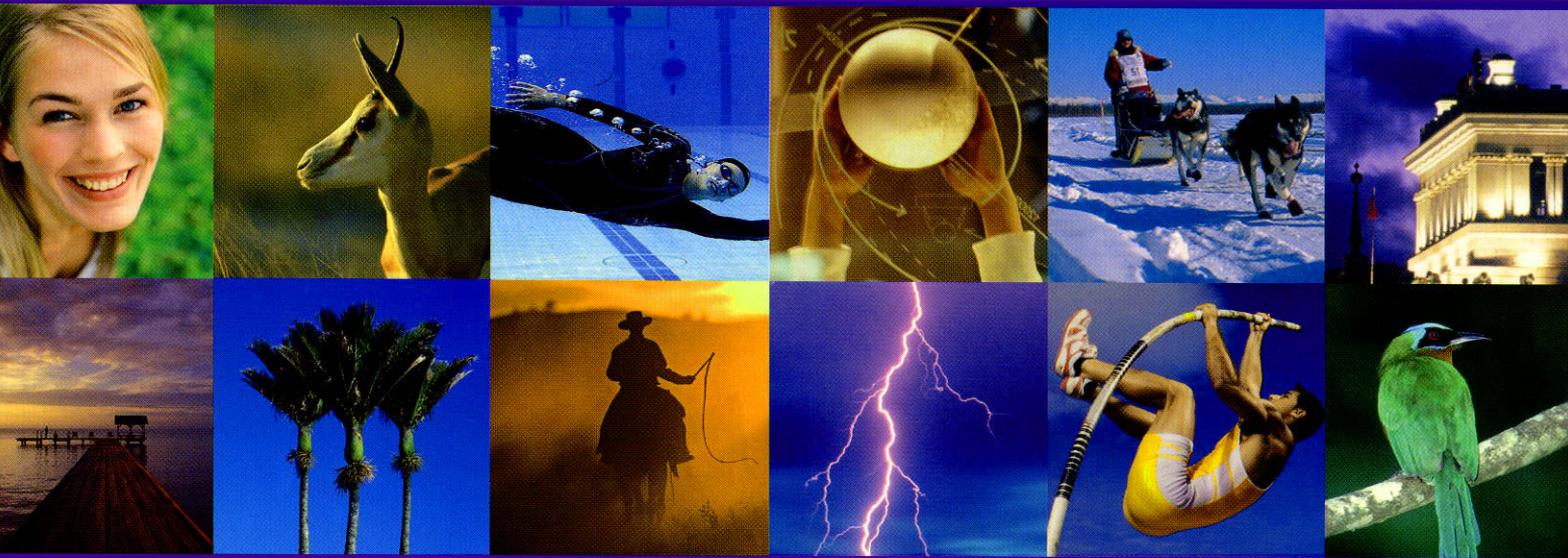


Amanda Jeffries

# Straightforward



Advanced Workbook  
*with key*



  
MACMILLAN

Amanda Jeffries

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Advanced **Workbook**  
*with key*

  
MACMILLAN

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# 1A | A fresh start

## CHANGE

- 1 Match the verbs in the box to the group of nouns 1–5 they collocate with.

adapt   convert   switch   transfer   vary

- channels / seats / courses \_\_\_\_\_
- money to a bank account / to a new team / to a new office \_\_\_\_\_
- your diet / your routine / your intonation \_\_\_\_\_
- to a new environment / to married life / to a different climate \_\_\_\_\_
- dollars into euros / a house into two flats / to a different religion \_\_\_\_\_



‘When you said you were transferring me to another office, I just presumed it would be one of ours.’

- 2 Fill the gaps with nouns from the box.

adaptation   alteration   shift  
transformation   variation

- There has been a gradual \_\_\_\_\_ in people’s attitudes to the environment over the last two decades or so.
- I’d like to make a slight \_\_\_\_\_ to our original plan.
- My son’s academic performance has undergone a complete \_\_\_\_\_ since he transferred to the new school.

- The film is a faithful \_\_\_\_\_ of Jane Austen’s novel ‘Emma’.
- The survey revealed widespread \_\_\_\_\_ in the cost of new houses across the country.

## VOCABULARY FROM THE LESSON

- 3 Choose the correct alternative to complete the sentences 1–6.

- If I can get financial backing, I hope to \_\_\_\_\_ my own company.  
(a) set out      (b) set down      (c) set up
- I wanted to emigrate, but my friends \_\_\_\_\_ me from going.  
(a) dissuaded      (b) dissented      (c) disengaged
- Hemingway’s novel ‘The Old Man and the Sea’ was \_\_\_\_\_ as a masterpiece when it was first published.  
(a) hurled      (b) hailed      (c) hauled
- Everyone \_\_\_\_\_ that moving house can be a stressful experience.  
(a) concurs      (b) conveys      (c) confers
- When I was thinking of moving to a new town, I \_\_\_\_\_ settling in the capital because the cost of living there is too high.  
(a) wrote out      (b) rolled out      (c) ruled out
- The teachings of the philosopher continued to \_\_\_\_\_ long after his death.  
(a) reciprocate      (b) reverberate      (c) remunerate

## ● DICTATION

- 4 ● 01 Write the text that you hear.

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# 1B | First day

## SIMPLE & CONTINUOUS VERB FORMS

1 Read the email and put the verbs in the correct form.

2 Find three sentences that are grammatically correct. Then correct the verb forms in the other sentences.

- 1 I see a friend tomorrow evening.
- 2 The weather is getting much warmer these days.
- 3 Don't phone me at 6.00 as I'll work.
- 4 I currently stay with friends while my kitchen is extended.
- 5 His son was often crying when he was a baby.
- 6 My boyfriend is being rather uncooperative at the moment.
- 7 I've been driving 200km today.
- 8 My sister is always borrowing my clothes without asking.

3 Write sentences to describe the pictures, using the present perfect simple or continuous form of the words in brackets.



1 (it/snow)

2 (he/build a snowman)

3 (he/play in the mud)



## APPROXIMATION

4 Underline the alternatives that correspond to the expression in *italics* (more than one may be possible).

- 1 It can take *anything up to six months* to learn English perfectly.  
four months      five months      seven months
- 2 It's *coming up to 8.00*.  
7.55                  8.00                  8.02
- 3 Let's set off at *five-ish*.  
4.30                  5.02                  5.45
- 4 The house will sleep *anything up to ten people*.  
eight                  ten                  twelve
- 5 It will cost something *in the region of €20,000* to convert the loft into a bedroom.  
€18,000              €20,000              €40,000

5 Decide if the sentences are true (T) or false (F).

- 1 The length of a marathon is 40 kilometres or so. \_\_\_\_\_
- 2 The record for running a marathon is just under two hours. \_\_\_\_\_
- 3 The world population is upwards of 6,000,000,000. \_\_\_\_\_
- 4 Something like 70% of the world's surface is water. \_\_\_\_\_
- 5 The height of Mount Everest is 12,000m or something like that. \_\_\_\_\_

# 1c | Growing up

## AGE

1 Match each of the words in the box to sentences 1–6.

a middle-aged woman    a newborn  
a senior citizen        a teenager  
a toddler                a twentysomething

- 1 He often has tantrums, and his favourite word is 'no!' \_\_\_\_\_
  - 2 His voice has just broken. \_\_\_\_\_
  - 3 Her children have just left the nest. \_\_\_\_\_
  - 4 She's thinking of starting a family. \_\_\_\_\_
  - 5 He weighs 3.5 kilograms. \_\_\_\_\_
  - 6 She's drawing a pension. \_\_\_\_\_
- 2 Complete the sentences 1–6 using the correct form of one of the words in the box.

come (x2)    get    have    side    turn

- 1 Her twelfth birthday was last month; she's just \_\_\_\_\_ twelve.
- 2 He's eighteen; he's \_\_\_\_\_ of age.
- 3 She's 42; she's on the wrong \_\_\_\_\_ of 40.
- 4 He's fortysomething; he's \_\_\_\_\_ a mid-life crisis.
- 5 He's 63; he's just \_\_\_\_\_ up for retirement.
- 6 She's 78; she's \_\_\_\_\_ on for 80.



.NF.

'For goodness sake, just pick one! I'm nearly seventeen!'

## REFERENCE

3 Fill the gaps 1–8 with *this*, *these* or *those*.

In every culture, the journey between childhood and adulthood is punctuated by a series of minute and momentous transitions. (1) \_\_\_\_\_ vary from society to society, but in most cultures they might include having one's first boyfriend or girlfriend, leaving home, marriage, and having one's first child. For (2) \_\_\_\_\_ living in developed societies, such milestones as coming of age, obtaining a driving licence, voting, and entering and graduating from university are also seen as important, and many of (3) \_\_\_\_\_ events are marked by special celebrations. However, in some developing societies, (4) \_\_\_\_\_ period takes on a special significance, and ceremonies to mark major rites of passage are more elaborate than (5) \_\_\_\_\_ conducted in western societies. Some societies carry out lengthy and often arduous initiation ceremonies to mark the transition to adulthood of male members of the tribe. For example, (6) \_\_\_\_\_ boys who are crossing the threshold of puberty may have to be separated from their families and take part in arduous endurance tests. (7) \_\_\_\_\_ ceremonies also mark their eligibility for marriage, although (8) \_\_\_\_\_ will often also depend on how much wealth they acquire.

## SUBSTITUTION

4 Rewrite B's reply using appropriate substitution expressions.

1 A: How do your kids like their new school?

B: Joe doesn't like it, but Amy likes it.

\_\_\_\_\_

2 A: Which shoes do you want to try on?

B: Those shoes in the window, please.

\_\_\_\_\_

3 A: I don't think I'll be able to afford a mortgage.

B: I don't think I'll be able to afford a mortgage either.

\_\_\_\_\_

4 A: How were your flights?

B: The flight from Heathrow was fine but the return flight was delayed by two hours.

\_\_\_\_\_

5 A: My parents want me to settle down.

B: My parents want me to settle down too.

\_\_\_\_\_

# 1D | The quarterlife crisis

## NOUN SUFFIXES

- 1 Complete the text with the correct noun form of the word in brackets.

Following the (1) \_\_\_\_\_ (retire) of the Head of Sales, and the (2) \_\_\_\_\_ (depart) of the Assistant Head to our London branch, two vacancies have arisen in the Sales (3) \_\_\_\_\_. (Depart). Applicants should possess (4) \_\_\_\_\_ (flexible) and (5) \_\_\_\_\_ (enthusiastic). (6) \_\_\_\_\_ (Patient), (7) \_\_\_\_\_ (self-confident) and the (8) \_\_\_\_\_ (able) to make (9) \_\_\_\_\_ (decide) are also an advantage. For details of the application (10) \_\_\_\_\_ (proceed), please contact Mrs Doris Hancock.

- 2 Rearrange the letters to make a word that matches the definitions 1–6.

### A person who ...

- 1 ... takes part in an event.  
TRAPPINATIC \_\_\_\_\_
- 2 ... cares for nature and the planet.  
STENTINERVIMONAL \_\_\_\_\_
- 3 ... writes a letter of recommendation for you.  
EREEFER \_\_\_\_\_
- 4 ... studies the past.  
ONASHIRTI \_\_\_\_\_
- 5 ... watches a sporting event.  
TESCOTRAP \_\_\_\_\_
- 6 ... takes part in a public protest.  
NOSTRODRAMET \_\_\_\_\_

- 3 Find the incorrect word in each group and correct it.

- 1 burial, occural, denial, survival \_\_\_\_\_
- 2 maturity, generosity, certainty, fondity \_\_\_\_\_
- 3 existence, absence, realizence, innocence \_\_\_\_\_
- 4 obedience, pregnancy, urgency, accuracy \_\_\_\_\_
- 5 investment, inhibitment, achievement, involvement \_\_\_\_\_
- 6 awareness, tiredness, sincereness, seriousness \_\_\_\_\_

## VOCABULARY FROM THE LESSON

- 4 Put the lines of the letter in the correct order.

Dear Angela,

Can you help me? I feel I'm stuck at the moment, living at home and in a dead-end job. It feels like I'm just treading

- at home from the harsh
- down but without a good salary there's no way I'll be able to take out a
- what it means to look after myself. I'd like to settle
- mortgage on a house. What do you advise?
- realities of life, and that I need to stand on my own two feet and really grasp
- spice to my life but good jobs are in short
- water and going nowhere fast. I'd like to get a more exciting and well-paid job to add a bit of
- supply at the moment. My parents tell me that I'm too cocooned

Hoping you can help.

George

## TRANSLATION

- 5 Translate the text into your language.

Gingerbread is the leading grass roots charity supporting and representing the interests of 1.8 million lone parents and their children throughout England and Wales. Founded in 1970 by a lone mother in London, it aims to help families to help themselves by supporting social networks of friendship and peer support, and providing help and advice to one-parent families. It offers a confidential free phone line, and organizes holidays and events for families on a low income. It also runs campaigns on various children's issues in partnership with other UK charities.

# 1 | Reading

1 Match the words to the definitions.

chickenpox    measles    mumps

- 1 a disease that mainly affects children in which the neck becomes swollen and painful \_\_\_\_\_
- 2 an infectious disease that most children get once, in which the skin is covered with red spots. It is a more serious disease in adults \_\_\_\_\_
- 3 an infectious disease common in children in which there are red spots all over the body and a high temperature \_\_\_\_\_

2 Tick the ones you had as a child.

3 How do you expect a child to feel about becoming ten?

- a) excited                      c) anxious  
b) sad                            d) indifferent

4 Read the poem and choose the best alternative for exercise 3.

5 Match the pictures to the verses.

6 Match the words and phrases to a–f.

- |                              |                          |                           |
|------------------------------|--------------------------|---------------------------|
| 1 sneakers                   | <input type="checkbox"/> | a starting to be ill      |
| 2 psyche                     | <input type="checkbox"/> | b emptied away like water |
| 3 disfiguring                | <input type="checkbox"/> | c number                  |
| 4 digit                      | <input type="checkbox"/> | d sports shoes            |
| 5 drained                    | <input type="checkbox"/> | e mind                    |
| 6 coming down with something | <input type="checkbox"/> | f spoiling the appearance |

7 Choose the best answers.

- 1 Who is the 'I' in the poem?  
a) a child who is approaching their tenth birthday  
b) a child who has just become ten  
c) an adult remembering their tenth birthday
- 2 Who is the 'you' in the poem?  
a) an adult  
b) a ten-year-old  
c) an imaginary friend
- 3 Verse 1 How is the writer feeling?  
a) physically unwell  
b) upset at the thought of becoming ten  
c) misunderstood
- 4 Verse 2 How does the writer remember childhood?  
a) as a time of fun and enjoyment  
b) as a time of uncertainty  
c) as a time of imagination and a sense of power

- 5 Verse 3 What feeling is described in this verse?  
a) uncertainty about what lies ahead  
b) sadness that childhood pleasures no longer feel the same  
c) worry about the responsibilities of adulthood

- 6 Verse 4 Why is this 'the beginning of sadness'?  
a) it's time to stop playing and be realistic about life  
b) adults do not enjoy themselves  
c) all the writer's friends have disappeared

- 7 Verse 5 What feeling is described in this verse?  
a) fear of the dangers of adulthood  
b) awareness of the limits of one's own power  
c) awareness of one's own vulnerability

8 What do you think? Choose the alternative that matches your opinion.

- 1 a) I think the writer is a boy.  
b) I think the writer is a girl.  
c) I think it's unclear if the writer is a boy or a girl.
- 2 How did you find the poem?  
a) depressing                      c) uninteresting  
b) poignant                        d) thought-provoking

- 3 What is your own feeling about the end of childhood?  
a) It is a difficult time for everyone.  
b) It's an exciting turning point.  
c) I've no recollection of a clear end to my childhood.

9 Which of the quotations do you think match the feelings described in the poem?

1 **It's never too late to have a happy childhood.**

Tom Robbins

2 **A simple child,  
That lightly draws its breath,  
And feels its life in every limb,  
What should it know of death?**

William Wordsworth

3 **There is always one moment in childhood when the door opens and lets the future in.**

Deepak Chopra

4 **The older I grow the more earnestly I feel that the few joys of childhood are the best that life has to give.**

Ellen Glasgow

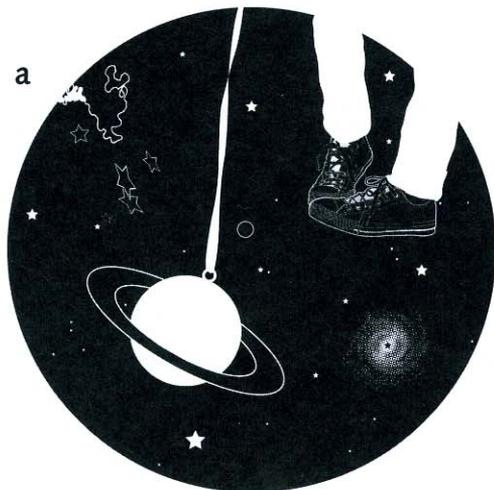
## READ & LISTEN

- 10  **02** Listen to Reading 1 *On turning ten* on the CD and read the story again.

# ON TURNING TEN

- 1 The whole idea of it makes me feel like I'm coming down with something, something worse than any stomach ache or the headaches I get from reading in bad light – a kind of measles of the spirit, a mumps of the psyche, a disfiguring chickenpox of the soul.
- 2 You tell me it is too early to be looking back, but that is because you have forgotten the perfect simplicity of being one and the beautiful complexity introduced by two. But I can lie on my bed and remember every digit. At four I was an Arabian wizard. I could make myself invisible by drinking a glass of milk a certain way. At seven I was a soldier, at nine a prince.
- 3 But now I am mostly at the window watching the late afternoon light. Back then it never fell so solemnly against the side of my tree house, and my bicycle never leaned against the garage as it does today, all the dark blue speed drained out of it.
- 4 This is the beginning of sadness, I say to myself, as I walk through the universe in my sneakers. It is time to say goodbye to my imaginary friends, time to turn the first big number.
- 5 It seems only yesterday I used to believe there was nothing under my skin but light. If you cut me I could shine. But now when I fall upon the sidewalks of life, I skin my knees. I bleed.

B Collins



# 2A | Memory

## MEMORY & MEMORIES

- Complete the second sentence so that it means the same as the first.
  - I have memorized this poem and can recite it perfectly.  
I know \_\_\_\_\_.
  - I can never remember what people are called.  
I have a poor \_\_\_\_\_.
  - Whenever I hear this song, I remember my student days.  
This song brings \_\_\_\_\_.
  - I can remember every detail of my first day at school.  
I have \_\_\_\_\_.
  - I feel sad and happy at the same time when I remember my first love.  
I have \_\_\_\_\_.

## GERUNDS & INFINITIVES

- Read this letter from a headteacher to a parent, and insert *to* where it is missing in front of verbs.

Dear Mr Marriott

I am writing with regard to Melissa's progress this term, which I regret say has been extremely disappointing. It appears she would sooner spend time going to town with her friends than attend classes, and her prolonged absences have made her fall behind with her coursework. Furthermore she seems have made no effort do her homework, even though she has been reminded on several occasions hand this in on time. In class, her apparent inability stop chatting has meant she has failed take in anything that has been going on. Making more effort listen to her teacher might enable her make some progress and help her improve her powers of concentration. As I am sure you will appreciate, we cannot let students get away with this kind of behaviour and she has been told in no uncertain terms that she had better change her ways radically.

Yours sincerely,

John Manwairing

- Delete the incorrect alternatives in these conversations.

**Receptionist:** Would you mind (1) *take / taking / to take* a seat? The doctor will see you at five.

**Patient:** Yes, I would mind! I object to (2) *wait / waiting* over an hour to see the doctor! I'm used to (3) *be seen / being seen* immediately!

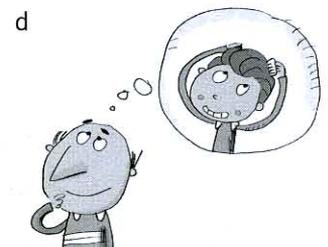
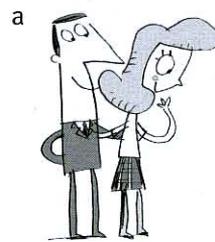
**Alan:** I've attempted (4) *get / getting / to get* my driving licence ten times now but I haven't managed (5) *pass / to pass / passing* the test. Is there any use (6) *have / to have / having* another try, do you think?

**Sue:** Have you considered (7) *have / to have / having* more lessons? And it might be a good idea (8) *change / to change / changing* your driving instructor. And I suggest (9) *stop / to stop / stopping* when the traffic lights are red next time, too.

**Bridget:** I hate (10) *come / coming* to these awful office parties. I can't stand (11) *make / to make / making* polite conversation and pretending (12) *enjoy / to enjoy / enjoying* myself.

**Annie:** Yes, I'm looking forward to (13) *go / going* home. I'd much sooner (14) *be / to be / being* in bed with a good book, and avoid (15) *have / to have / having* another late night.

- Match the captions to the pictures.



- 1 He stopped to admire the view.
- 2 I remember combing my hair.
- 3 I remembered to comb my hair.
- 4 He stopped admiring the view.

# 2B | Memory man

## PLAYING CARDS

1 Complete the text with the correct form of the words from the box (one is used twice).

bet deal deck face hand  
object shuffle suit

Poker is one of the most popular card games in the world. It is played by two to ten players, using a standard (1) \_\_\_\_\_ of 52 cards. The (2) \_\_\_\_\_ of the game is to win the biggest amount of money by guessing which player holds the best cards. This is calculated by means of different card combinations. Aces usually have a high value; the four different (3) \_\_\_\_\_ do not have relevance to the score. To play, the cards are first (4) \_\_\_\_\_ and then five cards are (5) \_\_\_\_\_ to each player, usually (6) \_\_\_\_\_ up, but sometimes (7) \_\_\_\_\_ down. Players then (8) \_\_\_\_\_ on which player has the best (9) \_\_\_\_\_ (i.e. the best collection of cards), by placing money in a 'pool' in the centre of the table. It is important that players do not reveal information about the cards they hold by not showing any signs of emotion – hence the expression 'a poker face'.

2 Complete the words to describe the pictures.



1 The a\_\_\_\_\_ of s\_\_\_\_\_

2 The j\_\_\_\_\_ of h\_\_\_\_\_



3 The q\_\_\_\_\_ of c\_\_\_\_\_

4 The t\_\_\_\_\_ of d\_\_\_\_\_



5 A j\_\_\_\_\_

6 A p\_\_\_\_\_ of c\_\_\_\_\_

## VOCABULARY FROM THE LESSON

3 Rearrange the letters of the words in upper case.

Success in the World Memory Championships involves (1) \_\_\_\_\_ GREZIMOMIN large numbers of cards in the correct (2) \_\_\_\_\_ CENEQUES, as well as numbers containing up to 2,000 (3) \_\_\_\_\_ STIDIG. This is an amazing feat considering that normally only seven to nine are held in the (4) \_\_\_\_\_ ROTHS-MERT memory. It can be achieved by a number of different techniques, including (5) \_\_\_\_\_ TACIOOSSANIN (making links between different items), location and journeys (i.e. the (6) \_\_\_\_\_ LASPAIT facility of the brain), and imagination. Both (7) \_\_\_\_\_ RESHEMESHIP of the brain are used to help (8) \_\_\_\_\_ LACLER the information, including an important area called the (9) \_\_\_\_\_ PUCOMPISHAP.

## ● DICTATION

4 ● 03 Write the text that you hear.

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# 2c | Bicycle history

## WAY

- 1 Complete this letter to a newspaper advice column using the expressions below.

a long way in a bad way in a roundabout way ways  
own way out of my way way way around

Dear Angela,

For the last twelve months I have been sharing a flat with my best friend Charlene. We go back (1) \_\_\_\_\_ - to primary school in fact - and so I thought everything would work out OK. And at first it did. She was new to the area and didn't know her (2) \_\_\_\_\_, so I showed her the neighbourhood, introduced her to my friends, and so on. In fact, I went (3) \_\_\_\_\_ to help her settle in, and make her feel at home.

But then things started to change. She became more and more bossy, and if there was a disagreement she would insist on getting her (4) \_\_\_\_\_. I must admit that nine times out of ten I would give (5) \_\_\_\_\_ to her demands - anything for a quiet life. But now I'm fed up.

I've been trying for some time to tell her, (6) \_\_\_\_\_, to be more considerate but she just doesn't seem to get the message. Now our friendship is really (7) \_\_\_\_\_ and I can see that if things don't improve soon we'll end up having a row. How can I persuade her to change her (8) \_\_\_\_\_?

## VOCABULARY FROM THE LESSON

- 2 Label the picture using words from the box.

chain gears pedal saddle spokes tyre



- 3 Circle the correct alternative.

- 1 If you want to go to the beach, just \_\_\_\_\_ on your bike and you'll be there in five minutes.  
(a) skip (b) hop (c) creep
- 2 We are holding a meeting to try to \_\_\_\_\_ up support for the Cycling Proficiency training scheme.  
(a) drum (b) tap (c) beat
- 3 The penny farthing was the \_\_\_\_\_ of the modern bicycle.  
(a) precedent (b) prerequisite (c) precursor
- 4 The first bicycles did a great deal to \_\_\_\_\_ women from their restricted way of life.  
(a) eradicate (b) emancipate (c) elasticate
- 5 The injured bird started to \_\_\_\_\_ its wings, and finally managed to fly away.  
(a) flip (b) flop (c) flap
- 6 Cycling safety groups are planning to \_\_\_\_\_ for better facilities for cyclists.  
(a) lobby (b) hobby (c) tabby

## TRANSLATION

- 4 Translate the text into your language.

## Why cycle?

### 1 It's good for you

- Regular cyclists enjoy a fitness level equal to that of a person ten years younger.
- Cycling at least 20 miles a week reduces the risk of heart disease to less than half that of non-cyclists who take no other exercise.
- During the rush hour, a bicycle is about twice as fast as a car - good if you hate traffic jams!

### 2 It's good for your wallet

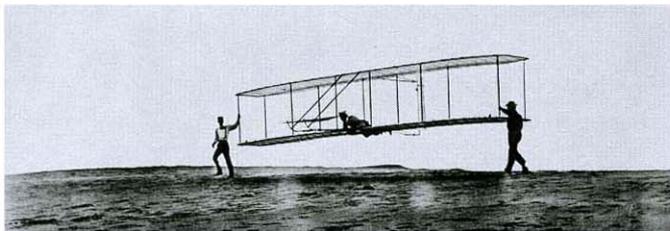
- Bicycles require no road tax, no insurance, no licensing, no breakdown recovery services, and above all no fuel bills.

### 3 It's good for your world

- Bicycles produce absolutely no pollution - they are a lot quieter too.
- Cars kill and injure thousands of people every year - bicycles don't.

# 2D | Memory stores

## COMPARISONS



The Wright brothers made the world's first flight of 36.5m in Kitty Hawk in 1903. With a wingspan of 12.2 metres and designed for one person to fly, it weighed just 338kg, including the pilot.



The world's first supersonic passenger aircraft first took off in 1976. Designed to carry 100–150 passengers, it has a wingspan of 25.6 metres and a length of 61.66m. It holds the world record for circumnavigating the world in 31 hours 37 minutes and 49 seconds. It was withdrawn from service in 2003.



Airbus 380, which made its maiden voyage in 2005, is the world's largest passenger aircraft, with a capacity of up to 853 passengers. It has a wingspan of 80m and is 73m in length.

**1** Complete these sentences 1–8 about the three aircraft above using the words in the box.

almost    by far    considerably    in common  
little    marked    nowhere near    resemblance

- The length of Concorde is \_\_\_\_\_ the same as that of Airbus 380.
- There is a \_\_\_\_\_ difference between the passenger capacity of Airbus 380 and that of Concorde.
- Kitty Hawk is \_\_\_\_\_ as big as Airbus 380.

- Kitty Hawk was \_\_\_\_\_ slower than Concorde.
- There is probably \_\_\_\_\_ to choose between Airbus 380 and Concorde in terms of comfort.
- The design of Kitty Hawk has little \_\_\_\_\_ with that of Airbus 380.
- Concorde bears a striking \_\_\_\_\_ to a bird.
- Kitty Hawk is \_\_\_\_\_ the lightest of the three aircraft.

**2** Change the underlined words to make the statements true.

- Kitty Hawk carries the most passengers. \_\_\_\_\_
- The Wingspan of Kitty Hawk is slightly shorter than that of Airbus 380. \_\_\_\_\_
- Concorde carries more passengers than Airbus 380. \_\_\_\_\_
- The wingspan of Airbus 380 is over three times as long as Kitty Hawk's first flight. \_\_\_\_\_

**3** Complete the second sentence so that it means the same as the first.

- There is far more traffic on the roads nowadays than there was 100 years ago.  
100 years ago there was nothing like \_\_\_\_\_.
- People had to work far harder then than they do nowadays.  
Nowadays people don't \_\_\_\_\_.
- Men used to work in the mines, like their fathers.  
Men used to work in the mines, as \_\_\_\_\_.
- A loaf of bread used to cost 1¢, but now it costs \$1.  
Nowadays, a loaf costs a hundred times \_\_\_\_\_.
- People today are no happier than they were then.  
People then were just \_\_\_\_\_.

**4** Unscramble the words in each line to complete the saying.

the know you study more more the you;  
you more forget the you the know more;  
less the more know you forget you the;  
study why so?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 2 | Reading

- 1 Use your dictionary to say whether these words refer to pleasant smells, unpleasant smells, or either.

an aroma   a fragrance   an odour   a scent  
a smell   a stench   a stink   a whiff

- 2 Which of these smells do you find pleasant (P), unpleasant (U), or neutral (N)?

- |  |  |
|--|--|
| <input type="checkbox"/> boot polish       | <input type="checkbox"/> freshly baked bread |
| <input type="checkbox"/> mustard           | <input type="checkbox"/> seaweed             |
| <input type="checkbox"/> cloves            | <input type="checkbox"/> fried onions        |
| <input type="checkbox"/> newly open drains | <input type="checkbox"/> sweaty socks        |
| <input type="checkbox"/> cut grass         | <input type="checkbox"/> ink                 |
| <input type="checkbox"/> petrol            |  |

- 3 Read the statements 1–7 and say whether you think they are true (T) or false (F).

- 1 The sense of smell triggers more memories of the past than the other four senses (sight, sound, taste and touch). \_\_\_\_\_
- 2 Memories retrieved by the sense of smell have a high emotional content. \_\_\_\_\_
- 3 Animals have a more developed sense of smell than humans. \_\_\_\_\_
- 4 People vary greatly in their response to smells. \_\_\_\_\_
- 5 The author Marcel Proust found that smells helped him to write. \_\_\_\_\_
- 6 The sense of smell is probably linked to a relatively primitive and unconscious region of the brain. \_\_\_\_\_
- 7 The sense of smell could be used to help some victims of memory loss. \_\_\_\_\_

- 4 Read the article and say whether it provides any scientific evidence to support any of the statements in exercise 3.

- 5 Read the article again and choose the best title a–e for the paragraphs 1–5.

- a Interpreting the results  
 b Experimental research  
 c The five senses  
 d A personal example  
 e Striking results

- 6 Match the definitions 1–10 to words in bold in the article.

- 1 based on someone's personal experience or information rather than on facts that can be checked \_\_\_\_\_
- 2 a range of measurements in a particular system \_\_\_\_\_
- 3 based on real experience or scientific experiments rather than on theory \_\_\_\_\_
- 4 to discover, prove, or decide that something is true \_\_\_\_\_
- 5 information that you discover, or opinions that you form after doing research \_\_\_\_\_
- 6 a particular period of time during the development of something \_\_\_\_\_
- 7 a research project that examines a problem or a particular subject \_\_\_\_\_
- 8 a person or animal that is used in a medical or scientific test \_\_\_\_\_
- 9 when two things such as statements or calculation, match each other \_\_\_\_\_
- 10 to consider that someone or something has a particular quality or has achieved a particular standard \_\_\_\_\_

- 7 Complete the summary of Dr Chu's research using the words from exercise 6 in their correct form.

There is a good deal of (1) \_\_\_\_\_ evidence that the sense of smell can trigger vivid and detailed memories of people's childhood, which also (2) \_\_\_\_\_ Dr Chu's own personal experience. However, little (3) \_\_\_\_\_ research has been carried out in this area. So he designed a major study to (4) \_\_\_\_\_ whether memories triggered by smell differed from those triggered by words or images. The investigation consisted of two (5) \_\_\_\_\_. In the first, all (6) \_\_\_\_\_ had to give details of memories retrieved by verbal prompts. In the second, four groups were exposed to different stimuli, and had to (7) \_\_\_\_\_ how they felt on a standard (8) \_\_\_\_\_. Chu's striking (9) \_\_\_\_\_ showed that memories retrieved by related smells were more vivid and focused than those triggered by any of the other stimuli. This has led him to formulate the hypothesis that the sense of smell is linked to a more primitive area of the brain.

## READ & LISTEN

- 8  **04** Listen to Reading 2 *Sniffing back the years* on the CD and read the story again.

# SNIFFING BACK THE YEARS

1

The renowned author Marcel Proust suffered from ‘writer’s block’, – surprisingly, perhaps, given his prodigious output. He overcame one major episode thanks to the aroma of tea and cakes, which triggered a flood of memories – and new material for his novel. It’s not unusual to find a smell from the past triggering a memory, as Dr Simon Chu knows from personal experience. ‘I spent part of my childhood in a village in Hong Kong’s new territories’, he explains, ‘and the whiff of open drains takes me straight back there, to one particular incident when I was attacked by a giant bee’.

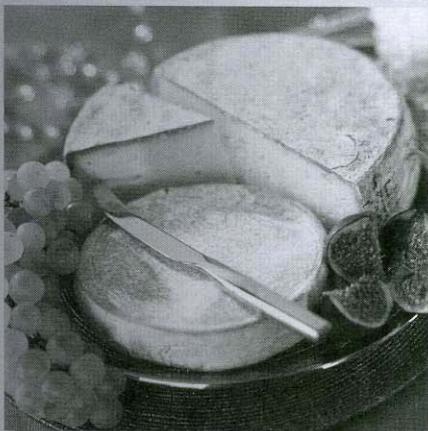
2

His experience **tallied with anecdotal** evidence suggesting that memories retrieved by smells are very vivid and very detailed, that the remembered events happened early in life, and that they were very emotional. However, there has been very little **empirical** research in this area, despite the fact that our perception of the world is developed in large part from information conveyed by sight, hearing, touch, taste – and smell.

‘Some people believe that humans have less finely tuned olfactory equipment than many other species’, says Simon Chu, a member of the University of Liverpool’s Psychology Department. ‘But people working in the wine and perfume businesses learn to discriminate between different aromas and derive information from them, which suggests that’s not necessarily the case.’

3

Simon Chu has chosen to explore this area using experimentation. In a major **study** on odour and autobiographical memory, he carried out a series of phased experiments designed to **establish** whether memories triggered by smell differed significantly from those triggered by words or images. In the first **phase** of the experiment, all the **subjects** listened to a series of words,



and details of any memories associated with particular words were tape-recorded.

In the second phase, the subjects were divided into four different groups and were asked to respond to either words, images, random smells or related smells.



In both phases, whenever a memory was retrieved, the subjects were asked to **rate** how emotional they felt, using a standard **scale**. The smells ranged from cheese, oranges, cloves, curry, mustard, vinegar, wine and coffee to ink, boot polish and petrol – chosen because they haven’t changed significantly over time and they were likely to be familiar, culturally.

4

It turns out that smell is a very individual phenomenon, and only 40% of these smells actually triggered memories, compared to 95% of the words read by the subjects. However, the memories retrieved by related smells contained far greater details than those retrieved by the original word – whereas random smells and pictures did not have this effect. ‘These particular memories were very focussed’, Simon comments. ‘For instance, the smell of boot polish reminded one subject of an unexpected visit from a long-lost relative. For another subject, the smell of fruit brought back memories of falling out of a tree. The memories retrieved by smell were also far more emotional than most autobiographical memories. The difference was very striking.’

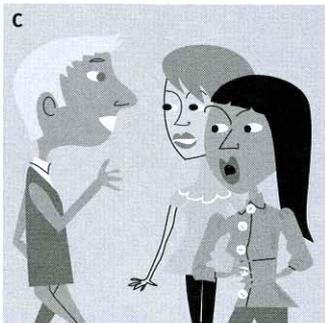
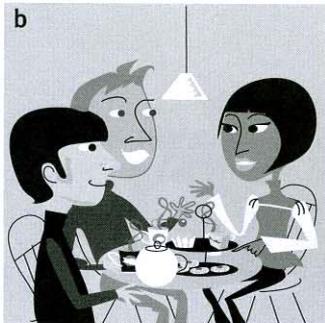
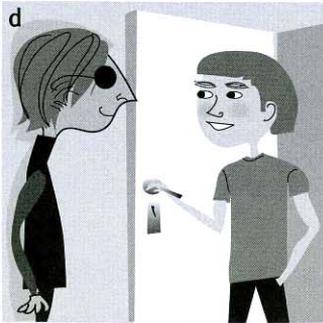
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So few people are researching this area, there isn’t yet a well-developed framework for interpreting this **finding**. Though the part of the brain which processes smells is closely linked to regions which are responsible for memory, Simon Chu thinks that memories retrieved by smell may be stored or retrieved differently. One day, smell’s potency as a retrieval device might even help treat cases of amnesia where all other methods of retrieving information fail – though it is unlikely to impact on amnesia caused by organic brain damage.

# 3A | Consumer society

## ADDING EMPHASIS WITH AUXILIARY VERBS

1 Match the speech bubbles 1–5 to the speakers a–e.



3 Do help yourself to more cake.

1 Do come in.

4 Do take a seat.

2 Do forgive the mess.

5 Sorry I interrupted you - do go on.

2 Write a response to the comment using an appropriate form of the verb underlined, an emphatic adverb (*really*, *certainly* or *definitely*) and auxiliary *do*, *does*, or *did*.

How well the football team played!  
*Yes, they certainly did play well, didn't they?*

1 John seems to like his new job now.

2 How beautiful those flowers smell!

3 How strange it felt to say goodbye!

4 What an excellent chef your brother is!

5 I worked very hard to pass the exam.

6 You need to do more practice of this.

## MONEY

### Are you careful with money?

3 Tick the sentences that are true of you.

- 1 I regularly put money into a savings account for a rainy day.
- 2 If anyone lends me money, I always pay it back.
- 3 I often buy things I don't really need.
- 4 I often borrow money and don't pay it back.
- 5 I love buying lots of expensive luxury goods, and entertaining friends.

4 Match the sentences 1–5 from exercise 3 to the words and phrases a–e.

- a spend money lavishly
- b run up debts
- c settle debts
- d squander money
- e set money aside

## ● DICTATION

5 ● 05 Write the text that you hear.

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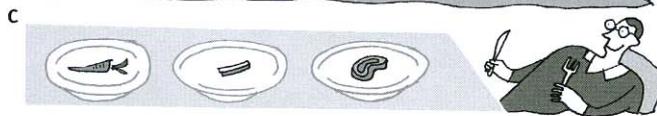
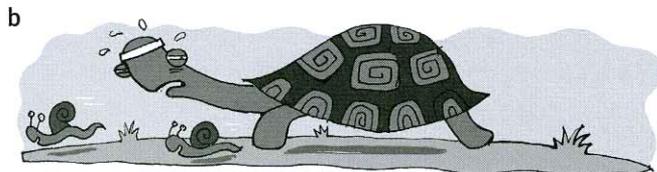


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# 3c | Competitive eating

## EXCESS



1 Complete the captions with the words below, then match them to the cartoons.

in all things    in excess of    over the top  
to excess    to extremes

- After intensive training, Basil was able to reach speeds \_\_\_\_\_ 1kph.
- Tania started to wonder if she was taking fitness \_\_\_\_\_.
- Dennis went \_\_\_\_\_ to make Ruby feel welcome.
- Gregory's motto was moderation \_\_\_\_\_.
- Shopping \_\_\_\_\_ was Daisy's weakness.

2 Complete the sentences 1–5 with an adjective with the prefix *over-*.

- With the childcare and household chores on top of a full time job, Amelia is very \_\_\_\_\_.
- You need to be very careful with what you say to Jenny – she's rather \_\_\_\_\_ and gets upset very easily.
- The critics loved the film 'Titanic' but personally I felt it was \_\_\_\_\_.
- We had to pay 20 euros for two coffees, which I thought was terribly \_\_\_\_\_.
- You'd better take a nap now – if you get \_\_\_\_\_ you won't work as well.

## VOCABULARY FROM THE LESSON

3 Choose the correct alternative to complete the text.

Arnold was so hungry that he (1) *grabbed* / *crabbed* / *drabbed* a packet of biscuits from the shelf and (2) *foxed* / *wolfed* / *pigged* the whole packet down in two minutes flat, nearly (3) *chucking* / *cheeking* / *choking* as he did so. Then he devoured a bowl of ice cream, (4) *licking* / *slicking* / *flicking* the bowl clean when he had finished. Finally he tucked into a huge steak, (5) *mitigating* / *manipulating* / *masticating* each mouthful carefully – 'I try to avoid getting indigestion if I can possibly help it', he (6) *congested* / *confided* / *configured*.

## TRANSLATION

4 Translate the text into your language.

A new illness is sweeping the nation: 'affluenza'. Derived from the word 'affluence', or wealth, it is a psychological illness affecting people who have too much money, characterized by feelings of depression, guilt, and lack of motivation. It is the product of our modern materialistic, competitive and individualistic society, and symptoms include overconsumption, compulsive shopping, high debt, overwork, wastefulness, and stress.

So what is the treatment for affluenza? Psychologists say that what we need to do is adopt a simpler and less possession-driven lifestyle, and reduce our spending habits. We should save more money, stick to a realistic budget, and avoid impulse buys and using a credit card unless we have the cash to pay it off. Above all, we should make time for family and friends, and what we consider important in life, rather than the mindless pursuit of success and material wealth.

# 3D | A cautionary tale

## CLEFT SENTENCES

### Excess baggage

When most people have excess baggage, they arrange for it to be transported later. But Sean 'Diddy' Combs is not your average guy. The hip-hop mogul hired a separate private jet for \$16,200 to take his luggage from France to Rome when a pilot informed him there was no room on his private flight to carry all of it. Diddy and his girlfriend Kim Porter had been vacationing in the south of France where he threw a huge party last week in St Tropez for his birthday attended by several celebrities. While there, Diddy also paid to fly a chef in from nearby Monaco because Porter was not pleased with the one they had during their vacation.

- 1 Underline the wrong information about the text in these sentences. Then correct them, using a cleft structure with *it is / was*, as in the example:

Diddy paid \$16 to transport his excess baggage.  
*No, it was \$16,000 dollars that he paid.*

- His girlfriend told him there was no room for his luggage.  
\_\_\_\_\_.
- He hired a helicopter to carry his excess baggage.  
\_\_\_\_\_.
- He threw a huge party in Rome.  
\_\_\_\_\_.
- He threw a party because he was getting married.  
\_\_\_\_\_.
- He paid to fly a personal trainer in from Monaco.  
\_\_\_\_\_.
- Diddy was not pleased with the chef they had during their holiday.  
\_\_\_\_\_.

- 2 Rewrite the sentences, using a *what* clause, to stress the underlined part of the sentence.

Examples:

John loves sport. (*object*)  
*What John loves is sport.*

John goes for a jog every morning. (*verb*)  
*What John does every morning is go for a jog.*

John won the race. (*verb*)  
*What happened was that John won the race.*

- 1 He broke his ankle.  
\_\_\_\_\_.

- 2 He broke the record.  
\_\_\_\_\_.

- 3 It started to rain.  
\_\_\_\_\_.

- 4 He's drinking to excess.  
\_\_\_\_\_.

- 5 He needs a rest.  
\_\_\_\_\_.

- 6 He shouldn't work so hard.  
\_\_\_\_\_.

## ADJECTIVE AFFIXES

- 3 Write the adjectives below in the correct box to form negatives.

advantageous    advisable    careful    cooperative  
 courteous    decisive    deserving    informative  
 powerful    receptive    respectful    substantial

UN	DIS
LESS	IN

- 4 Use the positive or negative form of one of the adjectives from exercise 3 to replace the words in italics in the text.

### Do you have neighbours from hell?

Do you feel *that you can't do anything* (1) \_\_\_\_\_ to deal with noisy neighbours who insist on playing music at full volume, banging doors, and shouting at the top of their voices? Every year, local government officers receive a *large* (2) \_\_\_\_\_ number of complaints about excessive noise from neighbours. Many councils provide leaflets that are very *full of helpful facts* (3) \_\_\_\_\_, telling you what you should do in this situation. The most important thing is to be *sure about what you are doing* (4) \_\_\_\_\_ but *courteous* (5) \_\_\_\_\_ when approaching your neighbour. Often people are unaware that they are causing a problem; most will be *willing to listen* (6) \_\_\_\_\_ to your complaints, and only too glad to do what they can to reduce noise. However, if your neighbours are *unwilling to do what you request* (7) \_\_\_\_\_, it is a *good idea* (8) \_\_\_\_\_ to keep a diary recording dates, times and cause of the noise, and the effects it has on you. It is very important that you do your best to resolve any problems in a friendly way.

