LONGMAN EXAM ACCELERATOR

plus 2 Audio CDs

classroom and self-study preparation for all B2 level exams

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## THE STRUCTURE OF THE BOOK

### Reference Part
This part follows the structure of a typical school-leaving exam at B2 level and includes:
- information about typical exam task types,
- exam tips and strategies for each type of exam task,
- exercises giving students an opportunity to put the exam tips into practice,
- lists of useful phrases for the written and spoken parts of the exam,
- model texts of the most typical tasks used in the written part of the exam.

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

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

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

### Thematic Part
The Thematic Part consists of twelve units focusing on typical exam topics. It enables learners to:
- revise and review key vocabulary from each exam topic (the vocabulary section at the beginning of each unit, the lead-in exercises in each lesson, the exercises accompanying the reading and listening texts, the word banks),
- apply and activate exam strategies to complete various types of exam tasks (examworkout exercises),
- practise various types of exam tasks in an authentic exam-like context (examtask exercises),
- prepare well for the exam as well as take part in interesting and diverse lessons,
- learn interesting facts about various cultural aspects of life in English-speaking countries (the English and the Arts section and the language & culture boxes).

## THE STRUCTURE OF THE BOOK VERSUS THE STRUCTURE OF THE EXAM

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HOW PARTICULAR PARTS OF THE BOOK ARE RELATED TO EACH OTHER - UNIT 1 PEOPLE

REFERENCE PART

LEXICAL-GRAMMATICAL PART

THEMATIC PART - UNIT 1 - PEOPLE

USE OF ENGLISH

Vocabulary EX. 10 PAGE 59

exampWORKOUT EX. 1 2 3 4 PAGE 62

exampTASK EX. 5 PAGE 62

Reading Comprehension

Matching EX. 112

Listening Comprehension

Multiple Choice EX. 10

Oral Exam

Speaking on a set topic EX. 36

Writing

Description of a person EX. 28

The vocabulary reviewed in the Word Building section (adjectives of personality) is useful for writing a description of a person.

Working with the Book

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

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

The Number of Contact Hours

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

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

Checking Students' Progress

Short vocabulary and grammar tests (provided as photocopiable material in the Teacher's Book) could be given to students after each unit has been covered.
Most state school-leaving exams in a modern foreign language are compulsory for all the students wishing to graduate from high school. They are typically provided at two levels of proficiency: the 'lower' level, which corresponds to the A2/B1 levels of the Common European Framework of Reference scale, and the 'higher' level, whose level is usually described as B2. The 'higher' level of the exam typically comprises two parts: the written and the oral exam.

WRITTEN EXAM

The typical set-up of the written exam includes:

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

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

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

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

ORAL EXAM

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

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

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

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

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

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

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

ORAL EXAM
- DISCUSSION
- TALKING ABOUT PHOTOS
- ROLE PLAY
- SPEAKING ON A SET TOPIC • Presenting your opinion
- SPEAKING ON A SET TOPIC • Narrating or describing
The types of tasks used in this section of school-leaving exams may include: matching, a multiple-choice test, a true/false/no information task, a task which requires you to select either one or two correct answers and a task in which you give short answers to questions. Recordings can include announcements, instructions, radio programmes, interviews, reports. The recordings are usually played twice.

**GENERAL TIPS**

1. Take advantage of the time before the recording starts.
   - Read the instructions carefully. You will find out what kind of text you are going to hear, who is going to speak and what they will speak about. Try to imagine what they might say.
   - Read the questions and the available answers in order to find out what kind of information you need to extract from the recording.
   - Think about specific words which might appear in the recording, e.g. synonyms of the words or phrases used in the questions.

2. The same content will be expressed in the recording and in the question using different words. This may be done by using synonyms, e.g.:
   - *He works for the army.* = *He's employed by the military.*
   - *I managed to persuade her.* = *I succeeded in convincing her.*
   - *They were narrow-minded.* = *They were not very tolerant.*
   - Grammatical paraphrases may also appear, e.g.:
     - *They haven't met for ten years.* = *The last time they met was ten years ago.*

3. If the same word or phrase appears in both the recording and the question, it could be a trap. In these situations, ask yourself, 'Is the meaning of the whole sentence really the same in the question and in the recording?'

4. The questions are always about the content of the recording. If a statement makes sense according to your general knowledge or experience, that does not necessarily mean it is the correct answer in the exam task. Remember that the correct answer is the one which agrees with the content of the recording.

**TRUE / FALSE / NO INFORMATION**

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

**EXAM TIPS**

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

**exam TASK**

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

1. The Multicultural Festival is the town's main attraction.

2. University students came up with the idea of the festival because they felt enriched by contact with foreign students.

3. Steve mentions an event at which participants will be able to learn to make traditional costumes.

4. There will be a lecture on multiculturalism in England during the festival.

5. The festival is partly financed by the local government.

6. Steve asks people to contact him with ideas because he's worried there won't be enough events.

**TASK ANALYSIS**

1. Read the tapescript on page 164. In the statements you marked false, underline the words which also appear in the recording. Change the statements so that they are true according to the recording.

2. Read the tapescript on page 164. Next to the statements you marked true, write down the words which are used to communicate the same information in the recording.

3. Look at the statements you marked no information. Match them to the following explanations.
   - a. His motives are not explained.
   - b. The exact topics are not given.
MATCHING

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

EXAM TIPS

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

exam TASK

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

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

TASK ANALYSIS

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

MULTIPLE CHOICE – SHORT RECORDINGS

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

EXAM TIP

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

exam TASK

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

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

TASK ANALYSIS

2. Read the tapescript on page 164. Underline the words and phrases that helped you choose the correct answers.

3. Find words in the tapescript which appear in the incorrect options. Identify the difference between the incorrect option and what the speaker says.
MATCHING
The audio material in this type of task usually consists of four or five separate recordings on a similar topic. The exam task will require you to match the recordings to sentences summarising their content or to headings. There will be at least one extra heading or sentence which doesn’t match any recording.

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

EXAM TASK
1. You are going to hear four students talking about living abroad as part of the Erasmus programme. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need.
   1. 
   2. 
   3. 
   4. 
   A. I've found it difficult to adapt to certain cultural differences.
   B. I've managed to turn one disadvantage into an advantage.
   C. I've made many lifelong friends.
   D. I've only encountered one difficulty, and I've received help with it.
   E. I disagree with the stereotyped view of the Erasmus experience.

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

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

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

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

TASK ANALYSIS
1. Read the tapescript on page 164. Underline the words and phrases that helped you choose the correct answers.
2. Find words in the tapescript which appear in the incorrect options. Identify the difference between the incorrect option and what the speaker says.
MULTIPLE CHOICE

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

EXAM TIPS

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

EXAM TASK

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

1. Chris broke a record when he hitchhiked
   A. between two cities.
   B. 25,000 kilometres.
   C. to the Middle East.
   D. around the world.

2. With regard to safety, Chris says that
   A. he feels quite safe everywhere.
   B. reckless drivers are a constant problem.
   C. a male hitchhiker has less to fear if he's with a girl.
   D. you have to decide if you trust people enough.

3. According to Chris, one advantage of hitching at a petrol station is that
   A. you can spend the night there.
   B. there's food and shelter.
   C. you can go to the bathroom.
   D. you're safer because of the lights.

4. The thing Chris enjoys most about hitchhiking is that
   A. unexpected things always happen.
   B. you encounter unusual people.
   C. you can get really far.
   D. it's free.

5. The Turkish man
   A. had another fifty miles to drive.
   B. was looking for an underground station.
   C. had a sense of moral obligation.
   D. was keen to get to Paris before nightfall.

QUESTION WORDS USED IN THE RECORDING

A... B... C... D... PLEASE LET THERE BE MORE OPTIONS TO CHOOSE FROM!
**One or Two Correct Answers**

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

**Exam Tip**

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

**Exam Task**

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

   1. The exhibition is open
      A. from June 3rd until June 17th.
      B. from 10.00 to 18.00 every day.

   2. The largest butterflies can be
      A. about thirteen centimetres.
      B. a hundred times larger than the smallest ones.

   3. The Common Birdwing
      A. looks like a bird.
      B. has a wingspan of 18 centimetres.

   4. The chrysalises shown in the exhibition
      A. have been transported to the museum from tropical countries.
      B. turn into butterflies in front of visitors' eyes.

   5. The Great Monarch
      A. travels great distances.
      B. lives in two places with large bodies of water.

   6. The butterfly Dryas Iulia
      A. damages caimans' eyes.
      B. drinks tears.

   7. A proboscis is
      A. a butterfly's mouth.
      B. a butterfly's nose.

   8. Butterflies can
      A. taste with their feet.
      B. see more colours than other animals can.

**Task Analysis**

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

**Short Answers to Questions**

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

**Exam Tips**

1. The questions are about facts from the recording. Some of the answers are likely to be numbers.

2. You do not need to write full sentences.

**Exam Task**

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

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

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

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

   4. What did Mandy use to create?

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

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

   7. How many A levels did Mandy get?

   8. Where did Mandy go to university?

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

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

   11. How does Mandy earn a living now?

**Task Analysis**

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

   1. Why is 'mature' not the correct answer to question 2?

   2. What phrasal verb is used in the tapescript instead of 'create' in question 4?

   3. Why is 'a job in advertising' not the correct answer to question 10?
All too often our encounters with art are very superficial – no more than a civilised way of spending an afternoon. This week we ask four people from the world of academia and the arts to describe cultural experiences which were different: relevant, thought-provoking and memorable.

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

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

B Elisabeth Green, freelance writer
Among my innumerable visits to museums and art galleries, I remember the Sensation exhibition at the Royal Academy of Arts in 1997, a show of the group known as Young British Artists, many of whom are now famous and command astronomical prices for their work. I went because it was hugely controversial. It contained works like Damien Hirst’s dead animals in glass cases, an installation by Tracey Emin titled frozen blood. The greatest controversy in that show. But it made me ask myself some important questions. Does art have to be beautiful? What is the purpose of showing disturbing and shocking things? Can offending people’s feelings be justified? More than ten years on, I still haven’t answered those questions.

C Gladys Keenan, university lecturer
I’m a classical music enthusiast and regularly go to concerts in concert halls, churches and opera houses. But my most unusual musical experience happened at my workplace, Glasgow University. We had a young Polish man, Aleksander, working as a cleaner. One day he asked if he might play the piano in the university chapel after work. The chaplain was not very keen, as the facility had stopped working and the faculty had stopped working and were listening. It was a concert-standard performance. Our cleaner turned out to be a professional pianist, educated at the music college in his home town of Katowice. He later gave a concert at the Glasgow West End Festival. Now he gives music lessons and performs occasionally. There is a long way though from being talented and skilful to becoming a commercial success in the world of the arts. I hope he makes it.

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

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

Language & Culture
The Young British Artists (or YBAs), a group of conceptual artists who dominated the British art scene in the 1990s, are known for their shocking themes and use of unconventional materials. Leading artists of the group are Damien Hirst and Tracey Emin.
Adrian Mitchell (1932–2008) was an English poet, novelist and playwright known for his left-wing and anti-war views. His poems were often read or sung at demonstrations and rallies. Among the best-known are To Whom It May Concern and Human Beings. He also wrote poetry for children.
This part of the exam usually consists of two or three reading texts followed by comprehension questions. The types of texts may include magazine articles and extracts from fiction.

### GENERAL TIPS

1. **First of all, always read the whole text to get a general idea of its content and structure.** If you do this you will avoid errors caused by concentrating on individual words or sentences and overlooking the broader context.

2. **There may be words in the text that you do not know. Think about whether the unknown word is necessary to understand the text.** If not, you can ignore it. If you see that the answer to a question depends on the meaning of the unknown word, try to work it out from the context, e.g.: 

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

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

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

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

### MATCHING

#### EXAM TIPS

1. **First read the whole text and the removed sentences.**

2. **Each of the removed sentences is linked to the place it was removed from by meaning, and often also by structure.** Carefully read the sentences for insertion as well as the sentences directly before and after the gaps. Pay attention to the following clues:

   a. the sentence usually deals with the same aspect of the topic as the paragraph it has been taken from;
   
   b. if the sentence mentions a cause, then before or after it there will probably be a sentence about the effect, e.g.:

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

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

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

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

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

   e. time expressions such as after that, eventually, finally, give information on the order of the events.

3. **When you finish the task, read the whole text with the inserted sentences to be sure that it sounds coherent and logical.**

4. **Read the sentence you have not used one more time.** Consider whether it does not fit in one of the gaps.
There are five sentences missing from the following text. Read the text and complete gaps 1–5 with sentences A–F. There is one extra sentence that you do not need.

SONGS TO DETER ILLEGAL IMMIGRANTS

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

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

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

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

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

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

Task Analysis

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

1. First read the whole text.
2. The order of the sentences corresponds to the order in which the information necessary to answer them appears in the text.
3. At the end of the exam task there may be a question about the main idea of the text or the author's (or narrator's) opinion. When choosing the answer, bear in mind the whole text, not just the final paragraph.
4. The correct answers generally paraphrase content from the text, using different words. The paraphrase may rely on using synonyms, but it could also be more complex and involve a longer passage, e.g.:  
   M. remembered how Lily used to tell me all her secrets when we were younger. Now that was all over, and I was hurt by her reticence.
   1. The narrator was sad because  
      A. Lily no longer confided in her.  
      B. she was no longer young.

5. The information important to the exam question is not always stated directly in the text. Sometimes you have to work it out based on other information, e.g.:  
   When Joe told me what had happened, he was pale and his hands were trembling. I couldn't get him to relax and he was reluctant to go back and show me the place. The incident had obviously shaken him badly.
   1. When recounting the incident, Joe was still  
      A. relaxed.  
      B. frightened.  
      C. tired.

6. Incorrect answers sometimes contain words or phrases used in the text, e.g. in the example in tip 5 relaxed in answer A and get him to relax in the text.

7. The questions are always about the content of the text. If an answer seems correct to you according to your own knowledge or experience, it does not necessarily mean it is the correct answer in the exam task. The correct answer is the one which agrees with the content of the text.

### Exam Task

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

### Task Analysis

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

‘Look! Shana’s back!’ shouted a child.
‘She must be leaving if we can look at her back!’ laughed Konti.
The child ignored him and ran off to spread the news that the tribe’s favourite daughter had returned at last.

The feast over, they sat around the fire enjoying the soft breeze blowing from the plains, anticipating the tale to be told. Shana gestured at the vast sky and spoke.
‘Our stars shine brighter than the stars in the land I visited.’
A murmur of approval ran around the group.
‘But there they have houses as high as mountains and in the windows at night shine lights so bright that the stars disappear from the sky. They make the lights come just by moving a hand.’
She told them of mysteries and magic: vast canyons of stone where people rush to and fro; flat stones that let you speak with friends far away; moving pictures that talk and make music; wheeled boxes that run in herds at unimaginable speeds; and huge trained birds that roar in anger as they carry people in their bellies around the world.

‘The women wear shoes that make them taller. The men wear ropes around their necks.’
‘Like donkeys!’ said a girl and they all laughed.
‘Yes, but these ropes give them power and prestige. It is a land of riddles: a land of great ingenuity but little wisdom; a land with many possessions, but little happiness; a land of unspeakable wealth amidst desperate poverty. The air they breathe is harsh and bitter: it hurts your throat, stings your eyes and makes you ill. And yet it is a land where the old outnumber the young.’

At last, she paused to drink and a child shouted out a question.
‘What colour is the land?’
‘Green.’
There was a shocked silence. Green land?
Konti sneered.
‘I suppose the sky is yellow and the sun is blue.’
Someone giggled and the people began to wonder if Shana’s tale was true.
‘It’s green because it rains a lot.’
Shana frowned. Her tribe lived in a dry brown land, where water was scarce. A land of scorching heat and months of drought punctuated just twice a year by torrential rains and flash floods. The climate there was so different.

‘They have all sorts of rain: storms like ours, but also ‘drizzle’, fine rain you hardly feel but which soaks you all the same. The weather is always changing. In one part of the year the sun is tired and weak and can barely climb above the horizon. It hides behind overcast skies and then it’s cold and the rain falls like pearls that they call ‘hailstones’ or like tiny round feathers they call ‘snowflakes’. They’re beautiful but in a breath they vanish.’
And so she told them of ice.
‘It’s water that’s hard and cold. When you touch it, it flows like water again.’
‘So one moment it’s solid, and the next it’s water?’ muttered Konti.
‘Yes’, said Shana.
‘I don’t believe you!’ he shouted, standing up, furious. ‘If you heat gold, it changes slowly from solid to liquid, first it’s thick, then it becomes thinner. That is how things change. I’ve had enough of your fairy stories.’ He strode away and one by one the others followed him. Nobody dared look Shana in the eyes.

But one child remained: the boy who had first seen her arrive.
‘Tell me more’, he said, ‘I believe you.’
Shana spoke again, and the people turned towards her, the light of the fire flickering in their eyes.
SHORT TEXTS WITH MULTIPLE CHOICE QUESTIONS

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

EXAM TIPS

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

Exam Task

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

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

   Piano
   by D.H. Lawrence

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

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

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

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

   How a windmill works

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

   Based on The workings of a windmill, The Sustainable Energy Authority of Ireland
3 This is an extract from a speech made in 1917 by the American women’s activist Carrie Chapman Catt. What is the aim of Catt’s speech?
A To demand better education for women.
B To oppose discrimination against immigrants.
C To protest against high taxes.
D To demand the right to vote for women.

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

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

British Museum

Ancient Egyptian Book of the Dead at the British Museum

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

Task Analysis

2 In Text 1 underline the words and phrases that refer to what you believe is the main theme of the poem.

3 In Text 2 match the following parts of a windmill to the remaining letters in the picture:
- sails
- vertical shaft
- grindstone

4 For Text 3 answer the following questions.
A What does Catt say about the role of women in education?
B Who according to the speech suffers discrimination?
C Why does Catt mention the “billions of dollars paid in taxes by women”?

5 In one of the options for Text 4 find words which correspond to the words ‘extreme fragility’ and ‘on display’ in the text.
TRUE / FALSE / NO INFORMATION

EXAM TIP

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

examTASK

1. Read the story. Are the statements below true (T), false (F) or is there no information (NI)?
   1. At the beginning of the story, Nathan's grandmother tells him how to fry a steak.
   2. Nathan's family used to think the idea of eating meat becoming illegal was unrealistic.
   3. The Fundies are an extreme right-wing political party.
   4. Nathan feels worried as he's cooking.
   5. Nathan does not like the smell of the steak.
   6. Nathan eats up the whole steak.
   7. At the end of the story, Nathan is arrested for eating meat.

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

THE LAST MEAT EATER

'Put some oil in a pan: just a little. You mustn't use too much.'
After all those years, Nathan could still hear the echo of his grandmother's voice.
'Wait until it's hot, sizzling hot.'
Nathan adjusted the knob on the cooker and watched the electric ring go bright red. Then he took the packet from the table and opened it. There was one steak, one large juicy red beefsteak. It looked delicious. His hands shook as he sprinkled a little salt and pepper on it.
'Hold a wooden spoon in the oil and when you see bubbles, you know it's hot enough.'
Nathan checked. There were lots of tiny bubbles rising up from the bottom of the pan.
He looked nervously round the kitchen. Suddenly, he had a flashback. He was six years old; his grandmother was cutting a steak into bite-sized pieces for him to eat. His grandfather said, 'Eat your meat before they make it illegal!' And then he'd laughed, they'd all laughed. But he wasn't laughing now. Nobody was. It wasn't illegal to laugh; not yet, at least. But so many other things were; so much had been forbidden since the 'Fundies' had come to power twenty years ago. And eating meat was one of them.
He thought he heard a noise, but when he glanced outside, there was nobody there, just fields and trees. There was no reason for the police to suspect him. But still he felt anxious... and guilty.
'Just a few seconds on each side; don't burn it.'
The oil spat and jumped when he put the meat in the pan. He held it down with the wooden spoon and counted to ten, then he flipped it over and pressed down again. The smell was incredible: it made his mouth water; his stomach turned and twisted in excitement.
The meat was so tender the knife went through it as if it were butter. It was brown on the outside and pink on the inside and when he cut it, a little blood ran underneath the green lettuce on the white plate.
He spearred a piece of meat with his fork and held it in front of him. Was he really going to eat meat for the first time in two decades? Did he dare break the law? The penalties were severe. Was it worth the risk?
He put the meat in his mouth and began to chew slowly.
He heard a voice in his head; another memory, another echo from the past. 'Eat it up. It'll make you big and strong.'
A tear trickled down his cheek. He knew it was wrong, but it tasted so good.
He heard the vehicle rumble to a stop in front of the house. He heard the heavy footsteps approaching. He heard the door fly open. But he didn't care anymore.
If you visit the British Museum, don't miss the Parthenon marbles. The sculptures and reliefs from that most famous of ancient Athenian temples are a defining monument of classic Attic style.

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

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

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

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

The Greek government would like to see them brought back to Athens, where the Parthenon has now been carefully restored and objects from it housed in the state-of-the-art Acropolis Museum that was opened in 2009. There the marbles would be presented in their original historical environment, reunited with other Parthenon sculptures and displayed in a custom-built gallery illuminated by the natural sunlight in which those works were meant to be seen.

The British Museum, on the other hand, believes the statues should remain in London. In a special statement the Trustees of the Museum declared that the marbles 'are part of everyone’s shared heritage'. In London they are presented as part of 'the story of cultural achievement throughout the world, from the dawn of human history until the present day' in a museum where millions of people every year can see them free of charge.

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

According to a survey, ___________________ of British people believe the Parthenon sculptures should go back to Athens.

One advantage of keeping the sculptures in London is that admission to the British Museum is ___________________.

The Greek government believes the new ___________________ is the best place to display the sculptures.

One museum to another, and they cannot be placed back on the Parthenon itself, where they would be exposed to damaging pollution.

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

**LEXICAL-GRAMMATICAL SECTION**

**EXAM TIPS**

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

**examTASK**

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

---

**FILTHY HANDBAGS**

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

Most women carry their handbags everywhere. During an average day, a bag will have been in the office, in a supermarket trolley, on car or bus floors, and in several public toilets. Yet after coming home, many women will place their bag on the kitchen table or counter where food could cause you ill after a restaurant visit.

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

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

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

---

1. **A cause**
2. **A prepares**
3. **A that**
4. **A used**
5. **A catching**
6. **A a**

B make
B prepare
B many of whom
B tended
B acquiring
B the

C get
C is prepared
C some of them
C were
C contriving
C some

D have
D has been prepared
D some of which
D had
D obtaining
D all
EXAM TIPS

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

EXAM TASK

Complete the text below with one word in each gap.

PRISONER MAILS HIMSELF OUT OF JAIL

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

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

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

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

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

TASK ANALYSIS

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

1. (no answer given) 3. long 5. off
2. in order to 4. had
**Word Building**

**Lexical-grammatical section 52**

**Exam tips**

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

**Exam Task 1**

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

**Tiredness can kill – take a break**

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

**Task Analysis**

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

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

**Sentences Transformations**

**Lexical-grammatical section 44**

**Exam tips**

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

**Exam Task 1**

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

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

**Exam Task 2**

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

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

**Task Analysis**

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

**Exam tips**

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

**Task analysis**

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

<table>
<thead>
<tr>
<th>WORD CATEGORY</th>
<th>EXTRA WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. auxiliary verbs</td>
<td></td>
</tr>
<tr>
<td>b. articles</td>
<td></td>
</tr>
<tr>
<td>c. prepositions</td>
<td></td>
</tr>
<tr>
<td>d. personal pronouns</td>
<td>who, which, whom</td>
</tr>
<tr>
<td>e. reflexive pronouns</td>
<td></td>
</tr>
<tr>
<td>f. relative pronouns</td>
<td></td>
</tr>
</tbody>
</table>

**Exam task**

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

**Street cleaner receives honorary degree**

Thirty years ago Allan Brigham, a young history graduate, who came to Cambridge on a short visit - and stayed. He had been planned to become a teacher, but, unable to find a position, decided to apply for a job sweeping the streets. Keen on a local history, he enjoyed showing all the interesting places in Cambridge to tourists and locals alike, and finally obtained himself a formal qualification as a tour guide. But he hasn't given it up his cleaning job: he insists on picking up rubbish in the park in the morning is still being the most pleasant part of his day. In 2007 the University of Cambridge has awarded Allan an honorary MA for services to the city and to the university. 'I'm told it's for promoting the Cambridge, I guess I do that in both my jobs,' said Allan. 'As a road sweeper I clear away the rubbish, as a tour guide I tell to people how beautiful it is.'
Typical writing tasks in exams at level B2 include a story, a description of a place, person or event, a review (of a book or a film), a 'for and against' essay, an opinion essay, an article, and various types of formal and informal letters.

**General Tips: How to Write a Good Composition in an Exam**

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

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

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

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

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

   Write an email of 120 and 180 words to Mark. Include the following information:
   - say which film you would like to see and explain your choice,
   - ask when it is on,
   - suggest a place where you can meet.

   Begin your email like this: Hi Mark.

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

2. If you have a choice of topics, choose one which will give you the best chances of success. The following questions will help you:
   - Do I know what I would like to write on this topic?
   - Do I know the formal features of this type of text (essay, description, etc.)?
   - Do I know enough vocabulary associated with the topic?

3. Think about the content of the composition. Read the rubric carefully one more time to make sure you have not overlooked any key points. You can note down various ideas and then choose the best ones.

4. Make a plan of your composition:
   - Have a look at the ideas you have noted down. Choose the ones that best suit your purpose. Think about how they are connected. Number them in the order in which you want to put them in your text. Decide how many paragraphs there will be.
   - Decide what you are going to write in the introduction and in the conclusion.

5. Think about what style is appropriate for the text you are going to write.

6. Note down or recall some sophisticated words or phrases, appropriate to the subject and the text type.

7. Write a rough draft of your text. Try to vary your vocabulary and structures.

8. Count the words in your draft. If it is a bit too long, look for words you can delete (e.g. uninteresting adjectives). If it is much too long, you will need to delete whole sentences; but be careful not to delete content required by the exam task. If the text is too short, think about which ideas you can develop further.

9. Read the whole text carefully; check that the division into paragraphs is logical and that they are of a similar length. Correct any grammar, spelling or punctuation mistakes. If you spot any repetition, try to replace the repeated word with a synonym.

10. Write the final version of your composition. Write legibly. Remember that the division between paragraphs must be visible and always marked in the same way (space or indentation, or space and indentation, but not a mix of styles).

11. While working on the rough draft, keep an eye on the time. If you realise you have too little time to complete it and then rewrite it, move on to the final version, so that you do not end up handing in an unfinished text.
EXAM TIPS

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

EXAM TASK

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

LUCKY TO BE ALIVE

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

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

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

‘Sorry?’
‘Charlie? Are you OK?’
‘I’ve lost my glasses.’

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

SAMPLE ANALYSIS

2. In the above sample answer underline:
- examples of the tenses mentioned in tip 4,
- two or three examples of details mentioned in tip 2.
**Exam Tips**

1. The person, place or event you describe can be real or imaginary. The advantage of choosing a real subject is that you do not have to imagine it (or him/her). The advantage of writing about an imaginary subject is that you can give it characteristics which will allow you to show off the sophisticated vocabulary you know.

2. The rubric may tell you to focus on a specific aspect of the place, person or event described, e.g.: Describe a teacher you admire for his or her ability to interest students in his/her subject and for his/her approach to young people’s problems. Remember to take this aspect into account in your description.

3. Your description should have a clear structure. This might be for example:
   - a) first a general impression, then the details;
   - b) a mistaken first impression followed by a revised, more accurate view of the person or place;
   - c) what the person or place looked like in the past and what he/she/it looks like now;
   - d) chronological order in describing an event.

4. The style of the description should be consistent.

5. When describing a place it is worth concentrating on what is special about it, especially if a specific aspect is required by the rubric.

6. When describing a person do not list all the possible physical characteristics. It is better to concentrate on a few characteristic features, especially those which say something about his or her personality, e.g. the smile. When describing personality traits, remember to illustrate each one with an example of the person’s behaviour. The topic may suggest the characteristics you will focus on.

7. A description of an event will be livelier and more interesting if it contains colours, smells, sounds and feelings.

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**Exam Task**

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

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

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

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

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

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

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

**Task Analysis**

2. Underline in the text:
   - a) three characteristics the writer ascribed to Chris based on her first impression,
   - b) five of Chris’s true characteristics backed up with examples,
   - c) phrases and sentences which refer to the first, false impression.

3. Which of the structures a–d described in tip 3 does the description follow?
EXAM TIPS

1. At the beginning, provide the basic information about the work you are reviewing, such as the title and the author's name, the genre, perhaps the awards it has won.

2. A common error in writing a review is to summarise the entire plot of a book or film. This has two effects: firstly, it makes the review boring and secondly, there is not enough space to analyse and evaluate the work. The plot summary should be concise and should never reveal the ending. It should be written in the Present Simple tense.

3. Analyse and evaluate various aspects of the work, for example the plot, the characters, the acting, the directing, the moral dimension. Notice whether the rubric requires you to focus on a particular aspect.

4. To get high marks, you should use some vocabulary appropriate to the art form you are writing about. If you do not know any, it may be better to choose a different topic.

5. The style of the review may be more or less formal depending on the reader you are writing for, but it should be consistent.

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

**Inside Man** by Spike Lee

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

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

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

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

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

**Task Analysis**

2. Read the sample review and underline the sentences in which the writer refers to the aspects of the film required by the exam task: a) interesting action, b) an element of the culture of an English-speaking country.

3. Underline the phrases used to analyse and assess the following aspects of the film: the plot, the acting, the cinematography, the educational value.
Many young people nowadays do not wait to graduate before they start work. They find their first job while still at university. What are the advantages and disadvantages of taking such a step?

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

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

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

1. If the exam task asks you to present your opinion, in the introduction you should state that opinion and in the conclusion - repeat it using different words.

2. The main body should contain arguments to support your opinion - one argument per paragraph. It is also a good idea to mention one or two arguments for the opposing view and explain why you disagree with them.

3. The style should be formal (no colloquial language, no contractions), to the point, neutral and unaggressive. Even if you have a very strong opinion on the issue you are writing about, avoid emotive expressions and exclamation marks.

4. The conclusion should not introduce new arguments, as this gives the impression that the text is unfinished.

---

**Exam Task**

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

<table>
<thead>
<tr>
<th>Argument 1</th>
<th>Argument 2</th>
<th>Argument 3</th>
<th>Opposing Argument and Why It is Wrong</th>
<th>Conclusion: Sum Up the Discussion and Restate Your Opinion in Different Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>More and more countries are introducing a ban on smoking in all enclosed public spaces, including restaurants, cafés and clubs. In my opinion, this regulation is beneficial to society.</td>
<td>First and foremost, there is the issue of public health. Smoking has been proved to cause lung cancer, heart disease and a number of other illnesses. Any measure to reduce this dangerous addiction must therefore be regarded as a positive step.</td>
<td>What is more, the risks are not restricted to smokers themselves. 'Passive smoking' - inhaling another person's tobacco smoke - is almost equally dangerous. In particular, smoking anywhere where children are present is extremely harmful to their health and development, as is exposing a pregnant woman to cigarette smoke.</td>
<td>Finally, with regard to smoking in restaurants, non-smokers find tobacco smoke disturbs them while they are eating, as to them its smell is disgusting.</td>
<td></td>
</tr>
<tr>
<td>In some countries, café owners have opposed the smoking ban on the grounds that it is bad for business. Some people also complain about the crowds of smokers gathering on pavements outside cafés and office buildings, forcing all passers-by to walk through a cloud of tobacco smoke. However, to my mind these are minor problems, which will surely be solved in time, and their importance is incomparable with that of the health impact.</td>
<td>To sum up, I strongly support the smoking ban. It seems to be a move in the right direction and I hope it can be extended to even more places that are open to the public.</td>
<td></td>
<td></td>
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</tbody>
</table>

**Exam Analysis**

2. Write the introduction to an essay on the same topic but expressing the opposite opinion.
FORMAL AND SEMI-FORMAL LETTERS

EXAM TIPS

1. The exam rubric sometimes reminds you to write your letter 'in an appropriate style'. But what is 'an appropriate style' in a letter? In very formal contexts, such as a job or university application or a serious complaint, use a full formal style:
   - avoid all colloquial and emotional language;
   - do not use contractions (write do not rather than don't, he is rather than he's);
   - finish with 'Yours sincerely' or 'Yours faithfully'.

2. Most correspondence today is written in a semi-formal style. Examples of semi-formal contexts could be a letter to a company about a minor issue, such as an object you left in a hotel room, or a personal letter to an adult you do not know well.

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

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

**exam TASK**

Do the exam task.

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

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

Write your letter in an appropriate style.

**Dear Sir or Madam,**

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

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

Thank you for your help.

With best wishes,

Daniel Wagner

**task analysis**

2. Circle and number the parts of the model letter in which the writer includes the information required by each bullet point in the rubric.

3. Find three examples of the features of a semi-formal style in the model letter (use the list in exam tip 2).
INFORMAL LETTER

EXAM TIPS

1. An informal context can be a letter to a friend, or a personal letter to someone more or less your own age. Write in an informal, friendly style; you can use colloquial language and slang expressions.

2. Use contractions ('I'm, don't etc.).

3. There is a lot of freedom regarding the way you finish your letter. 'Love' and 'All the best' are popular phrases.

exam TASK

Do the exam task.

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

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

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

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

Write a letter to Sally. Include the following information.
- Say which museum(s) you would be most interested in.
- Give reasons for your choice.
- Ask for more information about the museums.

Dear Sally,

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

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

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

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

Thanks again, and see you very soon.

Love,

Andrea

Task ANALYSIS

1. Circle and number the parts of the model letter in which the writer includes the information required by each bullet point in the rubric.

2. Find three examples of the features of an informal style in the model letter.
EXAM TIPS

1 In the introduction, refer to the information from the input using your own words. Do not copy the extract. Do not present your opinion yet.

2 Develop each of the points required by the rubric in one paragraph, giving your opinion as required.

3 Support your opinions with arguments and examples.

4 A good conclusion may do one or more of the following:
   - return to the idea from the introduction;
   - restate your opinion;
   - suggest solutions;
   - refer to the future.

5 The style of an article may be more or less formal, depending on the reader it is intended for. It should, however, be consistent.

exam TASK

Do the exam task.

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

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

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

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

TOWARDS A SLIMMER SOCIETY

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

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

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

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

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

TASK ANALYSIS

2 Underline the examples used by the writer to show why many children are overweight.

3 According to the writer, what three steps can be taken to stop children from becoming obese?

4 Find phrases in the conclusion which serve the following functions: returning to the idea from the introduction, restating the writer’s opinion, referring to the future.
Useful Words and Phrases

Story

Sequencing events
As soon as...
While I was...
No sooner...
Suddenly...

Other
It all started when...
I had never imagined...

Description
The first thing you notice about him is...
She is the kind of person...

Review
Information about the book/film and its content
It tells the story of...

Assessment
I was impressed by...
One weakness is that...

Assessment – Adjectives

<table>
<thead>
<tr>
<th>+</th>
<th>–</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brilliant</td>
<td>Predictable</td>
<td>Violent</td>
</tr>
<tr>
<td>Spectacular</td>
<td>Unconvincing</td>
<td>Slow</td>
</tr>
<tr>
<td>Striking</td>
<td>Far-fetched</td>
<td>Sentimental</td>
</tr>
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<td>Impressive</td>
<td>Dull</td>
<td>Serious</td>
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<tr>
<td>Powerful</td>
<td>Bland</td>
<td></td>
</tr>
<tr>
<td>Convincing</td>
<td>Disappointing</td>
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</table>

‘For and against’ Essay

Opinion Essay

Introduction – For and Against
What are the arguments for and against this idea?
What are the benefits and drawbacks of such a step?

Introduction – Opinion
In my opinion...

Introducing the First Argument
First of all...
First (ly)...
First and foremost...
For one thing...
To begin with...

More Arguments
Secondly...
Thirdly...
Another advantage is that...
Moreover...

Final Argument
Finally...

Presenting the Opposing Opinion
On the other hand...
However...
Nevertheless...

Expressing Your Opinion
In my opinion...
To my mind...

Expressing an Opinion Cautiously
It seems...
It would seem...
It is believed...
There is little...

Summary
To sum up...
In conclusion...

Formal and Semi-formal Letters

Opening Phrases
Dear Sir or Madam,

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

 Asking for Information
Could you please let me know...

Requests
I would be...
I was wondering...

Problems
I am afraid...

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

Closing Phrases
*Yours faithfully...

Informal Letters

Opening Phrases
Dear Peter,
Hi Sue,

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

Conclusion
I must be going now.
Have a good trip.

Closing Phrases
All the best,

Article

Rhetorical Questions
Have you ever (wondered why/if...)?
What would you do...
Should...

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

Conclusion: Referring to the Future
What will the future...

Love,

Best,

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

**GENERAL TIPS**

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

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

**DISCUSSION**

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

**Useful phrases >> 37**

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

**exam TASK**

1. In pairs, discuss your views on the following statement.
   "Everybody should try living and working abroad at least for some time."

2. List the main points that came up in your discussion. Then listen to a student discussing the statement above with the examiner. Which of the points you listed do they mention? What other points are included in their discussion?

3. Read the tapescript of the discussion on page 165. Underline useful phrases.

"THEY SAY IT’S GOOD TO SPEAK ENGLISH TO SOMEBODY THE DAY BEFORE YOUR EXAM. I'M AFRAID YOU'RE THE ONLY ONE AROUND TO HELP ME...."
You will see two photos linked by a theme. Your task will be to compare and contrast them. The examiner may then ask you some questions.

**Exam Tips**

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

**Exam Task**

Do the exam task.

Look at photos A and B. Compare and contrast them. The following ideas may help you, but you may suggest others as well.

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

**Task Analysis**

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

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

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

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

**EXAM TIPS**

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

**exam TASK 1**

1. **Do the exam task.**

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

   A party in a restaurant  
   An expensive present  
   A film of different family members talking about Granddad  
   A home-made book with photos and stories from Granddad’s whole life  
   A trip to a place he has always wanted to visit  
   Anything else?

2. **CD1-11 Listen to a student doing the exam task.**

   Which ideas does he choose? What additional idea does he suggest?

**exam TASK 2**

3. **Do the exam task.**

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

4. **CD1-12 Listen to a student doing the exam task.**

   Look at the list of useful phrases on page 38. Tick the phrases he uses to do the following:
   - introduce himself on the phone
   - say what he is calling about
   - apologise
   - make suggestions

**PRESENTING YOUR OPINION**

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

**EXAM TIPS**

1. Your mini-presentation should have a clear structure. This will help the listener follow your train of thought and will create a general impression of order and clarity. You can structure your talk like this:
   - **Introduction:**
     - say whether you agree with the statement;
     - say what your main points or arguments are going to be
   - **Main body:**
     - first point or argument
     - second point or argument
     - (third point or argument)
   - **Conclusion:**
     - restate your opinion.
2. Use examples to support your ideas. You can draw examples from your experience, from the news or from literature and film.
3. You can use rhetorical questions, e.g.: So, is it true that lies are unacceptable in all situations?

**exam TASK**

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

   ‘People should tell the truth in all circumstances.’

   Do you agree?

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

   - Define ‘white lies’
   - State his opinion
   - Make a general conclusion about lying and the truth
   - Give examples of ‘white lies’
   - Give examples of extreme situations
   - Say what he’s going to talk about
   - Introduce the idea of extreme situations
NARRATING OR DESCRIBING
In this kind of task you will be given a topic to talk about. You may have to narrate an event or describe something.

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

Exam Task
1. Do the exam task.

A Memorable Celebration
Talk for one minute about a celebration you took part in. Talk about:
• what the occasion was
• how it was celebrated
• what made it memorable

2. CD1-14 Listen to a student doing the exam task. Take brief notes under the three headings from the rubric.
• what the occasion was:
  ____________________________________________________
  ____________________________________________________
  ____________________________________________________

• how it was celebrated:
  ____________________________________________________
  ____________________________________________________
  ____________________________________________________

• what made it memorable:
  ____________________________________________________
  ____________________________________________________
  ____________________________________________________

Useful Phrases
During the Exam
Greetings/introducing yourself
• Good morning/afternoon. • I'm (Andy).
• Nice to meet you. • My name is...

Asking for a question to be repeated
• Excuse me? Sorry, could you repeat the question, please?
• I'm sorry, I didn't hear/catch that.
• Pardon?
• Could you say that again, please?

Asking the examiner to explain an unknown word or phrase
• Could you explain this word to me?
• Sorry, what does 'embezzlement' mean? What's 'embezzlement'?
• I'm not sure — does it mean...?

Asking the examiner to explain a question
• I'm not sure I understand.
• What exactly do you mean?
• Excuse me, could you explain that?
• I'm sorry, I don't quite see what you mean.

Hesitating and playing for time
• That's a good question/an interesting question.
• Let me think.
• It's hard to say, really.
• I'm not quite sure but I believe/think...

Interrupting the examiner in a polite way
• Excuse me.
• Sorry to interrupt, but...
• May I interrupt?
• May I add something?

Saying goodbye
• Goodbye/Bye.
• It's been nice to meet you./Nice meeting you.

Discussion
Expressing and justifying your opinion
• In my opinion, • If you ask me,
• Agreeing
  • I definitely agree.
  • Yes, you're right.
  • Absolutely.
  • I can certainly agree about that.
  • I couldn't agree more.
  • OK, you've convinced me.

Disagreeing
• I see what you mean, but...
• I see your point, but...
• I'm afraid I can't agree with you on that, because...
• Agreeing in part
  • [I agree] you have a point there, but...
  • Yes, but on the other hand...

Playing for time
• That's an interesting question. • That's a good question.
• That's an interesting point. • Good point.

Questioning what your interlocutor has said
• But what about (family and friends)?
• But do you really think...?

Acknowledging a helpful question or comment
• I'm glad you've mentioned that.
• I'm glad you asked that (question).
TALKING ABOUT PHOTOS

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

ROLEPLAY

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

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

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

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

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

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

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

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

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

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

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

SPEAKING ON A SET TOPIC – PRESENTING YOUR OPINION

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

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

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

SPEAKING ON A SET TOPIC – NARRATING OR DESCRIBING

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

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

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

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

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

TENSES (GRAMMATICAL TENSES, REPORTED SPEECH, THE PASSIVE)

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

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

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

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

MODAL AND AUXILIARY VERBS

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

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

DETERMINERS AND QUANTIFIERS

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

A many B a C lots D the

PREPOSITIONS

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

A for B on C to D with

LINKING WORDS

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

A Due to C Owing to
B Because of D Since

SYNONYMS

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

A fined B punished C penalised D paid

COLLOCATIONS

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

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

PHRASES AND EXPRESSIONS

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

A view B sight C opinion D point

PHRASAL VERBS

There are many reasons why a teenager may B crime.

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

TEST YOURSELF!

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

PROBLEMS WITH A TWIN BROTHER

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

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

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

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

1 A in life
   B over their lifetime expression
   C lifelong
   D in life's history

2 A may also be damaged
   B should have also been damaged
   C will also be damaged
   D would have also been damaged

3 A carried out
   B taken over
   C set up
   D put off

4 A in contrast
   B Even though
   C Though
   D However

5 A from
   B over
   C to
   D on
TENSES (GRAMMATICAL TENSES, REPORTED SPEECH, THE PASSIVE)

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

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

Modal and auxiliary verbs

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

Determiners and quantifiers

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

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

Prepositions

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

8. Choose the correct answers.
   1. In some countries public housing discriminates against young people, giving priority ________ middle-aged singles or couples.
      A. for  B. to  C. in  D. over
   2. The patient died ________ bronchopneumonia within one month of initial assessment.
      A. of  B. for  C. by  D. to
   3. A 27-year-old male was charged ________ robbery and a number of related offences.
      A. of  B. with  C. against  D. for
   4. Don't lean ________ the railings because some of them can be quite shaky.
      A. by  B. at  C. off  D. against
9 Match sentence beginnings 1–6 to endings a–f. Use the linking words in the box.

in case despite so that although since due to

1 The lecture was postponed
2 I need to get a password
3 Take a raincoat with you
4 The visibility is quite good
5 Small firms are thriving
6 I’ll probably go to Tom’s party

Choose the correct answers.

