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ESOL Examinations

Cambridge English

Vocabulary for Advanced

with answers

Self-study vocabulary practice

SIMON HAINES



Official preparation material for Cambridge English: Advanced,
also known as Certificate in Advanced English (CAE)



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Map of the book

Unit number	Title	Topics	Exam practice
Unit 1	Cities	Urban growth Urban living	Reading Part 3
Unit 2	Personal history	Ancestry Autobiography	Writing Part 1
Unit 3	The arts	Arts events Reviews	Use of English Part 1 Speaking Part 1
Unit 4	Migrations	Departures Personal stories	Speaking Part 2
Unit 5	Risking it	Extreme sports Risk-taking	Reading Part 2
Unit 6	Gender issues	Language Gender in sport	Listening Part 2 Use of English Part 5
Unit 7	Education	Learning Training	Listening Part 4
Unit 8	Health	World health Water and health	Speaking Part 3 Writing Part 2
Unit 9	Getting about	Private journeys Public transport	Listening Part 1
Unit 10	Moods	Attitudes Memory	Reading Part 1 Use of English Part 4
Unit 11	Fame and fortune	Celebrity culture Reality television	Speaking Part 2 Use of English Part 2
Unit 12	Relationships	Families Friends	Listening Part 3
Unit 13	Time off	Holidays Enjoying exercise	Reading Part 4

Unit number	Title	Topics	Exam practice
Unit 14	Media	News and information Press freedom	Use of English Part 5
Unit 15	The world of work	Employment patterns Economic migration	Use of English Part 2 Speaking Part 1
Unit 16	Economics and business	Economic problems Business tips	Writing Part 1 Listening Part 2
Unit 17	The living world	Animal life Trees and plants	Listening Part 4
Unit 18	Personal contact	Social networking Letter writing	Use of English Part 3 Speaking Part 4
Unit 19	Environment	Issues Protection	Writing Part 2 Use of English Part 3
Unit 20	Science and technology	Discovery Solutions	Use of English Part 1

Appendices		
Appendix 1	Writing	Fixed phrases for writing tasks listed by function and indicating degree of formality
Appendix 2	Spelling 	Words typically misspelt by <i>Cambridge English: Advanced</i> candidates with problem letters highlighted
Appendix 3	Speaking Part 1 	Real Speaking Part 1 questions compiled from past papers
Appendix 4	Prefixes and suffixes	Meanings and examples of these useful language features
Appendix 5	Word families	Extensive lists of words from common roots

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Introduction

What does the book aim to do?

This book aims to extend your vocabulary knowledge and to introduce ways of studying vocabulary which will help you succeed in *Cambridge English: Advanced*, also known as *Certificate in Advanced English* (CAE). Particular attention is given to language chunks, such as collocations and idioms. These make your written and spoken language more effective and improve your understanding of listening and reading texts. The exam practice sections increase your awareness of the ways you will need to use your vocabulary knowledge in the *Cambridge English: Advanced* examination.

Who is the book aimed at?

This book is designed for students working alone who want to revise and extend their vocabulary, but it can also be used as part of *Cambridge English: Advanced* preparation course in the classroom, or set as homework by a teacher.

How do I use the book?

You can work through the twenty units in any order. You may choose units that relate to topics in your coursebook, because you have a particular interest in that subject, or simply because you are attracted to an interesting text or set of activities. In each unit there are four pages: three pages of general exercises and one page of exam practice. It is best to work through a unit from beginning to end as one exercise may revise the vocabulary from a previous exercise.

When should I use a dictionary?

To get the most out of this book you will need a good dictionary. Use the *Cambridge Advanced Learner's Dictionary* or another suitable monolingual dictionary. You should try to do each exercise without a dictionary first, and then use your dictionary to help you with answers you didn't know. Use the Answer key as a final check. When you see the dictionary symbol, you are advised to use a dictionary to complete the exercise. 

What does this symbol mean?

This symbol appears in the Error warning boxes, and indicates that the errors were found in the *Cambridge Learner Corpus*, a database of mistakes made by students who have taken Cambridge ESOL exams.

What is included in the exam practice?

The exam practice sections contain examples of the style of questions used for every task type in the *Cambridge English: Advanced* examination. These tasks show you how your vocabulary knowledge will be tested. However, the practices in this book are often shorter than the tasks in the real examination. Please check the Exam summary (page 8) for details of the number of questions in each section of the examination.

How do I best use the exam Writing practices?

These exercises give you an opportunity to use the vocabulary from the unit. Appendix 1 (page 98) lists fixed phrases you may find useful when doing an exam writing task. There are also model answers for each question in the Answer key. These models can be used as a guide to organising ideas and using vocabulary accurately and effectively.

What is on the CD?

You need to listen to the CD to do some of the exercises. The exam listening tasks are also on the CD. In the exam you hear everything twice so you will need to replay these tracks. Make sure you read all the instructions and questions before you play the exam Listening tracks. Some of the Listening exercises in the units are similar to the tasks you will do in the exam. You will probably need to listen to these tracks twice too.

How do I use the Wordlists?

On pages 116 to 128 there are Wordlists containing the key vocabulary for each unit. The pronunciation for each individual word is given and there are also lists of phrases. When you have finished each unit, go through the Wordlist and check you know the meanings of each word and expression. Highlight any items you don't remember and go back to the unit to revise them.

When should I do the tests?

Each of the four tests recycles a selection of vocabulary from five units. When you have finished the five units, do the test and mark it. Highlight the items you got wrong and review the units if necessary.

Cambridge English: Advanced Exam summary

Paper 1 Reading (1 hour 15 minutes)

There are 34 questions in total.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Multiple choice	You read three short texts and answer two questions on each. You choose from four possible answers (A, B, C or D).	6	Unit 10, p.51
2	Gapped text - paragraphs	You read a text from which six paragraphs have been removed and put in a jumbled order. You have to choose which paragraph fits into which space. There is a paragraph which does not fit into any space.	6	Unit 5, p.29
3	Multiple choice	You read a text and answer seven multiple-choice questions. You choose from four possible answers (A, B, C or D).	7	Unit 1, p.13
4	Multiple matching	You scan a text or texts and decide which text each of the questions refers to. Some questions may refer to more than one text / text section.	15	Unit 13, p.65

Paper 2 Writing (1 hour 20 minutes)

The two parts of the test carry equal marks.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Write one text	There is one compulsory question. You have to write an article, a letter, a proposal or a report. The content of your writing is based on information in the question. You must write 180–220 words.	1	Unit 2, p.17 Unit 16, p.79
2	Write one text	Choose from a selection of four of the following non-specialised text types: an article; a competition entry; a contribution to a longer piece; an essay; an information sheet; a letter; a proposal; a report; a review. The focus of these pieces will be on advising, comparing, evaluating, expressing opinions, hypothesising, justifying, persuading. Or you can answer a question on the set books which has two options. You must write 220–260 words.	5 but you choose 1	Unit 8, p.43 Unit 19, p.91

Paper 3 Use of English (1 hour)

