen again. Tick the expressions in exercise 1 that you hear.

4 Match A and B to form expressions from the listening.

A	B
1 She's been sworn	a in the dark
2 She's been kept	b daggers at me
3 She looked	c to secrecy

5 Explain the meaning of the expressions in exercise 4 in your own words.

1 _____
2 _____
3 _____

6 Expand the sentences using a phrase (verb + noun) instead of the verb in bold.

1 **Think** about it.
_____

2 I didn't mean to **offend**.
_____

3 He **concluded** that he had made a mistake.
_____

4 She **hinted** that it was time for me to leave.
_____

5 Can we **talk**?
_____

6 He's **decided** to resign.
_____

7 Let me **look** at your swollen ankle.
_____

8 **Call** me on my mobile.
_____

9 I could do with **resting**.
_____

10 It's time you **revised**.
_____

7 Cross out any words in the conversations which could be omitted in normal colloquial speech.

1 A Do you fancy coming for a jog?
B I can't be bothered. I'll go with you tomorrow. I promise.

2 A I saw Conrad today.
B Did you? How is he? Is he still working at the shop?
A Yes. He said he was thinking of travelling round Australia for a year
B Really? The last I heard, it was Canada.
A Oh. He must have changed his mind.
B That's typical of him!

3 A Would you like another drink?
B I'd better not. I told Sue I'd be back in Manchester by ten.
A OK, I'll see you soon. Text me when you get home.
B I will do.

4 A Do you mind if I close the window?
B No, it's quite chilly in here, isn't it?
A Yes, the radiator's broken, I think.

CHALLENGE!

Choose six of the expressions in exercise 1. Write a sentence illustrating the meaning of each one.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

The secret agent

I can understand and react to a literary extract.

Revision: Student's Book page 95

1 Complete the sentences with the adjectives in the box.

dingy flimsy grimy impudent nondescript obscure ostensible rousing

1 The article was rather _____ and it was difficult to follow the author's point of view.
2 It was a very _____ construction and looked as if the wind would blow it down.
3 She was _____ with the customers, always speaking to them in a rude way.
4 Returning the book was her _____ reason for the visit, but she wanted something else.
5 The low light and dirty curtains gave the room a _____ appearance.
6 The president gave a _____ speech that excited the crowd.
7 His appearance was very _____, without any noticeable features.
8 His hands were _____, covered in dust and black oil.

2 Read the text quickly, ignoring the gaps. Why do you think George Smiley is considered a more realistic spy than James Bond by ex-spies?

_____

3 Complete the text with suitable words.

4 Read the text. Answer the questions.

1 How is James Bond described in the opening paragraph?

_____

2 What is the purpose of the references to a hotel lobby?

_____

3 Why is George Smiley well-equipped to be a spy?

_____

4 By fighting Karla, what does Smiley learn about himself?

_____

5 Why do you think the writer of the article says George Smiley is a truly three-dimensional character?

_____

5 Find words or phrases in the text which match these definitions.

1 good at dealing with problems (paragraph 1) _____
2 without wanting to attract attention (paragraph 3) _____
3 great or impressive (paragraph 3) _____
4 a quality you are born with (paragraph 3) _____
5 willing to hurt others if necessary (paragraph 4) _____

A spy's spy story

(1) James Bond is resourceful, cold-blooded and skilled at self-defence. In [1]_____ ways he has been trained to be the perfect spy, but he has a defect that the author of the Bond novels and the directors of the 007 films have always presented [2]_____ a virtue: he is extremely good-looking. But watch a handsome man cross a hotel lobby and you'll see the heads of admiring women turn, and the stares of men follow him with envy written across their faces. Attractive people attract attention and people [3]_____ the public gaze don't make very good spies.

(2) If you really want an accurate portrayal of a spy then you should meet George Smiley. Created [4]_____ an author who [5]_____ worked for years in the British Intelligence service, the character of George Smiley has been praised for its realism by the people [6]_____ should know: ex-spies. George is short, fat and incredibly shy, and only manages to smile occasionally. The writer John Le Carré introduced Smiley to the world in the novel *Call For The Dead*, [7]_____ he is described unflatteringly by his wife as being 'breathtakingly ordinary'. This is a man who can safely walk across hotel lobbies.

(3) Behind Smiley's unassuming appearance is someone armed [8]____ a prodigious memory and an innate ability to detect people's strengths and weaknesses; excellent skills for working in the world of espionage [9]_____ the Cold War. Mental strength is always preferred to physical strength, [10]_____ is only ever used sparingly. Smiley also has a conscience, although he accepts the death of innocent people whenever one of his operations [11]_____ threatened.

(4) As in many spy novels, Smiley has an opponent he spends a [12]_____ of time and energy in trying to defeat. Over three books Smiley battles with Karla, the cold and ruthless head of Russian intelligence. At the end of the last novel in the trilogy, *Smiley's People*, he wins the long intelligence war that they [13]_____ fought. He forces Karla to defect to the West but his sense of victory is diminished when he realises that he is just [14]_____ ruthless as his enemy.

(5) Smiley is a truly three-dimensional character, and while he spends most of his time immersed in the world of intelligence and counter-intelligence, he has time to reflect [15]_____ the meaning of patriotism, loyalty and the ethical dilemmas of spying in democratic societies.

9D READING Hoaxes

I can understand and react to a text about hoaxes.

Revision: Student's Book page 96–97

1 Complete the summary with the words in the box.

alarm appealing belief cause complexity former grab order sense tool

When a [1]_____ British government minister claimed that the US government let the attacks of September 2001 occur so they could [2]_____ control of the world's oil supplies, one journalist expressed [3]_____ at the idea. The ex-minister had found much of the information on the Internet, a valuable [4]_____ for conspiracy theorists. But the [5]_____ of our ever-changing world also fuels conspiracy theories as a way of trying to make [6]_____ of the changing world [7]_____. One psychologist says these theories are [8]_____ and people feel an important event must have a big [9]_____. However, the growth of conspiracy theories could be dangerous, as they can affect people's [10]_____ systems.

2 Read the article, ignoring the gaps. Answer the questions.

Who

1 raised doubts about a politician's military record? _____
2 were less respected because of somebody else's hoax? _____
3 was overdressed for the time of year? _____
4 was supposedly treating a camera as evidence? _____
5 went to New York in 1997? _____
6 was paid a large sum of money? _____

3 Match sentences A–G with gaps 1–6 in the text. There is one sentence that you do not need.

A Unfortunately for Hence, one of his friends decided to share his e-mail with the rest of the world.

B The CBS television channel ran the story, showing the documents it had received by fax.

C What were he and his friend doing on the observation deck at that time when it didn't open until 9.30 a.m?

D The president had learnt of the document's existence six months before.

E *George Bush's rival was John Kerry, a war hero in Vietnam.*

F *However, their camera survives the destruction, and* when the photos are revealed the picture from the observation deck causes a worldwide sensation.

G Heidemann had claimed that the diaries had been hidden in an East German barn when in fact they were the work of a forger, Konrad Paul Kujau.

4 Read the text. Are the sentences true or false? Write T or F. Underline the sentences which give evidence for your answers.

1 It was relatively easy to see that the Twin Towers photo was a hoax. _____
2 Hence Gutzli had never been to the USA. _____
3 A friend of Hence Gutzli sent his photo to lots of people. _____
4 Hoaxes are created only to make people laugh. _____
5 *The Sunday Times* intended to publish Adolf Hitler's diaries. _____
6 The Hitler diaries were kept secretly on a farm. _____
7 George Bush's family hid the truth about the former president's military service. _____
8 The CBS destroyed the original documents about Bush's military service. _____

5 Find words or phrases in the text which match these definitions.

1 a holiday photograph (paragraph 1) _____
2 a powerful effect (paragraph 2) _____
3 an urgent request for people to do or give something (paragraph 3) _____
4 a piece of news that is given by only one newspaper, TV channel, etc. (paragraph 4) _____
5 the number of copies of a newspaper that are sold (paragraph 4) _____
6 appear or come to light (paragraph 5) _____

CHALLENGE!

Write a paragraph explaining how you react when you receive a hoax e-mail. Why do you think people create and send them?

_____
_____
_____
_____
_____
_____
_____
_____

Virtual reality

(1) It's 8.45 a.m. on September 11 2001 and a tourist in New York is standing on the observation deck of one of the Twin Towers. With the city stretched out behind him, his companion decides it would make the perfect photo and takes a snap. The rest, as they say, is history. Moments later, the first of two hijacked passenger planes smashes into the tower and destroys it. [1]_____ Because behind the tourist instead of the skyline of the Big Apple there is an enormous passenger jet just seconds away from hitting the tower.

(2) The photo was splashed across the Internet a fortnight after the attacks and was sent from office computer to office computer around the world with an accompanying e-mail explaining that the FBI had found the camera and were using it as evidence. However, after its initial dramatic impact, people started inspecting their computer screens more closely. What was the guy doing dressed in winter clothes on a warm September day? [2]_____ These and more unanswered questions very quickly led the world's Internet users to one conclusion: it was a hoax.

(3) Ever since the arrival of the Internet and digital technology, computer users have found their inboxes filling up with hoaxes. Whether it is warnings about terrible epidemics, destructive computer viruses or false missing child appeals, through a combination of authoritative text and impressive graphics, these e-mails come packaged as the truth. But why would anyone create such an e-mail? In most cases it's either a bored office worker or a joker. The tourist of death, as he became known, on the World Trade Centre observation deck was Hungarian Hence Gutzli, who decided to add the picture of a plane to a photo from a trip he'd made to New York in 1997 and make a 'joke' to share with a few friends. [3]_____

(4) However, hoaxes have been around for a lot longer than the Internet and have been motivated by interests other than attempts at humour of questionable taste. In 1983 the British newspaper *The Sunday Times* announced an exclusive that was sure to increase its circulation: the serialisation of Adolf Hitler's diaries. The British newspaper had bought the rights to the diaries from the German magazine *Stern*, which had in turn paid journalist Gerd Heidemann $6 million for them. [4]_____ The diaries were in fact pretty poor forgeries but three experts in history had claimed they were authentic before they were scientifically studied. When they were, it was shown that they had been written with modern pens and paper and as a consequence Heidemann and Kujau were imprisoned and the reputations of the three historians were seriously damaged.

(5) Hoaxes have also been used in an attempt to affect the outcome of elections and former US president George W Bush was the victim of one just before the presidential elections of 2004. [5]_____ Bush, on the other hand, had not had a distinguished military career, and just before the elections some documents surfaced claiming that Bush had gone missing during his time as a soldier and had used his family connections to cover up his bad behaviour.

(6) [6]_____ Keen-eyed viewers soon spotted, however, that the documents seemed to have been written using the computer program Microsoft Word, which obviously hadn't existed when Bush had done his military service. CBS asked the source of their documents to send the originals but unfortunately for the channel, the originals had apparently been destroyed soon after they were faxed. Finally, after claiming for two weeks that the documents were authentic, the channel had to admit they were probably a hoax and apologised.

(7) As is often the case when hoaxes are uncovered, the real losers were not the people who had created the hoax but those who had made it public, and the TV channel and the journalists involved lost a lot of credibility.

9E GRAMMAR Passive structures

I can use a wide range of passive structures.

1 Complete the text with appropriate passive forms of the verbs in the box.

build	change	claim	demolish	fool	fund
invent	play	make	not report	prevent	suppose

The world is full of jokers, and these are some of the jokes that [1]_____ on the public over the years. Would you [2]_____ by them ... ?

Great motorway of China

In 1899 newspapers around the world reported that the Chinese were planning to demolish their famous Great Wall. A road was to [3]_____ in its place and the project would [4]_____ by American firms. It wasn't until years later that it was revealed that the story [5]_____ by four journalists on a day there was no exciting news.

Did the Earth move?

At 11.39 on 20 July 2006 a strange event [6]_____ to take place. Six hundred million people in Europe and the US were meant to jump at exactly the same time. The event was advertised by a website called World Jump Day and it [7]_____ that if this number of people jumped at the same time, the Earth's orbit would [8]_____ slightly and global warming would [9]_____.

The event was, of course, a ridiculous hoax.

Eiffel Tower for sale

In 1925 a Paris newspaper claimed that the Eiffel Tower was in a rundown state and might have [10]_____. On reading the article, conman Victor Lustig decided that money could [11]_____ from this situation. Posing as a French government official, he offered to sell the Eiffel Tower to scrap metal dealers. One dealer paid the money up front. When Lustig left with the cash, the man was so embarrassed to have been taken in that the matter [12]_____ to the police.

2 Rewrite the sentences in the passive form.

1 When Dan's feeling ill, he likes people to give him lots of attention. _____

2 I felt that the police weren't taking my case seriously.
_____

3 It was the longest film anybody had ever made.
_____

4 Food critics describe his restaurant as the best in the country.
_____

5 They shouldn't have treated the prisoners so badly.
_____

3 Rewrite the sentences using a participle phrase and a passive construction.

1 Eurostar sponsored the film *Somers Town*. The critics praised it very highly.
Sponsored by Eurostar, the film *Somers Town* was praised very highly by the critics.

2 Security guards caught John Bates shoplifting for the second time. The court made him pay a fine. _____
_____

3 The previous owners neglected Felix the cat. A couple in Grinstead gave him a nice new home. _____
_____

4 A falling tree injured Mary. A neighbour drove her to hospital. _____
_____

5 Edvard Munch painted *The Scream* in 1893. Thieves stole it a few years ago. _____
_____

Extra Practice

9F SPEAKING Drawing conclusions

I can speculate about and draw conclusions from photos.

1 **Look at photos A and B. Choose between the two alternatives to form phrases for drawing conclusions, then complete the sentences about the photos in a logical way.**

Picture A

1 Judging **by** / **from** the fact that he's carrying a large camera, he

_____.

2 He's wearing a hat so I **imagine** / **take** it that

_____.

Picture B

3 He has his hood up. For this reason, I **assure** / **assume**

_____.

4 He's hiding behind a fence which **leads** / **leaves** me to think

_____.

2 **Write a short introductory paragraph about the photos, answering questions a and b.**

a What do the two photographs have in common?

b How do the photographs differ e.g. in terms of what steps, if any, each person has taken to make himself hard to see?

_____

_____

_____

_____

_____

_____

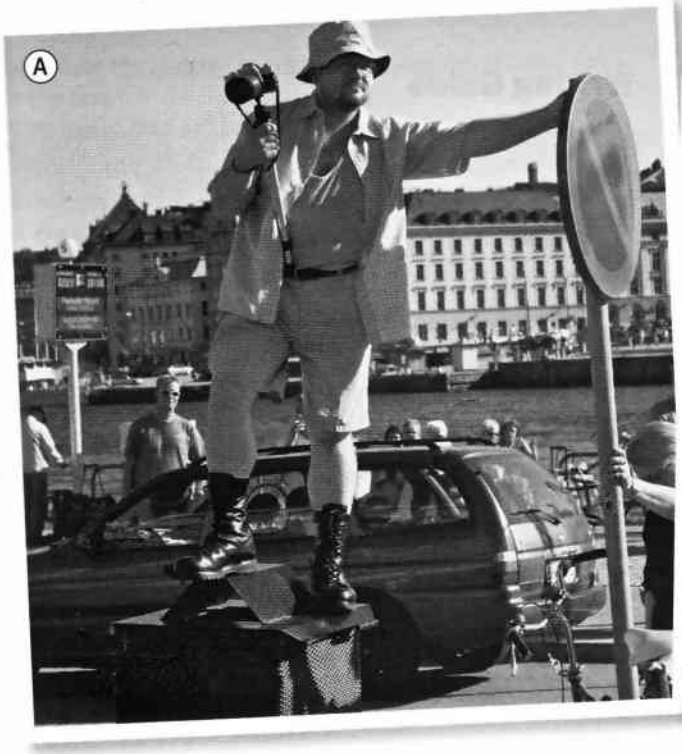
3 **Complete the description of photograph A with suitable words.**

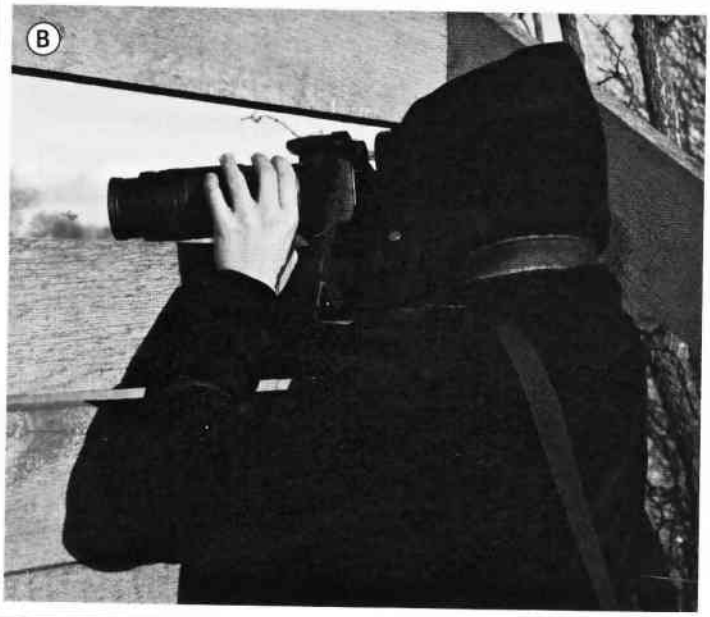
It's hard to say where the photo has been taken but it's [1]_____ from the fact that there is a wide river running through it that it's some [2]_____ of major city. The man in the [3]_____ has climbed up onto [4]_____ sort of platform – it looks like a rubbish bin [5]_____ me. He's holding onto the street sign so he's [6]_____ finding it hard to balance. Other people are watching too which [7]_____ to the fact that he's probably trying to get a shot of some event or a visiting [8]_____. He could just be a tourist, but he's going to great lengths to position himself which would [9]_____ that he's a professional photographer. We can't see what building he's waiting outside but it's probably a hotel or some [10]_____ place.

4 20 **Listen and check your answers.**

5 **Describe the other photograph using the phrases for drawing conclusions and vague language from exercises 1 and 3. Use the questions below as a guide.**

Who is the man? Where is he from?
Which country is this?
Where is he standing?
What's the weather like?
Why is he wearing those clothes?





9G WRITING Opinion essay

I can write an opinion essay.

Preparation

1 Rewrite the sentences in the passive using the words in brackets.

1 Telling white lies to protect other people is permissible. (regard / usually)
Telling _____

2 Lying to get oneself out of trouble is less acceptable. (consider / frequently)
It _____

3 Lies which damage others are morally reprehensible. (see / generally)
Lies _____

4 Holding back information is more acceptable than telling a lie. (feel / often)
Holding back information _____
_____

2 Which of the following forms of deception, if any, do you consider acceptable? Put a tick or a cross in the boxes.

a Pretending you have forgotten your homework, when in reality you have not done it. ☐
b A teacher embellishing a student's reference to help them gain access to university. ☐
c Refusing to inform on neighbours who you know to be illegal refugees, since, if deported, their lives will be at risk. ☐
d Feigning ignorance to a friend about weekend plans, knowing that a surprise party is being organised for him/her. ☐
e Leaving a light on in your flat while on holiday, to give potential burglars the false impression that someone is home. ☐
f Complimenting a friend on a meal that they have gone to great lengths to cook for you, although it was virtually inedible. ☐
g A doctor underplaying the gravity of a patient's terminal illness. ☐
h Sparing the feelings of someone who wants to go out with you but who you don't find attractive by making up a different reason for turning them down. ☐
i A parent telling a child that Santa Claus exists. ☐
j A footballer pretending to have been fouled by another player. ☐

3 Find words or phrases in exercise 2 which match these definitions.

1 exaggerating _____
2 be forced to return to their country _____
3 making something seem less serious than it is _____
4 protecting somebody from being upset. _____

4 Read the essay title. What is your initial response? Do you agree (✓) or disagree (✗) with the proposition?

Honesty is always the best policy. ☐

5 Decide if the statements support or oppose the proposition. Write S or O.

1 Lying can be the lesser of two evils. _____
2 Harmless white lies promote harmony and help our day to day lives run smoothly. _____
3 In the long run, lying erodes trust. _____
4 Liars often assume other people lie. _____
5 Small lies lead to bigger lies. _____
6 White lies don't prepare people for reality. _____
7 The truth can be told without being brutal. _____
8 Society can't function without the security of being able to believe others. _____

6 Think of another point that supports your opinion.

_____

7 Write your essay following the plan in the writing guide below.

Writing Guide

1 **Introduction** Explain the title and the kind of lies people frequently tell. State your opinion of the proposition.
2 Points in support of the opposite opinion. Use the ideas in exercises 2 and 5 to help you formulate your ideas.
3–4 Arguments in support of your opinion. Give your own examples.
5 **Conclusion** Restate your opinion and summarise the reasons for it.

Check List

Have you:

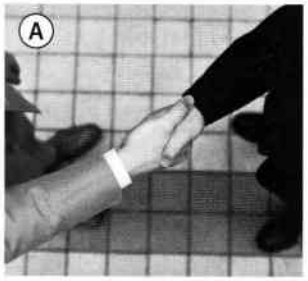
- followed the essay plan?
- included passive phrases for distancing your opinions?
- checked your work for mistakes?

10 Endings

A VOCABULARY AND LISTENING
Farewell

I can say farewell in a variety of contexts and situations.

1 Complete the sentences for ending conversations. Then match them with the pictures.



1 I really **better** / **must** be going. _____
2 It's been a pleasure to **do** / **make** business with you.
3 **Be** / **Make** sure to join us again at nine. **Till** / **Before** then, goodbye. _____
4 We'll be in touch **briefly** / **shortly** to **have** / **let** you know if we'd like you to come back for a second interview. _____

2 Complete the sentences with the correct form of the verbs in the box.

cease	close	complete	conclude	culminate
finalise	terminate	wind up	wrap up	

1 Attention all passengers: This train will _____ at Coventry.
2 The bicycle gears _____ to function after about six months.
3 The peace talks finally _____ in an agreement to end the eleven-year insurgency.
4 It took Kate five years to _____ her degree.
5 Jelena Jankovich _____ the match in two sets.
6 The party will have to _____ before midnight.
7 The pianist _____ his performance with a piece by Chopin.
8 The post office _____ early on Wednesdays.
9 They haven't _____ their holiday plans yet.