1 __ clever he was, he couldn’t figure out the answer to this question.
   A Although    C However
   B Despite    D In spite of

2 Their successes are __ their customer approach and commitment to service.
   A due to    C result from
   B lead to    D caused

3 Tom must be in his thirties, __ his brother looks about twenty.
   A so    B whereas    C in spite of    D as a result

4 The campsite was dirty and expensive. __, it was much further away from the beach than we had expected.
   A However    C Besides this
   B In contrast    D For example

10 Choose the correct answers.

1 Mrs Smith was charged after her 14-year-old son was __ shoplifting.
   A found    B caught    C captured    D noticed

2 The UN Food and Agriculture Organisation __ that around 840 million people are undernourished.
   A points    B approximates    D counts

3 The __ of street children is a growing concern in many developing states, particularly in Africa.
   A event    C occurrence
   B phenomenon    D incident

4 The candidates were given the opportunity to show how they can apply their management __ and knowledge within an organisational context.
   A skills    B capabilities
   C talents    D abilities

11 Choose the correct answers.

1 In the mid-1980s, some researchers at Cleveland State University __ a surprising discovery.
   A found    B made    C disclosed    D did

2 I’ve decided to look for another job – I’m going to hand in my __ when my manager returns to work.
   A notice    C dismissal
   B appeal    D application

3 Walking is an ideal way to __ fit and healthy.
   A make    B go    C do    D keep

4 I think this piece of jewellery is gorgeous and __ with your new outfit.
   A matches    B suits    C goes    D fits

12 Choose the correct answers.

1 __ clever he was, he couldn’t figure out the answer to this question.
   A Although    C However
   B Despite    D In spite of

2 Their successes are __ their customer approach and commitment to service.
   A due to    C result from
   B lead to    D caused

3 Tom must be in his thirties, __ his brother looks about twenty.
   A so    B whereas    C in spite of    D as a result

4 The campsite was dirty and expensive. __, it was much further away from the beach than we had expected.
   A However    C Besides this
   B In contrast    D For example

13 Match the words to make typical phrases and expressions.

1 at all a a doubt
   b a rate
   c a tune
   d costs
   e a mistake

14 Choose the correct answers.

1 I would like to say ‘good luck’ to Anna __ everybody who has had the pleasure of working with her.
   A instead of    C on behalf of
   B according to    D as for

2 I can’t possibly pick that last pear – it’s out of __.
   A reach    B hand    C distance    D stretch

3 I suppose I enjoyed the party on the __.
   A whole    B average    C impression    D sight

4 There is a public telephone in the village but it has been out of __ for several months.
   A work    B Border    C function    D practice

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

take after get over let down look down on make up

1 In a recent survey, one in five British workers admitted that they had __ an excuse to call in sick. (INVENT)

2 I’ve never __ people who are poor through no fault of their own. (SHOW DISRESPECT)

3 A good general never __ his troops. (DISAPPOINT)

4 __ the death of a pet can be very difficult and it will take time. (RECOVER)

5 Martha __ her father in both looks and personality. (RESEMBLE)
Choose the correct answers.
1 A new report has revealed that young single people ___ almost ten per cent of all Australians living in poverty.
A take off  C come from
B bring on  D make up

2 I'm sorry I haven't ___ replying to your messages yet.
A looked down on  C looked round to
B put up with  D run out of

3 The thieves ___ in a stolen car, which was later found abandoned.
A got away  C went out
B turned down  D took up

4 I might be able to ___ if you need somewhere to stay for the weekend.
A turn you away  C take you on
B calm you down  D put you up

A Pint Of Milk A Day Cuts Chances Of Heart Disease And Stroke

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

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

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

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

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

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

A TELEMEDICINE HOUSE HELPS OLDER PEOPLE STAY SAFE AND INDEPENDENT

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

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

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

The system, developed by GE Healthcare and Intel, uses sensors ___ track a person's behaviour and send alerts when unexpected disruptions or data are ___ . Similar networks ___ by about 3,000 people in care-home settings but researchers now hope to introduce a much more sophisticated model for private homes.
In this type of exam task you need to rewrite sentences keeping the meaning the same as in the original sentences. There are two types of this exam task: in type 1 you are given the beginning and the ending of the new sentence, whereas in type 2 you are also given a word or an expression that you have to use in your sentence. You are not allowed to change this word in any way.

(1) Nothing matters to me except your health and happiness.
   The only thing that matters to me is your health and happiness.

(2) My mother was too worried to concentrate on the movie. (THAT)
   My mother was so worried that she could not concentrate on the movie.

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

REPORTED SPEECH

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

THE PASSIVE AND HAVE/GET SOMETHING DONE

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

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

CONDITIONALS

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

GRAMMATICAL TENSES

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

INVERSION

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

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

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

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

LINKING WORDS

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

MODAL VERBS (REFERRING TO THE PAST)

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

VERB PATTERNS

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

PHRASAL VERBS

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

(2) Test yourself!

1. Rewrite the sentences so that the meaning is the same as in the original sentences. Decide which structures are being tested in each of them.
   1. I'm sure that tall man was following us all the way home. (BEEN)
      That tall man must have been following us all the way home.

      modal verb referring to the past
   2. John isn't similar to his father. (AFTER)
      John is / isn't similar to his father.

   3. I'm sorry I lost your favourite pen. (APOLOGISE)
      I do apologize for losing your favourite pen.

   4. You'd better find a way to solve this problem quickly. (YOU)
      If I had found a way to solve this problem quickly.

   5. I shouldn't have told her the truth. (ONLY)
      If I hadn't told her the truth.

   6. I will never lend him any money again. (CIRCUMSTANCES)
      I won't lend him any money again.

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

   8. I'm sure that tall man was following us all the way home. (BEEN)
      That tall man must have been following us all the way home.

      modal verb referring to the past

   9. John isn't similar to his father. (AFTER)
      John is / isn't similar to his father.

     10. I'm sorry I lost your favourite pen. (APOLOGISE)
         I do apologize for losing your favourite pen.

     11. You'd better find a way to solve this problem quickly. (YOU)
         If I had found a way to solve this problem quickly.

     12. I shouldn't have told her the truth. (ONLY)
         If I hadn't told her the truth.

     13. I will never lend him any money again. (CIRCUMSTANCES)
         I won't lend him any money again.
**Reported Speech**

3. Complete the sentences so that the meaning is the same as in the original sentences.
   1. *'How much did you spend on your child's first birthday party?' she asked us.*
      The child's first birthday party. She asked us ____________ child's first birthday party.
   2. *'You've broken my favourite vase!' shouted Kate.*
      Kate accused ____________ favourite vase.
   3. *'Don't leave the classroom without permission!' said the teacher to the class.*
      The teacher told ____________ without permission.
   4. *'I'm so sorry I've stained your new blouse.' said Olivia.*
      Olivia apologised ____________ new blouse.

**The Passive and Have/Get Something Done**

3. Complete the sentences with the correct forms of the verbs in brackets.
   1. People who live below the threshold of absolute poverty must ____________ (not forget).
   2. Coral reefs ____________ (wipe out) by the end of the century.
   3. So far no cases of swine flu ____________ (report) in this country.
   4. I hate ____________ (tell) what to do by my older siblings.
   5. I failed the test because I ____________ (teach) how to handle the stress of test taking.

4. Complete the sentences so that the meaning is the same as in the original sentences.
   1. No one gave us sufficient information about the meeting point.
      We ____________ about the meeting point.
   2. Many people believe that Hitler committed suicide in April 1945.
      Hitler ____________ suicide in April 1945.
   3. Two painters are painting our house tomorrow.
      We ____________ painted tomorrow.
   4. The dentist will probably take out Mark's tooth.
      Mark will ____________ out.

**Conditionals**

5. Make conditional sentences using the situations below.
   1. Tom hasn't got any money, so he can't give you a loan.
      If Tom ____________ any money, he couldn’t give you a loan.
   2. My girlfriend is absent-minded, that's why she forgot about our date yesterday.
      If my girlfriend ____________ absent-minded, she wouldn't have forgotten about our date yesterday.
   3. I was late for work because I missed the bus.
      If I ____________ the bus, I wouldn't have been late for work.
   4. It might rain heavily tomorrow. If so, we probably won't go for a walk.
      If it ____________ rain heavily tomorrow, we probably wouldn't go for a walk.
   5. Fiona doesn't have a well-paid job now because she dropped out of studies.
      If Fiona ____________ dropped out of studies, she wouldn't have a well-paid job now.

**Grammatical Tenses**

6. Complete the sentences using the words given so that the meaning is the same as in the original sentences. Do not change the words given in any way.
   1. The customer wanted to complain about the faulty product but he didn't know who to turn to.
      If the customer ____________ about the faulty product but he didn't know who to turn to.
   2. You won't know how it works if you don't read the manual carefully.
      You won’t ____________ the manual carefully.
   3. Matthew wants to go on a package tour to Spain but he hasn't got enough money.
      If Matthew ____________ on a package tour to Spain.
   4. I think the teacher won't let me off this time because I have already missed many classes.
      If I ____________ this time.
   5. You will get a high mark for your essay unless you make spelling mistakes.
      You will get ____________ spelling mistakes.

7. Complete the sentences with the correct forms of the verbs in brackets.
   1. I'm absolutely exhausted because I ____________ (paint) my room all day.
   2. By the time we get home, the children ____________ (go) to bed.
   3. Mobile phones ____________ cheaper and cheaper.
   4. I ____________ (do) shopping yesterday, when I bumped into an old friend of mine.
   5. I'm sure she'll call us as soon as the ship ____________ (reach) its destination.

8. Complete the sentences so that the meaning is the same as in the original sentences.
   1. I haven't driven on the left side of the road for ages.
      It's ages ____________ on the left side of the road.
   2. Several thousand tourists visit the Natural History Museum in our city every month.
      By the end of the month ____________ the Natural History Museum in our city.
   3. When did you start learning Chinese?
      How long ____________ Chinese?
   4. We ate all the food before other guests arrived.
      By the time ____________ all the food.
   5. The last time this nation overthrew the government was about fifty years ago.
      This nation ____________ for about fifty years.
   6. Having introduced my girlfriend to my parents, I started talking about our engagement plans.
      After I ____________ my girlfriend to my parents, I started talking about our engagement plans.
Complete the sentences using the expressions in the box.

Should  On no account  Hardly  Little  Only once

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

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

1 I only in the hotel.
2 I bumped into him in the town centre.
3 we were going to buy him a farewell gift.
4 I seldom speak English.
5 I wouldn't have blamed her.

Make sentences with I wish and If only using the situations below.

1 I'd like to be tall but I'm not.
2 Mark talks about himself all the time and I find it very annoying.
3 I ate too much chocolate yesterday and I regret it now.
4 I have to go to work tomorrow and I don't feel like it.
5 I regret that I was very impatient with my daughter the other day.
6 My sister often borrows my clothes without permission and it drives me mad.
7 I don't have enough time to read a newspaper every day.

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

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

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

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

Choose the correct response.

1 Do you know why Robert didn't come yesterday?
   a He had to stay at home and look after his sister.
   b He should have stayed at home and looked after his sister.
2 Fiona was not happy when you mentioned her boyfriend.
   a I know, I can't have done it.
   b I know, I shouldn't have done it.
3 Why is your little brother crying?
   a He must have woken up.
   b He should have woken up.
4 You're home very early today, Kelly.
   a Yes, I didn't have to do the shopping after work.
   b Yes, I needn't have done the shopping after work.
Complete the sentences so that the meaning is the same as in the original sentences.

1. I am sure they were following us in the car.
   They ____________ in the car.

2. It wasn't necessary for me to take a sedative after the accident - it didn't calm me down at all.
   I ____________ a sedative after the accident.

3. It's a shame you didn't anticipate any difficulties with this project.
   You ought ____________ with this project.

4. I'm sure that Tom hasn't been introduced to Mr Brown before.
   Tom ____________ to Mr Brown before.

5. Perhaps your mother didn't mean what she said.
   Your mother ____________ what she said.

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

1. I think you should apologise to Mr Perkins for your disrespectful comments. (HAD)
   I think you ____________ to Mr Perkins for your disrespectful comments.

2. I'm sorry but you have not been shortlisted for this post. (REGRET)
   I ____________ you have not been shortlisted for this post.

3. I think it would be a good idea to remind them of the meeting. (SUGGEST)
   I ____________ of the meeting.

4. I don't want to go out tonight. (FANCY)
   I ____________ tonight.

5. Nobody managed to meet the deadline for the project. (SUCCEEDED)
   Nobody ____________ the deadline for the project.

---

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

1. I tried to learn Chinese but I ____________ it up after two months. It was too difficult for me.

2. Could you ____________ down the TV, please? It's very loud.

3. ____________ out! There's a bee on your shoulder!

4. I don't remember my grandfather – he ____________ away when I was three years old.

5. It was boiling hot in the lecture hall, so we all ____________ off our jackets.

6. Her parents died in a car accident and she was ____________ up by her aunt.

7. I overslept yesterday because my alarm clock didn't ____________ off.

---

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

1. Only twenty people came to our school reunion. (UP)
   Only twenty people ____________ our school reunion.

2. I can't tolerate rude behaviour and ignorance. (PUT)
   I ____________ rude behaviour and ignorance.

3. We started our journey very early in order to avoid traffic. (OFF)
   We ____________ in order to avoid traffic.

4. My parents never quarrelled about money. (FALL)
   My parents ____________ money.

---

Exam Task 1

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

1. Robert and Peter have never had good relations with their stepbrothers. (ON)
   Robert and Peter ____________ their stepbrothers.

2. They gave my father a very warm welcome while he was lecturing at Georgetown University. (WAS)
   My father ____________ at Georgetown University.

3. We started whispering because we didn't want to wake up the baby. (ORDER)
   We started whispering ____________ the baby.

4. I have never driven a car. (FIRST)
   This is a car.

5. Fiona broke up with Robert because he is very conceited. (HAVE)
   If Robert ____________ with him.

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Exam Task 2

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

1. You shouldn't disclose your password to any third parties under any circumstances.
   Under no circumstances ____________ your password to any third parties.

2. When I was a child, my parents didn't let me go to a sleepover.
   When I was a child, I was ____________ to a sleepover.

3. Robert tells stupid jokes all the time.
   I wish ____________ all the time.

4. 'It's true that I cheated during the exam,' said Jo.
   Jo admitted ____________ during the exam.

5. Mary is too old to play with dolls.
   Mary has grown ____________ with dolls.
In this type of exam task you need to read a text with gaps and complete it with one word in each gap. The answer must be grammatically and lexically correct. Below, you will find examples of the structures which are most commonly tested in this type of exam task.

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

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

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

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

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

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

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

---

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

**Phrasal verbs**
I **get** on quite well with my older sister. We may sometimes fall **out** over petty things like clothes or homework chores but we **make** up very quickly.

---

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

---

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

The suit, called HAL — or Hybrid Assistive Limb — is the work of Cyberdyne Corporation in Japan, and has **created** to "upgrade the existing physical capabilities of the human body".

HAL, which weighs twenty-three kilograms, is comprised of robotic limbs, and a backpack containing the suit's battery and computer system.

It is strapped to the body and controlled by thought. When a person attempts to move, nerve signals are sent from the brain to the muscles, and very weak traces of these signals can be detected on the surface of the skin. The HAL suit identifies these signals using a sensor attached to the skin of the wearer, and a signal is sent to the suit's power unit telling the suit to move **unison** with the wearer's own limbs.

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

---

1 article 5 __________
2 __________ 6 __________
3 __________ 7 __________
4 __________
MODAL AND AUXILIARY VERBS

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

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

ARTICLES

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

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

PREPOSITIONS

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

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

VARIOUS STRUCTURES

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

9 Complete the sentences with one word in each gap.
1 The research shows that one out of _______ three teenagers is unhappy with his or her appearance.
2 Child development workers in Britain say that getting children _______ become library members can improve educational standards.
3 He worked _______ a teacher in an African country with ninety per cent illiteracy.
4 Unfortunately, _______ of my grandfather’s two brothers survived the war.
5 No sooner had he arrived at his destination _______ a police car with three officers inside approached him.
Complete the sentences with one word in each gap.
1. Why are some people depressed _______ though they have everything they need?
2. We tried to keep our voices low, _______ as not to wake up someone sleeping in an adjacent room.
3. _______ the fact that our clean, safe drinking water is available at the turn of a tap, we spend millions annually on bottled water.
4. Please consider the environment – don’t print this e-mail _______ you really need to!
5. I regret to inform you that we will not be taking your application further on this occasion. _______, we may contact you in the future regarding other appropriate positions available.

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

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

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

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

Match the sentences beginnings 1–5 and endings a–e using the correct prepositions.
1. Peter moved to a bigger city [a / his brother prefers karate.]
2. She refused to marry John [b / she comes back home.]
3. He decided to go sailing [c / he proposed several times.]
4. We won’t start eating [d / he could get a better job.]
5. Robert’s keen on judo [e / adverse weather conditions.]

Match the phrases 1–5 and endings a–e to make correct collocations.
1. complete the project [a from a distance]
2. walk [b at a steady pace]
3. vanish [c without question]
4. speak about the problem [d ahead of schedule]
5. observe the birds [e by chance]
6. change [f at length]
7. discover the truth [g without trace]
8. obey parents [h for the better]

Complete the sentences with one word in each gap.
1. I think our government should _______ an effort to restrain inflation.
2. On hearing the news about the accident, she burst into _______ immediately.
3. The news of their wedding _______ as a bit of a surprise for everyone.
4. We spent an hour discussing the situation only to reach the _______ that nothing further could be done.
5. My work-life balance is moving in the right direction; I get to spend quality time with my family and I _______ a good living, working with a great team.
PHRASAL VERBS
18 Match phrasal verbs 1–8 to their meanings a–h.

1 look up to a refuse an offer
2 make up for b find by chance
3 come across c cancel
d turn down e respect and admire
5 break down f start a hobby
g call off h compensate for

Complete the sentences with one word in each gap.

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

EXAM TASK 1
19 Complete the text with one word in each gap.

ACTION PAINTING
WITH A CUP OF COFFEE

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

The different shades of The Mona Lisa were obtained by adding no, _______ or lots of milk to regular cups filled with black coffee. The eight artists _______ three hours to recreate the painting, which was 6 metres high and almost 4 metres wide. The event took place at The Rocks Aroma Festival in Sydney, Australia, and was _______ by an audience of 130,000.

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

EXAM TASK 2
21 Complete the text with one word in each gap.

SUN PROTECTION
THE BURNING QUESTION ON THE BEACHES

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

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

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

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

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

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

PREFIXES

- Prefixes that make words (a verb or an adjective) opposite (un-, dis-, ir-, il-, im-, in-), e.g.: I always use a Sat Nav or a map when I’m driving in an __unfamiliar__ (FAMILIAR) place.
- Prefixes that change the meaning of words (an adjective, a verb or a noun), e.g.: After I get my university degree I’d like to take a __postgraduate__ (GRADUATE) course in Environmental Science and Technology.

Examples of prefixes that change the meaning of words:

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

SUFFIXES:

- Suffixes that change verbs into nouns for people (-er, -or, -ee), e.g.: My History __teacher__ (TEACH) is very knowledgeable.
- Suffixes that change nouns into nouns for people (-ist, -ian), e.g.: Three __terrorist__ (TERROR) threatened to kill all the hostages on a high-jacked plane.
- Suffixes that change verbs into abstract nouns (-ence, -ance, -al, -age, -ment, -sion, -tion, -ion, -y, -sis, -ure), e.g.: A police __investigation__ (INVESTIGATE) is uncovering more details about the possible crime.
- Suffixes that change adjectives into abstract nouns (-ence, -ance, -ity, -ty, -y, -cy, -(i)ness, -ion, -ment), e.g.: Being afraid of __darkness__ (DARK) is nothing to be ashamed of.
- Suffixes that change nouns into abstract nouns (-hood, -dom), e.g.: Concepts of Christian __martyrdom__ (MARTYR) changed greatly in England from the late Middle Ages through the early modern era.
- Suffixes that change adjectives (-y, -ly, -ous, -ic, -ica/) or verbs into adjectives (-able, -ive, -ed, -ing), e.g.: Astronomers have discovered a __mysterious__ (MYSTERY) giant object that existed when the universe was only 800 million years old.
- Suffixes that change adjectives into verbs (-en, -(i)fy), e.g.: Education authorities should do more to __widen__ (WIDE) access to higher education.

Test yourself!

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

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

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

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

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

PREFIXES THAT CHANGE THE MEANING OF WORDS

5 Match the prefixes 1–8 to their meanings a–h.
1 pro- a half
2 multi- b too much
c with, together
d across
e in favour of
f again
ger many
h former, before

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

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

<table>
<thead>
<tr>
<th>train</th>
<th>murder</th>
<th>swim</th>
<th>visit</th>
<th>collect</th>
<th>manage</th>
<th>lie</th>
<th>employ</th>
<th>sail</th>
<th>interview</th>
<th>burgle</th>
<th>compete</th>
<th>act</th>
</tr>
</thead>
<tbody>
<tr>
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<td>trainer</td>
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<td>trainer</td>
<td>trainer</td>
</tr>
</tbody>
</table>

8 Change the nouns given into nouns for people using appropriate suffixes (-ist or -ian). Make all necessary changes in the spelling.
1 music – __________
2 journal – __________
3 electricity – __________
4 communism – __________
5 library – __________
6 Italy – __________
7 ecology – __________
8 art – __________

9 Complete the gaps with words formed from the words in capital letters.
1 __________ (POLITICS) usually start to prepare for an election far in advance.
2 My favourite __________ (COMEDY) is Jim Carrey.
3 The __________ (PAY) is the person into whose bank account the money goes.
4 Bethany has received flowers from one of her many secret __________ (ADMIRE).
5 Many __________ (SURVIVE) of the earthquake in central Italy have found themselves homeless.
6 This is an absolutely amazing book written by the most famous __________ (HISTORY) of ancient Egypt.
7 British __________ (SCIENCE) have found a gene that can help explain why some of us put on weight more easily than others.
8 Thanks to eye-witness accounts, the bank __________ (ROB) was caught almost immediately.
10 Change the verbs in the box into abstract nouns. Use appropriate suffixes and write the words in the table. Make all necessary changes in the spelling.

<table>
<thead>
<tr>
<th>ENCE</th>
<th>AL</th>
<th>AGE</th>
<th>MENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrange</td>
<td>marry</td>
<td>arrive</td>
<td>diagnose</td>
</tr>
<tr>
<td>conclude</td>
<td>injure</td>
<td>educate</td>
<td>differ</td>
</tr>
<tr>
<td>revise</td>
<td>encourage</td>
<td>accuse</td>
<td>analyse</td>
</tr>
<tr>
<td>approve</td>
<td>exist</td>
<td>pass</td>
<td></td>
</tr>
</tbody>
</table>

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

1 happy - ____________
2 child - ____________
3 silent - ____________
4 vacant - ____________
5 kind - ____________
6 equal - ____________

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

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

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

1 friendly – ____________
2 climatic – ____________
3 adjustable – ____________
4 courageous – ____________
5 annoying – ____________
6 protective – ____________
7 salty – ____________
8 psychological – ____________

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

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

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

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

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

1. Emerging infectious diseases pose a global threat to human health, and the problem is likely to ______ (WORSE).

2. Knowing how to ______ (PURE) water on a hiking trip is an important skill for any serious hiker.

3. The music was loud enough to ______ (DEAF) most people.

4. Is it true that drinking coffee before a workout can ______ (LESS) the pain of exercise?

5. Here's a small gift to ______ (BRIGHT) up your day.

6. Agriculture export competition will ______ (INTENSE), with rising share of trade by developing countries.

7. These figs ______ (RIPE) in the autumn and make up the main crop.

8. First we need to ______ (CLEAR) the difference between a blogger and a citizen journalist.

EXAM TASK 1

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

Indian women get on their scooters

Bollywood ______ (ACT)

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

EXAM TASK 2

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

Nintendo Wii

Makes it on to wedding lists

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

**The most common prefixes**

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

## Suffixes

**Suffixes that change words into nouns**

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ment</td>
<td>government, employment</td>
</tr>
<tr>
<td>-ion/-tion</td>
<td>discussion/proportion/permission</td>
</tr>
<tr>
<td>-ation/ation</td>
<td>invitation/definition</td>
</tr>
<tr>
<td>-ence/ance</td>
<td>persistence/distance</td>
</tr>
<tr>
<td>-ty/ity</td>
<td>certainty/security</td>
</tr>
<tr>
<td>-ness</td>
<td>willingness, sweetness</td>
</tr>
<tr>
<td>-ing</td>
<td>building, understanding</td>
</tr>
</tbody>
</table>

**Suffixes that change words into verbs**

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er/or</td>
<td>writer/editor</td>
</tr>
<tr>
<td>-ist</td>
<td>typist</td>
</tr>
<tr>
<td>-ant/ent</td>
<td>assistant/student</td>
</tr>
<tr>
<td>-an/ian</td>
<td>Republican/electrician</td>
</tr>
<tr>
<td>-ee</td>
<td>employee</td>
</tr>
</tbody>
</table>

**Suffixes that change words into adjectives**

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-al</td>
<td>professional</td>
</tr>
<tr>
<td>-ic</td>
<td>scientific</td>
</tr>
<tr>
<td>-ive</td>
<td>exclusive</td>
</tr>
<tr>
<td>-ful</td>
<td>successful</td>
</tr>
<tr>
<td>-less</td>
<td>hopeless</td>
</tr>
<tr>
<td>-ous</td>
<td>luxurious</td>
</tr>
<tr>
<td>-y</td>
<td>rocky</td>
</tr>
<tr>
<td>-ly</td>
<td>costly</td>
</tr>
<tr>
<td>-able/-ible</td>
<td>comfortable/comprehensible</td>
</tr>
</tbody>
</table>

**Suffixes that change words into adverbs**

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ly</td>
<td>nervously, suddenly, recently</td>
</tr>
</tbody>
</table>
THEMATIC PART

1. PEOPLE
2. HOME
3. SCHOOL
4. WORK
5. FAMILY AND SOCIAL LIFE
6. FOOD / SHOPPING AND SERVICES
7. TRAVELLING AND TOURISM
8. CULTURE
9. HEALTH / SPORT
10. SCIENCE AND TECHNOLOGY
11. NATURE AND ENVIRONMENT
12. STATE AND SOCIETY
Match the descriptions to the pictures. Identify Mickey (M), Detective Hernandez (H) and Detective Dalton (D).

A Detective Dalton comes into the room. Detective Hernandez whispers something in his ear. Detective Dalton frowns.

B Mickey the Cormorant is leaning back in his chair with his legs crossed. Detective Hernandez is staring at him across the desk, his arms folded across his chest.

C Detective Dalton bangs his fist on the desk. ‘You have one last chance to answer this question! Where were you on the evening of April the 17th?’ he yells. Mickey trembles and shakes his head in denial. ‘I didn’t ... I wasn’t ... I wasn’t where you think I was,’ he stutters.

D Detective Hernandez asks, ‘Mickey, why don’t you tell me what you did on the evening of April the 17th?’ Mickey shrugs his shoulders: ‘Sorry, can’t remember.’

Choose the correct word.

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

Write similar sentences to illustrate the other word in each pair in Exercise 2.
Rewrite sentences (1–4) as in the examples so that they sound less negative.

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

Match the emotions with their extreme equivalents.

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

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

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

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

1. assume imagine perceive realise

1. I __________ a change in her behaviour, but when I told her about it she said: 'Reality and your ________ of reality are two different things!'

2. 'Can you __________ life without computers?' 'No, my ________ isn't powerful enough!'

3. I'm sorry, I can't __________ what happened. I have absolutely no ________ of the incident.

4. We can __________ the economic situation will remain stable for the next six months. It's a safe ________.

5. After a while I __________ they were cheating me, but by the time I'd come to that ________ I was broke!

Form the antonyms of the following adjectives.

literate logical loyal mature obedient perfect rational reliable responsible sensitive sincere

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

1. Be ________ (REASON)! We can't work for six hours without a break!

2. It's ________ (REASON) to expect everyone will accept your plan without any objections.

3. I'm afraid he may be late. He's rather ________ (RELY).

4. She's a very ________ (RELY) friend. She's never let me down.

5. I used to be a very (OBEY) ________ child, a real teacher's pet.

6. Fifty years ago it was still widely believed that (OBEY) ________ children should be beaten.
Do you ever have problems managing everything you have to do? Why? Discuss in small groups.

Look up the words in bold and match the halves of sentences.

1. Disorganised people
2. People who are easily distracted
3. Procrastinators
4. Perfectionists
5. Efficient people
a. are able to multi-task.
b. set themselves high standards.
c. often lose things.
d. put things off.
e. may get sidetracked before they finish a job.

Exam Workout
Grammar connections: pronouns

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

A. Well, to be honest, I hate to see him going out for a leisurely run when I’m working around the clock.
B. Now that I think about it, perhaps I’m desperate enough to get one too.
C. All too often I spend them frantically completing work that was due months earlier.

Exam Task

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

A. After all, nobody’s perfect, not even the perfectionists.
B. Then at the first opportunity, you absent-mindedly wash them off.
C. However, you never get round to actually writing one.
D. It’s because you’re over-ambitious.
E. It’s time to make up your mind what to do.
F. What’s more, you’re horrendously unpunctual.

In pairs, discuss the following questions.
• Do you belong to any of the types described in the article? Do you agree with the description?
• Which of the tips at the end do you find the most useful? Why?
• Do you disagree with any of the advice in the article? Why?

Look at the highlighted words in the text on page 61. Work out their meaning from context. Circle the correct meaning below.

1. overwhelmed
   - feeling that you can’t cope
   - feeling that you’ve solved a problem
2. glance
   - look steadily for a long time
   - look quickly
3. wretched
   - cheerful
   - miserable
4. fall apart
   - collapse mentally
   - work harder
5. gloomy
   - proud
   - sad, depressed
6. flaws
   - achievements
   - weaknesses, faults
Do you find it difficult to carry out your plans and achieve your ambitions? Does your list of things to do just keep getting longer and longer? Do you feel overwhelmed by life? If so, it may be because you belong to one of these personality types.

You're disorganised. You never manage to do what you want because you keep forgetting what it is. You draw up a list of things to do, but then you can't remember where you put it. With great excitement, you write vital notes to yourself on the palm of your hand.

You can never find the document you want on your computer because your idea of a filing system is just to dump everything together in one big folder called 'stuff'.

You're easily distracted. You have no problems starting off, it's just you get sidetracked before the end. In the middle of a job, you find yourself daydreaming about your girlfriend, reminiscing about your childhood, watching a silly video on YouTube or wondering what it's like to be a fly. As a result you seldom get things done.

You glance at a newspaper just as you're going out and then suddenly half an hour has gone by and you're behind schedule again. Your friends say you'll be late for your own funeral.

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

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

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

You try to do so much, you end up feeling totally stressed out, longing for an eight-day week that will, of course, never come.

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

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

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

MULTIPLE CHOICE «10

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

EXAM TASK

2 You’re going to hear an interview with a psychologist about emotional intelligence. Choose the correct answers.

а) Being aware of your moods can help you to
A carry out unpleasant tasks.
B choose the right time to do things.
C perceive other people’s emotions.
D make better life choices.

б) The young man responded aggressively to the neighbour because
A he didn’t care about other people.
B the neighbour was obviously crazy.
C he felt himself under attack.
D he was fed up with constant comments about his age.

в) The psychologist praised the young man’s
A driving skills.
B car.
C choice of music.
D attitude to other people.

г) At the end of the conversation the young man
A talked about music.
B gained the psychologist’s confidence.
C agreed to do what he was asked to do.
D offered a compromise.

EXAM WORKOUT

WORD BUILDING «22

EXERCISE 1

Which part of speech?

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

арrogant confident honest kind loyal mature polite rude sensitive sincere sociable

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMAGINE</td>
<td></td>
</tr>
<tr>
<td>COMPETE</td>
<td></td>
</tr>
<tr>
<td>MEDITATE</td>
<td></td>
</tr>
<tr>
<td>SUPPORT</td>
<td></td>
</tr>
<tr>
<td>ARGUE</td>
<td></td>
</tr>
<tr>
<td>DISMISS</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 2

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

1a We don’t get on very well. We have a lot of
1b He’s difficult to get on with. He’s very

2a Children are often more than adults.
2b She’s a very interesting person with a lively

3a You seem to be in a mood today.
3b I use to relax.

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

EXAM TASK

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

My friend Peter is the most misunderstood person I know. He’s spontaneous and (IMAGINE), which to my mind makes him great fun to be with. However, many people see that as a sign of being (MATURE). When we were children, it was even worse: as a result of his lively behaviour he was treated as (OBEY) and was often punished at school.

Another quality of Peter’s for which I have great respect is his (SINCERE). I agree with him that telling the truth is really vital. But all too often such openness is perceived as (R UDE) and (ARROGANT). I do wish people would show a bit more tolerance and understanding.
Speaking on a set topic

Examworkout
Planning your talk

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

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

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

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

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

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

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

abstract open-minded prejudices superficial

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

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

Examtask
Prepare to speak on the following topics.

Student A

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

Student B

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

6 Take turns to deliver your talks.

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

Examworkout

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

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

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

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

a One of the most noticeable things about her was that her shiny brown eyes always seemed to be smiling or even laughing.

b The first thing I noticed when I met her was that she was dressed according to our primary school standards, 'like a boy'.

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

- She was very affectionate.
- She was very imaginative.
- She was quite daring.

1 She would invent games in which we played the roles of elves, fairies and monsters, depending on our mood.

2 We used to climb trees and scramble over fences to get into places where we were not supposed to be, and it was usually Anna's initiative.

3 I liked the way she always greeted me with a smile and a hug.

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

Examtask

Write a description of a person about whom you could say The world would be a better place if there were more people like him/her.
CLOTHES
STYLE AND
64WAYS
HAIR
BUILD
casual
sporty
smart
gesture
的带领
(tied) in a bun
untie (the buttons)
slender
stocky
HAIR
dyed
frizzy
highlights
ponytail
shoulder-length
spiky
streaky
(tied) in a bun
BODY LANGUAGE
WAYS OF LOOKING
glance
glare
glimpse
peer
stare
WAYS OF SPEAKING
mutter
shout
stutter
whisper
yellow
POSTURE AND GESTURES
hang your fist
cross your legs
fold your arms
folded
frown
gesture
lean back
posture
purse your lips
shock your head
shrug your shoulders
tremble
wink
CLOTHES AND FASHION
STYLE AND LOOK
scruffy
shabby
smart
sporty
trendy
casual
checked
clothes
bulky
baggy
casual
voir de
sympathetic
talkative
unreliable
reasonable
unsurpassable
vain
FEELINGS
admire
amazed
anxious
anxious
apprehensive
ashamed
astonished
be fed up with sb/sth
be wild
be wild
content with
content with
depressed
devastated
distracted
elated
embarrassed
emotional intelligence
excited
exhausted
frustrated
furious
glum
heartbroken
indifferent
in the mood
jealous
long for sb/sth
lose your temper
miserable
moved
overwhelmed
rub sb down the wrong way
stressed out
terrified
thrilled
wretched
THE MIND
assume
assumption
be on sb's mind
be on sb's mind
be on sb's mind
be on sb's mind
be on sb's mind
come to a realisation
compliment
dealing with sth
get sidetracked
go to one's head
have no good head for sth
have no collection of sth
have no recollection of sth
imagine
mised
un/impressive
vain
Complete the table with antonyms.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>OPPOSITE ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 reliable</td>
<td></td>
</tr>
<tr>
<td>2 sincere</td>
<td></td>
</tr>
<tr>
<td>3 responsible</td>
<td></td>
</tr>
<tr>
<td>4 mature</td>
<td></td>
</tr>
<tr>
<td>5 literate</td>
<td></td>
</tr>
<tr>
<td>6 loyal</td>
<td></td>
</tr>
</tbody>
</table>

Answer the questions and complete the sentences.

1. What can you do with your shoulders?
   a) stutter   b) shrug   c) stare

2. If people are afraid or cold, they
   a) tremble. b) frown. c) lean back.

3. People with a speech defect may
   a) whisper. b) yell. c) stutter.

4. If you can multi-task, you are
   a) efficient. b) gullible. c) impartial.

5. Which two adjectives can be made into nouns using the suffix -ity?
   a) mature b) honest c) sensitive

6. Which two of these mean ‘unhappy’?
   a) wretched b) elated c) gloomy

7. Which two of these mean ‘very frightened’?
   a) petrified b) terrified c) thrilled

8. What word completes all three sentences?
   He’s got a good ________ for science.
   I can’t get my ________ around it.
   The praise has gone to his ________.

9. Which preposition fits all four sentences?
   They complimented me ________ my work.
   She’s focused ________ her studies.
   He insisted ________ going with us.
   She’s ________ my mind all the time.

10. What verb fits both sentences?
    She ________ an interest in her children’s sporting achievements.
    He ________ pride in his work.
I'm a wonderful housekeeper. Every time I divorce a man, I keep his house.

Zsa Zsa Gabor (Hungarian-American film actress, b. 1917)

Types of Houses and Flats

1. Complete the gaps with the words from the box.
   bungalow converted home mansion penthouse pre-war studio
   1. Tony lives in a _______ loft. He's done it up really nicely, and the slanted ceiling gives the bedroom a cosy look.
   2. They have a flat in London and a holiday _______ in the countryside, where they spend every summer.
   3. Miriam lives in a _______ building, which is very stylish, but costs a lot to maintain.
   4. I'd love to live in a _______ , high above the city.
   5. Personally, I wouldn't like to live in a _______. I'd like to have an upstairs and a downstairs.
   6. All I can afford is this little _______ flat, but it's mine and I like it.
   7. The glossy magazines described all the details of the star's new twenty-million-dollar _______.

Furniture and Furnishings

2. Label the furniture in the pictures.
   swivel chair windowsill desk rocking chair radiator chest of drawers bunk beds stool fireplace Venetian blinds knick-knacks roller blinds framed photograph glass-fronted bookcase

   BEDROOM   LIVING ROOM
   1 _______   1 _______
   2 _______   2 _______
   3 _______   3 _______
   4 _______   4 _______
   5 _______   5 _______
   6 _______   6 _______
   7 _______   7 _______

3. Match the words to form collocations.
   1. display
   2. upholstered
   3. grandfather
   4. framed
   5. Persian
   a. clock
   b. photographs
   c. cabinet
   d. rug
   e. chairs
Use the words from Exercise 3 to complete the description below.
Walking into that room was like stepping back in time. It was rather dark and so cluttered it was difficult to walk without upsetting anything. There were two sofas, several tables and glass-fronted cabinets crammed with innumerable ornaments. There were priceless objects on the floor, portraits on the walls, and a statue in one corner. You could have described it as cosy and quaint if it wasn't so overwhelming.

ADJECTIVES TO DESCRIBE INTERIORS
Complete the description with adjectives formed from the words in brackets.

ADJECTIVES

The most (IMPRESS) home I've visited recently belongs to Richard, one of my brother's artistic friends. It was designed by a well-known architect. It's very (SPACE)-lined, not only because of its size, but also because it is extremely sparsely furnished. The decor is ultra-modern and (MINIMAL): there are bare wooden floors, white walls, some furniture, just a few carefully chosen, (STYLE) items of furniture. Richard hates (CLUTTER) interiors.

Complete the sentences with the words from the box.

The house is located in a quiet area. The Johnsons live in a quiet, leafy suburb where the children can play outside safely. We've got a house on the outskirts of the city. The air is very clean, but the journey to the centre, where we work, takes forever.

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

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

Match the words with the explanations.

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

Complete the phrasal verbs with the prepositions from the box.

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

Complete each idiom with the word house or home.

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

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

1 We must measure the (LONG) and (WIDE) of the living room.
2 We also need to know the (HIGH) of the attic.
3 I'm a bit worried about the (STRONG) of the ceiling. Will it be able to support the (WEIGHT) of this huge water heater?
4 This house will need a lot of (MAINTAIN) work.
5 The new hotel is still under (CONSTRUCT).
**Someone's got to do it**

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

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

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

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

**When the phone rang, Cynthia was**

A doing the cleaning.

B watering the plants.

C wandering around the house.

D preparing to rush out.

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

3 Read the text and choose the correct answers.

1 As he stops in front of the house, the main character
A admires the patio furniture.
B allows his thoughts to wander.
C picks up some items.
D switches off the car radio.

2 The character is pleased with the house because
A he is impressed by its wealth.
B he finds the style attractive.
C it is located in the countryside.
D it's not very close to other houses.

3 The character realises there's someone in the house after he
A looks in through a window.
B rings the doorbell.
C hears the sound of a game show on TV.
D lifts the flap of the letter box.

4 The main character is
A an estate agent.
B a person who delivers official documents.
C a door-to-door salesman.
D a postman.

5 At the end of the story, the main character
A is moved by the woman's tears.
B is in a state of shock.
C returns to his earlier thoughts.
D feels relieved that the job has been done.

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

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

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

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

LISTENING

TRUE/FALSE/NO INFORMATION <<8

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

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

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

In pairs, make some guesses about what happened.
Someone must have made a mess in the house if they had to clean it up.

exam TASK

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

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

In pairs, discuss the following questions.

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

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

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

Refer to all the items in the task

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

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

- the rent
- the location
- the size
- the condition
- furniture
- anything else?

2. CD1-17 Listen to a student doing the exam task. What is the problem with her answer?

3. CD1-18 Listen to another version of the same conversation. Why is it better?

4. Look at the tapescript of the conversation on page 167 and underline some phrases that the student and the examiner use to do the following:
   - agree
   - disagree/partially agree
   - ask the other person's opinion
   - suggest an additional option
   - confirm what has been agreed

5. In pairs, do the following exam task.

Imagine the following situation. You have rented an unfurnished flat with a friend. You have a limited amount of money to spend on furniture. Discuss how you are going to spend it. Talk about which things you most need. Some ideas are given below but you can suggest others as well.

- a fridge
- a sofa for the living room
- a washing machine
- a TV set
- beds or mattresses
- anything else?

examWORKOUT

Include all the points required by the task

1. Read the exam task below. For each bullet point write down at least three words or phrases from the word list on page 72 that you could use.

- My Ideal Home
  Talk for one minute about the house or flat you would like to live in.
  Talk about:
  - what kind of house or flat you would like to have;
  - where it would be located;
  - how you would furnish it.

The kind of house or flat you would like to have:


Location:


Furniture and furnishings:


2. CD1-19 Listen to a student doing the exam task. Note down a few words or phrases that she uses in connection with each bullet point in Exercise 1. Compare your notes in pairs.

3. Based on your notes from Exercise 2, discuss what is wrong with the student's response to the exam task.

examTASK

1. In pairs, take turns to do the exam task from Exercise 1.
examWORKOUT

The passive and the structure have something done.

Build sentences from the prompts below, using the verbs in italics in the correct form: active, passive or causative.

1. The walls / not paper / properly. The paper is coming off.

2. John / paint / the ceiling of his room / purple / last week.

3. Sylvia is phoning the plumber. She / planning to / install / new radiator.

Read the sentences in the exam task below. Match each of them to the structure you need to use. Use the appropriate sections of the grammar part to help you do the task.

1. a causative 'have'
2. b passive voice
3. c phrasal verb
4. d reported speech
5. e verb + preposition + gerund

examTASK

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

1. 'Was your house built last year?' Emily asked Mr Jones. (IF)
   Emily asked Mr Jones ____________________________ year.

2. An excellent team of workers are redecorating our flat. (BY)
   Our flat ____________________________ an excellent team of workers.

3. Perhaps we'd like to buy new blinds for the living room. (OF)
   We're ____________________________ new blinds for the living room.

4. We must get someone to repair the roof. (HAVE)
   We must ____________________________ repaired.

5. This flat needs redecorating very badly. (UP)
   This flat ____________________________ really badly.

In extract 2, underline the parts that tell you why the interior is relaxing.

Read the exam task below and think of the interior you'd like to describe. What are the most important things that make it annoying? Choose from this list and add your own ideas. For each important element, add some details.

- the colour scheme
- the style and decoration
- specific pieces of furniture
- the sounds
- the view from the window
- ...?

Number the points you selected in the order in which you want to put them.

Describe an interior (a room, flat, house) which irritates you and puts you in a bad mood.
### Types of Houses and Flats

- basement flat
- bedroom flat
- bedsit
- bedsit
- bungalow
- chalet
- converted loft
- cottage
- country house
- detached house
- farmhouse
- holiday home
- mansion
- manor
- penthouse
- pre-war building
- semi-detached house
- studio flat
- terraced house
- two-storey building
- townhouse

### Outside the House

- conservatory
- double garage
- driveway
- façade
- garden chairs
- gravel
- hedge
- lawn
- letter box
- patio furniture
- plot of land
- porch
- roof tiles
- sprinkler
- streetlamp
- window
- shutters
- skylight

### Furniture and Furnishings

- banister
- bathroom tiles
- bed
- built-in wardrobe
- bunk beds
- chest of drawers
- cushion
- desk
- display cabinet
- doorknob
- fireplace
- framed photograph
- fully-fitted
- glass-fronted bookcase
- grandfather clock
- hot water heater
- kitchen sink
- light fixtures
- mantelpiece
- ornament
- parquet
- Persian rug
- plumbing
- potted plant
- radiator
- receiver
- rocking chair
- roller blinds
- running water
- stool
- swivel chair
- upholstered chairs
- Venetian blinds
- wallpaper
- windowsill
- wooden floor

### Adjectives to Describe Interiors

- airy/spacious
- bare
- cluttered
- cosy
- décor
- designed
- dilapidated
- dingy
- draughty
- impressive
- minimalistic
- neat and tidy
- quite
- shabby
- soundproof
- sparsely decorated/furnished
- stylish
- (un)furnished

### Neighbourhoods

- city dwellers
- (conveniently/pleasantly) located
- cost of living
- downtown
downtown
- downtown
- downtown
- downtown
- housing estate
- inhabitant/resident
- isolated
- nosy neighbours
- outskirts
- pedestrian precinct
- residential area
- suburb
- within easy reach (of sth)

### Redecoration/Renovation

- connect electricity
- dismantle
- dust the furniture
- fasten sth (to sth)
- fix
- install
- interior
- length/height/width
- maintenance
- mend
- oil the hinges
- paint sth (black)
- paper the walls
- redecorate
### QUICK REVISION

1. **Complete the table with nouns.**

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. long</td>
<td></td>
</tr>
<tr>
<td>2. wide</td>
<td></td>
</tr>
<tr>
<td>3. high</td>
<td></td>
</tr>
<tr>
<td>4. strong</td>
<td></td>
</tr>
</tbody>
</table>

2. **Match the words to form compound nouns.**

- 1 holiday
- 2 swivel
- 3 Venetian
- 4 display
- 5 bunk
- 6 blinds

3. **Answer the questions.**

1. Where should you live if you like being in the centre of the city?
   - a. in the suburbs
   - b. on the outskirts
   - c. downtown

2. Who lets out a flat?
   - a. the landlord
   - b. the tenant
   - c. the estate agent

3. If someone has a mortgage to pay, have they got their own flat?
   - a. paper
   - b. redecorate
   - c. tile

4. Which two things would you do with a bathroom?
   - a. paper
   - b. redecorate
   - c. tile

5. What word completes both sentences?
   - Make yourself at ___.
   - It's a real ___ from ___.

6. Which preposition fits both sentences?
   - My room needs doing ___.
   - We have to clean ___ the mess.

7. Which preposition fits both sentences?
   - We have to put ___ new taps in the bathroom. They've got a new flat and they're moving ___ next week.
What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.