There are 50 questions which test your control of English grammar and vocabulary.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Multiple choice cloze	You read a text with 12 gaps. For each gap you choose one of four possible answers (A, B, C, or D).	12	Unit 3, p.21 Unit 20, p.95
2	Open cloze	You read a text with 15 gaps and write the missing word in each gap.	15	Unit 11, p.57 Unit 15, p.73
3	Word formation	You complete the words in a text with the correct form of words at the end of the lines.	10	Unit 18, p.87 Unit 19, p.91
4	Gapped sentences	You complete sets of three sentences with one word which is appropriate in all three sentences.	5	Unit 10, p.51
5	Key word transformations	You are given a complete sentence and a second gapped sentence. You complete the second sentence so that it has the same meaning using a given 'key word'.	8	Unit 6, p.35 Unit 14, p.69

Paper 4 Listening (40 minutes)

There are 30 questions. You hear every recording twice.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Multiple choice	You hear three short extracts and have to answer two multiple choice questions on each extract. For each question you choose one of three possible answers (A, B or C).	6	Unit 9, p.47
2	Sentence completion	You use information you hear to complete sentences with gaps.	8	Unit 6, p.35 Unit 16, p.79
3	Multiple choice	You hear a recording with six multiple choice questions. For each question you choose one of four possible answers (A, B, C or D).	6	Unit 12, p.61
4	Multiple matching	You hear five short themed monologues with multiple matching questions. You match a statement or opinion from a list of six options for each speaker.	10	Unit 7, p.39 Unit 17, p.83

Paper 5 Speaking (15 minutes)

You do this with another candidate. There are two examiners. One examiner speaks and the other listens.

Part	What are the tasks?	What do I have to do?	Where can I get practice?
1	General conversation	You answer questions about general topics such as your daily life, your interests or your experiences.	Unit 3, p.21 Unit 15, p.73
2	Individual 'long turn'	You speak for about one minute, comparing two photographs or other visuals. The other candidate listens to you and then answers a related question.	Unit 4, p.25 Unit 11, p.57
3	Discussion	You and your partner discuss a question related to a set of pictures.	Unit 8, p.43
4	Discussion	You and your partner discuss a question related to the topic of Part 3.	Unit 18, p.87

1

Cities

Urban growth, urban living

Urban growth

1.1 Think of a city you know well. Which of these phrases do you associate with it? Put a ✓.

- an important commercial centre ____
- a vibrant, cultural centre ____
- a major tourist attraction ____
- a sprawling metropolis ____
- gridlocked rush-hour traffic ____
- accessible open spaces ____
- run-down estates ____
- affluent suburbs ____
- steeped in history ____
- seriously polluted ____
- densely populated ____
- friendly and welcoming ____



1.2 Choose the best words to complete the text.

Urban sprawl is the unchecked spreading of a city or its ¹*suburbs / residences*. It often involves the ²*demolition / construction* of residential or commercial buildings in ³*rural / environmental* areas or otherwise undeveloped land on the ⁴*outskirts / neighbourhoods* of a city. Typical ⁵*residents / commuters* of these areas live in single-family homes and travel by car to their jobs in the city. Concerns over urban sprawl largely focus on negative ⁶*costs / consequences* for residents and the local ⁷*environment / space*. The tendency of people living in these neighbourhoods to commute to work means that urban sprawl is sometimes associated with increased air ⁸*pollution / pollutant* from car exhaust fumes.

1.3 Find words in the text which match these definitions.

- 1 related to towns and cities _____
- 2 related to trade or business _____
- 3 particular part of a place _____
- 4 not previously built on _____
- 5 people who live in a place _____

Vocabulary note

This book draws attention to language chunks of the following types:

COLLOCATIONS = words frequently used together, e.g.

densely populated, leafy suburbs, open spaces, violent crime

COMPOUND NOUNS = nouns made up of two or more words, e.g.

tourist attraction, skyscraper, cost of living

DEPENDENT PREPOSITIONS = some adjectives, nouns and verbs are followed by particular prepositions, e.g.

steeped in history, plagued by crime

PHRASAL VERBS = two- or three-part verbs with idiomatic meanings, e.g.

break down, get around, look forward to

IDIOMS = phrases with special meaning that cannot be understood from the individual words, e.g.

go to town on something, hit the road, cut and dried

1.4 WORD BUILDING Complete the table with words which have related meanings.

Noun		Verb	Adjective
demolition			
_____ (place, activity)			
_____ (company, person)			undeveloped
resident (person)			
_____ (place)			
sprawl			
environment		x	
_____ (person, activist)			
pollution (problem)			
_____ (substance)			

1.5 Complete the compound nouns in these sentences with words from the box.

area attractions city commuter fumes jams pollution rush traffic transport

- 1 The Eiffel Tower is one of the most popular tourist _____ in the world.
- 2 Our council is doing everything it can to combat _____ congestion, including charging drivers every time they drive into the _____ centre.
- 3 The underground is an integral part of the public _____ system in many large cities.
- 4 Since the town centre became a traffic-free pedestrian _____, shopping has been a more pleasant experience.
- 5 Exhaust _____ from cars, buses and lorries are the main cause of air _____ in cities.
- 6 There are frequent traffic _____ during the morning and evening _____ hours in many towns and cities.
- 7 House prices in the _____ belt are more affordable than in central London.

1.6 Some adjectives have a special meaning as noun suffixes.

-free = without an undesirable thing, e.g.
I always buy fat-free yoghurt.
-friendly = suitable for, or, welcoming of, e.g.
Child-friendly software comes pre-installed.
-mad = liking or doing something obsessively, e.g.
My husband is football-mad.
Rewrite the following sentences using the suffixes.

- 1 We live in a neighbourhood which doesn't have any crime.
- 2 They've created a zone around the school where cars cannot go.
- 3 I wish the council would make the city centre more suitable for bikes.
- 4 I want to find accommodation where they allow pets.
- 5 The young people around here are all obsessed with their cars.
- 6 Many of my colleagues prioritise their work too highly.

**Error warning**

In everyday speech and writing we use *people* as the plural form of *person*.
There were a lot of people on the station, but only one person got on the train.
The plural form *persons* is rarely used in speech, but is used in certain formal contexts, e.g.
The crime was committed by person or persons unknown.

Urban living

2.1  **02** Listen to two people talking about living in a city. Complete these sentences with words used by the speakers.

- I just love all the _____ and bustle.
- In my work and my _____ life, I come into regular _____ with people from all over the world.
- You just take for granted the incredible _____ of entertainment on offer.
- The only downside is the _____ of living.
- Her parents own a flat in the _____ of London.
- It was really convenient, just being able to _____ on a bus or take the _____.
- Crime _____ are higher in cities than in _____ areas.

2.2 What do you think are the advantages and disadvantages of city life? Make two lists. Use expressions from 2.1 and add your own ideas.