3 Are the sentences correct? Improve the incorrect ones.

1 The footprints end here.
2 Queen Victoria's reign stopped in 1901.
3 The professor concluded his lecture at eleven o'clock.
4 The clock seems to have stopped.
5 The outdoor concert ended with a firework display.

Extension: Synonyms and antonyms

4 Complete the dialogues with the synonyms or antonyms in the box. There are two more words than you need.

dejected	doomed	essential	flimsy	impartial
minute	opportune	tough as old boots		

1 **A** I thought that documentary was rather biased.
B True, it wasn't exactly _____, was it?
2 **A** Wasn't it fortuitous that Dave was driving by just as it started to pour with rain?
B Yes, it was rather _____, wasn't it?
3 **A** That old lady who lives at number 74 isn't as vulnerable as she seems, you know.
B No, I know, I've heard she's _____.
4 **A** Ashley didn't seem terribly happy, considering she'd just finished her exams.
B No, she looked kind of _____, didn't she?
5 **A** A good dictionary is vital for learning English.
B Oh yes, absolutely _____.
6 **A** These portions are tiny, aren't they?
B Yes, they are pretty _____.

CHALLENGE!

Give an example of the following.

A solemn occasion you have been to.

_____

Something priceless which you have seen.

_____

A time when you felt elated.

_____

Something which in your view is worth its weight in gold.

_____

A flimsy object.

_____

Threats to our planet

I can talk about gloabal threats.

1 **Complete the facts about the environment using the words in the box.**

altitude deforestation degrade emissions exported greenhouse gases landfill pavements seats species tap thermostat

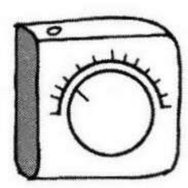
MORE ENVIRONMENTAL FACTS

FACT!

1 A plastic bag can take up to 500 years to [1]_____ in a [2]_____, while a plastic biro will be there for 50,000 years.

FACT!

2 Turning your [3]_____ down by one degree can reduce your contribution to carbon dioxide [4]_____ by 10%.



FACT!

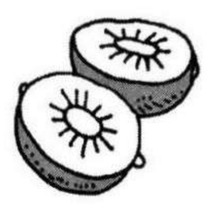
3 In the UK 150 million pounds is spent every year cleaning chewing gum off [5]_____.

FACT!

4 If twelve average-sized families turned off the [6]_____ while brushing their teeth, it would save enough water to fill an Olympic-sized swimming pool.

FACT!

5 A kiwi fruit [7]_____ from New Zealand to Canada creates eight times its own weight in [8]_____.



FACT!

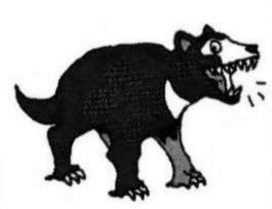
6 Every day in the UK 38 million car [9]_____ make the journey to work and back empty.

FACT!

7 Flying generates eight times as much CO_2 as taking the train. Moreover, pollution released at [10]_____ affects climate change twice as much as on the ground.

FACT!

8 137 [11]_____ are estimated to go extinct each day, 50 of which are as a result of tropical [12]_____.



2 **Complete the collocations with the correct form of the verbs in the box.**

address assess bring in combat decommission stockpile

1 World leaders met last week at an international summit to discuss strategies for _____ the problem of climate change.
2 The Health Service has announced that it will _____ twenty million bird flu vaccines.
3 It's hard to _____ the health risks posed by GM food.
4 Police are trying to _____ the growing threat of e-crime.
5 The government has promised to _____ new measures to tackle knife crime.
6 It was agreed that all arms would be _____ by 22 April.

3 **Rewrite the sentences using *whatever*, *whoever*, *however*, *whenever* and *whichever*.**

1 You can ask me as many times as you like, but the answer is still going to be No!
_____
2 The first person to arrive at the station will buy the tickets.
_____
3 Any time he speaks to her he blushes.
_____
4 It doesn't matter what she wears, she always looks chic.
_____
5 Even if it seems very cheeky, I think you should ask for a lift.
_____
6 It doesn't matter which presidential candidate wins, they will have a tough job on their hands.
_____

CHALLENGE!

Complete the song titles with the words in the box.

however whatever whenever wherever whichever whoever

1 Welcome to _____ you are (Bon Jovi)
2 Ready 4 _____ (2 Pac)
3 _____ way the wind blows (Bob Mould)
4 _____ absurd (Paul McCartney)
5 _____ you're near me (Ace of Base)
6 Thank you. _____ you are (Marillion)

Happy endings?

I can talk about film endings.

Revision: Student's Book page 105

1 **Complete the sentences with the words in the box.**

ambiguous baffling feel-good intriguing
clichéd sentimental subtle thought-provoking

1 It was an _____ spy story and I couldn't put it down until I'd finished.
2 The documentary had some interesting ideas on conservation that were _____.
3 The whole story was _____ and there wasn't an original idea in the whole film.
4 It was a _____ movie and we left the cinema laughing.
5 The film was unashamedly _____ and it had the audience crying from the beginning.
6 Rather than a turning point there was a _____ change in the plot, but I didn't notice it!
7 The lead character is really _____; you don't know if he's a hero or a villain until the end.
8 The plot was _____ and I didn't understand anything!

2 **Read the text quickly, ignoring the gaps. Name the two people responsible for the way most Hollywood films are organised.**

_____

3 **Complete the text. Use the correct form of the words in brackets.**

4 **Answer the questions.**

1 What according the text is the most important component of a film?

_____

2 What can greatly reduce your chances of seeing your spec become a film?

_____

3 What did Syd Field discover?

_____

4 How did Syd Field adapt Aristotle's plan?

_____

5 **Find words or phrases in the text which match these definitions.**

1 a success (paragraph 1) _____
2 profitable (paragraph 2) _____
3 very carefully (paragraph 4) _____
4 think of an idea (paragraph 4) _____
5 the most exciting moment of a story (paragraph 4) _____

CHALLENGE!

Write a review of a film. Describe the plot. What happens at the turning point and at the end? Did you enjoy the film?

Writing for Hollywood

(1) Have you ever [1]_____ (leave) a cinema shaking your head after seeing a clichéd film with an ending that you could see [2]_____ (come) from ten kilometres away? Most of us have. A film can have a star-studded cast and exotic locations, but if the screenplay is poor, it's unlikely that it will be a hit with audiences.

(2) [3]_____ (be) a screenwriter can be a lucrative career and there is no [4]_____ (short) of candidates for the job. However, although the major studios receive thousands of specs (unsolicited scripts) every year, only a few make it to the silver screen. The studios have very set ideas about what makes a good screenplay and if a writer's spec [5]_____ (do) match them, it hasn't got a chance.

(3) The art of screenwriting is [6]_____ (great) influenced by *Poetics*, the book on the theory of literature written by Aristotle in about 350 BC. Aristotle proposed that a plot should consist of three parts: a [7]_____ (begin) in which we meet the characters and the place where the action occurs, a middle in which a problem that has to be overcome is introduced and [8]_____ (final) an end, where the problem, at least in Hollywood films, is solved. It may surprise you to discover that an ancient Greek philosopher's ideas should have so much influence on such a modern art form. It will surprise you even more to learn that his ideas are more popular than ever.

(4) In the [9]_____ (seventy), a Hollywood scriptwriter, Syd Field, discovered that films that followed Aristotle's plan did much [10]_____ (well) at the box office than those that didn't. Field meticulously studied the most [11]_____ (success) films and came up with a more rigorous version of Aristotle's theory. The beginning of the film should last no longer than half an hour, at the end of which a turning point must occur. Field even suggested that the perfect moment for this turning point is the twenty-seventh minute! Then, for the [12]_____ (follow) sixty minutes the main character is involved in facing the challenge that has been set. At the midpoint of this period, the writer may introduce another turning point which must be a [13]_____ (reverse) in the character's fortunes. The final quarter of the film is spent depicting the climax of the story, as the character fights to achieve their aims.

(5) Does it sound familiar? It should do, because virtually all Hollywood films follow this scheme. So the next time you accuse a film of being [14]_____ (original), you'll know who to blame!

Immortality

I can understand and react to a text about immortality.

Revision: Student's Book page 106–107

1 Add the correct prefix or suffix to each adjective.

1 We must control scientists and plan for the benefit of all so that their projects are not ___conceived.
2 I didn't really want to help in the experiment and I was an ___willing volunteer.
3 People would be ___adjusted to living in space and they wouldn't be happy away from Earth.
4 People would be ___capable of adapting to sudden immortality. They couldn't do it.
5 He was born with a ___formed lip that doctors were able to correct when he was a child.
6 Some experiments don't have any practical use and seem meaning___ in the eyes of the public.
7 I don't think illness will ever be ___existent. There will always be new diseases.
8 Commercial space travel is very expensive and is ___feasible at the moment.
9 Whatever science achieves I think the afterlife will remain an ___penetrable mystery.

2 Read the article. Which is the best summary of the text?

1 Through literature we can see that people have always worried about their destiny and have searched for ways of cheating it. Dying in battle or committing suicide were two of the ways people in the past used but in recent years literature has considered scientific ways of helping us be our own masters.
2 By looking at famous characters in literature we can see that people have always thought about the matter of life and death. Some have viewed immortality as a completely positive idea, whilst others have debated what actually comes after death. And in relatively recent times the effects of science interfering in nature have also been considered.
3 The Greeks started a tradition of searching for immortality through courage on the battlefield. Hamlet shows us that that tradition continued in the middle ages as he went into battle for his king. In the nineteenth century the novel *Frankenstein* warned us of the dangers of science creating monsters that had these heroic personalities.

3 Read the article again. Are the sentences true or false? Write T or F. Underline the sentences which give evidence for your answers.

1 Mortality and its consequences have always been of concern to people. ___
2 As the son of a god, Achilles can look forward to immortality and doesn't fear going into battle. ___
3 Achilles' name lives on solely because of his fighting skills. ___
4 Hamlet sees suicide as a possible escape from his earthly troubles. ___
5 Hamlet is convinced that suicide is the solution to his problems. ___
6 Shakespeare wrote *Hamlet* for an audience which was equally divided into believers and non-believers in life after death. ___
7 Victor Frankenstein becomes isolated from his loved ones and companions. ___
8 Mary Shelley wrote *Frankenstein* as a warning for society about the possible misuse of science. ___

4 Find words or phrases in the text which match these definitions.

1 something exciting that someone has done (introduction)
_____
2 a long story in verse form (introduction)
_____
3 admiration for doing something impressive (Achilles)
_____
4 getting satisfaction by punishing somebody who did something wrong to you (Hamlet)
_____
5 uncontrolled behaviour that causes damage (Frankenstein)
_____
6 a strong feeling of guilt (Frankenstein)
_____

CHALLENGE!

Which characters in modern literature, cinema or television programmes do you think will achieve immortality? What characteristics do they possess that will help them to do this?

THE IMMORTALS

Many fictional characters have had as great an influence on history and society as real-life people. The really memorable ones become cultural icons, shaping our image of what we should be. They have achieved something that science has yet to give us: immortality. By reading about their exploits we can also learn that the question of life and death has always preoccupied mankind. From the epic poems of the Greeks of over two and half millennia ago, to the novels written at the dawn of the industrial revolution, mankind has expressed its dreams and fears of eternal life.

ACHILLES

Achilles is the son of a Greek goddess and a human king, the king of the Myrmidons. Although he possesses incredible strength and fighting skills that make him the most feared of all warriors, he is mortal. Achilles appears in numerous poems that praise his contribution to the Greeks' victory in the Trojan War, but it is in Homer's *Iliad* that he is the star of the show. Achilles is a proud, violent man who wishes to live a long life. However, he also desires immortality, a condition reserved for the gods, and as a human he knows eternal life is only possible by seeking glory on the battlefield. Only by sacrificing everything will his name live on and be remembered by generations to come.

The Greeks were fascinated by destiny and many of the Greek myths deal with futile attempts to change it. Nonetheless, Achilles, who like the majority of mortals was destined to die and be forgotten about, managed to become immortal through his bravery. *The Iliad* is thought to have been written around 800 years before the birth of Christ yet the name of Achilles continues to live on not only because of his exploits, but also because the Greek ideas of heroism, courage and loyalty are still valid today.

HAMLET

Possibly the most famous fictional character of all time, Hamlet also speaks the most famous words in the history of the theatre, 'To be, or not to be'. In direct contrast to Achilles' obsession with immortality, the speech reveals the internal struggle that the young prince goes through as he considers committing suicide. Burdened with the responsibility of avenging his father's death, Hamlet feels trapped. He knows that his uncle Claudius killed his father, the king, but he is the only person that possesses this knowledge. To the rest of the world, Claudius is a just and noble man, who is within his right to sit on the throne. Hamlet's life is full of anxiety, and suicide would be a way of escaping the pressures he's subjected to. It would be a chance to sleep and rest. But would it? What comes after death, he asks himself. What happens to our bodies after we die? Would he go to heaven, or would he have to face the tortures of hell?

Shakespeare's Danish hero clearly expresses the fears of his Christian audience. Nobody doubted that there was an afterlife and that spiritual immortality existed, but equally everyone believed they could either experience eternal happiness or spend it suffering for their acts on earth.

FRANKENSTEIN

From a very early age, Victor Frankenstein is passionate about science. He reads everything he can lay his hands on about the subject and before long his knowledge is greater than that of his professors at Ingolstadt University. While at the university, he begins research on the secret of life and before long he believes that he has found it. Victor is obsessed with his work and he becomes cut off from his family, friends and society. He secretly constructs a monster from parts of different dead bodies and then one dramatic night he brings his creature to life. On seeing the ugliness of the being that he has created, Frankenstein suddenly rejects the monster. Enraged by his creator's rejection, the creature goes on a rampage killing Frankenstein's brother and later his new bride. Full of remorse, Victor Frankenstein sets out to destroy his own creation.

Mary Shelley wrote the book at the beginning of the nineteenth century, a time when the rapid advances of science and technology were having a great effect on society. Many of these advances were seen as going against the natural order of things. The book was also seen as a criticism of how scientists were detached from society, with little concern for the consequences of their work.

Throughout our history, literature has proved an excellent medium for expressing our anxiety about the brevity of life and our fears of the unknown realm beyond death. However, as Achilles, Hamlet and the monster show, the certainty of death gives life vitality and a sense of purpose. Would that still be the case if immortality became a real option? To be or not to be; will that still be the question?

Complex sentences

I can use a wide range of complex sentences.

1 Join the sentences with a suitable relative clause. Omit the pronoun where possible.

1 The Wieliczka salt mines are really worth visiting. They're outside Krakow.

2 That's the guy. He fixed the puncture on my bike.

3 The fugu fish is a delicacy in Japan. Its organs contain a poison which can kill you instantly.

4 My brother borrowed my iPod. This meant I couldn't listen to music on the bus.

5 I bought a bag yesterday. It seems rather flimsy.

6 We had some delicious cake. My grandmother had made it.

2 Rewrite the sentences beginning with the words in bold. Use relative clauses and an informal style.

1 I had been looking for a lost ring. **I was over the moon** when I found it.

2 **We're going to see a Roman villa.** I once did a school project on it.

3 Greg was telling me about a road movie. **We watched** it.

4 Sara had set her sights on a promotion. **Laura got** it.

5 **Katie's seeing Joe.** Sharma used to go out with him.

3 Write the story of Jumping Jack Cash by joining each group of two sentences into one. When there are two possible positions for a preposition, choose the more formal.

1 The winner of the 2000 Darwin Awards is posthumously known as Jumping Jack Cash. You may have heard about his foolish exploits.

2 The scene of his stupidity was the Grand Canyon. Thousands of tourists flock to this landmark every year.

3 The canyon contains some particularly steep drops. Fences have been built around them to prevent sightseers plummeting to their deaths.

4 Close to some of the drops are small towering plateaus. You could jump onto them if you were feeling very brave.

5 Tourists like to throw coins on to the plateaus. Some of the coins pile onto the surfaces, while others fall to the valley floor far below.

6 Jumping Jack Cash leaped over to a plateau. There was a huge pile of coins there and he filled his bag with them.

7 He tried to leap back but his bag prevented him and he plunged to the bottom. His bag was now full of coins.

Needless to say, he didn't survive to collect the coins in the valley.

Extra Practice

Presentation

I can give an effective presentation.

1 Complete the sentences with the correct words.

1 I can't quite remember **how / what** it's called.
2 I can't put my finger **on / to** it at the moment.
3 The word has just **missed / slipped** my mind.
4 The correct word **escapes / avoids** me for the moment.
5 The word's on the **tip / top** of my tongue.

2 21 Listen to extracts from two presentations about something that the world would be better off without. For each speaker write down what is being described, and one example of its inconvenience.

Speaker 1
What? _____
Example: _____
Speaker 2
What? _____
Example: _____

3 21 Complete the excerpts from the listening. Then listen again and check.

1 I'd love somebody to do _____ with these.
2 but at other times they can _____ you for _____.
3 if you're feeling stressed or a slightly _____ down
4 scientists will find a way of _____ them on the _____
5 I'd love to _____ the _____ of these malicious things
6 to prove how _____ Windows is

4 Match the definitions with words and phrases in exercise 3.

a have a very strong impact _____
b tired from working hard _____
c get rid of (2 expressions) _____ _____
d able to be used to someone's advantage _____
e no longer have to deal with _____
f deliberately harmful _____

5 Complete the descriptions with the words in the box. What is being described?

across	by	colours	comes	handle	handy
less	looks	middle	rough	serve	shaped
sharp	yellowish				

a These objects, which usually come in a pairs, are round and have a dip in the [1]_____. They are very lightweight and virtually invisible. I suppose they are about 8 mm [2]_____, more or [3]_____ the same size as a penny. They are made of a material that [4]_____ a bit like glass. Although most have a corrective function, some, which are tinted different [5]_____, are cosmetic. They [6]_____ the same purpose as glasses.
They are _____.

b It's something edible. It [7]_____ in slightly different sizes but, on the whole, it is larger than a plum and smaller than a coconut. Its skin is often green and smooth, but some varieties have a [8]_____ brown skin. Its flesh, which is [9]_____-green, can be firm but it softens as it ripens. It's pear-[10]_____ and there is a stone in the middle. It can be eaten on its own or as part of a dish.
It's _____.

c You would need one of these things if you were some kind of craftsman. They come in [11]_____ if you want to cut something like paper or card in fine detail, or if you wanted to cut the tape sealing a package without damaging it. It consists of a flat [12]_____, which is probably about 25 mm [13]_____ 100 mm, and a [14]_____ blade in the shape of a triangle that can be replaced.
It's _____.

6 Think of an object that other people in the class are unlikely to know the name of. Find the name in a dictionary. Write a description of the object in as much detail as possible, using language from exercise 5.

_____

7 In the next class read out your description. The other students guess the object. If they don't know the name, teach it to them.

10G WRITING Opinion essay

I can write an opinion essay.

Preparation

1 Read the task. Decide whether you agree or disagree with the statement.

> Computers will eventually make teachers obsolete.

2 Read the jumbled parts of the essay (a–h). Match them with the paragraph plan.

a There is no denying that as technology continues to improve and become available to more people, the role of computers in education is set to grow and grow, but the key question is, will they eventually replace teachers altogether?

b They predict that students will follow their own individual computer-based learning programmes, at their own pace, and according to their own interests.

c It has been suggested by some education experts that in the future, most learning will take place online.

d I accept that the Internet will be indispensible to children's education since it offers access to the most up-to-date sources of information, and that interactive computer programs will continue to add an important element of interest to the learning experience.

e On balance, however, although it would be wrong to suggest that computers will not play a crucial role in the classroom of the future, I firmly believe that they will never be able to motivate in the way that a real live human being can.

f Furthermore, computers don't have the capacity to teach students to learn how to think critically, nor to maintain discipline in the classroom.

g In my view, this would be inconceivable. Although computers are undoubtedly highly effective learning tools, even the most sophisticated interactive computer learning program cannot be as dynamic and inspiring as a real teacher.

h There is also some truth in the view that online learning allows students to learn at their own pace, so that weaker students are not left behind and stronger ones held back.

Paragraph plan

Paragraph 1 (Introduction): Background information and turn proposition into a question.

1 __c__ 2 _____ 3 _____

Paragraph 2: Points in support of your own opinion

4 _____ 5 _____

Paragraph 3: Points in support of the opposite opinion

6 _____ 7 _____

Paragraph 4: (Conclusion) A restatement of your opinion

8 _____

3 Find words or phrases in the text which match these definitions.

1 without a doubt _____
2 claimed _____
3 It would be hard to deny that _____
4 Moreover _____
5 I am of the strong belief _____
6 unthinkable _____
7 All in all _____
8 It's also true to say _____

4 Read the statement. Decide whether you agree or disagree. Then make notes following the same paragraph plan as the one in exercise 2.

> Online news sites will eventually make newspapers a thing of the past.

5 Use your notes from exercise 4 to write an opinion essay.

Writing Guide

1 Use phrases from exercise 3.
2 Use some personal and some impersonal language.
3 Keep your conclusion to a maximum of 40 words.

CHECK LIST

Have you:

- followed the paragraph plan?
- used expressions from exercise 2?
- checked your work for mistakes?

EXAM TASK – Reading

Read the article. Complete the text by matching sentences (A–G) to the gaps in the text (1–6). There is one sentence which you do not need to use.

Disappearing country

Faced with the prospect of being swamped by rising sea levels, the Pacific island nation of Tuvalu is considering evacuating its 9,300 residents. With a highest point just five metres above sea level, Tuvalu is one of the world's lowest-lying countries. [1]_____ With global sea levels predicted to rise by more than 80 cm over the next century, Tuvaluans are living on borrowed time. The government's solution is to transport the entire population overseas.

'We don't know when the islands will be completely covered,' says Tuvalu government secretary Panapasi Nelesone. 'But we need to start working on this now.' [2]_____ But Tofiga Falani, the president of the Tuvalu church, says that more urgent action is needed. 'We must know that someone will provide land for us, before a storm washes our islands away altogether,' he said. He is lobbying Australia to set aside land to serve as a new home for Tuvalu's people when they finally quit their nine inhabited atolls. [3]_____ Until recently, the data collected from monitoring Pacific Ocean levels showed that there had been no significant changes around Tuvalu for ten years. Some analysts even suggested that the aftermath of El Niño could cause sea levels in the area to drop by up to 30 cm in the future. That view is changing. [4]

Tuvaluans are used to seeing islets vanish beneath the waves with cyclones, but their country is likely to become uninhabitable long before the waves finally close over them. [5]_____ But the seepage of salt water into farmland has destroyed crops and made the people dependent on canned imports.