# 3 | Reading

1 Use your dictionary to match the adjectives in A to the nouns in B.

**A**

- 1 abject
- 2 exorbitant
- 3 innovative
- 4 scarce
- 5 well-meaning

**B**

- a crank
- b resources
- c interest rates
- d poverty
- e system

2 Read the text. How does the writer describe Mohammad Yunus?

- 1 An impossible dreamer
- 2 A hard-headed businessman
- 3 A visionary philanthropist
- 4 A successful billionaire

3 Choose the best alternative to complete the sentences.

- 1 Yunus developed Grameen
  - a) to improve the lives of the poor.
  - b) as a way of making money.
- 2 The rural workers Yunus met were trapped in poverty because
  - a) they could not afford to take out loans.
  - b) they had to pay back the loan sharks.
- 3 Grameen is revolutionary because
  - a) it lends money to poor people.
  - b) it does not demand evidence that loans can be repaid.
- 4 Grameen differs from other banks in that
  - a) it does not charge interest rates.
  - b) it charges low interest rates.
- 5 The women do not default on their loans from Grameen because
  - a) they would not have other chances to borrow from Grameen.
  - b) they are hardworking and motivated.
- 6 Grameen
  - a) does not make a profit.
  - b) uses its profits to develop the business.
- 7 Yunus believes loans are better than handouts because
  - a) they encourage people to develop skills.
  - b) he does not support welfare schemes.

4 Match the words in bold in the text to the definitions below.

- 1 a difficult or unpleasant situation that is not easy to get out of \_\_\_\_\_
- 2 an amount of money or goods given to people who need them \_\_\_\_\_
- 3 existing, happening, or spreading in an uncontrolled way \_\_\_\_\_
- 4 fail to pay money that you owe \_\_\_\_\_
- 5 property that you agree to give to a bank if you fail to pay back money that you have borrowed \_\_\_\_\_
- 6 someone who lends money to people and charges them a very high rate of interest \_\_\_\_\_
- 7 with no money or possessions \_\_\_\_\_

5 Read the text again and underline five examples of cleft sentence structures.

6 What do you think is the best way to help poor people in developing countries?

- 1 Give financial aid to the most destitute
- 2 Improve the education system
- 3 Develop the overall national economy
- 4 Provide loans for small businesses



## READ & LISTEN

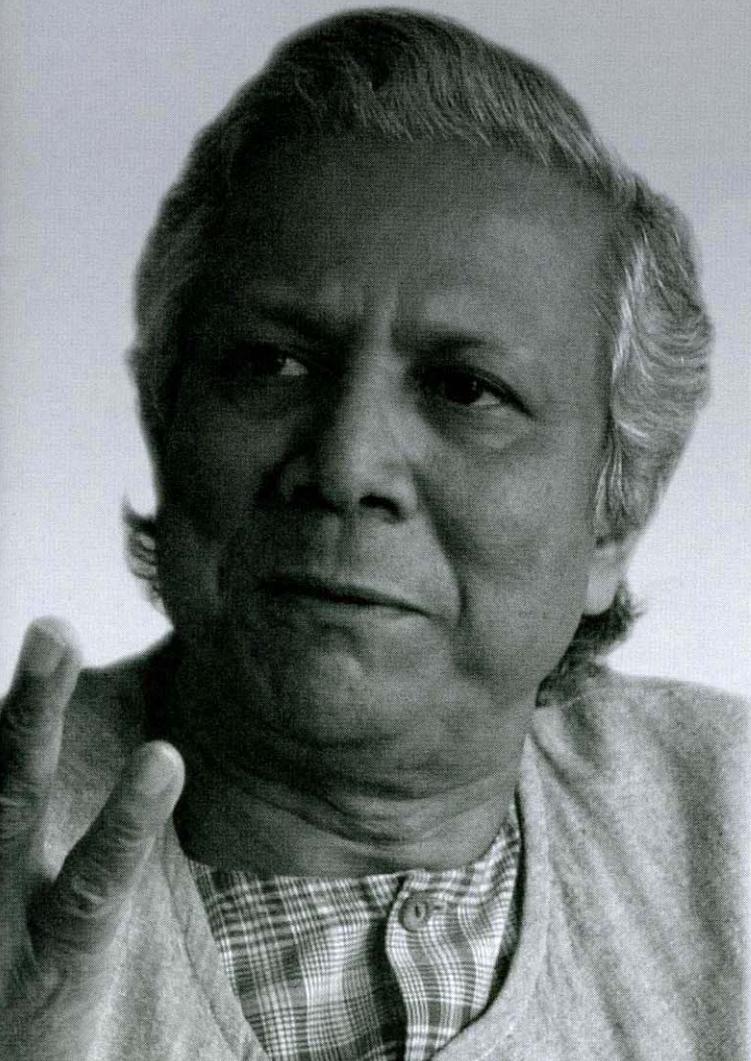
7  **06** Listen to Reading 3 *Banker to the poor* on the CD and read the story again.

# BANKER TO THE POOR

John Carlin meets the 'World's Banker to the Poor', Mohammad Yunus, in Bangladesh.

If a man begins a speech preaching the 'firm, deep, passionate' belief that 'we can create a world free of poverty', you might find yourself admiring the sentiment, but struggle to shake off the suspicion that he is a well-meaning crank. Until, that is, you discover that he happens to be a professor of economics, a Nobel Peace Prize recipient, and one of the most successful capitalists alive; a businessman who started a bank with a staff of two that today employs 20,000 people and has spawned eighteen other companies, one of them the biggest mobile-phone network in South Asia. And all the more so as the particular brand of capitalism to which he has dedicated his life sees not profit-making, but helping the wretched of the earth, as its primary mission.

Seen by many as a visionary genius, Muhammad Yunus is to poverty as Bill Gates is to computer software. Only that Yunus' business exponentially flourishes in his native Bangladesh, a country with a population of 145 million, most of whom live in abject poverty, and where illiteracy is **rampant**. And it is the poorest among the poor in this country whom Yunus has selected as the focus for his experiment: its women.



It was while on a field trip to a **destitute** rural community in southern Bangladesh that Yunus conceived his revolutionary idea. Interviewing a local woman who made bamboo stools, he learned that, lacking any savings or capital, she had to borrow the equivalent of 15p to buy bamboo for each stool. But after she had repaid the exorbitant interest rates demanded by the **loan sharks**, she only made 1p profit on each stool. Yunus found 41 other workers in a similar **predicament**, and lent them the cash in his pocket as an experiment to help them break out of the vicious circle of poverty. His trust was rewarded; they paid him back and their businesses flourished.

Yunus went on to develop his innovative system of 'microcredits', i.e. making small loans available to needy entrepreneurs at affordable interest rates. What was original and utterly subversive about his plan was that he decided to lend lots of small amounts to the poor with no **collateral**, and on the basis of trust, not legal contracts. Within six years he had persuaded the institutional banks to lend him the money he needed and also to offer 50-50 parity between the sexes. What he found was that not only were the women repaying the money more reliably than the men, but that the small amounts of money going through the women brought much more benefit to the family, as it was they who had trained themselves to manage scarce resources, and were thus able to bring that efficiency to bear on the loans.

Yunus formally founded Grameen – which means 'village' in Bengali – as a bank in 1983 and, ever since, it has lent money to individuals, 97 per cent of whom are women, and all of whom are below the poverty line. Loans are often very small – as little as £20 – and recipients work in small groups, on the strict understanding that should one member of the group **default**, the others will be liable to repay their debt. The bank demands repayments very quickly but in tiny instalments. Borrowers are typically hardworking, motivated, reliable and themselves altruistic, often creating collective, grassroots enterprises that benefit the whole community. Yunus has found that they will cling tenaciously to the one chance the bank offers them, fully aware that defaulters can never apply for another loan.

Today, Grameen operates in 70,000 villages, and has 2,200 branches and 6.6 million borrowers. To the bafflement of commercial bankers its microcredit system works, as Yunus likes to say, 'like clockwork'. The loan-default rate, the envy of any mainstream bank, is less than 1.5 per cent. Grameen has consistently reported annual profits most years, all of which are ploughed back into the scheme, which never stops growing. The model of microcredits has been imitated in more than 80 countries, reaching 100 million people worldwide.

Yunus, whilst not opposing welfare schemes per se, rejects charity as a long-term strategy for addressing the global imbalances between rich and poor. What he believes is that people are better off with a loan than with a **handout**: 'Give a man a fish, and you feed him for a day,' the old adage runs. 'Teach him to fish, and you feed him for a lifetime'.

# 4A | Voicing complaints

## WAYS OF SPEAKING

- Delete the incorrect alternatives.
  - I can't stand the way she's always *moaning* / *whispering* / *stuttering*; I wish she'd be more positive.
  - I wish you would speak more clearly – it's hard to understand you when you *bellow* / *moan* / *mutter* like that.
  - You should see a speech therapist to see if she can help you stop *snapping* / *stuttering* / *shrieking*.
  - He's so irritable; he *snaps* / *whispers* / *stutters* at you if you make the slightest mistake.
  - The audience started *muttering* / *shrieking* / *grunting* with excitement when the singer came on stage.
  - You needn't *moan* / *mutter* / *bellow*; I'm not deaf!
  - It gets on my nerves when children continually *whisper* / *whine* / *stutter* to get their own way.
- Complete the second sentence so that it means the same as the first.
  - Everything she was saying was untrue.  
She was lying \_\_\_\_\_ teeth.
  - I'm not going to say anything.  
I'm going to \_\_\_\_\_ shut.
  - The guests criticized the lack of facilities at the hotel.  
The guests voiced \_\_\_\_\_ the lack of facilities at the hotel.
  - I can't pronounce this word.  
I can't get my tongue \_\_\_\_\_ this word.
  - I'm sure he was lying.  
I don't \_\_\_\_\_ word \_\_\_\_\_.
  - Everyone is wondering 'When's the test?'  
The question \_\_\_\_\_ lips.



## VOCABULARY FROM THE LESSON

- Rearrange the words in the sentences.
  - here had remarks I've up her with it to rude  
\_\_\_\_\_
  - to having mess of other death up I'm  
people's clean sick to  
\_\_\_\_\_
  - written number I've complain of count  
the I've to times of lost  
\_\_\_\_\_
  - to nothing it that about me done think  
be it will annoys  
\_\_\_\_\_
  - who nerves listen gets if that on don't  
my it's people one there's thing  
\_\_\_\_\_
  - radios when me beach mad people their  
on drives the it play  
\_\_\_\_\_
  - child to being object I treated is a like what  
\_\_\_\_\_
  - moaning so always people are I  
infuriating who find  
\_\_\_\_\_
- Complete the text with words from the box.

anger chest fuss moan nose piece times

Plumbers really get up my (1) \_\_\_\_\_. They are always promising to come at a certain time and nine (2) \_\_\_\_\_ out of ten they don't turn up when they've said. And if you dare to kick up a (3) \_\_\_\_\_ about it, then they never come back at all. I'm getting so fed up with my current plumber that I keep phoning up my friends to vent my (4) \_\_\_\_\_ and get things off my (5) \_\_\_\_\_ by having good old (6) \_\_\_\_\_ about it. But next time he comes late, I will definitely give him a (7) \_\_\_\_\_ of my mind.

## ● DICTATION

- 07 Write the text that you hear.

# 4B | Voice complaints

## VOICE

1 Complete the sentences 1–7 with a correct form of the verbs in the box.

break disguise echo fade away  
lower raise strain tremble

- 1 'If you carry on shouting like that, you'll \_\_\_\_\_ your voice', she warned.
- 2 'Is there anyone there?' he yelled. But his voice \_\_\_\_\_ through the cave, and then slowly \_\_\_\_\_.
- 3 His voice \_\_\_\_\_ as he said goodbye to his old friend for the last time.
- 4 The speaker had to \_\_\_\_\_ his voice so as to be heard over the noise of the plane.
- 5 When his voice \_\_\_\_\_, he had to stop singing in the boys' choir.
- 6 I didn't want her to recognize me on the phone, so I \_\_\_\_\_ my voice.
- 7 'I don't like being shouted at. Please could you \_\_\_\_\_ your voice?' she asked.

## REPORTED SPEECH

2 Choose one of the verbs to create a reported sentence, as in the example.

deny refuse regret remind  
suggest threaten warn

'You'd better not carry too much money.'  
*She warned me not to carry too much money.*

- 1 'Don't forget to phone the plumber.'  
\_\_\_\_\_
- 2 'I certainly didn't eat your chocolates.'  
\_\_\_\_\_
- 3 'I wish I hadn't brought so much luggage.'  
\_\_\_\_\_

4 'I'll call the police if you don't leave now.'

5 'No way am I going to wear those shoes.'

6 'It might be a good idea to book tickets.'

3 Report the conversation from the point of view of Mr Patel.

**A:** Do take a seat, Mr Patel. How can I help you?

**B:** Well, Mrs Jones I want to make a complaint about my bank account. I see that I've been charged €75 for going €5 into the red. Is that normal?

**A:** Yes, I'm afraid it is the bank's policy to charge a standard fee if people go overdrawn.

**B:** But that's ridiculous! This is the first time I've ever had an overdraft.

**A:** Well, in that case we can overlook it this time, but you must be careful not to go into the red again, otherwise I'm afraid we'll have to apply the charge.

The bank manager invited (1) \_\_\_\_\_  
and asked (2) \_\_\_\_\_.  
I told her that (3) \_\_\_\_\_  
and said that (4) \_\_\_\_\_.  
I then asked (5) \_\_\_\_\_.  
She explained that (6) \_\_\_\_\_.  
I protested that (7) \_\_\_\_\_  
and pointed out that (8) \_\_\_\_\_.  
She agreed (9) \_\_\_\_\_  
but stressed that (10) \_\_\_\_\_  
otherwise (11) \_\_\_\_\_.

4 Find and correct four mistakes in the reporting structures.

- 1 He congratulated me for passing the exam.
- 2 She requested me to keep my voice down.
- 3 He recommended that I see a therapist.
- 4 She admitted to having cheated in the test.
- 5 I insisted to see the manager.
- 6 She suggested me to take singing lessons.

# 4c | In the limelight

## EMOTIONAL REACTIONS

1 Complete the expressions 1–4 with words from the box.

anger death down eyes laughter life  
loud mood surprise tears up worked

- 1 I was close to \_\_\_\_\_ / was trembling with \_\_\_\_\_ / cried my \_\_\_\_\_ out.
  - 2 It frightened the \_\_\_\_\_ out of me / scared me to \_\_\_\_\_ / took me by \_\_\_\_\_.
  - 3 I got \_\_\_\_\_ up / laughed out \_\_\_\_\_ / roared with \_\_\_\_\_.
  - 4 It cheered me \_\_\_\_\_ / got me \_\_\_\_\_ / put me in a good \_\_\_\_\_.
- 2 Which is the odd one out in each group above?
- 3 Complete the story using a suitable expression from exercise 1 (more than one may be possible).

I remember the first time I went skiing. I was with a group of friends, all of whom were good skiers and as I had learned quickly on the beginner slopes they took me up to an intermediate slope on my second day. I looked down at the steep slope in front of me and it

(1) \_\_\_\_\_.

I thought I would never get down. But I gradually built up my confidence

and was doing quite well until we suddenly turned a corner and saw a huge tree just in front of us, which completely

(2) \_\_\_\_\_. I tried to avoid it but didn't know what to do and ended up flat on my face. My friends

(3) \_\_\_\_\_ but I wasn't amused. My legs were hurting and so was my pride. I (4) \_\_\_\_\_ but I didn't actually cry. And on top of that, I (5) \_\_\_\_\_

because my friends seemed to find it so funny, and so I gave them a piece of my mind. At the end of the day they took me to a restaurant for a special meal to (6) \_\_\_\_\_, but I decided I would never go skiing again.



## VOCABULARY FROM THE LESSON

4 Match the words and phrases 1–8 to the definitions a–h.

- 1 back-slapping
- 2 blubber
- 3 coveted
- 4 fall flat
- 5 lounge around
- 6 simpering
- 7 snuffle
- 8 swanky

- a fashionable and expensive
- b trying to be friendly and pleasant in a way that appears silly and not sincere
- c breathing in noisily through your nose, for example because you are crying or you have a cold
- d praise or friendly support expressed in a very enthusiastic way
- e to not succeed in entertaining someone or making them laugh
- f to spend time relaxing or doing nothing when you should be doing something
- g to very much want something that someone else has
- h to cry in a noisy and uncontrolled way

## TRANSLATION

5 Translate the text into your language.

Am I the only person who's sick and tired of celebrity culture? It really annoys me the way you can't open a newspaper or magazine these days without coming across details of the private lives of film stars, pop singers and sporting personalities, and anyone else who happens to be in the limelight. In the UK alone, 75 million copies of celebrity gossip publications such as Hello, Now and OK were sold last year. Quite frankly, I couldn't care less what these vain and self-obsessed people get up to in their own time. I'd much rather spend my time thinking about real people that I know, and save my admiration for those people who truly deserve to be heroes and role models.

# 4D | Speech!

## MODAL VERBS 1

**1** Complete the dialogue using *must, might, may* or *could* (more than one may be possible).

**A:** Was everything OK with my flat while I was away?

**B:** Yes, fine. There are just a couple of things though ...

**A:** What's the problem?

**B:** Well, for a start, you (1) \_\_\_\_\_ have told me you had a dog. It frightened the life out of me when it jumped on me in the middle of the night. I thought there (2) \_\_\_\_\_ be a burglar in the house!

**A:** Oh, sorry, didn't I tell you about Rover? It (3) \_\_\_\_\_ have slipped my mind.

**B:** And another thing – you (4) \_\_\_\_\_ have mentioned the alarm. It scared me to death when it went off.

**A:** What alarm? There's no alarm. Maybe it was a car alarm. Or it (5) \_\_\_\_\_ have been on the TV?

**B:** Maybe. But apart from that, everything went fine.

**A:** Good. But there's something I need to say, actually.

**B:** What's that?

**A:** It's my new vase. You (6) \_\_\_\_\_ at least apologize for breaking it! It was a present from my boyfriend.

**B:** I didn't break it! It (7) \_\_\_\_\_ have been Rover.

**2** Rewrite the sentences using the word in brackets.

1 I'm thinking of possibly going into acting when I leave school.  
\_\_\_\_\_. (*might*)

2 She finally managed to get a leading role in a film.  
\_\_\_\_\_. (*succeeded*)

3 It's true that she's not stunningly attractive, but she certainly has talent.  
\_\_\_\_\_. (*might*)

4 It was possible for me to go to drama school, but I decided against it in the end.  
\_\_\_\_\_. (*could*)

5 There's a possibility she'll be nominated for the Best Actress award.  
\_\_\_\_\_. (*could*)

6 Even though the critics didn't like the film, I thought it was brilliant.  
\_\_\_\_\_. (*may*)

**3** Delete the incorrect alternatives to complete the sentences.

1 My uncle was a brilliantly funny speaker,  
a) he could always make people laugh.  
b) he could have become a professional comedian.  
c) he can't have had a sense of humour.

2 It's lucky we arrived early, otherwise  
a) we couldn't get seats.  
b) we might have missed the performance.  
c) we must have had to queue for hours.

3 It's a pity you didn't tell me it was your birthday, otherwise  
a) I could have got you a present.  
b) I was able to send you a card.  
c) I may have organised a party.

4 It was a shock when she didn't win the award  
a) but she could soon get over it.  
b) and she couldn't help crying.  
c) but she was able to disguise her feelings.

5 The film's already started –  
a) we might go home.  
b) we might as well go home.  
c) we might have gone home.

## VOCABULARY FROM THE LESSON

**4** Complete the phrases to describe the kind of voice these people may have.

1 Someone who has been speaking too much: a h\_\_\_\_\_ or c\_\_\_\_\_ voice.

2 Someone who's bored: a f\_\_\_\_\_ or e\_\_\_\_\_ voice.

3 Someone who is feeling nervous: a s\_\_\_\_\_ or t\_\_\_\_\_ voice.

4 A Shakespearean actor in a large theatre: a b\_\_\_\_\_ voice

5 Someone trying to reassure a crying child: a s\_\_\_\_\_ or g\_\_\_\_\_ voice.

6 An excited young child: a s\_\_\_\_\_ or h\_\_\_\_\_-p\_\_\_\_\_ voice.

# 4 | Reading

1 Use your dictionary to find the names of the young of these animals, as in the example.

- |           |           |
|-----------|-----------|
| 1 a cat   | a kitten  |
| 2 a cow   | a c _____ |
| 3 a dog   | a p _____ |
| 4 a duck  | a d _____ |
| 5 a fox   | a c _____ |
| 6 a goat  | a k _____ |
| 7 a horse | a f _____ |
| 8 a pig   | a p _____ |
| 9 a sheep | a l _____ |

2 Which animals normally...?

- 1 hatch? (horses / chickens / lambs / all animals)
- 2 till the soil? (sheep / horses / pigs / all animals)
- 3 sleep in a stall? (dogs / horses / duck / all animals)
- 4 pull a plough? (horses / dogs / sheep / all animals)
- 5 breed? (cows / hens / sheep / all animals)
- 6 are slaughtered? (sheep / pigs / foxes / all animals)

3 Read the speech and say.

- 1 Who is the speaker?
- 2 Who are the audience?
- 3 Who is Jones?

4 What are the two main purposes of the speech?

- 1 to grumble about working conditions
- 2 to incite the audience to rise up against their oppressors
- 3 to explain to the audience the root cause of their misery
- 4 to inspire the audience to work harder

5 Which of these complaints are mentioned by the speaker?

- 1 Animals are made to work too hard.
- 2 Animals not allowed to move about freely.
- 3 Animals are not given anything to eat.
- 4 Animals are separated from their children.
- 5 Animals are killed before they are ready to die.
- 6 Animals are punished if they don't work hard enough.
- 7 Humans exploit animals without doing enough themselves.
- 8 Humans try to confuse animals with false arguments.

6 As in many speeches, the speaker uses rhetorical questions (questions to which the answer is known or given) for dramatic effect. Underline the questions in the text for which these answers are given.

- 1 We must work tirelessly to defeat our oppressors.
- 2 No, because the land can supply all our needs.
- 3 Because humans take the fruits of our labour.

4 It has been consumed by humans.

5 Animals are destined to be unhappy and overworked, and then killed.

6 Your children were taken away from you and sold.

7 Find words or phrases in the text which mean ...

- 1 definitely not \_\_\_\_\_
- 2 the natural length of a life \_\_\_\_\_
- 3 the amount that is left \_\_\_\_\_
- 4 perfectly obvious \_\_\_\_\_
- 5 the fundamental reason for something \_\_\_\_\_
- 6 to cause someone to be lost or confused \_\_\_\_\_
- 7 oppressive rule \_\_\_\_\_
- 8 companions, or fellow members of a group \_\_\_\_\_

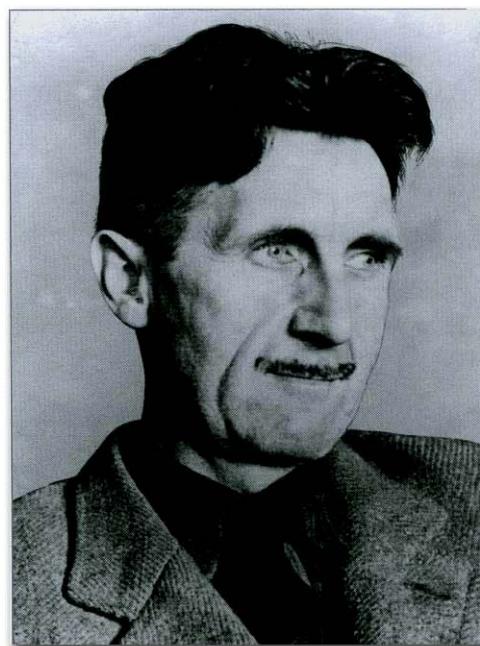
8 The speech comes from the novel *Animal Farm* by George Orwell, first published in 1945, and is a political allegory. What parallels can you see with real political or human rights events in the world?

9 What do you think?

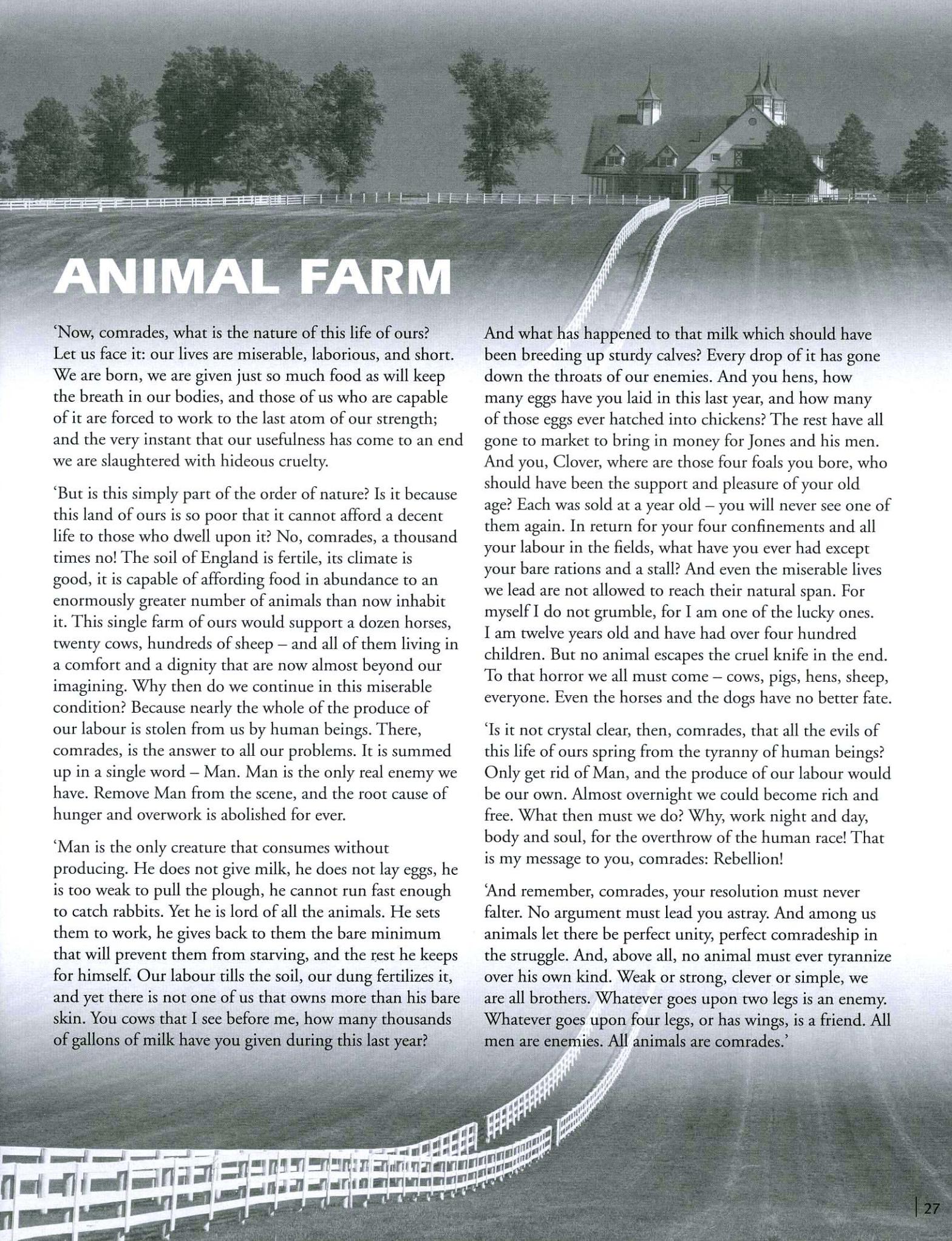
- 1 The animals have a point. They should not be exploited by human beings.
- 2 Humans have the right to use animals for food and labour, and to treat them as they wish.
- 3 Animals should be better treated on farms.

## READ & LISTEN

10  08 Listen to Reading 4 *Animal Farm* on the CD and read the story again.



George Orwell  
1903–1950



# ANIMAL FARM

‘Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty.

‘But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, it is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep – and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word – Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.

‘Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilizes it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during this last year?

And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid in this last year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old – you will never see one of them again. In return for your four confinements and all your labour in the fields, what have you ever had except your bare rations and a stall? And even the miserable lives we lead are not allowed to reach their natural span. For myself I do not grumble, for I am one of the lucky ones. I am twelve years old and have had over four hundred children. But no animal escapes the cruel knife in the end. To that horror we all must come – cows, pigs, hens, sheep, everyone. Even the horses and the dogs have no better fate.

‘Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion!

‘And remember, comrades, your resolution must never falter. No argument must lead you astray. And among us animals let there be perfect unity, perfect comradeship in the struggle. And, above all, no animal must ever tyrannize over his own kind. Weak or strong, clever or simple, we are all brothers. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. All men are enemies. All animals are comrades.’

# 5A | Entrepreneurs

## RELATIVE CLAUSES

1 Insert the relative clauses a–h into the text.

The Phone Co-op has been officially recognized as the UK's fastest growing consumer co-operative. Statistics recently published reveal that the company's turnover increased by more than £1 million to £3.4 million for the last financial year, (1) \_\_\_\_\_ . The company also scored the highest rating in terms of return on capital employed, (2) \_\_\_\_\_ .

A consumer co-operative is a retail firm (3) \_\_\_\_\_ . Its members provide the sole financial backing for the business. Following co-operative principles, the company also distributes any profits (4) \_\_\_\_\_ back to members.

The original aim of the Phone Co-op, (5) \_\_\_\_\_ , was to make cheaper telephone and internet services available to its customers. However, following consumer demand, the company extended its services to residential customers, and membership, (6) \_\_\_\_\_ , continues to rise every year.

The company's ethical principles, (7) \_\_\_\_\_ , are based on the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. The Phone Co-op is also committed to following environmental best practice, (8) \_\_\_\_\_ .

a that are not re-invested

b that is owned by its members

c which includes improving energy efficiency and using renewable energy resources

d which are very important to both customers and members

e which is the key measure of financial performance

f which is the UK's only consumer-owned telecommunications business

g which places The Phone Co-op top of the UK League of Co-operatives in terms of growth

h which currently stands at over 10,000 customers



2 Complete the extracts from company memos 1–6 with the phrases in the box.

as a result of which  
in which case  
the point where

by which time  
several cases where  
the way in which

- 1 The demand for our product has reached \_\_\_\_\_ it will be necessary to recruit more staff.
- 2 The national economy is entering a recession, \_\_\_\_\_ we are now facing the prospect of bankruptcy.
- 3 We would like to express our appreciation for \_\_\_\_\_ staff have worked so tirelessly to meet our production deadline.
- 4 Our new product range is due to be launched in May, \_\_\_\_\_ we hope to have expanded into the Asian market.
- 5 Investigations have revealed \_\_\_\_\_ members of senior management accepted gifts in return for securing a deal.
- 6 It may become necessary to reduce our workforce, \_\_\_\_\_ staff will be offered voluntary redundancy.

3 Mark bad news with **X** and good news with **✓**.

# 5B | A new business

## SETTING UP IN BUSINESS

1 Put the phrases below under the correct headings.

- Start using your investment capital
- Make sales forecasts
- Differentiate your product from competitors
- Design the logo
- Set out your goals
- Provide information on your target market
- Pitch your ideas to investors
- Agree on percentage equity for investors
- Source your suppliers

1 Put together a business plan

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

2 Secure financial backing

- a) \_\_\_\_\_
- b) \_\_\_\_\_

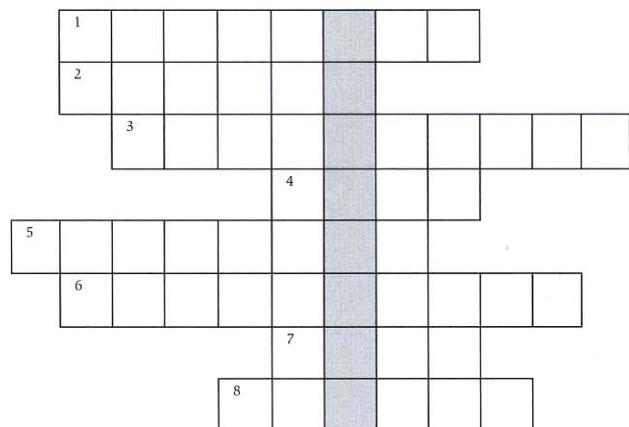
3 Develop a prototype

- a) \_\_\_\_\_
- b) \_\_\_\_\_

4 Develop a brand image

- a) \_\_\_\_\_
- b) \_\_\_\_\_

2 Complete the crossword. Find the mystery word.



- 1 A company which provides you with the materials you need to develop a product.
- 2 The money you get back from an investment.
- 3 New, original.
- 4 A business agreement.
- 5 A prediction about the future.
- 6 A rival company or product.
- 7 The image a company uses to market a product.
- 8 The potential customers for your product.

## QUESTION TAGS

3 Complete the utterances with an appropriate question tag.

<p>1 You haven't seen Tony, _____?</p>	<p>6 Answer the phone, _____?</p>
<p>2 We'd better go, _____?</p>	<p>7 Nobody is missing, _____?</p>
<p>3 I'm late, _____?</p>	<p>8 There's no hurry, _____?</p>
<p>4 Let's have lunch, _____?</p>	<p>9 Don't tell anyone, _____?</p>
<p>5 The buses are never on time, _____?</p>	<p>10 Oh, so your name's James Bond, _____?</p>

## ● DICTATION

4 ● 09 Write the text that you hear.

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# 5c | Women's work?

## INTENSIFYING ADVERBS

1 Match the groups of adverbs 1–8 to the adjectives they collocate with a–h.

- 1 sorely / bitterly / deeply
- 2 fully / well / only too
- 3 strongly / vehemently / fiercely
- 4 perfectly / quite / fully
- 5 acutely / deeply / highly
- 6 highly / fiercely / intensely
- 7 pitifully / woefully / hopelessly
- 8 practically / virtually / almost

- |   |  |
|---|--|
| <input type="checkbox"/> a aware        | <input type="checkbox"/> e embarrassed |
| <input type="checkbox"/> b capable      | <input type="checkbox"/> f impossible  |
| <input type="checkbox"/> c competitive  | <input type="checkbox"/> g inadequate  |
| <input type="checkbox"/> d disappointed | <input type="checkbox"/> h opposed     |

2 Choose one of the adverb-adjective pairs from 1 to complete sentences 1–8.

- 1 Most men nowadays are \_\_\_\_\_ that their partners will expect them to help with the housework.
- 2 However, some men are still \_\_\_\_\_ to the idea of sharing domestic chores.
- 3 I believe that men are \_\_\_\_\_ of doing the ironing if they set their minds to it.
- 4 He was \_\_\_\_\_ to admit that he had no idea how to wash the dishes.
- 5 Discovering that their husbands or wives are not the ideal partners they had imagined can leave newly-weds feeling \_\_\_\_\_.
- 6 It is \_\_\_\_\_ for parents of young children to find time to spend together.
- 7 The \_\_\_\_\_ atmosphere in many firms is uncongenial for some women.
- 8 Childcare facilities for working women in this country are \_\_\_\_\_.

## VOCABULARY FROM THE LESSON

3 Complete the words to match the definitions 1–6.

- 1 get married (verb, informal)  
t \_\_\_\_\_ the k \_\_\_\_\_  
get h \_\_\_\_\_
- 2 the man you will marry  
husband-t \_\_\_\_\_ -b \_\_\_\_\_
- 3 a newly-wed woman (humorous)  
b \_\_\_\_\_ bride

4 the adjective from *marriage*  
m \_\_\_\_\_

5 the adjective from *wife*  
w \_\_\_\_\_

6 break up (verb)  
g \_\_\_\_\_ your separate w \_\_\_\_\_

4 Complete the text using a word or phrase from the box.

from bad to worse	from top to bottom
metamorphosis	mismatch
out of character	out of tune

There is often a (1) \_\_\_\_\_ between a couple's premarital fantasies about marriage, and the actual reality. June's new husband, for example, refused to do any household duties, which was totally (2) \_\_\_\_\_ with her expectations. But instead of letting things go (3) \_\_\_\_\_, June threatened divorce. Alarm bells started ringing, and he underwent a complete (4) \_\_\_\_\_, behaving in ways that were entirely (5) \_\_\_\_\_ – doing the laundry, ironing his shirts, and even cleaning the house (6) \_\_\_\_\_. This new division of labour has given a new lease of life to their marriage.

## TRANSLATION

5 Translate the text into your language.

Starting and running your own business is one of the most exciting choices anyone can make. Millions have done so successfully and found it an exhilarating and rewarding challenge. However, it's important to think about all the implications of your decision when starting a business.

You need to seriously consider whether starting your own business is right for you, by honestly appraising your strengths and weaknesses. Do you have the skills and the determination it will require? Do you have the full support of your family and friends?

You should also look very carefully at your circumstances. In almost every instance, starting a business involves a degree of financial uncertainty and risk. Can you afford to forego the stability of a regular wage or salary? Can you afford to lose any of the money or assets you might invest in the business? Are you in a position to wait for revenues and profits to start growing?

# 5D | Sexual discrimination

## GENDER

1 Complete the words to describe the jobs in a neutral way.

- 1 Fire f \_\_\_\_\_
- 2 Head t \_\_\_\_\_
- 3 Police o \_\_\_\_\_
- 4 Flight a \_\_\_\_\_
- 5 Sales p \_\_\_\_\_

2 Replace the words in *italics* with a less neutral alternative.

- 1 'I urge you to choose careers which will help you work for the benefit of *humanity*'.
- 2 'It took over ten *working hours* to put out the blaze'.
- 3 'If we are to combat crime effectively, then we simply need more *personnel*'.
- 4 'I think you'll find that these *synthetic* fabrics are more durable than natural ones'.
- 5 'With four cabin crew off sick, the flight was severely *understaffed*'.

3 Which of the people in 1 may have made the statements in exercise 2?

## HYPOTHETICAL PAST SITUATIONS

4 Complete the sentences so that the meaning is the same.

- 1 I wasn't offered the job because I was four months pregnant.  
If I \_\_\_\_\_ four months pregnant, I \_\_\_\_\_ the job.
- 2 I couldn't find suitable childcare facilities, so I had to turn down the job. Now I'm still unemployed.  
If I \_\_\_\_\_ suitable childcare facilities, I \_\_\_\_\_ the job. If I \_\_\_\_\_ the job, I \_\_\_\_\_ unemployed now.
- 3 I was passed over for promotion because I'd filed a complaint for sexual harassment. Now I'm struggling financially.  
If I \_\_\_\_\_ a complaint for sexual harassment, I \_\_\_\_\_ financially.

4 I couldn't rise to a senior post on account of the glass ceiling.

If it \_\_\_\_\_ the glass ceiling, I \_\_\_\_\_ a senior post.

5 As a woman, I was earning 20% less than my male colleagues.

If I \_\_\_\_\_ a man, I \_\_\_\_\_ 20% more.

6 When I got back from maternity leave, I found I'd been demoted to a junior position.

If I \_\_\_\_\_ maternity leave, I \_\_\_\_\_ a junior position.

5 Complete the sentences to express three different regrets for Sarah and Veronica.



1 Sarah was training as a dentist but, despite advice from her friends and family, gave up her course to have four children in quick succession. Now her children are at school, she is finding it hard to find well-paid work.

- a I wish \_\_\_\_\_.
- b If only \_\_\_\_\_.
- c I should \_\_\_\_\_.

2 Veronica delayed having a family to pursue her career as a lawyer. She went back to work straight after having her son. She now envies her friend Sarah who has four children, and spent time with them when they were young.

- a I wish \_\_\_\_\_.
- b If only \_\_\_\_\_.
- c I should \_\_\_\_\_.

# 5 | Reading

**1** Match the jobs 1–7 to their descriptions a–g.

- 1 a bricklayer
- 2 a carpenter
- 3 a handyman
- 4 a labourer (or builder)
- 5 a plasterer
- 6 a plumber
- 7 a stonemason

- a someone whose job is to fit and repair pipes, water tanks, and other equipment used for supplying and storing water
- b someone whose job is to put plaster on walls or ceilings
- c someone whose job is to build walls using bricks
- d someone whose job is to cut stone for building and decorating
- e someone whose job involves hard physical work, for example building work
- f someone whose job is to make things from wood, or to repair things that are made from wood
- g someone whose job is to repair things and do other types of practical work in people's houses

**2** Which of the jobs could not be done by a woman, in your opinion?

**3** Which of the following problems do you think female builders might face?

- 1 The work is too physically demanding.
- 2 People do not believe they are capable of doing the work.
- 3 People believe the work is not suitable for women.
- 4 It is difficult to get training.
- 5 Building firms prefer to take on male builders.
- 6 Customers prefer to employ male builders
- 7 The work is badly paid.
- 8 They encounter sexual harassment from men.

**4** Read the article and say which of the problems in exercise 3 the women builders have encountered.

**5** Find evidence from the article for the following statements.

- 1 Attitudes to women have been slower to change in the construction trade than in other areas of work.
- 2 WAMT endeavours to improve working conditions for women.
- 3 Women who enter the trade nowadays do so for different reasons than they did in the past.
- 4 It is important to know the right people if you want to find work in construction.

5 One male builder prefers to have female colleagues than male ones.

6 The WAMT director believes that attitudes to female builders will eventually change.

**6** Choose the best definition for these words and phrases from the text.

- 1 Twenty at a push  
a less than twenty  
b possibly twenty, but no more  
c twenty or more
- 2 The odd comment  
a occasional comments  
b strange comments  
c a strange comment
- 3 Their male counterparts  
a their male colleagues  
b men who do equivalent work  
c their husbands or boyfriends
- 4 He has no qualms about driving a van.  
a He does not enjoy driving a van.  
b He does not intend to drive a van.  
c He is not worried about driving a van.

5 A tall order  
a an impossible task  
b a difficult task  
c an important task

6 Stand up to the big boys  
a achieve the same standard as men  
b do the same work as men  
c refuse to be treated unfairly by men

**7** What do you think?

- 1 I would prefer to have a male builder to do building work for me.
- 2 I would prefer to have a female builder to do building work for me.
- 3 I don't care if the builder is male or female, as long as they do a good job.

## READ & LISTEN

**8**  **10** Listen to Reading 5 *Can she fix it?* on the CD and read the story again.

# CAN SHE FIX IT?

## 1 **Yes she can! As Julie Bindel discovers, female builders are in huge demand – but can they ever compete with the tea-swilling boys?**

Of all the construction workers employed at London's Wembley Stadium, what percentage would you guess were women? Five? Ten? 20 at a push? How about 0.05%? 'Out of 10,000,' notes Karen Procter, director of the national organization, Women and Manual Trades (WAMT), 'between three and five are women.' Across the building trade in Britain, women account for fewer than 1% of workers, making the building site still very much a man's domain – what Procter describes as 'the last bastion of sexist discrimination in the workplace'.

Amid all this bad news, though, there are a few success stories. Three years ago plasterer Janet Shelley set up Women Builders, a company that now employs the UK's largest female construction workforce – fourteen full-time builders. So I set off to meet Shelley and two of her colleagues, Louise Horwood, a 20-year-old carpenter and Lyn Sheridan, 42. Both have encountered some sexist attitudes, and the odd comment like, 'Don't you need to be strong to do that work?' and say that sexual harassment can be bad, but probably 'no worse than working in a professional kitchen'. 'The worst moments,' says Sheridan, 'are when men say to you, 'Don't break your nails, love,' or, if we are gutting a kitchen, 'Shouldn't you be cooking in this, not building it?'

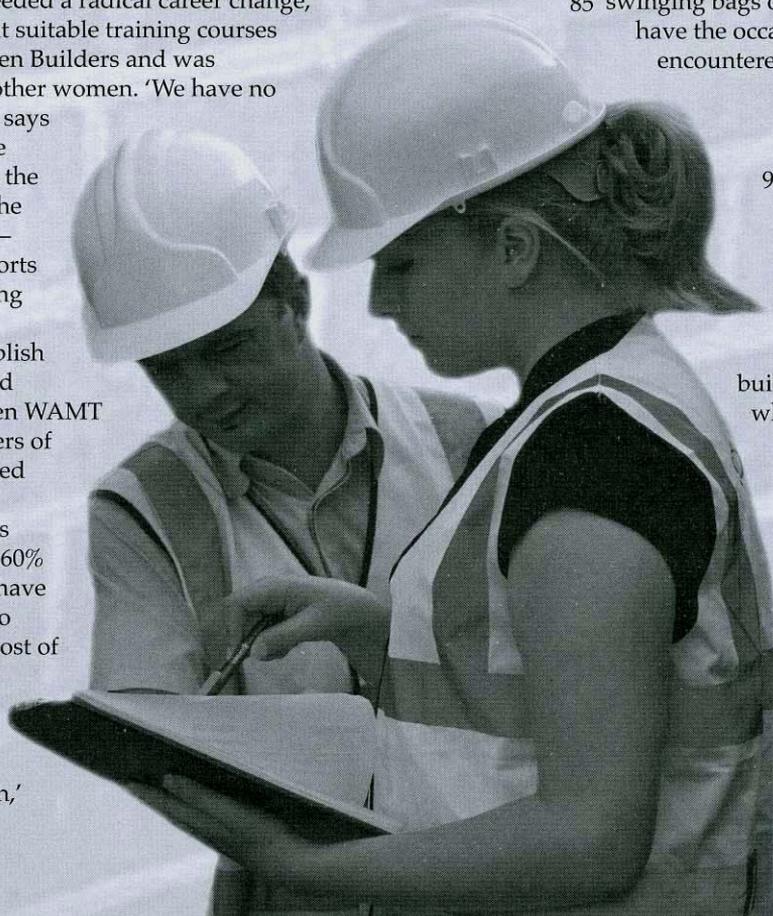
Before retraining as a plasterer, Shelley worked in IT for fifteen years. 'I decided I needed a radical career change,' she says. After realizing that suitable training courses were rare, she started Women Builders and was immediately contacted by other women. 'We have no problems filling vacancies,' says Shelley. 'There are lots more women wanting to work in the trade than there are jobs.' She works closely with WAMT – which represents and supports women working and training in skilled manual and craft occupations – to try to establish better working practices and reduce discrimination. When WAMT began in 1975, small numbers of middle-class, white, educated women entered the trade partly to protest at women's exclusion. Today, however, 60% of members are black, and have similar class backgrounds to their male counterparts. 'Most of these women are moving out of manual jobs like cleaning and catering into trades where they can earn four times as much,' says Procter.