ADVANTAGES	<i>convenient public transport,</i>
DISADVANTAGES	<i>crime,</i>

2.3 Match the two-part expressions in italics with their definitions.

- | | |
|---|---------------------------------------|
| 1 I love the <i>hustle and bustle</i> of life in the city. | a good times and bad times |
| 2 Some people move to the country for the <i>peace and quiet</i> . | b busy, noisy activity |
| 3 We've been weighing up the <i>pros and cons</i> of commuting. | c willingness to compromise |
| 4 Most people have <i>ups and downs</i> at work. | d calm atmosphere |
| 5 We need some <i>give and take</i> between residents and developers. | e advantages and disadvantages |

2.4 **WORD TRANSFORMATION** Complete the text with the correct forms of the words in capitals at the ends of the lines.

The ⁰ explosive growth in the number of closed-circuit television (CCTV) ¹ _____ systems in recent years is transforming city centres in some countries. For some people, the cameras have a ² _____ benefit, taking comfort in the ³ _____ that they are being watched and protected. In some neighbourhoods, there are even socially ⁴ _____ CCTV systems, which allow local ⁵ _____ to tune in to community TV and watch what is happening outside their front doors. People know the cameras can be ⁶ _____ in solving crimes, but are they right to believe that cameras are keeping them safer? According to one university professor of ⁷ _____, they are not. He conducted a study of 14 CCTV systems and found that, in general, the ⁸ _____ of cameras has ⁹ _____ little impact on crime. In only one of the 14 areas could a ¹⁰ _____ drop in crime levels be linked to CCTV.

EXPLODE
SURVEY
PSYCHOLOGY
BELIEVE

INCLUDE / RESIDE

HELP

CRIME
INSTALL
SURPRISE
SIGNIFY

Reading Part 3

You are going to read a magazine article. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.



Exam tip

There are often questions which relate to the main idea of the text as well as questions about detail. In this practice task, question 1 relates to the main idea.

Wanted in Africa

Life in Cairo is both daunting and exhilarating. With a population of more than 17 million, Egypt's capital city is one of the most vibrant and complex cities in the world. Skyscrapers and five-star hotels loom over the River Nile, ancient mosques fill even the most westernised neighbourhoods and a millennium of Islamic architecture competes for space with 4,000-year-old Pharaonic monuments.

Downtown living has its ups and downs and it is more affordable than many of the more westernised areas of Cairo. However, central Cairo isn't ideal for kids: good secondary schools are expensive and will involve a lengthy commute. In addition, food must be bought in grocery stores and a few overpriced vegetable markets, rather than supermarkets. Good nightclubs are also scarce. Possibly the best nightlife is the streets themselves, which bustle with life until the early hours of the morning. For expats who want to immerse themselves in an Arabic-speaking world, Islamic Cairo is only a ten-minute drive east of the city centre.

The traffic, and therefore pollution, in this area is a major drawback: don't live here if you have allergies. Still, it's as central as you can get with great public transport. Driving in Cairo is an interesting experience. Travelling even short journeys can take a long time simply because there are so many vehicles competing for road space. Taxis are cheap and plentiful but get bogged down in the heavy traffic. Unexpectedly, there are relatively few collisions. Regular Cairo drivers will explain that they are expert when it comes to reaching their destination safely.

For those who decide to relocate here, accommodation is easy to find and cheap by western standards, ranging from nineteenth-century colonial opulence to seventies tower blocks. Islam remains the main cultural influence and the numerous religious festivals are major events for Cairo residents. Dress is modest, even in the blistering summer heat, and you will be expected to follow suit by covering up in public.

- 1 Who is this article aimed at?
 - A native residents of Cairo
 - B expatriates currently living in Cairo
 - C people who want to see the real Cairo
 - D foreigners considering living in Cairo's centre
- 2 The writer contrasts
 - A Cairo with Western cities.
 - B the styles of buildings in Cairo.
 - C Cairo in past times with Cairo today.
 - D the cultures and lifestyles across Cairo.
- 3 The writer warns parents about a lack of
 - A shops selling fruit and vegetables.
 - B safe places for children to play.
 - C child-friendly accommodation.
 - D suitable schools nearby.
- 4 The writer is surprised by
 - A the efficiency of public transport.
 - B the driving skills of local people.
 - C the number of road accidents.
 - D the amount of congestion.
- 5 The writer advises visitors to dress
 - A according to local conventions.
 - B appropriately for the weather.
 - C as they would at home.
 - D in formal clothes.

2

Personal history

Ancestry, autobiography

Ancestry

1.1 Where could you find out more about your ancestors? Put a ✓.

official records ____
websites ____

older relatives ____
family diaries ____

old family photo albums ____
local newspaper archives ____

1.2 Read the introduction to a talk about investigating your family history. Choose the best words to complete the text.

There is nothing more exciting than ¹*opening / unlocking* the mysteries of your own past. With each additional clue, your ²*ancestors / associates* will become more than just names or dates on a ³*genealogical / geological* form. In this ⁴*process / progress* you will realise that most of them were just ordinary people, just like you and me.

In genealogy you always start from the present and work ⁵*backwards / forwards*. You should approach the search as if you were a detective ⁶*conducting / concluding* an investigation; looking for clues, interviewing ⁷*resources / sources* and carefully ⁸*documenting / disclosing* your facts. This is important because you need to be able to prove that your line of ⁹*ascent / descent* is correct. Anyone can claim that they are a ¹⁰*descendant / successor* of George Washington, but proving it is another thing altogether.

1.3  **03** Listen to the talk and answer these questions.

- 1 Who is this advice aimed at? _____
- 2 What does the speaker warn listeners about?



Error warning



information is an uncountable noun and cannot be made plural, e.g.
I'd like ~~some informations~~ information about my family.

1.4  **03** Listen to the talk again. Find words and phrases which match these definitions. Use the recording script on page 106 to help you.

- 1 check your information is correct _____ *verify your facts* (3 words)
- 2 enjoy talking about memories _____ (1 word)
- 3 the most difficult problem to overcome _____ (3 words)
- 4 a small proportion of correct information _____ (4 words)
- 5 shocking personal secrets from the past _____ (4 words)
- 6 set a limit for something _____ (3 words)
- 7 separate line of your ancestry _____ (4 words)
- 8 collect a lot of data _____ (5 words)

1.5

WORD BUILDING

Complete the table with words which have related meanings.

Noun		Verb		Adjective
_____		accumulate		_____
_____ (positive)		x		accurate (positive)
_____ (negative)				_____ (negative)
ancestor (person)		x		_____
_____ (general topic)				_____
_____		embellish		_____
_____		reminisce		_____
_____ (process)		verify		verified
_____ (person)				_____ (possible to do)

1.6

Complete these sentences with words and phrases from 1.4 and 1.5.

- 1
- Of the difficulties we faced when we moved to America, overcoming culture shock was the biggest _____.
- 2
- Convincing liars usually include a few _____ of truth in their stories.
- 3
- Researching my family tree is just a hobby and I _____ at spending any money on it.
- 4
- Every time my father tells a story he adds some _____ to make them funnier or more dramatic.
- 5
- Historians have accused a new 'biographical' film about the king's personal life of being wildly _____.
- 6
- There's an animal living in the woods that makes a sound eerily _____ of a crying baby.

1.7

When we talk about secrets we often use the idea that there is something unseen or hidden, e.g. *skeletons in the cupboard*. Underline the language of secrets in these sentences.