Tuvalu's Polynesian people arrived in the islands 2,000 years ago by way of Tonga and Samoa. [6]_____

A Nearly 3,000 Tuvaluans already live overseas, and a government programme is now relocating 75 more every year.

B The neighbouring state of Kiribati has dozens of uninhabited islands, but it is facing its own population pressures.

C It seems, however, they will have to leave their homeland very soon.

D The most recent figures suggest that Tuvalu's sea levels have risen nearly three times as fast as the world average over the past decade, and are now 5cm higher than in 1993.

E Fresh data on sea level rises have given a new urgency to these efforts.

F Islanders already drink from rainwater tanks to preserve the atolls' scanty groundwater.

G Half its population is crammed on the 30 hectare Funafuti atoll, which is only three metres above the waves.

EXAM TASK – Use of English

Complete the text with suitable words. Use one word only in each gap.

Looking [1]_____ the grammar of Modern English, many students fail to realise how extensively this language has changed [2]_____ the last millennium. In fact, the English of today is nothing like the English of medieval times. Old English, that is English spoken before the eleventh century, marked grammatical functions with 'endings' attached [3]_____ 'base' words. Nouns and adjectives could be of three genders (masculine, feminine or neuter) and there were four cases, [4]_____ of which had its own endings added to the 'base' words. Modern English marks the infinitive of verbs with a preceding *to* whereas the Old English infinitives ended in *-an*. In all tenses, verbs [5]_____ separate suffixes for singular and plural in the first, second and third person. After the eleventh century, the number of these endings was significantly reduced. [6]_____ were replaced by [7]_____ is, broadly speaking, the same system that English uses today, which, unlike Old English, makes very [8]_____ use of word endings. Instead, [9]_____ relies on the word order in the sentence. This was due mostly to the Norman invasion after which the invaders and the invaded had to somehow communicate and the endings only caused confusion, [10]_____ they were slowly dropped.

EXAM TASK – Listening

22 **You will hear part of a radio programme. Choose the best answer A, B, C or D according to what you hear.**

1 What does the presenter say about the new documentary?
   - **A** It is extremely popular.
   - **B** Its impact is slightly exaggerated.
   - **C** It resembles popular reality shows.
   - **D** It has begun a new era in broadcasting.

2 One of the 'screaming man's' secrets is
   - **A** the way he acquired his celebrity status.
   - **B** the mysterious noises his body emits.
   - **C** the reason for his facial expression.
   - **D** the strange markings on his coffin.

3 When the mummy was found,
   - **A** archaeologists tried to preserve it properly.
   - **B** it was immediately given a tomography scan.
   - **C** scientists assumed it was in perfect condition.
   - **D** it was thought to have been hastily mummified.

4 Anthony Geffen
   - **A** protected the mummy from hordes of curious tourists.
   - **B** was officially allowed to have the mummy examined.
   - **C** filmed the mummy being removed from the museum.
   - **D** became a member of Egypt's Council of Antiquities.

PREPARATION: Writing

Use the Writing Bank on page 107 to help you.

EXAM TASK – Writing

Choose one of the writing tasks below and write 200–250 words.

1 'You should never disclose other people's secrets.' Write an essay giving your opinion. In your essay, you should:
   - introduce the subject appropriately
   - give points in support of your opinion
   - give points in support of the opposite opinion.

2 You ordered a book online two months ago. It still hasn't arrived despite many telephone calls. Write a letter of complaint. In your letter, you should:
   - say why you are writing
   - describe the problem
   - suggest a possible solution.

PREPARATION: Speaking

Use the Functions Bank on page 102 to help you.

EXAM TASK – Speaking

Part 2 – Sustained long turn

Task 1: You will be asked to talk about privacy. Work in pairs. One of you plays the role of the student, the other the examiner.

Consider the following points:
- public versus private life
- people in the public eye
- privacy within the family
- the popularity of social networking sites.

Discuss the following questions.

1 Do you think that, by becoming a celebrity, one gives up one's right to privacy? Why?

2 Do you think that most people can be trusted to keep a secret?

3 Why do you think people keep diaries?

4 Do parents have the right to look at their children's diaries? Under what circumstances is it acceptable?

Task 2: Read the statements below. Choose one and get ready to present and discuss it.

1 'Everyone is like a moon, and has a dark side which he never shows to anybody.' (Mark Twain) Discuss.

2 Ending a relationship via e-mail or text message is a better idea than telling the person face-to-face. Do you agree? Why/why not?

These ideas may help you:
- Do you agree/disagree with the statement? Why?
- Can you add examples and/or talk about your personal experience?

EXAM CHALLENGE! 1

EXAM TASK – Reading

Read the article about working mothers. Match statements 1–9 with paragraphs A–D. When more than one answer is required, this is indicated next to the statement.

A So the shine has come off Supermum. According to a Cambridge University report published this week, enthusiasm for equality in the workplace peaked in the 90s and is now waning. More people now think that a woman who works does so at the expense of her family. Who is or was Supermum anyway? I am a woman who works, and who also has a small child. Ninety per cent of the time these two things hang together, and I am in no way super – never have been, never will be.

B I meant to wear high heels yesterday, but never changed out of my cycling shoes. My one-year-old daughter went to nursery in her pyjamas, and I couldn't get her to stand still long enough to brush her hair. But these are details: looking at the big picture, it pretty much works out. Of all the many myths about motherhood, the one that says you can't hang on to a demanding job is the worst. I remember worrying in the early months of pregnancy that, some time around the six-month mark, my mind would go to mush and all judgment desert me – because everyone said it would. And it didn't happen. You can be a mother and not lose your mind. You can also be a mother and work, and still not lose your mind.

C I recently heard a senior executive in the City shrug off the fact that there were only two female company chairs in the top 100 companies. She said that some women were sensible and stayed at home to look after their kids; others were a bit crazier and pursued eat-you-alive jobs and didn't have children. It was a sad opposition, and one that was very revealing about the City's all-or-nothing male work ethic. Nearly all the women I know who didn't go back to work after having children worked in the City – as lawyers, traders, bankers. You could say they made their own choices; I would argue that their hands were powerfully forced.

D What does nobody tell you about being a working mother? That it can be a lot of fun. Life feels incredibly full, and often in a good way. So don't count yourself out because everyone tells you it can't be done and something will have to give, and that that something will be you. And most importantly, don't count yourself out because without you in the workplace the situation won't keep improving – which it is. As a colleague told me after I returned from maternity leave, yes, there will be days when you have to make big decisions after being up all night – but you have had hangovers before, and lived, and on those days when it does work, being a working mother is the best thing in the world. It's what the suffragettes chained themselves to the railings for. Let's not quit while we're ahead.

In which paragraph does the writer say the following?

1 Some jobs aren't compatible with having children. ____
2 Some people say that employed women neglect their families. ____
3 I don't always manage to do everything the way I wish to. ____, ____
4 Working mothers can have a challenging job. ____
5 According to some people it is not important that there are few women in some industries. ____
6 Some people say the interest in being equal to men in the workplace is decreasing. ____
7 Some people claim that reasonable women stop working after they give birth. ____
8 Working mothers are admired less now. ____
9 It's worth having a job despite occasional difficulties. ____

EXAM TASK – Use of English

1 **Complete the text with suitable words, using one word only in each gap.**

Some people create a wonderful picture of [1]_____ life would be like if virtual reality [2]_____ available to everybody. You could attend a friend's wedding in the Caribbean, listen to the music, feel the warmth of the sun on your skin, and enjoy the taste of the food [3]_____ served – all this while sitting in your home in Reykjavik on a chilly winter morning.

Supporters believe virtual reality will not [4]_____ enhance entertainment, but also open new educational horizons and contribute to the development of science and the arts. It will [5]_____ many of our tasks simpler, and allow people to express [6]_____ creativity in many new ways.

Others, however, think that the long-term effects of virtual reality may be much [7]_____ beneficial. They point to problems [8]_____ physical and mental that people who use the technology experience, [9]_____ eyestrain and nausea. These are just temporary effects, but scientists fear that prolonged use of virtual reality may cause permanent changes, especially in children, [10]_____ brains are developing.

2 **Complete the text with the correct form of the words in brackets.**

Next Friday, there will be no spaghetti in Italy, as the country goes on its first ever pasta strike. [1]_____ (RAGE) Italians are downing their forks in [2]_____ (RESPOND) to a 30 per cent price rise in the nation's favourite food.
Most Italians eat pasta at least once a day. According to a recent study, many of them prefer pasta to all other [3]_____ (PLEASE).
Consequently, the strike-organisers are prepared for serious [4]_____ (WITHDRAW) symptoms. Emergency stands offering free bread and milk will be set up in all major Italian cities for those in need of carbohydrates. The pasta-makers said the reason for the 30 per cent price rise was a [5]_____ (SHORT) of wheat because farmers were switching to produce crops for the biofuel industry. Currently, a half-kilogram pack of pasta costs around 70 euro cents.
A spokesman for consumer groups said, 'The statistics show the price of grain has now fallen, but the price of bread, for example, keeps rising, without any link to the wheat price. According to our [6]_____ (ANALYSE), bread, fresh pasta and desserts have gone up by 12, 20 and 70 per cent [7]_____ (RESPECT) in the last year.' The [8]_____ (THREATEN) of the strike has drawn a rebuke from the prime minister, Romano Prodi. 'There is no [9]_____ (JUSTIFY) for the alarm over price rises,' he said. In fact, he said the prices 'are in some cases going down [10]_____ (SUBSTANCE)'.

EXAM TASK – Writing

1 There is a discussion in a local newspaper which you would like to take part in about banning cars from the centre of towns and cities. Write an argumentative essay of 200–250 words with the title *Protecting the environment is more important than travelling comfortably*. In your essay discuss both advantages and disadvantages of the ban.

2 You have got a year's scholarship at a college in London and have decided to rent a flat there. Read the advertisement below and write a letter of 200–250 words to the owner asking for information about the flat.

> **Fully-furnished studio flat** within small conversion. Fully-equipped separate kitchen. Bathroom with shower. Wooden flooring throughout. Laundry facilities in the building. Located within walking distance of Kings Cross station. Bills included except council tax.

EXAM TASK – Speaking

Task 1: Look at these two pictures and compare and contrast them. These ideas may help you:

- Ways of spending holidays
- Influence of tourism – local and global
- Your favourite kind of holiday
- Typical family holidays in your country

Task 2: Speak briefly about types of accommodation in your country.

The following ideas may help you:

- Pros and cons of different types of accommodation (e.g. hotel, motel, hostel)
- The best accommodation in your opinion
- Typical accommodation for young tourists (e.g. students)
- Accommodation in your town/region

Task 3: Work in pairs and role-play the following situation.

Role A: You believe that honesty is the best policy and that lying should be avoided at all cost. However, your friend disagrees and believes that there are situations when lying can be excused and is justified. Discuss and try to convince your partner about your point of view. You start the dialogue.

Role B: Your friend believes that honesty is the best policy and that lying should be avoided at all cost. However, you disagree and believe that there are situations when lying can be excused and is justified. Discuss and try to convince your partner. Your partner starts the dialogue.

EXAM TASK – Reading

Read the following article about the genetic modification of food. Some parts of the text have been removed. Complete the text by matching the sentences (A–G) with the gaps in the text (1–6). There is one sentence which you do not need to use.

We were told that the genetic modification of food would lead to the use of more chemical sprays. [1]____ Genetically modified (GM) cotton growers in India, Australia and China are spraying less than half as much pesticide on their crops; GM corn growers in the United States are spending less than before on insecticide. British growers of GM sugar beet are spraying herbicide once instead of five times. [2]____

Of course, the organic farming lobby argues that it, too, can bring back wildlife. [3]____ Because organic crops require nitrogen grown elsewhere rather than manufactured from the air in a factory, organic farming is land-hungry.

The economist Indur Goklany has calculated that if the world tried to feed its current population of six billion people using the (mainly organic) technologies and yields of 1961, it would require 82% of the world's land area to be cultivated instead of 38%. [4]____ Speaking of food, in Europe it is common to hear the argument that the world now produces enough food without GM foods. Yes, but how did it achieve this? By rapidly adopting fertiliser, pesticides and high-yielding varieties. This 'Green Revolution' depended on genetically new varieties created by artificial mutation using nuclear radiation and chemical mutagens.

Pessimists might say that despite the Green Revolution, there is still poverty and malnutrition. But for the past century the world has got steadily better for most people. You do not believe that? I am not surprised. You are fed such a strong diet of news about how bad things are that it must be hard to believe they were once worse. [5]____ Longevity is increasing faster in the poor south than in the rich north. Infant mortality is lower in Asia than ever before. [6]____ Here at home, we are healthier, wealthier and wiser than ever before. Pollution has declined; prosperity increased; options opened.

All this has been achieved primarily by that most hated of tricks, the technical fix. By invention, not legislation.

A The birds, butterflies and flowers are coming back into the fields where GM crops are grown.

B But choose any statistic you like and it will show that the lot of even the poorest is better today than it was in 1903.

C The opposite proved true.

D That means ploughing up the Amazon, irrigating the Sahara and draining the Okavango.

E Decade by decade per capita food production is rising.

F However, the green revolution did not solve all poverty and malnutrition.

G But only at a price.

EXAM TASK – Use of English

1 Complete the text with suitable words.

The Maya are mysterious. This is how this ancient culture [1]_____ always been portrayed, and recently a long series of documentaries has presented a picture of a people with practices and a world view that is very difficult for modern people [2]_____ understand. Lots of researchers have decided to study Mayan culture and history and it seems that events of a mystical nature have guided everyone [3]_____ has taken up the study of the Maya.

The most extraordinary example in [4]_____ history of Mayanism is probably the story of Knorozov who was guided to the translation of the Mayan script. His story is worth recounting.

During World War II Yuri Knorozov was a young student in Leningrad [5]_____ he was drafted into the Red Army. In the final assault on Berlin he saw the National Library [6]_____ flames and so rushed in and [7]_____ random grabbed a book to save it. The book turned out to be a facsimile of the only three surviving Mayan Codices [8]_____ were known at the time. Back in Russia he was encouraged to take on breaking the Mayan code and seven years [9]_____ he published the solution in a Russian journal of linguistics. It took some thirty additional years for this solution to be accepted in the West. I can only imagine that he himself [10]_____ have concluded that grabbing that particular book was a mystical event as it determined his mission in life.

2 Complete the text with the correct words a–d.

Eating a proper breakfast every morning is never more important than when you are a child. Nutritionists stress that, [1]_____ hard it is, parents should [2]_____ sure their child does not go to school on an empty stomach. A recent survey of 5,000 parents of primary school pupils across the UK shows that, [3]_____ the long-running campaign stressing the importance of breakfast, nearly 25 per cent of children [4]_____ it at least once a week. This is not [5]_____ to parental neglect but because young people often don't eat what is put on their plates. The best breakfast foods are those that [6]_____ energy

slowly and are low in salt and sugar. Most children, however, [7]_____ to eat porridge, wholegrain bread or organic cereals. And many exhausted parents eventually give up the fight over food, even though they see the [8]_____ effects of unhealthy eating habits. One in four parents [9]_____ that their child was more irritable if they didn't have breakfast and fifteen per cent said it [10]_____ their child lethargic.

1	a whatever	b whenever	c however	d wherever
2	a be	b do	c get	d make
3	a although	b despite	c in spite	d during
4	a swap	b skip	c endeavour	d savour
5	a because	b as	c due	d thank
6	a release	b relive	c relieve	d receive
7	a refuse	b reproach	c relish	d rebuke
8	a negligible	b desirable	c powerful	d harmful
9	a avoided	b denied	c admitted	d contradicted
10	a caused	b made	c let	d allowed

EXAM TASK – Writing

1 A magazine is running a story writing competition. You have decided to participate. The title is: *How I realised that I was an adult for the first time*. Write a narrative of 200–250 words.

2 There is a discussion in a teenage magazine about working freelance in which you would like to take part. Write an argumentative essay (200–250 words) in which you give your opinion. The title of your essay is: *Working freelance*.

EXAM TASK – Speaking

Task 1: Look at these two pictures and compare and contrast them. These ideas may help you:

- Living conditions of different groups of people (e.g. homeless people, squatters, hippies)
- Importance of having a home
- Influence of living environment on one's personality
- The ideal place to live

Task 2: Prepare to express and justify your opinion on the quotation below.

'Home is a place you grow up wanting to leave, and grow old wanting to get back to.' (John Ed Pearce)

Do you agree/disagree with the statement? Why?

Can you add examples and/or talk about your personal experience?

Task 3: Speak about the world's problems. The following ideas may help you:

- Environmental issues in your country
- Global environmental changes
- Global poverty
- World and national politics (world powers, wars, etc.).

Task 4: Work in pairs and role-play the following situation.

Role A (Child): Your parents went away for the weekend and you decided to give a party even though you had promised not to. Unfortunately, your friends were very noisy and your neighbours complained when your parents came back. You need to defend yourself and apologise. Suggest a reasonable arrangement for parties in the future. Your partner starts the conversation.

Role B (Parent): You are a parent of a teenage boy/girl. Your child stayed at home over the weekend alone and when you came back your neighbours complained about a loud party in your flat. You are very angry because your child had promised not to do anything like that. Discuss it with him/her and discuss a way of dealing with any future parties. You start the dialogue.

1 Complete the text with suitable words.

Customs officers suspected there was something odd [1]_____ the twenty-year-old Bulgarian the moment they spotted him [2]_____ Prague's Ruzyně Airport.
The man, who had just arrived on a direct commercial flight from Istanbul, was edgy and uncertain, and [3]_____ awkward behaviour suggested that he had never really travelled [4]_____. Even [5]_____ the airport's security camera monitor, customs officers [6]_____ sense that his trendy clothes and carry-on bag belied his provincial demeanour.
After pulling him [7]_____ and X-raying his bag, the officers confirmed their suspicions: the soft material bag contained a double bottom, in [8]_____ 2.74 kg of heroin lay wrapped in two layers of black plastic.
For airport customs officers, this seizure was [9]_____ second major heroin haul in as many months. In December, a Romanian man in his twenties had been stopped, also arriving on a direct commercial flight from Istanbul, with 2.5 kg of heroin concealed in the reinforced back of his rucksack. With a street value of [10]_____ 800 to 1,000Kč (€30–€40) per gram, officials estimate the value of heroin [11]_____ man was carrying to be in the millions of Czech crowns.

Mark /11

2 Complete the text with the correct words a–d.

Thirty years ago, at 7.30 a.m. on a Tuesday, I stood [1]_____ a roomful of restless pre-adolescents. Unexpectedly, I had been placed in front of 70 of them with the instructions: 'They can't use the playground because of the rain. Keep them busy until [2]_____ teachers get here.'
I looked out over their faces, [3]_____ ten per cent hopefulness that I [4]_____ something interesting, and 90 per cent cynicism that any adult [5]_____. Their bodies were slumped, their arms were folded. They were [6]_____ me to entertain them.
Not knowing what else to do, I began to [7]_____ a story. Within moments, their postures changed. Their faces relaxed. Their eyes rolled slightly back. Best of all, they remained entranced throughout the fifteen minutes [8]_____ the story.
I had no way [9]_____ it, but those fifteen minutes changed my life. [10]_____ the next few years, I followed the 'story response' of children and adults – out of my teaching job, into freelance performing, and finally into my role as a storytelling coach.

1
a faced
b facing
c having faced
d face

2
a the other
b other
c the others
d another

3
a that released
b that contained
c which revealed
d which confirmed

4
a will say
b would say
c did say
d would have said

5
a always would
b even might
c ever could
d never will

6
a assuming
b challenging
c considering
d inquiring

7
a say
b tell
c talk
d make

8
a of
b while
c during
d throughout

9
a to have known
b of knowing
c how to know
d how know

10
a Over
b While
c In
d Of

Mark /10

1 Complete the paragraph with the correct words a–d.

With their beautiful plumage and stately strut, peacocks are a sight to behold. But they are not, it seems, to everyone's liking.

When seven rogue birds escaped the confines of Paignton Zoo and took up residence in the gardens of neighbouring houses, the complaints began.

The problems began in July last year when the seven male birds took up roost under a large ash tree next to the zoo's outer fence and began entering adjoining gardens in Harbourne Avenue.

Many residents were delighted – but two complained to Torbay Council. One said his garden [1]_____ and was covered in bird droppings.

He added that the peacocks, who have a distinctive loud call, [2]_____ too much noise.

Environmental health officers were called in and, after several months of debate, the peacocks were [3]_____.

Zoo bosses say they [4]_____ unable to find new homes for them, and added that when attempts [5]_____ to move the territorial birds, they simply returned to their favoured spot.

Staff [6]_____ the ancient tree to stop birds [7]_____ there in the future.

Yesterday, Paignton Zoo's chief executive Simon Tonge said: 'The decision [8]_____ a lot of people – especially me as I am in the business of keeping birds alive.'

He added: 'I can understand people [9]_____ annoyed when the birds are right under their windows and we tried [10]_____ the peacocks to the other side of the zoo, but they just made their way back.'

1
a could be damaged
b had been damaged
c may damage
d were damaged

2
a make
b were making
c have made
d would make

3
a put forward
b put aside
c put down
d put through

4
a were
b have been
c would be
d are

5
a made
b have been made
c would make
d had been made

6
a were chopping down
b being chopped down
c chopped down
d would chop down

7
a roosting
b having roosted
c roost
d to roost

8
a upset
b had been upsetting
c was upsetting
d has upset

9
a to be
b been
c have been
d being

10
a to have moved
b to move
c moving
d move

Mark /10

2 In many lines in this text about a British school there is one word which should not be there. Find the wrong word, cross it out and write it at the end of the line. Some lines are correct. Tick the correct lines. There are two examples at the beginning.

A new primary school in Sheffield is facing criticism ✓
for the dropping the word 'school' from its title after the
what governors decided the term had 'negative connotations'. 1 _____
The headteacher of Sheffield's Watercliffe Meadow, Linda 2 _____
Kingdon, said the school, which it is due to open on Monday, 3 _____
will instead of be called a 'place for learning'. 'We decided 4 _____
from an early stage we didn't want to use the word "school",' 5 _____
she told to local newspaper the Sheffield Star. 'This is Watercliffe 6 _____
Meadow, a place for learning.' One reason was that for many 7 _____
of the parents of the children here the word 'school' has very 8 _____
negative connotations.
'We were able to start from the scratch and create a new type 9 _____
of learning about experience. There are no whistles or bells or 10 _____
locked doors. We wanted to bring the school closer to real life.'