97% of all jobs on building sites are recruited by word of mouth and personal recommendation. Only 3% are advertised, and when women apply, they are often given the cold shoulder. 'One woman rang about a bricklaying job,' Procter says, 'and was asked, 'Are you applying on behalf of your husband, love?'' It is not all bad news though. Both Horwood and Sheridan say they get 'a lot of respect' for doing such a hard job, and that there are people who prefer women to men when they need building work done at home, for example, women living on their own.

Given that there are hardly any women builders with the on-site experience to provide training to new recruits, Women Builders employs small numbers of men to do so. Mike Lewis has been with the firm for nearly two years and says he has never been happier. A builder for 23 years, he has no qualms about driving a van with the Women Builders logo. 'I have trained girlfriends in stonemasonry in the past,' he says. 'I love working with women.' Lewis tells me he prefers the atmosphere at Women Builders to the 'competitive' culture that dominates when men get together.

'We are at the stage with women construction workers today that we were 25 years ago with male nurses,' Procter believes. 'In a few years, it will be far more common to see women in hard hats up on scaffolding.' Proportionately, there are more female soldiers and police officers than builders, and part of the reason, Procter believes, is women being told they are not strong enough for the heavy work – something she insists is untrue. Horwood and Sheridan are obviously fit for the job, swinging bags of cement mix with ease. They have the occasional injury, but have never encountered a task they can't manage.

But if women in building are to really flourish, it is crucial to combat the extreme levels of sexism and discrimination in the building trade, and see many more women encouraged and trained to work on building sites, alongside men who treat them as equals. A tall order, maybe, but these women certainly know how to stand up to the big boys.



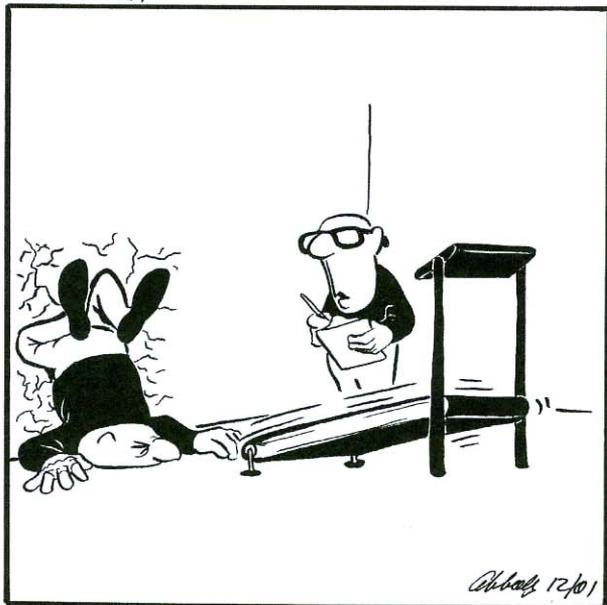
# 6A | Body care

## NOUNS FROM PHRASAL VERBS

1 Write a phrasal noun with *out* to match the definitions 1–7.

- 1 exercise session in the gym \_\_\_\_\_ out
- 2 place where you pay at a supermarket \_\_\_\_\_ out
- 3 clothes worn for a special occasion out \_\_\_\_\_
- 4 result (e.g. of a meeting or discussion) out \_\_\_\_\_
- 5 a sum of money given to someone \_\_\_\_\_ out
- 6 beginning out \_\_\_\_\_
- 7 sudden beginning (e.g. of war) out \_\_\_\_\_

BILL ABBOTT



'Let's try a slower speed.'

2 Complete sentences 1–7 with phrasal nouns from exercise 1.

- 1 I knew right from the \_\_\_\_\_ that there was going to be a problem.
- 2 I bought a new \_\_\_\_\_ for the wedding.
- 3 Record profits mean that this year shareholders will receive a massive \_\_\_\_\_.
- 4 Please take the goods to the \_\_\_\_\_, sir.
- 5 The \_\_\_\_\_ of fighting left 20 people injured.
- 6 What was the \_\_\_\_\_ of the negotiations?
- 7 The two-hour \_\_\_\_\_ left him exhausted.

3 Complete sentences 1–7 with words and phrases from the box.

bleak heavy in communication of anger  
poor scientific strict

- 1 Please ignore his occasional outbursts \_\_\_\_\_; I'm afraid he's rather temperamental.
- 2 The discovery of penicillin was a major \_\_\_\_\_ breakthrough.
- 3 Increasing deforestation means that the outlook for the world's forests is \_\_\_\_\_.
- 4 The talks failed because of a breakdown \_\_\_\_\_.
- 5 We sheltered under a tree when we were caught in a \_\_\_\_\_ downpour.
- 6 We were disappointed by the \_\_\_\_\_ turnout at the meeting.
- 7 I wish my parents had been more lenient with me; I had a very \_\_\_\_\_ upbringing.

## VOCABULARY FROM THE LESSON

4 Complete the text with an appropriate preposition.

You don't need to spend two hours running (1) \_\_\_\_\_ a treadmill if you want to stay (2) \_\_\_\_\_ shape. Incorporating more physical activity (3) \_\_\_\_\_ your daily life can be a wonderful way of getting fit and killing two birds (4) \_\_\_\_\_ one stone. Try going to work (5) \_\_\_\_\_ foot instead of (6) \_\_\_\_\_ the underground, for example. Walking (7) \_\_\_\_\_ a brisk pace can be a wonderful alternative (8) \_\_\_\_\_ the two-hour ordeal at the gym, and can help you fit regular workouts (9) \_\_\_\_\_ a busy working week.

## ● DICTATION

5 ● 11 Write the text that you hear.

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# 6B | Medical care

## PASSIVES 1

1 Complete the sentences 1–7 with the correct passive form of the verbs in the box.

check   forbid   keep   pay   permit  
receive   remind   vacate

- Guests \_\_\_\_\_ that smoking \_\_\_\_\_ in the bedrooms as this is a fire risk.
- Noise must \_\_\_\_\_ to a minimum at all times.
- Rooms must \_\_\_\_\_ before 11.00.
- Electrical appliances must \_\_\_\_\_ at reception prior to use.
- Telephone calls may not \_\_\_\_\_ after 23.00.
- All items taken from the minibar must \_\_\_\_\_ for.
- No alcoholic beverages \_\_\_\_\_ on the premises.  
Have a pleasant stay!

2 Rewrite the sentences in the correct passive form, omitting the agent where appropriate.

- A bee stung him.  
\_\_\_\_\_
- An ambulance rushed him to hospital.  
\_\_\_\_\_
- Doctors are currently operating on him.  
\_\_\_\_\_
- They should have given him an anaesthetic.  
\_\_\_\_\_
- Hospital staff are making him stay in bed.  
\_\_\_\_\_
- They have warned him to avoid beehives.  
\_\_\_\_\_

3 Choose the best sentence to follow the first one, using the Given / New rule.

- Penicillin revolutionized medical treatment.  
a) Alexander Fleming discovered penicillin.  
b) It was discovered by Alexander Fleming.
- Penicillin is still used for many bacterial infections.  
a) It is not used in cases where patients are allergic to it.  
b) Other antibiotics are used in cases where patients are allergic to penicillin.

3 Acupuncture is a form of medicine that has been practised for thousands of years.

- It is still widely used in Chinese hospitals.
- Many Chinese hospitals still use it.

4 Needles are inserted into the skin at strategic points.

- They are sterilized before use.
- Some patients are anxious about the needles.

## BODY COLLOCATIONS

4 Match the words in columns A and B.

A		B
1 ear	<input type="checkbox"/>	a teeth
2 empty	<input type="checkbox"/>	b feet
3 rotten	<input type="checkbox"/>	c plugs
4 swollen	<input type="checkbox"/>	d stomach
5 bare	<input type="checkbox"/>	e nose
6 eye	<input type="checkbox"/>	f drops
7 pierced	<input type="checkbox"/>	g feet
8 blocked	<input type="checkbox"/>	h stomach
9 eye	<input type="checkbox"/>	i nose
10 upset	<input type="checkbox"/>	j strain

5 Complete the texts with collocations from exercise 4.

1 Take two spoonfuls twice a day after meals.  
Warning: do not take medicines on an \_\_\_\_\_.

2 Sore throat? Coughs and sneezes? \_\_\_\_\_?  
For instant relief from colds and flu, take Cold-eze.

3 Warning: to avoid injuries, do not walk in  
\_\_\_\_\_ around the swimming pool area.

4 To reduce \_\_\_\_\_, avoid prolonged staring at  
a computer screen.

5 Try drinking peppermint tea to calm an \_\_\_\_\_.  
Avoid coffee, citrus fruits, fatty foods, onions, alcohol  
and chocolate.

6 If you are disturbed by noise and have trouble  
sleeping, why not try Slumberfast wax \_\_\_\_\_?

# 6c | Childcare

## CARE

1 Rewrite sentences 1–6 using the words in brackets.

- 1 It's completely unimportant to me whether or not I pass the exam. (*care / less*) \_\_\_\_\_.
- 2 I hope that people are looking after you well. (*well / cared*) \_\_\_\_\_.
- 3 You should pay more attention to your spelling. (*greater / care*) \_\_\_\_\_.
- 4 She was singing as if she had nothing at all to worry about. (*care / world*) \_\_\_\_\_.
- 5 I hate to think how long I've been working here. (*care / remember*) \_\_\_\_\_.
- 6 Remember to look after your money. (*take / care*) \_\_\_\_\_.

## VOCABULARY FROM THE LESSON

2 Complete the definitions 1–8 with the correct form of a verb from the box.

fuss huddle overlook pull out  
scribble shrug smuggle stamp

- 1 If you \_\_\_\_\_, you write hurriedly and without taking care.
- 2 If an official \_\_\_\_\_ your passport, they put an official mark on it with a rubber instrument.
- 3 If you \_\_\_\_\_ something, you take it out of a country or into another country illegally.
- 4 If you \_\_\_\_\_, you raise your shoulders to indicate that you either don't know or couldn't care less.
- 5 If people \_\_\_\_\_ together, they stand close to each other for comfort or warmth.
- 6 If you \_\_\_\_\_ something, you fail to notice it, or decide not to pay attention to it.
- 7 If a car \_\_\_\_\_, it moves away from the pavement into the road.
- 8 If you \_\_\_\_\_ about or over something, you show excessive concern about it, in a worried and unrelaxed way.

3 Match the adjectives to the nouns.

- |                  |                          |             |
|------------------|--------------------------|-------------|
| 1 bleak          | <input type="checkbox"/> | a children  |
| 2 incessant      | <input type="checkbox"/> | b decision  |
| 3 insurmountable | <input type="checkbox"/> | c prospects |
| 4 irrevocable    | <input type="checkbox"/> | d shelling  |
| 5 tearful        | <input type="checkbox"/> | e obstacles |

4 Complete the text with a pair of words from exercise 3.

When I had made up my mind to adopt Natasha, I knew there was no going back – it was an (1) \_\_\_\_\_. With the (2) \_\_\_\_\_ and the remorseless sniper fire, there seemed to be (3) \_\_\_\_\_ for the future of the besieged city. As we joined the queue of (4) \_\_\_\_\_ who were saying goodbye to their mothers, I wondered whether we would be able to get away from the city. There were so many seemingly (5) \_\_\_\_\_ that our escape felt impossible.

## TRANSLATION

5 Translate the text into your language.

Ginseng is a herbal remedy made from the root of different varieties of the ginseng plants that are found in parts of Eastern Asia.

Although it has been known in the East for over 5,000 years, it has only recently been introduced to the West. While some people remain sceptical about its effectiveness, it is considered by many people to have special

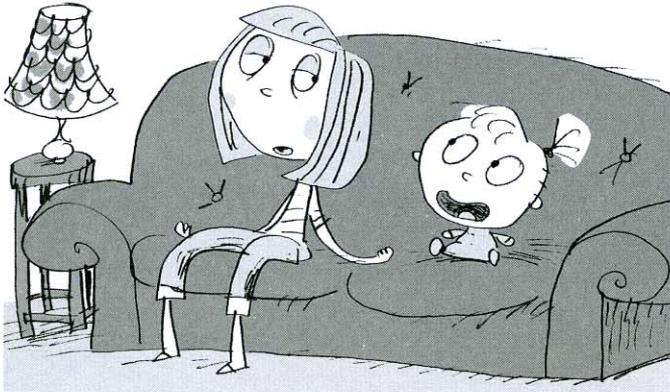
health-giving properties. Some types of ginseng are believed to calm and cleanse the body, whilst others are reputed to increase energy, improve circulation, prevent colds and flu, and aid recovery after illness. It is usually eaten in dried form, but can also be drunk in tea or cooked in soups.



# 6D | Babysitting

## BABIES & BABYSITTING

1 Complete the notes to a babysitter using words from the box.



bib burp cot dummy feeding bottle high chair  
nappy pram pushchair rattle teddy bear

Thanks so much for agreeing to babysit Molly!  
Here are a few things to remember.

- a She should have her milk at 4.00.  
Her (1) \_\_\_\_\_ is in the kitchen,  
next to the cooker. You can warm it up in the  
microwave. Remember to (2) \_\_\_\_\_  
her after you've fed her, by patting her on  
the back.
- b There is also some baby food in a tin next to  
the microwave. You'd better put her in her  
(3) \_\_\_\_\_ to feed her, and  
remember to put her (4) \_\_\_\_\_ on,  
otherwise she'll get food all over her clothes.
- c If she cries, you'd better check to see  
whether her (5) \_\_\_\_\_ needs  
changing (there are some disposable ones in  
the bathroom). If not, try shaking her  
(6) \_\_\_\_\_ to distract her. If all else  
fails, put her (7) \_\_\_\_\_ in her  
mouth - that usually calms her down.
- d If you want to take her out, you can put her  
either in her (8) \_\_\_\_\_ or her  
(9) \_\_\_\_\_, both of which are in  
the garage.
- e Her bedtime is 8.00. Put her in her  
(10) \_\_\_\_\_, and make sure she  
has her (11) \_\_\_\_\_, as she won't go  
to sleep without him.  
Thanks again - and good luck!!

2 Complete the words to match the definitions 1-6.

- |                              |                     |
|------------------------------|---------------------|
| 1 a fit of anger             | ta_____             |
| 2 to shout (informal)        | ye_____             |
| 3 argue over small things    | sq_____             |
| 4 a child who cries too much | cr_____             |
| 5 to hug affectionately      | cu_____             |
| 6 to start crying suddenly   | bu_____ into t_____ |

## PASSIVES 2

3 Delete the incorrect alternatives. There may be more than one incorrect answer.

We're off on holiday to France next week, and there's so much to do - I don't know how I'll (1) *have done it all / get it all done / do it all* in time. The major nightmare is the passports - Tom (2) *stole his passport / had his passport stolen / got his passport stolen* on holiday last year and hasn't got round to (3) *having it to be replaced / getting it replaced / having it replaced* yet. And I've just noticed that mine has expired, so that will need (4) *to be renewed / to renew / renewing* too. The car needs (5) *fixing / being fixed / getting fixed*, but there won't be time to take it to the garage so I'll have to (6) *fix it / have it fixed / get it to be fixed* myself. And I'll need (7) *to pack my bags / to have my bags packed / packing my bags*, and then I'll have to (8) *clean the car / have the car cleaned / get the car to be cleaned* by myself ...

4 Rewrite the sentences using passive reporting structures.

Zac Goodman is considering transferring to Manchester United, according to rumours in the football world. It is expected that a decision will be announced later today. Goodman allegedly argued with his manager over pay and conditions. Players believe he is unhappy with his pay at Liverpool; some estimate he is currently earning over €80,000 a week. However, he was reportedly offered a six-figure sum by United. Experts consider that Goodman is the best player in British football today.

- Goodman is rumoured \_\_\_\_\_.
- A decision is expected \_\_\_\_\_.
- Goodman is alleged \_\_\_\_\_.
- He is believed \_\_\_\_\_.
- He is estimated \_\_\_\_\_.
- Goodman is reported \_\_\_\_\_.
- He is considered \_\_\_\_\_.

# 6 | Reading

**1** Match the words and phrases 1–8 to their definitions a–h.

- |          |              |
|----------|--------------|
| 1 cell   | 5 immune     |
| 2 clone  | 6 organ      |
| 3 DNA    | 7 tissue     |
| 4 embryo | 8 transplant |

- a a part of your body that does a specific job, such as your heart or brain
- b the smallest part of a living structure that can operate as an independent unit
- c a medical operation in which a new organ is put into someone's body. The organ is taken from the body of another person, especially someone who has just died, who is called a donor
- d an animal or human before it is born, when it is beginning to develop and grow
- e the substance that animal and plant cells are made of
- f an exact copy of an animal or plant created in a laboratory from the animal's or plant's DNA
- g safe from a disease, because you cannot be infected by it
- h deoxyribonucleic acid: a chemical substance that contains genetic information and is found in all living cells and some viruses

**2** Read the text and say where you think it comes from.

- |                        |                      |
|------------------------|----------------------|
| 1 A research paper     | 3 A medical report   |
| 2 A scientific journal | 4 A popular magazine |

**3** Choose the best titles a–g for the paragraphs 1–7.

- a Fall from grace
- b The cloning connection
- c Adult stem cells
- d Miracle technology?
- e Ethical minefield
- f ESCs
- g What are stem cells?

**4** Choose the correct alternative.

- 1 The ESCs used in stem cell technology are produced
  - a) naturally in the body.
  - b) artificially in a laboratory.
  - c) either naturally or artificially.
- 2 Scientists can stop the body rejecting transplanted tissue
  - a) by using tissue from donors other than an identical twin.
  - b) by using ESCs from a clone of the patient.
  - c) by using an embryo from the patient.
- 3 Some people object to ESC technology because
  - a) its benefits have not yet been proved.
  - b) it is a lengthy process.
  - c) it involves destroying embryos that are potential human beings.
- 4 Suk Kwang's work caused controversy amongst scientists because
  - a) he did not tell the truth about his experiments.
  - b) he produced the world's first cloned animal.
  - c) he used ESCs to treat patients.

**5** Match the words or phrases in bold in the text to the following synonyms 1–8:

- |                         |                   |
|-------------------------|-------------------|
| 1 able to survive _____ | 5 obsolete _____  |
| 2 complete _____        | 6 obstacle _____  |
| 3 dilemma _____         | 7 troubled _____  |
| 4 gets round _____      | 8 uncertain _____ |

**6** What do you think?

- 1 Scientists should be free to develop ESC technology.
- 2 ESC technology should be banned.
- 3 ESC technology should be allowed, but subject to regulation.

## READ & LISTEN

**7**  **12** Listen to Reading 6 *Stem cells* on the CD and read the story again.

# STEM CELLS

1 \_\_\_\_\_  
Fast-forward to the end of the 21st century: surgeons can create new organs to order, regrow crippled spines and hearts, and reverse the damage of Parkinson's disease or diabetes with ease. Immune rejection and waiting lists for replacement organs are **consigned to history**. Stem cells may have the potential to fulfil this promise and much more, but there are still many technical, ethical and political obstacles to overcome before real therapies are possible.

2 \_\_\_\_\_  
There are two types of stem cell: those found in adult cells and embryonic stem cells (ESCs). Currently stem cells of both types are being tested to treat many conditions, including: Alzheimer's disease, blood disorders, blindness, deafness, diabetes, heart disease, kidney failure, liver damage, multiple sclerosis, osteoporosis, Parkinson's disease, spinal cord injuries, strokes and cancer. Doctors have been transplanting adult blood stem cells, in the form of bone marrow transplants, for many decades, but stem cells from human embryos were only isolated and cultured in 1998. Though research has progressed rapidly since then, we still have much to understand; not only what gives stem cells their unique properties, but also how exactly they are able to differentiate into the 300 or so different types of human cell in the human body.

3 \_\_\_\_\_  
Embryonic stem cells (ESCs) come from fertilized human embryos just a few days old. In the embryo, these cells go on to form all the tissues of the developing body. They have generated so much interest because they are virtually immortal in the laboratory and are pluripotent, i.e. they have the potential to turn into many different types of cell, from bones to brain cells. So far, most existing ESCs come from human embryos left over from infertility treatments; however, in some countries women are now donating eggs specifically for stem cell research. The cells could potentially be cultured in the lab as an unlimited source of repair tissue for many ailments, and could be studied to provide vital clues about how the tissues of the body, and certain congenital diseases, develop. They might also be used to test new drugs in the lab instead of on people or animals.

4 \_\_\_\_\_  
The so-called adult stem cells are found in a number of organs in the bodies of both adults and children, including bone marrow, blood, the cornea and retina, intestine, liver, muscles, nervous system and the brain, pancreas and skin.

These stem cells are less flexible than ESCs and are typically only able to form cells of the tissue in which they reside; they also suffer from the disadvantage of not being immortal in the laboratory. However, they sidestep the ethical **quandary** of destroying embryos, and it may be possible to stimulate the adult stem cells we already possess to repair damaged tissues within our bodies.

5 \_\_\_\_\_  
The most significant **hurdle** still to be surmounted in stem cell technology is immune rejection. As with any tissue transplant (from a donor other than an identical twin), the body will recognize ESCs as foreign and mount an attack which could destroy them. Therapeutic cloning is a clever technique that **circumvents** this problem. Custom-made ESCs, formed from a patient's own DNA and a donor egg, contain the DNA of the recipient and would not be treated as foreign by the immune system. However, the cloned embryo could in theory be implanted into a womb where it might develop into a cloned human baby. This would be reproductive cloning, and is the same method that was used to produce Dolly the sheep, the world's first successfully cloned animal.

6 \_\_\_\_\_  
Producing **viable** clones of many species is a lengthy and difficult problem and, despite **questionable** claims of success, has yet to be proven in humans. In any case, reproductive cloning has been banned in many European countries for ethical reasons and because of suspected health risks to the clone. Opponents argue that all embryos, whether created in the lab or not, have the potential to go on to become a **fully-fledged** human, and therefore it is morally wrong to experiment on them. Other countries have taken the line that the medical benefits outweigh these concerns, and therapeutic cloning has been allowed, although subject to strict regulation. In the United States, disagreement between the religious groups who want a total ban on cloning and an equally vociferous pro-therapeutic cloning lobby has currently stalled legislation on stem cell technology.

7 \_\_\_\_\_  
Politics is not the only controversy that has **dogged** the stem cell world. In May 2005, one of the world's top stem cell scientists – South Korea's Woo Suk Hwang – announced that his team had used therapeutic cloning to produce ESCs tailored to individual patients. This was one of a string of remarkable achievements. In 2004 Hwang cloned human embryos for the first time, and he later produced the world's first cloned dog – an Afghan hound named Snuppy. Then in late 2005, the research community was rocked by claims that much of his research had been fabricated. The repercussions travelled far and wide, and the already controversial field of stem cell research was brought further into disrepute. It remains to be seen how much the scandal will delay the development of the miracle therapies that are so desperately desired.

# 7A | Behaving badly

## VOCABULARY FROM THE LESSON

**1** Complete the sentences 1–8 with words that mean the opposite of those in italics.

- I'd much rather go to a *single-sex* school than a \_\_\_\_\_ one.
- In my school, the discipline is very *relaxed*; I'd hate to go to a school where the discipline is more \_\_\_\_\_.
- Are you in favour of *traditional* teaching methods, or more \_\_\_\_\_ ones?
- The teachers at my primary school were really *strict*, but the ones at my secondary school were much more \_\_\_\_\_.
- It helps when pupils are *keen* on learning; if they are \_\_\_\_\_ and unmotivated, they tend not to make much progress.
- Unfortunately, teachers have to spend so much time dealing with \_\_\_\_\_ pupils that the *well-behaved* ones often get ignored.
- She sends her children to a \_\_\_\_\_ school because she doesn't believe in *private* education.
- Teachers nowadays tend to be a lot more *easy-going* than they were when I was young; we used to find our teachers very \_\_\_\_\_.

**2** Complete the sentence beginnings with a preposition.

- He's hoping to put his feet \_\_\_\_\_
- He came in to turn the school \_\_\_\_\_
- If a school is \_\_\_\_\_ the brink of shutdown,
- I caught a glimpse \_\_\_\_\_ two students
- The boy who set \_\_\_\_\_ the fire alarm
- We need to get a grip \_\_\_\_\_ truancy
- The private schools that are springing \_\_\_\_\_ everywhere
- Strict punishments will be handed \_\_\_\_\_

**3** Match the sentence beginnings 1–8 from exercise 2 to the endings a–h.

- to pupils caught in acts of misbehaviour.
- was severely punished by the head master.
- because discipline had broken down.
- and relax when he retires.
- bear witness to the failure of state education.
- the staff and pupils have to pull together to improve standards.
- if the school is to escape closure.
- embroiled in a fight in the playground.

**4** Underline the punishment that is more lenient.

- get suspended / get a detention
- pick up litter / get excluded
- get caned / stay behind after school
- get expelled / get suspended
- get let off with a warning / get reported to the police
- the softly-softly approach / corporal punishment

## ELLIPSIS

**5** Complete the sentences 1–9 using an elliptical verb form, as in the example.

*My brother Henry and I have nothing in common...*

- He has a good job but *I haven't*.
- At school he always got good marks but \_\_\_\_\_.
- He used to like studying but \_\_\_\_\_.
- He never got punished but \_\_\_\_\_.
- He's been to university but \_\_\_\_\_.
- He earns a lot of money but \_\_\_\_\_.
- He doesn't have to work hard but \_\_\_\_\_.
- His children are well-behaved but \_\_\_\_\_.
- He's happy but \_\_\_\_\_.

**6** Delete any unnecessary words in the conversation, substituting where appropriate.

Example:

- A:** Did Sammy set the fire alarm off?  
**B:** No, Sammy didn't set it off – Jamie set it off. (1) *No, Sammy didn't – Jamie did.*
- A:** Where's Jamie? Has he gone home?  
(2) \_\_\_\_\_.
- B:** He might have gone home. Will he be punished, do you think? (3) \_\_\_\_\_.
- A:** He deserves to be punished, but he probably won't be punished. The pupils at that school can get away with anything. (4) \_\_\_\_\_.
- B:** The pupils in my son's school can get away with anything too. One swore at the teacher but the teacher didn't do anything. (5) \_\_\_\_\_.
- A:** He should have done something. Otherwise children lose all respect for authority. (6) \_\_\_\_\_.
- B:** They've already lost respect for authority.  
(7) \_\_\_\_\_.
- A:** I've complained to the head teacher. Have you complained? (8) \_\_\_\_\_.
- B:** I would complain if I thought it would do any good.  
(9) \_\_\_\_\_.

# 7B | Rudeness

## GOOD & BAD BEHAVIOUR

1 Complete the sentences 1–7 so that they have the same meaning as the phrases in italics.

- The man *swore* at his grandmother.  
He used f\_\_\_\_\_ l\_\_\_\_\_.
- He was *very careful to say and do the right thing, so as not to cause offence*.  
He was on his b\_\_\_\_\_ b\_\_\_\_\_.
- They *stood in a line and waited patiently* to be served.  
They formed an o\_\_\_\_\_ q\_\_\_\_\_.
- My neighbours *dance and play loud music with their friends* until the small hours.  
They have r\_\_\_\_\_ p\_\_\_\_\_.
- He always *observes a strict code of etiquette when he is eating*.  
He has good t\_\_\_\_\_ m\_\_\_\_\_.
- She was *punished severely* for her misbehaviour.  
She g\_\_\_\_\_ into serious t\_\_\_\_\_.
- I can't stand *the way some fans are rude and violent at football matches*.  
I can't stand the l\_\_\_\_\_ behaviour of some football h\_\_\_\_\_.

## VOCABULARY FROM THE LESSON

2 Complete the text with a correct form of the words and phrases from the box.

feel grumpy   go on at   have a row  
put himself in   put up with   take it out on

I've just (1) \_\_\_\_\_ with my dad about good manners. Honestly! He's always (2) \_\_\_\_\_ me to improve my manners, but he's a fine one to talk! Whenever he's in a bad mood, or (3) \_\_\_\_\_, he (4) \_\_\_\_\_ me, as if it was my fault! Why should I have to (5) \_\_\_\_\_ his abusive behaviour? Instead of having a go at me, he should (6) \_\_\_\_\_ other people's shoes, and try to be a better role model himself!

## ELLIPSIS IN CONVERSATION

3 Delete any words that are not needed in the questions.

- A: Is anybody sitting here?  
B: No, it's free.  
A: It's a lovely day, isn't it?  
B: Yes, beautiful.  
A: Do you mind if I smoke?  
B: Go ahead.  
A: Have you got a light?  
B: Haven't, I'm afraid.  
A: Would you like a cigarette?  
B: No thanks. Don't smoke.  
A: Is this your first time in Paris?  
B: No, I've been here loads of times.  
A: Well, it was nice talking to you. I hope to meet you again sometime ...
- A: Are you ready yet?  
B: Almost. Just need to do a few more things. Won't be a minute.  
A: Is there anything I can do?  
B: That would be very helpful. Is there any chance you could phone for a taxi?  
A: Sure, no problem. I'll do it straight away.
- A: Are you busy at the moment?  
B: Yes, very busy. I'm revising for my exams. What about you?  
A: I'm busy too. Spent the whole of the weekend studying.  
B: Do your teachers give you a lot of homework?  
A: Yes, loads. Never get a chance to relax ...



'No! Don't jump in that muddy puddle!  
You haven't got your best clothes on!'

## 4 DICTATION

4 Write the text that you hear.

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# 7c | Whodunnit?

## VOCABULARY FROM THE LESSON

1 Rearrange the letters to form the names of different kinds of books.

- 1 FLES-PHEL KOBO \_\_\_\_\_
- 2 EARLYRIT SLICCAS \_\_\_\_\_
- 3 CREMONA \_\_\_\_\_
- 4 HIPARUGABOYTO \_\_\_\_\_
- 5 MERIC ELVON \_\_\_\_\_
- 6 TOPYER OKOB \_\_\_\_\_

2 Match each book from exercise 1 to the blurb extracts a–f.

- a This magical collection sparkles with originality; the images and sounds harmonize in a thoroughly satisfying manner.
- b The inside story of one of the last century's most successful artists; poignant, witty and intensely engaging.
- c ... aims to show readers how to improve their motivation, cope with unfair criticism, and set goals for themselves.
- d ... an exciting and superbly structured plot and vivid evocation of place. A subtle and powerful work of contemporary fiction that keeps you on the edge of your seat right to the end.
- e ... and sensitive characterization. A beautifully written book about love, jealousy and betrayal.
- f A new translation of one of the world's best-loved novels, with an introduction by Howard Mills.

## PARTICIPLE CLAUSES

3 Say whether the function of the participle clause is to denote (more than one may be possible):

- 1 an action happening just before another.
  - 2 an action happening at the same time as another.
  - 3 a cause.
  - 4 a result.
- 
- a He threw a brick at the window, making a hole large enough to get through.
  - b Looking nervously behind him, he broke into the safe.
  - c Removing the money, he ran off.
  - d Hearing the alarm go off, they ran towards the safe.
  - e Not having been present at the scene of the crime, I was unable to assist the police with their enquiries.
  - f Having taken fingerprints from all the suspects, the forensic scientist went to process the evidence in the lab.
  - g Puzzled by this new piece of evidence, he sat down to reflect.
  - h He frowned, wondering what to do next.

4 Find and correct ten mistakes in the text.

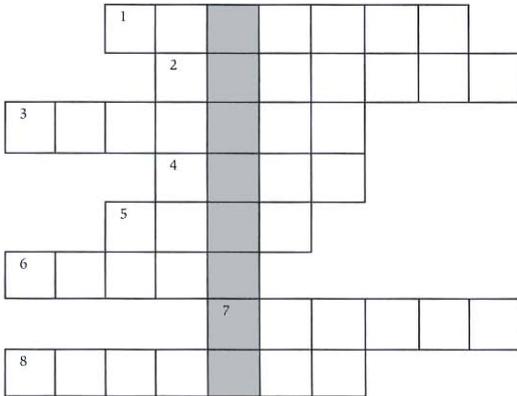
A car being parked on the corner of West St and Haywood Rd was broken into last night at 11.35pm. A local resident, Mrs Edith Bailey, spotted a man ageing between 18 and 25 years old while breaking into the car. He smashed the car window, setting off the alarm. Because seeing the man was carrying a gun, she did not approach him, having preferred to phone the police. Being late at night there were no other witnesses. Arriving at the scene of the crime, the police checked the car for fingerprints and sealed off the area.

The police speaking on local radio, they have issued a description of the youth having been seen breaking into the car, and have appealed to the public to come forward with any information about anyone who is matching the description. They have warned that the youth is armed and may be dangerous. If being seen, he should not be approached. With more and more cars having been stolen in the area in recent months, they have also advised the public to be extra vigilant about car security.

# 7D | Crime reports

## VOCABULARY FROM THE LESSON

1 Complete the crossword. Find the mystery word.



- 1 a physical attack on someone, or the crime of physically attacking someone
- 2 an official judgement made in a court
- 3 the act or habit of staying away from school without permission
- 4 to kill or hurt someone by pushing a knife or other sharp object into their body
- 5 a statement that someone makes in a court
- 6 the illegal use of fire to destroy a house, building or property
- 7 to do (something illegal or morally wrong)
- 8 the crime of giving money or presents to someone so that they will help you by doing something dishonest or illegal

## LEGAL MATTERS

2 Complete the sentences with the correct preposition. Then rearrange the sentences in each group in a logical chronological order.

- 1  a He went on trial \_\_\_\_\_ fraud.
  - b He was charged \_\_\_\_\_ fraud.
  - c He was jailed \_\_\_\_\_ six years.
  - d He was found guilty \_\_\_\_\_ fraud.
  - e He was sentenced \_\_\_\_\_ a six-year jail term.
  - f He was arrested \_\_\_\_\_ suspicion of falsifying documents.
- 2  a She appealed \_\_\_\_\_ the sentence.
  - b She pleaded not guilty \_\_\_\_\_ arson.
  - c She was accused \_\_\_\_\_ setting fire to the school.
  - d She was convicted \_\_\_\_\_ arson.
  - e She was cleared \_\_\_\_\_ the offence.
  - f She was put \_\_\_\_\_ trial.

3 Rewrite the sentences 1–6 choosing words or phrases from the box.

charges convictions a fine  
a life sentence a plea a verdict

- 1 'I plead not guilty', said Fraser.  
Fraser \_\_\_\_\_.
- 2 Fraser had been convicted of burglary several times in the past.  
Fraser \_\_\_\_\_.
- 3 'You must pay €400', ordered the judge.  
The judge \_\_\_\_\_.
- 4 'We no longer accuse you of theft', said the police officer.  
The police \_\_\_\_\_.
- 5 'I find you guilty', declared the judge.  
\_\_\_\_\_.
- 6 'You must remain in prison indefinitely', said the judge.  
The judge \_\_\_\_\_.

## TRANSLATION

4 Translate the text into your language.

Criminology is an inter-disciplinary subject that examines how crime is defined, why people commit crimes, and how society responds. A century ago, it was widely believed that some people were 'born criminals'. Even today, popular myths about crime can hide some surprising facts. For example, did you know that most murders are committed by family members or others close to the victim? That prison makes people more likely to re-offend? That more police on the streets does not necessarily mean less crime? And recently, it has been shown that offenders who meet their victims as part of new victim support and rehabilitation schemes are considerably less likely to offend again. Criminology uncovers the culture of crime and the workings of the criminal justice system, including the police, courts, prosecution services, prisons, and rehabilitation schemes. Increasingly, there is a global dimension to criminological work. Crime problems do not stop at national borders, and organized syndicates have a turnover and workforce as large as any multinational business.

# 7 | Reading

**1** Read the newspaper article. For which two of these people / groups of people was it 'the party from hell'? More than one answer may be possible.

- 1 Sophie
- 2 The people attending the party
- 3 Sophie's mother
- 4 The neighbours

**2** How would Sophie answer these questions from a police officer?

- 1 Did you plan to have a party when your parents were away?  
 Yes /  No
- 2 Did you put an invitation on the website?  
 Yes /  No
- 3 Did you invite people to come and trash the house?  
 Yes /  No
- 4 Did you try to stop people gatecrashing the party?  
 Yes /  No
- 5 Did you tell a police officer there was no problem?  
 Yes /  No
- 6 Did you try to clear up the mess after the party?  
 Yes /  No
- 7 Did you explain the situation to your mother when she returned?  
 Yes /  No
- 8 Do you regret what happened?  
 Yes /  No

**3** How would Sophie's mother answer these questions from a police officer?

- 1 Is your house normally clean and tidy?  
 Yes /  No
- 2 Did you expect something like this might happen?  
 Yes /  No
- 3 Were you upset when you saw what had happened?  
 Yes /  No
- 4 Are you living at home at the moment?  
 Yes /  No
- 5 Will it be possible to repair all the damage?  
 Yes /  No
- 6 Do you think the partygoers should be punished?  
 Yes /  No
- 7 Do you think your daughter is to blame?  
 Yes /  No
- 8 Have you forgiven your daughter?  
 Yes /  No

**4** Match a word in column A to a word with a similar meaning in column B.

- | A            | B                                     |
|--------------|---------------------------------------|
| 1 distraught | <input type="checkbox"/> a wreck      |
| 2 hoodlums   | <input type="checkbox"/> b devastated |
| 3 mayhem     | <input type="checkbox"/> c revellers  |
| 4 partygoers | <input type="checkbox"/> d bedlam     |
| 5 trash      | <input type="checkbox"/> e louts      |

**5** Which pair of words means...?

- 1 people attending a party \_\_\_\_\_
- 2 destroy \_\_\_\_\_
- 3 chaos and confusion \_\_\_\_\_
- 4 a young person who shows no respect for the law  
\_\_\_\_\_
- 5 extremely upset \_\_\_\_\_

**6** Read these comments from people who read about Sophie's party. Who do you agree with most?

She should have respected her parents' wishes and kept her promise not to have anyone round. She has betrayed her parents' trust – how can they believe her now? She might be only seventeen but that's quite old enough to know how to behave. I hope she has learned her lesson from this episode. Sarah

I think her so-called 'friends' have a lot to answer for. I hope that they will be made to help clean up the house, and also that their parents will contribute towards the cost of restoring the damage.

Maggie

We are all to blame – this is the result of a society which places more value on material possessions and individual rights than on relationships, values and mutual respect. Instead of worrying about broken and damaged possessions, the family should take stock of their own relationships. My advice to the parents is to try to forgive their daughter. Instead of being a divisive event, this could be the thing that brings all the family together.

David

## READ & LISTEN

**7**  **14** Listen to Reading 7 *The party from hell* on the CD and read the story again.

# THE PARTY FROM HELL

When Angela and Bob Dunn left for a short Easter break their home was as always in an 'immaculate' condition. Unfortunately they trusted seventeen-year-old daughter Sophie to keep it that way. The next day the houseproud parents were distraught to return to a scene of utter devastation.

An open invitation had been placed on Sophie's MySpace web page for revellers to attend a 'Skins Party' (based on a riotous episode of a controversial TV drama). The invitation was headed: 'Let's all trash the average, family-sized house disco party.' And they did. More than 200 young people converged on the £230,000 detached house in a respectable suburban cul-de-sac and caused £25,000 of wanton damage after a seven-hour wrecking spree of drink and drug-fuelled mayhem. The house had been completely vandalized – clothes pulled out of wardrobes, cigarettes stubbed on the furniture, messages scrawled all over the walls. Add to that stolen money and jewellery, lights ripped off walls, furniture damaged beyond repair, and a house left in total chaos. The only sign of tidying up was a dust pan half filled with crisp packets.

Now, Mrs Dunn's trust in her eldest daughter has been catastrophically shaken. Sophie has been arrested and released on police bail as a criminal damage inquiry is under way. Mrs Dunn and her three other children are being put up in a hotel at her insurer's expense. Worse, she fears that she may not be able to return to the house at all. Both parents are united in their condemnation of their daughter and the teenage hoodlums she allowed in to destroy the family home, and want whoever ransacked her house to be prosecuted.



Sophie has insisted that – despite her mother's strict instructions not to have anyone over while she looked after the house – she invited only 40 or so friends. Then, she has told her mother, someone 'hacked into' her MySpace page and suggested the 'Skins' theme with its invitation. From that moment on, Sophie was powerless to stop the bedlam, and, according to her account, hid in a bathroom having a 'panic attack' as the uninvited mob swelled her house to breaking point, and were even climbing through windows in a bid to gatecrash the out-of-control bash.

A solitary police car arrived at 10pm, after neighbours realized Mrs Dunn was not at home and became concerned at the large numbers of young people milling inside and outside the house. The officers asked to see the householder and an unknown teenage girl, whom Sophie insists was impersonating her, claimed there was no problem and everyone there had been invited. The police left after about five minutes.

By 11pm, the party was in full swing and dozens, if not hundreds, of youngsters were drinking in the street. Outraged residents called the police again, and this time seven vehicles, including a dog van, arrived. Astonishingly, at 3am, partygoers were still arriving. Paradoxically, neighbours admitted the noise from the party itself wasn't bad. Said one: 'If it hadn't been for the sheer volume of people in the street, I wouldn't have known there was a party at all.'

By 8am, most revellers had left and about 20 of Sophie's friends stayed to clear up, but stopped when told by a neighbour that Mrs Dunn had heard and was on her way home; Sophie and her friends fled.

At 9am, Sophie's mother opened the front door and collapsed in tears at the state of the house. This week, overseeing a massive clear-up operation by professionals, aided by a skip, she recalled the shock of that moment. 'It was devastating, just devastating,' she said. 'These louts just walk off and get away with it – it's criminal. We'll be out of the house for a month while the specialist cleaners are in, it will need new carpets throughout.'

But after the clean-up crews have done their work and departed can the relationship with her daughter be similarly repaired? Sophie's parents are still not on speaking terms with their daughter, who is staying with friends and could not summon the courage to face them. Instead she told her local newspaper: 'I'm really, really sorry about what's happened. I totally regret it. It was just supposed to be a party with a few friends and it turned into a complete nightmare. I'm sorry, Mum.'

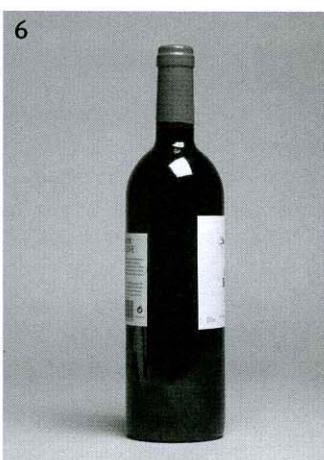
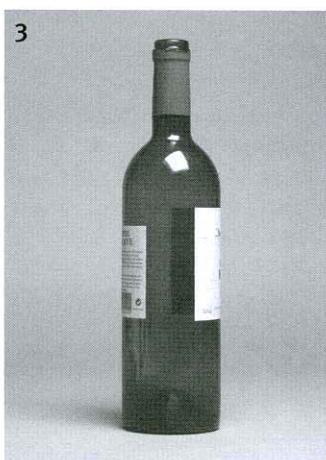


# 8A | It takes all sorts

## NOUN PHRASES

1 Label the pictures 1–6 with the captions from the box.

a bottle of wine    a coffee cup    leopard skin  
a leopard's skin    a cup of coffee    a wine bottle



2 Match the words in column A and B.

- | A                 | B  |
|-------------------|--|
| 1 suede           | <input type="checkbox"/> a rocking chair |
| 2 oak             | <input type="checkbox"/> b knife         |
| 3 stainless steel | <input type="checkbox"/> c boots         |
| 4 cardboard       | <input type="checkbox"/> d coat          |
| 5 fur             | <input type="checkbox"/> e table         |
| 6 mahogany        | <input type="checkbox"/> f box           |
| 7 pine            | <input type="checkbox"/> g slippers      |
| 8 porcelain       | <input type="checkbox"/> h wardrobe      |
| 9 straw           | <input type="checkbox"/> i jug           |
| 10 sheepskin      | <input type="checkbox"/> j basket        |

3 Find:

- 1 three things to wear in cold weather  
\_\_\_\_\_
- 2 three items of furniture  
\_\_\_\_\_
- 3 two things to use in a kitchen  
\_\_\_\_\_
- 4 two containers  
\_\_\_\_\_

4 Complete the sentences 1–7 using noun phrases formed from the words in brackets.

- 1 They sell cheap (*men, shirts*) at the (*stall, clothes*) at the (*open air, market, Wednesday*).
- 2 We had a (*discussion, next week, lessons*) at (*yesterday, meeting, staff*).
- 3 I left my (*key, front door*) on the (*kitchen table*).
- 4 My (*neighbour, next door*) works as a (*presenter, quiz, show*) on (*breakfast, television*).
- 5 I got the (*six o'clock, bus*) and it was a (*one hour, journey*) to the (*airport, city*).
- 6 Although she is a (*woman, great intelligence*) she unfortunately seems to lack a (*sense, humour*).
- 7 I read an interesting (*article, language, learning*) in (*Sunday, edition, the Times*).