- 1
- A recently published history of the local area exposes long-buried secrets of the family and their influence.
- 2
- It's not fair to keep residents in the dark about development plans for the local area.
- 3
- Journalists shouldn't spend their time digging up dirt on celebrities. It's not in the public interest.
- 4
- The government seem to think that they can just sweep recent statistics on inner-city crime under the carpet.
- 5
- Although he had tried hard to cover his tracks, all investigators had to do was follow the money.
- 6
- The councillor tried to muddy the waters over the scrapped housing development, when he raised the issue of anti-social behaviour.

1.8

Match the expressions you underlined in 1.7 with their definitions.

- 1
- investigate to find unpleasant or damaging information _____
- 2
- make evidence more difficult or impossible to find _____
- 3
- confuse an issue under discussion _____
- 4
- not share information with people who are interested _____
- 5
- make information public which was unknown for many years _____
- 6
- ignore or avoid discussion of an issue _____

Autobiography

2.1 How is an *autobiography* different from a *biography*?

2.2 Complete the text with words from the box.

accurate appointments blank confront feelings forget hoarded myths reports traces

Autobiography is a curiously naked business. It requires intimacy with your own ¹ _____ which you might have been avoiding for years. You have to ² _____ your guilts and fears, dredging from deep down things you might rather ³ _____. Then you must *weigh up* whether they are ⁴ _____ in any objective sense, or simply memories *formulated* from family ⁵ _____. Any life as long as mine has left *a multitude of* ⁶ _____. The most *valuable* proved to be those nearest home. Ever since I was a child, I have ⁷ _____: *scraps* of paper, childish sketches, soppy poems, notes from girls in my class at school, exam papers, school ⁸ _____ and boxes and boxes of letters. Then there are the diaries: the daily record of events and ⁹ _____. The casual entries in numerous little pocket diaries, thrown casually into a big box at each New Year, allowed me to pinpoint, though only roughly – there are many ¹⁰ _____ pages – what I was doing in any particular year of my life.

2.3 Write one word from 2.2 which can be used in all three sentences.

- 1 The world _____ for the 100 metres has been broken twice in the last year. Speaking off the _____, the politician admitted he had made a mistake. If you are found guilty of shoplifting, you will end up with a criminal _____.
- 2 Thieves gained _____ to the building through an upstairs window. Adults accompanying small children are eligible for half-price _____. The last _____ in the diary describes the danger they were in.
- 3 I left my parents a _____ saying I'd be late home. If you ask a friend for advice, you should take _____ of what they say. Sorry, I haven't got any change. I'll have to give you a ten-pound _____.

2.4 Which words are possible replacements for the words in italics in 2.2?

word in 2.2	possible replacements
1 <i>weigh up</i>	consider decide regard think about
2 <i>formulated</i>	created originating put together prepared
3 <i>a multitude of</i>	a crowd of countless many numerous
4 <i>valuable</i>	expensive important precious useful
5 <i>scraps</i>	bits crumbs fragments small pieces

Writing Part 1

You are staying in the UK and have just returned from a trip to a museum. You were given a leaflet as you left which asks for your opinion about the visit.

Read the leaflet and some notes you have made on the advertisement. Then, **using the information appropriately**, write a letter to the museum director explaining what you thought about the museum and suggesting ways of attracting more visitors.

We want to know what you think!

Every year over 100,000 people visit our museum. But we'd like even more visitors to enjoy the experience. Please send us comments about your visit. What did you enjoy? What could have been better? Please write to us now.



Exam tip

Make sure you read the question very carefully and follow all the instructions. You must cover all the input material by writing about each point. However, don't copy sections of text from the exam paper into your answer. Use the key words as starting points to display your own language knowledge.

Want to see how your ancestors lived?

Come to the East of England Museum of Everyday Life

Didn't open
till 10.15

Open 10.00 am – 5.00 pm daily

great
exhibits

Café serving snacks and drinks

good choice of
snacks – not
expensive

Guide spoke too quickly
for students of English

Hourly guided tours

Entry £5.00 / £2.50 (students and children under 16)

had to pay full price – wouldn't
accept my student card

Write your letter in **180–220** words in an appropriate style. You should use your own words as far as possible. You do not need to include postal addresses.

3

The arts

Arts events, reviews

Arts events

1.1 Which of these events would you enjoy? Which would you choose not to go to? Put a ✓ or a ✗.

- 1 an exhibition of work by a contemporary sculptor ____
- 2 classical music played by an orchestra and a celebrity soloist ____
- 3 a gig by a stand-up comic ____
- 4 a star-studded performance of a popular Shakespeare play ____
- 5 the première of the latest Hollywood blockbuster ____
- 6 a legendary jazz musician in concert ____
- 7 an exhibition of historical artefacts ____
- 8 a new piece by a touring ballet company ____
- 9 a three-day festival headlined by international rock stars ____
- 10 a collection of portraits by a photographer-to-the-stars ____
- 11 the televised auditions for a TV talent show ____
- 12 a collection of jewellery belonging to the Royal family ____

1.2 Where would you see each of the events listed in 1.1? Write the numbers (1–12) next to the venues (a–h). Some events could be seen at more than one venue.

- | | |
|--------------------------------|-----------------------------|
| a an open-air stadium ____ | e a prestigious museum ____ |
| b a historic concert hall ____ | f a theatre ____ |
| c a public art gallery ____ | g a comedy club ____ |
| d a multiplex cinema ____ | h a city park ____ |

1.3 Add your own words to these lists.

visual arts	sculpture
styles of music	soul
types of literature	novel
types of dance	ballet
genres of film	thriller
artists	composer, dancer



Error warning



In 1.1 there are two adjectives which are often confused with similar words. **classical** = traditional in style or form; of the ancient civilisations of Greece and Rome, e.g.

Classical literature usually makes heavy reading.

classic = established over time as popular, the best or most typical of its kind, e.g.

The little black dress is a classic look.

historical = connected with or based on past times, e.g.

It's a historical novel about the Tudors.

historic = very important in history, e.g. *These historic events will shape the nation's future.*



Vocabulary note

Notice that we use the definite article *the* with the names of most entertainment venues, e.g.

the Sydney Opera House, the British Museum, the O2 Arena.