Mark /10

1 Complete the text with the correct form of the words in brackets.

Although scientists are still trying to learn exactly why people need sleep, animal studies show that sleep is necessary for [1]_____ (SURVIVE). For example, while rats normally live for two to three years, those deprived of all sleep live only about three weeks. Sleep-deprived rats also develop [2]_____ (NORMAL) low body temperatures and sores on their tail and paws. Some studies suggest that lack of sleep [3]_____ (AFFECT) the immune system in [4]_____ (DETRIMENT) ways.

Sleep appears necessary for our nervous systems to work properly. Too little sleep leaves us [5]_____ (DROWSINESS) and [6]_____ (ABILITY) to concentrate the next day. It also leads to impaired memory and physical performance and reduced ability to carry out maths [7]_____ (CALCULATE). If sleep [8]_____ (DEPRIVE) continues, hallucinations and mood swings may develop.

Many of the body's cells show increased production and reduced breakdown of proteins during deep sleep. Since proteins are the building blocks needed for cell growth and for repair of damage from factors like stress, deep sleep may [9]_____ (TRUE) be 'beauty sleep.' Activity in parts of the brain that control emotions, decision-making processes, and social [10]_____ (INTERACT) is drastically reduced during deep sleep, suggesting that this type of sleep may help people maintain optimal emotional and social functioning while they are awake.

Mark /10

2 Complete the text with suitable words.

Local pubs and inns around the country are fighting [1]_____ closure with a seemingly impossible bargain – lunch for just a quid. 'The original £1 food-menu pub,' says a [2]_____ outside the Four Crosses Inn near Cannock, Staffordshire. More and more pubs offer incredibly cheap meals, but the owner, Tony Rabbitts, insists [3]_____ he was the first to show it could be done. 'At first it was once a week, but it filled the place up, so we went up to two, then five, and now seven days [4]_____ week,' he says. 'We'd been struggling to pay the bills and would have had to close, but we refused to [5]_____ beaten.'

From serving about 30 lunches a day, Rabbitts is now doing more than 300 at busy [6]_____, and bar takings have increased fourfold.

'We've got regulars who come back every day. Some people [7]_____ seven days a week. Minibuses full of pensioners have started coming from Wolverhampton for lunch and a day [8]_____,' says Rabbitts. And on the day I visit, there is a roaring fire, the restaurant area is filling [9]_____ with diners by 12.30, and, annoyingly, today, the minced beef and onion pie has sold [10]_____ .

Mark /10

1 Complete the text with the correct form of the words in brackets.

We live in an addiction-prone society, but of all the addictions out there, one of the most [1]_____ (DEAD) is one that is most often overlooked: junk food. The term 'junk food' refers to any food that is high in calories, fat, salt and sugar without bringing any [2]_____ (NUTRITION) value to the table. Unfortunately, this food is usually [3]_____ (CONVENIENCE), tasty and extremely [4]_____ (ADDICT).

Junk food becomes a dangerous addiction because its effects are so subtle. When we eat a chocolate bar, a bag of chips, or a meal of fast food, we don't see our arteries clogging with fat deposits. We don't feel ourselves gaining weight as our internal organs become [5]_____ (FAT) and weak, and most of the time, we don't associate [6]_____ (TIRED), anxiety, [7]_____ (DEPRESS) or skin problems with the junk food we consumed earlier in the day. We don't understand the huge health-related repercussions that come along with the treats and snacks that seem so [8]_____ (HARM).

We begin our addiction to junk food at a young age. Children who become addicted to junk food actually stop eating the nutritious food they need in order to grow up healthy. And the current epidemic of childhood obesity is only the tip of the iceberg. Kids that live on fats and sugars have shorter [9]_____ (ATTEND) spans, [10]_____ (GROW) problems, and suffer from tooth decay and weak bone structure early in life.

Mark /10

2 Complete the text with suitable words.

To be perfectly honest, browsing [1]_____ the shops is something to [2]_____ people occupied while stranded in an anonymous airport.

Many items bought at airports are just gimmicks but one seems to [3]_____ found a friend among business travellers: bright coloured buckled straps that go around your suitcase. With so many suitcases looking identical [4]_____ days, a strap [5]_____ this will help you pick your bag out at a hundred metres, saving vital seconds at the baggage carousel. They also help hold your case together should the locks spring open, a not uncommon experience.

A cheaper alternative, and also a device [6]_____ will have a million and one [7]_____ uses too, is a roll of duct tape, [8]_____ known as gaffer tape. This super sticky plastic-backed stuff can bind your luggage together, tape tricky buckles out of the way and can also be used to mend [9]_____ sorts of articles that [10]_____ break. Even mobile phones and laptops have been spotted on flights held together with this amazing stuff.

Mark /10

1 Complete the second sentence so that it means the same as the first. Use between two and six words and include the word in brackets.

1 Jane said, 'I'll be back by seven p.m.' (ME)
Jane _____ back by seven p.m.

2 In case you need any help, please contact our office. (SHOULD)
_____ any help, please contact our office.

3 At the beginning of our relationship we had our ups and downs, but we haven't quarrelled recently. (FALLEN)
At the beginning of our relationship we had our ups and downs, but we _____ recently.

4 It wasn't a good idea to buy such a huge gift! (SHOULD)
You really _____ such a huge gift!

5 Millions of people all over the world were watching the concert 'For the Earth'. (WAS)
The concert 'For the Earth' _____ by millions of people all over the world.

6 They say Mike had lots of heated discussions with his parents. (HAD)
Mike is _____ lots of heated discussions with his parents.

7 I regret voicing my opinion in front of my teacher. (WISH)
I _____ my opinion in front of my teacher.

8 My parents don't like it if I wear outlandish clothes. (OBJECT)
My parents _____ outlandish clothes.

9 Jane has seen a lot in her life, which is probably why she is a broad-minded person. (IF)
Jane would not be a broad-minded person _____ a lot in her life.

10 Tennis was supposedly invented by French monks. (HAVE)
Tennis _____ by French monks.

Mark /10

2 In many lines in this text about a television programme there is one word which should not be there. Find the wrong word, cross it out and write it at the end of the line. Some lines are correct. Tick the correct lines. There are two examples at the beginning.

In May, Fox Television aired the first episode of their new ✓
reality series, *Secret Millionaire*, in which wealthy benefactors go down down
undercover in an impoverished neighbourhoods. Each week a millionaire 1 _____
leaves their luxury lifestyle behind, in order to take on a secret identity and live 2 _____
in a deprived area for about ten days time. Living on a limited budget, 3 _____
they must find out their place in the community and work alongside 4 _____
the locals to identify those who they think deserve of a slice of their fortune. 5 _____
At the show's conclusion, the millionaire reveals his true identity to the 6 _____
community and gives a minimum of $100,000 of his own money to at the least 7 _____
one deserving person. Most of participants are men, but not all. Each episode 8 _____
tracks two storylines: the millionaire's culture shock as he or she is immersed 9 _____
in the poverty and the rags-to-riches fairy tale of struggling individuals who gain 10 _____
a financial windfall.

Secret Millionaire is based on a Channel 4 UK hit that is returning for a third season and which won the prestigious award in 2007 for best reality series at the annual festival in Lucerne, Switzerland.

Mark /10

Stimulus-based discussion

PRESENTING THE STIMULI

The material is all related to the topic of ...
The overall theme of the material is ...
The photo on the left shows ...
The headline suggests that ...
The graph gives statistics about the percentage of ...
The graph shows the numbers of ...
There's a quote from (somebody) which suggests that ...
The statistics in the box imply that ...

DESCRIBING SIMILARITIES AND DIFFERENCES IN PHOTOS

The most obvious similarity between the photos is that ...
The photos are similar in that ...
The most obvious difference between the photos is (that) ...
In the first picture, ... while/whereas in the other, ...
Photo 1 shows ... Photo 2, on the other hand, shows ...

DISCUSSING SUGGESTIONS AND NEGOTIATING A COURSE OF ACTION

So, let's look at the different options.
What puts me off is ...
All in all, it's / it isn't ...
I think we should move onto the next option.
This one has quite a lot going for it, in my opinion.
Can you think of any drawbacks?
I suppose there are ways around that.
I think it's definitely worth considering.
On reflection, maybe we should ...
So, have we reached a decision?
I'll go along with that.

Presentations and discussions

STRUCTURING YOUR PRESENTATION

I'd like to begin by saying ...
The first thing I'd like to say is that ...
First of all, ... / Firstly, ...
Secondly, ...
Finally, ...

OUTLINING THE ISSUE

Some people think that ...
Others maintain that ...

GIVING OPINIONS

One advantage of ... is (that) ...
One drawback of ... is (that) ...
Personally, I think that ...
I believe / I don't believe ...
In my view / opinion, ...
I agree with ... / I disagree with ...
As far as I'm concerned ...
Personally, I believe that ...
The way I look at it, ...

REACTING TO AN OPPOSING VIEW

I don't really agree with that.
That's just an opinion – there's no evidence to prove it.
But where will it end?
That's a fair point, I suppose. But in my view ...
That argument doesn't make sense.
You don't need to take things to such an extreme.
I see what you mean. But ...
You can't be serious.

AGREEING

That's how I see it too.
I go along with that.
I couldn't agree more.
That's what I think too.
I think you're absolutely right.

PARTIALLY AGREEING

That's true, but ...
I see your point, but ...
It may be true that ... , but ...
I admit that ... . However, ...
I'm willing to concede that ... . Nevertheless, ...

DISAGREEING

I don't accept that.
I disagree with the view that ...
I don't think that's true/right.
I take the opposite view.
I'm of the opposite opinion.
That's not how I see it at all.
That's not the way I look at it.
Surely you don't think that ...
I'm not sure about that.
You're missing the point.
I think it's wrong to say that ...
Like it or not, ...
You have to admit that ...

FUNCTIONS BANK

CONCEDING A POINT

True.
Yes, I suppose you're right.
Yes, I hadn't thought of that.

CHANGING THE SUBJECT

I'll now turn to ...
I'd now like to deal with ...
Moving on to my second argument, ...
... on the other hand ...

ACKNOWLEDGING AN OPPOSING VIEW

I freely admit that ...
Others take a different view.
... as far as the arguments for/against ... are concerned, it is sometimes argued that ...
There is some merit in the argument that ...

DISMISSING AN OPPOSING VIEW

I don't accept there's any merit in the argument that ...
I entirely reject the notion that ...
But that is not a realistic view.
I don't think this argument holds water.

REFERRING TO SOMETHING SAID EARLIER

Returning to (the issue of/the point about ...)
To restate the main argument ...
As I said earlier, ...
To reiterate the point I made (at the start/earlier), ...

EXPRESSING DOUBT AND UNCERTAINTY

It's difficult to say, really.
I guess I'll ...
I (don't) suppose I'll .../I (don't) imagine I'll ...
I would(n't) say that ...
I doubt if I'll ...
It's unlikely that I'll ...
Assuming that ...
I may/might well ...
It depends whether/how/what, etc. ...
It's anyone's guess what/when/where, etc. ...
I could go in a number of directions.

DRAWING CONCLUSIONS

Judging by the fact that ..., I'd say that ...
The fact that ... would suggest that ...
It's clear from the fact that ... that ...
This would point to the fact that ...
... which leads me to think that ...
I take it that ...
For that reason, I assume that ...

CORRECTING YOURSELF

What I meant to say was ...
What I should have said was ...
Come to think of it, ...
Or rather, ...

PARAPHRASING

Or to put it another way ...
In other words, ...
What I'm trying to say is ...
The point I'm trying to make is ...
I don't know what it's called in English.
It's a kind of ...

WHEN YOU DON'T UNDERSTAND

I'm sorry. I don't understand the question.
What does ... mean?
Could you repeat that, please?
I don't understand what you mean.

THINKING WHAT TO SAY

That's an interesting question.
What else?
Let me see.
Well, it's difficult to say, really.
What about disadvantages? Well, ...
I've never really thought about it before.

TALKING ABOUT MEMORIES

As I recall, the trouble started when ...
With hindsight, I suppose it was ...
I found the whole thing quite ...
I can still picture it clearly.
... until it became completely ingrained in my memory.
... is a very evocative time for me.
I can't call to mind ...
I still have a clear recollection of ...

Narratives

STARTING A NARRATIVE

Last week something happened that ...
I would never have dreamt that ...
The most wonderful thing happened ...
It was an experience that has changed my life.
Had you told me that ... , I wouldn't have believed you.
Rarely have I been so pleasantly surprised ...

SEQUENCING WORDS AND TIME EXPRESSIONS

First / then / after that / finally
The following day/week
the day/night/week before
after a while
At the end of the day/week
eventually / at last / at first / as soon as

SEQUENCING CLAUSES

Only then (did I realise that) ...
No sooner (had I arrived) than ...
After (leaving the house), they ...
Having (left the house), they ...
As they (left the house), they ...
Looking up, she saw ...

ALTERNATIVE EXPRESSIONS FOR *THERE IS / ARE*

Near the house stood a tall tree.
Beyond the road lay green fields.
Snow-capped mountains were visible from the bedroom window.
You could make out a tall ship in the distance.

DESCRIBING THINGS USING COMPARISONS

The mountain was shaped like a pyramid / in the shape of a pyramid.
The sky was lead-coloured / the colour of lead.
The alien was the size of an elephant / as big as an elephant.

Descriptions

DESCRIBING PLACES

If (shopping) is your thing, then ...
If (nightlife) is more your scene, then ...
For those seeking ...
(Cheltenham) benefits from ...
... is ideally placed for ...
... has a great deal to offer.
... has a wealth of ...
... also caters for ...

DESCRIBING PEOPLE

She wears her hair (tied back / in a pony tail / in a bob).
He always seems to be (in a good mood).
She tends to be (cheerful).
He's good company / fun to be with.
I find her quite (amusing).
He has a (gentle) side.
She can be very (sympathetic).

SUMMING UP A DESCRIPTION

All in all, then, ...
To sum up, ...
For all these reasons, I really like her.
What I like most about her is ...
I wish I could see more of him.
I'm really glad that ... is a friend of mine.

Reviews

BASIC AND BACKGROUND INFORMATION

The film is an adaptation of ...
The film was shot on location in ...
(The back streets of New York) provide the perfect setting for ...
(*The Two Towers*) is the sequel to ...
One of the best books/films I've ever read/seen is ...
It's one of the most famous books in English literature / films ever made.
The book/film was written/made in 1950.

DESCRIBING CHARACTERS IN A BOOK OR FILM

(Keira Knightly) was well/badly cast in the role of ...
(Brad Pitt) delivered a fine performance in the leading role.
I was very impressed with the characterisation.
The most important character is ...
The main character(s) is (are) ...
The story is full of interesting characters, such as ...
... is a fascinating character.
Another fascinating character is ...

SAYING WHY YOU LIKED IT

The movie is beautifully filmed and enhanced by digital technology.
I enjoyed this story/book/film because ...
It really makes you think.
The best bit was when ...
The best/most exciting/funniest moment is when ...
There were lots of twists and turns.
I couldn't put it down.
The book/film raises important questions about ...
The book/film is about (the problem of / importance of / what happens when ...)
Even though the story is set in (where? / when?), you feel that its message is still relevant today.
The character of ... is very (convincing/interesting/likeable/mysterious, etc.)
I identified with (a character) ...
The book is beautifully written.
There are some wonderful descriptions of ...

DESCRIBING THE STORY

As the story unfolds, ...
After numerous twists and turns, ...
The plot revolves around ...
It's the story of ...
The story is told by ...
The story is set in London.
The story is set in the nineteenth century.
At the start of the story, ...
In the course of the story ...
By the end of the story ...
There's a twist at the end.

CONCLUSION AND RECOMMENDATION

To sum up, ...
All in all, ...
In conclusion, ...
I would recommend this book/film.
I thoroughly recommend the book/film.
It was a really good read.
You won't be disappointed.
If you're a fan of (science fiction stories), you'll love this book/film.
It's a really (gripping) story, but if you want to find out (what happens at the end / to ...), you'll have to read the book/see the film yourself!

Essays

OPENING PARAGRAPH

..... ? This is the question we need to answer.
We should acknowledge from the start that ...
The question we need to answer is ...
Some people believe/claim that ... However, others maintain/think that ...
First of all, I'd like to say that ...
I'd like to start by ...

DESCRIBING THE CURRENT SITUATION

Over the past few decades, ...
We have now reached a point where ...
Newspapers are full of stories about ...
In some countries ..., while in others ...

RESTATING THE QUESTIONS

The key question is ...
What it comes down to is ...
What needs to be decided is ...
Many people are starting to wonder whether ...

PRESENTING ONE SIDE OF THE ARGUMENT

Firstly, it's important to state that ...
First, I'd like to present some/the arguments in favour of ...
It seems clear that ...
It is clear that ...
On the one hand, ...
It is sometimes argued that ...
One argument in favour of ... is ...
In my view/opinion, ...
I firmly believe that ...

PRESENTING THE OTHER SIDE OF THE ARGUMENT

However, ...
On the other hand, ...
Some people take the opposite view, and claim/maintain that ...
Having said that, ...
And yet, ...
Another argument in favour of (a ban on smoking) is (that) ...

ACKNOWLEDGING AN ARGUMENT AND RESTATING YOUR OPINION

While it's true to say that ..., I really do think ...
Even though some people maintain that ..., I nevertheless believe that ...
There's some truth in the view that ... . Nevertheless, it doesn't alter my view that ...
It's hard to deny that ...
To that extent, it's true that ...

GIVING ADDITIONAL INFORMATION

What is more, ...
Moreover, ...
Furthermore, ...
Similarly, ...
We should also remember that ...
It is also worth bearing in mind that ...

GIVING EXAMPLES

For example, ...
For instance, ...

CONCLUSION

To sum up, I would say that ...
In conclusion, ...
On balance, ...
While it's true that ..., I firmly believe that ...
However, on balance, I believe that ...
Even though ... I would still maintain that ...
It can be argued that ... . However, the truth of the matter is ...
Despite ... I feel that ...

ESSAY (FOR AND AGAINST)

Too much surveillance is bad for democracy. Discuss.

Over the past few years, especially after recent terrorist attacks, public safety has become an important issue. It is undoubtedly true that the use of public video surveillance (CCTV) is a popular security method, but it is also true to say that it is not without problems. This essay will take a closer look at some of the pros and cons of video surveillance.

I will start with points for video surveillance. Firstly, the use of CCTV leads to the arrest of robbers at banks and cash machines and stops bar fights and shoplifters. Secondly, with CCTV on the streets it is claimed that people are afraid of committing crime and so do not do it.

While it is true to say that CCTV does affect our behaviour, I think that there are at least three disadvantages to video surveillance. First, video surveillance may not be effective – it has not been proved that it reduces crime. Secondly, it is expensive – the money could be used for other things – such as improving education and stopping the causes of crime. Thirdly, CCTV takes away our individual freedoms and many people are starting to wonder just who is watching us and why.

While reasons for using video surveillance systems are understood, they are not the only solution to public crime and disorder. My own view is that although it seems like a quick solution to crime, in fact we will be giving away our individual freedom in the not too distant future.

- In the first paragraph, give the reader some idea about the current situation and say why the subject is important. Make sure you give the outline of the structure of your essay to help the reader follow your argument.
- Include points in favour of the topic in the second paragraph, even if you disagree with this. Show that you disagree with phrases like *While it is true to say ...*, *While the reasons for ... are understood ...*, *I will start with points for ...* to make this clear to the reader.
- In the third paragraph, give points against the topic – remember to acknowledge the opposite view and state your opinion.
- In the final paragraph, restate both points of view before giving your own opinion on the subject.

ESSAY (OPINION)

- Make sure you have understood the title of the essay and have referred to it in the introduction.
- Give an outline of the essay in the introduction to help your reader follow your argument.
- In the second paragraph, give your first main point together with any supporting points and examples.
- In the third paragraph, give your second main point together with any supporting points and examples.
- In the fourth paragraph, give your third main point together with any supporting points and examples. Remember to use linking expressions such as *for example*, *moreover*, *in addition*, and so on.
- In the final paragraph, give your opinion on the topic – if you are giving a prediction, remember to use expressions for speculating about the future.

What are the possible uses of space travel in the near future? Give your opinion.

As the world's population grows, humans will definitely need to look for other places to get resources and space to live. One hundred years from today we are very likely to have colonised space and are bound to have invented new forms of space travel. In this essay I will look at how we will go to space, and how we can live there.

The most likely way into space is by reusable spacecraft but there are other possibilities like a space elevator: a lift into space, or space balloons may well be used to lift us into orbit. Other possibilities in space are nuclear-powered spacecraft, which are very likely to be built or ships powered by solar winds – another possible alternative.

But where will we be going? Already space tourism is a strong possibility with companies offering space rides. Within the next 100 years we will almost definitely have orbiting hotels for people to stay high above the planet.

On a more serious note, it seems increasingly likely that we will need to have a base on the moon to mine minerals and provide a station to go to other places, for example NASA is already planning this for the middle of this century.

And after the moon? We know that there is water on Mars and for the long-term future of the human race, we will almost definitely need to settle on the planet and start a new colony in order to take pressure off the Earth's ecosystems.

FILM REVIEW

Slumdog Millionaire is the kind of edgy thriller that people absolutely adore. Based upon the book *Q and A* by Vikas Swarup, it was directed by Danny Boyle and stars relatively unknown actors.

The story is set in Mumbai with eighteen-year-old Jamal just one answer away from winning a twenty-million rupee fortune on the Indian version of *Who Wants to Be a Millionaire?* The handsome and terrified youth is from the slums but Jamal's unexpected success turns him into a national sensation. It starts near the end of the story with a brutal police officer wanting to know how Jamal cheated. *What the hell can a slum boy possibly know?* shouts the police chief. Jamal reveals how each question in the quiz relates to a childhood memory: growing up alone after the death of his mother; shaking hands with a film star, and so on. We learn the history of Jamal in flashbacks, as he answers questions from his own life experiences. But what Jamal really wants is to capture the heart of his childhood sweetheart, Latika.

The power of the film is the way it captures the story through the eyes of a child. The film is visually astonishing and the fast-moving action pulls you in, but it's the complex characters who hold you there.