GEORGE BERNARD SHAW (IRISH PLAYWRIGHT, 1856–1950)

TYPES OF SCHOOLS
1 Complete the sentences with appropriate words.
The first letter has been given.
1 My granddad was sent to a b____ school at the age of nine. He hated leaving home.
2 My little brother’s just four years old. He goes to n____ school.
3 Joe’s parents have decided to send him to an i____ school as they are critical of state education. Now they have to pay school fees.
4 If you want to train to be a mechanic, go to a v____ school.
5 In some systems, there’s a m____ or j____ h____ school between primary and high school.

THE EDUCATION SYSTEM
2 Match the sentence beginnings and endings.
1 Education is compulsory
2 The school year
3 There’s a syllabus for every subject
4 Some subjects are optional.
5 In most schools
6 At the end of secondary school
a is divided into terms.
b students take external exams and receive a certificate.
c there are also extra-curricular activities.
d until the age of eighteen.
e which means you don’t have to take them.
f which says what teachers are supposed to teach.

SCHOOL SUBJECTS AND SCHOOL WORK
3 Match the subjects to the homework set in each of them.
1 Economics
2 English Literature
3 History
4 Maths
5 Science
a Write up today’s experiment.
b Read the source texts related to the Industrial Revolution.
c Solve equations 1–5 from page 43.
d Write an essay on colour symbolism in the novel The Great Gatsby.
e Analyse the graph showing real estate prices in the USA from 2007 to 2010.

SCHOOL OBJECTS
4 Label the objects in the picture.
folder file notepad ruler set square compasses pencil sharpener highlighter paperclip stapler hole punch rubber
ASSOCIATION AND EXAMINATIONS

5 Choose the two words which can complete each sentence.
1. Robert took / passed / did the driving test last week, but he failed it.
2. How many points did you score / get / achieve in the French test?
3. Julia failed the history exam, so she'll have to repeat / retake / resist it next month.
4. Exam results will come out / be announced / appear next week.
5. Matura is a(n) external / internal / school-leaving exam.

6 Complete the sentences with the words from the box.

We're going to have 1. __________ exams soon to check how well we're prepared for the real ones. We've been going over a lot of 2. __________ papers this week to practice.

Everyone remembers how last year our History teacher 3. __________ an exam which was so difficult that 75 per cent of the class 4. __________ it. Mind you, the teachers are going to have a hard time too: they'll have to 5. __________ dozens of exam 6. __________.

Personally, I don't like exams. And I really hate the thought of having to take 7. __________ exams to college.

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AT UNIVERSITY

7 In what order do these things happen? The first and last one have been numbered for you.

HOW TO BECOME A DISTINGUISHED ACADEMIC

A. At the end of the first term, you write a brilliant term paper and get outstanding grades.
B. You become a university lecturer and continue publishing research papers.
C. At the end of the first academic year, you have the highest grade-point average in your year. You get a scholarship.
D. You continue your research and do a PhD.
E. You decide to do a postgraduate course.
F. You get a place at university. You are now an undergraduate. A rich uncle agrees to pay your university fees.
G. You get an MA or MSc.
H. You graduate. You get your first degree. You are now a BA or BSc.
I. You apply to a university.

---

PHRASAL VERBS

8 Complete the text with the correct prepositions.

Dear Grace,

I'm in so much trouble! I always used to do reasonably well at school. My reports generally said 'well done, keep 1. ________ the good work'... until last term I was 2. ________ school for two months because of a serious illness. When I returned, I tried to catch 3. ________ with the rest of the class, but I had fallen 4. ________ so badly that it was really difficult. I felt discouraged and often couldn't get 5. ________ to work in the evening. I started handing 6. ________ homework late or not at all. I've also got concentration problems: I find it difficult to pay attention and note 7. ________ what the teachers are saying in class. And, if truth be told, I started to skip lessons because I feel so bad at school. I'm terrified. I don't want to be one of those kids who drop 8. ________ of school at fifteen and never get an education! Please help me — what should I do?

Chloe

---

WORD BUILDING

9 Complete the text with words formed from the words in brackets.

When I was eight years old, my primary school teacher told my parents I had learning 1. ________ (DIFFICULT). My reading was slow and I found it hard to 2. ________ (MEMORY) things. My mum took me to an educational 3. ________ (PSYCHOLOGY). That woman changed my life. She gave me a lot of tests to measure my 4. ________ (ABLE) in different areas. She showed me pictures and played music to me. Then she told my mother I was slightly 5. ________ (DYSLEXIA). She said I might not achieve outstanding 6. ________ (ACADEMY) results, but I was 7. ________ (GIFT) and talented in other ways. She said I couldn't do standard tests and the school should use other, pupil-friendly forms of 8. ________ (ASSESS). Finally, she suggested sending me to dance and drama classes to let me develop 9. ________ (ARTISTIC). Now I'm twenty-five and I'm a professional dancer. I always think with gratitude of the specialist who believed 10. ________ (CREATE) was no less important than literacy.
Do you know any stories of famous people who did badly at school or at college? Tell them to the class.

You are going to hear people talking about famous individuals who did badly at school and in exams. What do you think they might say about the following?
- the syllabus
- exams
- dyslexia
- dropping out of college
- class sizes

**Exam Task**

1. You are going to hear a radio programme about famous people who got poor exam results. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need.

   A People with certain learning difficulties find certain types of exam tasks difficult.
   B Talented people may not be interested in what is taught at school.
   C Teachers do not give personal attention to unusual students.
   D Pupils with problems could be helped more effectively if classes were not so large.
   E Original thinking does not help you to do well in exams.

2. Read the text and complete gaps 1–6 with sentences A–G. There is one extra sentence that you do not need to use.

   A and learn how to build their confidence by leading discussions
   B whenever you want
   C before introducing them to the real world
   D in which more than five million players worldwide create a virtual society
   E what they are trying out in the virtual world today
   F when you don't have facial expressions to help you
   G without waiting for permission

3. Would you like to take part in the Schome project? Which elements appeal to you? Which don't? Why? Why not?

4. Complete these questions with verbs from the text in the correct form. Then discuss them in pairs.

   1. Do you think it’s important to **establish** the established rules? Why / Why not?
   2. What sort of experiences and activities can **build** your confidence?
   3. What was the most impressive **experiment** you've ever done in a science lesson?
   4. For you, what is the most comfortable environment in which you can **work** through problems?

**Language & Culture**

The Open University is a distance learning university funded and run by the UK government. Its aim is to provide access to higher education to people who cannot attend a traditional university. About seventy per cent of the students are adults in full employment; others include people who are disabled, in prison, abroad or looking after family members. The OU follows an open entry policy, which means no previous academic achievements are required for entry to most undergraduate courses. Since its foundation in 1969 (the first students enrolled in 1971), over three million students have taken OU courses.
THE FIRST DAY AT A NEW SCHOOL IS NEVER EASY. You're wearing new clothes but you're not sure if the astronaut helmet matches your kilt. Your teacher hovers above the floor, waiting for the final stragglers to arrive. A missing classmate eventually turns up twenty minutes late: she'd been trapped in a cloud of bubbles. Welcome to school life – in Second Life.

Second Life – the online 3D computer game – is being used to teach teenage pupils as part of 'Schome': a project set up by Peter Twining, director of the centre for curriculum and teaching studies at the Open University. The main aims of Schome (School + Home) are to overcome the problems within the current education system and to develop a better way of learning for the 21st century.

Initially, Dr Twining and his colleagues spent six months trying to get young people to suggest creative ideas for new education systems, but the results were disappointing. Then they realised that the virtual world of Second Life offers a better way to test new designs and ideas. In a traditional classroom, everyone knows what the rules are, what the teachers and pupils are supposed to do. But in a school in a virtual world you can challenge the established rules, and students can control what they do in a way that would be too expensive or difficult in reality.

Schome Park is a private island in Teen Second Life, which is restricted to those under the age of eighteen. In a conventional workshop the kids turn up and wait to be told what to do; but in workshops in Schome Park, the kids might come in, stay for a while to see if they're interested in the subject, and if not, fly off. They're not just skipping lessons, they're busy: creating school buildings and scripting scenarios for other workshops and activities. As a result, the classes are quite unusual: Archaeology classes which take place on a recreation of Hadrian's Wall, Physics experiments to calculate the value of gravity within Second Life, and Philosophy seminars set in a Japanese Zen garden.

In Schome Park nobody knows who you really are. You can change the appearance of your avatar – the character you play in the world. This anonymity means that the students are less worried about making mistakes and so feel free to be more creative, and this, in turn, builds their confidence. 'I have never met any of these children in real life,' says Dr Twining. 'All I know is their avatar. My guess is those children are projecting themselves as something they're really not. And that's very liberating.'

Reaction from the pupils has been overwhelmingly positive. They have discovered that learning isn't just a teacher talking at a class; that clear communication is vital; and that teamwork is essential. They can also run experiments that in real life would be impossible, for example with giant pendulums. One SParker wrote 'Everyone has their own ideas and contributions and Schome Park allows everyone to make these contributions with confidence. Scripting and building both encourage you to think through problems and to try new ways of doing things.'

And that is just what Schome is: a new way of testing ideas for a new type of education. And may well be what we'll all be doing in the real world tomorrow.

* Hadrian's Wall is a 117-kilometre fortification built by the Romans in what is now the north of England.
USE OF ENGLISH

MULTIPLE CHOICE ➔20

examWORKOUT
Structures with the infinitive and the gerund

1 Match the sentence beginnings and endings.

A
1 I spend most of my money ...
2 I spend most of my time ...
3 I need a lot of time ...

a to design new computer software.
b on computer components.
c working on my computer.

B
1 She carried on ...
2 She attempted ...
3 We let her ...

a a talk.
b talking.
c to talk.

C
1 He's able ...
2 He's capable ...
3 He can ...

a of solving quadratic equations.
b solve quadratic equations.
c to solve quadratic equations.

2 Have you ever heard of homeschooling or home education? In small groups try to recall everything you know about it. Then read the text in the exam task below. Does the idea appeal to you?

exam TASK

3 Read the text below and choose the correct answers.

1 A reading
B on reading
C to read
D while reading

2 A design
B to design
C designing
D the design

3 A not send
B not sending
C of not sending
D not to send

4 A were able to
B were capable to
C were capable of
D could

5 A will a homeschooler study
B a homeschooler will study
C a homeschooler does study
D does a homeschooler study

6 A opportunity
B necessity
C ability
D way


A day in the life of a homeschooler

ON A FARM IN WEST VIRGINIA

ABIGAIL, 13, and her brother Ethan, 15, have just got up. They're feeding their horses. After breakfast they'll go bird-watching. They'll then write down their observations in their journals and spend the rest of the morning 1 ________ the books they've chosen this month: Macbeth (Abigail) and Catch 22 (Ethan). After lunch, Abigail is going to work on her painting of Lady Macbeth and Ethan will carry on 2 ________ a new web site for their riding club.

Abigail and Ethan aren't on holiday. They belong to the steadily growing group of children and teenagers who are being educated at home, or homeschooled. Their mother recalls how their family made the decision 3 ________ the children to school:

"After checking out the schools in our area, my husband and I became convinced that we 4 ________ teaching Abby and Ethan better than any of them. We believed that with an individual approach, our children would have a chance to excel at their best subjects and receive enough help in the weaker areas. Once we tried, we discovered it was even better than we'd expected. It's thrilling to be able to witness and guide your child's development."

Who decides what 5 ________? Some families follow the same curriculum as a school would, and use the same books. Others choose materials that fit their needs from the wide range provided by homeschooling organisations. Some create their own curriculum.

Many homeschooling families join together in 'homeschool co-ops'. They organise some lessons together, especially those which require expensive resources; but most importantly, co-ops give children the 6 ________ to socialise and make friends.
Preparing for and against

1. Read the following statement. In pairs list at least three arguments for and three arguments against it.
   Education would be more effective if it was optional. Do you agree?

2. Read the arguments below and mark them 'FOR' or 'AGAINST'. Are they the same as your arguments?
   a. Many people wouldn't go to school and wouldn't be educated. We would have a poorly educated society.
   b. Only people who want to learn would go to school, so they'd be motivated to study harder.
   c. Most young people don't know what's good for them. They would realise too late that they needed an education.
   d. Fewer people might be educated, but they'd be better educated.
   e. People who are not interested in academic subjects could learn a useful job that they enjoy and would be happy doing it.
   f. Children from homes where education is not considered important might not be sent to school. Their parents would make the wrong decision for them.

Exam WORKOUT

1. Read the exam task below and two students' introductions to this essay. Which one is appropriate? What is wrong with the other one?
   In some schools students address their teachers by their first names. Write an essay giving the pros and cons of this situation.

   a. In some schools students address teachers by their first names. I believe this is a good way of creating a friendly, stress-free atmosphere.
   b. Some schools have introduced the practice of students addressing teachers by their first names. What are the advantages and disadvantages of this idea?

2. Put the following jumbled sentences in order.
   1. drawbacks / such / what / taking / are / and / the / of / benefits / a / step?
   2. said / advantages / be / both / this / can / custom / have / to / disadvantages / and.
   3. and / what / this / are / arguments / the / for / against / solution?

3. Match the phrases (a–e) to their functions (1–5).
   a. On the other hand ...
   b. On the whole ...
   c. The main benefit of such informal relations is ...
   d. To my mind ...
   e. What is more ...
   1. Introducing the first argument for
   2. Adding another argument (any side)
   3. Introducing the opposing set of arguments
   4. Introducing your own opinion
   5. Summing up

Exam TASK

3. Discuss the statement in Exercise 1.
   STUDENT A
   You are the candidate. Present your opinion.

   STUDENT B
   You are the examiner. Challenge/Oppose Student A's opinion to give him/her an opportunity to defend it.

4. Change roles and discuss the topic below.
   Creative subjects, such as art, music, drama and dance should be given more importance at school. Do you agree?

   STUDENT B
   You are the candidate. Present your opinion.

   STUDENT A
   You are the examiner. Challenge/Oppose Student B's opinion to give him/her an opportunity to defend it.
WORD BANK

TYPES OF SCHOOLS

boarding school /ˈbɔːrdɪŋ skoul/  
independent school /ɪndɪˈpænd(ə)nt skoul/  
middle school (BrE)/junior high school (AmE) /ˈmɪdl skoul, ˈdʒʌnɪə hɪɡ skoul/  
nursery school/kindergarten /ˈnɜːsəri skoul, ˈkɪndəɡrɑːtn/  
primary school /ˈprɪməri skoul/  
secondary school/high school (AmE) /ˈsɪkəndəri skoul, hай skoul/  
state school (BrE)/public school (AmE) /ˈstæt skoul, ˈpʌblɪk skoul/  
vocational school /ˌvɑːkəˈʃənəl skoul/

THE EDUCATION SYSTEM

compulsory /ˌkʌmpəˈlɔːri/  
deputy head (BrE)/assistant principal (AmE) /ˈdɛpəti hed, əˈsɪstənt ˈprɪnsɪpɔːl/  
enrol on a course /ɪnˈrɔl ɒn əˈkɔːs/  
extra-curricular activities /ɪkˈstrə kɜːrɪkjələr əˈtɪvɪtiz/  
follow the curriculum /fəˌləʊ dər ˈkɜːrɪkjʊləm/  
form teacher /fɔːm ˈtiːtʃər/  
head teacher/principal (AmE)/headmaster/headmistress /hed ˈtiːtʃər, ˈprɪnsɪpɔːl, ˈhedmɑːstə, ˈhedmɪstrɛs/  
optional /ˈɔpələtʃəl/  
school fees /ˈskɔːl fɪz/  
school year /ˈskɔːl jɑːr/  
state education /ˈstæt ɪˈdʒuːˈkeɪʃən/  
syllabus/curriculum /ˈsɪləbəs, kəˈrɪkjʊləm/  
term /ˈtɜːm/  

SCHOOL OBJECTS

backpack /ˈbækpæk/  
compass/compasses /ˈkæmpəs, ˈkæmpəsiz/  
file /ˈfɪl/  
folder /ˈfoʊldər/  
fan /fæn/  
highlighter /hɪˈlæntɪər/  
hole punch /ˈhoʊl pʌntʃ/  
notepad /ˈnɔtəˌpæd/  
paperclip /ˈpeɪpərklipt/  
scissors /ˈsɪsəs/  
rubber /ˈrʌbər/  
ruler /ˈruːrl/  
set square /ˈset skwɛər/  
stapler /stæplər/  
whiteboard /ˈwaɪtbɔːrd/  
whiteboard marker /ˈwaɪtbɔːrd ˈmɑːrkər/

SCHOOL SUBJECTS AND SCHOOL WORK

analyse (a graph) /əˈnaləs ə ˈɡrɑːf/  
Economics /ˌekəˈnɒmɪks/  
English Literature /ˌɛŋgliʃ ˈlɪtərətri/  
essay /ˈɛsɪə/  
Science /ˈsɛnsɪs/  
solve equations /səlv ɪˈkwɛʒən(ə)z/  
source texts /sɔs ˈsɜːts/  
write up an experiment /rɪˈtwrit ən ɪkˈspɜːrɪment/  

ASSESSMENT AND EXAMINATIONS

A-levels (BrE) /ˈeɪ ˈlevəls/  
GCSEs /gəˈsiːz/  
good grades /ɡʊd ˈgreɪdz/  
GCSEs /gəˈsiːz/  
grade point average /ˈɡreɪd ˈpɔɪnt ˈevoʊrdʒ/  
mark (n) /mɑːk/  
mark (v) /mɑːk/  
mock exam /məʊk ɪˈɡreɪzm/  
pass with flying colours /pɑːs wɪð ˈflɪŋk ˈkʌlərz/  
past papers /pɑːst ˈpɑːpərz/  
resit/retake an exam /rɪˈzɪt, rɪˈteɪk ən ɪˈɡreɪzm/  
school-leaving exam /ˈskɔːl ˈliːvɪŋ ɪɡreɪzm/  
score/get 100 points /skɔːr, ɡet 1 ˈhʌndrəd ˈpɔɪnts/  
take a test /teɪk ə ˈtest/  
take the register/attendance /teɪk ən ɪkˈrestrər, əntˈtɛndəns/  

AT UNIVERSITY

academic /əˈkædəmɪk/  
american journal /ˌɛməˈkæn dʒəˈnɔːrl/  
academic year /əˈkædəmɪk ˈjɪər/  
apply to a university /əˈplai tə ə ˈjuːnəvərseti/  
attend lectures /əˈten ˈlɛktʃərz/  
BA (Bachelor of Arts)/BSC (Bachelor of Science) /beɪ ˈetʃ, bætʃələr əv ˈærts, ˈbiː es ˈstʌns, bætʃələr əv ˈsɛnsɪs/  
campus /ˈkæmpəs/  
dean /diːn/  
degree /dɪˈɡriː/  
dissertation /ˌdɪsəˈterɪən/  
dorm/halls /dɔːm/  
get a scholarship/grant /get ə ˈskɔːlzəʃəl, ɡrənt/  
graduate (n) /ˈg्रədʒuət/  
graduate (v) /ˈg्रədʒuət/  
lecturer /ˈlektrər/  
MA (Master of Arts)/MSc (Master of Science) /meɪ ˈetʃ, ˈmæster əv ˈærts, ˈmiː ˈem ˈmiːster əv ˈsɛnsɪs/  
MA/BA (Bachelor of Arts)/PhD (Doctor of Philosophy) /meɪ ˈeɪtʃ, ˈmæster əv ˈærts, ˈpiː ˈɛdʒi ˈdiː ˈfɪlədʒi/  
MSc/PhD /meɪ ˈsɪs ˈpiː ˈɛdʒi/  
postgraduate course /ˈpɔːstɡrəʊdjuːdʒət kɔːs/  
research paper /ˈrɜːsərʃ ˈpeɪpər/  
sabbatical leave /ˈsæbətɪkəl lɪv/  
seminar /ˈsɛmɪnər/  
term paper /tɜːm ˈpeɪpər/  
tuition/fees /ˈtjuːʃən/  
undergraduate /ˌʌndərˈɡrəduət/  
workshop /ˈwɜːkʃɔp/

FACULTIES

Economics /ˌekəˈnɒmɪks/  
faculty /ˈfækələtɪ/  
Law /lɔː/  
Humanities /ˈhjuːmənətɪz/  
Science /ˈsɛnsɪs/  

PROBLEMS AND SOLUTIONS

abilities/skills /ˈæbləti, ˈskɪlz/  
ADHD (Attention-Deficit Hyperactivity Disorder) /ˈeɪtʃ ˈdɪz ˈeɪtʃ ˈdɪz, ˈætʃ ˈdɪz ˈfɛst, hæpəˈtrekt ˈtrɪvəti ˈdɪzˌsɜːz/  
average /ˈevoʊrdʒ/  
be off school /bi əf skoul/  
build sb's confidence /biːld, ˈbɪld ˌskənˈfɪdəns/  
challenge the established rules /ˈkænləndʒi dəˌstɔːrdʒ ˈrʊlz/  
cheat /tʃeɪt/  
crib notes/cheat notes /krɪb, ˈtʃeɪt noʊts/  
do well/badly at school/in exams /dʊ ˈwel, ˈbeɪdl iə ˈskɔːl, ɪn ɪɡreɪzm/  
dyslexia /ˈdaɪlɛksɪə/  
dyslexic /ˈdaɪlɛksɪk/
1 Complete the table with adjectives.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>gift</td>
<td>child</td>
</tr>
<tr>
<td>academy</td>
<td>results</td>
</tr>
<tr>
<td>dyslexia</td>
<td>student</td>
</tr>
<tr>
<td>art</td>
<td>ability</td>
</tr>
</tbody>
</table>

2 In what order does a student become the following? Number the words and abbreviations in chronological order.

- postgraduate
- PhD
- undergraduate
- MA
- BA

3 Answer the questions.

1. The kind of school students live in is called a ____ school.
   a) nursery, b) boarding, c) vocational

2. An official document which states what students should be studying is called the a) certificate, b) programme, c) syllabus.

3. A subject you must study is a) compulsory, b) optional, c) extra-curricular.

4. Which of these is made of paper?
   a) paperclip, b) highlighter, c) notepad

5. Which two of these do you need in a geometry lesson?
   a) set square, b) compasses, c) stapler

6. Which two of these are used to keep papers inside?
   a) hole punch, b) folder, c) file

7. What can you do with an experiment? Choose two answers.
   a) run, b) write up, c) solve

8. What noun fits all three collocations?
   to set, to resit a(n) ___, to mark

9. Which preposition fits both phrases?
   to get ____ to work
   to note something ___.

10. To check how well you’re prepared for a major exam you may take a(n) ____ exam.
    a) internal, b) mock, c) entrance

11. Which preposition fits both phrases?
    to get ____ to work
    to note something ____
"By working faithfully eight hours a day, you may get to be a boss and work twelve hours a day."

Robert Frost (American poet, 1874-1963)

1. "The innocence of my client is established by..."
2. "We'll apply this revitalising mask now."
3. "Dearly beloved brethren..."
4. "Buy 500 prospecta oil shares now."
5. "So how did you feel when your mother said that?"
6. "If you opt for cremation, we've got a selection of elegant urns."
7. "We'll apply this revitalising mask now."
8. "They've put rotten apples in the mixed recyclables bin again!"

Jobs
1. Label the pictures with the names of jobs from the box.
   - barrister
   - beautician
   - counsellor
   - dustman
   - plumber
   - priest
   - stockbroker
   - undertaker

2. Match the words to make names of jobs.
   1. civil
   2. museum
   3. refuse
   4. insurance
   5. fitness
   6. construction
   a. collector
   b. coach
   c. agent
   d. servant
   e. worker
   f. curator

3. How many different designers can you think of?
   1. f_h_n
   2. i_r_r
   3. g_m_s
   4. s_f_w_e
   5. w_b_w_b_e

4. Look at the jobs in Exercises 1-3. Which ones would you like to do? Which ones would you not like to do? Tell another student.
**DEPARTMENTS IN A COMPANY**

5 Match the departments to what they do.

1. Accounts
2. Marketing
3. Personnel (Human Resources)
4. Research and Development
5. Customer Service
6. Sales
7. Public Relations

- a. They design new products.
- b. They organise the sale of the products.
- c. They plan advertising campaigns.
- d. They keep the books.
- e. They deal with complaints from customers.
- f. They prepare contracts for employees.
- g. They are responsible for contacts with the media.

**WORK AND MONEY**

6 Complete the text with the right words.

The first letter is given.

In my lifetime, I've had the following sources of income: as a student I worked in a café where the workers were poor but the supervisors were good; my starting salary in my first job was not very high, but soon I got a pay rise and an annual bonus. My wife's small firm also made a considerable profit. Those were good times. I hoped that when we retired, we'd be able to live comfortably. Now I receive a ridiculously low pension. If my children didn't help me, I don't know what I'd do...

**EMPLOYMENT AND THE JOB MARKET**

7 Here are some questions that are often asked at job interviews. Complete them with prepositions, then ask and answer in pairs.

1. Are you good at dealing ___ people?
2. Do you work well ___ pressure?
3. Can you work ___ deadlines?
4. Do you prefer working ___ a team or ___ your own?
5. Why are you interested in a career ___ this field?

8 Which two phrases can complete each sentence? Match.

- a. out of work
- b. odd jobs
- c. self-employed
- d. a lot of freelance work
- e. her own business
- f. for a publishing house
- g. from home
- h. a courier service

1. Patricia runs ...
2. Ray is ...
3. Alison works ...
4. Dean does ...

9 Complete the phrases with the words from the box. Then decide which three factors would be most important to you when choosing a job. Discuss your choices in pairs. Give reasons.

- benefits
- flexible job (x2)
- maternity pay
- promotion
- sick pay

What affects your choice of career?

1. prospects of ...
2. ___ security
3. ___ pay
4. ___ working hours (flexi-time)
5. fringe ___ or perks
6. ___ satisfaction
7. holiday ___
8. ___ or paternity leave

10 Complete the gapped words.

1. It's difficult for young graduates to find a job these days.
2. I do freelance work. It suits me better than a part-time job.
3. Joanna's goal is a career in politics.
4. I'd like to apply for the position of personal assistant to the CEO.
5. Danny's finally found his true vocation in life.
6. The company moved its production plants to China to take advantage of cheap labour.

**WORD BUILDING**

11 Complete the sentences with words formed from the word EMPLOY.

1. During the crisis, there were 50,000 ___ in this town.
2. The presidential candidate is promising full ___.
3. The car factory is the largest ___ in this area.
4. During his time with our firm, Mr Green has been a reliable, conscientious ___.
5. The government is worried about the rise in ___.

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

1. Laura's training to be a ___ (BEAUTY).
2. A crew of fifty ___ (TECHNICAL) worked on the film set.
3. The age of ___ (RETIRE) in this country is sixty-five.
4. Ann is studying finance because she wants to be an ___ (ACCOUNT).
5. My work in the factory was very ___ (REPEAT).
6. I'd like to have a more ___ (CHALLENGE) job.
1. Have you ever heard adults complaining about their jobs or their bosses? What were their main complaints? Share ideas in groups.

2. Do you agree with the idea that 'If anything can go wrong, it will'? Can you think of any examples?

**LAWS AT WORK**

There are three laws, or to be more precise, two laws and one principle that anyone who has ever worked in a large company or government department must have experienced: Parkinson's law, Murphy's law and the Peter Principle. But where do they come from, and what do they mean?

In 1944, at the height of the Second World War, on a British army base somewhere in England, Major C. Northcote Parkinson was feeling overwhelmed by the amount of paperwork senior officers insisted on sending him. And then, disaster struck! The chief of the base went on leave; his deputy fell sick; and a third officer departed on urgent business. Parkinson was left to soldier on alone, desperately worrying that he would be unable to cope with all the work.

But then, much to his surprise – and delight – nothing happened at all! Although the flood of paperwork stopped, the war carried on quite happily without it. As he later concluded, 'There had never been anything to do. We'd just been making work for each other: And so in 1955 he composed Parkinson's law, which states 'work expands to fill the time available for its completion'.

What Parkinson had realised was that in any bureaucratic organisation the people in charge need to have people working below them. However, the more employees they have, the more work the bosses must find for them to do: and so unnecessary work is created just to keep everyone busy.

'I never had a slice of bread, Particularly large and wide, That did not fall upon the floor And always on the buttered side.'

This simple verse, published in New York Monthly Magazine in 1835, sums up Murphy's law: 'If anything can go wrong, it will.'

One possible explanation of the law's origin comes from 1949. Captain Edward Murphy was an engineer working on Project MX981 for the US Air Force. One day, he criticised a technician saying, 'If there is any way to do it wrong, he'll find it.' This became known as 'Murphy's law'.

The law, in fact, is much older than its name. In Britain, it has traditionally been known as 'Sod's law' and it is likely that people have been complaining about the negative things in life since we first developed the power of speech.

However, the law, far from being a sterile complaint about life's hardships, can actually be a useful tool to prevent mistakes at work. The excellent safety record of Project MX981 was said to be due to the fact that thanks to Murphy's law everyone involved was aware of the permanent potential for disaster.

The Peter Principle was conceived by Dr. Laurence J. Peter and Raymond Hull and described in their 1968 book The Peter Principle. It states that 'in a hierarchy every employee tends to rise to his level of incompetence.' The idea is that in any organisation employees are promoted as long as they are able to work efficiently. Eventually, they reach their limit, or their 'level of incompetence': a post in which they are no longer efficient, and in which they will stay, unable to obtain further promotions, for the rest of their careers. Logically, this means that 'in time, every post tends to be occupied by an employee who is incompetent to carry out his duties' and that the real work in any organisation is actually done by employees – often lower down the ladder – who are still to reach their level of incompetence.

So according to Messrs Parkinson, Murphy and Peter, you may well end up working for an incompetent boss who makes you do unnecessary work and who invariably finds the way to make things go terribly wrong. However, don't panic. Fortunately, there are plenty of exceptions to these gentlemen's laws.
Read the article. Are the statements true (T), false (F) or is there no information (NI)?

1. C.N. Parkinson was a British officer during World War 2.
2. When Parkinson's three superiors were absent, he was unable to cope with all the work.
3. Parkinson's interpretation of what he observed was that if people have more time, they work more slowly.
4. Parkinson wrote several texts presenting his law.
5. Murphy's law was first invented in 1949.
6. Captain Murphy was in conflict with a technician.
7. Murphy's law has its constructive uses.
8. According to the Peter Principle, useful work is carried out by people in junior positions.
9. The writer concludes that the laws described are not without exceptions.

In pairs, discuss the following questions.

a) Which of the three laws do you find most and least convincing? Why?

b) Have you ever had unnecessary work created for you? In what circumstances?

c) 'Murphy's law can actually be a useful tool to prevent mistakes.' How do you understand this statement? Think of examples of situations when it has been true.

d) Have you ever witnessed a situation in which a person in a superior position was less competent than those lower down the ladder?

Complete these phrases with prepositions from the text.

1. He was overwhelmed ______ the amount ______ paperwork.
2. He went ______ leave.
3. He went away ______ business.
4. The people ______ charge need to have people ______ them.
5. He is incompetent to carry ______ his duties.

In pairs tell each other about the following situations. Put in the missing prepositions using the sentences in Exercise 5.

a) a situation when you felt overwhelmed ______ the amount ______ work you had to do
b) a time when one of your parents went ______ on business

In pairs, or small groups discuss the following questions.

a) Do you know anyone who works or used to work in agriculture or manufacturing? What do you know about their work?

b) Do you know anyone who retrained for a new job? What did they do before? What are they doing now? Why did they make the change?

c) It is said that most of the top-paying jobs of 2050 do not exist yet. Which of the skills you've learned or are learning do you think will continue to be useful? What personal qualities can help you function in a rapidly changing job market?

d) Do you think it's true that creative jobs can never be done by robots or computers? Why? / Why not? How about caring jobs?
SPEAKING

TALKING ABOUT PHOTOS ← 35

examWORKOUT

Structure in talking about photos

1 Look at the exam tasks on this page and page 160. Number the points below in the order in which you would talk about them.

- Say what the people are doing
- Say whether you would like to do either of the jobs and why
- Compare the various aspects of the jobs listed in the rubric
- Say what jobs are shown in the photos

2 Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 160. Choose at least six words and phrases you want to use. Some of the words can go with both tasks.

<table>
<thead>
<tr>
<th>bad paid</th>
<th>cinematographer</th>
</tr>
</thead>
<tbody>
<tr>
<td>determination</td>
<td>experienced</td>
</tr>
<tr>
<td>shoot films</td>
<td>friendly bedside manner</td>
</tr>
<tr>
<td>hours of practice</td>
<td>intense concentration</td>
</tr>
<tr>
<td>knowledgeable</td>
<td>nursery school teacher</td>
</tr>
<tr>
<td>patient</td>
<td>physical strain</td>
</tr>
<tr>
<td>satisfaction</td>
<td>uncertainty</td>
</tr>
<tr>
<td>well-paid</td>
<td>work with people</td>
</tr>
</tbody>
</table>

examTASK

Look at the photos, which show people working in different caring professions. Compare and contrast them. Include the following points.

- the qualifications needed
- the personal qualities needed
- what may be difficult about the job
- what may be enjoyable about the job
- your preferences

1

2

3 Work in pairs.

STUDENT A Do the exam task on this page.

STUDENT B Do the exam task on page 160.
CHOOSING THE RIGHT JOB

Many young people are being convinced the most

important thing about a job is your salary. It seems reasonable: you work in order to make any money, and your real life starts after the work. Right? Wrong. In a full-time job, you spend eight hours a day at work. That's a lot of time, and if you spend it doing a job you hate, it is likely to make you miserable. So rather than pick up a university course that is supposed to lead to a well-paid job, look for something that interests you and that you consider worth of doing. My friend Claire, a sociology graduate, who got a job with a large international corporation right after leaving university. There was fierce competition among employees and sales figures were all of that mattered. After two horrible years she was left and started working for a research institute which studies the involvement of young people in politics. Her salary is lower, but it's OK, and she believes in what she is been doing. She's also working with people which she likes and respects. It's an ideal situation.

Is it possible to maintain a balance between your private life and your work life nowadays? Write an essay in which you express your opinion on the topic.
FUNCTIONS

accountant /ˈkaʊntənt/
administrative staff /ædˌmɪnɪstrətɪv ˈstæf/
bank cashier /ˈbæŋk ˈkeɪʃər/
barrister /ˈbærɪstər/
beautician/beauty therapist /ˈbjʊətɪʃən, ˈbjʊətɪˌθerəpɪst/
civil servant /ˈsɜːvənt/ 
construction worker /kənˈstrʌkʃən ˌwɜːkər/
counsellor /ˈkɑːnsələr/
customer service advisor /ˈkʌstəmər ˈsərviːs əˈdvoʊrəd/ 
dustman/refuse collector /ˈdʌstmən, rɪˈfjuːz ˈkəlɛktər/
fashion designer /ˈfeɪʃən ˌdɪzənər/
fitness coach/instructor /ˈfɪtnəs kəʊtʃ, ɪnˈstrʌktər/
games designer /ɡeɪmz ˈdɪzənər/
graphic designer /ˈɡræfɪk ˌdɪzənər/
insurance agent /ɪnˈʃʊrsəns əˈdʒɛnt/ 
interior designer /ɪnˈtərɪər ˌdɪzənər/
interpreter /ɪnˈtərprɛtər/ 
museum curator /ˈmjuːzəm ˈkjuːrətər/
plumber /ˈplaʊmər/
priest /ˈprɪst/ 
sales rep/representative /ˈsεləz ˈreprɪ, ˈreprɪˌzentətɪv/ 
software designer /ˈsɔrswɛər ˌdɪzənər/
stockbroker /ˈstɒkbrəkər/
technician /ˈteknɪʃən/
teacher /ˈtiːtʃər/ 
underwriter /ˌʌndərˈwriːtər/ 
web/site designer /weɪb, ˌwɛbˈsaɪt ˌdɪzənər/

ADJECTIVES TO DESCRIBE JOBS

badly-paid /ˈbædli ˈpiːd/ 
blue-collar /ˈbluːkəˈləʊ/ 
bureaucratic /ˈbjuəroʊˈkrɛtɪk/ 
caring /ˈkeərn/ 
challenging /ˈtʃændʒɪŋ/ 
creative /ˈkrɪˈeɪtɪv/ 
dead end /ˈded ənd/ 
demanding /ˈdɛməndɪŋ/ 
filling /ˈfiːlɪŋ/ 
full-time /ˈfʊltɜːm/ 
high-powered /ˈhaɪpəˈpaʊəd/ 
industrial/manufacturing /ɪnˈdʌstrɪəl, ˈmænjuːfaˈtʃʊrɪŋ/ 
lucrative /ˈlʊkrətɪv/ 
manual /ˈmeɪnʃʊəl/ 
menial /ˈmɛniəl/ 
office /ˈɒfɪs/ 
part-time /ˈpɑːt ˈtɜːm/ 
permanent /ˈpɜːrəmənt/ 
repetitive /riˈpɛtɪtɪv/ 
responsible /riˈspɔnsəbl/ 
rewarding /ˈrɛwərdɪŋ/ 
temporary /ˈtempərərɪ/ 
well-paid /ˈwel ˈpiːd/ 
white-collar /ˈwɛt ˈkəʊlə/ 

DEPARTMENTS IN A COMPANY

Accounts /ˈækaʊnts/ 
Customer Service /ˈkʌstəmər ˈsərviːs/ 
Marketing /ˈmɑːkɪntʃər/ 
Personnel/Human Resources /ˈpɜːsənl, ˈhjuːmən rɪˈzɔːrəz/ 
Public Relations /ˈpʌblɪk rɪˈleɪʃənz/ 
Research & Development /rɪ, rɪˈsɛrtʃ ənd ˈdɛvələpmənt/ 
Sales /sɛlz/ 

FUNCTIONS

advertising campaign /ˌædvəˈtɑːsɪŋ ˈkeɪmpən/ 
deal with /dɛl wɪð/ 
hire/dissmiss employees /haɪr, ˈdɪsɪmɪs ɪmˈplæsɪt/ 
keep the books /kiːp dəˈbaʊks/ 

WORK AND MONEY

bonus /ˈbʌnəs/ 
child benefit /ˈkaɪld ˈbɛneft/ 
commission /ˈkəmɪʃən/ 
cut costs /kʌt ˈkɒsts/ 
earn a good salary /ɪn ə ˈgoʊd ˈseɪlər/ 
get a pay rise /get ə ˈpiː riːz/ 
interest /ˈɪntərst/ 
on the dole /ɒn ˈdəʊl/ 
pay /peɪ/ 
pension /ˈpɛnʃən/ 
savings /ˈseɪvənz/ 
shares /ʃeəz/ 
source of income /ˈsɔrs av ˈɪŋkəm/ 
(starter) salary /ˈstɑːtər ˈseɪlər/ 
tip /tip/ 
unemployment benefit/dole /ˌʌnɪmpləˈment ,bɛnɪˈfɪt, ˈdəʊl/ 
wage /ˈweɪdʒ/ 

EMPLOYMENT AND THE JOB MARKET

agriculture-based economy /ˌæɡrɪkʌltʃərˈbæsɪd ɪˈkeɪnəmi/ 
apply for the position of... /əˈplaɪ fər əˈpɑːzɪt əv.../ 
be in charge /bi ɪn ˈtʃɑːrجز/ 
be made redundant /bi mɛd ˈrɛndərd/ 
be out of work /bi aut əv ˈwɜːk/ 
be promoted /bi prəˈməʊtɪd/ 
be self-employed /bi sɛlf ɪmˈploid/ 
be your own boss /bi ˈjɔr ən bɔs/ 
career in /kəˈriə rɪn/ 
career prospects /kəˈriə prəˈspektz/ 
carry out duties /ˈkɛri, aut ˈdʒuːtiz/ 
cheap labour /ˈkʃɛp ˈleɪbər/ 
choice of career /ˈkɔːri, ətʃiˈzi/ 
cheap labour /ˈkʃɛp ˈleɪbər/ 
(d) freelance work /ˈfriːˈleɪkwork/ 
do odd jobs /du əd ˈdʒɔdʒz/ 
employee /ɪmˈplɔɪ/ 
employer /ɪmˈplɔɪər/ 
employment /ɪmˈplɔɪmənt/ 
employment agency /ɪmˈplɔɪmənt ˌeɪdʒənsi/ 
flexible working hours/flexi-time /ˈfleksɪbəl, ˈfleksɪˈtaɪm/ 
go on strike /ɡoʊ ən ˈstraɪk/ 
get a pay rise /ɡet ə ˈpiː riːz/ 
get on strike /ɡet ən ˈstraɪk/ 
holiday pay /ˈholədi peɪ/ 

white-collar job
Complete the table with names of professions.

<table>
<thead>
<tr>
<th>PROFESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 account</td>
</tr>
<tr>
<td>2 beauty</td>
</tr>
<tr>
<td>3 technical</td>
</tr>
<tr>
<td>4 counsel</td>
</tr>
</tbody>
</table>

Match the words to form compound nouns.

1. civil ___ a resources
2. web ___ b leave
3. human ___ c servant
4. maternity ___ d benefits
5. fringe ___ e designer

Choose the best answer.

1. A man who buys and sells shares is called a
   a barrister.  b stockbroker.  c undertaker.
2. Regular monthly pay for skilled work is called
   a a pension.  b wages.  c a salary.
3. A satisfied customer leaves a ___ for the waiter.
   a bonus  b tip  c profit
4. If you want to make a complaint, you need to contact the ___ department.
   a Customer Service  b Accounts  c Public Relations
5. Big companies are constantly on the lookout for cheap
   a labour.  b work.  c employment.

Answer the questions.

1. What word completes all three phrases?
   a nine-to-five

2. What word completes all three phrases?
   a holiday

3. Which preposition completes both phrases?
   carry___your duties
   ___of work

4. Which preposition completes both phrases?
   to go ___leave
   to go away ___business

5. Which preposition completes both phrases?
   to be ___charge
   a career ___finance
5 FAMILY AND SOCIAL LIFE

Everyone wants to save the earth.
No one wants to help Mom dry the dishes.

P.J. O'Rourke (American journalist and satirist, b. 1947)

RELATIVES

1 Match the people and the definitions.

1 great-aunt 7 in-laws
2 siblings 8 wife-to-be
3 spouse 9 half-brother
4 offspring 10 stepmother
5 nephew 11 godfather
6 niece

a a formal word for brothers and sisters
b a formal word for one's children
c a formal word for your wife or husband
d an important person at your baptism
e a brother who is the son of only one of your parents
f the woman you're going to marry
g your dad's new wife
h your grandma's or granddad's sister
i your husband's or wife's family, especially their parents
j your sister's or brother's daughter
k your sister's or brother's son

BIRTHS AND FUNERALS

3 Put the words and phrases from the box into the two categories below.

bury cot expectant mother nappy grave
baptism mourning hearse cremation labour
maternity clothes maternity ward coffin
headstone midwife urn

<table>
<thead>
<tr>
<th>BIRTHS</th>
<th>FUNERALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FAMILY CELEBRATIONS

2 Complete the following description with the correct words. The first letter is given.

A countryside wedding

An occasion I'll always remember is my cousin Eva's wedding. She and her ₁ f_________ Jack had decided to have a ₂ c________ wedding, but as a registry office is not a very romantic-looking place, they had asked the ₃ r________ to come to the family's holiday home in the countryside and the wedding ₄ c________ took place outdoors, under a big tree.

Jack's brother was his ₁ b________ man. All our female cousins wore ₅ b________. The bride had no ₆ v________ on her head, but she carried a lovely ₇ b________ of white flowers. The ₈ g________ wore a grey linen suit. Then there was a ₉ p________ for a hundred people in the garden. We ate and danced and enjoyed ourselves, and Eva walked around, chatting to everyone and showing off the wedding ₁₀ h________ on her finger. On the following day, the ₁₁ n________ took off for their honeymoon.

FAMILY ARRANGEMENTS

4 Read these quotations from a discussion about raising children. Complete the missing words, using the wordlist to help you.

Let's face it. The ₁ e_________ family with lots of relatives is a thing of the past. Even the ordinary ₂ n________ family, two parents and their children, is disappearing. We have to accept the facts.

I think ₃ s_________ parents should receive more help from the state. It's hard to bring up a child on your own.

Being raised by a ₄ c_________ couple is OK. These days nobody cares if your parents are married.

₅ A_________ or ₆ f_________ parents can be much better than your real biological parents.

I don't know what I think about ₇ same-s_________ couples raising children – do you?

₈ It's certainly better than the kids growing up in a ₉ children's h________, isn't it?

To what extent do you agree or disagree with the statements? Discuss your views in pairs.
**FAMILY AND MONEY**

5 Match the sentence beginnings and endings.

1 After the divorce, he was ordered by the court
2 If a child lives with one parent, the other parent
3 I’ve decided to take out life insurance
4 I have to work hard because
5 It would be terrible if she lost her job;
6 Paying pocket money to five children
7 Jack’s grandmother left him £5,000

a I have to support my family.
b is quite a strain on the family budget.
c pays child maintenance to help towards the child’s living costs.
d she’s her family’s main breadwinner.
e to pay alimony to his wife.
f in her will.
g to protect my family in case something happens to me.

**LANGUAGE & CULTURE**

The British do not celebrate 'name day'. The word exists, but is mostly used to describe the customs of other countries – it is not very common and not everyone will know it.