## VOCABULARY FROM THE LESSON

5 Complete the text with words from the box.

blurred    bursting at the seams    ill-assorted  
rambling    rickety    skimpy    skinny

This is a picture of me in my first student flat – it's a bit  
(1) \_\_\_\_\_ I'm afraid. I'm the one in the  
(2) \_\_\_\_\_ T-shirt and shorts. I can't believe I was so  
(3) \_\_\_\_\_ in those days. I've put on quite a bit of  
weight since then, as you can see! I was living in a  
(4) \_\_\_\_\_ old house with an (5) \_\_\_\_\_  
bunch of people – students, artists, musicians. The house  
was (6) \_\_\_\_\_ with (7) \_\_\_\_\_ old furniture  
– you could hardly move around!

## 6 DICTATION

6 Write the text that you hear.

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# 8B | Birth order

## CHARACTER TRAITS

1 Match the words 1–8 to the descriptions a–h.

- |              |                 |
|--------------|-----------------|
| 1 obsessive  | 5 single-minded |
| 2 easygoing  | 6 down-to-earth |
| 3 ruthless   | 7 conscientious |
| 4 rebellious | 8 outgoing      |

- a Once Hannah has decided to do something, she puts all her energy into achieving her goal.
- b If you tell Kate to do one thing, she'll do the opposite, just to defy you.
- c Ed has a very practical attitude to life – he's not one of those types who always have their head in the clouds.
- d Amy just can't think or talk about anything apart from clothes.
- e Gareth doesn't care who he hurts or upsets as long as he can get his own way.
- f Dan is always relaxed and never loses his temper, even if you provoke him.
- g You can rely on Nathalie – she puts a lot of hard work and effort into whatever she has to do.
- h Tom's the life and soul of the party – he loves socializing and making new friends.

2 Delete the incorrect alternatives.

My eldest brother Simon is a rather impulsive (1) *nature / type / attitude* – he has a (2) *sense / tendency / streak* to act hastily. And he has quite a competitive (3) *streak / tendency / type* too – he was always trying to beat me at games. Mark is the second child and I think he was always in Simon's shadow – he suffers from a(n) (4) *streak / lack / attitude* of confidence, and has a(n) (5) *tendency / attitude / sense* to act more cautiously. My younger sister Carrie, on the other hand, has a very happy-go-lucky (6) *sense / tendency / attitude* to life and a great (7) *sense / attitude / nature* of fun. And me? I keep the peace between all of them and try to sort out their differences!

## VOCABULARY FROM THE LESSON

3 Complete the text with words from the box.

astrology   attitude   birth order   determine  
gender   genetics   life events   sibling relationships

There are a number of different factors which influence or even (1) \_\_\_\_\_ an individual's personality. Some people argue that 'nature' has the most influence, especially (2) \_\_\_\_\_, i.e. inherited characteristics, as well as (3) \_\_\_\_\_ – that is, whether a person is male or female.

Others argue that differences are mainly due to 'nurture', or cultural and environmental influences. These include the (4) \_\_\_\_\_ and behaviour of parents; (5) \_\_\_\_\_, i.e. a person's position in the family; (6) \_\_\_\_\_, where someone is not an only child; and (7) \_\_\_\_\_ such as illnesses or successes. Finally, there are those who believe that (8) \_\_\_\_\_ has a large role to play, and that personality is greatly affected by the stars.

4 Match the descriptions 1–6 to their opposites a–f.

- |  |   |
|--|---|
| 1 She tends to mimic what the rest of her family do. | <input type="checkbox"/> a She's always very laid back.   |
| 2 She's a non-conformist by nature.                  | <input type="checkbox"/> b She's an unconventional type and likes to do her own thing.            |
| 3 She has a tendency to fuss over details.           | <input type="checkbox"/> c She has a real sense of adventure and likes to take risks.             |
| 4 She's always acting the fool.                      | <input type="checkbox"/> d She's rather stropky, always finding fault and getting into arguments. |
| 5 She never loses her temper.                        | <input type="checkbox"/> e She takes life very seriously.   |
| 6 She has a rather cautious nature.                  | <input type="checkbox"/> f She doesn't like to rock the boat.                                     |

## TRANSLATION

5 Translate the text into your language.

According to a recent survey, friendship is in something of a decline. Twentysomethings have on average between six and fourteen friends and lifelong friendships are becoming a thing of the past. But it is not just the quantity of friends that is changing. Sadly, it seems that even the quality of our friendships is becoming strained. Many people nowadays tend to prioritize work over close relationships, or lose touch with old friends when they move away to a new town. However, it is important to work at and nurture our friendships and make an effort to stay in touch even when people move away. After all, apart from our immediate families, our friends are the most important people in the world.

# 8c | A close bond

## RELATIONSHIPS

1 Put the text in the correct order.

- extended family. I do think it is important to try to build a good
- terms with my immediate
- relations with other countries.
- breakups and families who are not even on speaking terms with each other. And on a local level I think it's important to foster close
- relationships in the past with members of my
- I'm generally on very good
- links with one's neighbours and build a sense of community. Politicians can help to set a good example by maintaining good diplomatic
- rapport with one's friends and family, especially nowadays when there are so many marriage
- family but I have had some stormy

## ATTITUDE ADVERBIALS

2 Choose the best alternative.

- 1 She's just had a blazing row with her father, and *not surprisingly* / *funnily enough* / *miraculously* she's feeling pretty upset.
- 2 We used to be very close but she moved to a different town and *ironically* / *inevitably* / *to my amazement* we drifted apart.
- 3 I don't know why so many young people nowadays see so little of their parents. *Undoubtedly* / *Certainly* / *Surely* we have a responsibility to look after them as they get older?
- 4 It was my birthday yesterday, and *much to my amusement* / *to my great delight* / *somewhat to my disappointment* none of my friends remembered.
- 5 We're best friends now, but *worryingly* / *oddly enough* / *predictably* we didn't get on when we first met.
- 6 A good friendship is *surely* / *wisely* / *undoubtedly* one of life's great blessings.

3 Complete the extract of a letter with words from the box.

clearly foolishly incredibly  
quite rightly sadly understandably

... As for the family, well there have been a few developments. As you know, Ben and Alexa got married three years ago but (1) \_\_\_\_\_ it didn't work out, and they split up at the beginning of the year. Ben spent nearly all his time at work, or playing golf with his friends at weekends and (2) \_\_\_\_\_ Alexa wasn't prepared to put up with it. She (3) \_\_\_\_\_ told him that he would have to make more of a commitment to the marriage if they were to stay together. But (4) \_\_\_\_\_ he wasn't ready for a serious relationship, and left. I (5) \_\_\_\_\_ said to her that there were plenty more fish in the sea but this just made her more upset. (6) \_\_\_\_\_, I think she still hopes he'll come back. Not much chance of that, I'm afraid ...

## VOCABULARY FROM THE LESSON

4 Match the items to their dictionary definitions.

- 1 agonize over something
  - 2 dump someone
  - 3 let go of something
  - 4 take to someone
  - 5 rely on someone
  - 6 turn to someone
- a to begin to like someone
  - b to go to someone for help when you are having difficulty dealing with a situation
  - c to stop holding something
  - d to trust someone to do something for you
  - e to spend a long time worrying and being upset about something
  - f to get rid of someone that you no longer want or need

# 8D | Singles

## DISCOURSE MARKERS

1 Put the discourse markers below into the correct boxes according to their function.

1 Make a general statement	4 Invite or admit honesty
2 Clarify or explain	5 Change the subject
3 Show contrast	6 Limit, modify or correct

- |                    |                       |
|--------------------|-----------------------|
| as a rule          | that is to say        |
| at least           | by the way            |
| incidentally       | even so               |
| generally speaking | to put it another way |
| mind you           | quite honestly        |
| to be frank        | actually              |

2 Choose the best alternative to complete the sentences 1-6.

- It's hardly surprising he can't stay in a relationship. *Incidentally / After all / At least*, he doesn't know how to compromise.
- There's no point criticizing her for staying single. It's her choice, *to put it another way / as a rule / ultimately*.
- I miss my boyfriend now we've split up. *Still / In fact / After all*, there are plenty more fish in the sea.
- He's glad his wife walked out on him. That's what he says, *to be frank / anyway / even so*.
- He doesn't do much around the house. *In fact / Mind you / Still*, he's bone idle.
- Married life certainly has its advantages. *In fact / Ultimately / Mind you*, it's not a bed of roses all the time.

3 Put the sentences in the correct order in each text.

- a
- For one thing, I'm too busy.
  - And anyway I've seen it three times already.
  - On top of that, I've got a bit of a headache.
  - I don't really want to go and see the film.
- b
- To start with, it's too noisy and polluted.
  - We've decided to move out of the city.
  - Besides, we just can't afford to buy a house in the city centre.
  - For another thing, we fancy living in the country for a while.

## ADVERBS WITH TWO FORMS

4 Match the words in columns A and B to form common verb-adverb collocations.

- |               |                                     |
|---------------|-------------------------------------|
| <b>A</b>      | <b>B</b>                            |
| 1 play music  | <input type="checkbox"/> a lightly  |
| 2 sleep       | <input type="checkbox"/> b widely   |
| 3 take things | <input type="checkbox"/> c loudly   |
| 4 travel      | <input type="checkbox"/> d hard     |
| 5 try         | <input type="checkbox"/> e easy     |
| 6 aim         | <input type="checkbox"/> f short    |
| 7 cut things  | <input type="checkbox"/> g light    |
| 8 go to bed   | <input type="checkbox"/> h out loud |
| 9 laugh       | <input type="checkbox"/> i high     |
| 10 travel     | <input type="checkbox"/> j late     |

5 Complete the sentences with words from the box.

easily    hardly    highly    lately    shortly    wide

- If you'll take a seat, I'll be with you \_\_\_\_\_.
- Have you read any good books \_\_\_\_\_?
- She is keen and \_\_\_\_\_ motivated to improve.
- I'm not asleep, I'm \_\_\_\_\_ awake!
- \_\_\_\_\_ anyone works as hard as I do.
- Don't talk to him, he's \_\_\_\_\_ distracted.



'Your details are coming through now ...'

# 8 | Reading

**1** Read the letter and reply from a newspaper advice column, and choose the best answer.

- 1 What is Dave's main problem?  
a) He can't decide whether or not to get married.  
b) He doesn't know whether or not to end his relationship.  
c) He doesn't know how to tell his girlfriend that he wants to end the relationship.
- 2 What is Lesley's main advice?  
a) Dave should make a commitment to the relationship.  
b) Dave should decide what he really wants out of life.  
c) Dave should end the relationship.

**2** Say whether the statements 1–9 are true (T) or false (F), according to the text.

- 1 When Dave met his girlfriend, it was love at first sight. \_\_\_\_\_
- 2 Dave no longer likes his girlfriend. \_\_\_\_\_
- 3 Lesley thinks that Dave is confused about his feelings. \_\_\_\_\_
- 4 Lesley thinks that Dave is avoiding commitment. \_\_\_\_\_
- 5 Lesley suggests that discussing their problems will make them decide to make a commitment. \_\_\_\_\_
- 6 Lesley says he should not behave like people in their twenties. \_\_\_\_\_
- 7 Lesley says that his problems are not just about relationships. \_\_\_\_\_
- 8 Lesley advises him to have a career change. \_\_\_\_\_
- 9 Lesley thinks that taking a break will be good for both Dave and his girlfriend. \_\_\_\_\_

**3** Match the words or phrases 1–7 to the equivalent multi-word verbs in bold in the text.

- 1 hope or expect to do something \_\_\_\_\_
- 2 end a relationship \_\_\_\_\_
- 3 lose an opportunity to do or have something \_\_\_\_\_
- 4 start doing something by chance \_\_\_\_\_
- 5 give up \_\_\_\_\_
- 6 escape from a boring or difficult situation \_\_\_\_\_
- 7 do something that should have been done before \_\_\_\_\_

**4** Choose the best explanation for these words and phrases, as used in the text.

- 1 go with the flow  
(a) do the easiest thing  
(b) follow my heart
- 2 faute de mieux  
(a) because there was no-one better available  
(b) without thinking
- 3 an impasse  
(a) a situation in which no progress is possible  
(b) a crisis
- 4 out on the town  
(a) enjoying yourself in bars, restaurants, etc.  
(b) exploring new places
- 5 just for the hell of it  
(a) to punish yourself  
(b) just for fun
- 6 go for it  
(a) do what you want to do  
(b) move away to a new place
- 7 a wake-up call  
(a) an exciting new experience  
(b) a warning to change your situation

**5** What do you think of Lesley's advice?

- 1 It is sensible.  
2 It is unhelpful.  
3 It is not definite enough.  
4 None of these.

## READ & LISTEN

**6**  **16** Listen to Reading 8 *Lifeclass* on the CD and read the story again.

# LIFECCLASS



Dear Lesley,

I am a 31-year-old man and I have been in a relationship with a woman of 34 for about three and a half years. When we first met I had been single for six years and so I figured I might as well go with the flow. I never really found her very attractive but it was her amazing personality that struck me. She is intelligent, ambitious and adventurous, has a great sense of humour, and is very tolerant. We see each other only twice a week because we are both heavily involved in our careers. Neither of us wants to live together and we do not want to marry or have children.

Now, suddenly, more than three years have passed and I'm still with the same woman. Deep down I'd like to **break out** and have something new in my life. I feel like I've **missed out on** a lot and would love just to go out on dates and **catch up on** all the fun I've never had. Instead, I have a career, property and very healthy finances. I also wonder whether I should just stop thinking too much and appreciate the great partner I have, or whether I owe myself all those experiences that should be part of the growing-up process in every adult's life.

The excitement and the passion in our relationship have gone. Should I tell her all this – and if so, how? Or would it be easier just to **break up** and look for something new? Shall I listen to my head or to my heart?

Dave

Dear Dave,

It is interesting that you wonder whether to listen to your head or your heart, but I'm not clear what you think they are each saying. Is it your heart that's telling you to **chuck in** the relationship for freedom, or is it telling you that you have great affection for this woman and you ought to make it work?

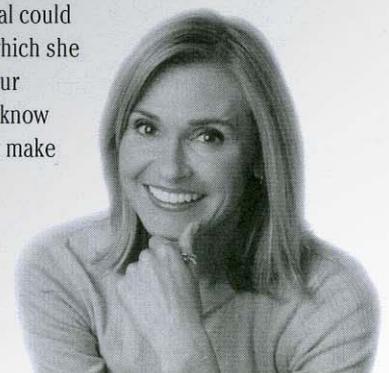
Let's look at the relationship; it sounds as though you **fell into** it, *faute de mieux*, and now you have woken up and realize you're not where you want to be. This woman sounds like a wonderful friend, the perfect person for a man who feels vaguely aware that he is missing out on something but doesn't really want to get involved. And I am bemused by a 'relationship' in which the partners seem to spend no time together and do not envisage a future together. What is it exactly that you are connected to? I am intrigued, too, that you are both so resistant to marriage and children. What are you afraid of?

I think it really is wake-up time for both of you. This relationship either needs to end or it needs to take time out for serious and honest discussion about who you both are and what you really want out of life. Lots of relationships, especially at your age, reach this impasse: commitment or curtains, change or die. I am assuming your relationship won't survive this kind of scrutiny, even if you two high-flyers come down to earth for long enough to engage in it.

Yes, at 31, with a great job and lots of cash, you could be out on the town every night if that's what you want. Why not try it for a while, just for the hell of it, and do a high-speed catch-up of what you missed out on? But I can't help wondering if this will satisfy you for long. This is stuff people do in their teens and twenties, when their capacity for self-knowledge and reflection is minimal. You're in your thirties now and you are **looking to** make more sense of your life. You are obviously intelligent, analytical, disciplined and hard-working. You are not one of those men who judge women only by their looks. You want more, so go for it.

What I am saying is that, at your age, this isn't just an emotional crisis; it is a spiritual one as well. It's about giving your life meaning. There's a great line from Socrates: 'The unexamined life is not worth living.' Have you thought of taking a sabbatical? I know you are a high-flyer and have a great career, but more and more people are taking time out in mid-career to travel, volunteer, and explore themselves and the world. It sounds as though you could afford to do something as radical as that, and with your career experience you have a lot to give. I think your girlfriend, who sounds like more of a friend, would understand that. You doing something radical could also be a wake-up call for her, which she may need. And as for obeying your head or your heart, you'll never know what they are saying if you don't make time to listen to them.

Lesley



# 9A | A place called home

## MODAL VERBS 2

**1** Match the sentences 1–8 using *will* to the grammar explanations a–h.

- 1 Close the door, will you?
- 2 The tournament will be held in Spain next year.
- 3 I doubt whether United will win.
- 4 I've tried telling him, but he won't listen.
- 5 On Sundays I'll often get up late.
- 6 I'll email you when I arrive.
- 7 He will leave all the lights on!
- 8 (Doorbell rings). That'll be Fred.

- a annoying behaviour
- b future fact
- c habitual behaviour
- d intention
- e prediction
- f present assumption
- g refusal
- h request

**2** Delete the incorrect alternatives (more than one may be possible).

- 1 *Will / Shall / Would* I give you a hand with the washing up?
- 2 I *will / shall / would* do it myself, but I don't have time at the moment.
- 3 I didn't bring an umbrella because I really didn't think it *will / shall / would* rain.
- 4 *Will / Shall / Would* you pass the salt, please?
- 5 He *will / shall / would* occasionally go jogging on Sunday mornings.
- 6 Sorry I'm late – the car *won't / shan't / wouldn't* start.

**3** Rewrite the sentences 1–8 using the modal verb in brackets.

- 1 How about getting a DVD out?  
\_\_\_\_\_? (*shall*)
- 2 He refuses to eat his vegetables.  
\_\_\_\_\_. (*won't*)
- 3 I can't stand the way she's always grumbling about everything.  
\_\_\_\_\_. (*will*)

- 4 He often used to drop by and see us.  
\_\_\_\_\_. (*would*)
- 5 I'm not surprised she caused trouble – that's so typical of her.  
\_\_\_\_\_. (*would*)
- 6 Can you suggest a time for us to meet?  
\_\_\_\_\_? (*shall*)
- 7 I suggest you don't mention it to your father.  
\_\_\_\_\_. (*wouldn't*)
- 8 I expect she's gone to bed by now.  
\_\_\_\_\_. (*will*)

## VOCABULARY FROM THE LESSON

**4** Match the words 1–8 to the definitions a–h.

- |              |  |
|--------------|--|
| 1 alleviate  | <input type="checkbox"/> a follow a course that curves a lot     |
| 2 amble      | <input type="checkbox"/> b in many parts of a place              |
| 3 choked     | <input type="checkbox"/> c spend time in a relaxed way           |
| 4 dotted     | <input type="checkbox"/> d make a short visit to                 |
| 5 draw up    | <input type="checkbox"/> e make something less severe or serious |
| 6 drop by    | <input type="checkbox"/> f prepare and write                     |
| 7 while away | <input type="checkbox"/> g walk in a slow relaxed way            |
| 8 wind       | <input type="checkbox"/> h filled so that it is hard to move     |

**5** Complete the text with a correct form of words from exercise 4.

The City Council has (1) \_\_\_\_\_ a plan for a major new leisure park, to try to (2) \_\_\_\_\_ some of the problems caused by stress and the pressures of urban living. It will be located on the outskirts of the town, far away from the noise and pollution of the traffic- (3) \_\_\_\_\_ city centre. A central feature of the plan is a series of (4) \_\_\_\_\_ paths through woodland where joggers can stop and exercise at strategic exercise points (5) \_\_\_\_\_ along the route, or where families can simply (6) \_\_\_\_\_ to (7) \_\_\_\_\_ a quiet Sunday afternoon. As well as a sizeable sports and leisure complex, there will also be a Fitness Advice Centre where people can (8) \_\_\_\_\_ for a quick consultation on finding a fitness routine that suits them.

# 9B | Squatters

## DESCRIBING HOMES

1 Label the pictures.



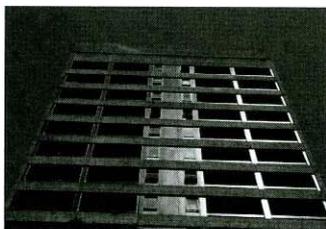
1 A t\_\_\_\_\_ c\_\_\_\_\_

4 A l\_\_\_\_\_ building



2 A p\_\_\_\_\_ house

5 A l\_\_\_\_\_ c\_\_\_\_\_



3 A d\_\_\_\_\_ house

6 A b\_\_\_\_\_ of f\_\_\_\_\_

2 Match the words 1–7 to the definitions a–g.

- 1 cosy
- 2 cramped
- 3 draughty
- 4 gloomy
- 5 overgrown
- 6 rickety
- 7 threadbare

- a covered with plants that have been allowed to grow in an uncontrolled way
- b a structure or piece of furniture that is likely to break if you put any weight on it, often because it is old
- c a place that is uncomfortable because cold air blows into it
- d clothing, carpet, or cloth that is very thin and almost has holes in it because it has been worn or used a lot
- e warm and comfortable, and making you feel relaxed
- f dark in a way that makes you feel sad or a little afraid
- g small and crowded

3 Match the extracts from estate agents' blurbs 1–6 to the interpretations a–f.

1 Ideal for the DIY enthusiast

2 Natural and mature gardens

3 Conveniently located for commuting

4 Features a charming 18th-century well

5 Exciting opportunities for decoration

6 Featuring antique furniture

- a No running water
- b Overlooking the motorway
- c In urgent need of repair
- d Rickety chairs and threadbare carpets
- e Overgrown and run-down
- f Needs several coats of paint

## VOCABULARY FROM THE LESSON

4 Put the lines in the correct order. The first one has been done for you.

- the property up, leaving them in a better condition than before.
- out by the Squatters Advisory Service. Massive rises in property prices, along with the numbers of families queuing
- property values down. However, the reverse is often true and squatters who settle
- on the property ladder, and so many turn to squatting. The common perception is that squatters in the neighbourhood bring
- up for social housing, have made it increasingly difficult for first-time buyers to get
- 1 The number of squatters in the UK has risen dramatically, according to a new survey carried
- down in a property for an extended period of time often do

## 17 DICTATION

5 Write the text that you hear.

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# 9c | A place in the sun

## INVERSION

1 Find and correct ten mistakes in the letter.

Dear Sir,

I am writing to complain about my recent holiday with Sunshine Tours. Every time I travel with your company does something go wrong. Not only we had problems with the flight, which was delayed by four hours, but also was the hotel room extremely noisy. No sooner we arrived than bulldozers started clearing the land right outside my window. Only by keeping the windows shut day and night I could get some sleep, and always had I to sleep with earplugs. Furthermore was the hotel room extremely filthy. Not only had the bathroom not been cleaned adequately, but also had the sheets not been changed on the bed. Only when had I complained three times to the manager was some action taken. I am afraid that never again I will travel with your company.

Yours faithfully,

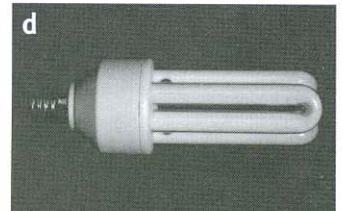
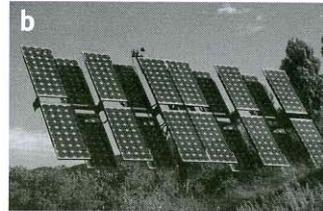
Agnes Blenkinsop.

2 Rewrite the sentences.

- We enjoyed our holiday and also felt we were helping to protect the environment.  
Not only \_\_\_\_\_.
- I have rarely enjoyed such breathtaking views.  
Rarely \_\_\_\_\_.
- We arrived, and immediately lunch was brought up to our room.  
Hardly \_\_\_\_\_.
- They employ only local staff.  
Only \_\_\_\_\_.
- Disturbing the turtle nests is strictly forbidden.  
Under no circumstances \_\_\_\_\_.
- It is only on this island that tourists can enjoy the benefits of ecotourism.  
Only on this island \_\_\_\_\_.

## VOCABULARY FROM THE LESSON

3 Complete the words 1–4 and match them to the pictures a–d.



- r \_\_\_\_\_ i \_\_\_\_\_
- o \_\_\_\_\_ -g \_\_\_\_\_ produce
- e \_\_\_\_\_ -s \_\_\_\_\_ lightbulbs
- s \_\_\_\_\_ heating

4 Rearrange the letters of the words in upper case.

Excessive tourist development is causing (1) SOONIRE on the beaches, wildlife is being (2) SCIPADDLE by large hotel complexes, and sea pollution is affecting the (3) VOOLISHIELD of local fishermen. Ecotourism is a concept that attempts not only to provide an enjoyable holiday, but also (4) IZEMMINI the impact of tourism on the environment. In this way it sets out to (5) ADAGRUFES the environment and (6) LINTIS in holidaymakers a sense of concern for their surroundings.

## TRANSLATION

5 Translate the text into your language.

Freshfield House is a century old thatched cottage situated in a quiet village overlooking the River Errey. Having recently undergone extensive restoration, the property has four bedrooms, two bathrooms, a fully-stocked kitchen, living room, dining room and sun-room/laundry room in approximately 800 square metres. The house can accommodate up to eight guests, with parking for three vehicles. The extensive gardens surrounding the house include an outdoor sitting and dining area with views across the river to the Medbourne Hills. All areas of the house have been recently decorated and are furnished in traditional style. Recent upgrades include a new boiler and radiators in each room, dishwasher, and cable television. Conveniently located in the heart of the picturesque Freshfield Forest, the local shops are within easy walking distance.

# 9D | Experimental travel

## VAGUE LANGUAGE

1 Complete the text with phrases from the box.

and everything    kind of    loads of stuff  
or anything    or somewhere  
stuff like that    that sort of place

**A:** Hey, nice to see you! You're looking well. Would you like a coffee (1) \_\_\_\_\_?

**B:** Thanks. White, no sugar, please.

**A:** So, how was your holiday?

**B:** Great! I did (2) \_\_\_\_\_: travelled around, went sightseeing, lay on the beach, that kind of thing.

**A:** Where did you stay?

**B:** Mostly youth hostels or cheap hotels, (3) \_\_\_\_\_.

**A:** What do they eat over there? Is the food very spicy?

**B:** Not really spicy, but very tasty. Lots of fish, seafood, vegetables, (4) \_\_\_\_\_. What we ate a lot of was 'empanadas,' which is a (5) \_\_\_\_\_ pie with meat or seafood or cheese. Cheap and very filling!

**A:** Sounds really good. I'd like to do something like that.

Take time to see a place, get to know the people, the culture, the way of life, (6) \_\_\_\_\_.

**B:** Come with me next summer! We can go to Asia – Thailand, Laos, Cambodia, (7) \_\_\_\_\_.

**A:** Sounds great! You're on!

## ADJECTIVES FORMED WITH PARTICLES

2 Match the words in columns A and B.

- | A           | B  |
|-------------|--|
| 1 online    | <input type="checkbox"/> a flight        |
| 2 outdoor   | <input type="checkbox"/> b struggle      |
| 3 overnight | <input type="checkbox"/> c banking       |
| 4 uphill    | <input type="checkbox"/> d swimming pool |
| 5 faraway   | <input type="checkbox"/> e activities    |
| 6 indoor    | <input type="checkbox"/> f critic        |
| 7 oncoming  | <input type="checkbox"/> g countries     |
| 8 outspoken | <input type="checkbox"/> h vehicle       |

3 Complete the sentences with a particle.

1 The museum was really fascinating; interactive quizzes, hands-\_\_\_\_\_ exhibits, things like that.

2 I'd much rather stay in an \_\_\_\_\_-of-the-way location than in a built-\_\_\_\_\_ area.

3 We nearly had a head-\_\_\_\_\_ collision as we were coming down the mountain road.

4 The locals mostly buy made-\_\_\_\_\_ -measure suits rather than \_\_\_\_\_-the-peg ones, because they're so cheap over there.

5 With the local shops all closing down, you often need to go to an \_\_\_\_\_-of-town superstore to get what you're looking for.

6 Sometimes we had buffets, but usually the hotel served sit-\_\_\_\_\_ meals.

7 They bought a run-\_\_\_\_\_ cottage and did it up – it's really beautiful now.

4 Complete the texts with items from the box.

comfortably off    cheesed off    fed up with  
hard up    up to date with    worn out

I'm ready for a holiday! I've been working so hard recently, with overtime and working through lunch hours and everything, that I'm really (1) \_\_\_\_\_. The problem is, things move forward so fast in my field of work that you have to put in a lot of effort if you want to keep (2) \_\_\_\_\_ modern developments. But to be honest, I'm getting (3) \_\_\_\_\_ my job; it's not well-paid so I'm a bit (4) \_\_\_\_\_ at the moment. I wish I could afford a decent car, a nice holiday, things like that. I asked my boss for a rise but he refused point blank. That really made me feel (5) \_\_\_\_\_, especially when I look at most of my friends who are earning decent salaries and are pretty (6) \_\_\_\_\_ now. I'm thinking of switching careers and looking for to a better-paid job.

# 9 | Reading

1 Which of these would you expect to find in a slum in Mumbai?

beggars chickens and goats criminal gangs  
hardworking people luxury hotels recycling  
factories squalor thriving businesses tourists

2 Read the text and check your answers to exercise 1.

3 Find evidence to support these statements.

- 1 Conditions in the slums in Mumbai are unhygienic.
- 2 The walking tours help slum-dwellers.
- 3 The slums in Mumbai have a reputation for crime.
- 4 Participants in the walking tours are not always allowed to stop and look around.
- 5 The streets in the slums are narrow.
- 6 The slums are a dark place.

4 Match the definitions to words in bold in the text.

- 1 a strong current of air, wind, heat, etc \_\_\_\_\_
- 2 something that is popular or fashionable for only a short time \_\_\_\_\_
- 3 to spend time in a place waiting or doing nothing \_\_\_\_\_
- 4 to meet and talk to someone who is important or famous \_\_\_\_\_
- 5 to move close together in order to stay warm, feel safe, or talk \_\_\_\_\_
- 6 a large container for holding or storing liquids \_\_\_\_\_

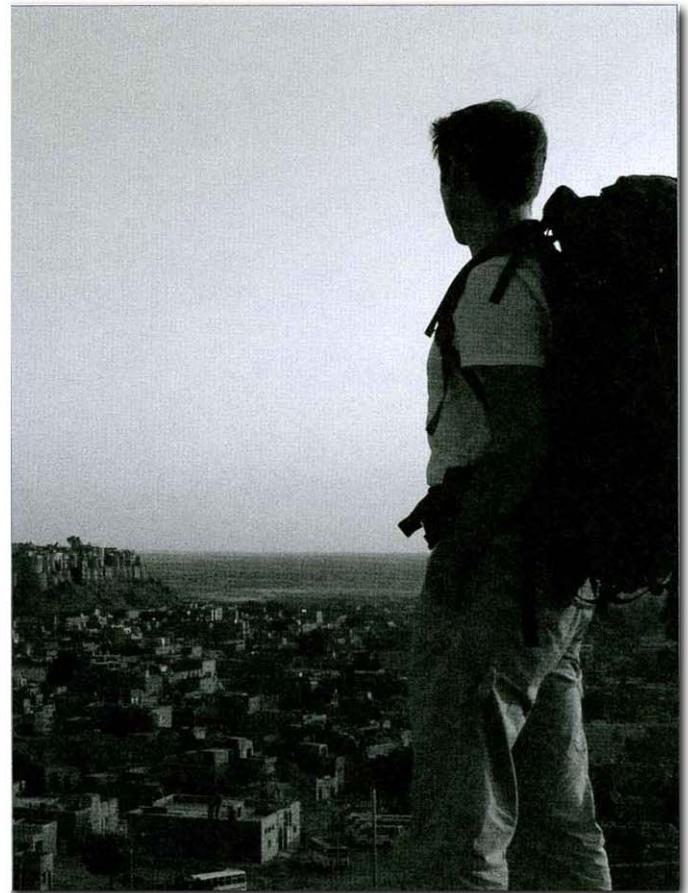
5 Read these reactions to Reality Tours. Tick the ones you agree with.

- 1 I am not in favour of these tours. It is the worst kind of voyeurism – taking tourists to gape at the poor as if they were animals in a zoo, and exploit their misery.
- 2 I think this kind of tour could be a real eye-opener. It seems like a dignified way in which the tourists can get a glimpse of the reality of daily life of the slum-dwellers, with a guide who knows the reality first-hand. It is a good way of dispelling the myths and going beyond the stereotypes and clichés.
- 3 When I go on holiday, I want to see beauty and inspirational sights. I would never go on a depressing tour like this.

- 4 Poverty is a fact of life. But most people in the west have never experienced real poverty. Maybe it would help them realize just how lucky they are.
- 5 Tours like this focus on the negative and just reinforce the stereotype that developing countries are places of poverty and squalor.
- 6 If people in the slums are supportive of these tours, and if the profits go to the slum-dwellers, then I see nothing wrong with these tours.

## READ & LISTEN

- 6  **18** Listen to Reading 9 *Alternative tourist trail: Slumming it in Mumbai* on the CD and read the story again.



# ALTERNATIVE TOURIST TRAIL: SLUMMING IT IN MUMBAI

*It sounds like the latest travel fad for cosseted Westerners. But tours of India's poorest districts are not only putting money in the pockets of slum dwellers, but also highlighting their plight. Justin*

5 *Hugger reports.*

The sign was just around the corner from Leopold's, Mumbai's most famous bar, where the Western backpackers **rub shoulders with** well-off young locals in designer T-shirts. 'Reality Tours and Travel,' it said. 'See the biggest slum in Asia'. It seemed an unlikely offer, guided walking  
10 tours of slums so notorious that the average Mumbai citizen is too terrified to set foot in them. Places of legendary squalor, where armies of rats can suddenly fill the narrow lanes, and if you don't look where you're going, you can easily slip into an open sewer. But that is just what a young Briton, Chris Way, is doing. The 31-year-old got the idea for the  
15 tours on a trip to Rio de Janeiro. 'I went on a favela tour, which I found very interesting, but I felt that it was nothing compared to the activity and energy of the slums of Mumbai'.

But the tours are about more than making money from a tourist attraction. For one thing, 80 per cent of the profits go to a charity that  
20 helps slum-dwellers. 'We want to help change perceptions, both in India and internationally, that the slums in Mumbai are simply places of squalor,' said Mr Way, who makes most of his money from more conventional tours. 'In fact, they're full of hard-working, humble people.' Most startling, he adds that the main slum on his tours, Dharavi,  
25 a place with a reputation for poverty, is actually home to a thriving economy, with an annual turnover of £350m. There are even textile businesses that export cloth to the US.

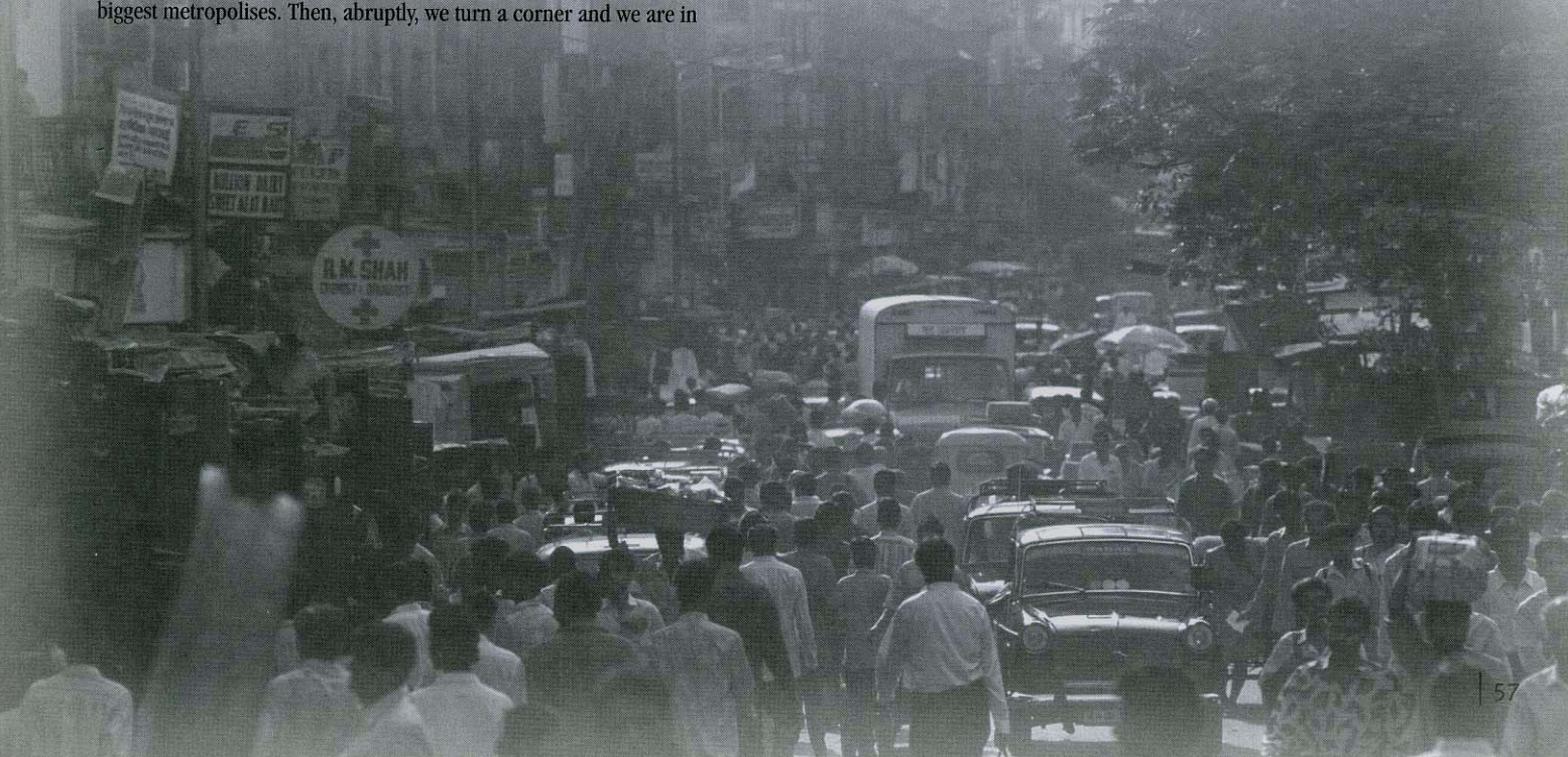
So I decided to join one of Mr Way's tours. First stop was a quick tour through Mahim slum, one of the countless illegal slums that are perched  
30 on every empty spot of land in Mumbai. The houses **huddle** so close together the sound of the street seems distant. Chickens and goats wander freely through the lanes, in the middle of one of the world's biggest metropolises. Then, abruptly, we turn a corner and we are in

the light again, the other Mumbai, the world of cars and permanent  
35 buildings and money, and the slum is just a huddle of huts behind us. And then we move on to Dharavi, the biggest slum in Asia. Spread over 432 acres, it is home to more than a million people.

Immediately we are in another world. Tiny streets wind like tunnels through buildings packed so close together you can hear the sounds of  
40 two televisions competing with each other from houses on either side of the street. **Blasts** of air hit you from either side: hot air from a bakery, cool air from someone's fan. The 'houses' are one room where a family of ten crowds together. In between are tiny shops, no bigger than an  
45 automated photo booth, where the shopkeeper sits under shelves of groceries. This is a city within a city – and in this neighbourhood, it is a city in perpetual night. Because the buildings meet overhead, no light can penetrate, which makes it feel like you are underground.

You cannot help feeling like an intruder in these residential neighbourhoods: there is little privacy in the slums, and every open  
50 doorway lets onto a family's entire home. Mr Way is careful to stress that his tours are not designed to invade the slum-dwellers' privacy. Tourists are asked not to take photographs except in particular areas where the locals have agreed, and not to **hang about** in some places but to walk straight through.

55 But the tour is not about these dark residential tunnels so much as the business quarters of the slum, where Riaz Khan's soap factory is one of the highlights. Mr Khan recycles waste soap from commercial soap factories and sells it as cheap soap for washing clothes. We also visit a biscuit factory, the textiles quarter, and an entire recycling quarter, full of  
60 workshops where labourers are beating the dents out of old oil cans and the streets are lined with huge **vats** of tiny bits of chopped-up computer circuit boards, floating in water before they are recycled. 'This is what we want to show, that the common perception in India, that Dharavi is just a place of criminals, is wrong,' says Krishna Pujari, Mr Way's  
65 Indian business partner. 'This is a place of thriving legitimate business.'



# 10A | Turning out well

## SUCCESS

- 1 Complete the text with prepositions from the box. There are two that are not used.

ahead down in off on over out up



- That's John. He was always very ambitious – a very keen sportsman. Everyone said he'd get \_\_\_\_\_ well in life. Now he's an \_\_\_\_\_-and-coming politician.
- Lucy always did well \_\_\_\_\_ exams, always top of the class. Now she's a university professor of economics.
- Mike – he wasn't an academic high-flier, but he was single-minded and worked hard. In the end his hard work paid \_\_\_\_\_ and he's got his own IT business now.
- That's me – very promising at school, everyone said I had a bright future \_\_\_\_\_. But it didn't turn \_\_\_\_\_ so well for me – I became a struggling musician.

- 2 Match the sentence beginnings 1–6 to the endings a–f.

- Doing a project well gives a great sense of
- Unless you work hard you don't stand a
- He was finally able to fulfil his
- He soon rose to the top and is now a high-
- She is currently director of a thriving
- Very few people become an overnight

- a chance of succeeding.
- b clothes retail company.
- c success – it takes time and determination to achieve your aim.
- d ambition of flying a plane solo.
- e achievement.
- f flier in a multinational finance company.

## VOCABULARY FROM THE LESSON

- 3 Use a compound adjective to say what is being described in the sentences, as in the example.

Two men rowed in the race: *A two-man crew*

- The office block has fifteen storeys.  
\_\_\_\_\_
  - The fence is two metres high.  
\_\_\_\_\_
  - It took two hours to fly there.  
\_\_\_\_\_
  - The boy has just turned ten.  
\_\_\_\_\_
  - The note is worth five euros.  
\_\_\_\_\_
  - It takes 20 minutes to get there.  
\_\_\_\_\_
  - The race takes place over 40km.  
\_\_\_\_\_
- 4 Match the groups of nouns to the verb they collocate with: *raise, rise, arise* or *rise up*.
- the sun, inflation, the temperature \_\_\_\_\_
  - \_\_\_\_\_ your hand, a family, the alarm
  - a question, a problem, an unexpected situation  
\_\_\_\_\_
  - \_\_\_\_\_ money, a question, your voice
  - a cheer, a leader, the people \_\_\_\_\_
  - bread, prices, the divorce rate \_\_\_\_\_

## 🎧 DICTATION

- 5 🎧 19 Write the text that you hear.

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# 10B | What is success?

## FUTURES

1 Circle the correct alternative.

a **A:** What (1) *are you doing / do you do* after the course?  
**B:** (2) *I'm going / I'll go* back to Sweden for the summer then I (3) *might / will* take a holiday. After that (4) *I do / I'm doing* a doctorate in the States. My course (5) *starts / is starting* in October, so I hope (6) *I'll have had / I'll have* time to do enough reading by the time the course (7) *starts / will start*. And you?

**A:** I aim (8) *to finish / finishing* my project before July. Then I think (9) *I'm taking / I'll take* a holiday too.

b **A:** (10) *Are you doing / Do you do* anything tonight?

**B:** No – why?

**A:** Do you fancy (11) *going / to go* out for a meal around 7.00ish?

**B:** I'd love to but 7.00 is a bit early – I'll still (12) *do / be doing* my English homework. But I (13) *should finish / should have finished* by 8.00, so we could meet then if you like.

c The CD is (14) *due / on the point* to be released next month. We've had good pre-release reviews, so we're hopeful (15) *of having / to have* good sales. It's (16) *unlikely / bound* to be an overnight success, though, as it takes a lot of time to get known. But with any luck, in a few months from now the song could well (17) *ride / be riding* high in the charts.

2 Underline the event that is more probable.

1 a She might win a medal.

b She may well win a medal.

2 a I'm thinking of taking up yoga.

b I'm going to take up yoga.

3 a You'll get the job.

b You should get the job.

4 a I'm watching a film tonight.

b I'm planning to watch a film tonight.