This could be a third rate, light-hearted romance, but the gripping storyline and extremely powerful performances make it anything but that. I would thoroughly recommend this film for anyone interested in a fairy-tale film with real honesty at its heart.

- Tell the reader the title of the film, the kind of film it is, the director and actors in the first paragraph.
- Give an outline of the plot in the second paragraph. If you can, include some direct quotations from the film. Use participle clauses, if possible.
- Say what you liked or disliked about the film in the third paragraph. Remember to use lots of adjectives for describing films make the reader interested in seeing the film and phrases such as *The power of the film is ..., it's the ... which / who hold you there, the ... pulls you in.*
- Finish the review with a recommendation to see it or not and who would be interested in it.

REPORT

- In the first paragraph, give the aims and objectives of your report and say why the subject is important.
- Describe two examples of the subject of your report, remember to soften negative comments with more words than necessary (periphrasis) or by not being direct (euphemism).
- Describe two more examples.
- Finish with a recommendation for the reader and give your personal opinions.

Tourism in Ravenport has grown rapidly - the aim of this report is to review places to stay and suggest one for people coming to the city.

Large hotels

There are two five-star hotels in the Ravenport city centre: the Majestic and the Palace. The Majestic has recently undergone refurbishment and now has air-conditioning and Internet access in all its rooms and boasts three very good restaurants. Unfortunately, what it gained in style, it lost in character and now looks similar to any other hotel, with its sterile, formal atmosphere. The Palace Hotel, on the other hand, is a little on the shabby side and is looking quite out-dated. However, it is still a very impressive place to stay with its art-deco architecture and old-fashioned accommodation.

Smaller accommodation

From the many smaller hotels and bed and breakfasts, two really stand out as quality places to stay: the Hotel Viktor Hugo and the Oriental Rooms. Both places are family run businesses with a welcoming atmosphere and clean rooms which can be a bit on the small side. That said, both places tend to somewhat rule-bound which means that the guest is restricted in their time of arrival, breakfast and what time they are allowed to stay out.

Recommendation

With a wide range of accommodation in all price ranges, it really is down to personal taste, but if you want to experience a taste of authentic Ravenstown hospitality, I would recommend staying at the Palace Hotel for at least one night.

REPORT DESCRIBING AN EVENT

My disastrous first day

When the alarm rang at 7:30 a.m. I felt nervous – it was my first day at work and I wasn't looking forward to it. I remembered all the advice: dress well, try to smile, remember the names of people and don't be late! I showered, had breakfast and dressed in a suit I'd bought the day before. I was starting work as an IT assistant at an American software company and I was eager to make a good impression.

Anyway, I arrived as early as possible for a meeting at nine. When I got there I was very tense – what were the people like, what would they think about me? The meeting with Jonathon, a laid-back American, went well and I thought that my first day would be fine. He gave me a talk and then showed me around the building and introduced me to the staff. The offices were in a modern building with a coffee bar where people were chatting and laughing.

Jonathon took me to meet some colleagues and bought me a coffee. 'Look', he explained, 'You don't need to dress so smart here – I'm not impressed by appearances,' he said and I began to feel less uptight. 'And cut off the price tag from the back of your jacket', he added. 'Save it for a more formal occasion.' I went as red as a beetroot when I realised I'd toured the office with a price tag on my back, but we all laughed about it later.

- A good title will interest your reader and encourage them to read further.
- Start your description by giving some background to the event like how you felt, when it happened, what other people said to you.
- You can use questions to keep the reader interested and involve them in the story, tell the reader what happened in an informal and lively style with adjectives for emotional states and synonyms.
- Use direct speech to move the story forward and similes for humorous effect. Finish the story with a conclusion to say how it affected you later.

DESCRIPTION OF A PLACE

- Include the name of the city in the first paragraph and give a reason or two why it is special.
- In the second paragraph, write about its location and tell the reader some of the things to see and do there.
- Go into more detail about things to see and do in the city in paragraph 3 and focus on one or two places to describe in detail. Use metaphors like *a stone's throw away* and *the city is buzzing* to make the description more natural and interesting.
- Finally, tell the reader your impressions of the city and finish with a question, if possible.

Once notorious for its deprivation, rundown housing and industrial dereliction, Glasgow has reinvented itself as one of the UK's trendiest and most vibrant cities. In fact the Lonely Planet travel guide rates it as one of the world's top ten cities for visitors – on a par with Chicago or Lisbon.

Scotland's biggest city is now an affluent, cosmopolitan place teeming with designer bars, first class restaurants, nightclubs and live-music venues that cater for all tastes. But that's not the whole story – Glasgow's industrial past has left the city well provided with many beautiful buildings, parks and museums dating back to the Victorian period.

The city offers some of the best museums and galleries in Britain – and nearly all of these are free. Most distinctive of all is the work of Charles Rennie Mackintosh, whose elegant Art Nouveau designs appear all over the city, particularly in the stunning School of Art. Almost in contrast to its architectural heritage, the old shipyards are being redeveloped as the Glasgow Science Centre with futuristic buildings a stone's throw from the river Clyde.

Best of all, though, is Glasgow's live-music scene which is one of the best in Britain, and buzzing with venues dedicated to live music. But the most impressive thing about Glasgow is the people – down to earth and humorous, proud of their working class background and leftist traditions. And besides all this, where else in the world can you land in the middle of a city in a seaplane?

ARTICLE: NARRATIVE

Jarvis – the guardian ghost

It was late summer when Alan, a twelve-year-old boy, was sitting having breakfast with his sister and his parents. Suddenly, a jar moved across the table. Alan smiled and whispered, 'Stop it, Jarvis.' His mother asked, 'How did you do that?' 'I didn't, Mum,' he replied. 'Jarvis did it.' 'Who?' asked Alan's father. 'The bloke from upstairs,' Alan explained further. 'This man comes into my room at night, he looks like a ghost – you can see through him. His name's Jarvis.'

That night, Alan's dad went quietly to his son's bedroom. He opened the door and saw Alan sitting up in bed. Near the bed was a shadowy figure which vanished as he looked at it. Alan's dad shouted, 'Alan's right! There is a ghost in his room!'

The following day, they visited a priest. The priest interviewed Alan then looked at his parents, 'Were you burgled about three months ago?' 'Yes,' said Alan's father, 'but nothing was taken.' 'Isn't that unusual?' asked the priest, 'Alan says Jarvis scared the robbers away.' Then the priest asked Alan's sister, 'Did you run in front of a car but something carried you to safety?' 'Yes,' Alan's sister replied. 'Again it was Jarvis,' the priest said kindly. 'Alan says Jarvis looks after you like a guardian angel. You'd better just live with him. He's done a lot of good.'

Unfortunately, only Alan and his sister could accept Jarvis, and the family moved home. On their last night, Alan heard Jarvis crying softly.

- Try to give your story a title that wants to make the reader continue the story.
- Give the reader some background to the story – where and when it happened and who to – in the first paragraph.
- Develop the story in paragraph two – remember to use a variety of adverbs.
- Give more details about the plot in paragraph 3 using a variety of direct and indirect speech. Remember to use a variety of reporting verbs to make the story more interesting.
- Finally, tell the reader what happened at the end of the story and any consequences that followed on.

LETTER OF COMPLAINT

- If you do not know the name of the person you are writing to, start with *Dear Sir/Madam*, and remember to finish with *Yours faithfully*.
- Say why you are writing in the first paragraph and give some background to what happened. You can use phrases like *To begin with ... and When we arrived at ...* to write about what happened and *we were then informed* and *we were told* that to report what the people said.
- Describe what happened and give the first main reason for complaining.
- Describe what happened and give the second main reason for complaining.
- Give more details about what happened as a result of the company's fault.
- In the final paragraph, tell the company about the overall effect of their actions and what you would like them to do.

18 North Road
Uxbridge
Middlesex
UB8 1UW
1 April 2010

CarQuik
Unit 16
Marsh Business Park
Ealing
London

Dear Sir/Madam,

We recently hired a car from your company for a week and I am writing to complain in the strongest terms about several things that went wrong with the car you supplied.

To begin with, in your brochure you claim that your cars are the latest models and that they are cleaned inside and out before the next customer takes them away. When we arrived at the garage we were told that all the other cars were out and the only one available was a ten-year-old vehicle, and we were then informed that you had not had time to clean it.

However, because it was the first day of our holiday, we decided to take the car after your representative assured us that it was a very reliable vehicle. As we were driving to the coast we noticed a rumbling sound from the back of the car, which got worse as we drove on. Then a few miles later the exhaust dropped off and black smoke started pouring from the engine.

As a consequence, we had to spend the first few days of our holiday in a small village outside London waiting for the car to be repaired at our own expense.

All of this spoilt what should have been a relaxing holiday and we would like a refund for the amount the car parts and service cost as well as a full refund of the cost of the hire.

Yours faithfully,

Maria Radley

WORDLIST

Definitions adapted from Oxford Advanced Learner's Dictionary, 7th edition (ISBN 978-0-19-431606-4)

Unit 1 Beginnings

accessible adj /ək'sesəbl/ able to be reached, entered, used, seen, etc. *The remote desert area is accessible only by helicopter.*

account for sth phr v /ə 'kaʊnt fə(r)/ to be the explanation or cause of sth *The poor weather may have accounted for the small crowd.*

apprehensive adj /ˌæprɪ'hensɪv/ worried or frightened that sth unpleasant may happen *I was a little apprehensive about the effects of what I had said.* ◆ *She was deeply apprehensive that something might go wrong.*

back down phr v /ˌbæk 'daʊn/ to take back a demand, an opinion, etc. that other people are strongly opposed to; to admit defeat *She refused to back down on a point of principle.*

baffled adj /'bæfld/ completely confused by sb/sth *I'm baffled why she hasn't called.*

bewildered adj /bɪ'wɪldəd/ extremely confused *We were really bewildered by her decision not to take the job.*

by and large idiom /baɪ ən 'lɑːdʒ/ used when you are saying something that is generally, but not completely, true *By and large, I enjoyed my time at school.*

categorically adv /ˌkætə'gɒrɪkli/ in a way that shows that you are very sure about what you are saying *He categorically rejected our offer.*

circumspect adj /'sɜːkəmspekt/ thinking very carefully about sth before doing it, because there may be risks involved *I'm quite circumspect – I don't think it's a good time to buy property.*

disenchanted adj /ˌdɪsɪn'tʃɑːntɪd/ no longer feeling enthusiasm for sb/sth; not believing sth is good or worth doing *He soon became disenchanted with work –he was never given any responsibility.*

disillusioned adj /ˌdɪsɪ'luːʒnd/ disappointed because the person you admired or the idea you believed to be good and true now seems without value *I soon became disillusioned with the job.*

disorientated adj /dɪs'ɔːriəntеɪtɪd/ feeling confused because you are in a situation that is not familiar to you *As the mist descended we became disorientated.*

distraught adj /dɪ'strɔːt/ extremely upset and anxious so that you cannot think clearly *She was distraught when she heard of her mother's death.*

elated adj /ɪ'leɪtɪd/ very happy and excited because of sth good that has happened, or will happen *After I passed the exam I felt elated for weeks.*

evocative adj /ɪ'vɒkətɪv/ making you think of or remember a strong image or feeling, in a pleasant way *The smell of burning leaves is so evocative of autumn.*

for the time being idiom /fə ðə taɪm 'biːɪŋ/ for a short period of time but not permanently *You can leave your suitcase here for the time being.*

gravely adv /'greɪvli/ seriously; in a way that is a worrying *She is gravely ill.*

hindsight n /'haɪndsaɪt/ the understanding that you have of a situation only after it has happened and that means you would have done things in a different way *It's easy to criticise with the benefit of hindsight.*

ingrained adj /ɪn'greɪnd/ (of a habit, an attitude, etc.) having existed for a long time and therefore difficult to change *The belief that we should do our duty is deeply ingrained in most of us.*

ironically adv /aɪ'rɒnɪkli/ used to say that a situation is strange or amusing because it is very different from what you expect *Ironically, the book she felt was her worst sold more copies than any of her others.*

literate adj /'lɪtərət/ able to read and write *Around 90% of the population is literate.*

loosely adv /'luːsli/ in a way that is not exact *The play is loosely based on his childhood in Russia.*

make up your mind idiom /meɪk ʌp jə 'maɪnd/ to decide sth *They're both beautiful—I can't make up my mind.*

once in a while idiom /ˌwʌns ɪn ə 'waɪl/ occasionally *Once in a while my friends and I meet up for a drink.*

onwards adv /'ɒnwədz/ continuing from a particular time *They lived there from the 1980s onwards.*

overawed adj /ˌəʊvər'ɔːd/ being so impressed by sb/sth that you feel nervous or frightened *The players were overawed by the occasion, and lost the final 4-1.*

overwhelmed adj /ˌəʊvə'welmd/ feeling so emotional in response to sth that you do not know how to react *We were overwhelmed by feelings of guilt.*

paradoxically adv /ˌpærə'dɒksɪkli/ used to say that a situation is strange because it has two opposite features that make it seem impossible or unlikely to happen *Paradoxically, the less she ate, the fatter she got.*

partial adj /'pɑːʃl/ showing or feeling too much support for one person, team, idea, etc., in a way that is unfair

perplexed adj /pə'plekst/ confused and anxious because you are unable to understand sth *She looked perplexed.*

petrified adj /'petrɪfaɪd/ extremely frightened *I'm petrified of snakes.*

preoccupied adj /priˈɒkjupaɪd/ thinking or worrying about sth so that you do not pay attention to other things *He was so preoccupied with his work that he missed dinner.*

promptly adv /'prɒmptli/ immediately *She read the letter and promptly burst into tears.*

purportedly adv /pə'pɔːtɪdli/ according to what has been stated to have happened or to be true, when this might not be the case *a letter purportedly written by Mozart*

recollection n /ˌrekə'lekʃn/ a thing that you remember from the past *to have a **clear/vivid/dim/vague recollection of sth***

reminisce v /ˌremɪ'nɪs/ to think, talk or write about a happy time in your past *We spent a happy evening reminiscing about the past.*

remorseful adj /rɪ'mɔːsfl/ extremely sorry for sth wrong or bad that you have done

resolutely adv /'rezəluːtli/ in a way that shows great determination *They remain resolutely opposed to the idea.*

stand up to sb/sth phr v /ˌstænd 'ʌp/ to resist sb/sth; to not accept bad treatment from sb without complaining *I think you should stand up to her; she's just trying to bully you.*

staunchly adv /'stɔːntʃli/ in a strong and loyal way *She staunchly defended the new policy.*

supposedly adv /sə'pəʊzɪdli/ according to what is generally thought or believed but not known for certain *The novel is supposedly based on a true story.*

swiftly adv /'swɪftli/ quickly and immediately *He swiftly put a stop to the rumours.*

tense adj /tens/ (of a person) nervous or worried, and unable to relax *Everyone is very tense in the office – hopefully the economy will improve soon.*

thereby adv /ˌðeə'baɪ/ used to introduce the result of the action or situation mentioned *Regular exercise strengthens the heart, thereby reducing the risk of heart attack.*

thus adv /ðʌs/ in this way; like this *The universities have expanded, thus allowing many more people the chance of higher education.*

time after time idiom /ˌtaɪm ɑːftə 'taɪm/ often; on many occasions *You will get a perfect result time after time if you follow these instructions.*

trait n /treɪt/ a particular quality or characteristic, especially one belonging to a person *Honesty is an essential trait for a police officer.*

traumatic adj /trɔː'mætɪk/ extremely unpleasant and causing you to feel upset and/or anxious *The car crash was very traumatic; she still finds it hard to sleep.*

uneasy adj /ʌn'iːzi/ feeling worried or unhappy about a particular situation, because you think that sth bad may happen or because you are not sure that what you are doing is right *I feel very uneasy about being here – are you sure it's OK?*

unnerved adj /ʌn'nɜːvd/ feeling nervous or frightened or having lost confidence *She's been unnerved by her recent fall, and stays indoors now.*

uptight adj /ʌp'taɪt/ anxious and/or angry about sth *Don't be so uptight; you need to learn how to relax.*

withdrawn adj /wɪð'drɔːn/ not wanting to talk to other people; extremely quiet and shy *He was a fairly withdrawn child; he rarely spoke to strangers.*

Get ready for your exam 1

attached (to sb/sth) adj /ə'tætʃt/ full of affection for sb/sth *I've never seen two people so attached to each other.*

breed n /briːd/ a particular type of animal that has been developed by people in a controlled way, especially a type of dog, cat or farm animal *labradors and other breeds of large dog*

extract v /'ekstrækt/ to remove or obtain a substance from sth, for example by using an industrial or a chemical process *a machine that extracts excess moisture from the air*

immortality n /ˌɪmɔː'tæləti/ the state of being able to live or exist for ever *belief in the immortality of the soul* ◆ *He is well on his way to showbusiness immortality.*

mark v /mɑːk/ to be a sign that sth new is going to happen *The agreement marks a new phase in international relations.*

notoriety n /ˌnəʊtə'raɪəti/ fame for being bad in some way *She achieved notoriety for her affair with the senator.*

replica n /'replɪkə/ a very good or exact copy of sth *a replica of the Eiffel tower*

revulsion n /rɪ'vʌlʃn/ a strong feeling of disgust or horror *She felt a deep sense of revulsion at the violence.*

sniff sb/sth out phr v /ˌsnɪf'aʊt/ to discover or find sb/sth by using your sense of smell *The dogs are trained to sniff out drugs.*

spiral v /'spaɪrəl/ to increase rapidly *the spiralling cost of health care* ◆ *Prices are spiralling out of control.*

surrogate adj /'sʌrəgət/ used to describe a person or thing that takes the place of, or is used instead of, sb/sth else *She saw him as a sort of surrogate father.*

tissue n /'tɪʃuː/ a collection of cells that form the different parts of humans, animals and plants *muscle/brain/nerve, etc. tissue*

Unit 2 Stories

absent-minded adj /ˌæbsənt 'maɪndɪd/ tending to forget things, perhaps because you are not thinking about what is around you, but about sth else *He's so absent-minded, he keeps losing his glasses.*

action-packed adj /'ækʃn pækt/ full of exciting events and activity *The last Indiana Jones film was action-packed.*

adaptation n /ˌædæp'teɪʃn/ a film, television programme or play that is based on another piece of work, such as a novel *He starred in a screen adaptation of Shakespeare's 'Macbeth'.*

all-time adj /'ɔːl taɪm/ of any time *Profits are at an all-time high.*

bedding n /'bedɪŋ/ the sheets and covers that you put on a bed, often also the mattress and the pillows *They were given new bedding as a wedding present.*

box office n /'bɒks ɒfɪs/ the place at a theatre, cinema, etc. where the tickets are sold *The movie has been a huge box-office success (= many people have been to see it).*

buff n /bʌf/ a person who is very interested in a particular subject or activity and knows a lot about it *a film buff*

cold-blooded adj /ˌkəʊld 'blʌdɪd/ (of people and their actions) showing no feelings or pity for other people *a cold-blooded killer*

coveted adj /'kʌvətɪd/ (of an award, job, position, etc.) desired or wished for by many people *They are this year's winners of the coveted trophy.*

cut-price adj /ˌkʌt'praɪs/ sold at a reduced price *cut-price goods/fares*

edgy adj /'edʒi/ (of a film, book, piece of music, etc.) having a sharp exciting quality *a clever, edgy film*

enhanced adj /ɪn'hɑːnst/ improved in quality, value or status enhanced efficiency

escapism n /ɪ'skeɪpɪzəm/ an activity, a form of entertainment, etc. that helps you avoid or forget unpleasant or boring things *The film is a harmless piece of escapism.*

exhilaration n /ɪgˌzɪləˈreɪʃn/ a feeling of great happiness and excitement *Nothing much can match the exhilaration of white-water rafting.*

far-fetched adj /ˌfɑːˈfetʃt/ very difficult to believe *The whole story sounds rather far-fetched.*

feature film n /ˈfiːtʃə fɪlm/ a main movie with a story, rather than a documentary, etc. *Star Wars is one of the highest grossing feature films of all time.*

flawed adj /flɔːd/ having a fault or a weakness (= a flaw); damaged or spoiled *a flawed argument ◆ the book's flawed heroine*

get into sth phr v /ˌget ˈɪntu/ to develop a particular habit *How did she get into drugs?*

get sb down phr v /ˌget ˈdaʊn/ to make sb feel sad or depressed *Rainy days always get me down.*

gripping dj /ˈgrɪpɪŋ/ exciting or interesting in a way that keeps your attention *The story was gripping, I couldn't put the book down.*

gross v /grəʊs/ to earn a particular amount of money before tax has been taken off it *It is one of the biggest grossing movies of all time.*

hair-raising adj /ˈheə reɪzɪŋ/ extremely frightening but often exciting *a hair-raising adventure/story*

hang out phr v /ˌhæŋ ˈaʊt/ to spend a lot of time in a place *The local kids hang out at the shopping centre.*

hardship n /ˈhɑːdʃɪp/ a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc. *economic/financial hardship*

heart-throb n /ˈhɑːt θrɒb/ (used especially in newspapers) a famous man, usually an actor or a singer, that a lot of women find attractive *George Clooney is often described as a heart-throb.*

heart-warming adj /ˈhɑːt wɔːmɪŋ/ causing feelings of happiness and pleasure *a heart-warming story*

kick the habit, drug, booze, etc. idiom /kɪk ðəˈhæbɪt/ to stop doing sth harmful that you have done for a long time *He managed to kick the habit after 15 years of heroin addiction.*

level-headed adj /ˌlevl ˈhedɪd/ calm and sensible; able to make good decisions even in difficult situations

light-hearted adj /ˌlaɪt ˈhɑːtɪd/ 1. intended to be amusing or easily enjoyable rather than too serious: *a light-hearted speech*; 2. cheerful and without problems: *She felt light-hearted and optimistic.*

location n /ləʊˈkeɪʃn/ a place outside a film studio where scenes of a film are made *The movie was shot entirely on location in Italy.*

longing n /ˈlɒŋɪŋ/ a strong feeling of wanting sth/sb *She's longing to return to Japan; she really misses it.*

loose change n /ˌluːsˈtʃeɪndʒ/ coins that you have in a pocket or a bag *I gave some loose change to the busker.*

maroon v /məˈruːn/ to leave sb in a place that they cannot escape from, for example an island *'Lord of the Flies' is a novel about English schoolboys marooned on a desert island.*

miscast v /ˌmɪsˈkɑːst/ to choose an actor to play a role for which they are not suitable

moving adj /ˈmuːvɪŋ/ causing you to have deep feelings of sadness or sympathy *a deeply moving experience*

prestige n /preˈstiːʒ/ the respect and admiration that sb/sth has because of their social position, or what they have done

quick-witted adj /ˌkwɪk ˈwɪtɪd/ able to think quickly; intelligent

resent v /rɪˈzent/ to feel bitter or angry about sth, especially because you feel it is unfair

road movie n /ˈrəʊd muːvi/ a film which is based on a journey made by the main character or characters

self-assured adj /ˌself əˈʃʊəd/ having a lot of confidence in yourself and your abilities

sequel n /ˈsiːkwəl/ a book, film, play, etc. that continues the story of an earlier one *a sequel to the hit movie 'X-men'*

sequence n /ˈsiːkwəns/ a part of a film that deals with one subject or topic or consists of one scene

setting n /ˈsetɪŋ/ the place and time at which the action of a play, novel, etc. takes place *short stories with a contemporary setting*

skip v /skɪp/ to not do sth that you usually do or should do *She decided to skip the afternoon's class.*

sleep rough idiom /sliːp ˈrʌf/ to sleep outdoors, usually because you have no home and no money

supporting adj /səˈpɔːtɪŋ/ (about an actor in a play or film) having an important part but not the leading one *The movie featured Morgan Freeman in a supporting role.*

third-rate adj /ˌθɜːd ˈreɪt/ of very poor quality *a third-rate actor*

twist n /twɪst/ an unexpected change or development in a story or situation

unfold v /ʌnˈfəʊld/ to be gradually made known; to gradually make sth known to other people *The audience watched as the story unfolded before their eyes. ◆ She unfolded her tale to us.*

wacky adj /ˈwæki/ funny or amusing in a slightly crazy way *He has some wacky ideas.*