1.4 COLLOCATION Match each list of verbs with a noun.

- | | |
|------------------------------------|----------------|
| 1 play, hear, write, read | a art |
| 2 shoot, watch, produce, show | b a venue |
| 3 appreciate, buy, create, view | c a film |
| 4 lead, conduct, join, hear | d music |
| 5 go on, take to, leave, appear on | e an orchestra |
| 6 book, fill, headline, choose | f the stage |

1.5 Complete these sentences using an adjective from box A and a noun from box B.

A academic medical musical scientific surgical
match-winning opening third-quarter

B instrument performance

- | | |
|--|---|
| 1 A stethoscope is a _____. | 5 The saxophone is a _____. |
| 2 A scalpel is a sharp _____. | 6 The _____ was sold out. |
| 3 The striker gave a _____. | 7 The telescope was an early _____. |
| 4 The company delivered a good
_____. | 8 University entry depends upon
_____. |

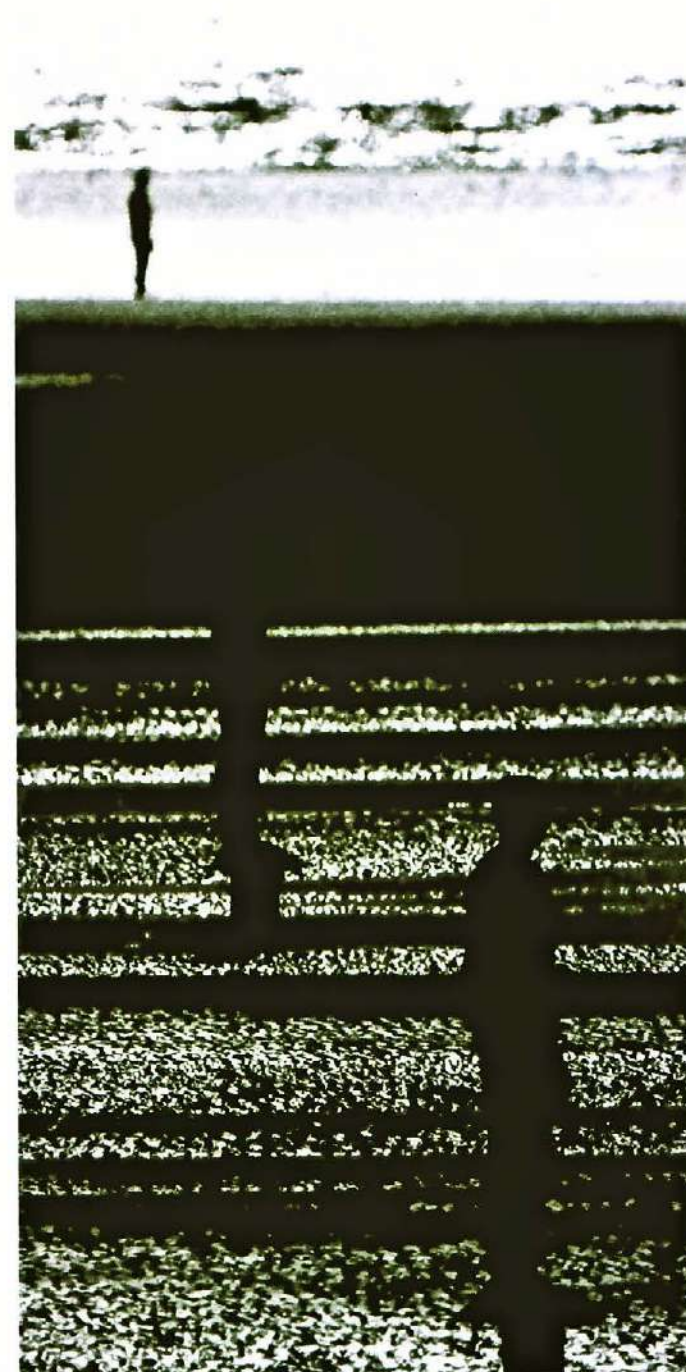
Reviews

2.1  **04** Listen to three people talking about arts events. Match the speakers with the events they describe (a–d). One of the events is not described.

- | | |
|-----------------|---|
| Speaker 1 _____ | a a comedy night at an unimpressive venue |
| Speaker 2 _____ | b a bizarre event at a modern art gallery |
| Speaker 3 _____ | c an outdoor art installation |
| | d a memorable concert by a new group |

2.2  **04** Listen again and complete the sentences with words and phrases used by the speakers.

- It was one of the best _____ I've ever been to.
- The venue was pretty ordinary – a _____.
- They play their rather eclectic mix of material without _____.
- They're gaining a devoted _____.
- I've never been _____ stand-up.
- He had the whole audience _____.
- I'm not even sure 'exhibition' _____.
- The figures are all _____ of the sculptor's own body.



2.3 Match these reviews with two of the events in 1.1.

- 1 Playing some of his better known back-catalogue, the now 79-year-old free-jazz saxophonist Ornette Coleman proved to a capacity audience what a lasting genius he is. What was chaotic and painful to listen to in the 1960s sounds melodic 40 years on. The mood of the music alternates between euphoric and melancholic, but it is always exciting and often surprising.
- 2 Speaking an estimated forty percent of the lines in the play, Jude Law, as Hamlet, gives an exhilarating performance. He incorporates physicality throughout, and infuses a breathtaking amount of energy into the part. He also knows what he's talking about. There is no recitation or learning by rote here. It's plain that after the year he was given to prepare for this role, and after the three months of performance in London, Law has an intimate understanding of his character, the language and the play as a whole.

2.4 Find words and phrases in the reviews which match these definitions.

- 1 past recordings of a musician _____
- 2 largest crowd a venue can hold _____
- 3 pleasantly musical _____
- 4 words an actor has to say _____
- 5 role played by an actor _____
- 6 repeat in order to remember _____

2.5 Write the nouns of these adjectives from the reviews in 2.3.

- 1 chaotic _____
- 2 melancholic _____
- 3 exhilarating _____
- 4 melodic _____
- 5 intimate _____
- 6 euphoric _____

2.6 Read these sentences. The words in italics have similar meanings. Circle the word in each pair which is more positive.

- 1 The portrait, which hangs in the National Gallery, is one of his more *difficult* / *challenging* works.
- 2 The band draws heavily on 1960s influences, giving this latest album a *classic* / *dated* sound.
- 3 His prose is *understated* / *bland* and his use of narrative device is *weak* / *subtle*.
- 4 They played in a *cramped* / *an intimate* venue to a *boisterous* / *raucous* crowd.
- 5 This was a typically *edgy* / *abrasive* routine from the undisputed bad boy of comedy.
- 6 The *sweet* / *syrupy* vocals and *repetitive* / *insistent* beat are reminiscent of disco.
- 7 She gives an *emotional* / *a melodramatic* performance as the late, great singer.

2.7 Complete this review with one word which best fits each gap.

The Road has a beauty which is reminiscent ¹ _____ classic twentieth-century novels such as *Of Mice and Men* and *The Old Man and the Sea*. The deceptively simple narrative is both gripping ² _____ revealing of human nature.

The novel ³ _____ the story of a father and son as they travel across a desolate landscape ⁴ _____ search of food and shelter. It becomes clear ⁵ _____ a huge disaster ⁶ _____ befallen planet earth. The sun has stopped shining and, ⁷ _____ light, plants do not grow, animals have starved and humanity is ⁸ _____ the brink of extinction. Society has broken ⁹ _____ and the few people that remain have turned against ¹⁰ _____ another. As the father tries desperately to ¹¹ _____ his son alive, he learns that the greatest human need of all is not food, ¹² _____ hope for the future.

Use of English Part 1

For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Gotan Project (0) *broke* onto the music scene in 1999 with their innovative mix of electro tango. The trio of elegant, dark-suited showmen went on to score a huge international (1) with their debut album, *La Revancha del tango*. They have now carved out a worldwide (2) as fusion mix masters.