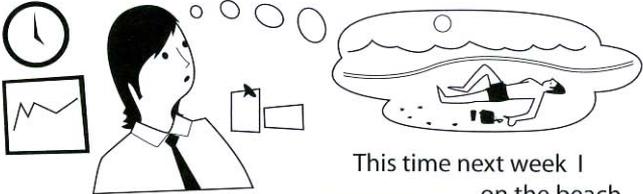
5 a There's bound to be a test.

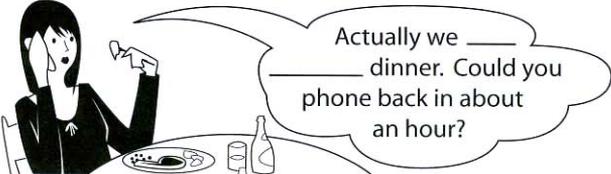
b There's likely to be a test.

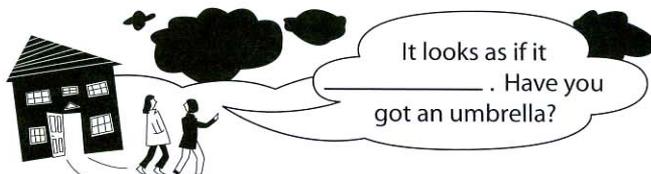
6 a I anticipate pulling off the deal.

b I hope to pull off the deal.

3 Complete the sentences, using an appropriate future form.

1  This time next week I \_\_\_\_\_ on the beach.

2  Actually we \_\_\_\_\_ dinner. Could you phone back in about an hour?

3  It looks as if it \_\_\_\_\_ . Have you got an umbrella?

## THREE-PART PHRASAL VERBS

4 Rewrite the sentences using three-part phrasal verbs using the verb in brackets.

1 Let me take you out to compensate for missing your birthday.

\_\_\_\_\_ . (make)

2 You'll get punished for cheating if they find out.

\_\_\_\_\_ . (not get)

3 I don't know how you tolerate being spoken to like that.

\_\_\_\_\_ . (put)

4 The government is going to take strict measures to deal with anti-social behaviour.

\_\_\_\_\_ . (crack)

5 You'll just have to accept the fact that achieving success will be an uphill struggle.

\_\_\_\_\_ . (face)

6 Are you planning to enter the competition?

\_\_\_\_\_ . (go)

7 My grandfather was my role model.

\_\_\_\_\_ . (look)

8 What do you think is the reason for your success?

\_\_\_\_\_ . (put)

# 10c | Going wrong?

## TELEVISION

- 1 Match the extracts from TV listings 1–6 to words and phrases from the box.

a current affairs programme    a documentary  
live sports coverage    recorded highlights  
a sitcom    a soap

1 16.00 **Football** Semi-final of the European Cup, with commentary from Patrick Vince and Alan Holmes.

2 18.00 **Home is Best** It's wedding bells for Zoë and Luke, but Laura is shocked to discover that Justin is a married man with children.

3 18.30 **Are you being served?** Episode 3 of the hilarious new series starring Jack Rooney and Hazel Fox.

4 19.00 **Private Life of a Masterpiece:** Boticelli's La Primavera under the microscope. With art historian Fran Blane.

5 19.30 **In Focus** In-depth analysis of issues behind today's news.

6 20.30 **Sportsnight** The best of this afternoon's European Cup semi-final.

- 2 Rearrange the letters of the words to match the definitions 1–6.

- 1 Someone who spends most of their time on a sofa watching TV.  
HOCCU TAPOOT \_\_\_\_\_
- 2 To keep switching to different programmes using the remote control.  
HECLANN POH \_\_\_\_\_
- 3 Three ways to be connected to television broadcasts.  
BLACE TV \_\_\_\_\_  
LILETASTE TV \_\_\_\_\_  
STRATERILER TV \_\_\_\_\_

- 4 The British term for anchor.  
SEENREWARD \_\_\_\_\_
- 5 Programmes broadcast before 6pm.  
ATIDYME TV \_\_\_\_\_
- 6 Programmes broadcast at peak viewing times.  
RIPME MITE TV \_\_\_\_\_

## VOCABULARY FROM THE LESSON

- 3 Choose the correct word to complete the sentences.

- 1 When they interviewed the wrong man, I broke into a(n) \_\_\_\_\_ of giggles.  
burst    attack    fit    flood
- 2 Millions of people have viewed the TV \_\_\_\_\_ on the internet.  
cutting    shot    snip    clip
- 3 When he gave the wrong answer, the interviewer began to smell a \_\_\_\_\_.  
fish    rat    mouse    camel
- 4 The interviewer mistook him \_\_\_\_\_ an IT consultant.  
for    by    of    from
- 5 He was a victim of \_\_\_\_\_ identity.  
incorrect    wrongful    wrong    mistaken
- 6 The interview was soon \_\_\_\_\_ to a close.  
taken    brought    sent    put

## TRANSLATION

- 4 Translate the proverbs into your language.

Nothing succeeds like success.  
Early to bed, early to rise, makes a man healthy, wealthy and wise.  
It's no use crying over spilt milk.  
If a job's worth doing, it's worth doing well.  
Make hay while the sun shines.  
No pain, no gain.  
All work and no play makes Jack a dull boy.  
Practice makes perfect.  
Look before you leap.  
If at first you don't succeed, try, try, try again.

# 10D | A stabbing incident

## MODAL VERBS 3

1 Choose the correct alternative.

... The highlight of the trip was an afternoon spent white-water rafting down a local river. Luckily we (1) *didn't need to bring / needn't have brought* our own equipment because everything was provided: helmets, paddles and life jackets. We (2) *should have brought / must have brought* waterproof clothing though, because we got absolutely soaked as we went down the river. We (3) *had to do / should have done* an hour's training beforehand, which turned out to be essential when we were on the river. Obviously, anyone who couldn't swim (4) *wasn't allowed to go / didn't have to go* on the trip. I must admit I was a bit apprehensive beforehand, but I (5) *needn't have worried / didn't have to worry* because it was an absolutely wonderful and unforgettable experience – you (6) *should try / need to try* it sometime!



2 Find two correct sentences and correct the incorrect ones.

- 1 Need we to pay in advance?
- 2 It's 2.00 now and it takes two hours to get there, so if you leave now you must be there by 4.00.
- 3 You don't have to smoke in here – it's a no-smoking area.
- 4 I told her she must pay more attention.
- 5 You mustn't have been so rude to him.
- 6 You must see that film – it's fantastic!
- 7 You needn't to bring food – I have some.

## NOT TURNING OUT WELL

3 Match the sentences 1–6 to the expressions a–f.

- 1 It was impossible to make further headway with our investigations.
- 2 The CD sold only a few copies.
- 3 The company lost so much money that it had to stop trading.
- 4 There was no way anyone was ever going to be able to remedy the situation.
- 5 Our efforts to stop the tent blowing down were in vain.
- 6 The conference was badly organized and chaotic.

- a It was a flop.
- b It didn't do any good.
- c It was a total shambles.
- d It went bankrupt.
- e We drew a blank.
- f It was a lost cause.

4 Complete the sentences 1–6 with a suitable verb.

- 1 Unless you train harder, you won't \_\_\_\_\_ it to the final.
- 2 If my plans to become a lawyer \_\_\_\_\_ through, I'll retrain as a plumber.
- 3 You'd better proceed tactfully or the negotiations will \_\_\_\_\_ to grief.
- 4 It will be a shame if all your hard work and effort \_\_\_\_\_ to nothing.
- 5 You really ought to concentrate harder, or you'll \_\_\_\_\_ a mess of the painting.
- 6 I doubt whether their relationship will \_\_\_\_\_ out – they're just too different.

# 10 | Reading

1 Read A and answer the questions.

- 1 What are the four unique achievements of Lewis Gordon Pugh?
- 2 What are the two main sources of motivation for his swimming achievements?
- 3 What evidence has he seen of climate change?
- 4 What is he doing as a result of this?

2 Choose the best definition for the words and phrases from the text.

- 1 the holy grail
  - a) a difficult but important quest
  - b) an impossible task
- 2 he put his career on ice
  - a) he abandoned his career
  - b) he temporarily suspended his career
- 3 he took his first major dip
  - a) he achieved his first success
  - b) he made his first long-distance swim
- 4 a pioneer
  - a) someone who achieves something before anyone else
  - b) someone who is exceptionally brave
- 5 pushing boundaries
  - a) experimenting with new techniques
  - b) testing the limits of what can be achieved
- 6 lobbying
  - a) supporting campaigns
  - b) persuading people to take action

3 Which of these animals would you expect to encounter in polar regions?

crocodiles   hippopotami   hyenas   jellyfish  
leopards   penguins   polar bears   seals  
sharks   walruses

4 Circle the answer you think is correct. Then read B and check your answers.

- 1 Which is the most dangerous animal to swim with?
  - a) polar bears
  - b) sharks
  - c) it depends on the circumstances
- 2 How is it possible to swim in freezing water?
  - a) Wear plenty of protective clothing.
  - b) Raise your body temperature before entering the water.
  - c) Enter the water gradually to get used to it.

5 Read C and choose the best title a–f for each section 1–5. There is one title you will not need.

- a Take a shower
- b Do the maths
- c Use your imagination
- d Control your breathing
- e Don't test the waters
- f Feel the burn

6 Read B and C. Complete the summary of Lewis's cold water swimming techniques with a verb or a phrase.

In the period before a swim in icy waters, Lewis (1) \_\_\_\_\_ to build up a layer of insulation. Just before plunging into the water, he (2) \_\_\_\_\_, a process known as 'anticipatory thermogenesis', which has been noted in no other human being. He also (3) \_\_\_\_\_ his mind, and tries to (4) \_\_\_\_\_ every detail of the swim ahead. He does not (5) \_\_\_\_\_ before plunging in, as this may discourage him from continuing. On first entering the water, hyperventilation makes it difficult to (6) \_\_\_\_\_. As soon as he feels the first effects of (7) \_\_\_\_\_, he gets out of the water and immediately (8) \_\_\_\_\_.

7 Read the tributes to Lewis Gordon Pugh from world leaders.

**'Lewis has displayed remarkable determination, professionalism and single-mindedness in pursuit of his goals. He should be very proud of his successes.'**  
Tony Blair – Former Prime Minister of the UK

**'I warmly salute you for your extraordinary swimming feats. You have swum against the tide and negotiated troubled waters. The international community must do the same.'**  
Donald McKinnon – Secretary General of the Commonwealth

**'By focusing attention on real changes taking place to the environment, Lewis is helping open people's eyes to the need to take action now. I applaud him for his work.'**

Maumoon Abdul Gayoom – President of the Maldives

For what do you think he deserves most admiration?

- 1 his sporting achievements
- 2 his strength of character
- 3 his environmental awareness-raising
- 4 none of these

## READ & LISTEN

8  20 Listen to Reading 10 *Lewis Gordon Pugh* on the CD and read the story again.

# LEWIS GORDON PUGH

A

In 2006 Lewis Gordon Pugh became the first swimmer in history to complete a long distance swim in all five oceans of the world, a feat which many had considered to be the 'holy grail' of swimming. The Welsh solicitor, who put his career on ice to follow his swimming dreams, took his first major dip at the age of 22 when he swam the English Channel, and in a career spanning 29 years has swum around more famous landmarks than any other swimmer in history. But he is probably best known for becoming the first person to complete a long distance swim in both the Arctic and Antarctic. He currently holds the record for the most northerly swim – a 1km sprint at 80°N off the Norwegian island of Spitsbergen – and plunged into the icy waters off the Antarctic Peninsula to smash the world record for the most southerly long distance swim ever undertaken.

'I always wanted to be a pioneer swimmer – to swim in places where nobody had swum before and I am passionate about swimming and I enjoy pushing boundaries. But there's a lot more to it than that. Through my swims I have had a unique perspective on climate change. I have witnessed retreating glaciers, decreasing sea ice, coral bleaching, severe droughts, and the migration of animals to colder climates. It's as a result of these experiences that I am determined to do my bit to raise awareness about the fragility of our environment and to encourage everyone to take action. Climate change is the greatest threat to life as we know it and it's been caused by man. I now spend much of my time public speaking, lobbying world leaders to protect the environment, and of course swimming.'

## B Frequently asked questions

### Which is the most dangerous animal to swim with?

I suppose that depends on which is the hungriest! On my expeditions I have encountered crocodiles, hippopotami, sharks, polar bears, leopard seals and jelly fish. I don't enjoy swimming near any of them. And if you think a polar bear is slow in the water, think again. It can swim twice the speed of humans and dive to significant depths.

### How is it possible to swim in freezing water?

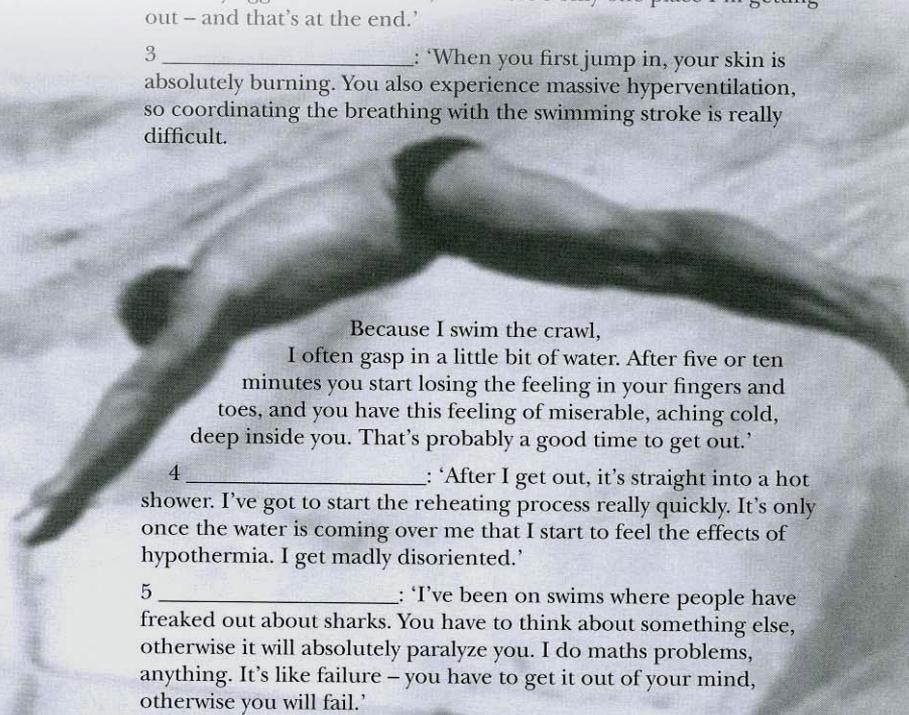
I swim according to the rules of the Channel Swimming Association. They only permit a swimming costume, a cap and a pair of goggles. No wetsuits are allowed – even if I swim in Antarctica! I am acclimatized to the cold, having spent many years in cold places. As soon as I enter cold water my body shunts all my warm blood to my core to protect my vital organs. It then generates incredible heat. However, before I even enter the water, I am able to elevate my core body temperature by as much as 1.4°C. This phenomenon, now known as 'anticipatory thermogenesis', has to our knowledge not been noted in any other human being. I also put on a tremendous amount of weight before swimming in a polar region. It makes sense – I have never seen a thin animal in a polar region! Walruses, seals and polar bears all have a good layer of insulation. Finally, when I get into the water, I get in with a purpose. My mind is completely focused.

## C Tips for ocean swimmers

1 \_\_\_\_\_: 'When I'm preparing for a swim, I imagine absolutely everything about it: the colour of the water, how cold it is, the taste of salt in my mouth. For the Antarctic swim, I visualized each and every stroke, right down to every iceberg I would swim past.'

2 \_\_\_\_\_: 'You put your toe in and you think, eh, maybe, maybe not. Well, if I do that, I can't get in the water. It's like going into battle. I have to get myself really revved up, seriously aggressive. I dive in, and there's only one place I'm getting out – and that's at the end.'

3 \_\_\_\_\_: 'When you first jump in, your skin is absolutely burning. You also experience massive hyperventilation, so coordinating the breathing with the swimming stroke is really difficult.'



Because I swim the crawl, I often gasp in a little bit of water. After five or ten minutes you start losing the feeling in your fingers and toes, and you have this feeling of miserable, aching cold, deep inside you. That's probably a good time to get out.'

4 \_\_\_\_\_: 'After I get out, it's straight into a hot shower. I've got to start the reheating process really quickly. It's only once the water is coming over me that I start to feel the effects of hypothermia. I get madly disoriented.'

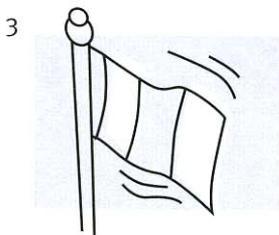
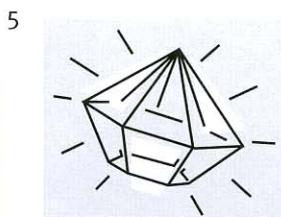
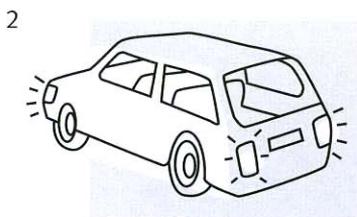
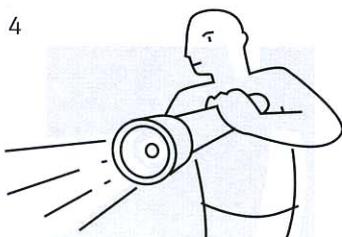
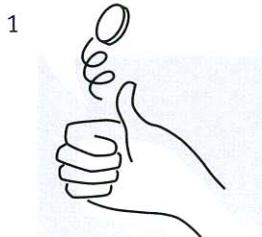
5 \_\_\_\_\_: 'I've been on swims where people have freaked out about sharks. You have to think about something else, otherwise it will absolutely paralyze you. I do maths problems, anything. It's like failure – you have to get it out of your mind, otherwise you will fail.'

# 11A | A sight for sore eyes

## VOCABULARY FROM THE LESSON

1 Match the verbs to the pictures 1–6.

shine   sparkle   toss   flash   float   flutter



2 Write sentences to describe the pictures.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## DESCRIPTIVE VERBS

3 Match the sentence beginnings 1–6 to the endings a–f.

- 1 If you're bored in class
- 2 If you're house-hunting
- 3 If you have time to spend in a bookshop
- 4 If you're in a hurry
- 5 If you're amused
- 6 If you're fascinated

- a ... you glance at something.
- b ... you browse.
- c ... you view properties.
- d ... your eyes twinkle.
- e ... your mind wanders.
- f ... you gaze.

4 Complete the verses with a suitable form of the verbs in the box (three are not needed).

flutter   glance   stare   toss   twinkle   wander

- 1 \_\_\_\_\_, \_\_\_\_\_ little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky
- 2 I love to go \_\_\_\_\_  
Along the mountain track  
And as I go I laugh and sing  
My knapsack on my back
- 3 Mix a pancake,  
Beat a pancake,  
Put it in a pan.  
Cook a pancake,  
\_\_\_\_\_ a pancake,  
Catch it if you can.

## TRANSLATION

5 Translate the text into your language.

### *Ring out, wild bells* by Alfred, Lord Tennyson

*Ring out, wild bells, to the wild sky,  
The flying cloud, the frosty light;  
The year is dying in the night;  
Ring out, wild bells, and let him die.*

*Ring out the old, ring in the new,  
Ring, happy bells, across the snow:  
The year is going, let him go;  
Ring out the false, ring in the true.*

# 11B | Affordable art

## DETERMINERS, PRONOUNS & QUANTIFIERS

**1** Find two correct sentences and correct the incorrect ones.

- 1 Shall we go to other place?
- 2 I have all intention of going to the show.
- 3 My both sisters are lawyers.
- 4 Neither of them is good at art.
- 5 I'm staying here for other six weeks.
- 6 For all my efforts, I failed the exam.

**2** Rearrange the words in the sentences 1–6.

- 1 you to money what all are do this going with  
\_\_\_\_\_?
- 2 for worked time I here quite have some  
\_\_\_\_\_.
- 3 yet any these met people of she has  
\_\_\_\_\_?
- 4 a quite I few home books got more at have  
\_\_\_\_\_.
- 5 as other well of writes neither as my this pens  
\_\_\_\_\_.
- 6 little cake have this of please I a more could  
\_\_\_\_\_?

**3** Circle the expression that refers to a larger quantity.

- 1 plenty of / enough
- 2 few / a few
- 3 little / very little
- 4 a few / quite a few
- 5 several / some
- 6 no / very few

**4** Complete the sentences with words or phrases from exercise 3 so that they are true for you.

- 1 I know \_\_\_\_\_ about modern art.
- 2 There are \_\_\_\_\_ famous paintings in my local gallery.
- 3 \_\_\_\_\_ artists are famous in their lifetime.
- 4 \_\_\_\_\_ people can afford original art.
- 5 I have \_\_\_\_\_ posters up in my room.
- 6 I have \_\_\_\_\_ money.

## PREPOSITIONAL PHRASES

**5** Put the nouns in the correct box to form prepositional phrases.

chance danger display fault fire  
leave leisure mistake nature person  
retrospect risk stake strike tears

IN	AT
ON	BY

**6** Complete the sentences with one of the phrases from exercise 5. More than one may be possible.

- 1 Sorry, I didn't mean to delete that file – I did it \_\_\_\_\_.
- 2 I came across this article \_\_\_\_\_ as I was browsing the internet.
- 3 \_\_\_\_\_, we should have taken more safety precautions. It was foolish to put people's lives \_\_\_\_\_.
- 4 If the manufacturer is found to be \_\_\_\_\_, you have the right to compensation.
- 5 The paintings are \_\_\_\_\_ in the main gallery from next week.

**7** Insert nouns to complete the prepositional phrases.

- 1 I'm surprised he reacted like that – it was completely out of \_\_\_\_\_.
- 2 People who are out of \_\_\_\_\_ are entitled to receive unemployment benefits.
- 3 I'm afraid I'll be \_\_\_\_\_ work on Friday, but I'll be back at the office next week.
- 4 I'm so unfit – even running 100 metres leaves me out of \_\_\_\_\_.
- 5 You can play anywhere you like except for the library, which I'm afraid is off \_\_\_\_\_.
- 6 Don't get your facts from articles that are out of \_\_\_\_\_.

# 11c | The sound of silence

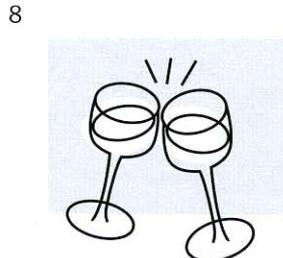
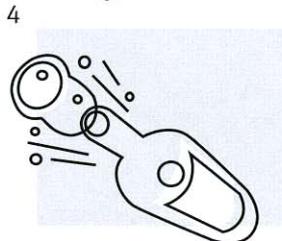
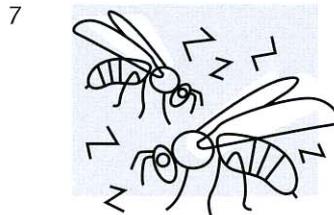
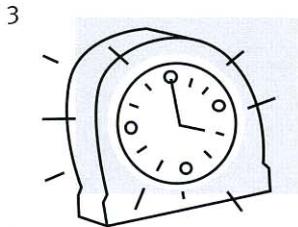
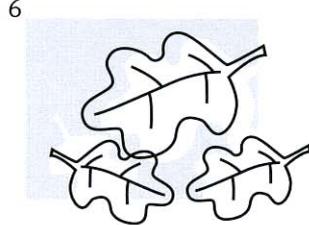
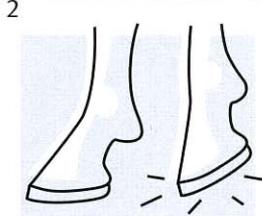
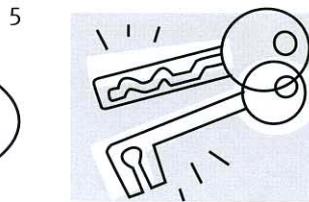
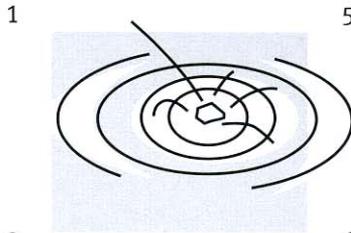
## SOUNDS

1 Underline the noun a–h that does not correspond to the verb 1–8.

- |           |                              |
|-----------|------------------------------|
| 1 beep    | a horns, alarm clock, drum   |
| 2 click   | b footsteps, camera, fingers |
| 3 creak   | c floorboard, coins, door    |
| 4 howl    | d wind, wolf, plane          |
| 5 hum     | e fridge, keys, conversation |
| 6 rumble  | f wind, thunder, stomach     |
| 7 screech | g brakes, balloon, tyres     |
| 8 sizzle  | h sausages, fly, bacon       |

2 Choose the best word to describe the sound for each picture.

buzz chime clatter clink  
jingle plop pop rustle



## VOCABULARY FROM THE LESSON

3 Match the adjectives 1–6 to the definitions a–f.

- 1 anonymous
- 2 dim
- 3 disconcerting
- 4 incongruous
- 5 jagged
- 6 unassuming

- a a strange because of being very different to other things which happen or exist in the same situation
- b a surface or edge that has a lot of rough pointed parts that make it look broken or torn
- c making you feel worried, confused, or surprised
- d not bright
- e something that has no interesting or unusual features
- f behaving in a quiet and pleasant way, without trying to appear better or more important than other people

4 Complete the text with adjectives from exercise 3.

I entered the room and looked around. In the (1) \_\_\_\_\_ light I could just make out a table and two chairs, and an unmade bed in the corner. With no pictures on the wall, and no trinkets, the room looked rather (2) \_\_\_\_\_, and I wondered who could be living there. Someone rather humble and (3) \_\_\_\_\_, I imagined. Just then I noticed a teddy bear on the bed, looking strangely (4) \_\_\_\_\_ in the adult environment. Even more (5) \_\_\_\_\_ was the (6) \_\_\_\_\_ glass from a broken window where someone had clearly tried to break into the room.

## ● DICTATION

5 ● 21 Write the text that you hear.

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# 11D | The New Music Award

## PAST SITUATIONS

### 1 Circle the best response.

- 'You really should take a break from work.'
  - I wish I would!
  - If only I can!
  - If only I could!
- 'Do you mind if I smoke?'
  - I'd rather not.
  - I'd rather you didn't.
  - I'd rather you don't.
- 'Do you work part-time?'
  - I wish I did!
  - I wish I would!
  - If only I would!
- 'We're playing in the final tomorrow!'
  - I wish you would win!
  - I hope you win!
  - I wish you could win!
- 'Stop it and come here at once!'
  - I wish you wouldn't shout at me!
  - I wish you didn't shout at me!
  - I wish you don't shout at me!
- 'The photocopier's out of order again.'
  - It's high time to get a new one.
  - It's about time they get a new one.
  - It's high time they got a new one.

### 2 Delete the incorrect alternative.



It's time we did the dishes / It's time to do the dishes



It's time we did the dishes / It's time to do the dishes

### 3 Rewrite the sentences.

- Life would be a lot simpler if we didn't have to commute to work.  
Imagine \_\_\_\_\_.
- Thanks to you, I've got a good job.  
If it \_\_\_\_\_.
- I don't have a well-paid job because I didn't go to university.  
If \_\_\_\_\_.
- Going out would be more fun than staying in.  
I'd sooner \_\_\_\_\_.
- If he asked me out, I'd say no.  
If he were \_\_\_\_\_.  
Were \_\_\_\_\_.

## DISLOCATION

### 4 Rearrange the words to form sentences with a noun phrase tag at the end.

- won that supposing award you it  
\_\_\_\_\_?
- piece chance it good winning stands a of your  
\_\_\_\_\_.
- think fascinating I your sounds it idea  
\_\_\_\_\_.
- the worked project have pupils hard they on the  
\_\_\_\_\_.
- silence a what idea strange recording  
\_\_\_\_\_!
- forks jingly and they nice knives make sounds  
\_\_\_\_\_.

### 5 Complete the questions 1–6 using a phrase from the box.

A title	That music competition
That new piece	The competition entry
The concert	The prize money

- \_\_\_\_\_, are you planning to go in for it?
- \_\_\_\_\_, have you submitted it yet?
- \_\_\_\_\_, when are you going to perform it?
- \_\_\_\_\_, have you decided on one?
- \_\_\_\_\_, when will it be put on?
- \_\_\_\_\_, how shall we spend it?

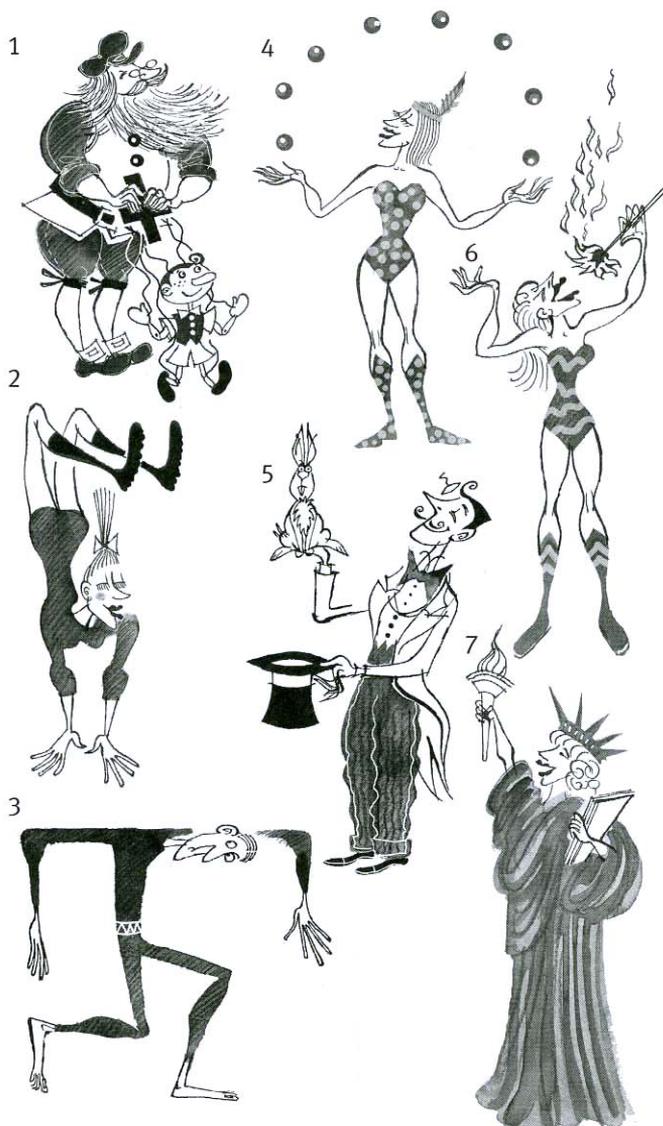
# 11 | Reading

1 Read the definition of busker and match the words to the pictures depicting other forms of street entertainment.

**busker** /'bʌskə(r)/ noun [C]

someone who performs music in the streets and other public places for money

acrobat fire-eater juggler living statue  
magician mime artist puppeteer



2 Which statement is true of you?

- 1 I rarely or never give money to buskers.
- 2 I often give money to buskers.
- 3 I sometimes give money to buskers, depending on the quality of their performance.

3 Read the text about busking. Where do you think it is taken from?

- 1 an online encyclopaedia
- 2 a website for buskers
- 3 a magazine article

4 Choose the best titles for comments 1–8 in the text.

- a Keep an eye on your earnings.
- b Look presentable.
- c Entertainment is the name of the game.
- d The key to success is playing the right tunes.
- e Make sure you're not breaking the law.
- f Use your business sense.
- g Only do it if you enjoy it.
- h Choose where you perform carefully.

5 Find evidence from the text to support these statements.

- 1 Street performing is becoming more popular internationally.
- 2 There are many different forms of street entertainment other than busking.
- 3 Earning money is not the only motivation for busking.
- 4 Some people may cause problems if you busk in their favourite spot.
- 5 Audiences are not always appreciative of buskers' performances.
- 6 You can earn more money by playing people's favourite tunes.
- 7 Novelty is more important than musical ability.
- 8 You shouldn't rely on busking to make a living.

6 Find words or phrases which mean:

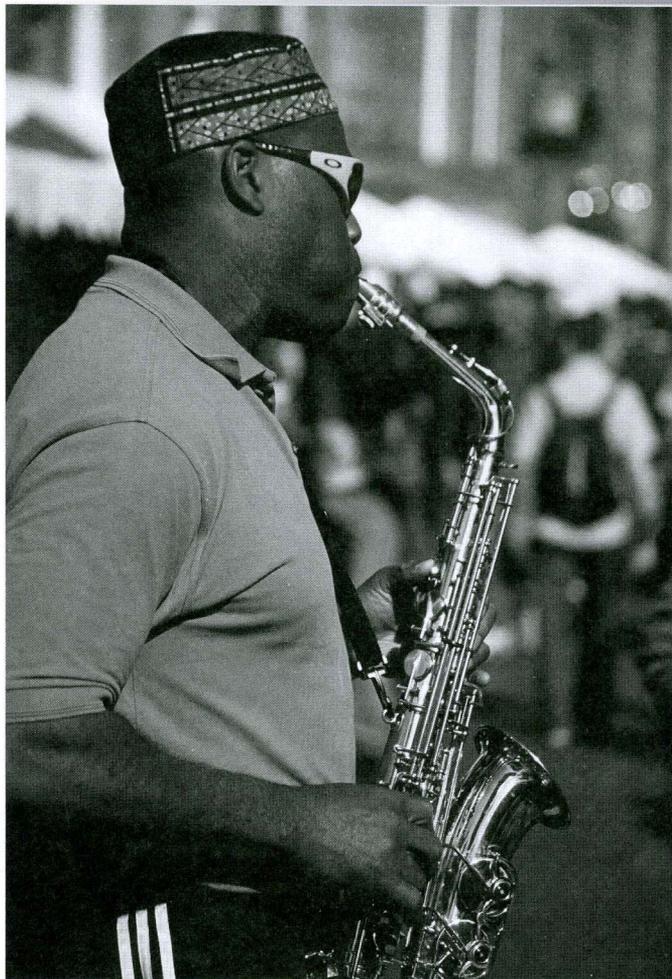
- 1 making just enough money to survive \_\_\_\_\_
- 2 fame \_\_\_\_\_
- 3 to steal \_\_\_\_\_
- 4 usual or expected in a particular situation  
\_\_\_\_\_
- 5 excitement \_\_\_\_\_
- 6 all the songs a performer knows and can perform  
\_\_\_\_\_
- 7 to increase the money people give \_\_\_\_\_
- 8 the praise or respect you gain through your achievements  
\_\_\_\_\_

## READ & LISTEN

7 **22** Listen to Reading 11 *That's entertainment!* on the CD and read the story again.

# THAT'S ENTERTAINMENT!

From jugglers to street theatre, puppeteers to human statues, the art of street entertainment is enjoying something of a resurgence in many parts of the world. Perhaps the most familiar street performer is the busker – the lone Lennon-lookalike strumming old Beatles tunes on a guitar on a street corner, the astoundingly talented string quartet entertaining passers-by in a busy shopping mall, or the down-and-out blowing plaintively into a harmonica in the underground – but street entertainers come in many shapes and sizes. Magicians, clowns, acrobats, fire-eaters, unicyclists, mime artists, one-man bands, and even snake charmers and sword swallows all compete for the attention of the passing hordes in the hope that they will toss a coin into their upturned cases and reward their performances.



What is the attraction of busking? For some it's a way of eking out a living, for others it's a means of supplementing meagre earnings, or supporting themselves while they are studying or travelling round the world. But for many people busking has become a way of life they would not wish to change. The word 'busk' comes from the Spanish verb 'buscar' meaning 'to seek', so buskers seek not only monetary appreciation but also appreciation of their performances. Busking can be a way of sharing your talents with the world, and for a lucky few it can even be a ticket to stardom. Bob Dylan, River Phoenix and James Dean Bradfield of the Manic Street Preachers, just to mention a few, all started out as buskers before their musical abilities were discovered.

So what should you do if you want to make it as a street performer? We went out onto the streets of the capital and asked buskers for their top tips.

1 \_\_\_\_\_.

A good pitch is the secret of success. But competition can be fierce, and some performers can hassle you if you try to muscle in on their pitch. The best place is outside restaurants where you have a captive audience, but other good spots include open-air markets and busy shopping streets. But avoid obstructing people so that they have to go out of their way to avoid you. That annoys people and is counter-productive in terms of earning money. **Aidan, Australia**

2 \_\_\_\_\_.

People are less inclined to part with their hard-earned cash if you look as if you've been sleeping rough for the last month. **Javier, Spain**

3 \_\_\_\_\_.

In some places you need a permit to busk, and if you're caught without one you may be moved on, or even end up in jail in some countries. **Ken, Japan**

4 \_\_\_\_\_.

You'll need to look out for people who try to nick coins instead of putting them in. But having said that, people can be incredibly generous too. Yes, some people will chuck in the odd foreign coin, but you get schoolchildren handing you their pocket money, and I've even had homeless people tossing in a quid when they go by. It's really heart-warming. **Helle, Denmark**

5 \_\_\_\_\_.

Some days you might get a lukewarm response, other days you'll get completely ignored, insulted, laughed at or even sworn at. That's just par for the course, and you shouldn't let it get you down. But nothing can beat the buzz you get when you're playing at the top of your performance and the audience is with you. That's just magic. It makes it all worthwhile. **Gerry, Ireland**

6 \_\_\_\_\_.

It's more fun to vary your repertoire but what tend to get the audience going are the old favourites. You need to be prepared to take requests too. The audience love it if you play 'their song' and it tends to up the contributions as well. **Jon, UK**

7 \_\_\_\_\_.

You don't have to be a world-class performer to be a busker, but what you lack in talent you can make up for in originality. People respond to something that's novel. Try to grab the audience's attention with something that is unusual or has a dash of creativity. **Anne-Marie, France**

8 \_\_\_\_\_.

You can get decent takings if you set your mind to it. Having CDs on sale gives you some kudos, and sometimes you need to be proactive if business is slow, passing the hat round instead of waiting for people to donate. But, whatever you do, don't give up the day job. Some days you can make over \$100, but other days it can be a fraction of that. Busking is fraught with uncertainty and insecurity. **Ben, Romania**

# 12A | Science fact

## PLURALS & NUMBER

1 Write the plurals of these words.

- 1 appendix \_\_\_\_\_
- 2 check up \_\_\_\_\_
- 3 daughter-in-law \_\_\_\_\_
- 4 fly \_\_\_\_\_
- 5 goose \_\_\_\_\_
- 6 in-law \_\_\_\_\_
- 7 ox \_\_\_\_\_
- 8 passer-by \_\_\_\_\_
- 9 runner up \_\_\_\_\_
- 10 valley \_\_\_\_\_

2 Say whether these words are singular (S), plural (P), or both (B).

- |                |                  |
|----------------|------------------|
| 1 aircraft ___ | 8 formula ___    |
| 2 antenna ___  | 9 media ___      |
| 3 cacti ___    | 10 offspring ___ |
| 4 crisis ___   | 11 phenomena ___ |
| 5 criteria ___ | 12 sheep ___     |
| 6 deer ___     | 13 species ___   |
| 7 emphases ___ | 14 stimulus ___  |

3 Put the words in the right box according to their ending.

- |          |        |         |
|----------|--------|---------|
| half     | photo  | studio  |
| hero     | potato | thief   |
| loaf     | roof   | volcano |
| memo     | safe   | wolf    |
| mosquito | shelf  | zoo     |

1	-os	3	-fs
2	-oes	4	-ves

4 Delete the incorrect alternatives (sometimes both a plural and a singular form may be possible).

- 1 I love *that / those* jeans – where did you get *it / them*?
- 2 The audience *was / were* in tears at the end of the play.
- 3 I think physics *is / are* fun but maths *is / are* boring.
- 4 The government *is / are* setting up a scheme to ensure the unemployed *has / have* enough work opportunities.
- 5 Measles *is / are* highly infectious, and people with the illness *is / are* advised to stay at home.
- 6 His earnings *is / are* €50 a week, which *isn't / aren't* enough to feed a family of ten.
- 7 The police *has / have* asked the public to make sure all personal belongings *is / are* removed while the premises *is / are* searched.
- 8 The press *has / have* a responsibility to ensure that news *is / are* reported accurately.



## VOCABULARY FROM THE LESSON

5 Match the verbs 1–6 to their definitions a–f.

- |             |           |
|-------------|-----------|
| 1 crack     | 4 scald   |
| 2 refract   | 5 scatter |
| 3 replenish | 6 tickle  |

- a to move your fingers gently on someone's skin in order to give them a pleasant feeling or to make them laugh
- b to throw or drop things so that they spread over an area
- c to burn your skin with very hot liquid or steam
- d light travelling in a slightly different direction after it hits a surface such as water or glass, so that the surface appears to bend it
- e to make something full again, or to bring it back to its previous level by replacing what has been used
- f to make a whip make a short sudden loud noise

# 12B | Wearable technology

## COMPOUND ADJECTIVES (TECHNOLOGY)

1 Match the words in columns A and B.

- | A            | B                                      |
|--------------|--|
| 1 air-       | <input type="checkbox"/> a consuming   |
| 2 computer-  | <input type="checkbox"/> b guzzling    |
| 3 gas-       | <input type="checkbox"/> c generated   |
| 4 so-        | <input type="checkbox"/> d conditioned |
| 5 time-      | <input type="checkbox"/> e called      |
| 6 centrally- | <input type="checkbox"/> f moving      |
| 7 fast-      | <input type="checkbox"/> g heated      |
| 8 labour-    | <input type="checkbox"/> h inducing    |
| 9 stress-    | <input type="checkbox"/> i powered     |
| 10 wind-     | <input type="checkbox"/> j saving      |

2 Complete the sentences 1–6 with compound adjectives from exercise 1.

- 1 She got rid of her \_\_\_\_\_ car and bought an energy-efficient one.
- 2 \_\_\_\_\_ devices such as washing machines and vacuum cleaners have revolutionized housework.
- 3 Although it is more \_\_\_\_\_ to walk to work than to drive, I find it much less \_\_\_\_\_ than driving through the traffic in the city centre.
- 4 The \_\_\_\_\_ world of IT, with its \_\_\_\_\_ graphics, may mean that one day hand-drawn images will become obsolete.
- 5 Solar and \_\_\_\_\_ forms of energy are being hailed as viable alternatives to the use of fossil fuels.
- 6 The \_\_\_\_\_ Green Revolution has transformed agriculture in many developing countries.

## VOCABULARY FROM THE LESSON

3 Complete the words to match the definitions 1–7.

- 1 a c \_ \_ \_ \_ \_ c \_ \_ p = a very small piece of silicon marked with electronic connections that is used in computers and other machines
- 2 a s \_ \_ \_ \_ \_ = a piece of equipment that reacts to physical changes such as the amount of heat or light that exists somewhere
- 3 a \_ \_ \_ \_ (verb) = to tell someone about something that may affect them

- 4 a c \_ \_ \_ \_ = a particular position of the fingers on the guitar, producing a particular sound
- 5 c \_ \_ \_ \_ o \_ (verb) = to become popular or fashionable
- 6 m \_ \_ \_ \_ \_ (verb) = to regularly check something or watch someone in order to find out what is happening
- 7 em \_ \_ \_ \_ \_ d = fixed firmly in something

4 Complete the text with the correct form of words from exercise 3.

Electronic tagging is a system that is being used by some authorities to allow the early release of offenders from prison and act as a viable alternative to a custodial sentence. It works by means of a (1) \_\_\_\_\_ that is (2) \_\_\_\_\_ in a bracelet worn by the offender, and which receives and transmits radio signals allowing authorities to (3) \_\_\_\_\_ the movements of offenders. Signals detected by the (4) \_\_\_\_\_ on the chip send information to a central computer, (5) \_\_\_\_\_ prison authorities to the offender's precise whereabouts. It is thought that if the system (6) \_\_\_\_\_ more widely, it could radically reduce the prison population and help solve the problem of overcrowding in our jails.

## 🎧 DICTATION

5 🎧 23 Write the text that you hear.

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# 12c | Sport technology

## VERB AFFIXES

1 Find and correct the incorrect word in each group using the appropriate affix *-en*, *-ify*, *-ize*, or *-ate*.

1 assassinate, differentiate, dominate, intensificate

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2 captify, clarify, exemplify, justify

---

3 flatten, heighten, longen, shorten

---

4 categorize, magnifize, maximize, stabilize,

---

5 endanger, enrage, enstandard, ensure

---

6 deepen, largen, threaten, widen

---

2 Circle the correct explanation for each sentence.

1 He downplayed the importance of the team's defeat.

a He said it was more important than it was.

b He said it was less important than it was.

2 We were outnumbered by the other team.

a The other team had more players.

b The other team scored more goals.

3 The benefits of sport outweigh the disadvantages.

a There are more disadvantages than benefits.

b There are more benefits than disadvantages.

4 We were overcharged at the football match.

a We paid too much.

b We exhausted ourselves.

5 They undercut our offer by 20%.

a They wanted us to pay less.

b They offered to pay less than us.