X-rated adj /ˈeks reɪtɪd/ (especially of a film) that people under 18 are not allowed to see because it contains sex and/or violence

Get ready for your exam 2

burrow v /ˈbʌrəʊ/ to make a hole or a tunnel in the ground by digging *Earthworms burrow deep into the soil.*

contract v /kənˈtrækt/ to get an illness *to contract AIDS/a virus/a disease*

flop n /flɒp/ a film, play, party, etc. that is not successful; a failure

lowly adj /ˈləʊli/ low in status or importance

poultry n /ˈpəʊltri/ birds such as chickens, ducks and geese, kept for their meat or eggs *to keep poultry ◆ poultry farming*

sewage n /ˈsuːɪdʒ/ used water and waste substances produced by human bodies, that are carried away from buildings through special pipes (= sewers) *a ban on the dumping of raw sewage*

sighting n /ˈsaɪtɪŋ/ an occasion when sb sees sb/sth, especially sth unusual or sth that lasts for only a short time *a reported sighting of the Loch Ness monster*

slump n /slʌmp/ a sudden fall in sales, prices, the value of sth, etc. *a slump in profits*

tainted adj /ˈteɪntɪd/ (of food or water) no longer suitable for eating or drinking because it contains a dirty, harmful or poisonous substance *tainted drinking water*

urban myth n /ˌɜːbən ˈmɪθ/ a story about an amusing or strange event that is supposed to have happened, which is often repeated and which many people believe is true

Unit 3 Partners

acquaintance n /əˈkweɪntəns/ a person that you know but who is not a close friend *Claire has a wide circle of friends and acquaintances.*

affluent adj /ˈæfluənt/ having a lot of money and a good standard of living *a very affluent neighbourhood*

ancient adj /ˈeɪnʃənt/ 1. belonging to a period of history that is thousands of years in the past *ancient history ◆ ancient Greece*
2. very old; having existed for a very long time *an ancient oak tree*

antique adj /ænˈtiːk/ (of furniture, jewellery, etc.) old and often valuable *an antique desk*

associate n /əˈsəʊʃiət/ a person that you work with, do business with or spend a lot of time with *business associates*

attentive adj /əˈtentɪv/ helpful; making sure that people have what they need *The hotel staff are friendly and attentive.*

be blessed with sb/sth idiom /bi ˈblest wɪð/ to have sth good such as ability, great happiness, etc. *We're blessed with five lovely grandchildren.*

be steeped in sth idiom /biˈstiːpt ɪn/ to have a lot of a particular quality *a city steeped in history*

bulletproof adj /ˈbʊlɪtpruːf/ able to stop bullets from passing through it *a bulletproof vest*

bustling adj /ˈbʌslɪŋ/ full of people moving about in a busy way *The market was bustling with life.*

buzz v /bʌz/ to be full of excitement, activity, etc. *The place was buzzing with journalists.*

captivating adj /ˈkæptɪveɪtɪŋ/ taking all your attention; very attractive and interesting *He found her captivating.*

cater for sb/sth phr v /ˈkeɪtə fə(r)/ to provide the things that a particular person or situation needs or wants *The class caters for all ability ranges.*

clientele n /ˌkliːənˈtel/ all the customers or clients of a shop, restaurant, organisation, etc. *We have an international clientele.*

close-knit adj /ˌkləʊs ˈnɪt/ (of a group of people) having strong relationships with each other and taking a close, friendly interest in each other's activities and problems *the close-knit community of a small village*

cosmopolitan adj /ˌkɒzməˈpɒlɪtən/ containing people of different types or from different countries, and influenced by their culture *The club has a cosmopolitan atmosphere.*

crony n /ˈkrəʊni/ (often disapproving) a person that sb spends a lot of time with *He was playing cards with his cronies.*

deprived adj /dɪˈpraɪvd/ without enough food, education and all the things that are necessary for people to live a happy and comfortable life *an economically deprived area*

desolate adj /ˈdesələt/ (of a place) empty and without people, making you feel sad or frightened *a bleak and desolate landscape*

detour n /ˈdiːtʊə(r)/ a longer route that you take in order to avoid a problem or to visit a place *We had to make a detour around the flooded fields.*

down adj /daʊn/ sad or depressed *I feel a bit down today.*

drift apart phr v /ˌdrɪft əˈpɑːt/ to become less friendly or close to sb *As children we were very close, but as we grew up we just drifted apart.*

eradicate v /ɪˈrædɪkeɪt/ to destroy or get rid of sth completely, especially sth bad *We are determined to eradicate racism from our sport.*

fair-weather adj /ˈfeə weðə/ (of people) behaving in a particular way or doing a particular activity only when it is pleasant for them *a fair-weather friend* (= sb who stops being a friend when you are in trouble)

hark back phr v /ˌhɑːk ˈbæk/ to remind you of, or to be like, sth in the past *The newest styles hark back to the clothes of the seventies.*

high-rise adj /ˈhaɪ raɪz/ (of a building) very tall and having a lot of floors *high-rise housing*

hilly adj /ˈhɪli/ having a lot of hills *a hilly area/region*

historic adj /hɪsˈtɒrɪk/ important in history; likely to be thought of as important at some time in the future *a historic monument ◆ The area is of special historic interest.*

host n /həʊst/ a country, a city or an organisation that holds and arranges a special event *The college is playing host to a group of visiting Russian scientists.*

hygiene n /ˈhaɪdʒiːn/ the practice of keeping yourself and your living and working areas clean in order to prevent illness and disease *food hygiene ◆ In the interests of hygiene, please wash your hands.*

immense adj /ɪˈmens/ extremely large or great *There is still an immense amount of work to be done.*

laid-back adj /ˌleɪd ˈbæk/ calm and relaxed *a laid-back attitude to life*

lively adj /ˈlaɪvli/ (of a place, an event, etc.) full of interest or excitement *a lively bar*

picturesque adj /ˌpɪktʃəˈresk/ (of a place, building, scene, etc.) pretty, especially in a way that looks old-fashioned *a picturesque cottage/village*

portion n /ˈpɔːʃn/ an amount of food that is large enough for one person *a generous portion of meat*

reminiscent adj /ˌremɪˈnɪsnt/ reminding you of sb/sth *The way he laughed was strongly reminiscent of his father.*

renowned adj /rɪˌnaʊnd/ **famous and respected** *It is renowned as one of the region's best restaurants.* ◆ *She is renowned for her patience.*

reprimand v /ˈreprɪmɑːnd/ **to tell sb officially that you do not approve of them or their actions** *The officers were severely reprimanded for their unprofessional behaviour.*

run-down adj /ˌrʌn ˈdaʊn/ **(of a building or place) in very bad condition; that has not been taken care of** *run-down inner-city areas*

setback n /ˈsetbæk/ **a difficulty or problem that delays or prevents sth, or makes a situation worse** *The team suffered a major setback when their best player was injured.*

soulmate n /ˈsəʊlmeɪt/ **a person that you have a special friendship with because you understand each other's feelings and interests**

sprawling adj /ˈsprɔːlɪŋ/ **spreading in an untidy way** *a modern sprawling town*

a stone's throw idiom /əˈstəʊnz θrəʊ/ **a very short distance away** *We live just a stone's throw from here.*

teem with phr v /ˈtiːm wɪð/ **to be full of people, animals, etc. moving around** *The streets were teeming with tourists.*

thriving adj /ˈθraɪvɪŋ/ **continuing to be successful, strong, healthy, etc.** *a thriving industry*

touristy adj /ˈtʊərɪsti/ **attracting or designed to attract a lot of tourists** *The island has become quite touristy.*

up to date adj /ˌʌp tə ˈdeɪt/ **modern; fashionable** *up-to-date clothes/equipment*

upmarket adj /ˌʌpˈmɑːkɪt/ **designed for or used by people who belong to a high social class or have a lot of money** *an upmarket restaurant*

vast adj /vɑːst/ **extremely large in area, size, amount, etc.** *a vast area of forest* ◆ *His business empire was vast.*

vibrant adj /ˈvaɪbrənt/ **full of life and energy** *The city is at its most vibrant during the New Year celebrations.*

voice v /vɔɪs/ **to tell people your feelings or opinions about sth** *A number of parents have voiced concern about their children's safety.*

Get ready for your exam 3

blossom v /ˈblɒsəm/ **to become more healthy, confident or successful** *Their friendship blossomed into love.*

doom v /duːm/ **to make sb/sth certain to fail, suffer, die, etc.** *The plan was doomed to failure.* ◆ *The marriage was doomed from the start.*

drastic adj /ˈdræstɪk/ **extreme in a way that has a sudden, serious or violent effect on sth** *drastic measures/changes*

pass away phr v /ˌpɑːs əˈweɪ/ **to die. People say 'pass away' to avoid saying 'die'.** *His mother passed away last year.*

prospective adj /prəˈspektɪv/ **expected to do sth or to become sth** *a prospective buyer*

station v /ˈsteɪʃn/ **to send sb, especially from one of the armed forces, to work in a place for a period of time** *troops stationed abroad*

susceptible adj /səˈseptəbl/ **very likely to be influenced, harmed or affected by sb/sth** *He's highly susceptible to flattery.*

sweetheart n /ˈswiːthɑːt/ **a person with whom sb is having a romantic relationship** *They were childhood sweethearts.*

tie the knot idiom /ˌtaɪ ðə ˈnɒt/ **to get married**

walk out (on sb) phr v /ˌwɔːk ˈaʊt/ **to suddenly leave sb that you are having a relationship with and that you have a responsibility for** *How could he walk out on his wife and kids?*

Unit 4 Changes

access n /ˈækses/ **a way of entering or reaching a place** *There is good wheelchair access to most facilities.*

adapt v /əˈdæpt/ **1. to change your behaviour in order to deal more successfully with a new situation** *A large organization can be slow to adapt to change.*
2. to change a book or play so that it can be made into a play, film, television programme, etc. *Three of her novels have been adapted for television.*

adjust v /əˈdʒʌst/ **1. to change sth slightly to make it more suitable for a new set of conditions or to make it work better** *This button is for adjusting the volume.*
2. to get used to a new situation by changing the way you behave and/or think *It took her a while to adjust to living alone.*

alter v /ˈɔːltə(r)/ **to become different; to make sb/sth different** *He had altered so much I scarcely recognised him.* ◆ *Nothing can alter the fact that we are to blame.*

bound adj /baʊnd/ **certain or likely to happen, or to do or be sth** *There are bound to be problems when the new system is introduced.*

brief adj /briːf/ **lasting only a short time; short** *a brief visit/meeting/conversation*

bulging adj /ˈbʌldʒɪŋ/ **that stick out from sth in a round shape** *bulging eyes*

carefree adj /ˈkeəfriː/ **having no worries or responsibilities** *He looked happy and carefree.*

character n /ˈkærəktə(r)/ **the interesting or unusual quality that a place or a person has** *The modern hotels here have no real character.*

chic adj /ʃiːk/ **very fashionable and elegant** *a chic new restaurant*

child-friendly adj /ˌtʃaɪld ˈfrendli/ **designed to be suitable for children; not harmful to children**

convert v /kənˈvɜːt/ **1. to be able to be changed from one form, purpose, or system to another** *a sofa that converts into a bed*
2. to change or make sb change their religion or beliefs *He converted from Christianity to Islam.*

cycle rack n /ˈsaɪkl ræk/ **a structure usually made of metal bars and found outside buildings, which can hold or to which you can attach a bicycle**

dilapidated adj /dɪˈlæpɪdeɪtɪd/ **(of furniture and buildings) old and in very bad condition**

drab adj /dræb/ **without interest or colour; dull and boring** *a cold drab little office*

drawback n /ˈdrɔːbæk/ **a disadvantage or problem that makes sth a less attractive idea** *The main drawback to her proposal is the cost.*

enforced adj /ɪnˈfɔːst/ **that sb is forced to do or experience without being able to control it** *a period of enforced absence*

evolve v /iˈvɒlv/ **1. to develop gradually, especially from a simple to a more complicated form** *The idea evolved from a drawing I discovered in the attic.* ◆ *Each school must evolve its own way of working.*
2. (of plants, animals, etc.) to develop over time, often many generations, into forms that are better adapted to survive changes in their environment *The three species evolved from a single ancestor.*

faint adj /feɪnt/ **very small; possible but unlikely** *There is still a faint hope that she may be cured.*

far and away idiom /fɑːr ən ə ˈweɪ/ **by a very great amount** *She's far and away the best player.*

gallant adj /ˈgælənt/ **brave, especially in a very difficult situation** *gallant soldiers*

idle adj /ˈaɪdl/ **(of people) not working hard; lazy** *an idle student*

idyllic adj /ɪˈdɪlɪk/ **peaceful and beautiful; perfect, without problems** *to lead an idyllic existence*

impressionable adj /ɪmˈpreʃənəbl/ **(of a person, especially a young one) easily influenced or affected by sb/sth** *children at an impressionable age*

joyful adj /ˈdʒɔɪfl/ **very happy; causing people to be happy**

knock sth down phr v /ˌnɒk ˈdaʊn/ **to destroy a building by breaking its walls** *These old houses are going to be knocked down.*

listless adj /ˈlɪstləs/ **having no energy or enthusiasm** *The illness left her feeling listless and depressed.*

marginally adv /ˈmɑːdʒɪnəli/ **very slightly; not very much** *They now cost marginally more than they did last year.*

modify v /ˈmɒdɪfaɪ/ **to change sth slightly, especially in order to make it more suitable for a particular purpose** *The software we use has been modified for us.* ◆ *genetically-modified foods*

multi-storey car park n /ˌmʌlti stɔːri ˈkɑː pɑːk/ **a large building with several floors for parking cars in**

overbearing adj /ˌəʊvəˈbeərɪŋ/ **trying to control other people in an unpleasant way** *He had an overbearing manner.*

pastoral adj /ˈpɑːstərəl/ **showing country life or the countryside, especially in a romantic way** *a pastoral scene/poem*

pedestrianised adj /pəˈdestrɪənaɪzd/ **(about a street or part of a town) made into an area that is only for people who are walking, not for vehicles**

period adj /ˈpɪərɪəd/ **having a style typical of a particular time in history** *period costumes/furniture*

pluck v /plʌk/ **to pick a fruit, flower, etc. from where it is growing** *I plucked an orange from the tree.*

protracted adj /prəˈtræktɪd/ **lasting longer than expected or longer than usual** *protracted negotiations*

quaint adj /kweɪnt/ **attractive in an unusual or old-fashioned way** *a quaint seaside village*

refine v /rɪˈfaɪn/ **1. to make a substance pure by taking other substances out of it** *the process of refining oil/sugar*
2. to improve sth by making small changes to it

renovate v /ˈrenəveɪt/ **to repair and paint an old building, a piece of furniture, etc. so that it is in good condition again**

soulless adj /ˈsəʊləs/ **of things and places) lacking any attractive or interesting qualities that make people feel happy** *They live in soulless concrete blocks.*

state of the art adj /ˌsteɪt əv ði ˈɑːt/ **using the most modern or advanced techniques or methods; as good as it can be at the present time** *a state-of-the-art computer system*

stormy adj /ˈstɔːmi/ **full of strong feelings and angry arguments** *a stormy relationship*

transform v /trænsˈfɔːm/ **1. to change the form of sth** *The photochemical reactions transform the light into electrical impulses.*
2. to completely change the appearance or character of sth, especially so that it is better *It was an event that would transform my life.*

trendy adj /ˈtrendi/ **very fashionable** *trendy clothes*

undergo v /ˌʌndəˈgəʊ/ **to experience sth, especially a change or sth unpleasant** *My mother underwent major surgery last year.*

uplifting adj /ˌʌpˈlɪftɪŋ/ **making you feel happier or giving you more hope** *an uplifting experience/speech*

Get ready for your exam 4

amid prep /əˈmɪd/ **surrounded by sth** *The hotel was in a beautiful position amid lemon groves.*

balmy adj /ˈbɑːmi/ **(of the air, weather, etc.) warm and pleasant** *a balmy summer evening*

boulder n /ˈbəʊldə(r)/ **a very large rock which has been shaped by water or the weather**

drift n /drɪft/ **a slow steady movement from one place to another** *a population drift away from rural areas*

infest v /ɪnˈfest/ **(especially of insects or animals such as rats) to exist in large numbers in a particular place, often causing damage or disease** *The kitchen was infested with cockroaches.*

inescapable adj /ˌɪnɪˈskeɪpəbl/ **(of a fact or a situation) that you cannot avoid or ignore** *This leads to the inescapable conclusion that the two things are connected.*

partial adj /ˈpɑːʃl/ **not complete or whole** *a partial eclipse of the sun*

plateau n /ˈplætəʊ/ **an area of flat land that is higher than the land around it**

roam v /rəʊm/ **to walk or travel around an area without any definite aim or direction** *The sheep are allowed to roam freely on this land.*

scale v /skeɪl/ **to climb to the top of sth very high and steep** *the first woman to scale Mount Everest*

seam n /siːm/ **a thin layer of coal or other material, between layers of rock under the ground** *They struck a rich seam of iron ore.*

Unit 5 Battles

administer v /ədˈmɪnɪstə(r)/ to give drugs, medicine, etc. to sb *The dose was administered to the child intravenously.*

advance v /ədˈvɑːns/ to move forward towards sb/sth, often in order to attack or threaten them or it *The troops were finally given the order to advance.*

ally n /ˈælaɪ/ a country that has agreed to help and support another country, especially in case of a war

altruism n /ˈæltruɪzəm/ the fact of caring about the needs and happiness of other people more than your own

amiability n /ˌeɪmiəˈbɪləti/ the fact of being pleasant, friendly and easy to like

arm v /ɑːm/ to provide weapons for yourself/sb in order to fight a battle or a war *The men armed themselves with guns and rifles.* ◆ *The country was arming against the enemy.*

barb n /bɑːb/ the point of an arrow or a hook that is curved backwards to make it difficult to pull out

be in your blood idiom /bi ɪn jə ˈblʌd/ to be a natural part of your character and of the character of other members of your family

besides prep /bɪˈsaɪdz/ in addition to sb/sth; apart from sb/sth *Besides working as a doctor, he also writes novels in his spare time.*

bombshell n /ˈbɒmʃel/ an event or a piece of news which is unexpected and usually unpleasant *She dropped a bombshell at the meeting and announced that she was leaving.*

breakthrough n /ˈbreɪkθruː/ an important development that may lead to an agreement or achievement *a significant breakthrough in negotiations*

burn your bridges idiom /ˌbɜːn jə ˈbrɪdʒɪz/ to do sth that makes it impossible to return to the previous situation later *Think carefully before you resign—you don't want to burn your bridges.*

bury the hatchet idiom /ˌberi ðə ˈhætʃɪt/ to stop being unfriendly and become friends again

charm n /tʃɑːm/ the power of pleasing or attracting people *a man of great charm*

civilian adj /səˈvɪliən/ (about a person) not a member of the military or police *He left the army and returned to civilian life.*

coalition n /ˌkəʊəˈlɪʃn/ a group formed by people from several different groups, especially political ones, agreeing to work together for a particular purpose *a coalition of environmental and consumer groups*

discriminate v /dɪˈskrɪmɪneɪt/ to treat one person or group worse/better than another in an unfair way *It is illegal to discriminate on grounds of race, sex or religion.*

doubtless adv /ˈdaʊtləs/ almost certainly *He would doubtless disapprove of what Kelly was doing.*

faze v /feɪz/ to make you feel confused or shocked, so that you do not know what to do *She wasn't fazed by his comments.*

fight a losing battle idiom /faɪt ə ˌluːzɪŋ ˈbætl/ to try to do sth that you will probably never succeed in doing

frankly adv /ˈfræŋkli/ used to show that you are being honest about sth, even though people might not like what you are saying *Quite frankly, I'm not surprised you failed.*

freely adv /ˈfriːli/ without trying to avoid the truth even though it might be unpleasant or embarrassing *I freely admit that I made a mistake.*

furthermore adv /ˌfɜːðəˈmɔː(r)/ in addition to what has just been stated. Furthermore is used especially to add a point to an argument. *He said he had not discussed the matter with her. Furthermore, he had not even contacted her.*

gladiatorial adj /ˌglædiəˈtɔːriəl/ relating to or similar to fights between gladiators (= men in ancient Rome who were trained to fight other men or animals in order to entertain the public)

glass ceiling n /ˌglɑːs ˈsiːlɪŋ/ the imaginary barrier that stops women, or other groups, from getting the best jobs in a company, etc. although there are no official rules to prevent them from getting these jobs

grind to a halt idiom /ˌgraɪnd tu ə ˈhɔːlt/ to go slower gradually and then stop completely *Production ground to a halt during the strike.*

heated adj /ˈhiːtɪd/ (of a person or discussion) full of anger and excitement *a heated argument/debate*

insurgent n /ɪnˈsɜːdʒənt/ a person fighting against the government or armed forces of their own country

invulnerability n /ɪnˌvʌlnərəˈbɪləti/ the state of not being able to be harmed or defeated

jump the gun idiom /ˌdʒʌmp ðə ˈgʌn/ to do sth too soon, before the right time

junkie n /ˈdʒʌŋki/ a drug addict (= a person who is unable to stop taking dangerous drugs) *He's an adrenaline junkie* (= he cannot stop doing dangerous but exciting things).