When talking to a foreigner unfamiliar with your country’s customs, it is best to explain, for example: ‘It is originally the day of the saint whose name you bear, but many non-Catholics celebrate it as well.’

**PHRASAL VERBS**

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

after for (x2) off on (x2) out (x2) up (x2)

I first asked Jessie ______ the day I met her. I fell ______ her instantly. However, I didn’t get ______ her with my family. After a while, it occurred to me that Jessie takes ______ her mother. Not only does she look similar, but she had the same unpleasant habit of telling me ______ when I did something she didn’t like. We fell ______ several times and didn’t speak to each other for a couple of days, but we always made ______ after a while. I think we really cared ______ each other, at least I did. In the end we split ______. When I look back ______ this relationship, I think we should both have shown more tolerance.

**FRIENDS AND ACQUAINTANCES**

6 Choose the correct word.

1 Mike has known most of his colleagues / mates since primary school.
2 On behalf of the management of the company, I’d like to extend a warm welcome to our new colleagues / buddies.
3 I don’t know Tom that well, he’s just a(n) acquaintance / companion.
4 Martin is a friend of the family / house.
5 Chris is an excellent travelling mate / companion.
We can rely on him in any situation.
6 Amy and Katie are close / near friends.
7 I know her slightly – she’s a(n) friend / acquaintance of a friend.
8 Eva has a wide circle / ring of friends.

**RELATIONSHIPS**

11 Complete the sentences with the phrases from the box.

a love-hate relationship fond of by sight hate the sight of in common looks down looks up sick to death

1 Chris and Mike have a lot ______. They’ve got similar personalities and interests.
2 He’s not a mate of mine, I only know him ______.
3 Don’t invite Jack and George to the same party.
They ______ each other. There’s bound to be a fight.
4 Jane and Jerry have ______. One day they adore each other; the next day they’re at each other’s throats.
5 Alex ______ to his mother. He has great respect for her honesty and wisdom.
6 Tom admires Amy, but she ______ on him.
I don’t know why she should consider herself better!
7 I’m quite ______ my younger sister. She can be really sweet; but I’m ______ of the way she gossips with her friends about everyone in the class.

**LEISURE TIME**

7 Match the beginnings and endings of the phrases.

1 put a out
2 take up b a party
c stay up d a hobby / a sport
4 eat e late
5 throw

8 Which of the things in Exercise 7 have you done in the last two months? Tell another student.

**OTHER CELEBRATIONS**

9 Match the names of occasions to the descriptions.

1 housewarming party 3 stag night / stag party
2 First Communion 4 hen party / hen night

a a party for men only on the night before a man’s wedding
b a party to celebrate moving into a new house or flat
c a party for women often held just before one of them is married
d in the Catholic religion, the occasion when a child first participates fully at Mass
On the face of it, Tom Hodgkinson is a harmless English eccentric. The editor of a magazine called 'The Idler,' he is a passionate critic of the frenetic pace of modern life and believes we would be much better off if we spent our days living in yurts*, growing our own vegetables and playing the ukulele. In person, he is immensely likable. At last year's Hay Literary Festival, he hosted a celebrity dinner party that ended with him encouraging the guests to accompany him in a singsong. I joined in enthusiastically.

1

As the father of four young children myself, I can testify that much of what Hodgkinson says makes sense. For instance, he describes the futility of trying to use your "puny authority" to force children to do their chores and recommends leading by example. "To escape from a master/slave duality is crucial, because kids naturally rebel when compelled to do things by authority," he writes.

2

Before long, the dishwasher is joined by the fridge. Rather than rely on "big supermarkets" for our food, we should take up gardening and get our children to help us. He also recommends chucking out the children's toys. "You can make your own toys," he writes. "Buy a saw and a chisel..." And you can imagine the rest. Inevitably, he wants us to discard the television, too. "Throw the telly out of the window. It is a great liberation." By the end of the book it is clear that Hodgkinson is an anti-capitalist fanatic who wants to ban almost everything, including newspapers, magazines, computers, advertising and non-natural fibres.

3

As I say, Tom Hodgkinson is a charming fellow and this is an original, thought-provoking book. But if I were to follow the philosophy he proposes, I would scarcely have a moment to myself, what with the washing up, the gardening and the toy-making. And without all the conveniences of modernity to distract my children - computers, video games, television - they would be constantly tugging at my shirttails, demanding to be entertained. So because I'm a genuinely idle parent, I think I'll hang on to the dishwasher and the television for the time being.

*Yurt— a portable, felt-covered, wood-framed dwelling used by nomads in the Steppes of Central Asia.
You are going to read a review of a book in which the author gives advice on how to bring up children. What advice would you give to parents in connection with the following areas? Compare and discuss your ideas in small groups.

- controlling children
- household chores
- food
- television

**Exam Task**

Three paragraphs have been removed from the text. Read it and complete gaps 1–3 with paragraphs A–D. There is one extra paragraph that you do not need to use.

A How does Hodgkinson suggest we get around? Well, ideally, we shouldn’t. He recommends holidaying at home and if you are unfortunate enough to have to work outside your home, then you should strive to live as close to your work as possible. Any essential journeys should be made on foot or by bicycle – surprisingly, perhaps, there is no chapter on how to make your own bike. Cars, obviously, are a big no-no.

B Hodgkinson has already written two books urging us to drop out – ‘How to be Idle’ and ‘How to be Free’ and ‘The Idle Parent’ extends his hippy philosophy to family and home. According to him, modern parents spend far too much time fussing over their children. Instead of constantly policing their behaviour, we should leave them to their own devices and they will quickly develop into independent, self-reliant little people. He claims to have experimented with this approach on his own three children, aged three, six and eight, and they are all thriving.

C No doubt some of these measures would pay dividends. I can imagine my own children being much less spoilt if they were never allowed to watch television and the only toys they had to play with were ones I made myself. But to call this approach to parenting “idle” is ever so slightly inaccurate.

D Unfortunately, not all of Hodgkinson's advice is helpful to those who wish to put their feet up and do less around the house. The problem is, he wants us to get rid of virtually all modern technology. In Chapter One, for instance, he suggests throwing out the dishwasher and turning washing-up into an activity that all the family can enjoy. “One does the washing, one does the drying, one does the putting away,” he writes enthusiastically.

Find highlighted words and phrases in the text which mean the same as the following. The form of the word in the text may be different (e.g. a participle instead of an infinitive).

1 to force (sb to do sth) – ________
2 to throw out (2 synonyms) – ________ ________
3 vital, essential – ________
4 to relax – ________

**Exam Workout**

Idioms with take

Try to complete these sentences with one word in each gap.

1 I can’t go out tonight. I have to take ________ of my little brother.
2 We take ________ doing the washing-up.
3 Last summer I took ________ in an Italian family celebration.
4 This weekend I’m just going to take it ________ and relax.
5 You’re taking your girlfriend for ________ You expect her to always be there for you.
6 We took ________ of the clubs in the town and had a great time.

Now look at the box below and complete the task in Exercise 1.

advantage care easy granted part turns

Read the text in the exam task below. Which of the information do you find a) obvious, b) new but not surprising, c) surprising?

Complete the text with one word in each gap.

**MAKING TIME FOR THE CHILDREN**

According ________ a recent government study, twenty-five per cent of British parents have reduced their working life over the last ten years to spend more time with their family. Some have gone part-time, others have changed their career path, for example by choosing small family-friendly employers. Working mothers and fathers often ________ turns looking after their children. As a result, even though they are spending more time with them, especially ________ in educational activities, time shared by the whole family — both parents and the children — is increasingly scarce. Children see less of their parents as a couple and this puts a strain on the relationships.

However, even with the pressures of juggling work and home life, parents ________ work are more likely to stay together, because financial problems are one of the worst strains a relationship can experience.

The study also finds that ________ most parents now declare they wish to share the workload of child rearing, many fail to achieve the ideal. Women still shoulder the bulk of the housework.
Matching ↔ 9

exam WORKOUT
Listening for gist

1 CD1-22 You will hear three people answering the question What is the ideal number of friends to have? Listen for the first time and try to summarise each person's views in one sentence.

1 ________________________
2 ________________________
3 ________________________

2 CD1-22 Read sentences (A–D) below. Are they similar to the ones you wrote? Listen again and match the sentences to the speakers. There is one extra sentence.

A I can divide my friends into several groups depending on how close we are.
B People who say they've got hundreds of friends don't understand what friendship is.
C Really close friends are those you value for their personality.
D I've got a lot of friends, but keeping in touch is a challenge.

1 ______________ 2 ______________ 3 ______________

3 Look at the tapescript on page 167. Underline words and phrases which express the same ideas as the sentences in Exercise 2.

exam TASK

4 CD1-23 You're going to hear four people talking about the optimal number of friends to have. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need to use.

A I don't have much confidence in people.
B I enjoy having a large number of friends.
C I'm quite sociable, but I don't confide in many people.
D Remembering all my friends’ birthdays is too much trouble.
E True friends are rare.

1 ______________ 2 ______________ 3 ______________ 4 ______________

5 Which of the speakers do you agree / disagree with? Give reasons.

6 Prepare a one-minute talk presenting your views on friendship. Use at least six of the phrases from the box. Deliver your talks in pairs and discuss your views.

a sociable type  keep up with  keep in touch
a handful of true friends  to stand by someone
confide in sb  rely on sb  a wide circle of friends
be on the same wavelength  the inner circle  the outer circle  to dump someone

Discussion ↔ 34

exam WORKOUT
Disagreeing politely

1 In pairs discuss your views on the following statement.

It is better to leave home when you finish school than to continue living with your parents.
Do you agree?

2 You are going to hear two students discussing the statement from Exercise 1. One of them believes it is best to leave home as soon as you finish school. The other asks him the following questions. Before you listen, think of possible answers.

1 But don't you think that if you continue living with your parents you can concentrate on your studies and achieve better results?
2 Don't you think perhaps the independence is an illusion if you're still supported by your parents even though you don't live with them?

3 CD1-24 Now listen to the two students discussing the statement from Exercise 1. Compare his answers with your ideas. What is problematic about the boy's responses?

4 CD1-25 Listen to a different version of the same discussion. In what way are the responses better this time?

5 CD1-25 Listen again and complete gaps 1–6.

I'm ______________ that it's better to start living on your own as soon as you can.
I see ______________ and I ______________ if you don't have to worry about paying the rent and running a house, you can focus more on your studies. (...) But ______________ that at this stage in life the other things I talked about are more important.
Well, if someone just happily continues living off their parents, then ______________, it's not true independence. But it ______________ that.

exam TASK

6 In pairs discuss your views on the following statement.

Family is more important than friends.
Do you agree?
**INFORMAL LETTER**

**exam WORKOUT**

**Structuring a letter**

1. Read the exam task and the jumbled model letter below it. Put the paragraphs of the letter in the correct order.

   When reading the posts on an Internet forum, you found this one from someone who is asking for advice about a problem. You've decided to respond, as you have experienced a similar situation.

   My father's got a new job and we've moved to a different city, which means I've also changed schools. I haven't got any friends at the new school; in fact I hardly know anybody. I spend a lot of time online chatting to my old friends. I feel very isolated. I'm not sure how to go about integrating into my new environment. I don't want to appear pushy. Any ideas?

   Cheers,

   Adam (age 16)

   Write a letter to Adam. Include the following points:
   - tips for integrating into a new environment,
   - suggestions on how to start conversations,
   - your experiences of changing schools or moving house.

2. Match the points below to the highlighted phrases in Martina's letter.
   - referring to Adam's letter
   - showing the writer understands Adam's situation
   - examples from the writer's experience
   - a friendly ending

   **exam TASK**

3. Read the exam task and write a letter.

   When reading the posts on an Internet forum, you found this one from someone who is asking for advice about a problem. You've decided to respond.

   My best friend is moving to another country. I'm really unhappy about it. I'm going to miss her awfully; in fact I don't know how I'm going to function without her. But when I think I could lose touch with her and sort of move on, that seems even worse. Finding a new friend to replace her would feel like a betrayal. Has anyone been in a similar situation and found a solution?

   Laura (age 15)

   Write a letter to Laura. Include the following points:
   - how to keep the friendship up,
   - whether it is OK to find new friends and why,
   - any similar experiences you or your friends have had.

---

**To:** Adam

**Subject:** My advice

Dear Adam,

A. The first and most important thing is not to avoid people. You say you don't want to seem pushy, but that doesn't mean you have to keep your eyes on the floor. Smile at people, say hi when you enter a room. Offer a pen to someone who can't find theirs. Join in a game of football or another activity at break.

B. My loneliness ended the day when I heard two of my classmates talking about early electronic music. I just joined in. When you really share an interest, it's the most natural thing to do. I'm sure there are people there who have things in common with you - you just have to find them.

C. I know exactly how you feel; my family moved when I was 15 and I also had to go to a new school. I'll tell you some of the things I learned from the experience.

D. Perhaps you'd like to start chatting to people, but don't know what about? Here are a few conversation starters that have worked for me. You can ask questions about the school and the neighbourhood - most people enjoy giving advice. Comments on the school lunch or discussing the answers after a test are always popular topics. And if someone does or says something impressive, compliment them on it! Everyone likes being appreciated.

All the best,

Martina
RELATIVES
black sheep of the family /blæk ʃɪp əv do 'fiəməli/ (distant) relative /'dɪstənt ˈrɛlətɪv/
godfather /'ɡɒd,fɑːðə/ godmother /'ɡɒdmə瑟/ great-aunt /ɡreɪt 'ɑːnt/ great-uncle /ɡreɪt 'ʌŋkəl/ half-brother /'hɑːf 'brʌðə/ half-sister /'hɑːf 'sɪstə/ husband-to-be /'hʌzbənto bi/ in-laws /ɪn 'lɔːs/ nephew /'nɛfjuː/ next of kin /'nekt av 'kɪn/ niece /ˈniːs/ offspring /'ɔf,sprɪŋ/ only child /'əʊnli 'tʃaɪld/ siblings /'sɪðnɪz/ spoilt child /spɔɪlt 'tʃaɪld/ spouse /spɔʊz/ stepbrother /'stɛpbruðə/ stepfather /'stɛpfeɪtʃər/ stepmother /'stɛpmɔːðə/ stepsister /'stɛpˈsɪstə/ wife-to-be /'wɪtə bi/ 

FAMILY ARRANGEMENTS
adolescent /'ædəs'lesnt/ adolescence /ædəs'lesns/ adoptive parents /ədɒptɪv 'piərənts/ biological parents /baɪˈɒlədʒɪkəl 'piərənts/ broken home /b्रəʊkn 'hοʊm/ children's home /'kɪləndz həʊm/ cohabiting couple /koʊˈheɪbɪtɪŋ 'kɑːpəl/ compel children (to do sth) /kəmpl ˈtʃɪldrən ti ðu sʌmθɪŋ/ extended family /ɪkstrənd 'fiərəntsi/ family-friendly employers /'fæmilɪ 'frendli ɪmpɔrntz/ foster parents /fɔrʃər 'piərənts/ frenetic pace of life /'frenətɪk pəs əv 'lɪf/ household chores /'hοʊshəʊld ˈʃɔːrs/ juggle work and home life /dʒʌɡəl wɜːk ənd ˈhοʊm ˈlaɪf/ leave the children to their own devices /liːv ə ða ˈtʃɪldrən tu ðə əʊv dɪvəz/ loving/dysfunctional family /'lʌvɪŋ dɪsˈfʌŋktʃənl 'fiərəntsi/ nuclear family /'naːkərəl 'fiərəntsi/ police children's behaviour /pəlɪs ˈtʃɪldrənz bɪˈhərviər/ raise/bring up a child /reɪz brɪŋ ʌp ə tʃaɪld/ rebel /rɪˈbel/ same-sex couple /seɪm ˌseks ˈkɑːpəl/ single parent /ˈsɪŋɡəl 'piərənt/ upbringing /ˈʌprɪˈɡeɪnt/ 

FAMILY AND MONEY
a strain on the family budget /ə streɪn ɒn do ˌfiəməli ˈbʌdʒət/ alimony /æləˈməni/ breadwinner /bred,wɪnər/ child maintenance /tʃaɪld ˈmentəntɪənz/ life insurance /laɪf ɪnʃərəns/ pocket money /ˈpɒkət ˈməni/ provide for one's family /prəˈvайд fo wɜːn ˈfiəməli/ self-reliant /ˈself riˈleɪənt/ support one's family /ˈsəpɔrt wɜːn ˈfiəməli/ will /ˈwɪl/ 

FAMILY CELEBRATIONS
Wedding

BIRTH
baptism/christening /bæptɪzm, ˈkrɪstnɪŋ/ birth /bɪrθ/ cot /kɒt/ expectant mother /ɪkˈspektənt məˈθəʊər/ labour /ˈleɪbrə/ maternity clothes /ˈmeɪtrəni kluːz/ maternity ward /ˈmeɪtərəni wɔːd/ midwife /ˈmɪdwɪf/ nappy /ˈneɪpi/ 

FUNERAL

OTHER CELEBRATIONS
bless /bles/ Christmas Eve /ˈkrisməs ɪv/ Christmas carols /ˈkrisməs ˈkærəlz/ engagement party /iŋˈɡeɪdʒmənt ˈpæti/ First Communion /fɜːst ˈkɔməniˈjʌŋkʃən/ hen party/night /hɛn ˈpæti, ˈnɜːt/ housewarming party /ˈhauzərəmɪŋ ˈpæti/ Midnight Mass /ˈmɪdnət ˈmes/ stag night/party/do /stæg ˈnɜːt, ˈpæti, ˈdu/ 

FRIENDS AND ACQUAINTANCES

RELATIONSHIPS
a friend in need is a friend indeed /ə ˈfrend ɪn ˈniːd ðz ə ˈfrend ɪn ˈdiːd/ a love-hate relationship /ə laʊv ˈheɪt əˈleɪtʃən/ be at each other's throats /bi ət ət ˈθrouz/ be fond of sb /bi ˈfɒnd əv ˈsæmbəd/ be on the same wavelength /bi ən əʊ ˈseɪm ˈweɪvnəlwı̇ŋ/
1 Complete the sentences with words formed from the words in BLOCK CAPITALS.

1 People who ADOPT a child become the child's _______ parents.
2 A woman who is EXPECTING a baby is called an _______ mother.
3 A person you're ACQUAINTED with is an _______.
4 A parent who doesn't live with his or her child has to pay child _______ to help MAINTAIN (i.e. support) the child.

2 Match the words to form names of relatives.

1 great- a sister
2 son- b to-be
3 husband- c wife
4 half- d uncle
5 ex- e in-law

3 Answer the questions.

1 Your husband or wife is your _______.
   a spouse. b sibling. c offspring.
2 Which two people would you expect to see at a wedding?
   a registrar b groom c midwife
3 Which two things do you need if you have a baby?
   a nappies b a cot c a veil
4 Someone you are travelling with is your travelling... a friend. b colleague. c companion.
5 Which preposition completes the sentence?
   He takes ________ his mother; he looks quite similar to her.
   a after b up c out
6 What should you do after you've fallen out with someone you care for?
   a tell him or her off b make up c split up
7 Which preposition completes all three sentences?
   Relax, put your feet ______!
   We stayed ________ late last night.
   He looks ________ to his grandfather.
8 Which preposition completes both sentences?
   He's asked me _______.
   We've fallen ______; we're not speaking to each other.
9 Which verb completes all three phrases?
   to _______ care of someone
   to _______ turns
   to _______ it easy
In general, my children refuse to eat anything that hasn’t danced on television.

ERMA BOMBECK (AMERICAN MAGAZINE COLUMNIST AND TV JOURNALIST, 1927–1996)

1. Sort the food into categories.

- asparagus
- aubergine
- blackcurrant
- broccoli
- eel
- herring
- lamb
- pear
- pork
- raspberry
- red pepper
- salmon
- tangerine
- trout
- turkey
- veal

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<th>FRUIT</th>
<th>VEGETABLES</th>
<th>FISH</th>
<th>MEAT</th>
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2. Match the words to make compound nouns.

1 wholemeal  a meat
2 still/sparkling  b chewing gum
3 lean  c bread
4 decaffeinated  d water
5 sugar-free  e flavour
6 scrambled  f coffee
7 artificial  g eggs

3. Complete the leaflet with the names of nutrients from the box.

- calcium
- carbohydrates
- fibre
- protein
- saturated
- unsaturated

4. Match sentences A–I to the drawings.

A Add the cream to the eggs.
B Beat the eggs.
C Boil water in a large saucepan.
D Chop the bacon.
E Cook the spaghetti according to the instructions on the package. Stir occasionally, so it doesn’t stick.
F Drain the pasta.
G Fry the bacon.
H Grate some Parmesan cheese.
I Immediately mix the pasta with all the other ingredients in a large bowl. The heat from the pasta will thicken the eggs, cream and cheese into a thick sauce. Enjoy!

Spaghetti alla carbonara

Ingredients:
- spaghetti
- 100 g sliced lean bacon
- 3 egg yolks and 1 whole egg
- 3 tbs cream
- Parmesan cheese

1. Add the cream to the eggs.
2. Beat the eggs.
3. Boil water in a large saucepan.
4. Chop the bacon.
5. Cook the spaghetti according to the instructions on the package. Stir occasionally, so it doesn’t stick.
6. Drain the pasta.
7. Fry the bacon.
8. Grate some Parmesan cheese.
9. Immediately mix the pasta with all the other ingredients in a large bowl. The heat from the pasta will thicken the eggs, cream and cheese into a thick sauce. Enjoy!
Types of Shops
5 Complete the sentences with the names of shops. The first letter has been given.
1 I'm going to the f________ to buy some smoked trout.
2 I'm going to the o________ to get some champagne for the party.
3 I'm going to the g________ to buy some asparagus.
4 I'm going to the d________ to get some of those expensive stuffed olives.
5 I'm going to the s________ because I need a new notebook.

At the Checkout
6 Complete the text with the words from the box.
barcode belt cashier queue receipt
till trolley

SUPERMARKET CHECKOUT BLUES
When you have to do some shopping in a hurry, there's always a 1________ at the checkout. The person at the 2________ is a new employee and is working incredibly slowly. The woman in front of you has got about a hundred items in her 3________. The conveyor 4________ is sticky with split raspberry juice. Finally, it's your turn. The scanner can't read the 5________ on one of the items. Then the 6________ has to change the roll of paper in the printer before he can print your 7________... Or does this only happen to me?

Bargains
7 Complete the crossword with words which fit the gaps to find out who says all ten sentences.

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1 There's a twenty per cent 1________ on everything.
2 This jumper was 2________ price.
3 The socks were on special 3________.
4 You get two for the 4________ of one.
5 At £15 it was a fantastic 5________.
6 They were selling the sandals at the 6________ price at which they buy from the manufacturer.
7 Everything was forty per cent 7________.
8 There's a huge summer 8________ on at the mall.
9 The coat was thirty per cent below the normal 9________.
10 The boots were 10________ from £90 to £45.

High Prices
8 Complete the gapped words.
1 They charged you £15 for breakfast? That was a r________.
2 Our new audio system cost a f________.
3 It's a good restaurant, but the prices are a________.
4 We paid through the n________ to have the car fixed, and it still doesn't run properly.
5 They charge e________ prices just because the items have designer labels.
6 Mike's new computer cost an a________ and a l________.

After You Buy
9 Complete the sentences with the words from the box.
delivered giftwrap warranty/guarantee spare

1 Would you like some batteries for it?
2 Is it a present? Would you like me to 3________ it for you?
3 Would you like to have it 4________ to your house?
4 The TV comes with a five-year 5________.

Banking
10 Choose the correct word.
1 I'm going to open a new bank account/counter.
2 I'd like to collect/withdraw some money from my account.
3 I would like to take out a loan/credit to buy a new car.
4 What is the exchange rate/course for the Euro?
5 What is the percentage/interest on this loan?
6 We've finally paid off/out all our debts.
7 An ATM, or Automated Teller Machine, is another word for a money/cash machine.

Phrases with Prepositions
11 Complete the phrases with prepositions.
1 This yoghurt is 1________ of date.
2 I'm afraid we haven't got the book you want 2________ stock.
3 These shoes were thirty per cent 3________ the normal price.
4 Did you see that man? He just paid for that sports car 4________ cash.
5 Can I pay 5________ credit card here?
6 You can pay for large purchases 6________ bank transfer.
7 I paid for the washing machine 7________ monthly instalments.
8 They want me to pay the whole sum 8________ advance.
In pairs, write definitions of the word ‘shopaholic’. Compare your definitions as a class.

You are going to read a story about a man whose sister is a shopaholic. In pairs, list four things that might happen in such a story. Compare ideas as a class.

His sister’s guest room, he thought, was not so much a room as a walk-in wardrobe with a bed in the middle. Wardrobes lined the walls. They had no doors, which was just as well because there was no space to open them. Each one contained tightly compressed rows of dresses, tops, skirts and coats, and stacks of accessories. Under the window was a chest of drawers which seemed to swell with the clothes packed inside it. He knelt to slide his suitcase under the bed, but found himself confronted with ranks of carrier bags from fashion boutiques and chain stores. His sister, Tommy decided, had a problem. 1 It looked like a jumble sale after a hurricane. And throughout the house was evidence of Sharon’s addiction to collecting clothes: a drawer full of underwear in the kitchen; what resembled a storeroom for a shoe shop behind the sofa; the garden shed overflowing with black plastic bin-liners full of clothes.

He brought the subject up that evening. 2 ‘You’re not happy about something, are you?’ he said.

She sighed and rolled her eyes. Why were men so dim? She blew her nose and started talking. ‘I spend all my free time in shopping centres, department stores and retail parks,’ she explained. ‘When I see something I like, I just can’t help myself. During the sales, it’s terrible. I see the words ‘special offer’ or ‘discount price’ and I lose control. I sweep up everything I can get my hands on. I could change outfits every day of the year and never wear the same thing twice!’

A mesmerised look came over her. ‘Do you know how good it feels when you find a bargain and try it on in the changing room and it fits just right? 3 And you take it to the cash desk and hear that perfect little beep of happiness as the machine reads the bar code?’

‘And now you’re unhappy because you’ve no space for any more clothes?’

Sharon lowered her gaze and nodded slowly. ‘Well, yes, that’s one reason...’

‘You could always chuck some out or give them away to a charity shop,’ he suggested tentatively, ‘Or if you’ve never worn them, return them and get a store credit?’

‘I’ve tried, but I can’t. It’s as if the clothes and the shoes talk to me and say “Not me! Not me! Look at my cut! Feel the quality! My colour matches your eyes!”

Tommy’s attention drifted as he wondered if madness was genetic and if he might also one day find himself trapped in conversation with inanimate objects.

4 ‘I was a fully paid-up member of the consumer society. I lived my life on credit:’ She opened her purse and extracted two halves of a credit card.

‘They cut it up in front of me!’ she wailed. ‘The bank manager said I was incapable of restraint!’

She took a deep breath and closed her eyes. ‘The thing is, he was right. I couldn’t pay the bills any more.’

Tommy bit his lip and glanced upwards. The only thing he could think of was that his sister take up shoplifting. 5 Then, in a flash, it came to him. He knew exactly what to do.
Five sentences have been removed from the text. Read it and complete gaps 1–5 with sentences A–F. There is one extra sentence that you do not need.

A And it’s a designer label!
B But that probably wasn’t a good idea.
C But they didn’t have it in stock.
D Immediately, she burst into tears.
E It was even worse in her own bedroom.
F Sharon had moved on to the question of money.

Discuss these questions in pairs. Then go to page 160 to see if your ideas were right.

• Why did Tommy not suggest Sharon take up shoplifting?
• What do you think Tommy’s great idea is?

Find six phrases or sentences in the text which emphasise the quantity of clothes Sharon bought. They contain the following words. Look up any of the words you do not know.

1 accessories
2 chest of drawers
3 carrier bags
4 storeroom
5 sweep up
6 change outfits
7 bar code

The five highlighted phrases in the text tell us something about Sharon’s and Tommy’s feelings. What emotions does each phrase suggest?

1 ‘She sighed and rolled her eyes’ – she was frustrated that her brother asked such an obvious question.

In pairs, discuss your reactions to the following statements.

• It’s a myth that only women are shopaholics. Men are just as excited about shopping as women are.
• Compulsive buying is a serious / dangerous addiction.
• Advertisers are to blame for compulsive shopping, overspending, credit card debt and other aspects of the consumer culture.

Multiple choice •

1 You are going to listen to someone telling the story of how he had some shoddy building work done in his apartment. Look up these expressions and decide who could have done each of these things: the owner (O) or the builders (B).
   • pay up front
   • put the finishing touches
   • deny all responsibility
   • threaten sb with legal action
   • give a complete refund
   • do the job properly

2 In the end,
   A Mr Osborne refused to refund Max’s money.
   B Max took legal action.
   C Max received a refund with the help of Consumer Direct.
   D Mr Osborne paid another firm to do the job properly.

Discuss these questions in pairs.

Have you ever complained about a faulty product or unsatisfactory service? Why? What was the result?

CD2-01 You’re going to hear a conversation about renovating a flat. Choose the correct answers.

1 Max found out about AAA All-in-One Services
   A from a local tradesman.
   B from the staff in a DIY store.
   C from an advertisement.
   D through a phone call.

2 Max agreed to pay
   A in advance.
   B after the job had been finished.
   C a reduced rate.
   D in two instalments.

3 As Max was cooking,
   A it turned out that some of the plumbing had been done badly.
   B a piece of furniture fell apart.
   C the doorbell malfunctioned.
   D it started raining in his bathroom.

4 The heater exploded because
   A Max had put a wet shirt on it.
   B the electric installation was faulty.
   C the sprinkler system was activated.
   D gas was leaking.

5 In the end,
   A Mr Osborne refused to refund Max’s money.
   B Max took legal action.
   C Max received a refund with the help of Consumer Direct.
   D Mr Osborne paid another firm to do the job properly.
Role Play \(\Rightarrow36\)

**Exam Workout**

*Phrases for negotiating*

1. **Read the exam task and the list of expressions below. In pairs, discuss the choice of food for the party as described in the task. Each of you must use at least six different expressions from the list. Tick the phrases off as you use them.**

Imagine the following situation. You want to organise a meal for your classmates to celebrate the end of school. You and a friend have to decide what food to have. Talk about which dishes would be most appealing and practical. Some ideas are given below but you can suggest others as well.

- barbecue
- salads
- fresh fruit
- crisps and similar snacks
- ice cream
- anything else?

There are several (good) ideas here.

- We could... first, and then/next...
- How about...?
- Why not...?
- Shall we...?
- Perhaps we should/could/might...
- I'm not sure/convincened.
- I don't think that's the best idea/solution.
- It depends...
- But what if...?
- This might (not) be the best idea.
- [They] may not like it.
- Absolutely/Right/Perfect/Brilliant!
- You're right.
- OK, let's do that./Good idea!

**Exam Task**

2. **Do the exam task below.**

Imagine the following situation. You have a foreign friend staying with you. He/She would like to buy some gifts for family and friends. Talk about the best place to go shopping. Some ideas are given below but you can suggest others as well.

- the centre of your town/city
- a shopping mall
- a traditional market
- a tourist area with souvenir shops
- anywhere else?

**Speaking on a set topic \(\Rightarrow36\)**

**Exam Workout**

*Saying more*

1. **CD2-02 Read the exam task below and listen to a student doing it. Does he include all the points? What is the problem with his answer?**

**A Memorable Meal**

Talk for one minute about a memorable meal you've had. Talk about:
- the circumstances
- the food
- what was special about the meal

2. **What else could a person say on the topic of 'a memorable meal'? Complete the spidergram below.**

- the participants
- the place
- the occasion
- the ingredients
- the dishes

**A Memorable Meal**

WHAT WAS SPECIAL

- the atmosphere
- someone's reaction

**Exam Task**

3. **Draw a similar spidergram for the task below.**

**A Day Out Shopping**

Talk for one minute about a day when you spent a lot of time shopping. Talk about:
- where you went
- what you bought and what else you did
- what was memorable about the day

**Exam Task**

4. **Work in pairs. Student A, do the exam task in Exercise 1. Student B, do the exam task in Exercise 3. Say as much as you can. Time your partner while he or she is talking.**
Exam Workout

Word family sharing a common root

1. Complete the spidergram with words formed from the verb 'satisfy'.

- customer
- service
- to express

SATISFY

2. Complete the sentences with the words from Exercise 1.

1. This shop frequently ignores complaints from customers.
2. I'm writing to express my _______ with the service I received at your restaurant on Saturday the 5th of December.
3. The service was more than _______: we felt we were being spoilt.
4. The hotel room was comfortable and everything was entirely to my _______.
5. We guarantee that you will be _______ with your purchase.
6. The proposed solution was _______ and we had to look for a better one.

Exam Task

3. Read the text and complete the gaps with the words formed from the words in capital letters.

How to Complain

Here are a few tips to bear in mind if you discover an item you've bought is _______ (FAULT).

Contact the seller as soon as possible. Make sure you have some form of _______ (PROVE) of purchase - usually that means the receipt. Explain clearly why you are _______ (SATISFY) with the item. Say what you want done to remedy the situation: whether you are asking for a repair, a _______ (REPLACE) or a refund.

Be assertive, but never aggressive. If the response you receive is _______ (SATISFY), stay polite, even if you are quite angry. Put your _______ (COMPLAIN) in writing, addressing it to the manager or customer services department.

Exam Task

3. In the extract above, identify at least two examples of each of the following:

- contractions
- words / phrases which produce an aggressive tone
- colloquial uses of the verb get
- strong intensifiers
- other colloquial words or phrases

4. Rewrite the extract from Exercise 2 in a more formal style, using the following words and phrases where appropriate. Then check on page 160.

- children
- mass-produced
- attractive
- advertisements
- become badly-behaved
- do not realise

Please note:

- Aggressive, judgmental words are best deleted or replaced with factual ones.
- Strong, vivid intensifiers can be deleted or replaced with very or extremely (the latter if you are referring to something really extreme).
FOOD

GENERAL
aromatic flavour /əˈtɔːrɪk/ 'flaɪvər/
bagel /ˈbægəl/
best-before date /ˈbest bɪˈfɔːr dɛt/
crockery /ˈkrɒkəri/
cutlery /ˈkʌtliərɪ/
(French/Italian) cuisine /frəns, ɪˈtæliən/ kwiˈzin
GM food /dʒiːm ˈfʊd/ have a snack /hæv aˈsnek/ helping /ˈhɛlpɪŋ/
on an empty stomach /ən ən ˈɛmpti ˈstæməkl/ organic food /əˈɡənɪk ˈfʊd/ past the sell-by date /pɑːst də ˈsel ˈbeɪ dɛt/
quench your thirst /kwiːnŋ θɔːrθ/ ready-made/convenience food /ˈredi mad/ side dish /sайд ˈdɪʃ/
spices /ˈspɪsɪz/
square meal /ˈskwɔːr ˈmiːl/
FRUIT & VEGETABLES
asparagus /əˈspærədʒəs/
aubergine /əˈbɜːrʒiːn/ blackcurrant /blækˈkɜːrənt/ broccoli /ˈброуθі/ pepper /ˈpeərəp/
raspberry /ˈreɪzbərɪ/ red pepper /redˈpepər/
spinach /ˈspiːnəks/ (stuffed) olives /ˈəʊvəlz/ tangerine /ˈtæŋgərɪn/ MEAT & FISH
bacon /ˈbæksən/ cod /ˈkɒd/ herring /ˈhɛrɪŋ/ lamb /ˈlæm/ pork /pɔːk/ (smoked) salmon /smeɪktˈsælmon/ trout /traʊt/ turkey /ˈtɜːkɪ/ veal /ˈvɛl/ DAIRY & EGGS
cream /ˈkriːm/ egg yolks /ˈɛɡ ˈjɒlz/ egg white /ˈɛɡ wɛt/ Parmesan cheese /pærˈmɛzn ˈʃiːz/ scrambled eggs /ˈskræmbld ˈeɡz/ ADJECTIVES TO DESCRIBE FOOD
decaf /ˈdɛkɑːf/ home-made /ˈhəʊm ˈmeɪd/ home-made /ˈhəʊm ˈmeɪd/
home-made /ˈhəʊm ˈmeɪd/ home-made /ˈhəʊm ˈmeɪd/ home-made /ˈhəʊm ˈmeɪd/ water/ˈwɔːtər/ spicy /ˈspaɪsɪ/ sugar-free /ˈsʌɡər frɪə/ superb /ˈsʌbər ˈpjuːb/ tasty /ˈtæstɪ/ tempting /ˈtemptɪŋ/ tender/tough (meat) /ˈtɛndər, tʌtʃ ˈmiːt/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪʒuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈseɪζuərəs)/ thick (sausage) /ˈθɪk (ˈse Dean/
Give the antonyms of the words below.
1 satisfaction —
2 satisfactory service —
3 a satisfied customer —
a ________ customer

Match the words to form compound nouns.
1 scrambled ________ a machine
2 still ________ b rate
3 wholesale ________ c water
4 cash ________ d eggs
5 exchange ________ e price

Answer the questions.
1 Which of these fruits is a similar colour to oranges?
   a raspberry
   b tangerine
   c blackcurrant
   d pear
2 Which two of these are fish?
   a trout b lamb c veal d eel
3 Which two of these are sources of fibre?
   a broccoli b wholemeal bread
c eggs d vegetable oil
4 Which two of these are sources of protein?
   a fruit juice b turkey c beans d pasta
5 Which of these can you not do with eggs?
   a fry b beat c boil d mix
6 At a supermarket checkout, do you put your shopping on the belt or on the till?
7 What's the name of the piece of paper a cashier gives you in a shop?
   a receipt b recipe c reception d paragon
8 Do these two sentences mean the same?
   It's half price.
   There's a fifty per cent discount on it.
9 Do these two sentences mean the same?
   It was a rip-off.
   It was a bargain.
10 What preposition completes all three phrases?
   pay ________ advance
   ________ cash
   ________ instalments
TRAVELLING AND TOURISM

Too often travel, instead of broadening the mind, merely lengthens the conversation.

ELIZABETH DREW (AMERICAN JOURNALIST, B. 1935)

TRAVELLING BY AIR, ROAD, RAIL AND SEA

1 Match the lines (A–L) to the pictures (1–4). Put the lines in the correct order to make four stories.

A After a few hours, I stopped at a petrol station, filled up the tank and picked up a hitchhiker.
B As soon as I got on board, I found my cabin, which turned out to be very comfortable.
C As I went to the buffet car to have a little snack, we suddenly stopped in the middle of nowhere. There was snow on the track.
D I queued at the check-in for an hour. Then, as I was going through security, they discovered a bottle of juice in my luggage and I had to throw it out.
E I bought a ticket and found the right platform.
F Finally I sat down in the departure lounge and watched gate 15 to see when we would start boarding.

2 Complete the sentences with the words from the box.

youth hostel twin room tent suite cottage caravan B&B

1 Kevin and Laura don't need accommodation – they travel with a huge ________, with an interior like a hotel room.
2 It was already late when we found a campsite and put up our ________.
3 We rented a lovely ________ in the countryside last summer. It was quite idyllic.
4 We couldn't afford a hotel, but the ________ we stayed at had en suite bathrooms.
5 Staying in a ________ you can meet a lot of other young people who are keen on travelling.
6 We'd like a ________, please, not a double. We're not a couple.
7 Karen and George stayed in the honeymoon ________ of a five-star hotel on Lake Windermere.

3 Complete the sentences with the words from the box. Which of them have to do with a) travelling by air, b) staying in a hotel?

booked call delayed facilities unattended vacancies vacate

1 Please don't leave your luggage ________.
2 I'm sorry, we have no ________. We're fully ________. Try the Blue Anchor inn.
3 Our flight was ________ by twelve hours.
4 This is the last ________ for passengers flying to Liverpool.
5 You should ________ your room by 12.00.
6 All our rooms have en suite ________.
E) '-------- G

Label the parts of a bike with words from box A. Then complete the sentences with the verbs from box B.

A Alien keys handlebar brake tyre pedal chain
gears light saddle pump water bottle
inner tube frame spoke

B adjust fix oil patch pump up remove tighten

BICYCLE MAINTENANCE

If you cycle, you should know how to ...
1 ____ the tyres.
2 ____ the brakes.
3 Clean and ____ the chain.
4 ____ a wheel and put it back on.
5 ____ a puncture by ____ ing
   or replacing the inner tube.
6 ____ the gears.

DRIVING

5 In what order would you do these things?

STARTING A CAR

- Take the handbrake off and gradually release the clutch.
- Switch on the ignition and start the engine.
- Press the clutch and put the car in gear.
- Press the accelerator.
- Make sure the gear is in neutral.
- Check that your seat and headrest are in the right position.
- Adjust the mirrors and fasten your seatbelt.

JOURNEYS AND TRIPS

6 Complete the sentences with words from the box.

- excursion expedition journey trip tour voyage

1 Mary's away on a business ________
2 My sister and her husband went on a sightseeing ________ of Europe for their honeymoon.
3 Columbus's first ________ to America lasted seventy days.
4 Robert Scott's ________ to the South Pole ended in a fiasco.
5 An ________ to see the Pyramids is included in the price of the holiday.
6 My ________ to work takes sixty minutes.

PHRASAL VERBS

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

down for in off (x2) out (x2) off/out over up (x3)

I was supposed to see 1 ______ my friend Daniel, who was flying to the USA for a one-year scholarship. The flight was at 10 a.m.,
so I set 2 ______ at 7.30. As I was pulling 3 ______ of the
drive of my own house, I scraped my neighbour's car. I left him
a note, apologising and saying we'd settle everything in the evening.
jumped into the car and headed 4 ______ the airport. As soon as
I turned into the main street, I was held 5 ______ in a massive
traffic jam. After that, I was in a bit of a hurry. I hadn't gone very
far when a police car overtook me and signalled for me to pull
6 ______. They fined me for speeding. After that I was really
running 7 ______ of time, but I didn't dare drive faster. I pulled
8 ______ in front of the terminal at 9.00. Daniel had already
checked 9 ______, but I was able to see him by the security
gate and I waved to him. I watched his plane take 10 ______
and then on the way back my car broke 11 ______. I ended
12 ______ returning home on a bus.

WORD BUILDING

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

1 I asked the flight ________ (ATTEND) to bring me a glass of water.
2 We rushed into the station as they were announcing the ________ (DEPART) of our train.
3 It was the most ________ (LUXURY) hotel I'd ever stayed in.
4 Three people were badly injured in a head-on ________ (COLLIDE) on highway.
5 On ________ (ARRIVE) we were greeted by a representative of the travel agency.
6 What I most want on holiday is rest and ________ (RELAX).
Discuss the following questions in pairs:

- How many people in your family can drive?
- How many car trips does your family make every day? Every week?
- What forms of public transport do you use? How often?
- What distance do you consider to be too far to walk?

The numbers below refer to car travel in the USA. Can you guess where they fit in the passage below?

1.9% 10 241m (million) 251m 1 billion

Americans make over 1 ________ trips a day and just 2 ________ of them are by mass transit. There are 3 ________ people old enough for a driving licence but 4 ________ passenger vehicles. The average US family makes 5 ________ car trips every day.

'CITIES ARE FOR TRAFFIC!' A LOOK AT US CAR CULTURE

The woman at the car rental desk couldn't understand that I wanted to hire a small car. 'Are you sure you don't want an upgrade, honey?' she said. 'The car you've booked is really small.' She offered a bigger vehicle at the same price, perhaps thinking I was angling for a deal. I told her I didn't like big cars; that they were hard to park. In the end she let me have my way, but I think she was genuinely offended.

All over the USA people struggle to grasp the simple fact that you may prefer a little car to a tank-like SUV*. When you tell them it's true, they usually speak to you in a tone of voice that suggests you must be an escaped village idiot, or very poor. It's an example of Americans' fanatical relationship with their cars: an obsession which did not come about by chance, but by deliberate design. Or to put it another way: it did not have to be like this.

In the 1920s and 30s many American cities had fully functioning electric tram systems that shuttled millions of commuters from their homes to their jobs without the need for a private car. American cities were more compact, more pedestrian-friendly with vibrant downtowns that were the centre of urban life. Los Angeles had the largest mass transit system in the nation, including 1,000 trains a day running on 760 miles of track.

But take a drive through most US cities today and you see a different world. Downtowns lie abandoned to office blocks, multi-lane motorways have destroyed old urban neighbourhoods and the suburbs have invaded rural farmland. The figures tell the story: Americans make over one billion trips a day and just 1.9 per cent of them are by mass transit. There are 241m people old enough for a driving licence but 251m passenger vehicles. The average US family makes 10 car trips every day.

This did not happen by accident. Big business and government planned it. Between 1936 and 1950 a company backed by General Motors, Firestone Tyres and Standard Oil bought 100 tram firms in forty-five American cities. They closed them down and replaced the trams with buses, which were more inefficient, and more likely to cause traffic congestion. Many of the bus lines starved of investment, then failed, leaving consumers with no choice but to buy cars. And this, of course, led to bigger profits for the companies responsible for the process.

Urban planners also encouraged car use. Their vision was a sprawling suburbs linked by huge expressways. One of the most influential, Robert Moses, declared 'Cities are for traffic' and tried to build a freeway through Manhattan that would have ruined SoHo and Greenwich Village. Some of the most culturally and financially valuable real estate in the world could have been destroyed just so car owners could get across Manhattan more quickly. Manhattan escaped Moses' plans, but many other vibrant neighbourhoods across America were not so lucky.

The focus on the car was a tragedy of human planning. And it hasn't stopped. The exurbs -- the new suburbs beyond the suburbs -- are so far from city centres that public transport is useless and cars are a necessity. However, times are changing. The impending threat of climate change, the economic crisis and the possibility that prices at the petrol pump could go shooting up again at any moment are all conspiring to make car travel less attractive. I must admit that whenever I see petrol prices rise, I cheer. Quieter, of course. They already think I'm crazy just for liking small cars.