6 Sports facilities in this town are underfunded.

a People should pay more to use them.

b The authorities should contribute more to their cost.

## VOCABULARY FROM THE LESSON

3 Complete the text with one of the sentences or phrases a–g.

Thank you for your interesting presentation, but I'd just like to pick up (1) \_\_\_\_\_ . You mentioned (2) \_\_\_\_\_ .

The main argument (3) \_\_\_\_\_ . However, a strong

argument (4) \_\_\_\_\_ . Let's take, (5) \_\_\_\_\_ .

On an average cycle it consumes 20 litres of water per wash.

And secondly, (6) \_\_\_\_\_ , this is around 3.5kWh per

wash. And let's also go back (7) \_\_\_\_\_ ...

a against their use is the fact that they use up a lot of water and energy

b the advantages of household appliances such as dishwashers

c regarding energy

d to what you said about washing machines

e on what you said about technology in the home

f in favour of these is that they are immensely time-saving and labour-saving

g the dishwasher, for example

## TRANSLATION

4 Translate the text into your language.

The influence of science is found in every aspect of modern sport. Athletes have their diets and training schedules designed by scientists. Materials technologists are constantly working on better footwear and clothing. Even the track itself is specially designed for maximum performance. At the last Olympics science and technology were everywhere. Swimmers in the pool wore the latest bodysuits, marathon runners were electronically tagged to check on their position in the field, and even the Olympic sewerage system was state of the art. As science begins to dominate sport, however, are we in danger of losing the raw physical challenge that is at the heart of competition? Science can help an athlete bend, or even break the rules. Genetic engineering may offer new performance enhancing drugs and therapies that will be undetectable. And do athletes from poorer countries stand any chance of competing on a level playing field when confronted by the high-spending, hi-tech teams from the West?



# 12D | The end?

- 1** Choose the correct alternative to complete the sentences. Each sentence refers to one lesson from the book.
- I'd like to \_\_ some money, please.  
(a) transfer (b) transform (c) convert
  - I \_\_ these tenses at least ten times.  
(a) have been studying (b) have studied (c) study
  - These exercises are harder than \_\_ we studied last week.  
(a) them (b) that (c) the ones
  - I don't doubt the \_\_ of his answer.  
(a) sincereness (b) sincerecy (c) sincerity
  - We'd better not \_\_ any longer.  
(a) wait (b) to wait (c) waiting
  - Start by \_\_ seven cards to each player.  
(a) drawing (b) dealing (c) shuffling
  - He always \_\_ out of his way to help.  
(a) gets (b) gives (c) goes
  - My bike is \_\_ near as nice as yours.  
(a) nowhere (b) nothing (c) hardly
  - I \_\_ up a huge debt after my holidays.  
(a) set (b) ran (c) settled
  - Strange \_\_ it may seem, I really enjoy tests.  
(a) as (b) but (c) however
  - He drove at a speed \_\_ excess of 100kph.  
(a) at (b) in (c) to
  - What happened was \_\_ my keys.  
(a) that I lost (b) to lose (c) lose
  - She was lying through her \_\_.  
(a) mouth (b) teeth (c) lips
  - He suggested \_\_ my job.  
(a) me to change (b) me changing (c) I change
  - You \_\_ the life out of me!  
(a) frightened (b) shocked (c) surprised
  - Even though she was overcome with emotion, she \_\_ a speech.  
(a) could make (b) managed making (c) was able to make
  - I have four brothers, two \_\_ are doctors.  
(a) of whom (b) whom (c) who
  - Let's go, \_\_?  
(a) will we (b) shall we (c) do we
  - The jobs market is \_\_ competitive.  
(a) highly (b) strongly (c) deeply
  - If I \_\_ more when I was at university, I might have a better job now.  
(a) would have studied (b) had studied (c) would study
  - We urgently need vaccines to deal with the cholera \_\_.  
(a) outbreak (b) outset (c) breakout
  - The patient \_\_ in hospital.  
(a) is treating (b) is being treated (c) is been treated
  - He should \_\_ greater care with his spelling.  
(a) pay (b) take (c) give
  - My watch is broken - I need \_\_.  
(a) to get it fixed (b) to have fixed it (c) fixing it
  - Is he at a \_\_ school or a single sex one?  
(a) comprehensive (b) mixed (c) dual sex
  - Please be \_\_ your best behaviour.  
(a) on (b) at (c) in
  - \_\_ the news, she burst into tears.  
(a) Having heard (b) Hearing (c) Heard
  - He was convicted \_\_ assault.  
(a) for (b) of (c) with
  - The new traffic scheme is good for \_\_.  
(a) car owners (b) car's owners (c) cars' owners
  - She has a(n) \_\_ to lose her temper.  
(a) attitude (b) streak (c) tendency
  - Shakespeare is \_\_ Britain's greatest playwright.  
(a) surely (b) understandably (c) undoubtedly
  - Don't shout at him for getting it wrong - \_\_, it is his first day at work.  
(a) admittedly (b) mind you (c) after all
  - What time \_\_ we meet tonight?  
(a) will (b) shall (c) would
  - I'm afraid the house is in poor \_\_.  
(a) condition (b) state (c) situation
  - Rarely \_\_ such an excellent book.  
(a) have I read (b) I have read (c) I read
  - Two cars were involved in a(n) \_\_ collision.  
(a) oncoming (b) incoming (c) head-on
  - Well done! All your hard work has \_\_.  
(a) worked out (b) turned out (c) paid off
  - He's on the point \_\_ the race.  
(a) of winning (b) that he'll win (c) to win
  - She spends every evening \_\_ to the TV.  
(a) stuck (b) glued (c) attached
  - You \_\_ smoke in a no-smoking area.  
(a) don't have to (b) mustn't (c) needn't
  - I'm afraid I only had a quick \_\_ at the text.  
(a) browse (b) gaze (c) glance
  - I'll be here \_\_ weeks.  
(a) another four (b) other four (c) four other
  - We heard the \_\_ of champagne corks.  
(a) plopping (b) clinking (c) popping
  - I wish you \_\_ humming that song!  
(a) stopped (b) would stop (c) were to stop
  - What are your \_\_ for success?  
(a) criteriae (b) criteria (c) criterias
  - Wave-\_\_ energy has great potential.  
(a) generated (b) induced (c) powered
  - The government is trying to \_\_ the region.  
(a) stabilify (b) enstable (c) stabilize
  - It's a pity the course has \_\_ to an end.  
(a) reached (b) arrived (c) come

# 12 | Reading

## 1 Read the text and answer the questions.

- Where do you think the text was taken from?
  - A newspaper report
  - An advertisement for space flights
  - A scientific journal
- Where does the spacecraft travel?
  - to the edge of the earth's atmosphere
  - into space
  - to the moon

## 2 Put these events in the correct order.

- watch the sky change colour
- experience weightlessness
- take part in pre-flight preparation
- take precautions to adjust to the change in speed
- admire the view of the earth
- receive your wings
- prepare mentally for the next stage
- experience a sudden silence

## 3 Choose the correct answer.

- The aim of Virgin Galactic is
  - to make it possible for anyone to afford space travel.
  - to make space travel safer.
  - to make space travel simpler and more widely-available.
- The journey beyond the atmosphere takes place
  - in the mother ship.
  - in a separate spacecraft.
  - in the mother ship and spacecraft together.
- During the final phase of the journey
  - the spacecraft changes to adapt to conditions.
  - the power of the spacecraft engine increases.
  - the spacecraft travels more quickly.

## 4 Circle the false claims in the advertisement.

### Take the trip of a lifetime!

- Enjoy unimaginable experiences.
- Travel faster than the speed of light.
- Admire views of the earth as you have never seen them before.
- Float around in the spacecraft in zero gravity.
- Witness the Aurora Borealis.
- Get to know your fellow astronauts and crew before the trip.
- Take home a special souvenir of the trip.
- No training needed.

## 5 Choose the best explanation of the words and phrases as used in the text.

- exhaustive
  - very tiring
  - thorough
- instantly
  - immediately
  - for a short time
- hurtle
  - move slowly
  - move quickly
- hush
  - sense of shock
  - a sudden silence
- on a high
  - far above the earth
  - feeling happy and excited
- spellbound
  - worried
  - impressed and lost in thought
- glide
  - smooth, noiseless movement
  - slow, irregular movement

## 6 What do you think?

- I would love to go on a trip like this.
- I would never go on a trip like this.
- I might contemplate going on a trip like this one day.

## READ & LISTEN

-  **24** Listen to Reading 12 *Space trek* on the CD and read the story again.

# SPACE TREK

Virgin Galactic's goal is to end the exclusivity attached to manned space travel which means that almost anyone can fly to space safely without the need for special expertise or exhaustive, time-consuming training. The journey starts from the moment you make a firm reservation and book your place amongst the first to go. There will be three days of pre-flight preparation, bonding and training onsite at the spaceport. In the lead-up to your flight, we will keep you fully involved and informed, and there will be opportunities to contribute ideas and participate in pre-flight events.

Astronauts tell us that nothing can really prepare you for your first experience of space, but we will ensure that you are fully equipped to savour every second of an experience which will be intense and truly unforgettable. And your comfort and enjoyment will be our primary aim right up until you leave the spaceport, complete with a fully documented record of the whole experience and of course, with your astronaut wings!

## Are You Ready?

Your journey to space will be one of incredible contrast and sensory overload. From the spaceport to 50,000ft, you will be in the spacecraft attached to the mother ship, a specially designed jet carrier aircraft. It will be a time of anticipation and perhaps contemplation of what lies ahead. You will already have met the rest of your crew and you will enjoy the confidence that has come from preparing with them and the pilots for the trip you are about to take together.

Then the countdown to release, a brief moment of quiet before a wave of unimaginable power surges through the craft. You are instantly pinned back into your seat, enthralled by the howl of the rocket motor and the eye-watering acceleration which, as you watch the read-out, has you travelling, in a matter of seconds, at almost 2500mph – over three times the speed of sound. As you hurtle through the edges of the atmosphere, you watch through the large windows as the cobalt blue sky slowly turns to mauve and indigo and finally to black. You're on a high – this is really happening, you're loving it and you're coping well. You start to relax; but in an instant your senses are back on full alert. The world contained in your spaceship has been completely transformed.

The rocket motor has been switched off and there is a deep hush. The silence of space is as awe-inspiring as was the noise of the rocket just moments earlier. But what is overwhelming your senses now is that the gravity which has dominated your every movement since the day you were born has disappeared.

There is no up and no down and you're out of your seat experiencing the freedom that you never imagined even in your wildest dreams. After a graceful mid-space somersault you find yourself staring out of a large window and what you see would make your hair stand on end if the zero gravity hadn't already achieved that effect. Below you (or is it above you?) is a view that you've seen in countless images. But the reality is so much more beautiful, so much more vivid and you are flooded with intense but indefinable emotions. The blue map, curving into the black distance, is familiar but with none of the usual marked boundaries. The incredibly narrow ribbon of atmosphere looks worryingly fragile. What you are looking at is the source of everything it means to be human, and it is home. You see that your fellow astronauts are equally spellbound, all lost in their own thoughts and storing away the memories.

Then the pilots are asking you to return to your now reclined seats. Gravity is starting to return as you knew it had to. The deceleration produces strong G forces\*, but you're lying down and deal with them just as you've been taught. You can hear and feel the feathered wings of the spacecraft producing a powerful drag as the thickness of the atmosphere increases, although out of the windows it still looks like space. The G forces quickly ease off and you hear the pilot announce that she is about to re-feather the craft for the graceful glide home.

Later that evening, after the celebrations and wings ceremony, you are finally alone and know that life will never quite be the same again. You also know you need to sleep, although maybe there is just time to dream about a trip through the Aurora Borealis . . . now that really would be something.

\*sensations caused by changes in speed or direction

# Writing at Advanced level

At Advanced level, writing is an area which presents continuing challenges and opportunities for improvement. You may need to improve your writing for work, study or general communication, or to take examinations. At this level, you should feel comfortable writing a wide range of text types, and you should be aware of the structure and conventions that each one demands. You should also pay particular attention to writing accurately, to extending the range of structures, vocabulary and expressions that you use, and to writing in an appropriate register.

In order to improve your writing at this level, here are a few helpful hints.

- Read as widely as possible, for pleasure as well as for work and study. That way you will start to get a feel for natural and idiomatic use of language in different genres.
- Make a note of key vocabulary, expressions, collocations, and sentence structures in books or articles that you read. Be particularly aware of developing a range of synonyms and near synonyms, noting differences in usage. Record these in a vocabulary notebook (organized in different sections) and make an effort to reproduce them in your writing.
- Be aware of the mistakes you often make, by paying attention to corrections and feedback from your teachers and fellow students. When you receive your work back, copy it out again. Before you submit a piece of work, check it for errors of grammar, spelling and punctuation. That way you will develop the habit of monitoring your writing for inaccuracies.
- Experiment with different ways of generating ideas for your writing. Discuss with other people how they plan their writing, and try out different ways (e.g. brainstorming ideas on paper, making a mind map) in order to find out what works best for you.
- Remember that a good piece of writing is rarely finished after the first draft. When you have finished it, leave it for a day or two and return to it to try to make it better. If possible, exchange your work with another person and give each other advice on how it could be improved. This may involve cutting, rewriting, expanding or changing the order of ideas.
- With essays, narratives and letters, pay attention to paragraph structure. Your paragraphs should not be too short or too long. Plan each paragraph and make sure that each one has a clear first sentence that contains the key idea, and that the rest of the paragraph supports that idea.

- When writing and revising your work, try to use a wide range of vocabulary, expressions and structure. You may find it helpful to refer to the Macmillan English Dictionary for Advanced Learners which has 'Improve your writing skills' and 'Expand your vocabulary' sections. However, do not force too many difficult words or obscure expressions into your writing, as that may make it seem unnatural.
- Finally, develop the habit of writing for pleasure – letters to friends, noting your ideas and impressions about studying, writing a diary in English, or even trying to write creatively in English. That way your writing may seem less like a chore and more like a pleasure.

## Workbook writing lessons

There are six writing units in the Workbook. Each unit consists of two pages (A & B) which practise and build on the writing lessons in the Student's Book.

Page A provides **additional practice of the language focus points** presented in the Student's Book. Use these pages alongside the Student's Book writing lessons.

Page B provides **a structured writing 'lesson', building up to a writing task**. These pages tie in with the topics of the even numbered units in the Student's Book. Sample answers for these writing tasks are provided in the answer key (pages i–xvi)

Student's Book		Workbook
Unit 1	An autobiography	1A An autobiography
Unit 2		1B A biography
Unit 3	An article	2A A website article
Unit 4		2B A blog
Unit 5	A work email	3A A work email
Unit 6		3B An email to a friend
Unit 7	A narrative	4A A narrative
Unit 8		4B A description
Unit 9	A letter of complaint	5A A letter of complaint
Unit 10		5B A letter of thanks
Unit 11	An essay	6A An essay (1)
Unit 12		6B An essay (2)

# Useful language to improve your writing

## Writing about the past

In retrospect, ...  
Looking back, ...  
I remember X as ...  
X marked a major turning point for me  
X was the highlight of (my schooldays, my trip, etc.)  
To cut a long story short ...

## Giving advice

Make a point of ...-ing  
Consider ...-ing  
Try to ...  
Make time to ...  
Make sure you ...  
Most importantly, learn how to ...

## Sending an attachment

Here's (a copy of) ...  
I am sending / forwarding with this email ...  
Attached is / are ...  
I attach ...  
Please find attached ...

## Introducing key events in a story

Just then, ...  
All of a sudden, ...  
It was at that moment that ...  
Just as he was leaving, ...

## Listing problems

The first and most serious problem is ...  
A further problem is ...  
I am also concerned about ...  
In addition, ...  
Finally, ...

## Writing a conclusion

In conclusion, ...  
To conclude, ...  
To sum up, ...  
On balance, ...  
In short, ...

## Writing a letter of thanks

I am writing to express my gratitude for ...  
This is just to say a big thank you for ...  
I am writing to extend our sincere thanks for ...

## Writing a letter

I am writing on behalf of / in response to ...  
Just a brief note to say ...  
I am interested in applying for the position of X.  
I look forward to hearing from you.

## Time phrases

From that time onwards ...  
From then on ...  
Not long after that ...  
Soon afterwards ...  
During the next ten years ...  
During this period ...  
Around this time ...

## Making a deduction

If so, then you may well ...  
If the answer is yes, you could ...  
If not, then you are likely ...  
If the answer is no, then you should certainly ...  
If you can't, the chances are that ...

## Expressing a viewpoint

It is widely believed that ...  
All the evidence suggests that ...  
I would argue that ...  
It is often claimed that ...  
There can be no doubt that ...  
It is my view that ...

## Recounting an experience

To make matters worse ...  
Imagine my embarrassment when ...  
Anyway, ...  
At this point ...  
The moral of the story is ...

# 1A | Writing An autobiography

## LANGUAGE FOCUS

### Time expressions

1 Complete the text using the time expressions in the box.

some day    at the age of five    currently  
three years later    ever since    in two years' time  
as a child    to date    for the last few months

## .... Drama queen ....



Hi! My name's Julia. I'm (1) \_\_\_\_\_ in my first year at drama school, and I'll be graduating (2) \_\_\_\_\_. I was bitten by the acting bug a long time ago. I went to see my first film (3) \_\_\_\_\_ and I've dreamed of being an actress (4) \_\_\_\_\_. (5) \_\_\_\_\_ I used to enjoy dressing up and acting in front of my family and friends, and I had a small part in my first play in my first year at secondary school.

Then, (6) \_\_\_\_\_ I played the part of Eliza Doolittle in the school production of 'My Fair Lady'. After I left school, I applied for a place at drama school and I was thrilled when I was offered a place. (7) \_\_\_\_\_ I've been trying to make contacts in the film industry and I've had walk-on parts in four films (8) \_\_\_\_\_. I'm hoping that (9) \_\_\_\_\_ I'll get my big break and get a leading role in a major production. Oh well – you can dream!

### Describing your family

2 Complete the second sentence so that it means the same as the first.

- Ben is the son of my mother and my stepfather.  
Ben is my \_\_\_\_\_.
- I have two brothers and one sister.  
I have three \_\_\_\_\_.
- I have two parents and one brother.  
There are four \_\_\_\_\_.
- My sister Maria is older than me.  
Maria is my \_\_\_\_\_.
- My grandparents took care of me as a child.  
I was \_\_\_\_\_.
- As a child I was very happy.  
I had \_\_\_\_\_.
- My family all get on well and do a lot together.  
We are a \_\_\_\_\_.
- I have no brothers or sisters.  
I am \_\_\_\_\_.
- My parents imposed lots of rules and discipline.  
I had a \_\_\_\_\_.

### Verb-noun collocations

3 Underline and correct eight mistakes with verb-noun collocations in the letter.

Dear Mr Greig,

I am writing to make application for a scholarship to do a training as a solicitor in your law firm. As you will see from the enclosed CV, I did my secondary school in London, and after graduating from school seven years ago, I made a gap year, during which time I did a placement in the law firm Marks and Melson in Edinburgh.

I then achieved a place at Edinburgh University to read law, and gained my degree three years later. On graduating, I continued at Edinburgh University where I took the Legal Practice Course and made research into international commercial law. I hope to go into the field of patent law after I have been received as a solicitor.

I look forward to hearing from you.

Yours sincerely,

Tom Buchanan

# 1B | Writing A biography

## READING

- 1 Read the biography of Susan Anthony and put the paragraphs in order.



Eng<sup>d</sup> by G. E. Fenine & C<sup>o</sup> N.Y.

a Having completed her education in her father's school and at boarding school, she spent fifteen years working as the headmistress of a female academy. In 1849 she made her first public speech against alcohol abuse, and soon afterwards became involved in the temperance and anti-slavery movements, (1) \_\_\_\_\_, (2) \_\_\_\_\_, she nonetheless possessed a keen mind and ability to inspire.

b From then on she became a tireless campaigner for women's rights, touring the country and addressing meetings, until her death in 1906. She was not to live to see the fulfillment of her ambition to secure the vote for women. However, in 1979 her image was chosen for the dollar coin, making her the first woman to be depicted on US currency.

c Susan B Anthony, (3) \_\_\_\_\_, was born in Adams, Massachusetts, on 15<sup>th</sup> February 1820. The daughter of Daniel Anthony, (4) \_\_\_\_\_, she developed early on in her life a sense of justice and moral purpose that was to inspire her later life.

d It was around this time that she met Elizabeth Cady Stanton, (5) \_\_\_\_\_, who was to become a life-long friend. In 1869, along with Stanton, she established the National Women's Suffrage Association (NWSA), and three years later she was arrested for violating the voting laws by leading a group of women to the polls to test their right to vote. She became president of the NWSA in 1892, (6) \_\_\_\_\_.

- 2 Which of these movements did Susan Anthony campaign for?

- |                           |                   |
|---------------------------|-------------------|
| 1 Anti-slavery            | 3 Racial equality |
| 2 Combating alcohol abuse | 4 Votes for women |

## LANGUAGE FOCUS

### Phrases in apposition

- 1 Write these phrases in the gaps in the text.
- a a liberal Quaker and campaigner against the slave trade
  - b a post she was to hold for the next eight years
  - c a fellow activist in the crusade for women's suffrage and equal pay
  - d issues that she would continue to campaign for in the ensuing decade
  - e one of America's first female civil rights activists
  - f Shy and compassionate by nature

### Future in the past

- 2 Underline four more examples of future in the past in the text, including the phrases in exercise 1.

*She met Elizabeth Cady Stanton, who was to become a life-long friend.*

### Time phrases

- 3 Find phrases in the text with a similar meaning to the ones below.

- |                             |                      |
|-----------------------------|----------------------|
| 1 from that time onwards    | 5 during this period |
| 2 not long after that       | 6 in her childhood   |
| 3 during the next ten years | 7 in 1872            |
| 4 up to the end of her life |                      |

## WRITING

- 1 Choose someone who has made a change to the history of your country, e.g. a campaigner, explorer, activist, thinker, or political or military leader. You could use the internet for your research.

- 2 Write a biography following this outline:

**Paragraph 1:** Say why he/she is famous. Give details of his/her birth, family, upbringing & education.

**Paragraphs 2–3:** Give details of his/her life, including achievements, significant events, and character.

**Paragraph 4:** Describe the period up to his/her death and how he/she will be remembered.

# 2A | Writing A website article

## LANGUAGE FOCUS

### Writing definitions

1 Use your English dictionary to complete the definitions.

- 1 A workaholic can be defined as someone who \_\_\_\_\_.
- 2 An optician is a person who \_\_\_\_\_.
- 3 A financial advisor \_\_\_\_\_.
- 4 An osteopath \_\_\_\_\_.
- 5 A counsellor \_\_\_\_\_.
- 6 A dietician \_\_\_\_\_.

2 Complete the sentences with words from the box.

urge   addicted   withdrawal   obsessed  
live   craving   compulsion   dependent



- 1 Maxine is \_\_\_\_\_ on her mobile phone.
- 2 Matt can't \_\_\_\_\_ without his mp3 player.
- 3 Fay can't resist the \_\_\_\_\_ to buy the latest fashion.
- 4 Tania suffers from \_\_\_\_\_ symptoms if she can't watch her favourite TV show.
- 5 Wendy is \_\_\_\_\_ to her daily workout.
- 6 Chris is \_\_\_\_\_ with crosswords.
- 7 Tracy suffers from a \_\_\_\_\_ to text her friends.
- 8 Penny has a \_\_\_\_\_ for pizzas.

### Making a deduction

3 Match the sentence halves.

- 1 Are you putting on weight and feeling unfit?
- 2 Do you find it easy to relax when you aren't working?
- 3 Do you frequently suffer from backache?
- 4 Are you feeling anxious and stressed?
- 5 Are you careful with your money, and never run up debts?
- 6 Can you read small print without difficulty?

- a If so, then you may well find it helpful to see a counsellor.
- b If the answer is yes, you could consider seeing a dietician.
- c If not, then you are likely to benefit from a consultation with a financial advisor.
- d If the answer is no, then you should certainly make an appointment to see an optician.
- e If you do, then you may need to see an osteopath.
- f If you don't, the chances are that you are a workaholic.

### Describing cause & effect

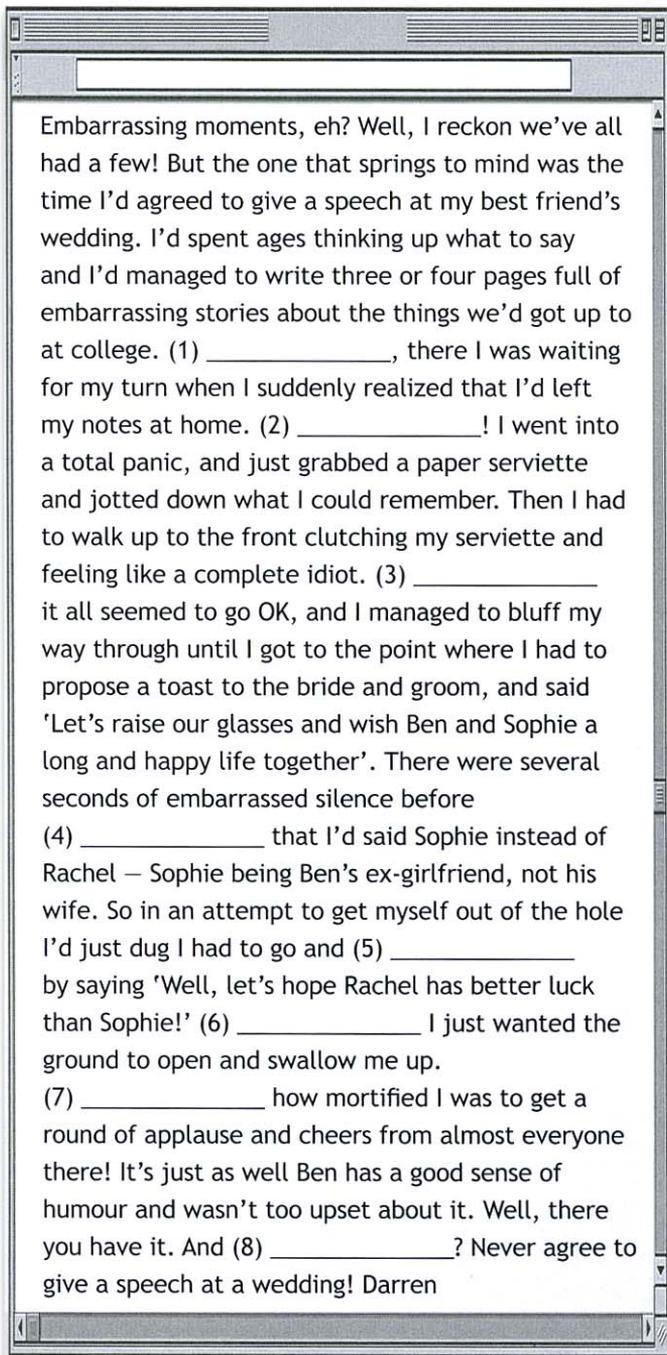
4 Rearrange the words in the sentences.

- 1 disease in factor is heart risk a smoking  
\_\_\_\_\_.
- 2 sunstroke in result excessive can sunbathing  
\_\_\_\_\_.
- 3 front too can in strain long in a result eye sitting  
of computer  
\_\_\_\_\_.
- 4 due often is overwork tiredness to  
\_\_\_\_\_.
- 5 is infection of poor cause the hygiene underlying  
\_\_\_\_\_.
- 6 root the violence at boredom of often teenage is  
\_\_\_\_\_.
- 7 temperature of include flu and headaches a symptoms  
\_\_\_\_\_.
- 8 lack from relationship stem a many of communication  
difficulties  
\_\_\_\_\_.

# 2B | Writing A blog

## READING

- 1 Read the piece written for the website 'Your most embarrassing moments.' What were the three things Darren did wrong?



Embarrassing moments, eh? Well, I reckon we've all had a few! But the one that springs to mind was the time I'd agreed to give a speech at my best friend's wedding. I'd spent ages thinking up what to say and I'd managed to write three or four pages full of embarrassing stories about the things we'd got up to at college. (1) \_\_\_\_\_, there I was waiting for my turn when I suddenly realized that I'd left my notes at home. (2) \_\_\_\_\_! I went into a total panic, and just grabbed a paper serviette and jotted down what I could remember. Then I had to walk up to the front clutching my serviette and feeling like a complete idiot. (3) \_\_\_\_\_ it all seemed to go OK, and I managed to bluff my way through until I got to the point where I had to propose a toast to the bride and groom, and said 'Let's raise our glasses and wish Ben and Sophie a long and happy life together'. There were several seconds of embarrassed silence before (4) \_\_\_\_\_ that I'd said Sophie instead of Rachel – Sophie being Ben's ex-girlfriend, not his wife. So in an attempt to get myself out of the hole I'd just dug I had to go and (5) \_\_\_\_\_ by saying 'Well, let's hope Rachel has better luck than Sophie!' (6) \_\_\_\_\_ I just wanted the ground to open and swallow me up. (7) \_\_\_\_\_ how mortified I was to get a round of applause and cheers from almost everyone there! It's just as well Ben has a good sense of humour and wasn't too upset about it. Well, there you have it. And (8) \_\_\_\_\_? Never agree to give a speech at a wedding! Darren

- 2 Decide if the following statements are true (T) or false (F).

- 1 Darren was at college with Ben. \_\_\_\_\_
- 2 Darren made notes on a paper serviette. \_\_\_\_\_
- 3 Ben was getting married to Sophie. \_\_\_\_\_
- 4 Darren fell into a hole in the ground. \_\_\_\_\_
- 5 Most of the audience enjoyed Darren's speech. \_\_\_\_\_
- 6 Ben was angry about the speech. \_\_\_\_\_

## LANGUAGE FOCUS

### Narrative expressions

- 1 Put the words and phrases in the gaps in the text

make matters worse	imagine
I suddenly realized	luckily
the moral of the story	anyway
what a nightmare	at this point

### Explaining consequences in the past

- 2 Complete the sentences from the story.

- 1 Darren went into a total panic because \_\_\_\_\_
- 2 He felt like a complete idiot because \_\_\_\_\_
- 3 There were several seconds of embarrassed silence because \_\_\_\_\_
- 4 He wanted the ground to open and swallow him up because \_\_\_\_\_

## WRITING

- 1 Write a blog describing an embarrassing moment based on the picture below or on a personal experience. Add your own ideas.



Follow this outline:

- 1 Introduce your entry.
- 2 Set the scene: What had you done before the event? What were you doing when it happened?
- 3 What happened and how did you feel?
- 4 What is the moral of the story?

# 3A | Writing A work email

## LANGUAGE FOCUS

### Formal & informal style

1 Complete the expressions used at the end of emails.

#### Formal

1 Y\_\_\_\_\_ s\_\_\_\_\_

2 Y\_\_\_\_\_ f\_\_\_\_\_

#### Informal

3 L\_\_\_\_\_ of l\_\_\_\_\_

4 C\_\_\_\_\_!

#### Neutral

5 K\_\_\_\_\_ r\_\_\_\_\_

6 Y\_\_\_\_\_

7 A\_\_\_\_\_ the b\_\_\_\_\_

8 B\_\_\_\_\_ w\_\_\_\_\_

### Making arrangements

2 Put the emails in the correct order.

1 Re Tues, something has come up. Could we make it Weds eve instead? *Sorry about this.*  
A

2 *Sounds good.* It will be nice to catch up!  
P

3 *How about Friday at 7pm?*  
Anna

4 Peter  
*Can you make dinner on Tues 10th?* We could go to La Capannina. It would be great to see you.  
Anna

5 Friday at 7 at La Capannina will be fine.  
*See you then.*  
P

6 *Sorry, I'm tied up on Weds. Could we make it another day?*  
P

3 Rewrite the sentences in italics from exercise 2 in a more formal style.

1 Thanks for \_\_\_\_\_.  
I'd be \_\_\_\_\_.

2 I'm sorry to \_\_\_\_\_.

3 Would Friday \_\_\_\_\_?

4 Would you be \_\_\_\_\_?

5 I look \_\_\_\_\_.

6 Unfortunately, \_\_\_\_\_.  
Could we possibly \_\_\_\_\_?

### Making requests

4 Complete the requests with phrases from the box. (More than one answer may be possible.)

could you let me know you could please can you

1 Dear Ms Jones,  
\_\_\_\_\_ send me details of this year's HEA conference?  
Many thanks,  
Mary Ann Robertson

2 Dear Mary Ann,  
I am attaching details of the conference as requested.  
\_\_\_\_\_ get back to me ASAP if you would like to attend as the places are filling very fast.  
Hilary Jones

3 Dear Mary Ann,  
Re your booking for the HEA conference, please \_\_\_\_\_ if you would like accommodation at the conference centre.  
Hilary

4 Dear Hilary,  
\_\_\_\_\_ possibly reserve a single ensuite room for me on Friday and Saturday nights?  
Many thanks,  
Mary Ann

5 Ed - The keynote speaker for the conference (Chris Travis) will be arriving at 3pm on Friday. Do you think \_\_\_\_\_ pick him up from the station and give him a lift to the conference centre?  
All the best,  
Hilary

5 Write a request after these statements.

1 I'm afraid I can't find your CV. Do you think you could \_\_\_\_\_?

2 I need to talk to you urgently. Can you \_\_\_\_\_?

3 I'm interested in applying for the post of librarian. Could you possibly \_\_\_\_\_?

4 Charles's leaving party is on Friday at Hania's house. Please let me know \_\_\_\_\_.

5 The meeting starts at 9am. Please \_\_\_\_\_.

6 I can pick you up from the airport if you like. Let me know \_\_\_\_\_.

# 3B | Writing An email to a friend

## READING

1 Read the email exchange.

- 1 Are Liz and Sonia recent friends, old friends or colleagues?
- 2 What do they decide to do together?
- 3 Where and when will they meet?
- 4 What news does each give?

Dear Liz,  
It feels like a long time since we were in touch. I hope you are well and life is good for you. I'm well, busy as ever. Josh is about to start school in September – how time flies! I'm just dropping you a line because I've just joined a fitness club (Energize) and we get free guest passes for the first month. How do you fancy coming along as my guest and trying out the facilities? There's an amazing pool with a sauna, steam room and jacuzzi, as well as a state-of-the-art gym. There's also a nice restaurant where we could have lunch. Let me know if you'd like to come – Saturday 16th would be best for me as Josh is staying with my parents that weekend, but failing that I could manage 23rd. How about meeting early morning, say 8ish? That way we could get there before the crowds. I could pick you up as I have a parking pass. Let me know if you're free – hope you can make it. All for now,  
Sonia

Hi Sonia,  
Lovely to hear from you – I've been meaning to get in touch for ages! Sorry for the delay in replying but life has been frantic recently! I've just started a new job – will tell you all about it when I see you. Thanks so much for the invitation – it would be great to meet up and the leisure centre sounds brilliant. Let's go for 16th, and thanks also for the offer of a lift – much appreciated. All's well here, no major news apart from the new job. See you on 16th and look forward to catching up!  
Liz

2 Find words and phrases which mean:

- 1 We haven't been in contact for a long time.
- 2 My life is still busy.
- 3 I'm writing to you ...
- 4 If that's not possible ...
- 5 Around eight o'clock.
- 6 I've been intending to write for a long time.
- 7 Sorry I didn't reply sooner.
- 8 I've been extremely busy.
- 9 Nothing special has happened recently.
- 10 Looking forward to exchanging news.

## LANGUAGE FOCUS

### Invitations & responses

1 Complete the expressions with words from the box.

seeing fancy get invitation make could  
meet shall give great free love

- 1 Sounds \_\_\_\_\_!
- 2 Do you \_\_\_\_\_ going out for a meal?
- 3 Let me know if you are \_\_\_\_\_.
- 4 We \_\_\_\_\_ meet outside Bailey's.
- 5 Would you like to \_\_\_\_\_ up for lunch?
- 6 Thanks very much for the \_\_\_\_\_.
- 7 Hope you can \_\_\_\_\_ it.
- 8 Look forward to \_\_\_\_\_ you then.
- 9 It would be great to \_\_\_\_\_ together.
- 10 I could \_\_\_\_\_ you a lift if you like.
- 11 I'd \_\_\_\_\_ to but I'm afraid I'm busy on Weds.
- 12 What time \_\_\_\_\_ I come round?

2 Would each of the expressions above be written by?

- 1 The person making the invitation
- 2 The person responding to the invitation
- 3 Either

## WRITING

1 Write an email to a friend, inviting them to take part in, or watch, a sporting event (125–175 words).

Give details of the event.  
Suggest a time and place to meet.  
Give some personal news.

2 Write a response to the email (75–125 words).

Thank the friend for the invitation.  
Confirm the arrangements.  
Give some personal news.  
Remember to start and end the emails in a suitable way.



# 4A | Writing A narrative

## LANGUAGE FOCUS

### Using narrative tenses

**1** Complete the text using an appropriate form of the verb in brackets (past simple, past continuous, past perfect simple, or past perfect continuous).

It (1) \_\_\_\_\_ (*pour*) with rain on a dark winter's night, and Robin (2) \_\_\_\_\_ (*make*) his way home along the motorway. Earlier that day he (3) \_\_\_\_\_ (*drive*) to London and (4) \_\_\_\_\_ (*spend*) all day in a business meeting. Now he (5) \_\_\_\_\_ (*drive*) for three hours and (6) \_\_\_\_\_ (*feel*) tired, and ready for a good night's sleep. Arriving at a motorway service station, he (7) \_\_\_\_\_ (*pull*) into the petrol station, (8) \_\_\_\_\_ (*fill*) up his tank, and (9) \_\_\_\_\_ (*go*) up to the till to pay. As he (10) \_\_\_\_\_ (*stand*) in the queue, he (11) \_\_\_\_\_ (*put*) his hand into his pocket and (12) \_\_\_\_\_ (*realize*) to his horror that he (13) \_\_\_\_\_ (*leave*) his credit card at the restaurant in London where he (14) \_\_\_\_\_ (*have*) lunch. Wondering how he was going to get out of the situation, he suddenly (15) \_\_\_\_\_ (*hear*) someone behind him say, 'Don't worry, Robin, this one is on me.' He (16) \_\_\_\_\_ (*turn*) round and, to his great astonishment, (17) \_\_\_\_\_ (*find*) himself face to face with his old friend Max, whom he (18) \_\_\_\_\_ (*not / see*) since university days. The two men (19) \_\_\_\_\_ (*burst*) out laughing and, when they (20) \_\_\_\_\_ (*get*) over their surprise, (21) \_\_\_\_\_ (*sit*) down to exchange news of their lives over cups of coffee.

### Linking events

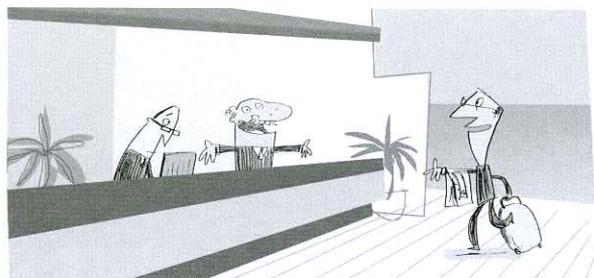
**2** Complete the sentences so that they have the same meaning as the first.

- He set off and immediately realized he had left his mobile phone behind.  
He had just \_\_\_\_\_.
- Robin had driven 300km and was feeling tired.  
Having \_\_\_\_\_.
- He put his hand in his pocket and discovered he had no money.  
He put his hand in his pocket, only \_\_\_\_\_.
- He realized he had no money, and wondered what to do.  
Realizing \_\_\_\_\_.
- He left London and immediately it started to rain.  
No sooner \_\_\_\_\_.

**3** Complete the text with words from the box.

as    when    on    who    just then

I'd been driving around for hours trying to find the hotel (1) \_\_\_\_\_ I found myself right in front of it. (2) \_\_\_\_\_ entering, I went over to the reception desk and spoke to the receptionist, (3) \_\_\_\_\_ informed me that there was no single room booked under my name. (4) \_\_\_\_\_ I was wondering what was going on, a man at the desk suddenly shrieked out loud and shouted, 'Jeffrey!' I hesitated for a few seconds and then realized that it was an old school friend who I hadn't seen for over 20 years. (5) \_\_\_\_\_ the receptionist announced that there was no single room booked under my name because the boss had in fact upgraded me to the luxury double room!



### Describing emotion

**4** Insert these expressions into the text in exercise 3.

to my astonishment    to my relief  
to my delight    to my dismay

**5** Match the sentence beginnings 1–5 with the endings a–e.

- I realized to my utter dismay
  - Somewhat to my annoyance
  - To my great relief
  - I watched in complete bemusement
  - Imagine my fury
- as the train passed by without stopping.
  - the river did not flood near my house.
  - that we would not catch our flight.
  - when I found that someone had stolen my laptop.
  - the man behind me jumped the queue.

**6** Complete the sentences with your own ideas:

- On opening my suitcase I discovered to my horror that \_\_\_\_\_.
- Reading the letter, I learned to my delight that \_\_\_\_\_.
- Imagine my disappointment when I arrived at the airport and found that \_\_\_\_\_.
- I gazed in amusement as my neighbour's toddler \_\_\_\_\_.

# 4B | Writing A description

## READING

- 1 Read the description of a visit to Marrakech in Morocco. Was it mainly a positive or negative experience?

I have just spent two unforgettable days in Marrakech. To get there, I spent a few hours riding the Marrakech Express and watching the coastal plains rise in gentle undulations, scattered with patches of vibrantly coloured wild flowers, to become the snow-capped High Atlas Mountains that form the backdrop to the town.

Marrakech is an inland African town of pink mud buildings, fragrant and bustling markets, and a square that attracts a dazzling array of human types. There were men of all ages wearing bright turquoise, ochre and shocking pink hooded kaftans; local leather-jacketed youths; veiled women pulling at your sleeve and clamouring to henna your hands; toothless old men telling stories; stall-holders selling fresh orange juice or sizzling sheep's brains; groups of musicians from the mountains playing strange-looking instruments and dancing in circles; snake charmers and men with monkeys entertaining the crowds; Berbers in traditional red and yellow folk costumes touting themselves for photographs; and tourist couples strolling around looking unavoidably like tourists.

As the evening grew chilly, I retreated to my sprawling old budget hotel. I climbed to the roof terrace and watched the sun set over the pink town in a pink sky casting pink reflections on the mountains, and felt suddenly aware of the multiplicity of the ways of humankind on this planet, and yet its essential unity. I ate a meal of hearty Moroccan stew, and retreated to bed exhausted. The next day I arrived back home with my head spinning and my senses saturated.



- 2 Say whether the statements about the text are true (T) or false (F).

- 1 Marrakech is overlooked by mountains.
- 2 Marrakech is on the coast.
- 3 The town square is a focus of human activity.
- 4 The writer was staying in a luxury hotel.
- 5 The writer had an intense experience on the roof terrace.
- 6 The writer returned home with vivid impressions of the visit.

## LANGUAGE FOCUS

### The five senses

- 1 Underline details in the text relating to the five senses.

- 1 Sound (e.g. *women clamouring*)
- 2 Smell (e.g. *fragrant markets*)
- 3 Touch (e.g. *women pulling at your sleeve*)
- 4 Taste (e.g. *fresh orange juice*)
- 5 Sight / colour (e.g. *vibrantly coloured flowers*)

### Participle phrases

- 2 Rearrange the words to make sentences.

- 1 ages all of men kaftans wearing
- 2 your clamouring your hands women sleeve veiled at and to pulling henna
- 3 telling men toothless stories old
- 4 orange stall-holders or sizzling juice sheep's brains fresh selling
- 5 in musicians instruments playing dancing of strange-looking circles and groups
- 6 snake charmers crowds the entertaining
- 7 photographs for themselves touting berbers
- 8 tourist around looking like strolling unavoidably couples tourists

## WRITING

- 1 Write a description of a visit to a crowded place (e.g. an airport, a park, a beach, or a city square). Follow this format.

**Paragraph 1:** Locate the description. Where exactly is it? When and how did you go there?

**Paragraph 2:** Describe the people you saw. What did they look like? What were they doing? Use participle phrases, and phrases relating to the five senses. Begin 'There were...'

**Paragraph 3:** What happened at the end? How did you feel, and what impressions were you left with?

# 5A | Writing A letter of complaint

## LANGUAGE FOCUS

### Explaining the results of problems

- 1 Complete the sentences using phrases from the box (sometimes more than one alternative is possible).

so that    which constitutes    as a result  
 which means    which makes    which is

- The bathroom radiator is not working \_\_\_\_\_ the temperature is freezing.
- The walls are paper thin, \_\_\_\_\_ that you can hear every noise the neighbours make.
- The walls are damp, \_\_\_\_\_ a health hazard.
- The doorbell isn't working, and \_\_\_\_\_ visitors have to bang on the door.
- The lift is out of order, \_\_\_\_\_ extremely annoying, as I have to walk up three flights of stairs.
- The taps keep dripping, \_\_\_\_\_ it difficult to get to sleep at night.

- 2 Write sentences to describe the problems in the flat.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 3 Write sentences to explain the results of the problems in exercise 2. Use words and phrases from the box and from exercise 1.

a health hazard                      do the washing up  
 go to the launderette              a safety hazard  
 extremely uncomfortable          draughty

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Articles

- 4 Add *a / an* or *the* to the letter where necessary.