The driving (3) behind the founding of Gotan Project was a French DJ, Philippe Cohen-Solal. Born in 1962, Cohen-Solal began his (4) in films in the nineties, working as a music consultant for a number of leading film directors. He also (5) something of a name for himself as a composer.

Meanwhile, Cohen-Solal's future associate, Christophe Muller, was busy forging his own reputation on the electro scene in Switzerland. Muller was a technical whizzkid, tinkering around on machines from his (6) teens. Muller moved to Paris where he met Cohen-Solal in 1995. The two musicians (7) it off immediately, discovering they shared an absolute (8) for electronica and Latin American music. Fusing the two together, they went on to (9) the Y-Basta record label.

The foundations of Gotan Project were (10) in 1999 when Muller and Cohen-Solal met the Argentinian singer and guitarist Eduardo Makaroff.

- | | | | | |
|----|------------------|------------|--------------|------------|
| 0 | A took | B broke | C brought | D arrived |
| 1 | A accomplishment | B gain | C success | D ambition |
| 2 | A reputation | B fame | C character | D status |
| 3 | A energy | B power | C strength | D force |
| 4 | A job | B career | C occupation | D working |
| 5 | A made | B achieved | C did | D realised |
| 6 | A young | B youthful | C early | D first |
| 7 | A got | B hit | C made | D knocked |
| 8 | A enjoyment | B feeling | C devotion | D passion |
| 9 | A set out | B set up | C set on | D set off |
| 10 | A firmed | B grounded | C placed | D laid |



Exam tip

Start by reading the whole text to get a general idea of what it is about.

When choosing options, look for language clues in the text such as collocations and prepositions, as well as considering meaning.

Narrow your choice by eliminating options which are obviously incorrect.

Speaking Part 1

1 For 1–5 think about how you would reply to the examiner.

- 1 Tell me something about the kinds of music you enjoy listening to.
- 2 When and where do you listen to music?
- 3 How do you prefer to listen to music?
- 4 Where can you go to listen to live music in your area?
- 5 Do you play or have you ever played music yourself?

2 05 Listen to three people replying to one of the prompts (1–5).

- 1 Which prompt (1–5) is each person replying to?
- 2 Listen again, and follow the recording script on p.106. Make a note of useful words or phrases.

4

Migrations

Departures, personal stories

Departures

1.1 Complete the text with words from the box.

asylum seekers contract workers expatriates
illegal immigrants professionals refugees settlers

¹ _____ are people who intend to live permanently in a new country. Most head for just a few main countries, for example, the USA. Some will succeed in their aims and gain status as legal residents of the country they have moved to. These people are technically called

² _____, although this term is most commonly used by people from English-speaking nations to describe people from more developed nations living permanently abroad.

Migrants who leave their homes to escape danger or persecution may also be looking for a permanent new home. Until their claims are dealt with they are known as ³ _____, and if their claims are accepted they will be classified as ⁴ _____. In some cases of mass flight, when thousands of people escape across a border, they are immediately granted this status.

Looking for a job, a better income or perhaps just an experience, other migrants are admitted to countries as ⁵ _____. They are allowed to stay in their destination country on the understanding that it is for a specific period. Some are seasonal employees. Others will stay in the new country for a year or more. These include employees of multinational corporations who are moved around from country to country. These people are often ⁶ _____, with specialist knowledge in their field.

Some migrants overstay their visas or work whilst in the country on tourist visas. When this happens they become ⁷ _____ in the eyes of the officials. They may also try to enter an 'immigration country', often endangering their own lives, by being smuggled in by people they have paid for this service.

V Vocabulary note

The prefix *en-* adds the meaning *put into, cause to be or provide with* to verbs. So *endanger* means to put in danger. Other common verbs starting with *en-* include:

encase, encircle, engulf, enable, enlarge, enliven, enrich, enclose

The prefix *em-* is used before words which begin with *b* or *p*, e.g. *embed, embitter, embody, empower*

1.2 Answer these questions.

- Which types of migrants come to your country? Which countries do they come from?
- Which types of migrants leave your country? Which countries do they go to?

1.3 Match these words with their definitions.

- | | |
|-----------------------------|---|
| 1 multinational corporation | a take things or people to or from a country illegally or secretly |
| 2 smuggle | b worker whose employment is related to a time of the year |
| 3 seasonal employee | c company that operates in more than one country |
| 4 overstay | d remain beyond a specific time limit |
| 5 persecution | e subject someone or a group of people to cruel or unfair treatment |

1.4

WORD BUILDING

Complete the table with words which have related meanings.

Noun	Verb	Adjective
	endanger	endangered
(positive) illegality (negative) (change)	(change)	(positive) illegal (negative)
(problem) (person)	persecute	
(activity) (person)	smuggle	
(particular area) specialisation (process) (person)		specialist (in an area) (for a purpose)

Personal stories

2.1

▶06

You will hear the first part of a radio programme about emigration. Listen and complete this summary. Write no more than two words for each gap.

Many people imagine that their life in a new country will be more exciting than the ¹_____ of home. But in fact, although their new ²_____ are better, they often pine for aspects of their old life. Jane Foreman has experienced painful ³_____. Her husband David's job ⁴_____ them to Kuala Lumpur in Malaysia eighteen months ago. Now all she wants to do is ⁵_____ to Northumberland.

! Error warning

many is commonly used in affirmative sentences in writing, e.g.
Many people these days prefer to shop online.
However, *many* is very formal in spoken, affirmative sentences. We prefer to use *a lot of* or *lots of*, e.g.
"I know **many** a lot of people like her."
"She has **many** lots of good friends."
many is used in questions and negative sentences whatever the level of formality.

2.2

▶07

Now listen to the radio programme and answer these questions.

- 1
- What positive aspects of life in Kuala Lumpur does Jane mention?
- 2
- What has happened to make Louisa feel happier in New Zealand?



4 Migrations

2.3 Match these definitions with words from the recordings.

- | | |
|---|--------------|
| 1 needing or wanting something very much | a pine for |
| 2 miss something very much | b insecure |
| 3 having strong, supportive relationships | c grieve |
| 4 feel deeply sad because of a death | d familiar |
| 5 anxious, not confident | e close-knit |
| 6 well-known and easily recognised | f desperate |

2.4 The adjective prefix *multi-* means 'many'. Complete the sentences with an adjective starting with *multi-*. The first sentence is given as an example.

- The city is home to people from many different cultures. It's a multicultural city.
- Many different languages are spoken in our country. It's a _____ society.
- HSBC is a bank which operates in many different nations. It's a _____ company.
- The fabric is printed with many contrasting colours. It's _____ fabric.
- My printer has many different functions. It's a _____ printer.

2.5 Complete these sentences with phrases from the box.

sense of belonging sense of duty sense of humour sense of responsibility sense of urgency sense of loss

- We're leaving in half an hour and he hasn't finished packing yet. He has no _____.
- I have a real _____ even though I've only lived here for six months.
- Nothing makes you laugh. You have absolutely no _____.
- He didn't really want to see his parents. He only visited them out of a _____.
- She has looked after her brothers and sisters since they arrived in the country. She has an amazing _____.
- When my long-term neighbour moved house I was surprised by the _____ I felt.