* Sports Utility Vehicle
Read the text and choose the correct answers.

1. The woman at the car rental was displeased because the customer
   A. was angling for a deal.
   B. had booked a small car.
   C. had problems parking.
   D. did not accept her suggestions.

2. If you prefer small cars, people's reactions are often
   A. patronising.
   B. irritated.
   C. sympathetic.
   D. fanatical.

3. The difference between American cities now and in the early 20th century is that
   A. there used to be more commuters.
   B. cities were centres of urban life.
   C. public transport used to be better developed.
   D. cities had the largest mass transit system.

4. The change described in the article
   A. was due to trams becoming inefficient.
   B. involved building a freeway through Manhattan.
   C. was brought about by tram companies.
   D. was brought about intentionally.

5. The writer sees some hope in
   A. the new suburbs.
   B. current developments in public transport.
   C. several factors that may discourage the use of cars.
   D. a decrease in the price of petrol.

Find words and phrases in the text which mean the following:

1. a place where you can hire a car: ___
2. a person who travels a long distance to work every day: ___
3. convenient for people who are walking: ___
4. a big road (three synonyms): ___
5. traffic jams: ___

Discuss the following questions in pairs. Use some of the vocabulary from Exercise 4.
- What is your reaction to the article? Do you agree with the writer's feelings?
- Are there similar problems in your country? Describe some of them.
- Do cars cause other problems in your country? In what ways?
- What could be done to solve those problems?
1 Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 161. Choose at least six words and phrases you want to use. Some of the words can go with both tasks.

- delayed flights
- traffic congestion
- air travel
- hill walking/trekking
- rucksack/backpack
- commuters
- platform
- overtake
- frustration
- a sense of freedom
- stress
- carbon dioxide emissions
- exhaust fumes
- jet lag

**exam TASK**

Look at the two photos of people travelling in order to compare and contrast them. The following ideas may help you, but you can suggest others as well.

- the setting
- the people’s feelings
- comfort and speed
- the impact on health and the environment
- your preferences
- anything else?

2 Work in pairs. 

**STUDENT A**

Do the exam task on this page. Student B asks the questions on page 161.

**STUDENT B**

Do the exam task on page 161. Student A asks the questions on page 161.
CONDITIONALS AND SENTENCES WITH WISH

1. Match the sentence beginnings and endings.
   1. If we take a road atlas,
      a. we wouldn't keep getting lost.
   2. If we always took a road atlas,
      b. we wouldn't have got lost.
   3. If we had taken a road atlas,
      c. we won't get lost.
   4. Unless we take a road atlas,
      d. we'll surely get lost.

2. Complete the sentences with the correct forms of the verbs in brackets.
   1. I wish I _______ (have) a yacht.
      I'd love to sail around the Baltic.
   2. If we'd brought a spare wheel, we _______ (not / spend) last night by the side of the road.
   3. If Nick _______ (live) in the mountains, he'd go mountain biking every day.
   4. I wish I _______ (not / leave) the compass at home.
      I need it now.
   5. If I _______ (inherited) a lot of money, I _______ (travel) around the world.
      I'll do it now.
   6. We'll never get there on time unless we _______ (set off) now.
   7. If the internal combustion engine _______ (not / invent) - passive, the world would be a very different place today.

EXAM TASK

3. Rewrite the sentences so that the meaning is the same as in the original sentences.
   1. We missed our flight because Tricia forgot her passport.
      If Tricia _______ our flight.
   2. I regret not having set out earlier.
      I wish _______ earlier.
   3. He had no idea that many years later he _______ this story to his grandchildren.

4. Complete the sentences with the correct forms of the verbs in brackets. Sometimes more than one form is possible.
   1. Not only _______ (he / lose) the map, but his mobile phone _______ (show) no signal.
   2. 'If I _______ (not lose) the map, I _______ (never / discover) this place,' thought Joe as he stared into the blazing fire.
   3. He had no idea that many years later he _______ (tell) this story to his grandchildren.

EXAM TASK

5. Write a story about a journey which ends in an unexpected way because the main hero loses something important.
TRAVELLING BY ROAD/DRIVING

accelerate /ɪkˈsɛləreɪt/  
adjust the mirrors /ædjust ðə ˈmɜrɪz/  
be fined for speeding /bi faind fɔr ˈspɪdɪŋ/  
be held up (in traffic) /bi hɛld ʌp ɪn ˈtræfɪk/  
brake /breɪk/  
car rental /ˈkɑr ˈrɛntl/  
clutch /klaʊtʃ/  
do/make a U-turn /djuː, meɪk ə ˈjuː tʊrn/  
expressway/AmE/motorway/BrE/highway/AmE/freeway/AmE /ɪkˈspresweɪ, ˈmoʊtərweɪ, ˈhɑːvi, ˈfriːweɪ/  
fasten your seat belts /fastn dʒəʊ ˈsɛt bɛlz/  
fill up the tank /fɪl, ʌp də tæŋk/  
give way /gɪv ˈweɪ/  
hand-on collision /hænd ɒn kəˈlɪʒn/  
hire/rent a car /hər, ˈrɛnt ə ˈkɑr/  
indicate /ɪndɪkˈeɪt/  
interchange /ɪnˈtɜːrkeɪnt/  
main/minor road /meɪn, ˈmɪnər rəʊd/  
multi-lane motorway /ˈmʌltɪ lɛn ˈməʊtərweɪ/  
overtake /əʊvərˈteɪk/  
pick up a hitchhiker /pɪk, ʌp ə ˈhɪtʃhɪkər/  
press/release the clutch /presh, ˈrɪls ə də ˈklʌtʃ/  
push the car in/gear/neutral /pʊʃ də kɑr ɪn/  
ring road /rɪŋ rəʊd/  
start the engine /stɑːrt də ˈendʒɪn/  
survev /sɜːrv/  
switch on the ignition /swɪtʃ ɒn ðə ɪnˈɡɪnɪشن/  
take the handbrake off /teɪk də hændbræk ˈɒf/  
traffic jam /ˈtræfɪk dʒæm/  
vehicle /ˈvɪkjəl/  

CAR PARTS
accelerator /ɪkˈsɛləreɪtər/  
bonnet /ˈbɒnɪt/  
boot /baut/  
brake /breɪk/  
bumper /ˈbʌmpər/  
dashboard /ˈdæASHBOARD/  
egrade /griːdʒ/  
handbrake /ˈhændbræk/  
headlights /ˈhɛdlaɪts/  
indicate /ɪndɪkˈeɪt/  
number/licence plate /ˈnʌmbər, ˈlɪsns ˈpleɪt/  
rear-view mirror /rɪər ˈvjuː ˈmɪrər/  
seat belts /siːt bɛlz/  
speedometer /ˈspɪdəmətər/  
steering wheel /ˈstɪərɪŋ wɪl/  
tyre /taɪr/  
windscreen /ˈwɪndskrɪn/  
wing mirror/side-view mirror /ˈwɪŋ ˈmɪrər, ˈsaɪd ˈvjuː ˈmɪrər/  
wipers /ˈwɒpərz/  

BIKE MAINTENANCE
adjust the gears /ədˈjust əʊ ˈɡeərz/  
basic maintenance /ˈbeɪsɪk ˈmeɪntɛnəns/  
fix a puncture /flɪks ə ˈpʌŋktʃə/  
oil the chain /aɪl ðə ˈtʃeɪn/  
patch/replace the inner tube /ˈpɑːtʃ, ˈreplæs ə, ɪnər ˈtjʊb/  
pump up the tyres /pʌmp, ʌp ðə ˈtaɪəs/  
pull the wheel back on /pʊl ðə ˈhwɛl ˈbek ɒn/  
run-flat /rʊn ˈflæt/  
seal /sɛl/  
slow down /sləʊ ðʌn/  
tighten the brakes /ˈtɪtn ə ˈbreɪks/  

BIKE PARTS
Allen keys /əˈlɛn ˈkiːz/  
brake /breɪk/  
frame /frɛm/  
gears/derailleurs /ɡeərz, ˈdɛriəlɛərz/  
handlebar /ˈhændlbær/  
inner tube /ˈɪndər ˈtjʊb/  
lock /lɑk/  
pedal /ˈpedəl/  
pump /pʌmp/  
saddle /ˈsædəl/  
shocks /ʃəʊks/  
spare parts /ˈspɛr ˈpɑːrts/  
speedometer /ˈspɪdəmətər/  
speek /ˈspɪk/  
tyre /ˈtɪər/  
valve /ˈvælv/  
water bottle /ˈwɔtər ˈbɒtl/  

RAIL TRAVEL
buffet car /ˈbʌfiːt kɑːr/  
carrage/carriage /ˈkærɪdʒ, ˈkærɪdʒ/  
compartment /ˈkɒməpɔːnt/  
conductor /ˈkɒnˈdʌktər/  
luggage rack /ˈlʌɡɪdʒ ræk/  
platform /ˈplætform/  
sleeping car /ˈslɪpiŋ kɑːr/  
track /træk/  

AIR TRAVEL
arrivals /əˈrɪvlz/  
baggage reclaim /ˈbeɪɡɪdʒ rɪˈklɛm/  
board the plane /bɔːd ðə ˈplɛn/  
boarding pass /ˈbɒrdɪŋ pɑːs/  
check-in /tʃek ɪn/  
connecting flight /ˈkənˈnektɪŋ flɪt/  
customs officer /ˈkʌstəms ˈɒfɪsər/  
delayed /dɪˈleɪd/  
departure lounge /dɪˈpɜːtʃər ˈlʌŋg(/
departures /dɪpɜːtʃərs/  
domestic flight /dəmɛstɪk flɪt/  
duty-free zone /ˈdjuːti freɪz ˈzoʊn/  
emergency landing /ɪmˈdʒərmnt ˈlændɪŋ/  
flight attendant /ˈflɪt əˈtændənt/  
gate /geɪt/  
go through customs/security /ɡoʊ ˌθrʊ ˈkəstəmz, ˈsɪkjuˈrəti/  
hand luggage /ˈhænd ˈlʌɡɪdʒ/  
last call /lɑːst ˈkɔːl/  
pay excess baggage /pɛi ekˈses ˈbeɪɡɪdʒ/  
window/aisle seat /ˈwɪndəʊ, ˈɛzl ˈsiːt/  

SEA TRAVEL
boat /bɔːt/  
cabin /ˈkeɪbən/  
disembark /dɪsˈemɜːrk/  
ferry /ˈfɛri/  
get on board /ɡet on ˈbɔːd/  
lifeboat /ˈlaɪfbɔːt/  
liner /ˈlaɪnər/  
rough crossing /rʌf kroʊsɪŋ/  
paddle /ˈpædəl/  
sail /seɪl/  
sailing boat /ˈsɛlɪŋ bɔːt/  
tall ship /tɔːl ˈʃɪp/  
vessel /ˈvɛsəl/  
yacht /ˈjɒt/  

JOURNEYS AND TRIPS
arrival /əˈrɪvl/  
business trip /ˈbaɪznəs ˈtrɪp/  
cruise /ˈkrʊz/  
day-trip /deɪ ˈtrɪp/  
departure /dɪˈpɜːtʃər/  
destination /dɪˈesiʃn/  
excursion /ɪksˈkɜːʃən/  
expedition /ˈɛkspəˈdɪʃn/  
journey /ˈdʒɜəni/
QUICK REVISION

1. Complete the table with nouns.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>depart</td>
<td>1</td>
</tr>
<tr>
<td>arrive</td>
<td>2</td>
</tr>
<tr>
<td>collide</td>
<td>3</td>
</tr>
<tr>
<td>relax</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Match the words to form compound nouns.

1. Which of these would you not find at an airport?
   a. departure lounge  b. platform  c. check-in

2. Which of these would you not find on a train?
   a. compartment  b. deck  c. buffet car

3. Which of these is usually by sea?
   a. expedition  b. journey  c. voyage

4. Where would you wait for someone arriving by sea?
   a. on the quayside  b. on a platform  c. in a terminal

5. Which two of these are similar in meaning to ‘motorway’?
   a. freeway  b. minor road  c. expressway

6. Which two words fit the collocation: to ___ a room?
   a. vacate  b. depart  c. book

7. Which two things can you adjust?
   a. the gears  b. the rear-view mirror  c. a puncture

8. Which of these people never knows when he/she will arrive at his/her destination?
   a. hitchhiker  b. commuter  c. flight attendant

9. Which preposition completes all three phrasal verbs?
   a. to see someone  b. to set ___ on a journey  c. to take ___

10. Which preposition completes all three sentences?
    a. They ended ___ sleeping in a motel.

Complete the book review with the words from the box.

chapter characters final narrator novel opening plot Prize

The Blind Assassin
by Margaret Atwood

In the masterly paragraph of The Blind Assassin the , Iris, recounts the violent death, probably by suicide, of her sister Laura Chase. The first poses several tantalising questions about the history of the Chase family, which is full of painful secrets. It is difficult to put the book down until the last of those questions are resolved on the pages. The is intricate and sophisticated and the so true-to-life that you may find yourself personally liking or hating some of them. The fully deserves the Booker it won in 2000.

Read the poem and label the marked elements with the words from the box.

Daffodils
by William Wordsworth

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—
Along the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

Match the people to what they do.

1 The director of photography a appear in a film only as members of a crowd.
2 The production designer and art director are all the actors in a film.
c are responsible for the visual side, e.g. sets and costumes.
d cuts and arranges the scenes after they have been filmed.
e is responsible for all the camera work in the film.
f performs dangerous acts in place of an actor.
g writes the screenplay.

Complete the verbs in the following sentences.

1 Revolutionary Road f t r s Kate Winslet as April Wheeler.
2 I don’t like it when a film is e_t_d like a video clip.
3 Slumdog Millionaire is s_t mainly in the slums of Mumbai.
4 She a_p_rs briefly in the latest James Bond film.
5 We decided to s_o_t the final scene in black and white.
6 The sequel will be r_l_s_d in January of next year.
7 Atonement is b_d on a novel by Ian McEwan.

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

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Among Beethoven's best-loved works are his nine .

Chopin wrote two piano , in E minor and in F minor.
Chopin's 'Military' polonaise in the of A major.
I can't read music. I don't understand a musical any more than I understand a text in an unknown alphabet.
She sat down at the piano, played the first three of the song and suddenly stopped.
If someone's got absolute or perfect , they can name a single note on hearing it, or sing any note without the help of an instrument.
VISUAL ARTS

6 Label the numbered objects in the picture with the words from the box.

- brushes
- canvas
- easel
- model
- sculpture
- sketch palette

THE MEDIA

9 Complete the sentences with the words from the box.

- circulation
- channel
- column
- coverage
- editorial
- gossip
- quality
- strip
- tabloid

1. The cartoon ______ Garfield has been published continuously since 1978.
2. The British ______ newspaper The Sun has a reputation for sensation, scandal and reporting based on few facts. It also has a ______ of 2,986,000 copies a day.
3. BBC Four is a digital TV ______ with serious content.
4. There's an ______ in today's Guardian presenting the newspaper's opinion on the much-debated changes in criminal law.
5. Ben Goldacre is a doctor and journalist who runs a weekly ______ in The Guardian, titled 'Bad Science'.
6. Miriam likes reading the ______ column and finding out about the personal lives of celebrities.
7. ______ newspapers such as The Times and The Guardian used to be called broadsheets, but now many of them have stopped using the impractical broadsheet format, with pages 55 cm long or larger, and are printed in compact format instead.
8. On 7 July, 2009, the live ______ of Michael Jackson's funeral was watched by approximately one billion viewers.

WORD BUILDING

10. Complete the sentences with names of artistic professions formed from the words in brackets.

1. Ian McEwan is a highly popular contemporary British ______ (NOVEL).
2. George Bernard Shaw was perhaps the best-known English language ______ (PLAY) after Shakespeare.
3. Alexander Calder was an American ______ (SCULPT) most famous for inventing the mobile.
4. The name of Matt Groening, the ______ (CARTOON) who created the Simpsons and the Life in Hell series, is pronounced 'Gray-ning'.
5. American ______ (CINEMA) Gordon Willis is best known for his work as director of photography on F.F. Coppola's The Godfather and Woody Allen's Manhattan.
6. Fred, Dennis, Greg and Gary Powell are the ______ (STUNT) who have stood in for all of the James Bond actors except George Lazenby.
7. Gillian Lynne is a British ______ (CHOREOGRAPHY) who created the dance scenes in the original productions of the musicals Cats and The Phantom of the Opera.
8. In 1947 the Jewish-American ______ (VIOLIN) Yehudi Menuhin played in Berlin with the German ______ (CONDUCT) Wilhelm Furtwängler as an act of reconciliation, becoming the first Jewish ______ (MUSIC) to do so after World War II.
Discuss the following questions in pairs:
• Which of the following art forms are you interested in? What do you like about them?
  - poetry, visual arts, classical music, film
• When did you last attend a cultural event? What did you like / dislike about it?
• Recall a cultural event that impressed you very much. Why was it memorable?
• Have you ever been present as a work of art was being created? What did you see?

Exam Task
2 Read the text and match people A-D to sentences 1-10. Some sentences may refer to more than one person.

Who
1 was inspired to think by something he / she did not find attractive?
2 witnessed the creation of a work of art?
3 was struck by the professional quality of someone's work?
4 mentions his / her political involvement?
5 says he / she often attends cultural events?
6 saw a well-known artist in person?
7 mentions someone's strong negative reaction to a work of art?
8 wishes a particular artist good luck?
9 mentions the connection between art and money?
10 remembers two versions of the same work?

Which of the four stories appeals to you most? Why? Discuss.

In pairs, choose two of the following sets of questions and discuss them. Use examples of specific works wherever you can.

1 Does political involvement make art more authentic and relevant? Or does it make it limited and short-lived?
2 Does art have to be beautiful? What is the purpose of representing disturbing and shocking things in art? Can offending people's feelings be justified?
3 'There is a long way from being talented and skilful to becoming a commercial success in the world of the arts.' To what extent is this true? Is it unfair? What factors other than talent influence an artist's success or lack of success?
4 How important is attention to detail in a film? Does it matter if a film is not historically accurate?
MULTIPLE CHOICE ⇨20

examWORKOUT

Vocabulary used in film reviews

1 Which word fits which sentence in each pair?

1 acting / performance
   a 'The Social Network' contains a lot of well-written dialogue and some excellent _________.
   b In the 1982 comedy 'Tootsie' Dustin Hoffman gave an unforgettable _________ as the unemployed actor Michael Dorsey.

2 violence / violent
   a The amount of ________ and brutality in the film may put off some viewers.
   b The movie contains a number of ________ scenes.

3 based / set
   a Christopher Nolan's 'Insomnia' is ________ in Alaska.
   b 'GoodFellas' is number one on my list of films ________ on true events.

4 impressive / impressed
   a 'Inception' is visually very _________.
   b I was ________ by the director's seemingly unlimited imagination.

5 shocked / shocking
   a I found the gratuitous brutality of the film deeply _________.
   b I was ________ by the reaction of the audience, who seemed to find the bloodshed entertaining.

examTASK

2 Read the following review of a film. Choose the correct answers.

The producers of the movie The Samoa Connection claim it is ________ a true story. The action is ________ in New York and on the Pacific archipelago of Samoa, which has provided the opportunity for some terrific ________ of expensive yachts sailing in all sorts of weather. Catherine McGrath gives a brilliant ________ as the cynical, double-dealing American spy Norma Wheeler. Action movie fans will no doubt be ________ by the spectacular special effects in the motorboat chase scenes. The story, however, feels far-fetched and ________ despite the claim of authenticity. The ________ dialogue is wooden and full of clichés, and the very large number of ________ scenes does not seem to be justified by the plot.

A on  B in  C by  D of
A located  B placed  C set  D based
A photographs  B images  C shots  D views
A acting  B play  C role  D performance
A shocked  B impressed  C impressive  D shocking
A untrue  B unconvincing  C imaginative  D unattractive
A a conversation  B a talk  C dialogue  D line
A a violent  B violence  C brutality  D blood

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**LANGUAGE & CULTURE**

Ursula Kroeber Le Guin was born in 1929 in California. Her father was the anthropologist Alfred Kroeber, and Le Guin's familiarity with cultural anthropology can be seen in the perfect construction of the imaginary societies in her books. Le Guin can be described as a serious writer who uses the popular genres of fantasy and science fiction. By portraying alien or fantasy societies she expresses ideas about human society and relationships in general. Her most celebrated fantasy works are the Books of Earthsea, a series of novels which tell the story of the life and deeds of the wizard Ged. In the science fiction genre she's best known for the Ekumen cycle, launched in 1966 with Rocannon's World. The Left Hand of Darkness is perhaps the most ambitious of the novels in that series. She also writes poetry, essays and books for children.

**The Left Hand of Darkness** by Ursula K. Le Guin is a sci-fi novel of unusual intellectual and moral complexity. The author's astounding imagination, supported by her knowledge of cultural anthropology, has created a reality that not only entertains us, but also makes us think.

The story is set on Gethen, a distant planet with an extremely cold climate, whose inhabitants are the only race in the universe which is androgynous. A peaceful interstellar union known as the Ekumen sends a lone envoy to Gethen to establish contact with the planet. Although received at the royal court, he is mistrusted, regarded as a 'pervert', and eventually imprisoned. With his only Gethenian ally and friend he makes a daring escape, walking 800 miles over a glacier.

The tale is gripping, the storytelling - superb. Le Guin has constructed a rich and consistent reality: she has peopled Gethen with two nations living under different political systems; she has given them complex social structures and religious beliefs, written their legends (included in the book as separate chapters), and created details of everyday life. The characters inhabiting this world are multi-dimensional and psychologically convincing. Most importantly, this extraordinary feat of imagination challenges us to reflect on our own world and our attitudes to people who are different from us.

I recommend the novel not only to every science fiction fan, but also to anyone who simply enjoys good, serious prose.
PEOPLE'S REACTIONS TO 120 ADJECTIVES TO

- gripping tale
- chapter
- get sb down
- thought-provoking
- impressed by sth
- relevant
- controversial
- cultural event
- memorable
- offend (people's feelings)
- pose questions
- public reading
- rhyme
- second-hand bookshop
- verse

FILM

- advanced screening
- appearance in a film
- based on a novel
- based on a true story
- climax
- edit
- end credits
- on general release
- release a movie
- the film is set in

KINDS OF FILMS

- all-time favourite
- blockbuster
- box-office hit
- low-budget movie
- feature film
- rom-com
- series
- silent movie
- sequel
- tearjerker
- trailer

ART

- brutal scenes
- critical opinion
- cultural event
- express
- offend (people's feelings)
- outsider's point of view
- performing arts
- highly recommended
- formal reading
- public
- rhyme
- musical
- in tune

MUSIC

- absolute/perfect pitch
- A major
- A minor
- audience
- bar
- busker
- bugle call
- concert hall
- conductor
- gig
- haunting melody
- high-pitched/lowed-pitched
- Improvise
- in tune
- live music
- note
- opera house
- out of tune
- opera
- symphony
- tune an instrument
- violist

WORKS OF BEETHOVEN

- works on 'beethoven'

LITERATURE

- blurb
- Booker Prize
- chapter
- character
- engrossed in a book
- final pages
- flick/skim through a book
- genre
- gripping tale
- hardback
- heroine

THEATRE

- aisle
- balcony
- box office
- drama school
- mime
- opera glasses
- orchestra pit
- prompter
- put on a play

VISUAL ARTS

- brush
- canvas
- easel
- engraving
- ink
- installation
- landscape
- model
- nude
- palette
- portrait
- sculpture
- self-portrait
- sketch
- still life
- visual arts

WATERCOLOUR

- watercolour

ART

- action-packed
- avant-garde
- complex
- controversial
- disturbing
- extraordinary
- far-fetched
- highly recommended
- meaningful
- memorable
- multi-dimensional
- politically involved
- profoundly
- psychologically convincing
- radical
- relevant
- shocking
- sophisticated
- spectacular
- spell-binding
- subjective
- superficial
- thought-provoking
- tongue-in-cheek
- true-to-life
- unconvincing

PEOPLE'S REACTIONS TO ART

- bored out of one's mind
- feel a thrill
- feel uplifted
- get sb down
- make you think
- move to tears

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- live music
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- opera house
- out of tune
- opera
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- box office
- drama school
- mime
- opera glasses
- orchestra pit
- prompter
- put on a play
### QUICK REVISION

1. Complete the table with names of professions.

<table>
<thead>
<tr>
<th>PROFESSION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 music</td>
<td></td>
</tr>
<tr>
<td>2 novel</td>
<td></td>
</tr>
<tr>
<td>3 sculpture</td>
<td></td>
</tr>
<tr>
<td>4 cartoon</td>
<td></td>
</tr>
<tr>
<td>5 conduct</td>
<td></td>
</tr>
</tbody>
</table>

2. Match the names of works in the first column with the names of their parts in the second column.

| 1 novel   | a act       |
| 2 poem    | b scene    |
| 3 play    | c chapter  |
| 4 film    | d stanza   |

3. Answer the questions.

1. Which two of these would you find both in a novel and in a film?
   - a characters
   - b extras
   - c plot
   - d cast

2. Which of these people do you not normally see in a film?
   - a the cast
   - b the stuntmen
   - c the editor

3. If someone can recognise and sing any note, they’ve got perfect
   - a pitch
   - b key
   - c score

4. Which two of these are pictures of people?
   - a nude
   - b self-portrait
   - c still life

5. Which of these cannot be an oil painting?
   - a still life
   - b watercolour
   - c landscape

6. Are you higher up when sitting in the stalls or in the gallery?

7. If you want to find sensational stories about celebrities, will you read a quality newspaper or a tabloid?

8. If a newspaper prints and sells a lot of copies, it has a wide
   - a circulation
   - b coverage
   - c editorial

9. Are MTV, TVP1 and BBC World TV programmes or TV channels?

10. If you liked a film, which word would you not use to describe it?
    - a convincing
    - b far-fetched
    - c spectacular
To get back my youth I would do anything in the world, except take exercise, get up early, or be respectable.'

Oscar Wilde (Irish writer, 1854–1900)

**THE HUMAN BODY**

1. Match the parts of the body to the functions they are involved in.

   - a. muscles, tendons, joints
   - b. heart, veins, arteries
   - c. brain, spinal cord, neurons
   - d. bronchi, lungs, nose
   - e. stomach, small intestine, large intestine
   - 1. breathing
   - 2. digestion
   - 3. movement
   - 4. blood circulation
   - 5. controlling all other functions

2. Complete the parts of the body to the functions they are involved in.

   - a. muscles, tendons, joints
   - b. heart, veins, arteries
   - c. brain, spinal cord, neurons
   - d. bronchi, lungs, nose
   - e. stomach, small intestine, large intestine

**SICKNESS AND HEALTH**

2. Complete the sentences with the verbs from the box in the correct form.

   - cure
   - heal
   - injure
   - recover
   - treat
   - wound

   1. US military casualties in the Vietnam War included 58,209 killed and 153,452 __________.
   2. My neighbour was __________ in a car accident last year.
   3. We worried about him, but he __________ from the injuries faster than expected.
   4. One third of the patients have been entirely __________ of the disease.
   5. I've been __________ my cold with various natural remedies, but I don't seem to be getting better.
   6. It's a very small cut; don't touch it and it'll __________ by itself.

3. Complete the text with the words from the box.

   - stitches
   - sling
   - scar
   - crutches
   - cast
   - bandage

   Poor Andy has had a bad skiing accident. He broke his leg; now he's got a plaster __________ on it and he walks on __________. He's also got four __________ in his forehead, covered with a __________, because he cut himself rather badly when falling. And his right arm is in a __________, so he cannot use it much! However, the doctor says he'll be fine; in two months, all you'll be able to see will be an attractive __________ on his forehead.

4. Choose the correct word.

   1. When you suffer from bronchitis, you __________ / sneeze a lot.
   2. Otitis causes intense backache / earache.
   3. 'Pink eye', or conjunctivitis, is an eye / ear infection.
   4. If you have appendicitis, your stomach / head hurts badly and you need surgery.
   5. Pneumonia is an inflammation of the liver / lungs.
   6. Tuberculosis (TB) is a serious lung / heart disease, from which many poor people, including some famous artists, died in the 19th century.
   7. If you hit your elbow / head, you may suffer from concussion.
   8. Many types of cancer are caused by smoking / drinking.
   9. Chicken pox is a childhood disease which causes a rash / swelling on the whole body.
   10. Mumps is a childhood disease which makes your neck and face / arms and legs swell and hurt.

5. Match the sentence beginnings and endings.

   - a. can't hear well.
   - b. can't see, or can see very little.
   - c. have significantly below-average intellectual ability.
   - d. may lose the ability to speak or walk.
   - e. need prosthetic legs or wheelchairs.

6. Match the people to the health care professionals.

   - a. speech therapist
   - b. psychiatrist
   - c. physiotherapist
   - d. plastic surgeon
   - e. midwife
   - f. GP

   1. Mrs Crawford has got problems with her hips.
   2. Luke doesn't like the shape of his nose.
   3. Tony thinks he's got the flu.
   4. Louise is going to have a baby and wants to prepare for childbirth.
   5. Little Sammy can't pronounce 's' very well.
   6. Virginia suffers from depression.
Three teenagers talk about their experiences connected with sports. Identify the sports they are talking about.

a We were at a disadvantage from the start: our best striker had been injured two days before during practice. But we still could have made it if it hadn't been for that referee. When Nick scored, the ref said it was offside, and then in the second half he awarded them a penalty for a foul that had never happened ... and Jack didn't manage to defend it. We lost four-one.

b It was a difficult match. They've got this point guard who's very good at three-point shots, and after the second quarter they were ten points ahead of us. Then the coach asked for time-out, told us off, substituted Tommy for Greg as forward, and you should have seen Tommy's slam dunks! And he's not even that tall! We finally won 74:68 in overtime.

c It was sheer pleasure to watch Laura play. In the first game she served three aces. Her opponent has a strong forehand and she managed to win the second game, but her backhand can't really compare with Laura's. When I heard the umpire say 'game, set, match' to Miss Wood, I was on the verge of tears ... I hope she does equally well in the doubles.

SPORTS QUIZ

Choose the two correct answers to each question.

1 Which sports are played on a court?
   a tennis b basketball c baseball
2 Which sports are played on a pitch?
   a football b volleyball c rugby
3 Which sports are played with bats?
   a golf b cricket c table tennis
4 Which sporting events take place on a track?
   a running b motorcycle racing c archery
5 Which verbs fit this phrase: 'to ... a sporting event'?
   a hold b lead c organise
6 Which are the correct collocations? Two athletes tested ... for performance-enhancing drugs.
   a well b positive c negative

WORD BUILDING

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

1 I can't go riding; I'm ________ (ALLERGY) to horses.
2 After the operation, she made a remarkably speedy ________ (RECOVER).
3 At the 2006 World Cup Michael Owen suffered an ________ (INJURE) which took him a year to recover from.
4 Jesse Owens was an African American ________ (ATHLETICS) who won four gold medals at the 1936 Summer Olympics in Berlin.
5 Most champion ________ (SKI) come from montainous regions.
6 Lance Armstrong is the only ________ (CYCLE) to have won the Tour de France seven consecutive times.
7 My cousin's school certificate lists all his sporting ________ (ACHIEVE).
Connections in a text: conjunctions and relative pronouns

1. Complete the sentences with the linking words from the box.
   after, since, thanks to, which

   1. there are twelve of us, we'll play in teams of five with one reserve player.
   2. He had to stop playing for a year _____ he was injured.
   3. The Inter-school Badminton Tournament, _____ was held for the first time this year, was the idea of two girls in my brother's class.
   4. We were able to organise the tournament _____ the support of our parents.

2. Cross out which or that wherever possible.
   1. At our university you can do almost any sport that you like.
   2. The first sport which I learned as a child was swimming.
   3. Football is among the sports that need most stamina.
   4. I didn't like any of the sports that were available at my school.
   5. The first match that I played in was the first one that our team won that season.

Seventeen gold medals, three silvers and two bronzes. Along with swimmer Michael Phelps, she's arguably the most successful Olympic athlete in history. And yet, you've probably never heard of her. She's Ragnhild Myklebust from Norway and she won her twenty-two medals in skiing, shooting, and ice sledge racing in five consecutive Winter Olympics from 1988 to 2002. The reason she's not better known? She was a Paralympian, a victim of childhood polio who skied sitting down.

The Paralympics were born of war. The idea of using sport to help the rehabilitation of World War II soldiers with spinal cord injuries was devised by Dr. Ludwig Guttmann, a leading German neurosurgeon exiled in the UK. He believed that sport could help his patients regain the physical strength and self-confidence. He had them play wheelchair polo and basketball and practise archery; and on the opening day of the 1948 London Olympic Games, he organised the first competition for disabled soldiers with just two teams of paraplegic archers. The event was repeated annually until 1960, when the first official Paralympics were held in Rome. No longer restricted to war veterans, the Games boosted 400 wheelchair athletes from twenty-three countries.

The name Paralympics originally meant 'Olympics for paraplegics'. However, this meaning is no longer appropriate. Today the name is said to derive from the Greek word pará meaning 'alongside', so Paralympics means 'Alongside the Olympics'. The first truly parallel Games took place in Seoul 1988, when for the first time many Paralympians and Olympians shared the same venues.

The twenty sports on the Summer Paralympic Games programme currently include track and field athletics, football, cycling, horse-riding, swimming, sailing, powerlifting, judo, rowing, volleyball and even wheelchair rugby. The winter sports include skiing, shooting, ice sledge hockey and curling.

Paralympians are divided into six different disability groups, including wheelchair athletes, the visually impaired, athletes with brain damage and amputees. The athletes' scores or times are adjusted to reflect their degree of disability. The focus, however, is not on disabilities, but on athletic achievements. The Paralympians are athletes, not patients. In the wheelchair marathon the top competitors complete the course in eighty minutes, more than forty minutes faster than the able-bodied world record; hand cyclers ride at 30 mph and some Paralympic powerlifters lift heavier weights than their able-bodied counterparts do.
Six sentences have been removed from the text. Read it and complete gaps 1–6 with sentences A–G. There is one extra sentence that you do not need to use.

A after it was revealed
B before they gained widespread popularity
C since the Games are not limited to paraplegics any more
D thanks to an increase in media attention
E they needed for a normal life
F which give hope to disabled athletes
G within each category

Read again and answer the following questions. Which of the facts do you find surprising / unsurprising / impressive? Why?

1 Why is Ragnhild Myklebust special?
2 What was the origin of the Paralympics?
3 Where does the name ‘Paralympics’ come from?
4 What is striking about the achievements of disabled athletes described in paragraph five?
5 Why was the category of intellectually disabled athletes suspended from the Paralympic games?

Match the words to make collocations.

1 gold a event
2 physical b name
3 banned c deal
4 sponsorship d strength
5 sporting e drugs
6 household f medal

Unfortunately, there is another similarity with the Olympics: cheats. There have been several cases of Paralympians testing positive for banned drugs, but the worst scandal took place at the 2000 Summer Paralympics in Sydney. The Spanish team lost their Intellectual Disability basketball gold medals to a certain team due to improper use of drugs. The Spanish team of Mentally Handicapped Sports had included them to raise the profile of the Paralympic team in order to obtain more lucrative sponsorship deals. The category of intellectually disabled was subsequently suspended from the Games.

In terms of participants the Paralympics are now the world’s second largest sporting event after the Olympics. In Beijing 2008 there were 4,200 athletes from 148 countries. The Games and athletes have gained steadily in popularity. Perhaps the next Ragnhild Myklebust will be a household name.

But even if the top Paralympians remain relatively unknown, it won’t reduce the drama and excitement of these marvellous Games, enabling them to achieve sporting excellence and inspire spectators the world over. The Paralympic motto sums it up: ‘spirit in motion’.
1) Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 162. Choose at least five words and phrases you want to use. Some of the words can go with both tasks.

- outdoor/indoor activity
- work out
- overall fitness
- stamina
- accessible/accessibility
- strong muscles
- visually impaired
- large print
- wheelchair
- assistive technology
- risk
- adrenalin
- rock climbing
- wheelchair ramp
- exercise machine
- spectacular views

2) Work in pairs.

STUDENT A
Do the exam task on this page. Student B asks the questions on page 162.

STUDENT B
Do the exam task on page 162. Student A asks the questions on page 162.

exam TASK

Look at the two photos of disabled people using accessibility facilities. Compare and contrast the photos. The following ideas may help you, but you can suggest others as well.

- the type of disability
- the problems faced by the people
- the facilities available
- help from other people
- anything else?
Description of an event

Details make the description come alive

1. Read a student’s description of a sporting event. Underline examples of:
   - visual description
   - sounds
   - vocabulary related to sport
   - adjectives used to evaluate.

Even though I was quite young at the time, I have vivid recollections of the 2004 Summer Olympics in Athens, which I followed enthusiastically on TV. They were considered especially important, because they were held in the country where the Olympic Games originated in antiquity.

I was spellbound by the opening ceremony. There were spectacular fireworks, followed by a parade of characters from Greek mythology and people dressed as ancient statues, gliding and dancing through the stadium to evocative music.

In the days that followed, we watched the sporting events with great excitement. I am keen on swimming, and in Athens two amazing swimmers competed for gold: the Australian Ian Thorpe, nicknamed the Thorpedo, and the American Michael Phelps. Thorpe won the 200 metre freestyle, which some commentators called ‘the race of the century’, establishing a new Olympic record. But it was Phelps who went home with six gold medals, having broken his own world record in the 400 metre medley.

I remember seeing both of them on the podium and wondering if I could ever achieve what they had achieved.

The closing ceremony was another grand show, with performances of traditional dances from various regions of Greece.

I enjoyed watching the games, and I was especially impressed by the careful, artistic preparation of the opening and closing ceremonies. I still believe that all sporting events could benefit from an elegant, imaginative setting. It might perhaps make them more civilised and closer to the spirit of ancient Greece.

Exam Task

Describe a sporting event that made a great impression on you because of the atmosphere.
<table>
<thead>
<tr>
<th><strong>HEALTH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE HUMAN BODY</strong></td>
</tr>
<tr>
<td><strong>CIRCULATORY SYSTEM</strong></td>
</tr>
<tr>
<td>artery</td>
</tr>
<tr>
<td>blood circulation</td>
</tr>
<tr>
<td>blood vessels</td>
</tr>
<tr>
<td>circulatory system</td>
</tr>
<tr>
<td>vein</td>
</tr>
<tr>
<td><strong>DIGESTIVE SYSTEM</strong></td>
</tr>
<tr>
<td>digestion</td>
</tr>
<tr>
<td>digestive system</td>
</tr>
<tr>
<td>liver</td>
</tr>
<tr>
<td>small/large intestine</td>
</tr>
<tr>
<td>stomach</td>
</tr>
<tr>
<td><strong>LOCOMOTOR SYSTEM</strong></td>
</tr>
<tr>
<td>joints</td>
</tr>
<tr>
<td>ligament</td>
</tr>
<tr>
<td>locomotor system</td>
</tr>
<tr>
<td>muscle</td>
</tr>
<tr>
<td>tendon</td>
</tr>
<tr>
<td><strong>NERVOUS SYSTEM</strong></td>
</tr>
<tr>
<td>brain</td>
</tr>
<tr>
<td>nervous system</td>
</tr>
<tr>
<td>neurons</td>
</tr>
<tr>
<td>spinal cord</td>
</tr>
<tr>
<td><strong>RESPIRATORY SYSTEM</strong></td>
</tr>
<tr>
<td>breathing</td>
</tr>
<tr>
<td>bronchi</td>
</tr>
<tr>
<td>lungs</td>
</tr>
<tr>
<td>respiratory system</td>
</tr>
<tr>
<td><strong>SICKNESS AND HEALTH</strong></td>
</tr>
<tr>
<td>be allergic to sth</td>
</tr>
<tr>
<td>catch a cold</td>
</tr>
<tr>
<td>come down with the flu</td>
</tr>
<tr>
<td>contract an infectious disease</td>
</tr>
<tr>
<td>cure</td>
</tr>
<tr>
<td>have/undergo surgery</td>
</tr>
<tr>
<td>heal</td>
</tr>
<tr>
<td>have a speedy recovery</td>
</tr>
<tr>
<td>make a plastic surgery</td>
</tr>
<tr>
<td>recover (from sth)</td>
</tr>
<tr>
<td>regain (physical) strength</td>
</tr>
<tr>
<td>surgery</td>
</tr>
<tr>
<td>suffer (from)</td>
</tr>
<tr>
<td>treat</td>
</tr>
<tr>
<td>treatment</td>
</tr>
<tr>
<td><strong>INJURIES</strong></td>
</tr>
<tr>
<td>bandage</td>
</tr>
<tr>
<td>bruise</td>
</tr>
<tr>
<td>cut</td>
</tr>
<tr>
<td>in plaster (BrE)/in a plaster cast (AmE)</td>
</tr>
<tr>
<td>injury (oneself)</td>
</tr>
<tr>
<td>injury</td>
</tr>
<tr>
<td>plaster (BrE)/Band-Aid (AmE)</td>
</tr>
<tr>
<td>pull a muscle</td>
</tr>
<tr>
<td>scar</td>
</tr>
<tr>
<td>scratch</td>
</tr>
<tr>
<td>sling</td>
</tr>
<tr>
<td>sprain your wrist</td>
</tr>
<tr>
<td>stitches</td>
</tr>
<tr>
<td>suffer minor injuries</td>
</tr>
<tr>
<td>twist an ankle</td>
</tr>
<tr>
<td>walk on crutches</td>
</tr>
<tr>
<td>wound</td>
</tr>
<tr>
<td><strong>REMEDIES</strong></td>
</tr>
<tr>
<td>antibiotics</td>
</tr>
<tr>
<td>flu vaccination</td>
</tr>
<tr>
<td>have an injection</td>
</tr>
<tr>
<td>lozenges</td>
</tr>
<tr>
<td>natural remedies</td>
</tr>
<tr>
<td>ointment</td>
</tr>
<tr>
<td>painkillers</td>
</tr>
<tr>
<td>prescription drugs</td>
</tr>
<tr>
<td>syringe</td>
</tr>
<tr>
<td>vaccine</td>
</tr>
<tr>
<td><strong>SYMPTOMS</strong></td>
</tr>
<tr>
<td>backache</td>
</tr>
<tr>
<td>cough</td>
</tr>
<tr>
<td>cramp</td>
</tr>
<tr>
<td>earache</td>
</tr>
<tr>
<td>runny nose</td>
</tr>
<tr>
<td>sneeze</td>
</tr>
<tr>
<td>stiff legs</td>
</tr>
<tr>
<td><strong>DISEASES</strong></td>
</tr>
<tr>
<td>allergy</td>
</tr>
<tr>
<td>appendicitis</td>
</tr>
<tr>
<td>bronchitis</td>
</tr>
<tr>
<td>cancer</td>
</tr>
<tr>
<td>chicken pox</td>
</tr>
<tr>
<td>chronic disease</td>
</tr>
<tr>
<td>concussion</td>
</tr>
<tr>
<td>conjunctivitis</td>
</tr>
<tr>
<td>diabetes</td>
</tr>
<tr>
<td>deaf</td>
</tr>
<tr>
<td>heart disease</td>
</tr>
<tr>
<td>hepatitis</td>
</tr>
<tr>
<td>inflammation</td>
</tr>
<tr>
<td>jaundice</td>
</tr>
<tr>
<td>mumps</td>
</tr>
<tr>
<td>otitis</td>
</tr>
<tr>
<td>pink eye</td>
</tr>
<tr>
<td>pneumonia</td>
</tr>
<tr>
<td>polio</td>
</tr>
<tr>
<td>the flu</td>
</tr>
<tr>
<td>tuberculosis (TB)</td>
</tr>
<tr>
<td><strong>DISABILITIES</strong></td>
</tr>
<tr>
<td>amputation</td>
</tr>
<tr>
<td>amputee</td>
</tr>
<tr>
<td>brain damage</td>
</tr>
<tr>
<td>deaf</td>
</tr>
<tr>
<td>hard of hearing/hearing-impaired</td>
</tr>
<tr>
<td>intellectually disabled</td>
</tr>
<tr>
<td>mentally handicapped</td>
</tr>
<tr>
<td>mute</td>
</tr>
<tr>
<td>paraplegic</td>
</tr>
<tr>
<td>prosthetic leg</td>
</tr>
<tr>
<td>visually impaired person</td>
</tr>
<tr>
<td>wheelchair</td>
</tr>
</tbody>
</table>

**HEALTH CARE PROFESSIONALS**
- cardiologist: /ˈkærdɪəlɪst/  
- GP (general practitioner): /dʒiː ˈpiː/  
- midwife: /ˈmɪdwaɪf/  
- neurosurgeon: /njuːroʊˈsɜːrɡən/  
- paediatrician: /ˌpədɪəˈtrɪʃən/  
- physiotherapist: /ˌfɪzɪəˈθɜːrəpɪst/  
- plastic surgeon: /ˈplæstɪk ˈsɜːdʒən/  
- psychiatrist: /ˈspɪktrɪst/  
- speech therapist: /ˈspiːtʃ ˌθɜːrəpɪst/  

**SPORT**
- archery: /ˈɑrəri/  
- Athletics: /əˈθletɪs/  
- car: /kær/  
- canoe: /ˈkəʊni/  
- high jump: /hɑːt dʒʌmp/  
- javelin: /dʒəˈvɛln/  
- long jump: /lɔŋ dʒʌmp/  
- pole: /pəʊl/  
- powerlifting: /ˈpaʊərlɜftɪŋ/  
- relay (race): /ˈreɪli ˈreɪs/  
- rowing: /ˈrəʊɪŋ/  
- ski-jumping: /ˈskiː ˈdʒʌmptɪŋ/  
- water polo: /ˈwɔtər ˈpɒləʊ/  
- weightlifting: /ˈwɛtəlɜftɪŋ/  

**FOOTBALL**
- football pitch: /ˈfʊtbɔl ˈpɪtʃ/  
- goal: /goʊl/  
- goalkeeper: /ˈɡoʊklˌkiːpər/  
- linesman: /ˈlɪnzmən/  
- offside: /ˈɒfˌsaɪd/  
- own goal: /aʊn ˈgoʊl/  
- penalty: /ˈpɛnəltri/  
- pass: /pɑs/  
- pass the ball: /pɑs ˈbɑl/  
- murderer: /ˈmərədʒər/  
- striker: /ˈstraɪkə/  
- the first/second half: /ðə fɜːst, ˈsɛkənd hɑːlf/  
- win in: /wɪn ɪn/  
- victory: /ˈvɪtəri/  

**HOCKEY**
- hockey helmet: /ˈhɒki ˈhɛlmət/  
- hockey pack: /ˈhɒki ˈpak/
QUICK REVISION

1 Complete the table with nouns.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 recover</td>
<td>2 injure</td>
</tr>
<tr>
<td>3 treat</td>
<td>4 achieve</td>
</tr>
</tbody>
</table>

2 Match the health problems to the treatments.

<table>
<thead>
<tr>
<th>Health Problem</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>broken leg</td>
<td>a speech therapy</td>
</tr>
<tr>
<td>a bad cut</td>
<td>b antibiotics</td>
</tr>
<tr>
<td>backache</td>
<td>c stitches</td>
</tr>
<tr>
<td>pneumonia</td>
<td>d plaster cast</td>
</tr>
<tr>
<td>speech problems</td>
<td>e physiotherapy</td>
</tr>
</tbody>
</table>

3 Answer the questions.

1 Which of these is not part of the digestive system?
   a stomach  b lung  c intestine

2 Which illness causes earache?
   a otitis b bronchitis c appendicitis

3 Which illness causes red spots to appear on the body?
   a mumps b tuberculosis c chicken pox

4 For which two games do you use a bat?
   a baseball b table tennis c badminton

5 What game do all of these terms refer to: striker, referee, penalty, half-time?
   a football b tennis c hockey

6 What game do all of these terms refer to: serve, doubles, forehand, set?
   a tennis b squash c badminton

7 Which of these games is not played on a court?
   a basketball b volleyball c golf

8 Which verb completes the collocation: 'to _____ a sporting event'?
   a occur  b hold  c make

9 Which verb completes the collocation: 'to _____ from injuries'?
   a cure  b heal  c recover
SCIENCE AND TECHNOLOGY

"Normal people believe that if it ain't broke, don't fix it. Engineers believe that if it ain't broke, it doesn't have enough features yet."