Hi Jan

Thanks very much for postcard you sent from Spain. Glad to hear you enjoyed holiday. You deserved it.

Just thought I'd write to let you know that we've moved into new flat on second floor in modern apartment block quite close to city centre. Block is in quiet residential area near to park, and we are very happy here. But there are some problems with flat. Kitchen is very small and cooker is a bit erratic, which means that we can't always eat at home. Also, carpet in hall is stained and filthy, and we've asked landlord to have it cleaned. When we first moved in, toilet didn't flush. Luckily, landlord sent plumber round to fix it straight away.

Anyway, on the whole things are working out OK. You must come round to visit sometime!

All for now

Kate

- 5 Match each use of *the* in exercise 4 to the explanations below.

- ordinal nouns
- something that has been mentioned before
- an attribute of something mentioned before
- normally only one in a place
- specified or defined
- known to the reader

# 5B | Writing A letter of thanks

## READING



1 Read the letter. What is the writer's purpose?

Dear Mr and Mrs Burd,

I am writing on behalf of the Race For Schools team to thank you for your very generous sponsorship of our runners in last Sunday's race in aid of schools in Africa. The event was a great success and we managed to raise a magnificent total of €87,215 which will go towards buying books for underprivileged children in developing countries. Thankfully the rain held off during the afternoon, and the runners and spectators were all in good spirits for the event.

The turnout this year was excellent and the participants managed to complete the 5km in record times. We have been overwhelmed by the donations we have received this year in response to our sponsorship appeal. But for the generosity of supporters like you we would not be able to go on funding our educational projects in Africa. With your help we are able to really make a difference to many many children's lives.

With thanks once again.

Yours sincerely,

Tess Nowell

2 Choose the correct alternative.

- 1 Tess Nowell *organized / sponsored* the race.
- 2 The proceeds of the race will go to *local schools / an educational charity*.
- 3 The weather was *rainy / dry* during the race.
- 4 *Many runners / Record numbers of runners* took part in the race.
- 5 The amount raised this year was *more / less* than expected.
- 6 Race for Schools *can / cannot* continue funding educational projects.
- 7 Race for Life *can / cannot* manage without charitable contributions.

## LANGUAGE FOCUS

### Expressions of thanks

1 Match the extracts from the letter to the topics.

- 1 Just a brief note to say thank you for putting me up while I was in Dublin last week.
- 2 I am writing to say how much Bob and I appreciate the hard work you put into helping make Jeremy's 21st such a success last Saturday.
- 3 I am writing to extend our sincere thanks for the generous cheque you sent in response to our appeal for guide dogs for the blind.
- 4 Thank you so much for the beautiful set of mugs you gave to Tony and me.
- 5 This is just to say a big thank you for your kind words when I was feeling so down last night.
- 6 I am writing to express my gratitude for the scholarship you have awarded me.

- |  |  |
|--|--|
| <input type="checkbox"/> a A wedding present | <input type="checkbox"/> d Help with a party     |
| <input type="checkbox"/> b Emotional support | <input type="checkbox"/> e Educational funding   |
| <input type="checkbox"/> c Hospitality       | <input type="checkbox"/> f A charitable donation |

### Explaining why you are grateful

2 Complete the sentences with words from the box.

Thanks But With If Without

- 1 \_\_\_\_\_ for your guidance and advice I would not have known what to do.
- 2 \_\_\_\_\_ extra tuition I was able to pass the exam.
- 3 \_\_\_\_\_ it hadn't been for your financial backing we would not have been able to stage the play.
- 4 \_\_\_\_\_ to your hard work we managed to get the house ready on time.
- 5 \_\_\_\_\_ your support I don't know how I would have managed.

## WRITING

1 Write a letter of thanks to someone for offering hospitality or tuition to a group of visiting students. Use expressions from Language focus exercises 1 and 2.

Follow this format:

**Paragraph 1:** State the purpose of the letter.

**Paragraph 2:** Give details of what happened.

**Paragraph 3:** Say why you are grateful.

# 6A | Writing An essay (1)

## LANGUAGE FOCUS

### Expressing a viewpoint

1 Rearrange the words in the sentences.

1 case play simply instrument the a that not can it learn is to anyone musical

\_\_\_\_\_.

2 should that the personally arts the believe government I subsidize

\_\_\_\_\_.

3 is true it audience probably to that minority ballet a attracts say

\_\_\_\_\_.

4 that the is sake their for generally arts are important it agreed own

\_\_\_\_\_.

5 great lives dispute that would enriches fact people's the no-one art

\_\_\_\_\_.

6 for has innate whether everyone would personally talent I an art question

\_\_\_\_\_.

2 Say whether each statement represents:

- a a strong claim or commonly held view
- b a personal opinion

1 It is widely believed that watching too much television can have a harmful effect on children.

2 All the evidence suggests that many people would like to go out more to arts events.

3 I would argue that the arts should be publicly funded.

4 It is often claimed that modern art has no aesthetic value.

5 There can be no doubt that Shakespeare is Britain's greatest playwright.

6 It is my view that some form of censorship is necessary.

### Arguing against a viewpoint

3 Complete the sentences expressing a viewpoint by adding one word.

1 There are who argue that television is dumbing down our culture.

2 Of, schools can sometimes stifle creativity.

3 Opponents censorship argue that it should not interfere with freedom of expression in the arts.

4 Is true that much modern art is not easy to understand.

5 Of public funding of the arts claim that museums and art galleries should not charge an entrance fee.



4 Match the viewpoints in exercise 3 with the opposite view below.

- a However, it is becoming increasingly difficult to maintain the current level of services without an additional source of income.
- b But surely that does not mean it does not deserve to be called art?
- c However, it could also be argued that the capacity for self-expression is not the main aim of education.
- d But others believe that entertainment is an important function of public broadcasting.
- e But surely there is also a need to protect children from explicit violent or sexual content?

5 Write two sentences on each of the following topics, a) expressing a viewpoint, b) arguing against it.

1 Buying an original painting

a \_\_\_\_\_.

b \_\_\_\_\_.

2 Hollywood films

a \_\_\_\_\_.

b \_\_\_\_\_.

# 6B | Writing An essay (2)

## READING

- 1 Read the essay on GM foods. Is the writer mainly for or against their use?

(1) \_\_\_\_\_ there have been enormous scientific advances in the production of genetically modified (GM) foods. However, (2) \_\_\_\_\_ GM foods are beneficial to humanity is a highly controversial one. In many European countries vigorous campaigns by anti-GM protesters have led to an unofficial moratorium on the growth and import of GM crops.

(3) \_\_\_\_\_ they offer a number of benefits. First, crops can be engineered so as to be resistant to pests, thus reducing the need for pesticides. Second, they can be grown in poor conditions and thus contribute to combating world hunger. (4) \_\_\_\_\_, GM technology can bring about improvements in the flavour and shelf life of the food we eat.

However, (5) \_\_\_\_\_ they may be detrimental to our health in ways of which we are not yet aware. (6) \_\_\_\_\_ they can be accidentally spread by winds, thus infecting neighbouring crops. (7) \_\_\_\_\_, anti-GM campaigners point out that large businesses may develop monopolies on the production of GM crops, driving smaller producers out of business.

My own view is that, (8) \_\_\_\_\_ GM foods offer an important solution to the problem of hunger in developing countries. (9) \_\_\_\_\_ more research needs to be done into possible risks to health before they are developed on a large scale.



- 2 Choose the correct alternative to describe GM foods.

- 1 They may be *more / less* affected by pests.
- 2 They may *increase / reduce* world hunger.
- 3 They may be on sale for a *shorter / longer* time in shops.
- 4 They may be *beneficial / harmful* to our health.
- 5 They may *affect / be affected by* nearby crops.
- 6 They may *increase / reduce* financial competition.

- 3 Complete the text with words and phrases from the box.

on balance critics fear that finally however lastly  
the question of whether a further problem is that  
supporters of GM foods contend that in recent decades

## LANGUAGE FOCUS

### Result clauses

- 1 Complete the sentences with result clauses from the text.

- 1 Crops can be engineered so as to be resistant to pests, \_\_\_\_\_.
- 2 They can be grown in poor conditions, \_\_\_\_\_.
- 3 They can be accidentally spread by winds, \_\_\_\_\_.
- 4 Large businesses may develop monopolies on the production of GM crops, \_\_\_\_\_.

- 2 Complete the sentence beginnings 1–4 with the endings a–d.

- 1 The shelf life of GM foods can be extended,
  - 2 The use of pesticides can be reduced,
  - 3 Anti-GM protesters have campaigned vigorously,
  - 4 GM foods may pose health risks,
- a thus reducing the risk to the environment.  
b raising the public's awareness of the issue.  
c and thus bring about harmful side effects of which we are as yet unaware.  
d thus offering financial benefits to retailers.

## WRITING

- 1 Write an essay on either a) computerization b) space travel c) the teaching of science in schools. Follow this format:

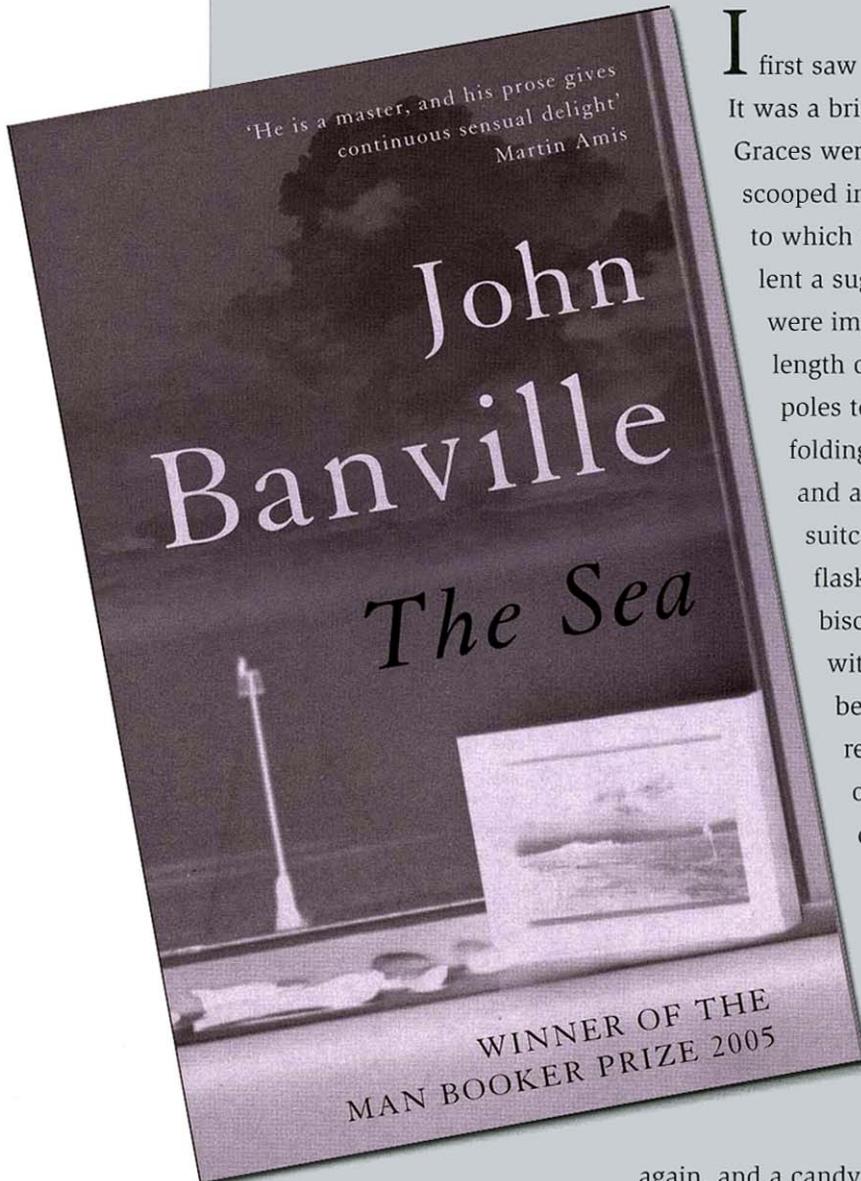
**Paragraph 1:** Introduce the topic and say why it is controversial.

**Paragraph 2:** Introduce arguments in favour. Use result clauses.

**Paragraph 3:** Introduce arguments against. Use result clauses.

**Paragraph 4:** Give your own opinion, with reasons.

# The Sea BY JOHN BANVILLE



I first saw her, Chloe Grace, on the beach. It was a bright, wind-worried day and the Graces were settled in a shallow recess scooped into the dunes by wind and tides to which their somewhat raffish presence lent a suggestion of the proscenium. They were impressively equipped, with a faded length of striped canvas strung between poles to keep chill breezes off, and folding chairs and a little folding table, and a straw hamper as big as a small suitcase containing bottles and vacuum flasks and tins of sandwiches and biscuits; they even had real tea cups, with saucers. This was a part of the beach that was tacitly reserved for residents of the Golf Hotel, the lawn of which ended just behind the dunes, and indignant stares were being directed at these heedlessly interloping villa people with their smart beach furniture and their bottles of wine, stares which the Graces if they noticed them ignored. Mr Grace, Carlo Grace, Daddy, was wearing shorts

again, and a candy-striped blazer over a chest that was bare save for two big tufts of tight curls in the shape of a miniature pair of widespread fuzzy wings. I had never before encountered nor, I think, have I encountered since, anyone so fascinatingly hairy. On his head was clamped a canvas hat like a child's upturned sand bucket. He was sitting on one of the folding chairs, holding a newspaper open before him and at the same time managing to

smoke a cigarette, despite the stiff wafts of wind coming in from the sea. The blond boy, the swinger on the gate – it was Myles, I may as well give him his name – was crouched at his father's feet, pouting moodily and delving in the sand with a jagged piece of sea-polished driftwood. Some way behind them, in the shelter of the dune wall, a girl, or young woman, was kneeling on the sand, wrapped in a big red towel, under the cover of which she was trying vexedly to wriggle herself free of what would turn out to be a wet bathing suit. She was markedly pale and soulful of expression, with a long, slender face and very black, heavy hair. I noticed that she kept glancing, resentfully, as it seemed, at the back of Carlo Grace's head. I noticed too that the boy Myles was keeping sidelong watch, in the evident hope, which I shared, that the girl's protective towel would slip. She could hardly be his sister, then.

Mrs Grace came up the beach. She had been in the sea and was wearing a black swimsuit, tight and darkly lustrous as sealskin, and over it a sort of wraparound skirt made of some diaphanous stuff, held at the waist with a single button and billowing open with each step she took to reveal her bare, tanned, rather thick but shapely legs. She stopped in front of her husband and pushed her white-rimmed sunglasses up into her hair and waited through the beat that he allowed to pass before he lowered the newspaper and looked up at her, lifting his hand that held the cigarette and shading his eyes against the salt-sharpened light. She said something and he put his head on one side and shrugged, and smiled, showing numerous small white even teeth. Behind him the girl, still under the towel, discarded her bathing suit that she had freed herself of at last and, turning her back, sat down on the sand with her legs flexed and made the towel into a tent around herself and rested her forehead on her knees, and Myles drove his stick into the sand with disappointed force.

So there they were, the Graces: Carlo Grace and his wife Constance, their son Myles, the girl or young woman who I was sure was not the girl I had heard laughing in the house that first day, with all their things around them, their folding chairs and tea cups and tumblers of white wine, and Connie Grace's revealing skirt and her husband's funny hat and newspaper and cigarette, and Myles's stick, and the girl's swimsuit, lying where she had tossed it, limply wadded

and stuck along one wet edge with a fringe of sand, like something thrown up drowned out of the sea.

I do not know for how long Chloe had been standing on the dune before she jumped. She may have been there all that time, watching me watching the others. She was first a silhouette, with the sun behind her making a shining helmet of her short-cropped hair. Then she lifted her arms and with her knees pressed together launched herself off the dune wall. The air made the legs of her shorts balloon briefly. She was barefoot, and landed on her heels, sending up a shower of sand. The girl under the towel – Rose, give her a name too, poor Rosie – uttered a little shriek of fright. Chloe wobbled, her arms still lifted and her heels in the sand, and it seemed she would fall over or at least sit down hard, but instead she kept her balance, and smiled sideways spitefully at Rose who had sand in her eyes and was making a fish face and shaking her head and blinking. ‘*Chlo-e!*’ Mrs Grace said, a reproving wail, but Chloe ignored her and came forward and knelt in the sand beside her brother and tried to wrest the stick from him. I was lying on my stomach on a towel with my cheeks propped on my hands, pretending to read a book. Chloe knew I was looking at her and seemed not to care. What age were we, ten, eleven? Say eleven, it will do. Her chest was as flat as Myles’s, her hips were no wider than mine. She wore a white singlet over her shorts. Her sun-bleached hair was almost white. Myles, who had been battling to keep his stick, snatched it free of her grasp at last and hit her with it on the knuckles and she said ‘Ow!’ and struck him in the breastbone with a small, pointed fist.

‘Listen to this advertisement,’ her father said to no one in particular, and read aloud, laughing, from the newspaper. ‘*Live ferrets required as venetian blind salesmen. Must be car drivers. Apply box twenty-three.*’ He laughed again, and coughed, and, coughing, laughed. ‘Live ferrets!’ he cried. ‘Oh, my.’

How flat all sounds are at the seaside, flat and yet emphatic, like the sound of gunshots heard at a distance. It must be the muffling effect of so much sand. Although I cannot say when I have had occasion to hear a gun or guns being fired.

Mrs Grace poured wine for herself, tasted it, grimaced, and sat down in a folding chair and crossed one firm leg on the other, her beach shoe dangling. Rose was getting dressed fumblingly under her towel. Now it was Chloe's turn to draw her knees up to her chest – is it a thing all girls do, or did, at least, sitting that way in the shape of a zed fallen over on its front? – and hold her feet in her hands. Myles poked her in the side with his stick. 'Daddy,' she said with listless irritation, 'tell him to stop.' Her father went on reading. Connie Grace's dangling shoe was jiggling in time to some rhythm in her head. The sand around me with the sun strong on it gave off its mysterious, catty smell. Out on the bay a white sail shivered and flipped to leeward and for a second the world tilted. Someone away down the beach was calling to someone else. Children. Bathers. A wire-haired ginger dog. The sail turned to windward again and I heard distinctly from across the water the ruffle and snap of the canvas. Then the breeze dropped and for a moment all was still.

They played a game, Chloe and Myles and Mrs Grace, the children lobbing a ball to each other over their mother's head and she running and leaping to try to catch it, mostly in vain. When she runs her skirt billows behind her and I cannot take my eyes off the tight bulge at the upside-down apex of her lap. She jumps, grasping air and giving breathless cries and laughing.

Her breasts bounce. The sight of her is almost alarming. A creature with so many mounds and scoops of flesh to carry should not cavort like this, she will damage something inside her, some tender arrangement of adipose tissue and pearly cartilage. Her husband has lowered his newspaper and is watching her too, combing his fingers through his beard under his chin and coldly smiling, his lips drawn back a little from those fine small teeth and his nostrils flared wolfishly as if he is trying to catch her scent. His look is one of arousal, amusement and faint contempt; he seems to want to see her fall down in the sand and hurt herself; I imagine hitting him, punching him in the exact centre of his hairy chest as Chloe had punched her brother. Already I know these people, am one of them. And I have fallen in love with Mrs Grace.

Rose comes out of the towel, in red shirt and black slacks, like a magician's assistant appearing from under the magician's scarlet-lined cape, and busies herself in not looking at anything, especially the woman and her children at play.

Abruptly Chloe loses interest in the game and turns aside and flops down in the sand. How well I will come to know these sudden shifts of mood of hers, these sudden sulks. Her mother calls to her to come back and play but she does not respond. She is lying propped on an elbow on her side with her ankles crossed, looking past me narrow-eyed out to sea. Myles does a chimp dance in front of her, flapping his hands under his armpits and gibbering. She pretends to be able to see through him. 'Brat,' her mother says of her spoilsport daughter, almost complacently, and goes back and sits down on her chair. She is out of breath, and the smooth, sand-coloured slope of her bosom heaves. She lifts a hand up high to brush a clinging strand of hair from her damp forehead and I fix on the secret shadow under her armpit, plum-blue, the tint of my humid fantasies for nights to come. Chloe sulks. Myles goes back to delving violently in the sand with his stick. Their father folds his newspaper and squints at the sky. Rose is examining a loose button on her shirt. The little waves rise and splash, the ginger dog barks. And my life is changed forever.

But then, at what moment, of all our moments, is life not utterly, utterly changed, until the final, most momentous change of all?

We holidayed here every summer, my father and mother and I. We would not have put it that way. *We came here for our holidays*, that is what we would have said. How difficult now it is to speak as I spoke then. We came for our holidays here every summer, for many years, many years, until my father ran off to England, as fathers sometimes did, in those days, and do still, for that matter. The chalet that we rented was a slightly less than life-sized wooden model of a house. It had three rooms, a living room at the front that was also a kitchen and two tiny bedrooms at the back. There were no ceilings, only the sloped undersides of the tarpapered roof. The walls were panelled with unintentionally elegant, narrow, bevelled boards that on sunny days smelled of paint and pine-sap. My mother cooked on a paraffin

stove, the tiny fuel-hole of which afforded me an obscurely furtive pleasure when I was called on to clean it, employing for the task a delicate instrument made of a strip of pliant tin with a stiff filament of wire protruding at a right angle from its tip. I wonder where it is now, that little Primus stove, so sturdy and steadfast? There was no electricity and at night we lived by the light of an oil lamp. My father worked in Ballymore and came down in the evenings on the train, in a wordless fury, bearing the frustrations of his day like so much luggage clutched in his clenched fists. What did my mother do with her time when he was gone and I was not there? I picture her sitting at the oilcloth-covered table in that little wooden house, a hand under her head, nursing her disaffections as the long day wanes. She was still young then, they both were, my father and my mother, younger certainly than I am now. How strange a thing that is to think of. Everybody seems to be younger than I am, even the dead. I see them there, my poor parents, rancorously playing at house in the childhood of the world. Their unhappiness was one of the constants of my earliest years, a high, unceasing buzz just beyond hearing. I did not hate them. I loved them, probably. Only they were in my way, obscuring my view of the future. In time I would be able to see right through them, my transparent parents.

My mother would only bathe far up the beach, away from the eyes of the hotel crowds and the noisy encampments of day trippers. Up there, past where the golf course began, there was a permanent sandbank a little way out from shore that enclosed a shallow lagoon when the tide was right.

In those soupy waters she would wallow with small, mistrustful pleasure, not swimming, for she could not swim, but stretched out full-length on the surface and walking along the sea-floor on her hands, straining to keep her mouth above the lapping wavelets. She wore a crimplene swimsuit, mouse-pink, with a coy little hem stretched across tight just under her crotch. Her face looked bare and defenceless, pinched in the tight rubber seal of her bathing cap. My father was a fair swimmer, going at a sort of hindered, horizontal scramble with mechanical strokes and a gasping sideways grimace and one staring eye. At the end of a length

he would rise up, panting and spitting, his hair plastered down and ears sticking out and black trunks abulge, and stand with hands on hips and watch my mother's clumsy efforts with a faint, sardonic grin, a muscle in his jaw twitching. He splashed water in her face and seized her wrists and wading backwards hauled her through the water. She shut her eyes tight and shrieked at him furiously to stop. I watched these edgy larks in a paroxysm of disgust. At last he let her go and turned on me, upending me and grasping me by the ankles and pushing me forward wheelbarrow-fashion off the edge of the sandbank and laughing. How strong his hands were, like manacles of cold, pliant iron, I feel even yet their violent grip.

He was a violent man, a man of violent gestures, violent jokes, but timid, too, no wonder he left us, had to leave us. I swallowed water, and twisted out of his grasp in a panic and jumped to my feet and stood in the surf, retching.

Chloe Grace and her brother were standing on the hard sand at the water's edge, looking on. They wore shorts as usual and were barefoot. I saw how strikingly alike they were. They had been collecting seashells, which Chloe was carrying in a handkerchief knotted corner-to-corner to make a pouch. They stood regarding us without expression, as if we were a show, a comic turn that had been laid on for them but which they found not very interesting, or funny, but peculiar only. I am sure I blushed, grey and goosepimpled though I was, and I had an acute awareness of the thin stream of seawater pouring in an unstoppable arc out of the sagging front of my swimming-trunks. Had it been in my power I would have cancelled my shaming parents on the spot, would have popped them like bubbles of sea spray, my fat little bare-faced mother and my father whose body might have been made of lard. A breeze smacked down on the beach and swarmed across it slantwise under a skim of dry sand, then came on over the water, chopping the surface into sharp little metallic shards. I shivered, not from the cold now but as if something had passed through me, silent, swift, irresistible. The pair on the shore turned and trailed off in the direction of the wrecked freighter.

Was it that day that I noticed Myles's toes were webbed?

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# Answer key

## 1A Consuming passions

### Change

- 1 1 switch 2 transfer 3 vary  
4 adapt 5 convert
- 2 1 shift 2 alteration 3 transformation  
4 adaptation 5 variation

### Vocabulary from the lesson

- 3 1 c 2 a 3 b 4 a 5 c 6 b

### Dictation

#### 4 01

I've been studying English for something like ten years now and I've visited London three times. England certainly lived up to all my expectations. Next summer I'm going there again for roughly three months to continue learning the language. Although it can sometimes be difficult to adapt to living in a foreign country, I'm very enthusiastic about the idea of going back.

## 1B First day

### Simple & continuous verb forms

- 1 1 've been trying 2 'm leaving  
3 has been getting 4 've been feeling  
5 was surfing 6 came  
7 applied 8 offered  
9 'll be sitting 10 'm feeling  
11 know 12 leaves
- 2 1 I'm seeing a friend tomorrow evening.  
3 Don't phone me at 6.00 as I'll **be** working.  
4 I'm currently staying with friends while my kitchen is **being** extended.  
5 His son often **cried/used to cry** when he was a baby.  
7 I've **driven** 200km today.
- 3 1 It has been snowing.  
2 He has built a snowman.  
3 He has been playing in the mud.

### Approximation

- 4 1 four months, five months 2 7.55  
3 5.02 4 eight, ten 5 €18,000, €20,000
- 5 1 T - 42.195km  
2 F - 2 hours 4 minutes and 55 seconds  
3 T - 6,525,170,264 (July 2006)  
4 T - 70.8%  
5 F - 8,850m

## 1C Growing up

### Age

- 1 1 a toddler 2 a teenager  
3 a middle-aged woman 4 a twentysomething  
5 a newborn 6 a senior citizen
- 2 1 turned 2 coming 3 side  
4 having 5 coming 6 getting

## Reference

- 3 1 These 2 those 3 these 4 this  
5 those 6 those 7 These 8 this

## Substitution

- 4 Possible alternative answers are shown in brackets.  
1 Joe doesn't like it, but Amy does.  
2 Those ones in the window, please.  
3 I don't think I will either. (Neither will I/Me neither.)  
4 The one from Heathrow was fine but the return one was delayed by two hours.  
5 So do mine/Mine too.

## 1D The quarterlife crisis

### Noun suffixes

- 1 1 retirement 2 departure 3 Department  
4 flexibility 5 enthusiasm 6 Patience  
7 self-confidence 8 ability 9 decisions  
10 procedure
- 2 1 participant 2 environmentalist 3 referee  
4 historian 5 spectator 6 demonstrator
- 3 1 occural, occurrence 2 fondity, fondness  
3 realizence, realization 4 obediency, obedience  
5 inhibitment, inhibition 6 sinereness, sincerity

### Vocabulary from the lesson

- 4 4, 7, 6, 8, 5, 2, 1, 3

### Translation

- 5 Translate the text into your language. Check with your teacher.

## 1 Reading

- 1 1 mumps 2 chickenpox 3 measles

### 2 & 3 Students' own answers

- 4 b

- 5 a verse 4 b verse 3 c verse 1  
d verse 2 e verse 5

- 6 1 d 2 e 3 f 4 c 5 b 6 a

- 7 1 a 2 a 3 b 4 c 5 b 6 c 7 b and c

### 8 & 9 Students' own answers

### Read & listen

- 10  02 Refer to Reading 1 *On turning ten* on page 9.

## 2A Memory

### Memory & memories

- 1 1 off by heart  
2 memory for faces  
3 back memories of my student days  
4 vivid memories of my first day at school  
5 bittersweet memories of my first love

## Gerunds & infinitives

- 2** I am writing with regard to Melissa's progress this term, which I regret **to** say has been extremely disappointing. It appears she would sooner spend time going to town with her friends than attend classes, and her prolonged absences have made her fall behind with her coursework. Furthermore she seems **to** have made no effort **to** do her homework, even though she has been reminded on several occasions **to** hand this in on time. In class, her apparent inability **to** stop chatting has meant she has failed **to** take in anything that has been going on. Making more effort **to** listen to her teacher might enable her **to** make some progress and help her (**to**) improve her powers of concentration. As I am sure you will appreciate, we cannot let students get away with this kind of behaviour and she has been told in no uncertain terms that she had better change her ways radically.
- 3** Incorrect alternatives:
- |                  |                    |
|------------------|--------------------|
| 1 take, to take  | 2 wait             |
| 3 be seen        | 4 get, getting     |
| 5 pass, passing  | 6 have, to have    |
| 7 have, to have  | 8 change, changing |
| 9 stop, to stop  | 10 come            |
| 11 make, to make | 12 enjoy, enjoying |
| 13 go            | 14 to be, being    |
| 15 have, to have |                    |

- 4** 1 b 2 d 3 a 4 c

## 2B Memory man

### Playing cards

- |                        |                |                |
|------------------------|----------------|----------------|
| <b>1</b> 1 pack        | 2 object       | 3 suits        |
| 4 shuffled             | 5 dealt        | 6 face         |
| 7 face                 | 8 bet          | 9 hand         |
| <b>2</b> 1 ace, spades | 2 jack, hearts | 3 queen, clubs |
| 4 three, diamonds      | 5 joker        | 6 pack, cards  |

### Vocabulary from the lesson

- |                       |               |               |
|-----------------------|---------------|---------------|
| <b>3</b> 1 memorizing | 2 sequence    | 3 digits      |
| 4 short-term          | 5 association | 6 spatial     |
| 7 hemispheres         | 8 recall      | 9 hippocampus |

### Dictation

#### **4** 03

Do you have a poor memory for faces? Do you keep forgetting people's names and find it difficult to retrieve facts? Do you have only vague memories of past events? It's easy to improve your ability to memorize facts and figures by learning some basic memory-enhancing techniques. The more you practise, the better you will become.

## 2C Bicycle history

### Way

- |                       |                       |
|-----------------------|-----------------------|
| <b>1</b> 1 a long way | 2 way around          |
| 3 out of my way       | 4 own way             |
| 5 way                 | 6 in a roundabout way |
| 7 in a bad way        | 8 ways                |

### Vocabulary from the lesson

- |                   |         |          |
|-------------------|---------|----------|
| <b>2</b> 1 saddle | 2 gears | 3 chain  |
| 4 pedal           | 5 tyre  | 6 spokes |

- 3** 1 b 2 a 3 a 4 b 5 c 6 a

### Translation

- 4** Translate the text into your language. Check with your teacher.

## 2D Memory stores

### Comparisons

- |  |                |                |         |
|--|----------------|----------------|---------|
| <b>1</b> 1 almost                              | 2 marked       | 3 nowhere near |         |
| 4 considerably                                 | 5 little       | 6 in common    |         |
| 7 resemblance                                  | 8 by far       |                |         |
| <b>2</b> 1 fewest                              | 2 considerably | 3 fewer        | 4 twice |
| <b>3</b> 1 as much traffic as there is today   |                |                |         |
| 2 have to work nearly as hard as they used to  |                |                |         |
| 3 did their fathers                            |                |                |         |
| 4 more than/as much as it used to              |                |                |         |
| 5 as unhappy as they are today                 |                |                |         |
| <b>4</b> The more you study the more you know; |                |                |         |
| The more you know the more you forget;         |                |                |         |
| The more you forget the less you know;         |                |                |         |
| So why study?                                  |                |                |         |

## 2 Reading

- 1** pleasant: an aroma, a fragrance, a scent  
unpleasant: an odour, a stench, a stink  
either: a smell, a whiff

### **2 & 3** Students' own answers

- 4** The article provides scientific evidence for the following statements: 2, 4, 7
- 5** 1 d 2 c 3 b 4 e 5 a
- |                      |                |                |
|----------------------|----------------|----------------|
| <b>6</b> 1 anecdotal | 2 scale        | 3 empirical    |
| 4 establish          | 5 finding      | 6 phase        |
| 7 study              | 8 subjects     | 9 tallied with |
| 10 rate              |                |                |
| <b>7</b> 1 anecdotal | 2 tallies with | 3 empirical    |
| 4 establish          | 5 phases       | 6 subjects     |
| 7 rate               | 8 scale        | 9 findings     |

### Read & listen

- 8**  **04** Refer to Reading 2 *Sniffing back the years* on page 15.

## 3A Consumer society

### Adding emphasis with auxiliary verbs

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| <b>1</b> 1 d                                | 2 e | 3 b | 4 a | 5 c |
| <b>2</b> 1 Yes, he really does, doesn't he? |     |     |     |     |
| 2 Yes, they certainly do, don't they?       |     |     |     |     |
| 3 Yes, it certainly did, didn't it?         |     |     |     |     |
| 4 Yes, he really is, isn't he?              |     |     |     |     |
| 5 Yes, you certainly did, didn't you?       |     |     |     |     |
| 6 Yes, I definitely do, don't I?            |     |     |     |     |

### Money

#### **3** Students' own answers

- 4** 1 e 2 c 3 d 4 b 5 a

## Dictation

### 5 05

There has been a substantial rise in the number of people running up credit card debts. Fewer and fewer people are setting money aside and instead are going overdrawn and frittering money away on things they do not really need. Now the government is pondering how to tackle the problem of irresponsible credit card use, and is trying to persuade people who spend to excess to manage their money more wisely.

## 3B Rubbish!

### Rubbish

1 1 skip 2 dustcart 3 litter 4 bank  
5 tip 6 refuse Mystery word: scraps

2 1 d 2 a 3 c 4 b 5 f 6 e

### Fronting

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

## 3C Competitive eating

### Excess

1 1 in excess of b 2 to extremes e 3 over the top d  
4 in all things c 5 to excess a

2 1 overstretched 2 oversensitive 3 overrated  
4 overpriced 5 overtired

### Vocabulary from the lesson

3 1 grabbed 2 wolfed 3 choking  
4 licking 5 masticating 6 confided

### Translation

4 Translate the text into your language. Check with your teacher.

## 3D A cautionary tale

### Cleft sentences

- 1 His girlfriend. No, it was the pilot who told him there was no room for his luggage.
  - 2 a helicopter. No, it was a private jet that he hired to carry his excess baggage.
  - 3 Rome. No, it was in St Tropez that he threw a huge party.
  - 4 he was getting married. No, it was because he was celebrating his birthday that he threw a party.
  - 5 a personal trainer. No, it was a chef that he paid to fly in from Monaco.
  - 6 Diddy. No, it was Porter who was not pleased with the chef they had during their vacation.
- 2 *Alternative answers shown in brackets*
- 1 What he broke was his ankle.
  - 2 What he did was break the record.
  - 3 What it did was start to rain.
  - 4 What he's doing is drinking to excess.
  - 5 What he needs is a rest.
  - 6 What he should do is not work so hard. (What he shouldn't do is work so hard.)

## Adjective affixes

3 *un-*: advisable, cooperative, deserving, informative, receptive, substantial  
*-less*: careful, powerful  
*dis-*: advantageous, respectful, courteous  
*in-*: decisive

4 1 powerless 2 substantial 3 informative  
4 decisive 5 respectful 6 receptive  
7 uncooperative 8 advisable

## 3 Reading

1 1 d 2 c 3 e 4 b 5 a

2 3

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

4 1 predicament 2 handout 3 rampant 4 default  
5 collateral 6 loan shark 7 destitute

5 It was while on a field trip to a destitute rural community in Southern Bangladesh that Yumus conceived his revolutionary idea. What he found was that not only were the women repaying the money more reliably than the men, but that the small amounts of money going through the women brought much more benefit to the family, ... It was they who had trained themselves to manage scarce resources, ... What he believes is that people are better off with a loan than a handout.

6 *Students' own answers*

### Read & listen

7  **06** Refer to Reading 3 *Banker to the poor* on page 21.

## 4A Voicing complaints

### Ways of speaking

- 1 Incorrect alternatives:  
1 whispering, stuttering 2 bellow, moan  
3 snapping, shrieking 4 whispers, stutters  
5 muttering, grunting 6 moan, mutter  
7 whisper, stutter
- 2 1 through her 2 keep my mouth  
3 criticism over 4 around  
5 believe a, he said 6 'when is the test' is on everyone's

### Vocabulary from the lesson

- 3 1 I've had it up to here with her rude remarks.  
2 I'm sick to death of having to clean up other people's mess.  
3 I've lost count of the number of times I've written to complain.  
4 It annoys me to think that nothing will be done about it.  
5 If there's one thing that gets on my nerves it's people who don't listen.  
6 It drives me mad when people play their radios on the beach.  
7 What I object to is being treated like a child.  
8 I find people who are always moaning so infuriating.
- 4 1 nose 2 times 3 fuss 4 anger  
5 chest 6 moan 7 piece

## Dictation

### 5 07

- 1 I wish you wouldn't shriek like that. You frightened the life out of me.
- 2 It's so infuriating the way he keeps snapping at me for no reason. It really gets me down.
- 3 If there's one thing that gets on my nerves, it's people who are constantly moaning.
- 4 I'm sick to death of hearing my neighbours' children whining.

## 4B Voice complaints

### Voice

- 1 1 strain      2 echoed, faded away      3 trembled  
4 raise      5 broke      6 disguised      7 lower

### Reported speech

- 2 1 He reminded me to phone the plumber.  
2 She denied eating his chocolates.  
3 He regretted having brought/bringing so much luggage.  
4 She threatened to call the police if he didn't leave.  
5 He refused to wear the shoes.  
6 She suggested booking tickets.
- 3 1 me to take a seat  
2 how she could help me  
3 I wanted to make a complaint about my bank account  
4 I'd been charged €75 for going €5 into the red  
5 if that was normal  
6 it was the bank's policy to charge a standard fee if people went overdrawn  
7 it was ridiculous  
8 it was the first time I had ever had an overdraft  
9 to overlook it this time  
10 I must be careful not to go into the red again  
11 they would have to apply the charge
- 4 1 He congratulated me for **on** passing the exam.  
5 I insisted **to on seeing** the manager.  
6 She suggested **me to** I take/took singing lessons.

## 4C In the limelight

### Emotional reactions

- 1 1 tears, fear, eyes      2 life, death, surprise  
3 worked, loud, laughter      4 up, down, mood
- 2 1 was trembling with fear      2 took me by surprise  
3 got worked up      4 got me down
- 3 1 frightened the life out of me / scared me to death  
2 frightened the life out of me / scared me to death / took me by surprise  
3 laughed out loud / roared with laughter  
4 was close to tears  
5 got worked up  
6 cheer me up

### Vocabulary from the lesson

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

### Translation

- 5 Translate the text into your language. Check with your teacher.

## 4D Speech!

### Modal verbs 1

- 1 1 could / might      2 must      3 must  
4 could / might      5 may      6 could / might  
7 must
- 2 1 I might go into acting when I leave school.  
2 She finally succeeded in getting a leading role in a film.  
3 She might not be stunningly attractive, but she certainly has talent.  
4 I could have gone to drama school, but I decided against it in the end.  
5 She could be nominated for the Best Actress award.  
6 The critics may not have liked the film, but I thought it was brilliant.
- 3 Incorrect alternatives:  
1 c    2 a and c    3 b and c    4 a    5 a and c

### Vocabulary from the lesson

- 4 1 hoarse / croaky      2 flat, expressionless  
3 shaky, trembling      4 booming  
5 soft, gentle      6 squeaky, high-pitched

## 4 Reading

- 1 2 calf      3 puppy      4 duckling  
5 cub      6 kid      7 foal  
8 piglet      9 lamb
- 2 1 chickens    2 horses      3 horses  
4 horses      5 all animals    6 all animals
- 3 1 one of the farm animals  
2 the other farm animals  
3 the farmer
- 4 2 and 3
- 5 1, 4, 5, 7, 8
- 6 1 What then must we do?  
2 Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it?  
3 Why then do we continue in this miserable condition?  
4 And what has happened to that milk which should have been breeding up sturdy calves?  
5 Now, comrades, what is the nature of this life of ours?  
6 And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age?
- 7 1 a thousand times no      2 natural span  
3 the rest      4 crystal clear  
5 the root cause      6 lead you astray  
7 tyranny      8 comrades

### 8 & 9 Students' own answers

### Read & listen

- 10  08 Refer to Reading 4 *Animal farm* on page 27.

## 5A Entrepreneurs

### Relative clauses

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

- 2 1 the point where 2 as a result of which  
3 the way in which 4 by which time  
5 several cases where 6 in which case

3 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗

## 5B A new business

### Setting up in business

- 1 1 a Set out your goals  
b Make sales forecasts  
c Provide information on your target market  
2 a Pitch your ideas to investors  
b Agree on percentage equity for investors  
3 a Source your suppliers  
b Start using your investment capital  
4 a Design the logo  
b Differentiate your product from competitors
- 2 1 supplier 2 return 3 innovative 4 deal  
5 forecast 6 competitor 7 logo 8 market  
Mystery word: investor

### Question tags

- 3 1 have you 2 hadn't we 3 aren't I 4 shall we  
5 are they 6 will you 7 are they 8 is there  
9 will you 10 is it?

### Dictation

#### 4 09

I am vehemently opposed to discrimination on the grounds of sex. If it hadn't been for the Sexual Discrimination Act, there would certainly not be so many women in full-time employment now. Some women would have been dismissed when they became pregnant, and many might not have been recruited in the first place. Even now, childcare facilities are woefully inadequate, and it can be difficult for working mothers to survive in the fiercely competitive atmosphere of many firms.

## 5C Women's work?

### Intensifying adverbs

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

### Vocabulary from the lesson

- 3 1 tie, knot, hitched 2 to be 3 blushing  
4 marital 5 wifely 6 go, ways
- 4 1 mismatch 2 out of tune  
3 from bad to worse 4 metamorphosis  
5 out of character 6 from top to bottom

### Translation

- 5 Translate the text into your language. Check with your teacher.

## 5D Sexual discrimination

### Gender

- 1 1 fighter 2 teacher 3 officer  
4 attendant 5 person
- 2 1 man / mankind 2 man hours 3 manpower  
4 manmade 5 undermanned

- 3 1 head teacher 2 fire-fighter 3 police officer  
4 sales person 5 flight attendant

### Hypothetical past situations

- 4 1 hadn't been, would have been offered  
2 had been able to find, wouldn't have had to turn down, hadn't turned down, wouldn't be  
3 hadn't filed, wouldn't be struggling  
4 hadn't been for, would have been able to rise / could have risen to  
5 had been, would have earned  
6 hadn't been on / taken, wouldn't have been demoted to / wouldn't be in
- 5 *Suggested answers:*  
1 a I had waited to have my children later  
b I had listened to the advice from my friends and family  
c have finished my training as a dentist  
2 a I had four / more children  
b I had not delayed having a family to pursue my career / had spent more time with my children  
c have gone back to work later

## 5 Reading

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

### 2 & 3 *Students' own answers*

4 2, 3, 4, 5, 8

- 5 1 line 10 2 line 37 3 line 43  
4 line 58 5 line 70 6 line 78

6 1 b 2 a 3 a and b 4 c 5 b 6 c

### 7 *Students' own answers*

### Read & listen

- 8 10 Refer to Reading 5 *Can she fix it?* on page 33.

## 6A Body care

### Nouns from phrasal verbs

- 1 1 workout 2 checkout 3 outfit 4 outcome  
5 payout 6 outset 7 outbreak
- 2 1 outset 2 outfit 3 payout 4 checkout  
5 outbreak 6 outcome 7 workout
- 3 1 of anger 2 scientific 3 bleak  
4 in communication 5 heavy 6 poor 7 strict

### Vocabulary from the lesson

- 4 1 on 2 in 3 into 4 with  
5 on 6 on 7 at 8 to 9 in

### Dictation

#### 5 11

Our vetting procedures are quite strict. We take great care to ensure we have the right type of people working for us. We even have a paediatric nurse on the books. We always take up references, and have all our applicants checked out by the Criminal Records Bureau. If they are discovered to have a record, we may not employ them. And if anyone is reported to have broken company rules, they are dismissed immediately.

## 6B Medical care

### Passives 1

- 1 1 are reminded, is forbidden      2 be kept  
3 be vacated      4 be checked      5 be received  
6 be paid      7 are permitted

- 2 1 He was stung (by a bee).  
2 He was rushed to hospital.  
3 He is currently being operated on.  
4 He should have been given an anaesthetic.  
5 He is being made to stay in bed.  
6 He has been warned to avoid beehives.