2.6 Answer these questions. The idioms in italics can all be found in the recording scripts on page 107.

- If you *dream of pastures new*, what do you want to do?
- If you say '*my heart is*' somewhere, do you want to be in that place or not?
- If you *find your feet*, do you feel more or less comfortable in a situation?
- If you do something *like a shot*, do you do it slowly or quickly?
- If you go *off the beaten track*, do you travel to tourist destinations or not?
- If a rug was *pulled out from under you*, would you feel more or less confident?
- If *things are looking up*, is your situation getting easier or more difficult?
- If something you planned to do is *off the menu*, can you do that thing as planned?

Speaking Part 2

- 1 Read what the oral examiner will say to you at the beginning of Part 2 of the Speaking test:

In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute and also to answer a question briefly about your partner's pictures.

Candidate A it's your turn first. Here are your pictures.

They show people going abroad.

*I'd like you to compare two of the pictures and say **who you think these people are, and why they are going abroad.***

Choose two pictures. Follow the examiner's instructions. Make some written notes on what you will say.

Who do you think these groups of people are?

Why are they going abroad?



Exam tip

You will be expected to:
organise your thoughts,
describe and compare,
express opinions and speculate.
There are no right or wrong answers
to the questions.

- 2 Now imagine you are Candidate B. How would you answer this question about the same pictures?

How do you think the people in the pictures are feeling?

5

Risking it

Extreme sports, risk-taking

Extreme sports

1.1 Match the illustrations with the names of the sports.

- | | |
|--------------------|-------------------------|
| 1 bungee jumping — | 5 scuba diving — |
| 2 hang-gliding — | 6 skydiving — |
| 3 ice climbing — | 7 white-water rafting — |
| 4 potholing — | 8 windsurfing — |

1.2 Which of these sports have you done?
Which would you try?

Vocabulary note

The compound nouns for these sporting activities are formed using the -ing form. Some are written as two separate words, some have a hyphen and others are one word.



1.3 Choose the best words to complete the text.

A defining feature of extreme sports for many people is their alleged capacity to ¹induce / install an adrenaline rush in ²participants / patients. However, the medical view is that the 'rush' or 'high' ³associated / imparted with an activity is not due to adrenaline being ⁴resumed / released as a response to ⁵flight / fear. Medical professionals now claim it is due to increased ⁶levels / channels of dopamine, endorphins and serotonin resulting from extreme physical ⁷exhibition / exertion. Furthermore, a recent study suggests that the link between adrenaline and 'true' extreme sports is ⁸tentative / understated. The study defined 'true' extreme sports as leisure or ⁹recreational / residential activities where the most likely outcome of a mismanaged ¹⁰adventure / accident or mistake was death. This definition was designed to separate the marketing hype from the ¹¹action / activity itself. Another characteristic of these activities is that they tend to be ¹²individual / lonely rather than team sports. Extreme sports can include both competitive and non-competitive activities.

1.4 Match these words and phrases from the text with their definitions.

- | | |
|-----------------------|--|
| 1 marketing hype — | a result |
| 2 physical exertion — | b exaggerated descriptions used in sales |
| 3 outcome — | c poorly controlled or organised |
| 4 mismanaged — | d movement of the body which raises the heart rate |
| 5 characteristic — | e typical or noticeable quality |

1.5  **COLLOCATION** We *take risks* and *make mistakes*. Match the words in the box with *take* and *make*. Use a dictionary to help you.

action advice care a chance a choice a decision
a difference effect an effort exercise part precautions
progress responsibility steps to sure use of

TAKE _____
MAKE _____

1.6 Complete these sentences with one of the collocations from 1.5.

- I've only just started, but my ski instructor says I am _____ good _____.
- If you want to _____ in any sporting activity, you should _____ from those who are more experienced than yourself.
- It's important that participants in extreme sports _____ full _____ for their own actions.
- Some sports are extremely dangerous even if you do _____ the proper _____.
- I think you have to _____ about the level of risk you find acceptable.

1.7 Write five sentences of your own using the collocations from 1.5, e.g.
I try not to make any mistakes when I speak English.

Risk-taking

2.1  **08** You are going to hear a news report which says that teenagers take more risks in their daily lives than either children or adults. Why do you think this is? Choose a reason (1–3). Listen and check.

- Teenagers don't think before they do something dangerous.
- Teenagers enjoy the excitement that comes from taking risks.
- Teenagers think they will live forever.

2.2  **08** Listen again and complete these sentences with words or phrases used by the speaker. Write up to three words.

- In the study, participants had to choose between _____ options.
- The adolescents in the study were good at _____ the pros and cons of their decisions.
- Teenagers felt very satisfied as a result of winning in a _____ situation.
- With the onset of adolescence comes an increase in _____, for example, dangerous driving.
- Teenagers' ability to _____ is as good as adults.
- Researchers want to do further research with larger _____.

Error warning

The verb *take part* is followed by the preposition *in*, e.g.
He's hoping to *take part in* the next Olympic Games.
NOT He's hoping to *take part of/at* the next Olympic Games.

Vocabulary note

The speaker uses formal, scientific language in the report, e.g.
determine = find out
display = show
engage in = take part in
foresee = predict
consequences = results
onset = beginning
response = reaction, reply

2.3 What does the speaker mean by *the health paradox of adolescence*? Choose the best meaning.

- Adolescence should be a very healthy time of life but there is actually a lot of illness and death.
- Death due to risk-taking is rare in adolescence.
- Despite their youth, adolescents are rarely healthy.

2.4 Circle the word in each list which has a different meaning from the word in *italics*.

1 <i>adolescent</i>	teenager youth sibling teen
2 <i>satisfied</i>	content amused happy pleased
3 <i>onset</i>	attack beginning start arrival
4 <i>foreseeing</i>	predicting anticipating analysing
5 <i>thrill</i>	excitement enthusiasm buzz kick

3.1 Choose the correct words to complete the text. Use a dictionary to help you.

How to assess the risks in your workplace.

Don't overcomplicate the process. In many organisations, the risks are well known and the necessary control ¹*measures / ways* are easy to apply. You probably already know whether, for example, you have ²*employees / employers* who move heavy loads and so could harm their backs, or the places where people are most likely to slip or trip. If so, check that you have taken ³*rational / reasonable* precautions to ⁴*prohibit / avoid* injury. If you run a small organisation and you are confident you understand what's involved, you can do the assessment yourself. You don't have to be a health and safety ⁵*expert / leader*. If you work in a larger organisation, you could ask a safety adviser to help you. If you are not confident, get help from someone who is ⁶*competent / talented*. In all cases, you should make sure that you involve your staff or their ⁷*agents / representatives* in the process. But remember, you are ⁸*responsible / responsive* for seeing that the assessment is carried out properly. When thinking about your risk assessment, remember: a **hazard** is anything that may cause harm, such as chemicals, electricity, working from ladders, etc. The **risk** is the ⁹*chance / opportunity*, high or low, that somebody could be harmed by these and other hazards, together with an indication of how ¹⁰*sensible / serious* the harm could be.

3.2 Answer these questions about a place you know well.

- What are the most hazardous areas and objects?