SCOTT ADAMS (AMERICAN CARTOONIST, B. 1957)

1. Match the words from the box to the areas of science they are mainly used in. Before checking the answers, try to do Exercise 2.

cell compound coordinate system element elementary particle equation gravity molecule orbit organ solar system species universe variable velocity

Astronomy:

Biology:

Chemistry:

Mathematics:

Physics:

2. Complete the sentences with the words from Exercise 1. Sometimes you need to use a plural form.

Astronomy

1. The Sun and the planets orbiting it make up the _________.
2. The Moon makes one complete ________ around the Earth in approximately 27.3 days.
3. It was discovered in the 20th century that the ________ is expanding.

Biology

4. The smallest organisms consist of one _________.
5. There are approximately one million known ________ of insects on earth.
6. In the last Biology lesson, we had to draw and label various internal ________: the liver, kidneys and so on.

Chemistry

7. Maria Skłodowska-Curie discovered the chemical ________ polonium and radium.
8. In 1785 Antoine Lavoisier demonstrated that water is a ________ of hydrogen and oxygen.
9. A ________ of hydrochloric acid consists of one atom of hydrogen and one of chlorine.

Mathematics

10. In secondary school we learned to solve quadratic ________ – at least some of us did.
11. In the expression $$ax^2 + bx + c$$, a, b and c are coefficients and x is the ________.
12. The Cartesian ________ allows you to describe every point on a plane using a pair of numbers.

3. Read the text. For each gap decide whether the missing word is a verb or a noun. Then fill in the gaps with the words from the box below. Change the form of the word if necessary.

Verbs: analyse collaborate confirm formulate investigate publish reject

Nouns: evidence experiment factor group link records research

In the late 1940s, a young medical student called Ernst Wynder at Washington University became intrigued when carrying out an autopsy of a heavy smoker who had died from lung cancer. It was then that Wynder first ________ his hypothesis that smoking might be a risk ________ for cancer. He started ________ case histories of heavy smokers. His ________ brought him into contact with Dr Evarts A. Graham. Although he was skeptical about the idea at first, Graham allowed Wynder access to his ________ and soon started ________ with the young man on the ambitious project. Together, Wynder and Graham interviewed hundreds of patients. They ________ their findings statistically and used a control ________. They carried out ________ on mice which further ________ their hypothesis. They amassed a huge body of ________ linking smoking and cancer. In 1950 the ________ of the American Medical Association ________ their report – the first major study to demonstrate the ________ between smoking and cancer. After that, it was only tobacco companies that continued to ________ the idea that smoking and cancer are related.
Match the inventions to the devices in which they have been used.

1. the wheel  a. aeroplanes
2. gunpowder  b. all electrical appliances
3. the printing press  c. all small electronic devices
4. lenses  d. books
5. alternating current  e. cars
6. the steam engine  f. glasses and telescopes
7. the internal combustion engine  g. locomotives
8. the jet engine  h. modern weapons
9. the microchip  i. most vehicles

Label the objects in the picture.
- plug
- electric shaver
- adapter
- socket
- light bulb
- hairdryer

Complete the leaflet with the words from Exercise 5.

UK VISITORS – TRAVELLING GUIDE

When travelling to the UK, it’s worth remembering not only that the British drive on the left and that distances on motorway signs are given in miles, but also that the electric 1. are different from the ones on the continent. If you’re taking your own 2. or electric 3. , its 4. will not fit unless you get a special 5. .

Also, if you decide to buy yourself an English lamp to take home, check what kind of light 6. it needs – you may have a problem replacing it.

Using the abbreviations below to help you.

1. www - DISC  LOCAL
2. http - WEB  BUS
3. RAM - MEMORY
4. DVD - ACCESS
5. LCD - CRYSTAL  DIGITAL
6. LAN - PROTOCOL
7. USB - RANDOM
8. ACCESS - WIDE
9. HYPertext - UNIVERSAL
10. NETWORK - WORLD

For each of the four basic arithmetic operations, write the verb and the noun.

<table>
<thead>
<tr>
<th>Operation</th>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2+2 = 4</td>
<td>ADD</td>
<td>SUBTRACTION</td>
</tr>
<tr>
<td>2 4-2 = 2</td>
<td>SUBTRACT</td>
<td></td>
</tr>
<tr>
<td>3 2x2 = 4</td>
<td>MULTIPLY</td>
<td></td>
</tr>
<tr>
<td>4 4+2 = 4</td>
<td>DIVIDE</td>
<td></td>
</tr>
</tbody>
</table>

Complete the sentences with words formed from the words in brackets. Practise pronouncing the words.

1. Bertrand Russell was a British philosopher and 1. (MATHEMATICS).
3. The German 3. (PHYSICS) Max Planck is considered to be the founder of quantum theory.
4. Arthur Evans was a British 4. (ARCHAEOLOGY) who excavated the Knossos Palace in Crete.
5. The German-American 5. (PSYCHOLOGY) Karen Horney wrote extensively about neurosis.
In pairs, discuss the good and bad effects of the following technologies on their users.

- TV
- the Internet
- video games
- mobile phones

MIND-ALTERING MEDIA

Our brains respond to our environment. The tools we use change the way we think and act. But is today’s technology good or bad for our minds? To find out we investigated four aspects of modern technology.

A TV

TV can be a source of education and enlightenment. You can learn a lot from documentaries and even from soaps or game shows. Indeed, IQ scores have been rising since TV’s started invading our homes in the 1950s. However, watching too much TV has obvious drawbacks. Studies have shown a direct correlation between the time spent watching TV and falling educational standards. The more time children and teenagers spend gazing at the screen, the higher the risk they will suffer from insomnia, attention deficit disorders and learning difficulties.

What’s more, young TV addicts are much more likely to become physically and verbally aggressive. A study carried out over seventeen years at Columbia University found that fourteen-year-olds who watch over three hours of TV per day go on to commit five times as many violent acts as those who watch less than one hour a day.

B Video games

Unlike TV, video games offer an interactive experience: gamers not only observe acts of violence, they perform them. This often leads to claims that video games cause violence in real life. However, it remains unclear whether playing violent games makes you aggressive, or whether aggressive people are attracted to violent games. On one hand, there is no clear link between games and violence, the rate of violent crime in the USA should be rising, while, in fact, it is falling. On the other hand, studies in Japan and the USA have shown that violent games increase the likelihood of children and teens becoming involved in fighting or bullying.

On the plus side, playing video games improves our speed of reaction and our spatial awareness. Modern games have complex plots that require sophisticated problem-solving. As a result, gamers can see things more quickly, assimilate more data, and multi-task more successfully.

C The Internet

The effects the Internet may have on our minds are hard to measure because it is such a vast and varied resource. So much depends on how you use it. Curiously, although surfing the net is usually a solitary activity, many features of the Internet, like social networking sites, actually help us become more sociable.

What’s more, it has been found that using the Internet can keep you young, mentally at least. Older people who regularly search the web were found to be stimulating the parts of the brain that control decision-making and complex reasoning. Potentially, this could help slow down the physiological ageing of the brain.

D Mobile phones

Some people claim that texting is leading to a decline in literacy skills, while others argue that mobile phones, like the Internet, help people become more sociable and to communicate in new ways.

However, whether mobiles affect our brains or not, they certainly appear to be changing our thumbs. Apparently, the digital natives who grow up with text messages and game pads are developing stronger, more dexterous thumbs and are using them, and not their index fingers, to ring doorbells or to point. In Japan this generation is called ‘the thumb tribe’.

There seems little doubt that modern technology does affect us. However, it would be simplistic to state categorically that the effects are entirely good or bad. Like many things in life, it depends how you use it and clearly, it is better in moderation than in excess.
**examTASK**

2 Read the text. Match paragraphs A–D to sentences 1–9. Some sentences may refer to more than one paragraph.

According to the article, which of the media described...
1 affects the users' hands?
2 can enhance your reaction speed?
3 encourages social interaction?
4 may cause sleeplessness?
5 has been blamed for causing violent behaviour?
6 involves the user most?
7 is said to affect the users' reading and writing ability?
8 might help people stay young?
9 provides the most diverse opportunities?

Complete the following sentences from the text. What is your reaction to each of them? Give reasons.

a I already knew this.
b I didn't know it, but it seems obvious.
c I find it surprising.
d I don't believe it's true.

A Studies have shown a direct ______ between the time spent watching TV and falling educational standards.
B It remains ______ whether playing violent games makes you aggressive, or whether aggressive people are attracted to violent games.
C What's more, it has been ______ that using the Internet can keep you young, mentally at least.
D Some people ______ that texting is leading to a decline in literacy skills.

Discuss the following questions in pairs.
1 Which of the technologies described in the article do you use frequently?
2 Do they affect you in the ways described in the article? Give specific examples.
3 Do you know anyone who uses any of the technologies too much? What effect does it have on that person?
4 'The Internet: so much depends on how you use it.' Discuss examples of:
   • a situation in which the Internet was a great help to someone in a serious situation,
   • the worst, most disgusting thing you've ever seen on the Internet.
5 Should the content posted on the Internet be controlled or censored in some way? To what extent? Why? / Why not?

**Matching ↔ 9**

1 Match the following terms to the areas of science they are used in.
   - gas tank
   - light year
   - nitric acid
   - predator
   - reaction
   - red giant
   - sexual reproduction
   - jet engine
   - the structure of DNA
   - test tube
   - white dwarf

   Biology: ______, ______, ______
   Chemistry: ______, ______, ______
   Astronomy: ______, ______, ______
   Engineering: ______, ______

**examTASK**

2 You're going to hear four people talking about the first time they came into contact with the sciences. Match speakers 1–4 to statements A–E. There is one extra statement that you do not need to use.

A Conversations with my friend inspired me to study science.
B I surprised one of my parents by acquiring knowledge from an unexpected source.
C I surprised some people with the knowledge I had at an early age.
D My interest in science was aroused by an unconventional lesson.
E The Science lessons in my school were not very interesting.

1 2 3 4

3 In pairs, discuss your early encounters with science. Use the following points and your own ideas.

• The earliest encounter with science I remember.
• An experience which discouraged me from learning about science.
• An experience which convinced me science is interesting.
**Exam Workout**

**The correct word or phrase in a given context**

1. Complete the sentences with the words and phrases from the boxes.

   **A** aged / at the age / in the age / of age
   **B** came up / found out / turned out / turned up

   1. She became interested in science **______** of six.
   2. In Korea you don’t come **______** until you’re twenty.
   3. Finding information is easy **______** of the Internet.
   4. The prize was awarded to two brothers **______** twelve and fourteen.

   **C** disagreement / disappointment / disapproval / distaste

   1. Her decision to become a scientist met with her parents’ **______**.
   2. He looked around the filthy lab in **______**.
   3. The failure of the experiment was a big **______** to us.
   4. There is considerable **______** over the method to be used in the study.

2. Read the text below and choose the correct answers.

   Glacier Mint, a miniature ziggurat with a faint blue opalescence, propped up against the inside of the glass (too big to lie flat), monumental and mysterious to my eyes. No one else’s test tube held anything but 3 __ feeble grains. I was triumphant, my scientific future assured. But it 4 __ that the chemistry master did not believe me. The crystal was too big to be true. He said (not at all unkindly) that I 5 __ it, and slipped a piece of coloured glass into the tube instead. It was quite a good joke. I implored him, ‘Oh, test it, sir, just test it!’ But he refused, and moved on to other matters. In that moment of helpless 6 __ I think I first glimpsed exactly what real science should be. To add to it, years later I learned the motto of the Royal Society: *Nullius in Verba* – ‘Nothing Upon Another’s Word.’ I have never forgotten this incident, and have often related it to scientific friends. They nod sympathetically, though they tend to add that I did not (as a matter of chemical fact) precipitate a crystal at all – what I did was to seed one, a rather different process.

   Glacier Mint, a miniature ziggurat with a faint blue opalescence, propped up against the inside of the glass (too big to lie flat), monumental and mysterious to my eyes. No one else’s test tube held anything but 3 __ feeble grains. I was triumphant, my scientific future assured. But it 4 __ that the chemistry master did not believe me. The crystal was too big to be true. He said (not at all unkindly) that I 5 __ it, and slipped a piece of coloured glass into the tube instead. It was quite a good joke. I implored him, ‘Oh, test it, sir, just test it!’ But he refused, and moved on to other matters. In that moment of helpless 6 __ I think I first glimpsed exactly what real science should be. To add to it, years later I learned the motto of the Royal Society: *Nullius in Verba* – ‘Nothing Upon Another’s Word.’ I have never forgotten this incident, and have often related it to scientific friends. They nod sympathetically, though they tend to add that I did not (as a matter of chemical fact) precipitate a crystal at all – what I did was to seed one, a rather different process.

   **Exam Task**

   1. A in the age  
      B aged  
      C at the age  
      D of age

   2. A has done  
      B was done  
      C has been done  
      D had done

   3. A few  
      B a few  
      C little  
      D a little

   4. A found out  
      B turned up  
      C came up  
      D turned out

   5. A had obviously faked  
      B must obviously fake  
      C have obviously faked  
      D would obviously fake

   6. A disappointment  
      B disagreement  
      C disapproval  
      D distaste
**Speaking on a set topic**

**Exam WorkOut**

Supporting ideas with examples

1. Read the following statement. In pairs, discuss your opinions on it, using specific examples to support your ideas.

   Whether the Internet is a good or a bad thing depends on how you use it. Do you agree?

2. **CD2-09** Listen to a student talking on this topic. Note down the specific examples she gives of the points below. Are any of the examples the same as yours?

   - Finding information online:
   - Communicating with the people you love
   - People getting organised
   - Free speech
   - Bad uses of the Internet

**Exam Task**

3. Choose one of the statements below. Prepare to present your opinion by listing the specific examples you are going to use. Present your opinions in pairs.

   1. Our scientific power has outrun our spiritual power. We have guided missiles and misguided men. How do you understand this statement by Martin Luther King and to what extent do you agree with it?
   2. Getting information off the Internet is like taking a drink from a fire hydrant. How do you understand this statement and to what extent do you agree with it?

**Writing**

**Exam WorkOut**

Details add variety to a story

1. Read the exam task at the bottom of the page. What two important elements must the story contain?

   The character lacks competence in handling modern _______.

   The character brings _______ upon himself / herself.

2. Choose a time setting for your story. The technology used by the character will depend on it.

   a. The present – the modern technology we use today.
   b. The past – the technology that was considered modern a century or several centuries ago (the telephone? electricity? a gun?)
   c. The future – technology of the imaginary science-fiction kind.

3. Details make the story come alive. Match the examples of details (a–f) to the categories (1–6).

   1. details of the scenery
   2. colours / sounds / smells / tastes
   3. the expressions on people's faces
   4. body language (gestures)
   5. a detail that emphasises the seriousness of the danger
   6. a line or two of dialogue

   a. The heat from the rapidly spreading fire made it difficult to think.
   b. Zoe covered her face with her hands.
   c. 'I've got a bad feeling about this,' said Peter.
   d. The device was making a strange noise; a long, high-pitched wail.
   e. It was an enormous room, so high that you could hardly see the ceiling.
   f. They stared open-mouthed at the control panel.

4. Write your story, including a few appropriate details.
Areas of Science

Astronomy
- astronomer
- black hole
- constellation
- eclipse
- equinox
- expand
- galaxy
- light year
- orbit
- red giant
- rotate
- solar system
- supernova
- universe
- unit of distance/time
- white dwarf

Geography
- equator
- latitude
- longitude
- meridian
- northern/southern hemisphere

Biology
- carnivore
- cell
- genetic code
- genetics
- GM (genetically modified)
- herbivore
- internal organs
- predator
- sexual reproduction
- species
- structure of DNA
- tissue

Chemistry
- Bunsen burner
- chemical compound
- chemical reaction
- chemist
- chlorine
- copper
- crystal
- element
- hydrochloric acid
- hydrogen
- mineral salts
- molecule
- nitric acid
- nitrogen dioxide
- oxygen
- periodic table
- precipitate
- solution
- test tube

Mathematics
- add
- addition
- arithmetic operation
- coefficient
- constant
- coordinate system
- divide
- division
- equation
- mathematician
- multiplication
- multiplication table
- multiply
- quadratic equation
- subtract
- subtraction
- variable

Physics
- atom
- attract
- electron
- elementary particle
- gravity
- mass
- negative/positive charge
- physicist
- quantum theory
- velocity

Scientists at Work
- allow sb access to sth
- case history
- carry out an experiment
- collaborate (with sb) on a project
- confirm/formulate a hypothesis
- control group
- correlation
- demonstrate
- (do) research
- excavate
- investigate
- link (between)
- major study
- publish a report/study
- risk factor

Technology
- adapter
- apparatus
- electric shaver
- electrical appliance/device
- extension lead
- gas tank
- hairdryer
- light bulb
- plug
- socket
- vehicle

Inventions
- alternating current
- gunpowder
- internal combustion engine
- jet engine
- lens
- microchip
- printing press
PROBLEMS

decline in literacy skills /dlain in 'literasi skulz/
gape at the screen /gap at 'skrin/
in excess /in 'eks/nes/
in moderation /in 'moda'shon/
physical and verbal aggression /fizikol 'end3;em f'grejen/
suffer from insomnia /'saf from 'insomni/
TV addicts /ti:v 'adikts/

BENEFITS

acquire knowledge /'akwaIr 'noldiz/
assimilate data /'asimilat 'deita/
enhance reaction speed /'enhe ri'speid/
free flow of information /'freu f'lau av 'inf'or'mei'n/
involve the user /'involv de 'ju:za/
multi-task /'malti'ta:k/
provide diverse opportunities /'pru voi 'diva's 'opptu:niti/
slow down the ageing of the brain /'slau dow 'eidin av de 'bren/
spatial awareness /'spatjol 'we:ni/
stimulate /'stImj;el /
stimulate spatial awareness /'stImj;el 'speI;ig'

COMPUTERS

broadband /'brodbend/
brass /'brauz/
burn data to a CD /bərn 'deata tə si 'daiz/
database /'dætəbæs/
desktop /'deskəpt/
download /də'launəd/
drag the icon /dredg de 'aikon/
drop-down menu /dripdəu'en menju:/
file extension /'fi:li ekstenʃən/
firewall /'fa:raɪəl/
freeze up /fri:z 'ʌp/
http (hypertext transfer protocol) /'hæt ep 'təntr 'protektəl/
Internet access /'intənet 'ækses/
inbox /'ɪn'bəʊks/
LAN (local area network) /'leɪn 'leɪkəl 'eərə 'netwɜ:k/
LCD (liquid crystal display) /'leɪdɪs kri'ædrəklɔ:rdispekl/
log on to the Internet /lɔg ,ən tə 'ɪntənet/
memory stick /'meməri 'stɪk/
peripherals /'pɜəri'fɪərəlz/
RAM (Random Access Memory) /'reɪm, 'reɪndəm 'ækses 'meməri/
reboot /ri'bu:lt/
screen resolution /'skrɪn rɪ'zəlju:ʃən/
scroll up/down /skrɑː(ʊ)l 'ʌp, 'daʊn/
stop responding /stɒp ri'spɒndɪŋ/
upload /'ʌp,lʌpd/

QUICK REVISION

1 Complete the table with names of scientists.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>mathematics</td>
</tr>
<tr>
<td>2</td>
<td>physics</td>
</tr>
<tr>
<td>3</td>
<td>chemistry</td>
</tr>
<tr>
<td>4</td>
<td>psychology</td>
</tr>
<tr>
<td>5</td>
<td>archeology</td>
</tr>
</tbody>
</table>

2 Match the words to form compound nouns.

1 elementary a press
   b engine
   c stick
2 risk a atom
       b molecule
       c cell
3 printing a velocity
       b gravity
       c variable
4 steam a factor
       b stick
       c particle
5 memory a factor
       b stick
       c particle
6 coordinating all three compound nouns:
   coordinate
   computer
   solar
7 What word can be used with all three verbs?
   formulate
   reject a h
   confirm
8 What do you need to put a continental plug into an English socket?

9 Which two of these are peripherals?
   a speakers
   b browser
   c printer
10 A narrow glass vessel often used in laboratories is called a test __.
   a bottle
   b tube
   c jar
11 You're usually not happy if your computer stops
   a answering
   b replying
   c responding

137
I realized that if I had to choose,
I would rather have birds than airplanes.'

CHARLES LINDBERGH (US AVIATOR, FIRST PILOT TO FLY NON-STOP ACROSS THE ATLANTIC, 1902—1974)

LANDSCAPE FEATURES
1. Complete the sentences with the words from the box.

range peak peninsula cape bay gulf island coastline lake

1. Italy lies on a ______ shaped like a boot.
2. The Alps are the largest mountain _______ in Europe. The highest _______ is Mont Blanc.
3. The Caspian Sea is actually a very large _______, because it is not connected with any of the oceans.
4. Britain’s history was largely shaped by the fact that the country is an _______.
5. Norway has the longest ________ in Europe because of the fjords. Its length is approximately 25,000 kilometres if you don’t include the larger islands.
6. The world’s largest offshore oil fields are located in the Persian _______.
7. The Golden Gate Bridge spans the opening of the San Francisco _______.
8. The waters around ________ Horn, the southernmost tip of South America, are extremely dangerous to sailors due to strong winds, large waves, strong currents and icebergs.

THE WEATHER
2. Put the words from the box into the table.
breeze drizzle downpour gale heatwave hurricane mist overcast scorching

<table>
<thead>
<tr>
<th>RAIN</th>
<th>MILD / LIGHT</th>
<th>EXTREME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLOUDY (SKY / DAY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOT (WEATHER)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the email with the words from the box.

heavy light sleet snowstorm strong thick

Hi Kitty
Just a quick email to tell you I arrived safely in Edinburgh – even though I drove in the worst weather ever for ten hours. You saw the ______ fog when I set off in the morning – it was difficult to see anything. Well, as soon as the fog lifted, it started to rain. The ______ drizzle soon changed into a ______ downpour. On top of that, there was a ______ wind, which did its best to push the car off the road. As I got further north, the rain turned to ______, which made the road incredibly slippery. Finally, when I crossed the Scottish border, it became a proper ______. Thank you so much for nagging me to put on winter tyres!

Much love,
Pat

4. Label the trees with the words from the box.
birch horse chestnut maple oak pine spruce
5 Label the flowers with the words from the box.
Which ones are your favourites?
daffodil
daisy
forget-me-not
heather
lily of the valley
pansy
snowdrop
tulip

6 Label the birds with the words from the box.
Which ones have you seen?
great tit
magpie
raven
seagull
sparrow
swan

7 Complete the two short texts with the words from the boxes.

THE BREEDING SEASON
Most animals in the Northern Hemisphere
breed hatch lay mating nests young
in spring. You can hear their calls in the forests and meadows. Birds build
eggs. After
the chicks
, the parents feed them and teach them to fly. It's important not to bother
migrate hibernate hunt graze feed
animals in any way when they have

SURVIVING WINTER
Winter is a hard time for animals. It's difficult
for them to
. There's no vegetation, no grass to 
on and not much prey
to
. A lot of birds, such as storks, 
migrate to warmer climates. Other animals, for example bears, 

8 Match the sentence beginnings and endings.

1 The burning of fossil fuels
2 Greenhouse gas emissions
3 The melting of glaciers and polar ice caps
4 Soil erosion has a negative impact
5 Many animal species are endangered
6 Some animals have become extinct
7 Air pollution
8 are believed to cause global warming.
b because of the degradation or disappearance of their habitats.
c may cause acid rain.
d causes the sea level to rise.
e in the wild, but survive in zoos.
f on agriculture.
g produces carbon dioxide.

9 Complete the suggestions with the words from the box.

carbon conserve cycle logging plant recycling renewable vegetarian

1 Sort your rubbish for
2 _______ water and energy at home.
3 Adopt a _______ diet and lifestyle.
4 Minimise your _______ footprint by using public transport.
5 Build more _______ paths.
6 Oppose the _______ of rainforests.
7 _______ trees.
8 Invest in _______ energy.
Content and grammar linkers: linking words

1. Complete the sentences with the linking words from the box.

<table>
<thead>
<tr>
<th>Otherwise</th>
<th>because</th>
<th>however</th>
</tr>
</thead>
</table>

1. You probably know that animals can become extinct as a result of hunting. **________**, some species are endangered simply because of the destruction of their habitats caused by human activity.
2. It’s crucial to protect not only animals, but also their living space. **________**, many more species will be lost.
3. The Amazon rainforest is probably the best-known threatened habitat, mainly **________** it’s home to so many different plant and animal species.

Three sentences (A–C) have been taken out of the text below. Match them to gaps (1–3).

There are several reasons why the polar bear is an icon of the Arctic and its wildlife. **1.** The hunting of polar bears was restricted by international agreements more than thirty years ago. As a result, the polar bear is currently not classed as an endangered species. **2.** It’s not enough to stop the hunting of polar bears; their arctic home must be protected from melting away. **3.**

A. Otherwise, polar bears might become extinct within one century.
B. Because it’s huge yet lovable-looking and because it’s so impressively well-adapted to its environment.
C. However, its unique habitat, the Arctic sea ice, is threatened by global warming.

---

**We all love penguins.** Well, I do, anyway. I slept with one for over ten years. OK, he was only a stuffed toy, but Percy the Penguin meant a lot to me. And now he means a lot to my daughter. Penguins are cute, they’re funny when they walk, elegant when they swim, and they manage to survive in an environment so harsh we can hardly imagine what it’s like. I remember crying when I saw the film *March of the Penguins* about how the adult emperor penguins walk huge distances inland from the sea; how the adult males balance the eggs precariously on their toes to protect them from the freezing cold of the ice; how the mothers return to the sea in search of food; all to make sure that their chicks hatch safely. There’s no doubt in my mind, the world would be a sadder place without penguins.

Nevertheless, I’m afraid we might have to prepare ourselves for a world like that. **1.** Earlier studies had suggested that Antarctica’s penguins were already suffering from warming temperatures. But now a group of researchers have combined what is known about emperor penguin ecology with forecasts from climate change models to predict the future of the species. **2.** The models predict that, unless fossil fuels are phased out, there is more than a one-in-three chance that ninety-five per cent of the Adelie Land colony of eastern Antarctica — the best studied emperor penguin colony — will be gone by 2100.

Penguins rely on floating sea ice to nest and feed. The way males incubate eggs, on the top of their feet, depends on having a level, smooth surface to shuffle over; and the krill they eat consume small organisms that live on the underside of sea ice. Unfortunately, in the late 1970s, warmer temperatures brought a decline in sea ice and the Adelie Land colony shrank by half. It has been more or less stable since, and has even grown slightly in recent years, which Henri Weimerskirch, one of the authors of the study, says is probably due to a slight regional cooling in eastern Antarctica. **3.** Moreover, as Weimerskirch says, "there is a tight link between temperatures and the species' survival". He adds that, regardless of some uncertainty in climate models, it is clear that by 2100 there will be much less sea ice in Antarctica. **4.**

Penguins are not alone in their struggle against the effects of global warming. According to some predictions, more than one third of all the animal and plant species on Earth could be extinct by 2050 if we do not bring greenhouse gas emissions under stricter control. This would be a disaster both for biodiversity and for human society.

So, if you want to stop this, if you want your children to grow up in a world where emperor penguins still live in the wild, you’d better take some action to stop global warming. **5.**
Five sentences have been removed from the text. Read it and complete gaps 1–5 with sentences A–F. There is one extra sentence that you do not need to use.

A And unfortunately, things are not looking good for our penguin pals.
B However, there is no doubt at all that Antarctic temperatures are warming overall.
C Otherwise, the only penguins your children will have the chance to see will be the stuffed ones like Percy.
D On the other hand, there is no reason to think the Adélie Land penguins would be any worse affected than other colonies.
E Because emperor penguins are likely to be melted out of house and home by climate change, according to a new study.
F What causes even more concern is that there are no signs that emperor penguins are adapting to these changes in the climate.

Work in small groups. List at least five endangered animal species. Discuss: if you could only save two of them, which ones would you choose and why?

Look at the following list of things people might do to counter global warming. Which of them would you be prepared to do? Why? / Why not? Discuss in pairs.

Never own a car. Cycle or use public transport.
Never travel by air, except in emergencies.
At home, have the light on only in the room you’re in.
Reduce your consumption level in many areas. Buy less, throw away less.
If you ever buy or build a house, install renewable energy in it even if it’s expensive.
Become a vegetarian.
Take an interest in politics. Find out which politicians are taking concrete action on environmental issues and vote for them.

At home, read up on one endangered animal species and prepare a three to five-minute presentation about it. Bring a photo if you can. Include the following information:
• the animal’s habitat,
• its lifestyle,
• why it is threatened.

The beaver is officially back in the wild in Britain. This year, some two centuries after the species was hunted to extinction in the UK, three beaver families have been released into three lakes in a remote, wooded area in western Scotland. It is the ambitious mammal reintroduction programme in Britain so far.

The presence of beavers is of great value to the ecosystem. By felling trees, building dams and creating ponds, they create richer riverside and wetland habitats, which are used by many other species. However, Scottish landowners and fishing authorities fear that if beavers spread across the countryside, they may cause a great deal of damage to farmland and commercial forestry as well as to salmon and trout rivers.
The correct answer: the same meaning conveyed in different words; ruling out wrong answers

You are going to hear an extract from an interview with a young environmentalist, in which she describes some elements of her lifestyle. In pairs, list five things which you think she may mention doing.

Listen and circle the best answer.

1. The speaker thinks rail travel is
   A. not especially good for the environment.
   B. an opportunity to listen to music.
   C. an opportunity to read and reflect.
   D. sometimes a waste of time.

2. With regard to shopping decisions, the speaker believes the best way to pollute less is to
   A. choose environmentally friendly products.
   B. buy locally grown food.
   C. buy stationery made from recycled paper.
   D. reduce your level of consumption.

Listen again and complete the following sentences.

1. To me, sitting on a train and is not a
2. But the thing to do as far as shopping is concerned is just generally to and

Look at the task in Exercise 2 again and find, among the wrong answers, examples of the following:

1. Answers to question 1:
   • someone else’s, not the speaker’s, opinion.
   • something the speaker says about a different form of travel.

2. Answers to question 2:
   • actions the speaker mentions, but not as the best way.

You’re going to hear an interview with an ecological activist. Choose the correct answers.

1. The term ‘greenwash’
   A. describes environmentally friendly products.
   B. is the name of a type of paint.
   C. refers to certain advertising methods.
   D. describes products which are harmful to the environment.

2. Advertising products as ‘green’
   A. exploits feelings of guilt.
   B. contributes to a consumerist lifestyle.
   C. is avoided by companies which pollute the most.
   D. encourages people to think about the future of the planet.

3. According to the speaker, the company BP sells mainly
   A. petroleum.
   B. other fossil fuels.
   C. solar panels.
   D. wind turbines.

4. Manchester airport’s ‘carbon neutral’ plan involves
   A. reducing CO₂ emissions from planes.
   B. increasing the number of flights.
   C. the use of energy-saving lighting.
   D. complicated calculations.

5. When we buy products advertised as green,
   A. it’s less costly.
   B. we feel obliged to adopt a greener lifestyle.
   C. we feel better about ourselves.
   D. we are making a radical change.

Do you buy any environmentally friendly products? Make a list. Compare your lists in small groups and discuss how green you believe those products really are.

Match the words to make compounds.

1. renewable a turbines
2. carbon b panels
3. wind c energies
4. solar d neutral

The following sentences come from the recording. Match the beginnings to the endings. Do you agree with the statements? Discuss in pairs.

1. A lot of us feel guilty
2. Many people are willing to pay more
3. If we believe the ads and buy these so-called ‘green’ products,

   a. we don’t feel obliged to make the radical changes that we should be making in our way of life.
   b. for products that appear to be good for the environment.
   c. about our consumerist lifestyles.
Description of a place

Preparng vocabulary for the exam task

1. Read the exam task at the bottom of the page. Match the five vocabulary boxes below to the five topics in the task.

A cereals potatoes vineyards olives fruit

B landlocked mountains hills coastline lake river

C large mammals rare birds fish alpine plants endangered species

D national park wildlife sanctuary trail caves

E temperate Mediterranean harsh mild

2. Choose the words or phrases from each box that refer to your country, and add at least one more.

ExaMTask

3. Take turns to do the exam task in pairs.

Describe the natural environment of your country to a foreign nature-lover who would like to come for a visit. The following ideas may help you.

Geographical features

Climate and the weather

Agriculture

Wildlife

Areas of outstanding natural beauty

ExamWORKOUT

Proofreading

1. Read the exam task at the bottom of the page and follow steps (a–d).

a. Think of an area you'd like to describe. Take notes under the following headings:
   - location
   - scenery
   - what nature-lovers can do there

b. Tell a partner about the area you chose. Take note of any information or words you'll need to check before you start writing.

c. Read the following extract from a student's description. It contains nine mistakes. How many can you find?

One of the most beautiful places in Poland is Slowinski National Park. It is located in the north-west of the country, on the Baltic coast. I have very fond memories of that area, as I was going there every summer when I was a child. It's scenery is spectacular. There are dunes of incredibly pure, white sand, which give the landscape a fantastic look. There are lakes so close to the sea, that sea water gets into them whenever there is a storm. It is a perfect place for people which enjoy walking, taking photos, and especially birdwatching. With over 260 bird species, the area is a birdwatchers' paradise. You also can walk up Rowok6t hill, which is not very high, but there is a viewing tower on top of it from which you can see a panorama of the surrounding area. If you are also interested in man-made landscape elements, I recommend a walk to the old lighthouse in the small village of Czotpino. Several years ago it was closed for repairs, but since last summer it is open again.

d. Read the extract again. Identify mistakes belonging to the following categories and correct them.

1. missing article (a / the) before a singular countable noun
2. wrong relative pronoun (which used for a person)
3. Present Simple used instead of Present Perfect
4. Past Continuous used for a repeated activity (where used to would be appropriate)
5. word order: the position of also
6. spelling: adjectives ending in -ful
7. spelling: a superfluous -e- in -ing verb forms
8. punctuation: its (possessive) or it's (it is)?
9. punctuation: a superfluous comma before that

ExaMTask

Describe a region of your country which you'd recommend to a tourist because of its nature.
**LANDSCAPE FEATURES**

- bay /ˈbeɪ/
- canal /ˈkænəl/
- cape /ˈkeɪp/
- coastline /ˈkəʊstlʌn/
- dense forest /ˈdes ˈfɔːrst/
- dunes /ˈdʌnz/
- estuary /ˈɛstjʊəri/
- forest /ˈfɔːrst/
- gulf /ɡʊlf/
- island /ˈaɪlənd/
- lake /leɪk/
- meadow /ˈmeɪdəʊ/
- mountain range /ˈmeɪntən rɪn/ (mountain range)
- open fields /ˈoʊpən ˈfɪldz/
- peninsula /ˈpənɪsəʊlə/ (peninsula)
- peak /piːk/
- pond /pɔnd/
- riverside /ˈrɪvəsайд/
- unspoilt countryside /ˌʌnspɔɪlt ˈkæntrisəd/ (unspoilt countryside)
- wetland /ˈwetlænd/

**THE WEATHER**

- air pressure /ˈɛə prɛʃər/
- blizzard /ˈblɪzərd/
- breeze /ˈbriːz/
- cloudy /ˈklaʊdi/
- downpour /ˈdaʊnpɔːr/
- drizzle /ˈdrɪzəl/
- dull /dʌl/
- freezing cold /ˈfrɪznɪŋ ˈkɔld/
- frost /frost/ (frost)
- gale /ɡeɪl/
- haze /heɪz/
- heatwave /ˈheatwェ/ (heatwave)
- heavy snowfall /ˈhiːvi ˈsnəʊfɔːl/ (heavy snowfall)
- high humidity /ˈhaɪ ˈhjuːmətɪ/ (high humidity)
- hurricane /ˈhɜrəkən/ (hurricane)
- it looks like rain /ɪt lʊks lɪk ˈrer/ (it looks like rain)
- light shower /ˈlaɪt ˈʃɔʊər/ (light shower)
- mist /mɪst/
- overcast sky /ˈəʊvərˌkɑːst ˈskeɪ/ (overcast sky)
- pour with rain /ˈpɔːr wið ˈrer/ (pour with rain)
- rainstorm /ˈreɪnstɔːm/ (rainstorm)
- scorching /ˈskɔːrɪŋ/ (scorching)
- sleet /sliːt/ (sleet)
- snowstorm /ˈsnɔʊstɔːm/ (snowstorm)
- soaring temperatures /ˈsoʊrŋ ˈtempərətʃərz/ (soaring temperatures)
- thick clouds /θɪk ˈklaʊdz/ (thick clouds)
- thunderstorm /θəˈθɜːndər ˈstɔːrm/ (thunderstorm)
- torrential rain /ˈtɛrəntʃəl ˈrer/ (torrential rain)

**NATURAL DISASTERS**

- avalanche /əˈvælənʃ/ (avalanche)
- drought /draʊt/ (drought)
- earthquake /ˈɜːkəˌθiːk/ (earthquake)
- famine /ˈfæmən/ (famine)
- flood /flʌd/ (flood)
- gale-force wind /ˈgeɪl fəʊz ˈwɪnd/ (gale-force wind)
- landslide /ˈlændslaʊd/ (landslide)
- tornado /ˈtɔrnəʊdəʊ/ (tornado)
- typhoon /ˈtaɪfʊn/ (typhoon)
- volcanic eruption /ˈvɒlkənɪk ɪˈrʌpʃən/ (volcanic eruption)

**TREES**

- birch /baːtʃ/ (birch)
- horse chestnut /ˈhɔːs ˈkɛstnʌt/ (horse chestnut)
- maple /ˈmeɪpl/ (maple)
- oak /ˈok/ (oak)
- pine /ˈpaɪn/ (pine)
- spruce /ˈspruːs/ (spruce)

**FLOWERS**

- daffodil /ˈdæfədɪl/ (daffodil)
- daisy /ˈdeɪzɪ/ (daisy)
- forget-me-not /ˌfɔrˈgɛtmiːn/ (forget-me-not)
- heather /ˈhɛðər/ (heather)
- lily /ˈlɪli/ (lily)
- lily of the valley /ˈlɪli əv ˈvæli/ (lily of the valley)
- pansy /ˈpænsi/ (pansy)
- snowdrop /ˈsnəʊdrɒp/ (snowdrop)
- tulip /ˈtjuːlɪp/ (tulip)

**BIRDS**

- eagle /ˈeɪgl/ (eagle)
- great tit /ˈɡreɪt ˈtɪt/ (great tit)
- magpie /ˈmeɪpɪ/ (magpie)
- owl /ˈaʊl/ (owl)
- pigeon /ˈpɪdʒən/ (pigeon)
- raven /ˈrɛvn/ (raven)
- seagull /ˈseɪɡəl/ (seagull)
- sparrow /ˈspærəʊ/ (sparrow)
- stork /ˈstɔrk/ (stork)
- swan /ˈswɑn/ (swan)

**ANIMALS/THINGS ANIMALS DO**

- beaver /ˈbiːvər/ (beaver)
- breed (n) /briːd/ (breed)
- breed (v) /briːd/ (breed)
- chick /tʃɪk/ (chick)
- donkey /ˈdɒnki/ (donkey)
- emperor penguin /ˈemprər ˈpɛŋkwɪŋ/ (emperor penguin)
- feed /fiːd/ (feed)
- goat /ɡoʊt/ (goat)
- graze /ɡræz/ (graze)
- hatch /hætʃ/ (hatch)
- have young /ˈhæv ˈjʌŋ/ (have young)
- hibernate /ˈhaɪbərner/ (hibernate)
- hunt /hənt/ (hunt)
- incubate eggs /ˈɪŋkəbreɪt ˈɛgz/ (incubate eggs)
- krill /krɪl/ (krill)
- lay eggs /leɪ ˈɛgz/ (lay eggs)
- mating call /ˈmeɪtɪŋ ˈkæl/ (mating call)
- migrate /ˈmɪgrət/ (migrate)
- nest /nest/ (nest)
- prey /priː/ (prey)
- sheep /ʃiːp/ (sheep)

**THE ENVIRONMENT**

**GENERAL**

- agriculture /ˌægrəˈʃər/ (agriculture)
- biodiversity /ˌbaɪəˌdaɪˈɒsəti/ (biodiversity)
- ecosystem /ˌɛksoʊˈsɪstəm/ (ecosystem)
- endemic species /ˌendəmɪk ˈspɛʃɪz/ (endemic species)
- give off (oxygen) /ˌɡɪv ˈɔf ˈoʊksɪdən/ (give off (oxygen))
- habitat /ˈhæbɪtæt/ (habitat)
- in the wild /ɪn ˈðə wɜːld/ (in the wild)
- polar ice cap /ˈpərl ˈaɪs kæp/ (polar ice cap)
- sea level /ˈsiː ˈlevəl/ (sea level)
- the ozone layer /ðə əˈzoʊzi ˈleɪər/ (the ozone layer)
- vegetation /ˌvedʒəˈteɪʃən/ (vegetation)
- well-adapted to the environment /wel əd əd ˈæptid tɔ dɪ mˈvɛnərənt/ (well-adapted to the environment)

**THREATS TO THE ENVIRONMENT**

- acid rain /ˈæsɪd ˈrer/ (acid rain)
- air pollution /ˌeə pəˈluːʃən/ (air pollution)
- become extinct /biˈkeɪnt/ (become extinct)
- carbon dioxide /ˌkaˌbərn ˈdaɪəˌɔsɪd/ (carbon dioxide)
Declaration of environment and sustainability

1. Match the sentence beginnings and endings.

2. Answer the questions.

3. Complete the words with one letter in each space.

Quick Revision
The three branches of government

1. Complete the table with the words from the box.

<table>
<thead>
<tr>
<th>Branch</th>
<th>Body</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEGISLATIVE</td>
<td>parliament / congress</td>
<td>to 1 administer or adopt laws; to 2 approve the country's annual budget</td>
</tr>
<tr>
<td>EXECUTIVE</td>
<td>president / prime minister, cabinet</td>
<td>to 3 implement the legislation passed by the parliament; to 4 administer (i.e. manage) the country; to 5 represent the country abroad</td>
</tr>
<tr>
<td>JUDICIARY</td>
<td>the courts</td>
<td>to 6 administer and apply the law; to provide a mechanism for 7 represent disputes</td>
</tr>
</tbody>
</table>

Civil rights and liberties

2. Complete each text with the words from the box above it.

Fundamental human rights

erights liberty happiness equal

a. The US Declaration of Independence sets out basic human rights in these words: 'We hold these truths to be self-evident: that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.'

Civil liberties

assemble censorship conscience speech

b. Civil liberties include:
   - Freedom of 5 speech, which means the right to express opinions freely, without 6 censorship;
   - Freedom of 7 conscience, which means the right to hold any moral or religious views;
   - Freedom of 8 association, which means the right to gather in public places (for example, in order to protest) and to form organisations.