- 3 1 b    2 a    3 a    4 a

### Body collocations

- 4 1 c    2 d    3 a    4 b    5 g    6 f    7 e    8 i    9 j    10 h
- 5 1 empty stomach    2 blocked nose    3 bare feet  
4 eye strain    5 upset stomach    6 ear plugs

## 6C Childcare

### Care

- 1 1 I couldn't care less whether or not I pass the exam.  
2 I hope you are being well cared for.  
3 You should take greater care with your spelling.  
4 She was singing as if she didn't have a care in the world.  
5 I wouldn't care to remember how long I've been working here.  
6 Remember to take care of your money.

### Vocabulary from the lesson

- 2 1 scribble    2 stamps    3 smuggle    4 shrug  
5 huddle    6 overlook    7 pulls out    8 fuss
- 3 1 c    2 d    3 e    4 b    5 a
- 4 1 irrevocable decision    2 incessant shelling  
3 bleak prospects    4 tearful children  
5 insurmountable obstacles

### Translation

- 5 Translate the text into your language. Check with your teacher.

## 6D Babysitting

### Babies & babysitting

- 1 1 feeding bottle    2 burp    3 high chair    4 bib  
5 nappy    6 rattle    7 dummy    8 pushchair  
9 pram    10 cot    11 teddy bear
- 2 1 tantrum    2 yell    3 squabble    4 crybaby  
5 cuddle    6 burst into tears

### Passives 2

- 3 Incorrect alternatives:  
1 have done it all  
2 stole his passport  
3 having it to be replaced  
4 to renew  
5 being fixed, getting fixed  
6 have it fixed, get it to be fixed  
7 to have my bags packed, packing my bags  
8 have the car cleaned, get the car to be cleaned

- 4 1 to be considering transferring to Manchester United  
2 to be announced later today  
3 to have argued with his manager over pay and conditions  
4 to be unhappy with his pay at Liverpool  
5 to be earning over \$80,000 a week  
6 to have been offered a six-figure sum by United  
7 to be the best player in British football today

## 6 Reading

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

- 2 2

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

- 4 1 c    2 b    3 c    4 a

- 5 1 viable    2 fully-fledged  
3 quandary    4 circumvents  
5 consigned to history    6 hurdle  
7 dogged    8 questionable

- 6 *Students' own answers*

### Read & listen

- 7  12 Refer to Reading 6 *Stem cells* on page 39.

## 7A Behaving badly

### Vocabulary from the lesson

- 1 1 mixed    2 rigid    3 progressive  
4 lenient    5 unenthusiastic    6 disruptive  
7 state    8 strict
- 2 1 up    2 around    3 on    4 of  
5 off    6 on    7 up    8 out
- 3 1 d    2 c    3 f    4 h    5 b    6 g    7 e    8 a
- 4 1 get a detention    2 pick up litter  
3 stay behind after school    4 get suspended  
5 get let off with a warning    6 the softly-softly approach

### Ellipsis

- 5 2 I didn't    3 I didn't    4 I did    5 I haven't  
6 I don't    7 I do    8 mine aren't    9 I'm not
- 6 2 Where is he? Gone home?  
3 He might have.  
4 He deserves to be, but he probably won't be.  
5 The ones at my son's school can too.  
6 He should have.  
7 They already have.  
8 Have you?  
9 I would if I thought it would do any good.

## 7B Rudeness

### Good & bad behaviour

- 1 1 foul language    2 best behaviour  
3 orderly queue    4 rowdy parties  
5 table manners    6 got, trouble  
7 loutish, hooligans

### Vocabulary from the lesson

- 2 1 had a row    2 going on at    3 feeling grumpy  
4 takes it out on    5 put up with    6 put himself in

## Ellipsis in conversation

- 3 1 **A:** ~~Is anybody sitting here?~~  
**B:** No, it's free.  
**A:** ~~It's a lovely day, isn't it?~~  
**B:** Yes, beautiful.  
**A:** ~~Do you mind if I smoke?~~  
**B:** Go ahead.  
**A:** ~~Have you got a light?~~  
**B:** Haven't, I'm afraid.  
**A:** ~~Would you like a cigarette?~~  
**B:** No thanks. Don't smoke.  
**A:** ~~Is this your first time in Paris?~~  
**B:** No, I've been here loads of times.  
**A:** Well, ~~it was~~ nice talking to you. I hope to meet you again sometime ...
- 2 **A:** ~~Are you ready yet?~~  
**B:** Almost. Just need to do a few more things. Won't be a minute.  
**A:** ~~Is there anything I can do?~~  
**B:** That would be very helpful. ~~Is there~~ any chance you could phone for a taxi?  
**A:** Sure, no problem. I'll do it straight away.
- 3 **A:** ~~Are you busy at the moment?~~  
**B:** Yes, very busy. I'm revising for my exams. ~~What about~~ And you?  
**A:** I'm busy too. Spent the whole of the weekend studying.  
**B:** ~~Do your teachers give you a lot of homework?~~  
**A:** Yes, loads. Never get a chance to relax ...

## Dictation

### 4 13

A pensioner who stabbed a would-be burglar has been cleared of assault. He had been charged with the offence following a failed burglary at his home. John Marley, who has several previous convictions for theft, went on trial last week and entered a not guilty plea to five counts of burglary. He was sentenced to three years' imprisonment, and his lawyer said he would be appealing against the sentence.

## 7C Whodunnit?

### Vocabulary from the lesson

- 1 1 self-help book                      2 literary classic  
3 romance                                4 autobiography  
5 crime novel                            6 poetry book
- 2 1 c    2 f    3 e    4 b    5 d    6 a

### Participle clauses

- 3 1 c, d, f    2 b, g, h    3 d, e    4 a
- 4 A car ~~being~~ parked on the corner of West St and Haywood Rd was broken into last night at 11.35 p.m. A local resident, Mrs Edith Bailey, spotted a man ~~ageing~~ **aged** between 18 and 25 years old ~~while~~ breaking into the car. He smashed the car window, setting off the alarm. Because ~~seeing~~ **she saw** the man was carrying a gun, she did not approach him, ~~having preferred~~ **preferring** to phone the police. ~~It being~~ late at night there were no other witnesses. Arriving at the scene of the crime, the police checked the car for fingerprints and sealed off the area.

The ~~police~~ speaking on local radio, ~~they~~ **the police** have issued a description of the youth ~~having been~~ seen breaking into the car, and have appealed to the public to come forward with any information about anyone ~~is~~ matching the description. They have warned that the youth is armed and may be dangerous. If ~~being~~ seen, he should not be approached. With more and more cars ~~having been~~ stolen in the area in recent months, they have also advised the public to be extra vigilant about car security.

## 7D Crime reports

### Vocabulary from the lesson

- 1 1 assault    2 verdict    3 truancy    4 stab  
5 plea        6 arson        7 commit    8 bribery
- Mystery word: sentence

### Legal matters

- 2 1 a for            b with        c for        d of        e to        f on  
2 a against        b to            c of        d of        e of        f on
- Correct order:  
1 f, a, d, b, e, c        2 c, f, b, d, a, e
- 3 1 entered a plea of 'not guilty'  
2 had several previous convictions of burglary  
3 issued a fine of €400 / €400 fine  
4 dropped the charges  
5 the judge returned a guilty verdict  
6 gave him a life sentence

## Translation

- 4 Translate the text into your language. Check with your teacher.

## 7 Reading

- 1 1, 3
- 2 1 Yes 2 No 3 No 4 No 5 No 6 Yes 7 No 8 Yes
- 3 1 Yes 2 No 3 Yes 4 No 5 No 6 Yes 7 Yes 8 No
- 4 1 b 2 e 3 d 4 c 5 a
- 5 1 partygoers, revellers                      2 trash, wreck  
3 mayhem, bedlam                            4 hoodlums, louts  
5 distraught, devastated
- 6 *Students' own answers*

### Read & listen

- 7  14 Refer to Reading 7 *The party from hell* on page 45.

## 8A It takes all sorts

### Noun phrases

- 1 1 a cup of coffee                      2 leopard skin  
3 a wine bottle                            4 a coffee cup  
5 a leopard's skin                        6 a bottle of wine
- 2 1 c 2 a 3 b 4 f 5 d 6 e 7 h 8 i 9 j 10 g
- 3 1 suede boots, fur coat, sheepskin slippers  
2 oak rocking chair, mahogany table, pine wardrobe  
3 stainless steel knife, porcelain jug  
4 cardboard box, straw basket

- 4 1 men's shirts, clothes stall, Wednesday open air market  
 2 discussion about next week's lessons, yesterday's staff meeting  
 3 front door key, kitchen table  
 4 next-door neighbour, quiz show presenter, breakfast television  
 5 six o'clock bus, one-hour journey, city airport  
 6 woman of great intelligence, sense of humour  
 7 article about language learning, the Sunday edition of the Times

### Vocabulary from the lesson

- 5 1 blurred 2 skimpy 3 skinny 4 rambling  
 5 ill-assorted 6 bursting at the seams 7 rickety

### Dictation

#### 6 15

Generally speaking, I am on very good terms with my immediate family. Naturally, we have our ups and downs but on the whole we have a good rapport. Mind you, my siblings and I are very different. My sister is a bubbly, outgoing type with a rather rebellious streak whereas my brother suffers from a lack of confidence. I am a happy-go-lucky sort of person with an easygoing nature and a more relaxed attitude to life.

## 8B Birth order

### Character traits

- 1 1 d 2 f 3 e 4 b 5 a 6 c 7 g 8 h  
 2 Incorrect alternatives:  
 1 nature, attitude 2 sense, streak  
 3 tendency, type 4 streak, attitude  
 5 attitude, sense 6 sense, tendency  
 7 attitude, nature

### Vocabulary from the lesson

- 3 1 determine 2 genetics 3 gender  
 4 attitude 5 birth order 6 sibling relationship  
 7 life events 8 astrology  
 4 1 b 2 f 3 a 4 e 5 d 6 c

### Translation

- 5 Translate the text into your language. Check with your teacher.

## 8C A close bond

### Relationships

- 1 Correct order: 5, 2, 9, 7, 4, 1, 8, 6, 3

### Attitude adverbials

- 2 1 not surprisingly 2 inevitably  
 3 Surely 4 somewhat to my disappointment  
 5 oddly enough 6 undoubtedly  
 3 1 sadly 2 understandably / quite rightly  
 3 quite rightly / understandably 4 clearly  
 5 foolishly 6 Incredibly

### Vocabulary from the lesson

- 4 1 e 2 f 3 c 4 a 5 d 6 b

## 8D Singles

### Discourse markers

- 1 1 as a rule, generally speaking  
 2 that is to say, to put it another way  
 3 mind you, even so  
 4 to be frank, quite honestly  
 5 incidentally, by the way  
 6 at least, actually  
 2 1 After all 2 ultimately 3 Still  
 4 anyway 5 In fact 6 Mind you  
 3 a: 2, 4, 3, 1 b: 2, 1, 4, 3

### Adverbs with two forms

- 4 1 c 2 a 3 e 4 b 5 d 6 i 7 f 8 j 9 h 10 g  
 5 1 shortly 2 lately 3 highly  
 4 wide 5 Hardly 6 easily

## 8 Reading

- 1 1 b 2 b  
 2 1 F 2 T 3 T 4 T 5 F 6 F 7 T 8 F 9 T  
 3 1 look to 2 break up 3 miss out on  
 4 fall into 5 chuck in 6 break out  
 7 catch up on  
 4 1 a 2 a 3 a 4 a 5 b 6 a 7 b  
 5 *Students' own answers*

### Read & listen

- 6  16 Refer to Reading 8 *Lifeclass* on page 51.

## 9A A place called home

### Modal verbs 2

- 1 1 h 2 b 3 e 4 g 5 c 6 d 7 a 8 f  
 2 Incorrect alternatives:  
 1 Will, Would 2 will, shall 3 will, shall  
 4 Shall 5 shall 6 won't, shan't  
 3 1 Shall we get a DVD out?  
 2 He won't eat his vegetables.  
 3 She **will** grumble about everything.  
 4 He would often drop by and see us.  
 5 She **would** cause trouble.  
 6 What time shall we meet?  
 7 I wouldn't mention it to your father (if I were you).  
 8 She will have gone to bed by now.

### Vocabulary from the lesson

- 4 1 e 2 g 3 h 4 b 5 f 6 d 7 c 8 a  
 5 1 drawn up 2 alleviate 3 choked 4 winding  
 5 dotted 6 amble 7 while away 8 drop by

## 9B Squatters

### Describing homes

- 1 1 thatched cottage 2 period  
 3 detached 4 listed  
 5 log cabin 6 block, flats

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

3 1 c 2 e 3 b 4 a 5 f 6 d

### Vocabulary from the lesson

4 Correct order: 7, 2, 5, 4, 3, 1, 6

### Dictation

#### 5 17

After several months' house-hunting, Peter Taylor bought a beautiful thatched cottage in the country, conveniently located for his work. Only when he moved in did he realize that the property was in very poor condition and in urgent need of repair, with an overgrown garden and no running water. Luckily Taylor is a DIY enthusiast and in just a few months he has converted it into a tastefully decorated and immaculately furnished home.

## 9C A place in the sun

### Inversion

1 Dear Sir,

I am writing to complain about my recent holiday with Sunshine Tours. Every time I travel with your company ~~does~~ something ~~goes~~ wrong. Not only ~~did~~ we ~~had~~ ~~have~~ problems with the flight, which was delayed by four hours, but ~~also~~ ~~was~~ the hotel room ~~was~~ ~~also~~ extremely noisy. No sooner ~~had~~ we arrived than bulldozers started clearing the land right outside my window. Only by keeping the windows shut day and night ~~I~~ could ~~I~~ get some sleep, and ~~I~~ always had ~~I~~ to sleep with earplugs. Furthermore ~~was~~ the hotel room ~~was~~ extremely filthy. Not only ~~had~~ the bathroom not been cleaned adequately, but ~~also~~ ~~had~~ the sheets ~~had~~ not been changed on the bed. Only when ~~I~~ had ~~I~~ complained three times to the manager was some action taken. I am afraid that never again ~~I~~ will ~~I~~ travel with your company.

Yours faithfully,  
Agnes Blenkinsop.

- 2 1 did we enjoy our holiday but we also felt we were helping to protect the environment  
2 have I enjoyed such breathtaking views  
3 had we arrived when lunch was bought up to our room  
4 local staff are employed  
5 should / must the turtle nests be disturbed  
6 can tourists enjoy the benefits of tourism

### Vocabulary from the lesson

- 3 1 rainwater irrigation c 2 organically-grown a  
3 energy-saving d 4 solar b
- 4 1 erosion 2 displaced 3 livelihoods  
4 minimize 5 safeguard 6 instil

### Translation

- 5 Translate the text into your language. Check with your teacher.

## 9D Experimental travel

### Vague language

- 1 1 or anything 2 loads of stuff 3 that sort of place  
4 stuff like that 5 kind of 6 and everything  
7 or somewhere

### Adjectives formed with particles

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

3 1 on 2 out, up 3 on 4 to, off  
5 out 6 down 7 down

4 1 worn out 2 up to date with 3 fed up with  
4 hard up 5 cheesed off 6 comfortably off

## 9 Reading

1 *Students' own answers*

2 chickens and goats, hardworking people, recycling factories, thriving businesses, tourists and squalor

3 1 line 11 2 line 2 3 line 64  
4 line 53 5 line 38 6 line 46

4 1 blast 2 fad 3 hang about  
4 rub shoulders with 5 huddle 6 vat

5 *Students' own answers*

### Read & listen

6  18 Refer to Reading 9 *Alternative tourist trail: Slumming it in Mumbai* on page 57.

## 10A Turning out well

### Success

1 1 on, up 2 in 3 off 4 ahead, out  
2 1 e 2 a 3 d 4 f 5 b 6 c

### Vocabulary from the lesson

- 3 1 A fifteen-storey building.  
2 A two-metre(-high) fence.  
3 A two-hour flight.  
4 A ten-year-old boy.  
5 Five-euro note.  
6 A 20-minute journey.  
7 A 40-km race.
- 4 1 rise 2 raise 3 arise  
4 raise 5 rise up 6 rise

### Dictation

#### 5 19

James Hunt is the director of a thriving cable TV channel with programmes that are top of the ratings. He puts his success down to determination and the ability to predict what programmes will be popular with viewers. Hunt is to launch a second channel next month, which is likely to be an overnight success due to the celebrities that he has signed up for his prime time programmes and the popular sitcoms that he will be broadcasting.

## 10B What is success?

### Futures

- 1 Correct alternatives:  
1 are you doing 2 I'm going 3 might  
4 I'm doing 5 starts 6 I'll have had  
7 starts 8 to finish 9 I'll take  
10 Are you doing 11 going 12 be doing  
13 should have finished 14 due  
15 of having 16 unlikely 17 be riding

2 1 b 2 b 3 a 4 a 5 a 6 a

3 1 will/'ll be lying 2 're just about to have  
3 's going to rain

### Three-part phrasal verbs

- 4 1 Let me take you out to make it up to you for missing your birthday.  
2 You're bound not to get away with cheating if they find out.  
3 I don't know how you can put up with being spoken to like that.  
4 The government is going to crack down on anti-social behaviour.  
5 You'll just have to face up to the fact that achieving success will be an uphill struggle.  
6 Are you planning to go in for the competition?  
7 I used to look up to my grandfather.  
8 What do you put your success down to?

## 10C Going wrong?

### Television

- 1 1 live sports coverage 2 a soap  
3 a sitcom 4 a documentary  
5 a current affairs programme 6 recorded highlights
- 2 1 couch potato 2 channel hop  
3 cable TV, satellite TV, terrestrial TV  
4 newsreader 5 daytime TV  
6 prime time TV

### Vocabulary from the lesson

- 3 1 fit 2 clip 3 rat  
4 for 5 mistaken 6 brought

### Translation

- 4 Translate the text into your language. Check with your teacher.

## 10D A stabbing incident

### Modal verbs 3

- 1 1 didn't need to bring 2 should have brought  
3 had to do 4 wasn't allowed to go  
5 needn't have worried 6 should try
- 2 1 Need we ~~to~~ pay in advance?  
2 It's 2.00 now and it takes two hours to get there, so if you leave now you **must should** be there by 4.00.  
3 You ~~don't have to~~ **mustn't/'re not allowed to** smoke in here – it's a no-smoking area.  
4 I told her she must pay more attention.  
5 You ~~mustn't~~ **shouldn't** have been so rude to him.  
6 You must see that film – it's fantastic!  
7 You needn't **bring / have brought** ~~to bring~~ food – I have some.

### Not turning out well

- 3 1 e 2 a 3 d 4 f 5 b 6 c
- 4 1 make 2 fall 3 come 4 lead / come  
5 make 6 work

## 10 Reading

- 1 1 Lewis became the first swimmer in history to complete a long distance swim in all five oceans of the world; was the first person to complete a long distance swim in both the Artic and Antarctic; has swum more famous landmarks than any other swimmer in history; holds the record for the most northerly swim.  
2 Lewis is passionate about swimming (and has always wanted to be a pioneer swimmer by pushing boundaries).  
3 He has witnessed retreating glaciers, decreasing sea ice, coral bleaching, severe droughts, and the migration of animals to colder climates.  
4 He spends his time public speaking, lobbying world leaders to protect the environment.

2 1 a 2 b 3 b 4 a 5 b 6 b

3 penguins, polar bears, seals, walruses, jellyfish

4 1 c 2 b

5 1 c 2 e 3 f 4 a 5 b

- 6 1 puts on a tremendous amount of weight  
2 raises his body temperature  
3 focuses  
4 imagine  
5 test the waters  
6 coordinate the breathing with the swimming  
7 massive hyperventilation  
8 takes a shower

7 *Students' own answers*

### Read & listen

- 8  **20** Refer to Reading 10 *Lewis Gordon Pugh* on page 63.

## 11A A sight for sore eyes

### Vocabulary from the lesson

1 1 toss 2 flash 3 flutter 4 shine 5 sparkle 6 float

### Descriptive verbs

- 2 1 He is tossing a coin.  
2 Warning lights are flashing.  
3 A flag is fluttering.  
4 He is shining a torch.  
5 A diamond is sparkling.  
6 A boat is floating on a pond.
- 3 1 e 2 c 3 b 4 a 5 d 6 f
- 4 1 Twinkle, twinkle 2 wandering 3 Toss

### Translation

- 5 Translate the text into your language. Check with your teacher.

## 11B Affordable art

### Determiners, pronouns & quantifiers

- 1 1 Shall we go to **another** place?  
2 I have ~~an~~ **every** intention of going to the show.  
3 **Both** ~~My both~~ **my** sisters are lawyers.  
4 Neither of them is good at art.  
5 I'm staying here for **another** six weeks.  
6 For all my efforts, I failed the exam.

- 2 1 What are you going to do with all this money?  
2 I have worked here for quite some time.  
3 Has she met any of these people yet?  
4 I have got quite a few more books at home.  
5 Neither of my other pens writes as well as this.  
6 Could I have a little more of this cake, please?

- 3 1 plenty of                    2 a few                    3 little  
4 quite a few                5 several                6 very few

### 4 Students' own answers

### Prepositional phrases

- 5 in: danger, person, retrospect, tears  
on: display, fire, leave, strike  
at: fault, leisure, risk, stake  
by: chance, mistake, nature

- 6 1 by mistake                2 by chance  
3 In retrospect, in danger/at risk  
4 at fault                    5 on display

- 7 1 character                2 work                    3 off  
4 breath                    5 limits                    6 date

## 11C The sound of silence

### Sounds

- 1 1 drum                    2 footsteps                3 coins                    4 plane  
5 keys                    6 wind                    7 balloon                8 fly
- 2 1 plop                    2 clatter                    3 chime                    4 pop  
5 jingle                    6 rustle                    7 buzz                    8 clink

### Vocabulary from the lesson

- 3 1 e    2 d    3 c    4 a    5 b    6 f

- 4 1 dim                    2 anonymous                3 unassuming  
4 incongruous    5 disconcerting            6 jagged

### Dictation

#### 5 21

I wandered lonely as a cloud  
That floats on high o'er vales and hills  
When all at once I saw a crowd,  
A host, of golden daffodils:  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

William Wordsworth

## 11D The New Music Award

### Past situations

- 1 1 c    2 b    3 a    4 b    5 a    6 c

- 2 Incorrect alternative:  
1 It's time to do the dishes.  
2 It's time we did the dishes.

- 3 1 not having to commute to work  
2 hadn't been for you, I wouldn't have (got) a good job  
3 I had been / gone to university, I would have a well-paid job  
4 go out than stay in  
5 to ask me out, I'd say no; he to ask me out, I'd say no

### Dislocation

- 4 1 Supposing you won it, that award.  
2 It stands a good chance of winning, your piece.  
3 I think it sounds fascinating, your idea.  
4 They have worked hard on the project, the pupils.  
5 What a strange idea, recording silence!  
6 They make nice jingly sounds, knives and forks.
- 5 1 That music competition    2 The competition entry  
3 That new piece                4 A title  
5 The concert                    6 The prize money

## 11 Reading

- 1 1 puppeteer                2 acrobat                3 mime artist                4 juggler  
5 magician                    6 fire-eater                7 living statue

### 2 Students' own answers

- 3 2 or 3

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

- 5 1 the art of street entertainment is enjoying something of a resurgence in many parts of the world  
2 street entertainers come in many shapes and sizes  
3 for many people busking is a way of life they would not wish to change  
4 some performers can hassle you if you try to muscle in on their patch  
5 some days you might get a lukewarm response, other days you'll get completely ignored, laughed at or even sworn at  
6 the audience love it if you play 'their song'  
7 what you lack in talent you can make up for in originality  
8 don't give up the day job

- 6 1 eking out a living                2 stardom  
3 nick                                4 par for the course  
5 buzz                                6 repertoire  
7 up the contributions                8 kudos

### Read & listen

- 7  22 Refer to Reading 11 *That's entertainment!* on page 69.

## 12A Science fact

### Plurals & number

- 1 1 appendices                2 check ups                3 daughters-in-law  
4 flies                        5 geese                        6 in-laws  
7 oxen                        8 passers-by                9 runners up  
10 valleys

- 2 S: antenna, crisis, formula, stimulus  
P: cacti, criteria, emphases, phenomena, media  
B: aircraft, deer, offspring, sheep, species

- 3** 1 memo, mosquito, photo, studio, volcano, zoo  
 2 hero, mosquito, potato, volcano  
 3 roof, safe  
 4 half, loaf, shelf, thief, wolf

- 4** Incorrect alternatives:  
 1 that, it                      2 both are correct  
 3 are, are                      4 both are correct, has  
 5 are, is                        6 is, aren't  
 7 has, is, is                    8 both are correct, are

### Vocabulary from the lesson

- 5** 1 f    2 d    3 e    4 c    5 b    6 a

## 12B Wearable technology

### Compound adjectives (technology)

- 1** 1 d    2 c    3 b    4 e    5 a    6 g    7 f    8 j    9 h    10 i

- 2** 1 gas-guzzling  
 2 Labour-saving  
 3 time-consuming, stress-inducing  
 4 fast-moving, computer-generated  
 5 wind-powered  
 6 so-called

### Vocabulary from the lesson

- 3** 1 computer chip    2 sensor    3 alert  
 4 chord    5 catch on    6 monitor  
 7 embedded
- 4** 1 computer chip    2 embedded    3 monitor  
 4 sensor    5 alerting    6 catches on

### Dictation

**5**  **23**

Our air-conditioned, centrally-heated homes and our gas-guzzling cars are major causes of the so-called greenhouse effect. We need to reduce the amount of petrol we consume, and invest more in wave- and wind-powered energy. In the fast-moving world of technology it is likely that scientists will develop new means of transport that will make our stress-inducing cars obsolete, as well as new labour-saving devices that are environmentally-friendly.

## 12C Sport technology

### Verb affixes

- 1** 1 intensify                      2 captivate                      3 lengthen  
 4 magnify                        5 standardize                    6 enlarge
- 2** 1 b    2 a    3 b    4 a    5 b    6 b

### Vocabulary from the lesson

- 3** 1 e    2 b    3 f    4 a    5 g    6 c    7 d

### Translation

- 4** Translate the text into your language. Check with your teacher.

## 12D The end?

- 1** 1 a    2 b    3 c    4 c    5 a    6 b    7 c    8 a  
 9 b    10 a    11 b    12 a    13 b    14 c    15 a    16 c  
 17 a    18 b    19 a    20 b    21 a    22 b    23 b    24 a  
 25 b    26 a    27 b    28 b    29 a    30 c    31 c    32 c  
 33 b    34 a    35 a    36 c    37 c    38 a    39 b    40 b  
 41 c    42 a    43 c    44 b    45 b    46 c    47 c    48 c

## 12 Reading

- 1** 1 b    2 b
- 2** Correct order: 4, 6, 1, 7, 3, 8, 2, 5
- 3** 1 c    2 c    3 a
- 4** False claims: 2, 5, 8
- 5** 1 b    2 a    3 b    4 b    5 b    6 b    7 a
- 6** *Students' own answers*

 **Read & listen**

- 7**  **24** Refer to Reading 12 *Space trek* on page 75.

# Writing answer key

## 1A An autobiography

### Language focus

- 1** 1 currently 2 in two years' time  
3 at the age of five 4 ever since  
5 As a child 6 three years later  
7 For the last few months 8 to date  
9 some day
- 2** 1 half brother 2 siblings  
3 people in my family 4 elder/older sister  
5 brought up by my grandparents  
6 a very happy childhood 7 close-knit family  
8 an only child 9 strict upbringing
- 3** I am writing to ~~make application~~ apply for a scholarship to ~~do a training~~ train as a solicitor in your law firm. As you will see from the enclosed CV, I ~~did my~~ went to secondary school in London, and after ~~graduating from~~ leaving school seven years ago, I ~~made~~ took a gap year, during which time I did a placement in the law firm Marks and Melson in Edinburgh.

I then ~~achieved~~ got a place at Edinburgh University to read law, and gained my degree three years later. On graduating, I continued at Edinburgh University where I took the Legal Practice Course and ~~made~~ did research into international commercial law. I hope to go into the field of patent law after I have ~~been received~~ qualified as a solicitor.

## 1B A biography

### Reading

- 1** Correct order: c, a, d, b  
**2** 1, 2, 4

### Language focus

- 1** 1 d 2 f 3 e 4 a 5 c 6 b
- 2** She was not to live to see the fulfillment of her ambition; she developed early on in her life a sense of justice and moral purpose that was to inspire her later life; a post she was to hold for the next eight years; issues that she would continue to campaign for in the ensuing decade
- 3** 1 from then on 2 soon afterwards  
3 in the ensuing decade  
4 until her death 5 around this time  
6 early on in her life 7 three years later

### Writing

- 1** *Sample answer:*

Mahatma Gandhi, one of the world's most famous pacifists, was born into a family of merchants in western India in 1869. A gentle man and a devout Hindu, he was to devote his life to peace and brotherhood in order to achieve social and political progress. Many people believe that it was thanks to his philosophy of peaceful resistance that he was able to bring about a peaceful end to British rule in India.

Gandhi got married when he was only thirteen years old, and in 1888, breaking with caste tradition, he went to London to study law. While he was in London, he read Henry David Thoreau's 'Civil Disobedience', which inspired his principle of non-violence. After leaving London, he became involved in civil rights protests in South Africa. He then returned to India where he was to become one of the most important leaders of the congress party.

Gandhi encouraged Indians to resist British rule in India, and to boycott British goods and buy Indian goods instead. He preached passive resistance, believing that acts of violence would ultimately undermine the independence movement. Although an important leader, he always dressed in the clothes of an Indian villager, and adopted a simple lifestyle. He spent periods of time in prison, where he went on hunger strike in protest at the violence between Muslims and Hindus, but later worked with British leaders in the period leading up to independence in 1947.

On 30<sup>th</sup> January 1948, he was assassinated by a fellow Hindu who could not forgive Gandhi for his belief that Muslims were equal to Hindus and no-one was better than anybody else. However, he was to become a national hero, as well as the inspiration for leaders of other non-violent movements such as Martin Luther King in America, and is still admired and respected by millions both in India and all over the world.

## 2A A website article

### Language focus

- 1** 1 spends most of their time working and has little interest in other things  
2 tests people's sight, and makes and sells glasses  
3 gives people advice about their money  
4 treats back pain and muscle injury using pressure and movement of a person's muscles or bones  
5 helps people with their problems  
6 gives people advice about the kind of food they should eat
- 2** 1 dependent 2 live 3 urge  
4 withdrawal 5 addicted 6 obsessed  
7 compulsion 8 craving
- 3** 1 b 2 f 3 e 4 a 5 c 6 d
- 4** 1 Smoking is a risk factor in heart disease.  
2 Excessive sunbathing can result in sunstroke.  
3 Sitting too long in front of a computer can result in eye strain.  
4 Tiredness is often due to overwork.  
5 The underlying cause of infection is poor hygiene.  
6 Boredom is often at the root of teenage violence.  
7 Symptoms of flu include a temperature and headaches.  
8 Many relationship difficulties stem from a lack of communication.

## 2B A blog

### Reading

- 1** He'd left his notes at home; he said Sophie instead of Rachel; he said 'Well, let's hope Rachel has better luck than Sophie!'.  
**2** 1 T 2 T 3 F 4 F 5 T 6 F

### Language focus

- 1** 1 Anyway 2 What a nightmare 3 Luckily  
4 I suddenly realized 5 make matters worse  
6 At this point 7 Imagine 8 the moral of the story
- 2** 1 he had left his notes at home  
2 he had to walk up to the front clutching his paper serviette  
3 he had said Sophie instead of Rachel  
4 he had said, 'Well, let's hope Rachel has better luck than Sophie!'

## Writing

### 1 *Sample answer:*

I reckon we've all had some pretty embarrassing moments that we'd like to forget about. Mine took place when I was studying English in Edinburgh. I'd just met a girl called Silvia who I really fancied and she'd invited me to a party at her house. I asked her what I should wear and she said I should dress up. When I got home I looked up 'dress up' in my dictionary and it said that it meant 'to put on clothes to look like someone else'.

So I spent ages thinking what to wear and in the end I decided to dress up as a gorilla, because a friend had hired a gorilla costume for a party the week before and it had been really cool. Anyway, I arrived at the party in the gorilla costume and when I rang the doorbell, Silvia opened the door and started screaming. I thought it was a joke so I stepped inside and started making gorilla noises. I looked around and suddenly realised that everyone else was wearing smart suits and dresses.

To make matters worse, I then stepped back and bumped into a man who was carrying a tray of drinks, which he dropped all over the carpet. What a nightmare! I just wanted the ground to open and swallow me up. I took off my gorilla mask and said 'but you told me to dress up!' At this point everyone burst out laughing, and Silvia explained that 'dress up' also meant 'to wear smart clothes'. Luckily she could see the joke, but I had to spend the rest of the evening feeling like a complete idiot dressed as a gorilla. Pretty embarrassing, hey?

And the moral of the story? Always double check what you have to wear for a party!

## 3A A work email

### Language focus

- 1 1 Yours sincerely 2 Yours faithfully 3 Lots of love  
4 Cheers! 5 Kind regards 6 Yours  
7 All the best 8 Best wishes

2 Correct order: 4, 2, 1, 6, 3, 5

- 3 1 the invitation, delighted to accept  
2 cancel at such short notice  
3 be convenient?  
4 able to meet for lunch on Tues 10<sup>th</sup>  
5 forward to seeing you  
6 I'll be busy on Wednesday, reschedule this?

- 4 1 Could you / Can you? 2 Please  
3 let me know 4 Could you 5 you could

### 5 *Suggested answers:*

- 1 send me a copy  
2 give me a ring ASAP  
3 send me an application form  
4 if you can come  
5 be there on time  
6 what time you will be arriving

## 3B An email to a friend

### Reading

- 1 1 old friends.  
2 spend a day together at a fitness club  
3 Saturday 16th around 8.00 at Liz's house  
4 Sonia is busy, and Josh is about to start school in September; Liz' life has been frantic, she has just started a new job

- 2 1 It feels like a long time since we were in touch.  
2 Busy as ever  
3 I'm just dropping you a line  
4 failing that  
5 8ish  
6 I've been meaning to get in touch for ages.  
7 Sorry for the delay in replying  
8 Life has been frantic  
9 No major news  
10 Look forward to catching up

### Language focus

- 1 1 great 2 fancy 3 free 4 could  
5 meet 6 invitation 7 make 8 seeing  
9 get 10 give 11 love 12 shall

- 2 1 2, 3, 5, 7 2 1, 6, 11, 12 3 4, 8, 9, 10

### Writing

#### 1 *Sample answer:*

Dear Eva,

How are you? It feels like ages since we last met. I'm sorry I haven't been touch before now but life has been frantic recently. I may have told you that my brother and his wife were visiting from Serbia. They stayed with us for a month and we went travelling for two weeks to show them around. It was great fun but rather exhausting!

Anyway, I'm just dropping you a line because I've got a couple of tickets for the Wimbledon tennis championship next month and I wondered if you'd like to come along. I know you've always been a great tennis fan! The tickets are for Monday 2nd. We could get the train early in the morning, and stay the whole day.

Let me know if you'd like to come. It would be great to meet up and have a long chat!

Hope you can make it.

All for now,

Maja

Hi Maja,

Thanks for the mail. It was lovely to hear from you. I'm glad your brother's visit went well. And thanks very much for the invitation - I'd love to come! I've never been to Wimbledon so it will be a real treat, and it will be great to get together again and catch up with all the news! Shall I meet you at the station? Let me know what time would suit you.

I'm well and have just come back from a wonderful holiday in Paris - will tell you all about it when I see you. Look forward to seeing you on 2nd!

All the best,

Eva

## 4A A narrative

### Language focus

- 1 1 was pouring 2 was making 3 had driven  
4 had spent 5 had been driving 6 was feeling  
7 pulled 8 filled 9 went  
10 was standing 11 put 12 realized  
13 had left 14 had had 15 heard  
16 turned 17 found 18 had not seen  
19 burst 20 had got 21 sat

- 2 1 set off when he realized he had left his mobile phone behind  
 2 driven 300 km, Robin was feeling tired  
 3 to discover he had no money  
 4 he had no money, Robin wondered what to do  
 5 had he left London than it started raining
- 3 1 when 2 On 3 who 4 As 5 Just then
- 4 1 I had been driving around for hours trying to find the hotel when **to my relief** I found myself right in front of it.  
 2 I went over to the reception desk and spoke to the receptionist, who **to my dismay** informed me that there was no single room booked under my name.  
 3 As I was wondering what was going on, **to my astonishment** a man at the desk suddenly shrieked out loud...  
 4 I hesitated for a few seconds and then **to my delight** realized that it was an old school friend who I hadn't seen for over 20 years.
- 5 1 c 2 e 3 b 4 a 5 d
- 6 *Suggested answers:*  
 1 the bottle of red wine had spilt all over my clothes  
 2 I had been awarded a place at university  
 3 my friend had caught an earlier flight  
 4 poured water over his little brother

## 4B A description

### Reading

- 1 positive  
 2 1 T 2 F 3 T 4 F 5 T 6 T

### Language focus

- 1 1 old men telling stories; sizzling sheep's brains; groups of musicians from the mountains playing strange-looking instruments  
 2 sizzling sheep's brains  
 3 the evening grew chilly  
 4 sizzling sheep's brains; hearty Moroccan stew  
 5 snow-capped mountains; pink mud buildings; bright turquoise, ochre and shocking pink hooded kaftans; Berbers in traditional red and yellow costumes; the sun setting over the pink town
- 2 1 men of all ages wearing kaftans  
 2 veiled women pulling at your sleeve and clamouring to henna your hands  
 3 toothless old men telling stories  
 4 stall-holders selling fresh orange juice or sizzling sheep's brains  
 5 groups of musicians playing strange-looking instruments and dancing in circles  
 6 snake charmers entertaining the crowds  
 7 berbers touting themselves for photographs  
 8 tourist couples strolling around looking unavoidably like tourists

### Writing

#### 1 *Sample answer:*

Last week I had to go to Victoria railway station in London to meet my friend Seraina who was visiting from Switzerland. I arrived half an hour early so I decided to get a coffee. As I waited, I sat at the bar of the buffet slowly sipping my espresso and watching the scene around me.

The crowded hall was bustling with activity. There were business people in smart suits talking into their mobile phones at the top of their voices as they dashed for their trains; teenagers texting their friends and listening to scratchy music coming from their mp3 players; foreign tourists walking about with their heads buried in guidebooks and a puzzled look on their faces; tanned backpackers in shorts and tee-shirts striding purposefully towards the tube station; patient-looking mothers pushing screaming children in buggies; and groups of schoolchildren giggling and licking ice creams. There was a young busker strumming his guitar, waiting despondently for some coins to fall into his instrument case. I saw an old lady dragging a yapping poodle to the taxi rank, where a weary taxi driver, leaning against his cab, was awaiting his next customer; a plump, round-faced tourist, his camera hanging around his neck, quarrelling loudly with his wife in the middle of the hall; and a harassed commuter rushing across the station towards his platform as the guard blew his whistle, ruthlessly scattering people on his way.

I suddenly sensed a whiff of tobacco, and turned round to see a pipe-smoking businessman browsing through his copy of 'The Financial Times' in an empty corner of the café, in defiance of the 'No Smoking' signs. As the businessman folded up his newspaper, the announcement of the 9.00 train echoed through the hall. I felt glad that I had taken half an hour from my busy schedule to watch the world go by. I took a last gulp of my cold coffee and got up to meet my friend.

## 5A A letter of complaint

### Language focus

- 1 1 so that / which means 2 which means  
 3 which constitutes 4 as a result  
 5 which is 6 which makes

#### 2 *Suggested answers:*

- 1 The washing machine is leaking  
 2 The window is cracked  
 3 The chair is broken  
 4 The sockets are loose  
 5 The kitchen sink is blocked  
 6 There are mice under the floorboards

#### 3 *Suggested answers:*

- 1 which means I have to go to the launderette to wash my clothes  
 2 and as a result the house is extremely draughty  
 3 which makes it extremely uncomfortable to sit on  
 4 which constitutes a safety hazard  
 5 so that I can't do the washing up  
 6 which constitutes a health hazard

#### 4 & 5

Thanks very much for the (6) postcard you sent from Spain. Glad to hear you enjoyed the (6) holiday. You deserved it.

Just thought I'd write to let you know that we've moved into a new flat on the (1) second floor in a modern apartment block quite close to the (4) city centre. The (2) Block is in a quiet residential area near to the (6) park, and we are very happy here. But there are some problems with the (2) flat. The (4) Kitchen is very small and the (4) cooker is a bit erratic, which means that we can't always eat at home. Also, the (5) carpet in the (4) hall is stained and filthy, and we've asked the (3) landlord to have it cleaned. When we first moved in, the (4) toilet didn't flush. Luckily, the (2) landlord sent a (1) plumber round to fix it straight away.

## 5B A letter of thanks

### Reading

- 1 to thank the Burds for sponsoring runners in the Race for Schools  
2 1 organized 2 an educational charity 3 dry  
4 Many runners 5 more 6 can 7 cannot

### Language focus

- 1 1 c 2 d 3 f 4 a 5 b 6 e  
2 2, 3, 6  
3 1 But 2 With 3 If 4 Thanks 5 Without

### Writing

- 1 *Sample answer:*

Dear Mrs Gomez,

I am writing on behalf of the group of students from the Grange School whom you received last month to express my sincere thanks for the Spanish course that you arranged for them.

All the students had a really wonderful time, and came back full of praise for the teachers and all the staff at the school. They thoroughly enjoyed the classes and certainly seem to have made a lot of progress with their Spanish. They felt very comfortable with their host families, who made them feel very much at home, and gave them wonderful insights into Spanish family life.

They also appreciated the chance to go on the many interesting excursions that were on offer and have taken some lovely photographs of their visits.

If it had not been for all your hard work in organizing the course as well as arranging the social programme, and finding host families, the students would not have been able to have such an enjoyable and memorable experience. I hope that we will be able to organize a similar trip with another group of students next year.

With thanks once again for your hard work in making the trip such a success,

Yours sincerely,

Sally Richards

## 6A An essay (1)

### Language focus

- 1 1 It is simply not the case that anyone can learn to play a musical instrument.  
2 I personally believe that the government should subsidize the arts  
3 It is probably true to say that ballet attracts a minority audience  
4 It is generally agreed that the arts are important for their own sake.  
5 No-one would dispute the fact that great art enriches people's lives.  
6 I personally would question whether everyone has an innate talent for art.
- 2 1 a 2 a 3 b 4 a 5 a 6 b
- 3 1 There are **those** who argue that television is dumbing down our culture.  
2 Of **course**, schools can sometimes stifle creativity.  
3 Opponents **of** censorship argue that it should not interfere with freedom of expression in the arts.  
4 **It** is true that much modern art is not easy to understand.  
5 **Supporters** of public funding of the arts claim that museums and art galleries should not charge an entrance fee.

- 4 1 d 2 c 3 e 4 b 5 a

- 5 *Suggested answers:*

- 1 a Of course, not everyone can afford to buy an original painting.  
b However, without such buyers, artists simply could not continue to paint.  
2 a There are those who argue that Hollywood films have no artistic value.  
b But surely they are to be valued for the entertainment function that they provide?

## 6B An essay (2)

### Reading

- 1 for  
2 1 less 2 reduce 3 longer 4 harmful 5 affect 6 reduce  
3 1 In recent decades 2 the question of whether  
3 Supporters of GM foods contend that  
4 Finally/Lastly 5 critics fear that  
6 A further problem is that 7 Finally/Lastly  
8 on balance 9 However

### Language focus

- 1 1 thus reducing the need for pesticides.  
2 and thus contribute to combating world hunger.  
3 thus infecting neighbouring crops.  
4 driving smaller producers out of business.
- 2 1 d 2 a 3 b 4 c

### Writing

- 1 *Sample answer:*

There can be no doubt that the huge advances in computer technology that we have seen in the last decade or so have revolutionized every area of life. It is difficult to imagine how we could get by without computers nowadays, whether at work or at home.

However, the question of whether computerization is a completely positive development is open to debate.

Supporters of computerization point to the huge number of benefits that they offer. First and foremost, they make huge amounts of information available within seconds, whether on the internet or on internal computing systems, thus providing greater educational opportunities. Second, they make business transactions more speedy and efficient. And finally, they make it possible to create virtual plans and designs, and even scientific experiments, on a computer screen, thus saving enormous amounts of time and effort.

However, critics fear that we may have become over-dependant on computers. It only takes one computer failure for important enterprises such as transport networks and the banking system to be entirely disabled, causing chaos on the roads and in people's finances. A further problem is that it is relatively easy for hackers to break into computers and thus obtain access to private or sensitive information. Even more dangerous is the risk that is posed by terrorist attacks on, say, nuclear power stations. Finally, people may spend too long in front of computers, leading to health problems such as poor eyesight, back pain and repetitive strain injury. There are even those who argue that computers are having a detrimental effect on face-to-face relationships.

My own view is that, on balance, the benefits of computers outweigh the disadvantages. However, there need to be more safeguards on privacy, and people should be encouraged to limit the amount of time they spend working at computers for the sake of their health and their relationships.

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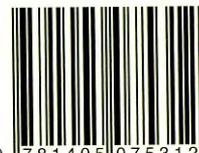


  
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