laugh off phr v /ˌlɑːfˈɒf/ to try to make people think that sth is not serious or important, especially by making a joke about it *He laughed off suggestions that he was going to resign.*

maternity leave n /məˈtɜːnəti liːv/ a period of time when a woman temporarily leaves her job to have a baby

moreover adv /mɔːrˈəʊvə(r)/ used to introduce some new information that adds to or supports what you have said previously *A talented artist, he was, moreover, a writer of some note.*

open up old wounds idiom /ˌəʊpən ʌp əʊldˈwuːndz/ to remind sb of sth unpleasant that happened or existed in the past

positive action n /ˌpɒzətɪv ˈækʃn/ the practice or policy of making sure that a particular number of jobs, etc. are given to people from groups that are often treated unfairly because of their race, sex, etc.

pronounce v /prəˈnaʊns/ to say or give sth formally, officially or publicly *The judge will pronounce sentence today.* ◆ *She was pronounced dead on arrival at the hospital.*

provoke v /prəˈvəʊk/ to cause a particular reaction or have a particular effect *The announcement provoked a storm of protest.*

reinforcements n /ˌriːɪnˈfɔːsmənts/ extra soldiers or police officers who are sent to a place because more are needed *to send in reinforcements*

role model n /ˈrəʊl mɒdl/ a person that you admire and try to copy

set your sights on sth/on doing sth idiom /ˌset jə ˈsaɪts ɒn/ to decide that you want sth and to try very hard to get it *She set her sights on going to Yale.*

shake sth (off) v /ˈʃeɪk ɒf/ to get rid of sth *I can't seem to shake off this cold.* ◆ *He couldn't shake the feeling that there was something wrong.*

showman n /ˈʃəʊmən/ a person who does things in an entertaining way and is good at getting people's attention

spark sth (off) v /ˈspɑːk ɒf/ to cause sth to start or develop, especially suddenly *The riots were sparked off by the arrest of a local leader.*

stalemate n /ˈsteɪlmeɪt/ a disagreement or a situation in a competition in which neither side is able to win or make any progress *The talks ended in (a) stalemate.*

stereotyping n /ˈsteriətaɪpɪŋ/ the act or process of forming a fixed idea about a person or thing which may not really be true *racial/sexual stereotyping*

stick to your guns idiom /ˌstɪk tə jə ˈgʌnz/ to refuse to change your mind about sth even when other people are trying to persuade you that you are wrong

to boot idiom /tə ˈbuːt/ used to add a comment to sth that you have said *He was a vegetarian, and a fussy one to boot.*

violation n /ˌvaɪəˈleɪʃn/ the act of breaking or refusing to obey a law, an agreement, etc. *They were in open violation of the treaty.*

voyeuristic adj /ˌvwaɪəˈrɪstɪk/ getting pleasure from watching the problems and private lives of others *a voyeuristic interest in other people's lives*

wit n /wɪt/ the ability to say or write things that are both clever and amusing *a woman of great wit and intelligence* ◆ *to have a quick/sharp/dry/ready wit*

Get ready for your exam 5

amend v /əˈmend/ to change a law, document, statement, etc. slightly in order to correct a mistake or to improve it *He asked to see the amended version.*

encroachment n /ɪnˈkrəʊtʃmənt/ the act of affecting or using up too much of a person's time, rights, personal life, etc.; actions that do this *the regime's many encroachments on human rights*

friction n /ˈfrɪkʃn/ disagreement or a lack of friendship among people who have different opinions about sth *conflicts and frictions that have still to be resolved*

inhibit v /ɪnˈhɪbɪt/ to prevent sth from happening or to make it happen less effectively than before

momentous adj /məˈmentəs/ very important or serious, especially because there may be important results *a momentous decision/event/occasion*

remedy n /ˈremədi/ a way of dealing with or improving an unpleasant or difficult situation *There is no simple remedy for unemployment.*

road rage n /ˈrəʊd reɪdʒ/ a situation in which a driver becomes extremely angry or violent with the driver of another car because of the way they are driving

root n /ruːt/ the main cause of sth, such as a problem or difficult situation *We have to get to the root of the problem.*

stick in your mind idiom /stɪk ɪn jə ˈmaɪnd/ (of a memory, an image, etc.) to be remembered for a long time *One of his paintings in particular sticks in my mind.*

Unit 6 Dreams

assure v /əˈʃʊə(r)/ to tell sb that sth is definitely true or is definitely going to happen, especially when they have doubts about it *We assured him of our support.* ◆ *'He'll come back,' Susan assured her.*

bitterly adv /ˈbɪtəli/ in a way that shows feelings of sadness or anger *She wept bitterly.* ◆ *They complained bitterly.*

boast v /bəʊst/ to talk with too much pride about sth that you have or can do *I don't want to boast, but I can actually speak six languages.* ◆ *Sam boasted that she could beat anyone at poker.*

callously adv /ˈkæləsli/ in a way that shows that you do not care about other people's feelings or suffering

catch up on sth phr v /ˌkætʃ ˈʌp ɒn/ to spend extra time doing sth because you have not done it earlier *I have a lot of work to catch up on.* ◆ *to catch up on sleep*

compliment v /ˈkɒmplɪment/ to tell sb that you like or admire sth they have done, their appearance, etc. *She complimented him on his excellent German.*

consensus n /kənˈsensəs/ an opinion that all members of a group agree with *There is a growing consensus of opinion on this issue.*

count on sb/sth phr v /ˈkaʊnt ɒn/ to trust sb to do sth or to be sure that sth will happen *'I'm sure he'll help.' 'Don't count on it.'* ◆ *We can't count on this warm weather lasting.*

decline v /dɪˈklaɪn/ to refuse politely to accept or to do sth *I offered to give them a lift but they declined.*

defiantly adv /dɪˈfaɪəntli/ in a way that shows an open refusal to obey sb/sth, sometimes in an aggressive way

drop off phr v /ˌdrɒpˈɒf/ to fall into a light sleep *I dropped off and missed the end of the film.*

enquire after sb phr v /ɪnˈkwaɪər ɑːftə(r)/ to ask for information about sb, especially about their health or about what they are doing

fiercely adv /ˈfɪəsli/ in an angry and aggressive way that is frightening *'Let go of me,' she said fiercely.* ◆ *fiercely competitive*

foreseeable adj /fɔːˈsiːəbl/ that you can predict will happen *foreseeable risks/consequences*

founder n /ˈfaʊndə(r)/ a person who starts an organisation, institution, etc. or causes sth to be built *the founder and president of the company*

fulfil v /fʊlˈfɪl/ to do or achieve what was hoped for or expected *to fulfil your dream/ambition/potential*

gasp v /gɑːsp/ to speak or say sth in way that shows you are surprised, frightened or in pain *'What was that noise?' he gasped.*

granted adv /ˈgrɑːntɪd/ used to show that you accept that sth is true, often before you make another statement about it *Granted, it's not the most pleasant of jobs but it has to be done.*

groan v /grəʊn/ to speak or say sth in way that shows you are annoyed, upset or in pain *'It's a complete mess!' she groaned.*

legislation n /ˌledʒɪsˈleɪʃn/ a law or a set of laws passed by a parliament *New legislation on the sale of drugs will be introduced next year.*

moodily adv /ˈmuːdɪli/ in a bad-tempered or upset way

much as idiom /ˈmʌtʃ əz/ although *Much as I would like to stay, I really must go home.*

muddled adj /ˈmʌdld/ confused *He gets muddled when the teacher starts shouting.* ◆ *muddled thinking*

mutter v /ˈmʌtə(r)/ to speak or say sth in a quiet voice that is difficult to hear, especially because you are annoyed about sth *'How dare she,' he muttered under his breath.*

nevertheless adv /ˌnevəðəˈles/ despite sth that you have just mentioned *There is little chance that we will succeed in changing the law. Nevertheless, it is important that we try.*

nonetheless adv /ˌnʌnðəˈles/ despite this fact *The book is too long but, nonetheless, informative and entertaining.*

on top of the world idiom /ɒn ˌtɒp əv ðə ˈwɜːld/ very happy or proud

over the moon idiom /ˌəʊvə ðə ˈmuːn/ extremely happy and excited

pin (all) your hopes on sb/sth idiom /ˌpɪn jɔː ˈhəʊps ɒn/ rely on sb/sth completely for success or help *The company is pinning its hopes on the new project.*

pique n /piːk/ annoyed or bitter feelings that you have, usually because your pride has been hurt *When he realised nobody was listening to him, he left in a fit of pique.*

plethora n /ˈpleθərə/ an amount that is greater than is needed or can be used *There are a plethora of choices available.*

pool v /puːl/ to collect money, information, etc. from different people so that it can be used by all of them *Police forces across the country are pooling resources in order to solve this crime.*

recurring adj /rɪˈkɜːrɪŋ/ happening again or a number of times *a recurring illness/problem/nightmare, etc.*

resignedly adv /rɪˈzaɪndnɪdli/ in a way that shows a willingness to calmly accept sth unpleasant or difficult that you cannot change *'I suppose you're right,' she said resignedly.*

sarcastically adv /sɑːˈkæstɪkli/ (used about a way of speaking) using words that are the opposite of what you mean in order to be unpleasant to sb or to make fun of them

sharply adv /ˈʃɑːpli/ in a critical, rough or severe way *'Is there a problem?' he asked sharply.*

shriek v /ʃriːk/ to say sth in a loud, high voice, for example when you are excited, frightened or in pain *'There's somebody upstairs!' he shrieked.*

sigh v /saɪ/ to speak or say sth in way that shows that you are disappointed, sad, tired, etc. *'Oh well, better luck next time,' she sighed.*

sovereignty n /ˈsɒvrənti/ the state of being a country with freedom to govern itself *The declaration proclaimed the full sovereignty of the republic.*

stability n /stəˈbɪləti/ the quality or state of being steady and not changing or being disturbed in any way (= the quality of being stable) *political/economic/social stability*

sympathetically adv /ˌsɪmpəˈθetɪkli/ in a kind way that shows that you understand and care about another person's problems *to smile at sb sympathetically*

tell sb off phr v /ˌtel ˈɒf/ to speak angrily to sb for doing sth wrong *I told the boys off for making so much noise.* ◆ *Did you get told off?*

thrilled adj /θrɪld/ very excited and pleased *He was thrilled at the prospect of seeing them again.*

unravel v /ʌnˈrævl/ to explain sth that is difficult to understand or is mysterious; to become clearer or easier to understand *The discovery will help scientists unravel the mystery of the Ice Age.*

wearily adv /ˈwɪərəli/ in a way that shows you are very tired, especially after working hard or doing sth for a long time *He closed his eyes wearily.*

whine v /waɪn/ to complain in an annoying, crying voice

whisper v /ˈwɪspə(r)/ to speak very quietly to sb so that other people cannot hear what you are saying *'Can you meet me tonight?' he whispered.* ◆ *What are you two whispering about?*

yell v /jel/ to shout loudly, for example because you are angry, excited, frightened or in pain *'Watch out!' he yelled.*

Get ready for your exam 6

abolish v /əˈbɒlɪʃ/ to officially end a law, a system or an institution *This tax should be abolished.*

antipathy n /ænˈtɪpəθi/ a strong feeling of dislike *personal/mutual antipathy* ◆ *a growing antipathy towards the idea*

distress n /dɪˈstress/ a feeling of great worry or unhappiness; great suffering *She was obviously in distress after the attack.* ◆ *deep emotional distress*

grief n /griːf/ a feeling of great sadness, especially when sb dies *She was overcome with grief when her husband died.*

grieve v /griːv/ to feel very sad, especially because sb has died *They are still grieving for their dead mother.*

mournful adj /ˈmɔːnfl/ very sad *mournful music* ◆ *I couldn't bear the mournful look on her face.*

recount v /rɪˈkaʊnt/ to tell sb about sth, especially sth that you have experienced *They recounted what had happened during the intervening years.*

resign yourself to sth phr v /rɪˈzaɪn jəself tə/ to accept sth unpleasant that cannot be changed or avoided *She resigned herself to her fate.*

sob v /sɒb/ to cry noisily, taking sudden, sharp breaths *He started to sob uncontrollably.*

station v /ˈsteɪʃn/ to go somewhere and stand or sit there, especially to wait for sth; to send sb somewhere to do this *She stationed herself at the window to await his return.*

Unit 7 Journeys

backpack v /ˈbækpæk/ to travel on holiday carrying your equipment and clothes in a backpack (= a large bag carried on the back) *They went backpacking in Spain last year.*

bland adj /blænd/ not having a strong or interesting taste *a rather bland diet of soup, fish and bread*

borne pp /bɔːn/ = past participle of the verb ***to bear*** *He's borne a grudge against me ever since that day.*

bust adj /bʌst/ broken *My watch is bust.*

check into phr v /ˈtʃek ɪntə/ to arrive at a hotel or private hospital to begin your stay there *He checked into a top London clinic yesterday for an operation on his knee.*

chill out phr v /ˌtʃɪl ˈaʊt/ to relax and stop feeling angry or nervous about sth *They sometimes meet up to chill out and watch a movie.*

classic adj /ˈklæsɪk/ accepted as one of the best or most important of its kind *a classic novel/study/goal*

classical adj /ˈklæsɪkl/ 1. widely accepted and used for a long time; traditional in style or idea *classical and modern ballet*
2. connected with or influenced by the culture of ancient Greece and Rome *a classical scholar* (= an expert in Latin and Greek)

commute v /kəˈmjuːt/ to travel regularly by bus, train, car, etc. between your place of work and your home *She commutes from Oxford to London every day.*

conform (to/with sth) v /kənˈfɔːm/ to obey a rule, law, etc. *The building does not conform with safety regulations.*

creep v /kriːp/ to move slowly, quietly and carefully, because you do not want to be seen or heard *I crept up the stairs, trying not to wake my parents.*

detrimental adj /ˌdetrɪˈmentl/ harmful *The policy will be detrimental to the peace process.*

exceedingly adv /ɪkˈsiːdɪŋli/ extremely; very much

excessively adv /ɪkˈsesɪvli/ to a degree or level that is greater than what seems reasonable or appropriate *excessively high prices*

excursion n /ɪkˈskɜːʃn/ a short journey made for pleasure, especially one that has been organised for a group of people *They've gone on an excursion to York.*

expedition n /ˌekspəˈdɪʃn/ an organised journey with a particular purpose, especially to find out about a place that is not well known *to plan/lead/go on an expedition to the North Pole*

imply v /ɪmˈplaɪ/ to suggest that sth is true or that you feel or think sth, without saying so directly *Are you implying (that) I am lying?*

infer v /ɪnˈfɜː(r)/ to reach an opinion or decide that sth is true on the basis of information that is available *Much of the meaning must be inferred from the context.*

irrational adj /ɪˈræʃənl/ not based on, or not using, clear logical thought *an irrational fear* ◆ *You're being irrational.*

kip v /kɪp/ to sleep *You can kip on the sofa, if you like.*

limp v /lɪmp/ to walk slowly or with difficulty because one leg is injured *She had twisted her ankle and was limping.*

loo n /luː/ a toilet *She's gone to the loo.*

lug v /lʌg/ to carry or drag sth heavy with a lot of effort *I had to lug my bags up to the fourth floor.*

march v /mɑːtʃ/ to walk with stiff regular steps like a soldier *Soldiers were marching up and down outside the government buildings.*

mate n /meɪt/ a friend *They've been best mates since school.*

mutual adj /ˈmjuːtʃuəl/ used to describe feelings that two or more people have for each other equally, or actions that affect two or more people equally *mutual support/aid*

outing n /ˈaʊtɪŋ/ a trip that you go on for pleasure or education, usually with a group of people and lasting no more than one day *We went on an outing to London.* ◆ *a family outing*

outweigh v /ˌaʊtˈweɪ/ to be greater or more important than sth *The advantages far outweigh the disadvantages.*

pilgrimage n /ˈpɪlgrɪmɪdʒ/ a journey to a holy place for religious reasons

plod v /plɒd/ to walk slowly with heavy steps, especially because you are tired *I watched her plodding her way across the field.*

plumbing n /ˈplʌmɪŋ/ the system of pipes, etc. that supply water to a building

pose v /pəʊz/ to create a threat, problem, etc. that has to be dealt with *to pose a threat/challenge/danger/risk*

put sb up phr v /ˌpʊtˈʌp/ to let sb stay at your home *We can put you up for the night.*

run into sb phr v /ˌrʌn ˈɪntə/ to meet sb by chance *Guess who I ran into today!*

run sb/sth down phr v /ˌrʌn ˈdaʊn/ to criticise sb/sth in an unkind way *He's always running her down in front of other people.*

run sth by sb phr v /ˌrʌn ˈbaɪ/ to show sb sth or tell sb about an idea in order to see their reaction to it

saunter v /ˈsɔːntə(r)/ to walk in a slow relaxed way *He sauntered by, looking as if he had all the time in the world.*

see sb off phr v /ˌsiːˈɒf/ to go to a station, an airport, etc. to say goodbye to sb who is starting a journey

sneak v /sniːk/ to move very quietly, trying to avoid being seen or heard *I sneaked up the stairs.*

stagger v /ˈstægə(r)/ to walk with weak unsteady steps, as if you are about to fall *He staggered home, drunk.*

stop by phr v /ˌstɒp ˈbaɪ/ to make a short visit somewhere *I'll stop by this evening for a chat.*

stop over (at / in) phr v /ˌstɒp ˈəʊvə(r)/ to stay somewhere for a short time during a long journey *I stopped over in Hong Kong on the way to Australia.*

stride v /straɪd/ to walk with long steps in a particular direction *She came striding towards meet me.*

stroll v /strəʊl/ to walk somewhere in a slow relaxed way *People were strolling along the beach.*

strut v /strʌt/ to walk proudly with your head up and chest out to show that you think you are important *The players strutted and posed for the cameras.*

stumble v /ˈstʌmbl/ to hit your foot against sth while you are walking or running and almost fall *I stumbled over a rock.*

surcharge n /ˈsɜːtʃɑːdʒ/ an extra amount of money that you must pay in addition to the usual price

tiptoe v /ˈtɪptəʊ/ to walk using the front parts of your feet only, so that other people cannot hear you *I tiptoed over to the window.*

traipse v /treɪps/ to walk somewhere slowly when you are tired and unwilling

trek v /trek/ to spend time walking, especially in mountains and for enjoyment and interest *We went trekking in Nepal.*

trudge v /trʌdʒ/ to walk slowly or with heavy steps, because you are tired or carrying sth heavy *The men trudged up the hill, carrying all the supplies.*

unreasonable adj /ʌnˈriːznəbl/ not fair; expecting too much *The job was beginning to make unreasonable demands on his free time.*

upshot n /ˈʌpʃɒt/ the final result of a series of events *The upshot of it all was that he left college and got a job.*

walk (all) over sb phr v /ˌwɔːk ɔːl ˈəʊvə(r)/ to treat sb badly, without considering them or their needs *He'll always let her walk all over him.*

wander v /ˈwɒndə(r)/ to walk slowly around or to a place, often without any particular sense of purpose or direction *She wandered aimlessly around the streets.*

yob n /jɒb/ a rude, noisy and sometimes aggressive and violent boy or young man *He was attacked by a bunch of yobs.*

Get ready for your exam 7

breed v /briːd/ (of animals) to have sex and produce young *Many animals breed only at certain times of the year.*

diminutive adj /dɪˈmɪnjətɪv/ very small *She was a diminutive figure beside her husband.*

dust sheet n /ˈdʌst ʃiːt/ a large sheet that is used to protect floors, furniture, etc. from dust or paint

feat n /fiːt/ an action or a piece of work that needs skill, strength or courage *The tunnel is a brilliant feat of engineering.*

load v /ləʊd/ to put a large quantity of things or people onto or into sth *Sacks were being loaded onto the truck.*

precariously adv /prɪˈkeəriəsli/ in a way that is likely to fall or cause sb to fall *He balanced the glass precariously on the arm of his chair.*

ramp n /ræmp/ a slope or set of steps that can be moved, used for loading a vehicle or getting on or off a plane *a loading ramp*

roof rack n /ˈruːf ræk/ a metal frame fixed to the roof of a car and used for carrying bags, cases and other large objects

stack v /stæk/ to arrange objects neatly in a pile; to be arranged in this way *to stack boxes*

track v /træk/ to follow the movements of sb/sth, especially by using special electronic equipment *We continued tracking the plane on our radar.*

Unit 8 Tastes

bangle n /ˈbæŋgl/ a piece of jewellery in the form of a large ring of gold, silver, etc. worn loosely around the wrist

bob n /bɒb/ a style of hair in which it is cut the same length all the way around *She wears her hair in a bob.*

buckle n /ˈbʌkl/ a piece of metal or plastic used for joining the ends of a belt or for fastening a part of a bag, shoe, etc.