The rule of law

judgment; law; process

c. The Magna Carta established the rule of law in England through Clause XXIX: 'No freeman shall be taken or imprisoned (... ) or be outlawed, or exiled, or any other wise destroyed (... ) but by lawful sentence of his peers, or by the law of the land.'

The Fifth Amendment to the US Constitution guarantees that 'No person shall be (... ) deprived of life, liberty or property without due process of law.'

The rights of the accused

doubt; guilty; innocent; proof

d. In criminal trials, the burden of 11 proof is on the prosecution. The accused is presumed innocent until proven guilty. If members of a jury have reasonable doubt about a person's guilt, they are obliged to deliver a verdict of 'not guilty.'

counsel; trial; witness

e. A person accused of a crime has the right to a fair trial. He cannot be forced to be a witness against himself. He has the right to be represented by an attorney (i.e. by a lawyer).

Language & Culture

Historic documents concerning civil rights in Britain and in the USA

Magna Carta, or Magna Carta Libertatum (the Great Charter of Freedoms), originally issued in the year 1215 (amended many times later) and signed by King John of England, was the first document forced on an English king by a group of his subjects in order to limit his powers and guarantee their rights.

The Declaration of Independence was the document in which in 1776 the British colonies in America declared themselves free and independent states, absolved from their earlier allegiance to the British Crown. The preamble contains the famous one-sentence statement of fundamental human rights.

The Bill of Rights is a section of the Constitution of the United States. It contains the first ten amendments, which were passed by the first US Congress in 1789, the same year in which the Constitution came into force. The amendments guarantee basic civil liberties.
The Three Branches of Government

Complete the table with the words from the box.
administer approve implement interpret pass represent resolve

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Civil Rights and Liberties

Complete each text with the words from the box above it.

A The US Declaration of Independence sets out basic human rights in these words: 'We hold these truths to be self-evident: that all men are created 1 equal, that they are endowed by their Creator with certain unalienable 2 rights, that among these are life, 3 liberty and the pursuit of 4 happiness.'

Civil liberties

- assembly
- censorship
- conscience
- speech

b Civil liberties include:
- freedom of 5 expression, which means the right to express opinions freely, without 6 censorship;
- freedom of 7 religion, which means the right to hold any moral or religious views;
- freedom of 8 association and 9 assembly, which means the right to gather in public places (for example, in order to protest) and to form organisations.

c The Magna Carta established the rule of law in England through Clause XXIX: 'No freeman shall be taken or imprisoned (...) or be outlawed, or exiled, or any other wise destroyed (...) but by lawful 10 process of his peers, or by the 11 judgment of the land.'

The Fifth Amendment to the US Constitution guarantees that 'No person shall be (...) deprived of life, liberty or property without due 12 process of law.'

d In criminal trials, the burden of 13 proof is on the prosecution. The accused is presumed 14 innocent until proven 15 guilty. If members of a jury have reasonable 16 doubt about a person's guilt, they are obliged to deliver a verdict of 'not guilty.'

e A person accused of a crime has the right to a fair 16 process. He cannot be forced to be a 17 witness against himself. He has the right to be represented by 18 counsel (i.e. by a lawyer).

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Historic documents concerning civil rights in Britain and in the USA

Magna Carta, or Magna Carta Libertatum (the Great Charter of Freedoms), originally issued in the year 1215 (amended many times later) and signed by King John of England, was the first document forced on an English king by a group of his subjects in order to limit his powers and guarantee their rights. The Declaration of Independence was the document in which in 1776 the British colonies in America declared themselves free and independent states, absolved from their earlier allegiance to the British Crown. The preamble contains the famous one-sentence statement of fundamental human rights. The Bill of Rights is a section of the Constitution of the United States. It contains the first ten amendments, which were passed by the first US Congress in 1789, the same year in which the Constitution came into force. The amendments guarantee basic civil liberties.
3 Match contrasting pairs of words.

1 export
2 supply
3 (to make a) profit
4 (economic) boom
5 private (sector)
6 income
7 domestic (trade)

1 a loss
2 b recession, downturn
3 c public
4 d expenditure
5 e foreign
6 f import
7 g demand

4 Complete the table with words formed from the word 'economy'.

| NOUN (ABSTRACT) | economy, | __________ |
| NOUN (PERSON)   | _________ |
| ADJECTIVE       | _________ |
| VERB            | _________ |

5 Complete the sentences with the words from Exercise 4.

1 We are facing a worldwide _________ crisis.
2 The country's _________ is in the worst condition since the great depression.
3 The Wealth of Nations is a classic book by the 18th-century Scottish _________ Adam Smith.
4 This is not a very _________ solution. It would cost a lot more than the alternatives.
5 My sister intends to study _________ at university.
6 In the light of the current crisis, we'll have to _________ spent. We can no longer afford this huge spending.

6 What do these abbreviations stand for? Use the words in the box below to help you.

destruction
domestic
gross
mass
member
organisation
parliament
prime
product
trade
weapons
world

1 PM
2 MP
3 GDP
4 WMD
5 WTO

7 Match two sentence endings to each religion.

1 Christians
2 Muslims
3 Jews
4 Buddhists

a pray in a mosque.
b believe the Gospels are the word of God.
c pray in a synagogue.
d go on pilgrimages to Mecca.
e read the Torah in its original language, Hebrew.
f believe in a cycle of rebirth.
g pray in a temple.
h go to church on Sunday.

CRIME

5 The butler extorted £500,000 from his employer by threatening to reveal his love affairs.

6 Apparently, the contract was awarded to GreenScam, Inc., in exchange for £1,000,000 in cash.

INTERNATIONAL SPY GOES ON TRIAL FOR SELLING NUCLEAR SECRETS

a arson
b burglary
c mugging
d hijacking
e blackmail
f bribery
g treason

CRIME — PHRASES WITH PREPOSITIONS

1 The man was arrested _________ being drunken and disorderly in a public place.
2 The assistant is suspected _________ passing on confidential information to the competition.
3 The student was accused _________ plagiarism.
4 The three men were charged _________ armed robbery.
5 The driver who caused the accident was found guilty _________ manslaughter. He was also disqualified _________ driving.
6 The bank robber was sentenced _________ ten years' imprisonment _________ threatening the cashier with a shotgun.

9 Complete the sentences with prepositions.

1 The man was arrested _________ being drunken and disorderly in a public place.
2 The assistant is suspected _________ passing on confidential information to the competition.
3 The student was accused _________ plagiarism.
4 The three men were charged _________ armed robbery.
5 The driver who caused the accident was found guilty _________ manslaughter. He was also disqualified _________ driving.
6 The bank robber was sentenced _________ ten years' imprisonment _________ threatening the cashier with a shotgun.

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

1 He was arrested for the unauthorised _________ (POSSESS) of firearms.
2 Capital _________ (PUNISH) has been abolished in all EU countries. In many of them, it has been replaced with life _________ (PRISON).
3 There don't seem to be any easy solutions to the problem of _________ (POOR) in developing countries.
4 The city council has vouched to tackle the problem of _________ (HOMELESS).
5 _________ (IMMIGRATE) are often willing to accept jobs which locals see as unattractive.
THE DARIEN SCHEME: SCOTLAND’S DISASTER

Seldom have financial speculation and an economic crisis so quickly destroyed a nation’s independence. But that is what happened with Darien.

Scotland, 1695: A small nation on the north-western fringe of Europe with little industry, no foreign colonies and a tiny navy. On its southern border lies England: larger, richer and with one of the world’s most powerful navies. Since 1603 the two countries, although politically independent, each with its own Parliament, have shared the same monarchy. Despite this, the English, fearful of competition, refuse to let Scottish merchants trade freely abroad, blocking the routes to England’s colonial markets. In Scotland, the political and economic elite are desperate for the wealth that foreign commerce would bring.

Onto this stage stepped James Paterson, entrepreneur, marketing genius and the Scotsman responsible for founding the Bank of England. For years, he had been nurturing an ambitious money-making plan: the Darien Scheme. Darien, on the east coast of Central America, near where today the Panama Canal joins the Atlantic with the Pacific, was, according to Paterson, the “door of the seas and the key of the universe”. He was convinced a colony there would “enable its proprietors to give laws to both oceans”.

Paterson had already sought government support for his scheme in England, Holland, Prussia and the Holy Roman Empire, but with no success. Now, at last in his homeland, he found a country ready to finance his venture. The Scots were so keen to invest in Darien that hundreds of thousands of pounds were raised, perhaps as much as half of all the money circulating in the country at that time.

On 14 July 1698 five ships with nearly 1,300 settlers on board, including Paterson and his wife, left Scotland. They were carrying the hopes – and money – of a nation. In October they landed on the coast of Darien and set about building “New Edinburgh”. They built a fort, a harbour and houses, and planted crops. Paterson’s dream seemed about to become a reality.

But Darien was no dream: it was a nightmare. The climate was hot and humid, the crops failed, insects brought disease and the settlers suffered from malnutrition. In June 1699, only eight months after landing, the colony was abandoned. On the way home, hundreds more died and only one ship with 300 people made it safely back to Scotland. Paterson was among them, but his wife was not.

The tragedy was not over. Two more expeditions had already set sail for Darien with 1,600 colonists expecting to find a flourishing settlement there. However, they found it deserted and overgrown. Five hundred of them bravely chose to remain to rebuild the fort and to try to save Darien. But illness and starvation weakened them, and in March 1700 they surrendered to the Spanish. Seventy-one per cent of the men, women and children who sailed to Darien died. Eleven of the fourteen ships were lost. The dream of Darien was dead.

The consequences for the Scottish economy were devastating. However, it was at this point that England came to the rescue by offering £398,085 to the Darien investors. This represented an equivalent of all the money lost in the Darien scheme, with interest. There was just one condition: that Scotland surrender its independence by signing the Act of Union with England. So, in 1707 the Scottish Parliament voted itself out of existence and Scotland became a part of the United Kingdom. Scottish finances were in such a desperate state that the Scots may have had no choice other than to accept the English offer. But the dissolution of the Scottish Parliament was not popular: there were riots on the streets of Edinburgh. Poet Robert Burns summed up the mood. “We are bought and sold for English gold, such a parcel of rogues in a nation.”

LANGUAGE & CULTURE

Scotland and England: a timeline
9th–10th century: The Kingdom of the Picts, north of Hadrian’s Wall, becomes the Kingdom of Alba, or Scotland.
13th–14th century: The Wars of Scottish Independence.
1603 James VI Stuart of Scotland becomes King James I of England. England and Scotland enter a period of personal union.
1707 The Acts of Union join the two kingdoms into a single United Kingdom of Great Britain. The two Parliaments merge to form the Parliament of Great Britain, based in London.
1998 Following a referendum in Scotland, a Scottish Parliament is established. Foreign policy and defence remain in the competence of the UK Parliament.
4. At the end of the 17th century, Scotland
A. had no industry.
B. had a powerful navy.
C. experienced problems in foreign trade.
D. was entirely independent of England.

2. James Paterson's plan
A. involved funding from the Bank of England.
B. proposed new laws in ocean trade.
C. gained the support of several governments.
D. was taken up enthusiastically by the Scots.

3. Which of the following is not mentioned as
a cause of the failure of the Darien colony?
A. lack of government support
B. an inhospitable climate
C. lack of food
D. health problems

4. The second wave of settlers
A. came to a flourishing settlement.
B. all decided to stay and rebuild the fort.
C. suffered hunger and disease.
D. fought against the Spanish.

5. The Scottish Parliament accepted the Act of
Union because
A. the idea was popular because of the financial
problems.
B. Robert Burns recommended it.
C. there were riots in Edinburgh.
D. the economic situation was desperate.

What do you think of the Scottish Parliament's
decision to sign the Act of Union? Why? Discuss
your views in groups.

Read the text again. In your notebook, take notes
under the following headings:
- Scotland's situation in late 17th century
- Paterson's plan
- The difficulties encountered in Darien
- The effects of the Darien disaster

Work in groups. Discuss your views on the
following topics, using specific examples.
- The influence of the economy on political events.
- The loss of national independence is always a bad thing. Do you agree?

You're going to hear four radio messages.
Match messages 1-4 to headings A-E. There is one
extra heading that you do not need to use.

A. A curious crime
B. A sense of injustice
C. Time for a change
D. Trouble in sight
E. Signs of hope

Listen to the first two items again and
match the words to make collocations.
1. come a poll
2. landslide b talks / process / treaty
3. corruption c to power
4. opinion d ceasefire
5. peace e election victory
6. provisional f a plan
7. outline g scandal

In pairs, explain the difference between:
- a landslide victory and a closely fought contest.
- a ceasefire and a peace treaty.

Listen to the last two items again and
complete the sentences.
1. O'Connell had been driving ________.
2. He was ________ from driving.
3. He'll be ________ for parole in little more than
three years.
4. Terrence Laphroaig demanded that the bar owner
________ over the cash.
5. The police are considering charging the teenage
________ with ________ evidence.
6. Mr Laphroaig has been charged with ________
armed robbery.

Write a short news item about a recent event and
prepare to read it aloud.
**S P E A K I N G**

**T A L K I N G A B O U T P H O T O S**

---

**examWORKOUT**

Assessing each other

1. Student A, prepare to do the exam task on this page. Student B, prepare to do the exam task on page 163.

2. In turns, take on the roles of candidate and examiner. When acting as examiner, assess your partner’s use of language. Using the checklist on the right, circle the phrases that best describe your partner’s performance. Try to note down specific examples.

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>OK</th>
<th>IN NEED OF IMPROVEMENT</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>fluent</td>
<td>some hesitation</td>
<td>hesitant</td>
</tr>
<tr>
<td>Rich vocabulary</td>
<td>a lot</td>
<td>some</td>
<td>little</td>
</tr>
<tr>
<td>Basic errors</td>
<td>few or none</td>
<td>some</td>
<td>many</td>
</tr>
</tbody>
</table>

3. Share and discuss your assessment of each other’s performance.

---

**examTASK**

**Task 1**

Look at the photos of people protesting. Compare and contrast them. The following ideas may help you, but you can suggest others as well.

- the cause
- the form of protest
- the people’s feelings
- your response
- anything else?

**Task 2**

Express and justify your opinion on the statement below.

*War is never the right solution.*
examWORKOUT

Inversion

1. Put the following jumbled sentences in order. The first one has been done for you.

   1. Economic conditions / have / been / more / favourable / have
      Never have economic conditions been more favourable.

   2. I / seen / a well-organised society / have / such
      Rarely

   3. Invest / must / in / any / this / money / venture / we
      On no account

   4. The company / use child labour / but / next to farms / does / dumps / toxic waste / it
      Not only as well.

   5. Planning / what / they / realise / did / we / were
      Little

   6. Had / announced / been / the news / than / riots
      No sooner broke

   7. Have / said / about / he / did / the proposed redundancies.

   1. economic / been / conditions / favourable / more / have
      Never have economic conditions been more favourable.

examTASK

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

1. The undertaking involves significant risk, and the possible profits are also very doubtful.
   Not only ______ the possible profits are very doubtful as well. (BUT)

2. You shouldn't believe what they print in that newspaper.
   On ______ what they print in that newspaper. (ACCOUNT)

3. I haven't made any of the statements attributed to me in the article.
   Never ______ attributed to me in the article. (HAVE)

4. They didn't know they would be fired two days later.
   Little ______ fired two days later. (DID)

5. As soon as the protest march started, the police attacked the demonstrators.
   No sooner ______ attacked the demonstrators. (THAN)

examWORKOUT

Developing your article

1. Read the exam task. Discuss your opinions in pairs.

You have found the following information in a newspaper:

Privacy campaign groups have expressed concern about the number of CCTV cameras in the UK - four million by some estimates - which are turning the country into a 'surveillance state'. Government ministers see CCTV as an important tool in fighting crime, and local councils point out that residents frequently ask to have more cameras installed as it makes them feel safer.

Write an article of 200-250 words in which you give your opinion. Include the following:
- whether you think CCTV cameras are useful in protecting people from crime
- whether you think the state has the right to watch citizens in this way
- what else could be done to reduce crime

This is the title of your article: Is this the way to go?

2. Match the following extracts from articles to appropriate bullet points in the exam task.

   a. Car theft and vandalism in car parks fall drastically wherever CCTV cameras are installed.
   b. Constant surveillance of innocent citizens goes against the tradition of privacy and individual freedom which are a vital part of democracy.
   c. Good street lighting is a cheaper and very effective way to reduce crime and make people feel safer.
   d. It would be reassuring to see more police patrolling the streets.
   e. Only a very small percentage of crimes are solved thanks to CCTV material.
   f. The objections seem exaggerated. The presence of the cameras does not interfere with ordinary, law-abiding people in any way.

3. Choose the opening and closing sentences from the following. Why are the other sentences inappropriate?

   a. Hopefully, a compromise can be found which allows us to be safe without living in a 'Big Brother' state.
   b. The whole idea of controlling everything with CCTV cameras is very stupid.
   c. There are too many CCTV cameras in our country.
   d. The large number of CCTV cameras in the UK worries privacy campaign groups.

examTASK

4. Write your article.
THE THREE BRANCHES OF GOVERNMENT

LEGISLATIVE
- approve a/the budget /proev a o 'barda/
- bill /bil/
- constitution /'kosta 'ljudfan/
- Congress (USA) /'kongres/
- dissolution (of the parliament) /'diso 'ljudfan av d 'parlamant/
- left/right wing /left, nut 'wen/
- legislative /'ledgeislativ/
- Member of Parliament (MP) /'membo av 'parlamant em 'pia/
- National Assembly /'nekral 'sembili/
- pass/a adopt a law /past, a'dapt o 'la/
- senate /'senat/
- town councillor /'taun, 'kauzonal/

EXECUTIVE
- administer the country /'admimistər d av 'kanti/
- executive /ig'zɛkˈtɹəv/
- implement legislation /impliment, 'ledʒəˌslaʊfən/
- mayor /'meər/
- Prime Minister (PM) /'præm 'mɪnəsta, pɪ 'em/
- president /'prɛzɪdənt/
- represent the country abroad /'reprɛzənt də ,kanti o'brəʊd/ the Cabinet /də 'kebənt/
- town/city council /'taun, 'sɪti, 'kauzonal/
- vice-president /'vaiəs 'prɛzɪdənt/

JUDICIARY
- court /kaʊt/
- court of appeal /kaʊt ov 'əpəl/
- interpret/apply the law /ɪntəprɪt, əˈplaɪ də 'laʊ/
- judiciary /'dʒʊdəˈriəri/
- jury /'dʒʊri/
- resolve disputes /rɪ'zolv dəˈspjuːts/
- Supreme Court /səˈpraʊm 'kaʊt/

CIVIL RIGHTS AND LIBERTIES
- be a witness against yourself /bi ə 'witnəs o ˈgenst jɔːˈself/
- be judged by your peers /bi dʒʊdʒd bai jo ˈpiːz/
- burden of proof /ˈbɜːdn av ˈprɔof/
- censorship /ˈsɛnsəʃən/
- civil liberties /ˈsɪvəl ˈlɪbətiz/
- counsel /ˈkauznəl/
- deliver a verdict /dɪˈlaːvər ə 'vɜːdɪkt/
- due process of law /djuː ˈprəsəs əv ˈlɔʊ/
- freedom of assembly /ˈfriːdəm av əˈsɛmbli/
- freedom of association /ˈfriːdəm av əˈsəʊʃiəʃən/
- freedom of conscience /ˈfriːdəm av əˈkɔnsəns/
- freedom of speech /ˈfriːdəm av ˈspɛʃəl/
- human rights /ˈhjuːmən rɛnts/
- presume sb innocent /prɪˈzuːm ɪnˈsəntʃənt/
- pursuit of happiness /pəˈhæpəsəl ˌhæpiˈnesəl/
- reasonable doubt /ˈrɪznəbl ˈdaut/
- the rule of law /də ˈruːl av ˈlɔʊ/
- unalienable rights /ənˌɪliənəbl rɛnts/

POLITICS
- closely fought contest /ˈkləʊslɪ fɔt kənˈtest/
- come to power /kʌm tu ˈpauər/
- corruption scandal /ˈkɒrəptʃən, ˈskændəl/
- general election /dʒenərəl ˈelɪkʃən/
- internal politics /ɪnˈtɜːnl ˈpolətiks/
- landslide election victory /ˈlandslaɪd ˈelɪkʃən, ˈvɪktəri/
- leader of the governing party /ˈliːdər ov də ˈɡærəʊŋ ˈpærti/
- loss of public confidence in Parliament /lɔs οv ˈpʌblɪk ˌkɒnfɪdəns ɪn ˈparlamənt/
- major parties /ˈmeɪdʒər ˈpærtiz/
- opinion poll /əˈpɪnʃən ˈpəʊl/
- opposition leader /əˌpəʊʃən ˈliːdər/
- political events /pəˈlɪtɪsk ˈɪvənts/
- resign /rɪˈzaɪn/
- the forthcoming elections /θə ˈfɔrθˈkʌmɪŋ ˈelɪkʃənz/

THE ECONOMY
- (business) venture /ˈbiznəs, ˈventʃə/
- demand /dɪˈmend/
- domestic trade /dəˈmestɪk ˈtrɛd/
- economic /ˌɛkəˈnomɪk/
- economic boom /ˌɛkəˈnomɪk ˈbuːm/
- economic crisis /ˌɛkəˈnomɪk ˈkrɪsɪs/
- economic downturn/recession /ˌɛkəˈnomɪk ˈdʌrnər/ˌrɪˈsiːʃn/
- economical /ˌɛkəˈnɒmɪkəl/
- economics /ˌɛkəˈnɒmɪks/
- economist /ˌɛkəˈnɒmɪst/
- economise /ˌɛkəˈnɒmaɪz/ /ˈɛkəsɪˈmeɪs/
- entrepreneur /ˌɛnəˈprəʊər/
- expenditure /ɪkˈspɛndərətʃən/
- export /ɪkˈspɔːt/
- foreign trade /fərˈɔrnt ˈtrɛd/
- found (a bank) /faʊnd ə ˈbæŋk/
- funding /ˈfʌndɪŋ/
- gross domestic product /ɡrɑːs ˈdəməstɪk ˈprɔdʌkt/
- import /ɪmˈpɔːt/
- income /ˈɪnkəm/
- investor /ˈɪnvestər/
- loss /lɒs/
- merchant /ˈmɛrʃənt/
- private/public sector /ˈpraɪvət, ˈpʌblɪk ˈsɛktər/
- profit /ˈprɒfɪt/
- proprietor/owner /ˈprɒprɪətər, ˈəʊnər/
- raise money/funds /reɪz ˌmʌni, ˌfʌnts/
- settler /ˈsetlər/
- trader /ˈtreɪdər/
- worldwide crisis /ˈwɜːrldwɔːd ˈkrɪsɪs/
- World Trade Organisation (WTO) /ˈwɜːld ˈtrɪdʒ ɔʊˈɡənəˌzɪə, dəˈblju ˈtiː ˈwɔt/
QUICK REVISION

1 Complete the table with abstract nouns.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>possess</td>
<td></td>
</tr>
<tr>
<td>imprison</td>
<td></td>
</tr>
<tr>
<td>punish</td>
<td></td>
</tr>
<tr>
<td>poor</td>
<td></td>
</tr>
<tr>
<td>homeless</td>
<td></td>
</tr>
<tr>
<td>burgle</td>
<td></td>
</tr>
</tbody>
</table>

2 Answer the questions.

1 Which of these does the legislative branch of government do?
   a pass laws   b implement legislation  c interpret and apply the law

2 If a government forbids citizens to gather in public places, it violates freedom of
   a conscience. b assembly. c speech.

3 If a government forbids a religious group to practise their religion, it violates freedom of
   a association. b assembly. c conscience.

4 Which word fits the sentence? People should not be imprisoned without due ____ of law.
   a punishment  b process  c procedure

5 Which phrase can be completed with the adjective economic, and which with economical?
   a ____ growth  b an car

6 Which sentence can be completed with the noun economy, and which with economics?
   a He studies ____ b What's good for the ____ is bad for the environment.

7 The abbreviation GDP stands for Gross Domestic
   a Product. b Profit. c Possession.

8 The crime of deliberately setting fire to something is called
   a bribery. b arson. c treason.

9 Which preposition fits all three phrases?
   suspected  accused  _______ a crime
   found guilty

10 Which verb completes the sentence? Capital punishment has been ____ in all EU countries.
    a abolished  b disqualified  c approved

11 Someone who starts a new business venture is called a(n)
    a proprietor. b settler. c entrepreneur.

12 What noun fits all three phrases?
   talks  process  treaty
Work in pairs. Can you guess what these expressions mean? Choose the correct option.

1. If you send someone packing, you
   a. remind them to pack for a trip.
   b. tell them firmly to go away.

2. To wear your heart upon your sleeve means to
   a. express your personality through your clothes.
   b. show your emotions openly.

3. The phrase your own flesh and blood refers to
   a. your family.
   b. your body.

4. If someone or something is a sorry sight, it
   a. looks unpleasant or shocking.
   b. makes you feel sad.

5. All the expressions above
   a. have gone out of use.
   b. were created by the same writer.

Read the text to find out if you were right.

Find four of Shakespeare's achievements mentioned in the text. Which one does the writer consider to be the most unusual?

Choose one of the phrases discussed in the text. In pairs, think of a situation in which you might use it. Write and act out a short dialogue containing the phrase.

Match these Shakespearean idioms to their meanings.

1. the four corners of the world
2. cold comfort
3. at one fell swoop
4. salad days
5. to make a virtue of necessity
6. to laugh yourself into stitches
7. the game is up
8. It's Greek to me
9. Good riddance

You can't find your pendrive. Searching through your things, you mutter to yourself: 'Where is it? It can't have vanished into thin air!' You've just quoted Shakespeare: the magician Prospero in *The Tempest* explains to amazed onlookers that the strange creatures they saw were spirits and are melted into thin air. Or perhaps your best friend thinks your boyfriend is no good for you, and she advises you to 'send him packing'. She's quoting Sir John Falstaff, the comic fat knight in *Henry IV Part 1*, who sends away an unwelcome messenger.

Shakespeare was extraordinary in many ways. He knew how to tell a good story. He created memorable characters. He was brilliant at portraying emotions. He knew how to construct a play that would hold an audience's attention. But what makes him unique is that he created an enormous number of words and expressions that have entered the English language so that today we often use them without realising they are quotations.

When Iago, the deceitful villain in *Othello*, explains his life philosophy, he says to show what he is really thinking would be to 'wear his heart upon his sleeve'. Today we use that expression to mean 'show emotions openly'. The moneylender Shylock in *The Merchant of Venice* is shocked that his daughter, 'his own flesh and blood', could have stolen from him. Nowadays people still emphasise the strength of family bonds by referring to their children as 'their own flesh and blood'.

If your favourite football team is going to play against much stronger opponents, you may fear the result is a foregone conclusion, meaning there's no doubt about it. That's what Othello thought of the accusation that his wife was unfaithful to him. (He was wrong, though, so perhaps the result of the match is not so certain either.)
Seeing something truly impressive or astonishing, we feel it 'beggars all description': no description can make it sound as wonderful as it really is. It was Cleopatra in *Antony and Cleopatra* who first made such an impression on a Roman soldier. On the other hand, when your younger brother comes home all muddy after playing outside on a rainy day, you might think he's 'a sorry sight' (as Macbeth says, looking at his bloody hands after he's murdered king Duncan). And if your friends want to go clubbing for the fourth night in a row, that could simply be 'too much of a good thing' (to use the words of Rosalind, the heroine of *As You Like It*).

Apart from creating these vivid expressions, Shakespeare was also exceptionally inventive in coining new words. Countless, laughable, accommodation and premeditated are amongst many words which were first recorded in Shakespeare's works - either created by him or brought by him into general circulation.

Having praised Shakespeare's rare talent with words, let's admit that he was also fortunate. As good luck would have it, he was born less than a century after the first printing press was established in England. Because his plays were printed, his words and phrases reached a wide audience, leading to a lasting enrichment of English.

**Word Bank**

- deceitful /diˈsitfl/  
- moneylender /ˌmʌniˈlendər/  
- to coin a word/phrase /ˌkoʊn a wɜrd, frɛz/  
- villain /ˈvɪlən/  

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6. Look at the photo of the reconstructed Globe theatre in London. Find:
   - the stage,
   - two columns supporting the roof above the stage,
   - the audience standing,
   - the audience sitting in a wooden gallery.

7. Listen to an interview about Shakespeare's theatre and answer the questions.
   1. What do you learn about each of the places you identified in exercise 1?
   2. How did Shakespeare manage to show battle scenes with armies and horses in *Henry V*?
   3. Who played the role of Cleopatra?
   4. What was special about the costumes?

8. Imagine you have the opportunity to watch a performance at an Elizabethan theatre. Which aspects of it do you think you would enjoy? Which ones would you not enjoy?

9. Work in pairs. Think of a book or film you like. Imagine you are writing a version of the story to be shown as a play in a sixteenth-century theatre. Write a short prologue explaining to the audience what they have to imagine.

**Proverbs which are Shakespeare quotations**

All that glitters is not gold. (*The Merchant of Venice*)
All's well that ends well. (title)
A rose by any other name would smell as sweet. (*Romeo and Juliet*)
Love is blind. (*The Merchant of Venice*)
The course of true love never did run smooth. (*A Midsummer Night's Dream*)
Truth will out. (*The Merchant of Venice*)

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Footnote: 1 a phrase from *The Merry Wives of Windsor*
CLASSIC LINES

Oscar night is just around the corner and to celebrate we’ve come up with some of our favourite classic lines from films.

'I have a very bad feeling about this.'
(Mark Hamill as Luke Skywalker in Star Wars Episode IV)
Our hero Luke is flying in the Millennium Falcon with Obi-Wan Kenobi and Han Solo when they see a space station as big as a moon, the Death Star. They don’t know what it is but Luke feels pretty sure it’s not good news. This line was used in other Star Wars films and has become a catchphrase in real life too.

'What have the Romans done for us?'
(John Cleese as Reg, an anti-Roman revolutionary in Life of Brian)
Reg asks his fellow revolutionaries what the Romans have ever given the Palestinians. They produce a long list: aqueducts, sanitation, roads, irrigation, medicine, education, health, wine, baths and public order. Then, annoyed, he says, ‘All right, but... what have the Romans done for us?’ And someone says, ‘Brought peace!’

'If that plane leaves the ground and you’re not with him, you’ll regret it. Maybe not today, maybe not tomorrow, but soon, and for the rest of your life:'
(Humphrey Bogart as Rick in Casablanca)
Casablanca is full of memorable lines, particularly when Rick persuades Ilsa, the woman he loves, to leave with Victor, the resistance leader to continue fighting the Nazis. When she replies, ‘What about us?’ he replies, ‘We’ll always have Paris’. Then goes on to say ‘I’m no good at being noble, but it doesn’t take much to see that the problems of three little people don’t amount to a hill of beans in this crazy world. Someday you’ll understand that... Here’s looking at you, kid.’

'A four-year-old child could understand this report. Run out and find me a four-year-old child. I can’t make head or tail of it.'
(Groucho Marx as Rufus T. Firefly in Duck Soup)
The Marx Brothers films are full of witty lines. Here’s one of Groucho’s best.

'In Italy for thirty years under the Borgias they had warfare, terror, murder, bloodshed - they produced Michelangelo, Leonardo da Vinci and the Renaissance. In Switzerland they had brotherly love, five hundred years of democracy and peace and what did that produce...? The cuckoo clock.'
(Orson Welles as Harry Lime in The Third Man)
Orson Welles was not the director of The Third Man; it was Carol Reed. Nor did he write the screenplay; Graham Greene did that. But Welles was superb in the role of the mysterious and cynical racketeer Harry Lime and the speech he makes on the Ferris Wheel in Prater Park defending his criminal activities in post-war Vienna is unforgettable.
‘I’ll be back!’
(Arnold Schwarzenegger as Terminator in Terminator)
A police officer tells the Terminator he can’t go in to see Sarah Connor. He tells him ‘I’ll be back’ and in a few seconds he returns driving a police car and smashes his way into the police station. Later, Schwarzenegger used this catch phrase in other films and in public appearances.

‘You talkin’ to me? Well, I’m the only one here.’
(Robert de Niro as Travis Bickle in Taxi Driver)
Robert de Niro’s scary psychotic taxi driver talks to himself in the mirror while practising talking tough.

‘Well, nobody’s perfect!’
(Joe E. Brown as Osgood Fielding III in Some Like It Hot)
Two musicians on the run from Chicago gangsters disguise themselves as women. In Florida, a millionaire falls in love with one of them (Gerry/Geraldine) and asks her to marry him. He won’t accept any of her reasons why they can’t get married so finally, Geraldine takes off her wig and says, ‘You don’t understand, Osgood. I’m a man.’ His reply is one of the most memorable lines in cinema, ‘Well, nobody’s perfect!’
In groups, look at the pictures and say what you know about these fictional characters.

Read and choose which statement 1–3 best summarises the article.
1. It gives a detailed description of historical figures who inspired fictional characters.
2. It describes fictional characters who seem real.
3. It looks at the lives of famous authors.

Read again and say if the sentences are true or false.
1. We know exactly who the character of Robin Hood is based on.
2. Conan Doyle predicted some new methods of solving crimes.
3. It is possible that the character of Alice was based on a real person.
4. Helen Fielding got the idea for the character of Bridget Jones from a true story in a newspaper.

Match the works of fiction in the table with their authors and the literary genres below. Some works may belong to more than one genre.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Genre(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pride and Prejudice (1813)</td>
<td>Jane Austen</td>
<td>Classic Romance</td>
</tr>
<tr>
<td>Oliver Twist (1837–39) &amp; A Christmas Carol (1843)</td>
<td>Charles Dickens</td>
<td>Fiction, Classics</td>
</tr>
<tr>
<td>Alice’s Adventures in Wonderland (1865)</td>
<td>Lewis Carroll</td>
<td>Fantasy, Children’s Fiction</td>
</tr>
<tr>
<td>The Adventures of Sherlock Holmes (1892)</td>
<td>Sir Arthur Conan Doyle</td>
<td>Fiction, Mystery, Detective</td>
</tr>
<tr>
<td>Peter Pan (1911)</td>
<td>J. M. Barrie</td>
<td>Fantasy</td>
</tr>
<tr>
<td>The Spy Who Loved Me (James Bond) (1962)</td>
<td>Ian Fleming</td>
<td>Spy, Thriller</td>
</tr>
<tr>
<td>Bridget Jones’s Diary (1996)</td>
<td>Helen Fielding</td>
<td>Fiction, Romance</td>
</tr>
<tr>
<td>Harry Potter and the Philosopher’s Stone (1997)</td>
<td>J.K. Rowling</td>
<td>Fantasy, Children’s Fiction</td>
</tr>
</tbody>
</table>

Authors
Jane Austen  J.M. Barrie  Lewis Carroll
Arthur Conan Doyle  Charles Dickens
Helen Fielding  Ian Fleming  J.K. Rowling

Literary Genres
Adventure  Children’s Crime  Fantasy  Horror
Humour  Mystery  Romance  Science Fiction
Short stories  Spy  Thriller

FAMOUS NAMES FROM FICTION

They are famous. Some are so realistic that many people believe they actually existed. Others are characters who represent a distinct personality type. They are from the world of fiction, but they seem larger than life.

Robin Hood
We know a lot about Robin Hood. He lived in Sherwood Forest with his band of ‘merry men’. A brilliant archer and swordsman, he robbed the rich and gave to the poor. His sweetheart was Maid Marian; his arch-enemy the Sheriff of Nottingham. He supported King Richard the Lionheart against his evil brother Prince John. Yes, we know a lot about Robin Hood... even though he probably never lived. He is a creation of ballads and stories dating from as long ago as the fourteenth century. In some he's a common man; in others an aristocrat. In some he's from Nottinghamshire; in others from Yorkshire. In some he fights for the Anglo-Saxons against the Normans, who conquered England in 1066; in others he's nothing more than an outlaw. However, one thing is sure. In every story or film about him Robin Hood is a hero.

Sherlock Holmes
He is an honorary fellow of the prestigious Royal Society of Chemistry. His work inspired techniques that are used by forensic scientists today. Many people have written to him requesting help in solving crimes. You can even visit his house at 221B Baker Street. However, Sherlock Holmes never walked the streets of London. He is a fictional character created by Sir Arthur Conan Doyle in 1887. Without doubt the most famous detective in literature, Holmes uses science and logic, meticulous observations and the power of deduction to find answers to the most puzzling criminal cases. As he says in A Study in Scarlet ‘When you have eliminated the impossible, whatever remains, however improbable, must be the truth’. Holmes features in four novels and fifty-six short stories and has been portrayed by seventy-five actors in over two hundred films.
Alice

No one could imagine that Lewis Carroll's Alice is a real person. Her Adventures in Wonderland (1865) and Through the Looking Glass (1871) are far too strange for anyone to believe they really happened. After all characters like a worried white rabbit with a watch, a Mad Hatter enjoying a permanent tea party, and a Queen who thinks the answer to every problem is to cut off someone's head are not part of our everyday lives, fortunately. And yet the curious little girl who can't resist poking her nose in where it doesn't belong seems so familiar we feel we know her personally. Perhaps it is because Alice may have been inspired by a real person, Alice Liddell, the daughter of some friends of Carroll's. Or perhaps it's because it is simply a wonderfully accurate description of a typical little girl.

Bridget Jones

Literature still continues to create people that we all recognise or even identify with. A recent example is Bridget Jones, who was created by writer Helen Fielding in a newspaper column in 1995. She features in two best-selling novels, Bridget Jones's Diary and Bridget Jones, the Edge of Reason which were both made into hugely successful films starring Renee Zellweger, Hugh Grant and Colin Firth. Bridget is the typical thirty-something single woman trying to cope with life and desperately looking for love. In her diary she writes her New Year resolutions: to eat and drink less and to stop smoking. She breaks them one by one, has problems at work, and falls in and out of love. Why is she so popular? Perhaps it's just because she is imperfect and seems so real, so like people we know in our own lives.

**Word Bank**

forensic scientist /faˈrɛnsɪk ˈsætantʃ/  
meticulous /ˈmətɪkwələs/  
outlaw /ˈautlɔː/  
swordsman /ˈsəʊdzmen/
UNIT 6 · FOOD / SHOPPING AND SERVICES
READING · page 101 · Exercise 4

Sharon spent the next week up north working on a film set in the Scottish Highlands. On the way back, she worked out how much she’d earned. Make-up artists weren’t paid as well as actors, but if she had more jobs like that, she’d be able to afford a few fun-filled shopping sprees.

The smile on Tommy’s face told a story, but she couldn’t figure out what it was until she went inside. The house was so tidy! No shoe boxes behind the sofa, no knickers in the kitchen and in the guest room all the wardrobes were empty.

Tommy stood there holding out an envelope as if it was a magic shield. It was stuffed full of cash. His lips were moving and she heard the word ‘eBay’. But her thoughts were elsewhere in a world of bright lights and colours, fabrics, fun and fashion. And the beautiful beep of bar codes.

UNIT 6 · FOOD / SHOPPING AND SERVICES
WRITING · page 103 · Exercise 4

SAMPLE ANSWER:
Children watch TV commercials in which mass-produced pink plastic toys look attractive and magical, and they believe what they see. They do not realise they are being used by great corporations to persuade their parents to spend their hard-earned money. What is more, when children start desiring the things they see in advertisements, they can become badly-behaved and demanding...
Look at the two photos of people travelling to work. Compare and contrast them. The following ideas may help you, but you can suggest others as well.

- the means of transport
- the people's feelings
- comfort and speed
- impact on the environment
- your preferences
- anything else?

**QUESTIONS ABOUT THE PHOTOS ON THIS PAGE**
1. What can be done to reduce traffic congestion in big cities?
2. What way of travelling to school or work do you prefer? Why?

**QUESTIONS ABOUT THE PHOTOS ON PAGE 110**
1. What can people do to protect the environment while on holiday?
2. What are your favourite ways of travelling and why?
UNIT 9 • HEALTH / SPORT
SPEAKING, TALKING ABOUT PHOTOS, PAGE 126

examTASK

Look at the two photos of people doing sports. Compare and contrast the photos. The following ideas may help you, but you can suggest others as well.
- the sports
- the place
- impact on health
- the qualities needed
- your preferences
- anything else?

QUESTIONS ABOUT THE PHOTOS ON THIS PAGE
1. Why do you think people choose to do dangerous sports?
2. How important are the surroundings in which you do a sport?

QUESTIONS ABOUT THE PHOTOS ON PAGE 126
1. In what ways can a disability make a person's life difficult?
2. Do you think there is sufficient support for disabled people in your country?
examTask

Task 1
Look at the photos of people in need of help. Compare and contrast them. The following ideas may help you, but you can suggest others as well.
- the place
- the situation
- the help available
- the people's feelings
- your response
- anything else?

Task 2
Express and justify your opinion on the statement below:
We should help the poor in our own country before taking care of those in other countries.
CD 1.02
REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, TRUE / FALSE / NO INFORMATION, EXERCISE 1

PRESENTER: Welcome to Culture Vulture, your guide to cultural events in our town, and here’s great news of a fascinating event that may now become our number one attraction. As you know, our town has several vibrant ethnic communities, and the university in particular now boasts students from more than forty countries. Well, this summer the Town Council and the European Students Forum have decided to organise their first ever Multicultural Festival. With me in the studio is the president of the ESI, Steve Lund. Hello, Steve.

STEVE: Hello, PRESENTER.

PRESENTER: Steve, can you tell us more about this idea?

STEVE: Well, the idea originated at the University, really. When you’ve got people from a dozen nationalities in your class, you can learn so much from them, and it’s such fun, and I think it’s a shame that the rest of the community isn’t able to share in some of that experience.

PRESENTER: So what will the festival involve?

STEVE: We’re still at the planning stage, but we definitely have to have several concerts, an arts and crafts fair where people from the town can make things like paper toys or Raku pottery, and also a multilingual fashion show, where you’d be able to see what national costumes such as a Korean hanbok or a Vietnamese Ao Dai look like. We’ve also got some plans for a festival food court, with foods from all the countries involved, and drinks as well, including Czech paper toys or Raku pottery, and also a multiethnic fashion and drinks as well, including Czech beer and Hungarian wine. And we hope that with the generous funding from the Council, and EU funds, the food will be the only thing you pay for.

PRESENTER: And that sounds very promising. And I understand you’ve got an announcement to make...

STEVE: Yes, an appeal in fact. As I said, we’re still at the planning stage, and I’d like to invite anyone or any group of people who’d like to contribute to the festival to contact us with their ideas. You can do that through the festival website, or you can just drop into our office next to the university library; you’ll be very, very welcome indeed.

PRESENTER: Steve Lund, thank you very much. And watch the website for the programme of events.

CD 1.03
REFERENCE PART, LISTENING COMPREHENSION, MATCHING, EXERCISE 1

PRESENTER: The Erasmus programme is an EU exchange programme for university students. Today students from different countries who’ve met in Nancy, France, talk about their Erasmus experience.

1. Hi, I’m Laura and I come from Spain. I’d really encourage everyone to live this amazing experience. For me, it’s been a great opportunity to become familiar with another language, culture and climate and to meet a lot of people from all over the world. The only problem is the amount of money you spend, but there are always student grants available. It’s also a great opportunity to learn so much from them, and it’s such fun, and I think it’s a shame that the rest of the community isn’t able to share in some of that experience.

2. My name’s Tomek and I’m from Poland. The cliché view of Erasmus is that it involves partying and drinking in international company and hardly anything else, and I suppose that’s what some people do, but it’s certainly not a complete image. If you’re looking for more than parties and superficial contacts, you should find it easy. I’ve enjoyed the opportunity to experience the everyday aspects of French culture: conversations in cafés, going to local events such as Sunday football matches, horse races and film festivals. I think I’ve learned something about French mentality... if such a thing exists. And of course my French has improved a lot.

3. Hi, I’m Sara from Sweden. One has to make a real effort to feel at home in a new place. To me, it’s something that completely takes over. There are differences that take getting used to. For example, the equality of men and women is something I take for granted in my own country, but in France I notice that I’m treated differently. There is also a definite difference between teachers and students, and students here are not invited to question what they learn as much as they are in Sweden. I’ve noticed I’m more ‘Swedish’ than I thought and that I tend to evaluate my experiences by comparison with how things are in Sweden.

4. My name’s Sappho and I come from England. I love being an Erasmus student! I’ve never met so many wonderful, interesting people from so many different countries. I feel I’ve been given a spy hole into other European cultures. The entire experience has been formative and incredibly positive. Ironically, the only aspect of the Erasmus year that I’ve not enjoyed is my studies. For most of the first term I could only focus on the students’ party and not the university. I’ve been given a spy hole into other European cultures. The entire experience has been formative and incredibly positive. Ironically, the only aspect of the Erasmus year that I’ve not enjoyed is my studies. For most of the first term I could only focus on the students’ party and not the university.

CD 1.04
REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, MULTIPLE CHOICE - SHORT RECORDINGS, EXERCISE 1

PRESENTER: Here are some interesting people from different countries. And a festival food court, with foods from all the countries involved, and drinks as well, including Czech beer and Hungarian wine. And we hope that with the generous funding from the Council, and EU funds, the food will be the only thing you pay for.

1. Woman: So how are we going to travel to England? Man: Well, the drive’s long and tiring, and petrol’s expensive. They might actually cost you more than the plane ticket.

2. Woman: You mean flying to London? Man: Err, yes, I suppose so. Woman: But we still have to get from London to Strasbourg, wouldn’t we? So we’d have to buy train tickets, and they’re too expensive. They might actually cost more than the air fare.

3. Woman: So why did you decide to go and work in Jamaica? Man: That’s a good question. Why did I do it? The salary was better, but only slightly. A lot of people might move there because of the climate, but I don’t really like hot weather that much. I want something really, really different in my life. And it was certainly that.

3. Apart from the director, I think there’s one who works hardest. On a film set, there’s work before you shoots a scene, while you’re shooting, and in the breaks, right? If you’re a set designer or a make-up artist like me, you work hard at the beginning, but then you can relax. The arc of course is extremely demanding during the takes, they have to give everything, but between takes they get to sit down and relax. And Jim works non-stop all the time: first he has to set up lights and the cameras, then he’s shooting, and during each break he adjusts the lights, moves the cameras, looks at the footage with the director. Sometimes he never sits down during the entire day.

4. Hi, Peter, this is Jack Robinson, I was supposed to call to confirm the time of the meeting on Thursday, but I’m sorry, can we please play on? Man: Sure, call her back and let me know, you would? Thanks, and err... sorry about the bother. Catch you later, then. Cheers.

5. Girl 1: I really love these watercolours. There’s so much light in them.

Girl 2: Yes, they’re beautiful. I wish I could paint like this.

Girl 1: In your dreams... I just wish I had a look like this. I’d sit at home on winter evenings and look at these landscapes.

Girl 2: Mmm... These big art books are twenty pounds each at the bookshop.

Librarian: Shush, girls. Can you please be quiet? Girl 1: I’m sorry, can I borrow this one, please? Librarian: Yes, certainly.

CD 1.05
REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, MULTIPLE CHOICE, EXERCISE 1

PRESENTER: Welcome to Travel Stories. My guest today is Chris, who finds hitchhiking a great way of travelling long distances. He’s hitchhiked 25,000 kilometres around Europe and the Middle East. Last month he broke his own record by hitching 2,500 kilometres from Warsaw to Barcelona in thirty-four hours.

CHRIS: It’s no real deal really. Some people have hitchhiked across the globe, and I think you’d say that’s quite dangerous.

PRESENTER: Chris, I think one question many people would like to ask is isn’t it dangerous?

CHRIS: Well, if you choose to hitchhike, you make a decision to rely on other people’s goodwill. So far, the only problem I’ve had is with a reckless driver. I feel quite safe hitchhiking in Europe and the Middle East. I probably wouldn’t do it in the USA, but that’s only because of all the bad things that happen to hitchhikers in American films.

PRESENTER: Well, first thing to hitch a lift.

CHRIS: You should stand somewhere where the driver can see you from a long way off and where they can stop safely. Hitchhiking’s a great way to travel, because you never know where you’re going to end up. You can pick up new experiences even if you have a short trip.

PRESENTER: So what do you like about hitchhiking?

CHRIS: I’ve had some very interesting sites. I could write an uplifting book about human kindness. I remember one day in Hungary a man with a little boy bought me dinner in a restaurant, even though we could only communicate using gestures and the names of footballers. Once, I met with a cab driver who talked to me about Albanian novelists. A French Foreign Legion soldier. Some Gypsies who bought me a coffee and drove me through Serbian countryside in a decrepit pickup at thirty kilometres an hour.

PRESENTER: Chris, thank you very much.

CD 1.06
REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, MULTIPLE CHOICE, EXERCISE 1

GREG: Our next guest is Megan Grant, the organiser of a new exhibition at the Science Museum. It’s called The Wonder of Butterflies and it’s on from tomorrow, June 3rd, until June 17th. From 10 to 6 every day. Hi, Megan, it’s nice to have you here in the studio.

MEGAN: Thanks, Greg.

GREG: I believe you have some surprises in store for us.

MEGAN: Well, butterflies are surprising creatures, for example, did you know there are about twenty-four thousand species of butterflies?

GREG: No.

MEGAN: They come in a huge range of colours and sizes. The smallest butterflies are tiny, about a third of a centimetre across, while the biggest ones are about thirty centimetres across, almost a hundred times bigger.

GREG: Tell us about some of the species on show.

MEGAN: Well, we have one of the world’s largest butterflies, the Common Birdwing, which as the name indicates is as big as some birds. The female has a wingspan of up to 18 centimetres.

GREG: Impressive.

MEGAN: Most of the butterflies in the exhibition are tropical, from Central America, Africa and Asia. When they get here they’re still in the form of a chrysalis and...
CD 1.07
REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, SHORT ANSWERS TO QUESTIONS, EXERCISE 1

PRESENTER: It's just gone four o'clock so it's time for Speak Your Mind. Today's speaker is Bill Harrison from York.

BILL: A friend of mine has a daughter. Her name is Mandy Fox and she's twenty-four years old. Mandy is an exceptional student. She has always been. She's gone through the entire English educational system doing absolutely everything she was supposed to do, and doing it well. At the age of three she started nursery school. Her first teacher, Mrs Judy Ballard, happens to be my sister-in-law. Judy remembers how mature Mandy was even when she was a toddler. She never cried, and she was very always very good with the other kids.

Mandy spent six years at Newbiggs Primary school where she first showed an interest in science. I was the head teacher there at the time and I remember that Mandy loved doing experiments. She did them really well and even used to make up her own experiments!

When she got to secondary school, she won prizes for Maths and Science and worked very hard to improve her weaker subjects: art and literature. She got sixteen GCSEs, the best results of any student in her year. Mandy's best friend Tina left school after year 11 to do a part-time course in media studies at a day release college. But even though Mandy's family could have used an extra salary at home, her parents were determined she should stay on at school. Two years later she got six A-levels, including difficult subjects like maths, chemistry and physics.

She got a place at Manchester University to study chemistry. And after graduating with a first-class degree, she did a Master of Science degree in Advanced Organic Chemistry.

Mandy Fox has done everything right. She has a great educational record. But now eight months after leaving university she's still unemployed. She's been offered a place to do some postgraduate research, but the grant is so small she can't live on it. Meanwhile, her best friend Tina has a good job in advertising and drives a company car! Mandy earns a little money giving private classes, but that's just a real job. The thing is, there aren't any. The government claims it's investing in education. But what's the point if there are no jobs for the graduates we produce? I think the prime minister owes Mandy Fox an explanation.
EXAMINER: Oh yes, he can travel all right.
CANDIDATE: And do you know a place he'd like to visit?
EXAMINER: Maybe Scotland. He's always wanted to go there.
CANDIDATE: So what about a trip to Scotland for granddad and they together?
EXAMINER: Perhaps... I'm not sure yet. I don't think we can do that as a surprise we'd have to ask whether they'd like it.
CANDIDATE: Yes, you're right. Err... I'm thinking of one more thing you could do.
EXAMINER: What's that?
CANDIDATE: If there's a charity or a non-profit organisation that he cares about, you could collect money in the whole family and give it to that organisation on his behalf.
EXAMINER: That's a clever idea too, I like it.
CANDIDATE: OK, so we've agreed on a party, either in a restaurant or at home, one of the two creative personal gifts - a book or a film, and either a trip to Scotland or a large charitable donation, depending on which he prefers.
EXAMINER: Brilliant. Thank you very much.

CD 1.12
REFERENCE PART, ORAL EXAM, ROLE PLAY, EXAM TASK 5, EXERCISE 2
EXAMINER: Hello!
CANDIDATE: Hello, err... Julia is that you?
EXAMINER: Yes, Julia is over there.
CANDIDATE: Hi Julia, Adam here. Listen, it's about the cycling trip on Saturday.
EXAMINER: Yes, what about it?
CANDIDATE: Well, err, I'm really, really sorry to have to tell you this but I'm afraid I can't go.
EXAMINER: Oh dear. Why not? Has something happened?
CANDIDATE: Yes, well, I seem to have sprained my ankle quite badly playing basketball yesterday. The doctor says I'm not allowed to cycle for three weeks. I'm really sorry to let you down like that.
EXAMINER: Don't be silly, it's not your fault, is it? I'm sorry to hear you've been injured. So no basketball for a while either.
CANDIDATE: No, I'm afraid not.
EXAMINER: Oh, poor you.
CANDIDATE: Thank you. Listen, I was thinking perhaps we could meet anyway and do something else, could we? Not on Saturday, though, because I have to stay in bed till the end of the weekend.
EXAMINER: When will you be able to go out?
CANDIDATE: Tuesday or Wednesday should be OK. How about going to a concert?
EXAMINER: Yes, why not? What concert did you have in mind?
CANDIDATE: The Mechanised Octopuses are playing at the Riverside Club on Wednesday. Would you like to go?
EXAMINER: Yes, since you recommend it.
CANDIDATE: So... shall we meet at seven outside the club?
EXAMINER: Fine. But listen, if you can't go out on Saturday, perhaps you'd like me to come and visit you? We could watch a video or something.
CANDIDATE: Would you really do that? Thanks, that'd be great.
EXAMINER: Sure. I could pop in about five p.m., would that be OK?
CANDIDATE: Perfect.
EXAMINER: See you then. Take care, Bye!
CANDIDATE: By, Julia.

CD 1.13
REFERENCE PART, ORAL EXAM, SPEAKING ON A SET TOPIC, PRESENTING YOUR OPINION, EXERCISE 2
CANDIDATE: The statement is quite radical, so perhaps I should say I agree that people should tell the truth in almost all circumstances. There are a few exceptions, but in my opinion they are fewer than many people tend to think. So first I'd like to talk about the idea of the 'white lie', and why I think it's wrong; and then I'm going to mention the real exceptions.
White lies are lies which are told with supposedly good intentions, for example you've just met your friend's new girlfriend and he asks you how you like her. You think she's awful, but you say she's 'very nice'. Why? You could say I didn't like her that much, but I don't really know her, I've only just met her! Or she's not exactly my type. But then she's your girlfriend, not mine; or a dozen other things which are not lies, but aren't hurtful or offensive either. I mean, how can you be friends with someone and lie to them? Here's another example: you haven't done your homework, so you tell the teacher your computer broke down, or that you had the work on a USB drive which you lost, or that your pet rabbit ate it; or some such story. This is a lack of respect both for the teacher and for yourself. And lastly, I think I just say 'I'm sorry I haven't done it? You're not expelled from school, and you may gain some respect for giving a straightforward and honest answer.

So, should people tell the truth in all circumstances? Well, I think there are some situations that can be seen as exceptions, but they are really rare and extreme. Those are situations when someone wants to harm you or others, I mean seriously harm, and lying is the only defence you've got. For example, during a war, if you lie under a totalitarian regime and the police are trying to catch you, then it's reasonable to give them false information.

But on the whole, I think lying is really harmful, it destroys trust and shows a lack of respect for other people and for yourself. In my opinion, the truth is better in all but the most extreme circumstances. Thank you.

CD 1.14
REFERENCE PART, ORAL EXAM, SPEAKING ON A SET TOPIC, NARRATING OR DESCRIBING, EXERCISE 2
CANDIDATE: OK, so I'm going to talk about my tenth birthday. My birthday is in July, so I celebrate it during the holidays. And when I was a child, this meant we were always on holiday somewhere and my birthday party would usually take place outdoors.
And that summer, when I turned ten, we were in the countryside with my aunt and uncle and my three cousins. We were staying in a house with a large garden, and there was a forest nearby, and a lake. My birthday was always on a sunny day, a really lovely. I like the countryside.
But on the other hand, I'd like to叙述 about the weather was so sunny. It was a beautiful day, the sun shining on the grass.
My birthday was a beautiful day, the sun shining on the grass.

However, there is a suspect: the driver, who is an egotistical maniac, cared about other people, that it wasn't proper music he was listening to, just noise. That kind of music he should be stopped from driving. And that young people today just don't have respect for anyone.
ALEX: And how did he react?
CANDIDATE: He was totally bewildered, didn't know what was happening. Then he realised that this maniac was attacking two things he really cared about, his taste in music and his driving, and criticising another thing he couldn't do anything about, his age.
ALEX: So, did he turn down the volume?
CANDIDATE: No, he reacted agressively and turned it up.
ALEX: Oh!
CANDIDATE: Anyway, about a week later, I was coming home when the guy parked his car opposite my building.
ALEX: Oh!
CANDIDATE: He was staring at me, I'm afraid I didn't notice him at the time. I was in a hurry, I don't know, something.
ALEX: And what did you do?
CANDIDATE: I just went home, it was the easiest thing to do.
ALEX: It sounds like you weren't really worried.
CANDIDATE: No, I wasn't worried. I just thought it was some kind of a joke.
ALEX: But you could have been worried.
CANDIDATE: Yes, you're right. But I didn't think it was serious.
ALEX: And what happened next?
CANDIDATE: Well, the next day, I was walking to school when I noticed something strange. There was a note under my car window. It was written in a strange way, I didn't understand it. I was scared, I didn't know what to do.
ALEX: What did you do?
CANDIDATE: I just took the note and showed it to my teacher. She called the police, and a few days later, the police officer came to my house.
ALEX: Oh!
CANDIDATE: He explained to me what had happened. It was a campaign against the music festival, and the man who had written the note wanted to stop the festival.
ALEX: Oh!
CANDIDATE: It was a big festival, and it was coming up soon. I was really excited about it.
ALEX: And what did you do?
CANDIDATE: I decided to go and see the concert. It was the easiest thing to do.
ALEX: And how did you feel?
CANDIDATE: I was really happy, I didn't think anything bad would happen. But then, a few days later, I saw a note under my car window again. It was written in a strange way, I didn't understand it. I was scared, I didn't know what to do.
ALEX: What did you do?
CANDIDATE: I just took the note and showed it to my teacher. She called the police, and a few days later, the police officer came to my house.
ALEX: Oh!
CANDIDATE: He explained to me what had happened. It was a campaign against the music festival, and the man who had written the note wanted to stop the festival.
ALEX: Oh!
CANDIDATE: It was a big festival, and it was coming up soon. I was really excited about it.
ALEX: And what did you do?
CANDIDATE: I decided to go and see the concert. It was the easiest thing to do.
I'd like at least to get a large bed, because that's the kind of atmosphere I like to eat in, but the bathroom would be ultra-modern, with a power shower and modern fittings. And I have to think about my sleeping habits, too. It's going to be so minimalistic, there'll be a king-size bed, a bedside table, a built-in wardrobe with a large mirror, some tropical plants and nothing else. No clutter, so I can really relax. And I've always wanted to have a cinema at home, large enough for ten people, with a proper screen and a sound system. I would like to be able to watch films in really good quality at home, and to invite friends round to do it together.

CD 1.17

UNIT 2 HOME, SPEAKING, ROLE PLAY, EXERCISE 2

EXAMINER: So, we're going to look at some flats soon, but perhaps we should first discuss what kind of flat we want, which criteria are most important.

CANDIDATE: Oh, I think definitely the rent and the size. We've looked at smaller ones that we've got, and we need at least two rooms, ideally three.

EXAMINER: Right, I see... I see your point, but what about other criteria, such as location?

CANDIDATE: I don't think they're that important. If we can't have a room each, or if we can't pay the rent, then there's no point even asking about the location.

EXAMINER: Right, I see.

CD 1.18

UNIT 2 HOME, SPEAKING, ROLE PLAY, EXERCISE 3

EXAMINER: So, we're going to look at some flats soon, but perhaps we should first discuss what kind of flat we want, which criteria are most important.

CANDIDATE: Well, we'll have to look at the size and the rent, and also where the flat is located, and the condition it's in, and whether it's furnished... but I think for us poor students the rent is probably most important. We can't afford to spend more than we've got, can we?

EXAMINER: Certainly.

CANDIDATE: And then the size... We need a two-bedroom flat, don't we? A room for you and a room for me. And ideally a shared living room... or a big kitchen.

EXAMINER: Yes, that'd be perfect. How about the other criteria, location and so on?

CANDIDATE: They're also worth thinking about. Where would you like to live?

CANDIDATE: I was thinking, somewhere not far from the university, but not too noisy.

CANDIDATE: I agree that would be ideal, but a flat in the centre might be very expensive. Let's see what's on offer and we'll try to get one close to the university as we can afford. The condition... I think that's not so important, if it's needs decorating we can paint it ourselves.

EXAMINER: Well, as long as it's not a complete ruin. We want a functioning bathroom and kitchen, don't we?

CANDIDATE: Goodness. So a flat in decent condition, does it need to be furnished?

EXAMINER: Well, it's completely empty, we'll have to spend money on furniture.

CANDIDATE: I'm not sure we need to spend very much. You can buy second-hand stuff very cheaply, and sometimes people give things away for free. Let's look on the Internet.

EXAMINER: OK, let's do that.

CANDIDATE: But I think one more thing is essential. What's that?

EXAMINER: What's that?

CANDIDATE: A reliable, cheap Internet connection. I can't function without one, Can you?

EXAMINER: No, I can. You're absolutely right.

CANDIDATE: So, we've decided that our key criteria are rent, size, location, and connection. And the flat must be in reasonable condition, and we'll also see what kind of location we can afford. Is that right?

EXAMINER: Absolutely. Thank you.

CD 1.19

UNIT 3 HOME, SPEAKING, SPEAKING ON A TOPIC, EXERCISE 2

CANDIDATE: OK, well... I'd like to live in a detached house with a large garden, because I like being outdoors and also because I hope to have a large family. My dream house would be white or cream-coloured, with a slanting roof of red tiles, it would have a large veranda and a roof garden in the attic. Inside, I'd like to have a mixture of modern and old-fashioned furniture; for example, in the dining room there'd be an old, heavy wooden table and chairs, because that's the kind of atmosphere I like to eat in and the bathroom would be ultra-modern, with a power shower and modern fittings. And I have to think about my sleeping habits, too. It's going to be so minimalistic, there'll be a king-size bed, a bedside table, a built-in wardrobe with a large mirror, some tropical plants and nothing else. No clutter, so I can really relax. And I've always wanted to have a cinema at home, large enough for ten people, with a proper screen and a sound system. I would like to be able to watch films in really good quality at home, and to invite friends round to do it together.

CD 1.20

UNIT 3 SCHOOL, LISTENING, EXERCISE 3

PRESENTER: All around the country thousands of students are waiting nervously for their exam results - GCSEs, A-levels, university exams and so on. But it isn't the end of the world if you flunk your exams. There are lots of successful people who didn't make the grade at school. Call in and tell us of any famous academic failures you know about and say why you think they made a mess of their exams. The number is 1127 789899.

PRESENTER: And our first speaker today is...

NATALIE: Hi, I've been doing some research on the Internet and I've... oh... found lots of famous people in history who were not exactly academically gifted. For example, Louis Pasteur the scientist, when he was an undergraduate, he did his chemistry degree at university - he was fifteenth in a class of twenty-two and he went on to win the Nobel Prize! And Thomas Edison, the inventor... one of his teachers said he was too stupid to learn anything. It's interesting that the author of War and Peace, dropped out of college and... 

PRESENTER: Fascinating! Thanks...

NATALIE: ... the French novelist Emile Zola got a zero in his literature exam! The list goes on and on and I was wondering...

PRESENTER: Yes...

NATALIE: I was wondering if gifted people get poor exam results because they're bored by what's in the syllabus.

PRESENTER: I think that's not so important. But let's listen to our next caller, Hello, what's your name?

OLIVER: Oliver, hello. I've got a newspaper article here about teachers who wrote bad report cards for students who later became very successful. For example, did you know that one of Albert Einstein's teachers wrote that he went on to win the Nobel Prize? And one of John Lennon's report cards read where is it? Here it is...

PRESENTER: ... 'Hopeless... a clown in class... just wasting other pupils' time...' on the list. And for actor Peter Ustinov, his teacher wrote Peter tended to set himself very low targets, which he then failed to achieve.

PRESENTER: Very good.

OLIVER: I think the problem is that most exams only measure the ability to memorise, and repeat what is in the syllabus.

PRESENTER: And there are many more professions: teachers, fashion designers, musicians, actors, inventors, game designers and people working in marketing or research and development. It's true that not everyone has the skill or ingenuity to work in those fields.

BRIAN: The schools don't measure people who are bedazzled with unemployability if you're not blessed with a creative temperament. In the future there will be jobs for you: jobs which require emotional skills, where people work at being people. The information economy of today is going to make way for the care economy of tomorrow. Machines don't care. So they can't replace people in professions where care is what counts: in the health service, for example. Doctors and nurses will always find work because they possess the interpersonal skills needed in the care economy. They have to listen; they have to make their patients feel good; they have to care. Or if you're not blessed with a creative temperment or if you're not blessed with a creative temperament.

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of them. Let's face it, it's natural when you reach a certain age to stop trying so hard to make new friends and start relying on your old ones, the ones you know will always be there for you. The ones who greet you with open arms at 5 a.m. or 5 p.m., without a second thought. What your closest friends are those who love you for themselves because of something in their character. It doesn't matter what you're doing, you're happy just sitting in a room with them. Because you're on the same wavelength.

I have three categories of friends. Firstly the inner circle: my nine closest friends. I try to see them every few weeks and call them up at least once a fortnight. The next group has about twenty pals who I probably see every couple of months, and then there are over 100 people on the outer circle. And there are two people who, to be perfectly frank, I don't really want to stay friends with but I just don't have the heart to dump them. It's not like we fell out or anything, it's just that we don't really have anything in common any more.

CD 1.23

UNIT 5 FAMILY AND SOCIAL LIFE, LISTENING, EXERCISE 4

PRESENTER: Is it true that the more friends you have, the happier you are? What is the ideal number of friends? We've been asking about asking what you think.

1 I read an article in the paper about this fashion designer who threw a party for 800 friends. I think that's ridiculous. I don't believe anyone can have more than a handful of true friends - I certainly don't have more than three or four. If you say you have hundreds, I don't think you know what friendship really is. It's not the quantity of your friendships that counts, it's the quality. Good friends are hard to come by. They say that a friend in need is a friend indeed, and I wouldn't argue more. A real friend is someone who stands by you when times are hard.

2 All depends what you mean by 'friend'. I mean if you're talking about really close friends then, the ideal number, well at least a realistic number is no more than half a dozen. But I quite an outgoing sort of person and so I've got dozens of people I consider to be friends who I see quite a lot. I suppose the difference is that I wouldn't tell those friends my deepest thoughts and feelings and worries. They're just people I like that I can have a good time with.

3 The ideal number of friends? Two, a dog and a computer. I don't really like people very much. I think they're overrated. Making friends is more trouble than it's worth. I've been known to call my dog 'my only friend'. But I'm not about total trust here, right? I know a lot of people but I wouldn't trust any of them as far as I can spin.

4 How many Friends? The more, the better. I'm a very conscientious sort of person, so I try to keep in touch with all my friends. I've got about these three hundred names in the address book in my phone, and in the calendar I've got the birthdays of more than one hundred friends and every year I send every single one of them a card and give them a call on their birthdays. I've got friends I've known since kindergarten, friends in more than twenty countries. I couldn't live without my friends.

CD 1.26

UNIT 5 FAMILY AND SOCIAL LIFE, SPEAKING, EXERCISE 2

BOY: ... and that's why I'm convinced it's better to start living on your own as soon as you can.

GIRL: But don't you think that if you continue living with your parents, you can concentrate on your studies and achieve better results?

BOY: Yes, I see your point, and I agree that if you don't have to worry about paying the rent and running a house, you can focus more on your studies and probably achieve more. But I just think that at this stage in life the other things I talked about - becoming independent, learning to take care of yourself - are more important.

GIRL: And don't you think perhaps the independence is an illusion if you're still supported by your parents even though you don't 'live with them?'

BOY: Well, if someone just happily continues living off their parents, then you're right, it's not true independence. But it doesn't have to be like that. I have a friend who's in his third year at university and he still receives small sums from his mother occasionally, but most of his income he earns himself becoming independent, a process, and perhaps you're not completely independent at first, but you have to start somewhere.

CD 2.02

UNIT 6 FOOD/SHOPPING AND SERVICES, SPEAKING, SPEAKING ON A SET TOPIC, EXERCISE 1

STUDENT: So, it was my mother's birthday and my brother and I decided to cook lunch for the whole family. We made a pasta dish called penne alli pesto and a fruit salad. It was memorable because it was the first meal we'd cooked without help.

CD 2.03

UNIT 7 TRAVELLING AND TOURISM, LISTENING, EXERCISE 2

MAX: Transport for London is making every effort to ensure that London Underground is a safe way to travel. Over 13,000 services pass through here every day, and more than 700 British Transport Police officers patrol the Underground network. There are also facilities which enable passengers to call for assistance in every station. There are big help points, located in ticket hall areas and on platforms. They have a red fire alarm, a green emergency button and a blue information button. Use the green button to report disturbances or suspicious packages. A common help point is emergency phones. People can also use Oyster to get discounted weekly, monthly or annual travelcards or bus passes. If you're only spending...
a short time in London, you can get a special Oyster card for visitors. The cards cost £2 each, so that means you need to do 10 rides to get 1 credit on your Oyster. An Oyster card can be used as soon as you get it and it never expires.

INTERVIEWER: What's that for you?
ANNA: I like to go to theatre and school, and with my brother. Sometimes when we were small, we used to put on little plays for our parents when they had friends or dinner or whatever. But there was no particular day when I suddenly decided, 'That's it! I want to be an actor.' It was more of a gradual process.

INTERVIEWER: What did you like or dislike about your course at Drama School?
ANNA: I liked everything, and disliked nothing, well, hardly anything, some teachers were kind of annoying but the students were great. We've done lots of public performances of different plays at school, but the thing that the audience is usually made of classmates, friends and family, so that's a bit limited because you don't really get an outsider's point of view, you know, a critical opinion.

INTERVIEWER: What subjects did you do?
ANNA: Acting, Fencing, Acrobatics, Literature, Art history, Music, Singing, Dancing, Mime, etc... lots of stuff.

INTERVIEWER: What acting experience have you had so far?
ANNA: We've done lots of public performances of different plays at school, but the thing that the audience is usually made of classmates, friends and family, so that's a bit limited because you don't really get an outsider's point of view, you know, a critical opinion.

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INTERVIEWER: What subjects did you do?
ANNA: Acting, Fencing, Acrobatics, Literature, Art history, Music, Singing, Dancing, Mime, etc... lots of stuff.
interested in. Or how to get a passport. Or whether a book you need is available and where. In the past, you would have had to go to three different places and ask, or at least make phone calls to lines that would probably have been engaged.

Another situation is communicating with the people you love when they're far away. In the past, if your boyfriend or girlfriend went to another country for a year, the only memory of them you had was letters, which took ages to arrive, and long-distance phone calls, which were expensive. Now you have a choice of email, chat or video calls, all of them free.

Perhaps most importantly, people can get organised using the Internet. Supposing a member of your family has a rare illness and you want to get in touch with people who've got the same problem; you can join a support group, even though its members live in different cities or even on different continents. After natural disasters, help for victims can be organised and money can be raised. And finally, the Internet is a great place for free speech. People can say whatever they want on the Web. There are scams, such as when you get an email informing you you've won one million dollars and all you have to do to claim it is give your full name, address and bank details. There's a lot of illegal activity going on the Web. There's advice on how to build bombs. And if people with good intentions can get organised online, so can other people, for example terrorists. But in my opinion those abuses, horrible though they are...

MAURECE: Because green values sell. A lot of us feel guilty about our consumerist lifestyles, how we're messing up the planet for future generations. We're worried about global warming, rising sea levels, the extinction of wildlife, air pollution. So businesses know that many people are willing to pay more for products that appear to be good for the environment.

SUE: Can you give us an example?

MAURECE: An example is BP. BP stands for 'Beyond Petroleum', right?

SUE: Right.

MAURECE: But a few years ago someone dreamed up the slogan 'Beyond Petroleum' and that creates the idea that BP is beyond petroleum, you know that actually generate more power from renewable energies, solar, wind, and so forth. And they've been trying to oil fuels.

SUE: Don't they?

MAURECE: Well, no, I don't think so. It's not true that BP invent in renewable energies. Well, BP have a plan, but their main product is petrol, and filling up your car with petrol will not reduce your carbon footprint.

SUE: Right.

MAURECE: When it comes to car adverts, well, some of them are just ridiculous! They want us to believe that it's green to drive. OK, some cars are slightly less polluting than others, but there's no such thing as an ecological car. And as for air travel, well, Manchester airport is advertising a plan to be carbon neutral by 2015, using more low energy light bulbs and so on! Wonderful! The only thing is that in their calculations they don't count CO2 emissions from flights! The airport would only be carbon neutral if all planes ever landed there, but they're planning to increase the number of flights by fifty per cent.

SUE: If green values sell, why don't businesses produce truly ecological cars?

MAURECE: Because it's cheaper and easier to produce a green advert than a green product. As someone once said, "It's easier and less costly to change the way people think about reality than it is to change reality." The danger with greenwash is that we believe the ads and buy these so-called 'green' products, then our consciences are clear and we don't feel obliged to make the radical changes that we should be making in our everyday life. Some petrol companies do, but their main product is petrol, and filling up your car with petrol will not reduce your carbon footprint.

SUE: Right.

MAURECE: And so what we need is for petrol companies to take a lead on this. If we want to change our lifestyle, it's a question of collective action. As the French saying goes, 'The person who never acts is never wrong.' It's a question of uniting people, of having a common goal.

SUE: What would be your top priority for combating global warming?

MAURECE: For me, the top priority is to get the governing party to commit to a legally binding agreement on climate change. We need a binding treaty that sets clear targets for reducing greenhouse gas emissions. We also need to invest in renewable energy sources like wind, solar, and hydro.

SUE: What are your main concerns about BP's greenwashing?

MAURECE: One of my main concerns is that BP is using their status as a leading oil company to promote a false sense of responsibility. They are trying to create the impression that they are committed to reducing their carbon footprint, while in reality they are investing heavily in new oil fields. The 'Beyond Petroleum' slogan is just a marketing ploy to distract from their ongoing fossil fuel activities.

SUE: What is your view of the current state of the environment?

MAURECE: I believe we are facing a serious environmental crisis. The effects of climate change are already being felt, and if we do not act now, the consequences could be catastrophic. We need to take strong, immediate action to reduce our carbon emissions and transition to a sustainable energy system. This requires a global effort, with all countries working together to address the issue.

SUE: What can individuals do to help combat global warming?

MAURECE: As individuals, we can make changes in our daily lives to reduce our carbon footprint. Simple actions like using public transport, cycling, or walking instead of driving can make a difference. We can also support companies and policies that prioritize sustainability and renewable energy.

SUE: Thank you, Maurice. It was a pleasure talking with you. And thank you for joining us today.
4. And finally, a robber in the US has found a novel way to get rid of the weapon he used when trying to commit a crime. Claimed he had a gun hidden under his T-shirt, nineteen-year-old Teresa Lepkowska from California demanded that bar owner, Mr Bill Fox, hand over the cash. Instead, Mr Fox overpowered him and called the police. Before they got there, however, the would-be thief took off his weapon and ate it! He had been trying to hide up the bar with a banal police officers took photos of the banana skin and said they were considering charging the teenage delinquent with destroying evidence. If he had really had a gun, he thought Mr Fox had, but fortunately, he only had a banana. Mr Lepkowska has been charged with attempted armed robbery.

**CD 2.15**

**ENGLISH AND THE ARTS, QUOTING SHAKESPEARE, EXERCISE 3**

**ANNOUNCER:** Now here's Simon Borrowdale with the third programme on William Shakespeare and his times.

**SIMON:** Hello. Today we take a look at Shakespearean theatre. With me to talk about it is Professor Owen Evans from the Shakespeare Institute.

**OWEN EVANS:** Hello.

**SIMON:** Professor Owen Evans, what would it have been like to go and see a play in London in Shakespeare's time?

**OWEN EVANS:** Well, you'd go to the theatre -- the Swan or the Globe or the Rose -- in the early afternoon. You'd pay a penny for admission and you'd stand in a space a bit like the arena, partly surrounding the stage, with no roof above. If you could afford three pence you'd sit in a wooden gallery. But, you know, you wouldn't say you were going to see a play. The phrase used at the time was to have a play.

**SIMON:** Why was that?

**OWEN EVANS:** Well, the visual elements were limited and consequently the words were a lot more important. All the things that were not there to see had to be created by the playwright's words and imagined by the audience.

**SIMON:** So what would a typical set look like?

**OWEN EVANS:** The box above the stage was almost bare. There were doors at the back through which actors entered and exited. There were two columns supporting the roof above the stage, and those were useful if a character was to hide and, for example, overhear a conversation. There might be a chair or a table, but the boxes were really more like grottos for example the ghost of Hamlet's father, could emerge. Above the stage was a gallery which could be used by musicians or by a character who was supposed to appear on a balcony. Like Juliet in Romeo and Juliet.

**SIMON:** So the audience had to imagine the whole setting?

**OWEN EVANS:** Yes, but it was the playwright's job to help. Consider Henry V, a play about a war between France and England. In the Prologue, an actor comes onto this empty wooden stage, which is about 13 metres wide, and tells the audience to imagine that this space contains two kingdoms and the sea that separates them. He tells them to divide each actor into a thousand men to create an imaginary army. 'When we talk of horses,' he says, 'think you that you see them?' Imagine you hear the sound of their hoofs beating the earth. And apparently the audience did just that, they constructed those settings in their imagination.

**SIMON:** Amazing.

**OWEN EVANS:** And of course you had men playing the roles of women. So Cleopatra, the most beautiful woman in the world, was actually a boy wearing a wig. But you were told she was an absolute beauty, and you believed it; you actually saw it 'in your mind's eye'. However, funny enough, one visual element was more spectacular in Elizabethan theatre than even in today's most expensive Hollywood productions.

**SIMON:** What was that?

**OWEN EVANS:** The costumes. The thing is, they were real. When rich people died, they often left their clothes to their servants. But the servants couldn't wear them, because such expensive clothes were not considered appropriate for their class, and they sold them on to theatre companies. And so when you saw a king or queen on stage, you would see clothing that were real silk and velvet, with gold thread and what you like. Maybe that made it easier to imagine everything else.
**LISTENING COMPREHENSION**

**TRUE/FALSE/NO INFORMATION**

1. Exam task 1F 2T 3F 4N 5T 6NI

2. Task analysis
   1. attraction The Multicultural Festival may one day become the town's main attraction.
   2. costumes Steve mentions an event at which participants will be able to see what traditional costumes look like.
   3. The idea originated at the University, really. When you’ve got people of a dozen nationalities in your class, you can learn so much from them, and it’s such fun...
   4. ...with the generous funding from the Town Council

**MATCHING**

1. Exam task 1D 2E 3A 4B 5C

2. Task analysis
   A The equality of men and women, the hierarchy.
   B She couldn’t go to lessons because of a student strike; she’s doing a project on it.
   C Lifelong friends are not mentioned at all.
   D The amount of money you spend, student grants.
   E The stereotype being an Erasmus student involves parrying and drinking in international company and hardly anything else. Tomek’s view if you’re looking for more than parties and superficial contacts, you should find it easily.

**MULTIPLE CHOICE – SHORT RECORDINGS**

1. Exam task 1A 2C 3B 4C 5B

2. Task analysis
   1. ...let’s just take the car, then.
   2. I just wanted something really new, really different in my life.
   3. ...he has to set up the lights and the cameras, then he’s shooting, and during each break he adjusts the lights, moves the cameras, looks at the footage with the director.
   4. Would next Thursday, the fifteenth, be OK for you?
   5. Can you please be quiet? Can I borrow this one, please?

3. 1 train tickets (option C) – very expensive, wouldn’t cost more than the air fare.
   2 salary (option A) – The salary was better, but only slightly.
   3 make-up artist (option A) – Other people might have moved there because of the climate, he doesn’t really like hot weather that much.
   4 confirm (option A) – He was supposed to confirm the time of a meeting, but something has come up.
   5 bookshop – At the bookshop these big art books cost thirty pounds.

**MULTIPLE CHOICE**

1. Exam task 1A 2D 3B 4D 5C

2. Task analysis
   a 1 he broke his own record by hitchhiking 25,000 kilometres from Warsaw to Sicily in three-four hours.
   2 If you choose to hitch-hike, you make a decision to rely on people’s goodwill.
   3 you’ve got somewhere [...] to have a bite to eat, to hide from the rain...
   4 ... the best thing for me is meeting incredible people...
   5 ...he said it was against his religion to leave me by the road at nightfall.

**SHORT TEXTS WITH MULTIPLE CHOICE QUESTIONS**

1. Exam task 1D 2A 3D 4A

2. Task analysis
   Taking me back down the vista of years; Betrays me back; the old Sunday evenings at home

3 B – grindstone
   C – sails
   D – vertical shaft

4 A She says women are “school teachers, from whom many of these men learn all they know of citizenship and patriotism.”
   B Women.
   C To show that refusing women the right to “taxation without representation” and therefore a form of tyranny.
   D Question is too delicate; on show.

**USE OF ENGLISH**

**MULTIPLE CHOICE**

1. Exam task 1B 2C 3D 4B 5A 6A

2. Task analysis
   1 ...that can cause you to become ill... that can cause an illness
   2 ...where they prepare food.
   3 a comma – we do not use a comma before that; some of them could be used in the following way: A variety of bacteria were found. Some of them could cause dangerous infectious diseases.
   4 This sentence is grammatically correct, but it doesn’t fit the text because used to means that it was true in the past, but isn’t so any more.
   5 to contract a disease
   6 A Answer B is incorrect because the text talks about any toilet.

**OPEN CLOSE**

1. Exam task 1a 2 to 3 soon 4 have 5 of

2. Task analysis
   1 Exam tip 6 4 Exam tip 3a
   2 Exam tip 2 5 Exam tip 5
   3 Exam tip 3b

**WORD BUILDING**

1. Exam task 1 unacceptable 3 terrifying 5 weight
   2 effectively 4 performance
One advantage

In addition, a wealth of cultural background; a picture of life in the most cosmopolitan city on Earth; the richness of life in the most cosmopolitan city on Earth.

‘FOR AND AGAINST’ ESSAY

2 Task analysis
What are the advantages and disadvantages? – What are the benefits and drawbacks

The main benefit – One advantage / The main advantage

Morover – In addition, What is more. Furthermore Not only that, but – What is more. In addition On the other hand – However, ...

a has its drawbacks; ... b has its disadvantages In addition – Furthermore, Moreover

Finally – Last but not least

In conclusion. – To sum up, On balance... In my opinion, – To my mind,

OPINION ESSAY

2 Task analysis

Students’ own answers.

FORMAL AND SEMI-FORMAL LETTERS

2 Task analysis

Dear Sir or Madam,

I am writing to ask your help in finding a good home for a dog I found while staying here in Whitening.

It is a small black poodle. She was very thin when I found her, but apart from that she seems in good health and she is also very well-behaved.

I will be returning to my country soon and cannot take her with me. Unfortunately, I don’t think anyone who could look after her here, and I certainly wouldn’t like to leave her in an animal shelter.

I was wondering if you could help me. I would really care for her. Thank you for your help.

With best wishes,

Daniel Wagner

I – polite and friendly; I was wondering if you could help me, thank you for your help; – most of the language is neutral; neither colloquial nor very official language; – ending: 'With best wishes!'
S There were a few people waiting when we got to

S SPEECH, THE

S We started our tour in Samoens (which is

S TENSES AND MODALITY

S Exam task 1

S 1 Test yourself

S 2 a: tenses and modal verbs

S 3 a: phrasal verbs

S 4 d: linking words

S 5 c: prepositions

S 6 grammatical tenses, reported speech, the passive

S Exam task 2

S 12 1 2B 3C 4A 5D 6A 7B 8C

S REPORTED SPEECH

S 2

S 1 how much we had spent on our

S 2 me of breaking her

S 3 the class not to leave the classroom

S 4 for staining my

S 5 not to be forgotten

S THE PASSIVE AND HAVE/GET SOMETHING DONE

S 3

S 1 not been forgotten

S 2 will be wiped out / will have been wiped out

S 3 have been reported

S 4 being told

S 5 was not taught / hadn't been taught

S 4 were not / weren't given sufficient information

S 2 believed to have committed

S 3 are having our house

S 4 probably have his tooth taken

S CONDITIONALS

S 5 if Tom had some money, he would give you a loan.

S 2 if my girlfriend wasn't absent-minded, she

S 3 wouldn't have forgotten about our date yesterday.

S 4 I wouldn't have been late for work / I would have been on time for work if I hadn't missed the bus.

S 5 If it rains heavily tomorrow, we might not / probably won't go for a walk.

S 5 Fiona would have a well-paid job now if she hadn't dropped out of studies.

S 6 had known who to turn to, he would have complained

S 2 know how it works unless you read

S 3 had enough money, he would go

S 4 hadn't missed many classes, the teacher would / might let me off

S 5 a high mark for your essay as long as you don't make

S GRAMMATICAL TENSES

S 7 've / have been painting 4 was doing

S 2 will have gone

S 3 are becoming

S 8

S 1 since I drove

S 2 several thousand tourists will have visited

S 3 have you been learning

S 4 other guests arrived, we had eaten

S 5 hasn't / haven't overthrown the government

S 6 had introduced my girlfriend to my parents

S INVERSION

S 9

S 1 only once

S 2 little

S 3 hardly

S 4 should

S 5 on no account

S 6 didn't realise that I had left my passport

S 7 had I stopped thinking about Dave than I bumped

S 8 time was Peter aware that

S 9 ever do I speak English,

S 10 you told me the truth, I wouldn't have

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

S 11

S 1 wish / if only I was / were tall.

S 2 I wish / if only Mark would stop talking about himself.

S 3 I wish / if only I hadn't eaten so much chocolate yesterday.

S 4 I wish / if only I didn't have to go to work tomorrow.

S 5 I wish / if only I hadn't been impatient with my daughter the other day.

S 6 I wish / if only my sister wouldn't borrow my clothes without permission.

S 7 I wish / if only I had enough time to read a newspaper every day.

S 12

S 1 hadn't told my parents

S 2 Dorothy wouldn't ask such

S 3 collected your stuff and left

S 4 you didn't wait for me

S 5 you won the lottery

S 6 I had kept you company

S 7 she had done in

S LINKING WORDS

S 13

S 1 the fact that the head teacher takes special measures

S 2 were red because she hadn't been

S 3 won't start baking a cake until

S 4 he was qualified and intelligent

S MODAL VERBS (REFERRING TO THE PAST)

S 14

S 2 a: b 3 a 4 a

S 15

S 1 must have been following us

S 2 needn't have taken

S 3 to have anticipated some difficulties

S 4 can't have been introduced

S 5 might not have meant

S VERB PATTERNS

S 16

S 2 a: better apologise

S 2 regret to tell you that

S 3 suggest reminding them

S 4 don't fancy going out.

S 5 succeeded in meeting

S PHRASAL VERBS

S 17

S 2 gave

S 3 looked

S 4 took

S 5 went

S 6 brough

S 18

S 1 turned / showed up for

S 2 can't put up with

S 3 set off

S 4 ever fell out

S 5 failed

S Exam task 1

S 19

S 1 have never got on with

S 2 she

S 3 haven't been patient with my

S 4 can't have been introduced

S 5 might not have meant

S Exam task 2

S 20

S 1 should you disclose

S 2 not allowed to go

S 3 Robert wouldn't tell stupid jokes / Robert wouldn't stop telling stupid jokes

S 4 to choosing / that she had cheated

S 5 out of playing

S OPEN CLOZE

S 21

S 1 a: b 3 a 4 a 5 c: a 6

S 22

S 1 Test yourself

S 2 auxiliary verb; been

S 3 preposition of

S 4 linking word; When

S 5 collocation; in

S 6 phrasal verb; carry

S 7 expression; carries
**Modal and Auxiliary Verbs**

| 2  | 1. won't  | didn't  |
| 2  | 2. being  | been    |
| 2  | 3. must   | should  |
| 2  | 4. would  | had     |
| 5  | 5. ought  | not do  |

**Test yourself:**
1. adjective; exceptional
2. verb; discourage
3. adjective; irresistible
4. verb; discourage
5. harmful

**Articles**

| 4  | 1. the  |
| 4  | 2. the  |
| 4  | 3. the  |
| 4  | 4. a  |
| 5  | 5. the  |

**Prepositions**

| 6  | 1. C  |
| 6  | 2. B  |
| 6  | 3. A  |
| 6  | 4. A  |
| 6  | 5. S  |

**Idioms**

1. cut in
2. fall behind
3. break a call
4. get 6 keep
5. Time 2 pain 3 over 4 caught 5 down

**Collocations**

| 12 | 1. d  |
| 12 | 2. b  |
| 12 | 3. g  |
| 12 | 4. f  |
| 13 | 5. a  |
| 13 | 6. h  |
| 13 | 7. e  |
| 13 | 8. c  |

**Articles**

| 1  | 1. who  |
| 1  | 2. There  |
| 1  | 3. anywhere  |

**Phrases and Expressions**

1. from my point of view
2. in the long run
3. on the spur of the moment

**Suffixes (-en, -en, -or, -er, -ee, -st, -ian)**

| 7  | 1. er  |
| 7  | 2. or  |
| 7  | 3. en  |
| 7  | 4. er  |

**Suffixes that change the meaning of words**

| 5  | 1. illogical  |
| 5  | 2. irregular  |
| 5  | 3. unload  |
| 5  | 4. disapprove  |
| 6  | 5. uncomfortable  |
| 6  | 6. insecure  |

**Prefixes**

| 1  | underprivileged  |
| 1  | co-educational  |
| 1  | overworked  |

**Suffixes that make words opposite**

| 3  | 1. illogical  |
| 3  | 2. irregular  |
| 3  | 3. unload  |
| 3  | 4. disapprove  |
| 4  | 5. uncomfortable  |
| 4  | 6. insecure  |

**Suffixes that change adjectives into verbs**

| 16 | 1. worsen  |
| 16 | 2. purify  |
| 16 | 3. soften  |
| 16 | 4. intensify  |

**Exam task 1**

1. invitation
2. jointly
3. increasingly
4. overtaken

**Exam task 2**

1. access
2. underestimate
3. advertisement
4. cryptocurrencies
5. colourful
6. beans
7. expiry (British English)
8. expiration (American English)