check n /tʃek/ a pattern of squares, usually of two colours *Do you prefer checks or stripes?* ◆ *a check shirt/suit*

choker n /ˈtʃəʊkə(r)/ a piece of jewellery or narrow band of cloth worn closely around the neck

clove n /kləʊv/ one of the small separate sections of a bulb (= the round underground part) of garlic

cloying adj /ˈklɔɪjɪŋ/ (of food, a smell, etc.) so sweet that it is unpleasant

clued-up adj /ˌkluːd ˈʌp/ knowing a lot about sth; having a lot of information about sth

cramped adj /kræmpt/ (of a room) not having enough space for the people within it to move around freely *working in cramped conditions*

cravat n /krəˈvæt/ a short wide strip of silk, etc. worn by men around the neck, folded inside the collar of a shirt

crave v /kreɪv/ to have a very strong desire for sth *She has always craved excitement.*

cuff n /kʌf/ the end of a coat or shirt sleeve at the wrist *a collar and cuffs of white lace*

deserted adj /dɪˈzɜːtɪd/ (of a place) with no people in it *deserted streets*

dishevelled adj /dɪˈʃevld/ (of hair, clothes, etc.) very untidy *He looked tired and dishevelled.*

dreadlocks n /ˈdredlɒks/ hair that is twisted into long thick pieces that hang down from the head, worn especially by Rastafarians

fishnet n /ˈfɪʃnet/ a type of cloth made of threads that produce a pattern of small holes like a net *fishnet stockings*

flippant adj /ˈflɪpənt/ showing that you do not take sth as seriously as other people think you should *a flippant answer/attitude*

foodie n /ˈfuːdi/ a person who is very interested in cooking and eating different kinds of food

garment n /ˈgɑːmənt/ a piece of clothing *woollen/winter/outer garments*

goatee n /gəʊˈtiː/ a small pointed beard that is grown only on the chin

gorge v /gɔːdʒ/ to eat a lot of sth, until you are too full to eat any more

hearty adj /ˈhɑːti/ (of a meal) large; making you feel full *a hearty breakfast*

intimate adj /ˈɪntɪmət/ (of a place or situation) encouraging close, friendly or romantic relationships *an intimate restaurant*

knob n /nɒb/ a small lump of sth such as butter

lace n /leɪs/ a delicate material made from threads of cotton, silk, etc. that are twisted into a pattern of holes *a lace handkerchief*

lap sth up phr v /ˌlæpˈʌp/ to accept or receive sth with great enjoyment, without thinking about whether it is good, true or sincere *She simply lapped up all the compliments.*

outdated adj /ˌaʊtˈdeɪtɪd/ no longer useful because of being old-fashioned *outdated equipment*

peril n /ˈperəl/ the fact of sth being dangerous or harmful *a warning about the perils of drug abuse*

piercing n /ˈpɪəsɪŋ/ the hole that is made in your ear, nose or some other part of your body so that you can wear jewellery there *She has a tongue piercing.*

pinch n /pɪntʃ/ the amount of sth that you can hold between your finger and thumb *a pinch of salt*

plait n /plæt/ a long piece of hair, that is divided into three parts and twisted together *She wore her hair in plaits.*

plateau v /ˈplætəʊ/ to stay at a steady level after a period of growth or progress *Unemployment has at last plateaued out.*

plummet v /ˈplʌmɪt/ to fall suddenly and quickly from a high level or position *Share prices plummeted to an all-time low.*

quiff n /kwɪf/ a piece of hair at the front of the head that is brushed upwards and backwards

rocket v /ˈrɒkɪt/ to increase very quickly and suddenly *rocketing prices* ◆ *Sales have rocketed up again.*

scrawny adj /ˈskrɔːni/ (of people or animals) very thin in a way that is not attractive

scruffy adj /ˈskrʌfi/ dirty or untidy *He looked a little scruffy.* ◆ *scruffy pair of jeans*

shabby adj /ˈʃæbi/ (of buildings, clothes, etc.) in poor condition because they have been used a lot *She wore shabby old jeans and a T-shirt.*

skive v /skaɪv/ to avoid work or school by staying away or leaving early *'Where's Tom?' 'Skiving as usual.'* ◆ *She always skives off early on Fridays.*

sloppy adj /ˈslɒpi/ showing a lack of care, thought or effort *Your work is sloppy.*

slump v /slʌmp/ to fall in price, value, number, etc., suddenly and by a large amount *Profits slumped by over 50%.*

sprig n /sprɪg/ a small stem with leaves on it from a plant or bush, used in cooking or as a decoration *a sprig of parsley*

stale n /steɪl/ (of food, especially bread and cake) no longer fresh and therefore unpleasant to eat

stubble n /ˈstʌbl/ the short stiff hairs that grow on a man's face when he has not shaved recently

stylish adj /ˈstaɪlɪʃ/ fashionable; elegant and attractive *his stylish wife* ◆ *a stylish restaurant*

swift adj /swift/ happening or done quickly and immediately; doing sth quickly *swift action* ◆ *a swift decision*

tactless adj /ˈtæktləs/ saying or doing things that are likely to annoy or to upset other people *a tactless remark*

tail off phr v /ˌteɪlˈɒf/ to become smaller or weaker *The number of tourists tails off in October.*

tangy adj /ˈtæŋiː/ having a strong sharp taste or smell *a refreshing tangy lemon flavour*

tank top n /ˈtæŋk tɒp/ *a sweater without sleeves*

tartan n /ˈtɑːtn/ a pattern of squares and lines of different colours and widths that cross each other, used especially on cloth, and originally from Scotland *a tartan rug*

unkempt dj /ˌʌnˈkempt/ (especially of sb's hair or general appearance) not well cared for; not neat or tidy *greasy, unkempt hair*

zap v /zæp/ to cook or heat sth quickly in a microwave oven

Get ready for your exam 8

far flung adj /ˌfɑːˈflʌŋ/ a long distance away *expeditions to the far-flung corners of the world*

grandeur n /ˈgrændʒə(r)/ the quality of being great and impressive in appearance *The hotel had an air of faded grandeur.*

haul v /hɔːl/ to pull sth/sb with a lot of effort *The wagons were hauled by horses.*

jet lag n /ˈdʒet læg/ the feeling of being tired and slightly confused after a long plane journey, mainly due to the difference in time between the place you left and the place you have arrived in

opulent adj /ˈɒpjələnt/ made or decorated using expensive materials

palate n /ˈpælət/ the ability to recognise and/or enjoy good food and drink *a menu to tempt even the most jaded palate*

restorative adj /rɪˈstɔːrətɪv/ making you feel strong and healthy again *the restorative power of fresh air*

revitalise v /ˌriːˈvaɪtəlaɪz/ to make sb/sth stronger, more active or more healthy *measures to revitalise the inner cities* ◆ *a revitalising drink*

salinity n /səˈlɪnəti/ the amount of salt within a particular liquid or substance *to measure the salinity of the water*

summit n /ˈsʌmɪt/ the highest point of sth, especially the top of a mountain *This path leads to the summit.*

Unit 9 Secrets

blow the whistle on sb/sth idiom /bləʊ ðə 'wɪsl ɒn/ to tell sb in authority about sth wrong or illegal that sb is doing *An employee blew the whistle on dangerous working practices at the factory.*

boost v /buːst/ to make sth increase, or become better or more successful *The movie helped boost her screen career.* ◆ *to boost sb's confidence/morale*

buy into sth phr v /ˌbaɪ 'intə/ to believe sth, especially an idea that many other people believe in *She had never bought into the idea that to be attractive you have to be thin.*

catastrophic adj /ˌkætə'strɒfɪk/ causing great damage or suffering *catastrophic effects/losses/results*

clam up phr v /ˌklæm'ʌp/ to refuse to speak, especially when sb asks you about sth *I tend to clam up when people ask me about my childhood.*

commemorate v /kə'meməreɪt/ to remind people of an important person or event from the past with a special action or object; to exist to remind people of a person or an event from the past *A series of movies will be shown to commemorate the 30th anniversary of his death.*

confide in sb phr v /kən'faɪd ɪn/ to tell sb secrets and personal information because you feel you can trust them *It is important to have someone you can confide in.*

crackdown n /'krækdaʊn/ severe action taken to restrict the activities of criminals or of people opposed to the government or sb in authority *a crackdown on crime*

crop up phr v /ˌkrɒp'ʌp/ to appear or happen, especially when it is not expected *His name just cropped up in conversation.* ◆ *I'll be late—something's cropped up at home.*

currency n /'kʌrənsi/ the fact that sth is used or accepted by a lot of people *The qualification has gained currency all over the world.*

cyber adj /'saɪbə(r)/ connected with electronic communication networks, especially the Internet *a cybercafé*

eavesdrop v /'iːvzdrɒp/ to listen secretly to what other people are saying *We caught him eavesdropping outside the window.*

fake n /feɪk/ an object such as a work of art, a coin or a piece of jewellery that is not genuine but has been made to look as if it is *All the paintings proved to be fakes.*

fall into the trap of doing sth idiom /fɔːl ɪntə ðə 'træp əv/ to do sth that is a mistake but which seems at first to be a good idea *Parents often fall into the trap of trying to do everything for their children.*

feign v /feɪn/ to pretend that you have a particular feeling or that you are ill, tired, etc. *He survived the massacre by feigning death.*

for the sake of sb/sth idiom /fə ðə 'seɪk əv/ in order to help sb/sth or because you like sb/sth *They stayed together for the sake of the children.*

gossip v /'gɒsɪp/ to talk about other people's private lives, often in an unkind way *She's been gossiping about you.*

grumble v /'grʌmbl/ to complain about sb/sth in a bad-tempered way *She's always grumbling to me about how badly she's treated at work.*

hail v /heɪl/ to describe sb/sth as being very good or special, especially in newspapers, etc. *The conference was hailed as a great success.*

hamper v /'hæmpə(r)/ to prevent sb from easily doing or achieving sth

hang about phr v /ˌhæŋ ə 'baʊt/ to wait or stay near a place, not doing very much *kids hanging about in the streets*

hold out phr v /ˌhəʊld'aʊt/ to resist or survive in a difficult situation *The rebels held out in the mountains for several years.*

hush sth up phr v /ˌhʌʃ 'ʌp/ to hide information about a situation because you do not want people to know about it *He claimed that the whole affair had been hushed up by the council.*

hush-hush adj /ˌhʌʃ 'hʌʃ/ secret and not known about by many people *Their wedding was very hush-hush.*

impudent adj /'ɪmpjədənt/ rude; not showing respect for other people *an impudent remark*

indiscreet adj /ˌɪndɪ'skriːt/ not careful about what you say or do, especially when this embarrasses or offends sb

juicy adj /'dʒuːsi/ interesting because you find it shocking or exciting *juicy gossip*

keep a/the lid on sth idiom /kiːp ə'lɪd ɒn/ to keep sth secret or hidden

leak v /liːk/ to give secret information to the public, for example by telling a newspaper *The contents of the report were leaked to the press.*

let slip sth idiom /let 'slɪp/ to give sb information that is supposed to be secret *I happened to let it slip that he had given me £1,000 for the car.*

nominally adv /'nɒmɪnəli/ in name only, and not in reality *He was nominally in charge of the company.*

ostensible adj /ɒ'stensəbl/ seeming or stated to be real or true, when this is perhaps not the case *The ostensible reason for his absence was illness.*

outrage v /'aʊtreɪdʒ/ to make sb very shocked and angry *He was outraged at the way he had been treated.*

outstanding adj /aʊt'stændɪŋ/ extremely good; excellent *an outstanding player/achievement/success*

package v /'pækɪdʒ/ to present sb/sth in a particular way *an attempt to package news as entertainment*

pass sb/sth off as sb/sth phr v /ˌpɑːs 'ɒf əz/ to pretend that sb/sth is sth they are not *He escaped by passing himself off as a guard.*

pat adj /pæt/ (of an answer, a comment, etc.) too quick, easy or simple; not seeming natural or realistic *There are no pat answers to these questions.*

prise sth out of sb phr v /ˌpraɪz'aʊt əv/ to force sb to give you information about sb/sth

rumour n /'ruːmə(r)/ a piece of information, or a story, that people talk about, but that may not be true *Some malicious rumours are circulating about his past.*

run wild idiom /rʌn'waɪld/ to grow or develop freely without any control *Let your imagination run wild and be creative.*

scandalise v /'skændəlaɪz/ to do sth that people find very shocking *She scandalised her family with her extravagant lifestyle.*

scandalous adj /'skændələs/ containing talk about the shocking or immoral things that people have done or are thought to have done

seat n /siːt/ the main site or location of a government or an authority *Washington is the seat of government of the US.*

shadowy adj /'ʃædəʊi/ that not much is known about *the shadowy world of terrorism*

spill the beans idiom /spɪl ðə 'biːnz/ to tell sb sth that should be kept secret or private *Come on, spill the beans, who was that girl you were with?*

splash sth across sth phr v /'splæʃ əˌkrɒs/ to put a photograph, news story, etc. in a place where it will be easily noticed *The story was splashed across the cover of all the tabloids.*

stonewall v /ˌstəʊn'wɔːl/ (especially in politics) to delay a discussion or decision by refusing to answer questions or by talking a lot

track record n /'træk rekɔːd/ all the past achievements, successes or failures of a person or an organisation *He has a proven track record in marketing.*

trigger v /'trigə(r)/ to make sth happen suddenly *Nuts can trigger a violent allergic reaction.*

turn out phr v /ˌtɜːn 'aʊt/ to be discovered to be; to prove to be *The job turned out to be harder than we thought.* ◆ *The house they had offered us turned out to be a tiny flat.*

virulence n /'vɪrələns/ strong negative and bitter feelings; an instance of this

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allegedly adv /ə'ledʒɪdli/ according to what sb has stated as a fact but without giving proof *crimes allegedly committed during the war*

butt n /bʌt/ the thick end of a weapon or tool *a rifle butt*

chalk sth up to experience idiom /tʃɔːk ʌp tə ɪk'spɪəriəns/ used to say that sb should think of a failure as being sth that they can learn from *We lost a lot of money, but we just chalk it up to experience.*

crucial adj /'kruːʃl/ extremely important, because it will affect other things *Winning this contract is crucial to the success of the company.*

deceit n /dɪ'siːt/ dishonest behaviour that is intended to make sb believe sth that is not true; an example of this behaviour *He was accused of lies and deceit.*

deception n /dɪ'sepʃn/ the act of deliberately making sb believe sth that is not true (= of deceiving them) *He was accused of obtaining property by deception.*

firearm n /'faɪərɑːm/ a gun that can be carried *The police were issued with firearms.*

parlour n /'pɑːlə(r)/ (in compounds) a shop that provides particular goods or services *a beauty/an ice-cream parlour*

plain adv /pleɪn/ used to emphasise how bad, stupid, etc. sth is *plain stupid/wrong*

trace n /treɪs/ the process of finding the origin of sth, such as the place from which a telephone call was made *The police ran a trace on the vehicle.*

Unit 10 Endings

address v /ə'dres/ to think about a problem or a situation and decide how you are going to deal with it *We must address the problem of traffic pollution.*

ambiguous adj /æm'bɪgjuəs/ able to be understood in more than one way; having different meanings *Her account was deliberately ambiguous.*

apathetic adj /ˌæpə'θetɪk/ showing no interest or enthusiasm *The illness made her apathetic and unwilling to meet people.*

assess v /ə'ses/ to make a judgement about the nature or quality of sb/sth *It's difficult to assess the effects of these changes.*

baffling adj /'bæflɪŋ/ extremely confusing; too difficult or strange for sb to understand or explain *His behaviour is baffling.*

bear sb/sth in mind idiom /beər ɪn 'maɪnd/ to remember or consider sb/sth

bestow v /bɪ'stəʊ/ to give sth to sb, especially to show how much they are respected *It was a title bestowed upon him by the king.*

biased adj /'baɪəst/ having a tendency to show favour towards or against one group of people or one opinion for personal reasons *biased information/sources/press reports*

bring in phr v /ˌbrɪŋ 'ɪn/ to introduce a new law or policy *They want to bring in a bill to limit arms exports.*

cease v /siːs/ to stop happening or existing; to stop sth from happening or existing *Welfare payments cease as soon as an individual starts a job.* ◆ *They voted to cease the strike action immediately.*

clichéd adj /'kliːʃeɪd/ (about a phrase or an idea) used so often that it no longer has much meaning and is not interesting *a clichéd view of upper-class life*

culminate v /'kʌlmɪneɪt/ to end with a particular result, or at a particular point *Their summer tour will culminate at a spectacular concert in London.*

decommission v /ˌdiːkə'mɪʃn/ to officially stop using weapons, a nuclear power station, etc. *Their weapons were decommissioned as part of the peace agreement.*

degrade v /dɪ'greɪd/ to change or make sth change to a simpler chemical form *It takes many many years for uranium to degrade.*

do away with sth phr v /ˌdu ə 'weɪ wɪð/ to stop doing or having sth; to make sth end *He thinks it's time we did away with the monarchy.*

endless adj /ˈendləs/ continuing for a long time and seeming to have no end *an endless round of parties and visits* ◆ *I've had enough of their endless arguing.*

extinction n /ɪkˈstɪŋkʃn/ a situation in which a plant, an animal, a way of life, etc. stops existing *The mountain gorilla is on the verge of extinction.*

feasible adj /ˈfiːzəbl/ that is possible and likely to be achieved *It's just not feasible to manage the business on a part-time basis.*

feel-good adj /ˈfiːl gʊd/ making you feel happy and pleased about life *a feel-good movie*

finalise v /ˈfaɪnəlaɪz/ to complete the last part of a plan, trip, project, etc. *to finalise your plans/arrangements*

flatly adv /ˈflætli/ in a way that is very definite and will not be changed *to flatly deny/reject/oppose sth*

hackneyed adj /ˈhæknɪd/ used too often and therefore boring *a hackneyed phrase/subject*

heart-rending adj /ˈhɑːt rendɪŋ/ causing feelings of great sadness *a heart-rending story*

hotly adv /ˈhɒtli/ done in an angry or excited way or with a lot of strong feeling *The results were hotly disputed.*

ill-fated adj /ˌɪlˈfeɪtɪd/ not lucky and ending sadly, especially in death or failure *an ill-fated expedition*

immaterial adj /ˌɪməˈtɪəriəl/ not important in a particular situation *The cost is immaterial.* ◆ *It is immaterial to me whether he stays or goes.*

incongruous adj /ɪnˈkɒŋgruəs/ strange, and not suitable in a particular situation *Such traditional methods seem incongruous in our technical age.*

intriguing adj /ɪnˈtriːgɪŋ/ very interesting because of being unusual or not having an obvious answer *an intriguing possibility* ◆ *He found her intriguing.*

malfunctioning adj /ˌmælˈfʌŋkʃnɪŋ/ (of a machine, etc.) failing to work correctly *If your PC is malfunctioning, contact the IT department.*

misdirected adj /ˌmɪsdəˈrektɪd/ aiming to achieve the wrong objectives *His efforts were misdirected.*

(as) miserable as sin idiom /əz ˌmɪzrəbl əz ˈsɪn/ used to emphasise that sb is very unhappy *He never smiles, he's miserable as sin.*

nondescript adj /ˈnɒndɪskrɪpt/ having no interesting or unusual features or qualities *He wore a shabby nondescript jacket.*

nonsensical adj /nɒnˈsensɪkl/ ridiculous; with no meaning *The Jabberwocky is a nonsensical poem.*

opportune adj /ˈɒpətjuːn/ (of an action or event) done or happening at the right time to be successful *an opportune remark*

overblown adj /ˌəʊvəˈbləʊn/ that is made to seem larger, more impressive or more important than it really is *an overblown situation*

reiterate v /riˈɪtəreɪt/ to repeat sth that you have already said, especially to emphasise it *to reiterate an argument/a demand/an offer*

resident n /ˈrezɪdənt/ a person who lives in a particular place or who has their home there *a resident of the United States*

sentimental adj /ˌsentɪˈmentl/ having or producing emotions such as pity, romantic love or sadness, in a way that is exaggerated or not sincere *a slushy, sentimental love story*

solemn adj /ˈsɒləm/ done, said, etc. in a very serious and sincere way *a solemn oath/undertaking/vow*

spectacular adj /spekˈtækjələ(r)/ very impressive in an exciting or dramatic way *a spectacular fight scene* ◆ *Rooney scored a spectacular goal.*

stockpile v /ˈstɒkpaɪl/ to collect and keep a large supply of sth *There are concerns the militants have been stockpiling arms.*

tailback n /ˈteɪlbæk/ a long line of traffic that is moving slowly or not moving at all, because sth is blocking the road *A tailback on the M40 is causing long delays.*

thought-provoking adj /ˈθɔːt prəˌvəʊkɪŋ/ making people think seriously about a particular subject or issue *I watched a thought-provoking documentary about the Middle East peace process.*

touching adj /ˈtʌtʃɪŋ/ causing feelings of pity or sympathy; making you feel emotional *It was a touching story that moved many of us to tears.*

(as) tough as old boots idiom /əz ˌtʌf əz əʊld ˈbuːts/ very strong and able to deal successfully with difficult conditions or situations *John's as tough as old boots – he'll soon be back to normal.*

unimaginable adj /ˌʌnɪˈmædʒɪnəbl/ impossible to think of or to believe exists *unimaginable wealth* ◆ *This level of success would have been unimaginable just last year.*

vulnerable adj /ˈvʌlnərəbl/ weak and easily hurt physically or emotionally *She looked very vulnerable standing there on her own.* ◆ *In cases of food poisoning, young children are especially vulnerable.* ◆ *The sudden resignation of the financial director put the company in a very vulnerable position.*

wind sth up phr v /ˌwaɪnd ˈʌp/ to bring sth such as a speech or meeting to an end *The speaker was just winding up when the door was flung open.* ◆ *If we all agree, let's wind up the discussion.*

wrap up phr v /ˌræp ˈʌp/ to complete sth such as an agreement or a meeting in an acceptable way *That just about wraps it up for today.*

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bear the brunt of sth idiom /beə ðə ˈbrʌnt/ to receive the main force of sth unpleasant *Schools will bear the brunt of cuts in government spending.*

chaotic adj /keɪˈɒtɪk/ in a state of complete confusion and lack of order *The traffic in the city is chaotic in the rush hour.*

disperse v /dɪˈspɜːs/ to move apart and go away in different directions; to make sb/sth do this *The fog began to disperse.*

engulf v /ɪnˈgʌlf/ to surround or to cover sb/sth completely *The vehicle was engulfed in flames.*

lifespan n /ˈlaɪfspæn/ the length of time that sth is likely to live, continue or function *Worms have a lifespan of a few months.*

nebula n /ˈnebjələ/ a mass of dust or gas that can be seen in the night sky, often appearing very bright

outermost adj /ˈaʊtəməʊst/ furthest from the inside or centre *the outermost planet*

residual adj /rɪˈzɪdjuəl/ remaining at the end of a process *There are still a few residual problems with the computer program.*

scorch v /skɔːtʃ/ to become or to make sth become extremely dry or slightly burnt, especially from the heat of the sun *a scorched, lifeless landscape*

swell (up) v /ˌswelˈʌp/ to become bigger or rounder *Her arm was beginning to swell up where the bee had stung her.*

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