- What are the riskiest activities carried out on the premises?

- Who might be harmed by these hazards?

- What precautions could be taken to prevent people being harmed?

V Vocabulary note

trip = to lose your balance after hitting your foot on something, e.g.
I tripped while I was running for my train and fell flat on my face.

slip = to slide unintentionally on something wet or smooth, so that you lose your balance, e.g.
Several people slipped on the icy pavements and two were admitted to hospital with suspected fractures.

stumble = to put a foot down awkwardly and because of this begin to fall, e.g.
Running along the beach, she stumbled and fell on to the sand.

Reading Part 2

You are going to read an extract from a magazine article. Four paragraphs have been removed from the extract. Choose from paragraphs **A–E** the one which fits each gap (1–4). There is one extra paragraph which you do not need to use.

Don't text and drive!

Texting while driving is riskier than driving under the influence of alcohol or drugs, a study has suggested. The Transport Research Laboratory has found a dramatic increase in the likelihood of collision for motorists who use their phone to text while on the road.

1

Stephen Glaister, director of the RAC Foundation, which commissioned the research, commented on the findings: 'No responsible motorist would drink and drive. Text devotees must understand that texting is one of the most hazardous things that can be done while in charge of a motor car.'

2

Perhaps these drivers fail to understand the competing demands of texting and driving. The study concluded that text messages took on average 63

seconds to compose behind the wheel, compared with 22 seconds when at a desk. In one minute, a car travels half a mile at town-centre speeds and more than a mile on the motorway.

3

'This combination of factors resulted in impairments to reaction time and vehicle control that place the driver at greater risk than having consumed alcohol to the legal limit for driving. It demonstrates how dangerous it is to drive and text.'

4

Last month, in an even tougher move, the law changed so that motorists who cause a fatal accident while using a mobile phone can be jailed for up to five years. Previously the maximum punishment for similar crimes was a £5,000 fine and points on the driver's licence.

- A** Many drivers seem to be unaware of this critical fact. 144,000 UK motorists were prosecuted for using their mobile while driving last year. In the study, nearly half of British drivers aged between 18 and 24 admitted to texting on the roads.
- B** Multi-tasking like this is a risk in many situations. Pedestrians too need to be aware that they take their lives in their hands when they text. However, for lawmakers, a soft-line approach may work best in this instance.
- C** Nick Reed, lead researcher for the study, said: 'During an extended period of texting, drivers are distracted by taking their hands off the wheel, by trying to read the phone display and by thinking about how to write their message.'
- D** In these drivers, reaction times deteriorated by 35 percent. This compared with 12 percent in those who drank alcohol at the legal limit, and 21 percent in those who had taken cannabis. Steering control and the ability to maintain a safe distance from the vehicle in front were also more seriously impaired in texters than in any other groups.
- E** The Department for Transport reinforces his words: 'Driving and mobile phones don't mix. That is why we increased the penalty for illegally using a mobile when driving to three penalty points and a £60 fine.'



Exam tip

Pay close attention to words that are used to link parts of texts together, e.g.
pronouns: *he, them*
determiners: *the, this, these, my, his*
connectors: *on the other hand, in spite of this, for example, etc.*

Test one (Units 1–5)

Choose the correct letter A, B, C or D.

- 1 Egypt is a fantastic country for tourists. It's absolutely in history.
A soaked B drenched C steeped D saturated
- 2 One of the worst features of modern cities is the urban resulting from poor planning.
A sprawl B spread C increase D growth
- 3 My uncle and his family have just moved into a new house on the of the city.
A suburbs B outskirts C borders D edges
- 4 The Opera House is one of the main tourist in Sydney.
A appeals B charms C attractions D temptations
- 5 Pedestrian in towns and cities make shopping a more relaxing, less dangerous experience.
A spaces B precincts C areas D regions
- 6 I've discovered that my on my mother's side were originally from Russia.
A descendants B ancestors C children D associates
- 7 I wanted to talk but she was determined to sweep the matter under the
A cupboard B table C carpet D bed
- 8 There are many of information you can investigate to find out about your family history.
A resources B bases C origins D sources
- 9 I expect it'll be interesting to read my school when I'm older.
A reports B registers C histories D accounts
- 10 The newspaper story was based on an interview which had been done off the
A script B record C key D tape
- 11 Before you make a decision you should all the issues involved.
A weigh through B weigh out C weigh up D weigh down
- 12 It costs a fortune to maintain a car.
A classic B historic C historical D dated
- 13 I really admired the actor who the part of Romeo.
A staged B made C auditioned D played
- 14 The audience clapped enthusiastically when the famous actor on the stage.
A appeared B entered C showed D turned
- 15 Wherever he performs, his fans follow him.
A adored B devoted C loved D entertained

- 16 I love Mozart. He composed some of the world's most music.
A classical B abrasive C melodramatic D euphoric
- 17 It was one of the year's most popular events, with audiences every night.
A full B capacity C complete D whole
- 18 She spent weeks researching the perfect venue before she actually anywhere.
A established B agreed C chose D decided
- 19 A scalpel is a surgical used in operations.
A equipment B instrument C gadget D apparatus
- 20 Many refugees leave their home country to avoid
A persecution B immigration C institution D corporation
- 21 I'm afraid that cycling is off the until the weather improves.
A record B card C track D menu
- 22 We're a very family, so I spend a lot of time with my brothers and sisters.
A near B tight C close-knit D familiar
- 23 Most of us get on best with people who share a of humour.
A way B feeling C kind D sense
- 24 When I changed jobs last year it took me several weeks to find my
A belonging B feet C balance D place
- 25 People involved in extreme sports are well aware of the risks they are
A making B getting C involving D taking
- 26 There is no reliable way to the results of a race.
A foresee B apprehend C comprehend D analyse
- 27 The authorities are taking to improve conditions in the country's prisons.
A responsibility B place C steps D exercise
- 28 A breaking voice marks the of adolescence in boys.
A outset B onset C offset D inset
- 29 I didn't realise the path was icy until I and lost my balance.
A tripped B stumbled C slipped D slid
- 30 He's broken his arm, which means he can't take part Saturday's match.
A in B at C on D for

6

Gender issues

Language, gender in sport

Language

1.1 Which of these job titles tell you the gender of the person? Write M (male), F (female) or N (neutral).

actor ____	midwife ____	teacher ____
cameraman ____	nurse ____	waitress ____
doctor ____	police officer ____	fireman ____
firefighter ____	solicitor ____	policewoman ____
headmistress ____	surgeon ____	

1.2 Two of these phrases are definitions of the term *gender-neutral language*. Which ones?

- 1 language which does not specify gender
- 2 language which clarifies gender
- 3 language which is inclusive of both sexes

1.3 Complete the text with words from the box.

biased categorise connotations neutral sexes stereotypes

English words with sexist ¹ _____ lead those who speak the language to subconsciously ² _____ people by their gender.

Human language is deeply rooted in the subconscious and it is said that the language of a culture is clear evidence of the values and beliefs of that culture. Many gender- ³ _____ words exist in the English language. It follows that our choice of language has had an impact on our society and culture. Does sexist language contribute to how we think of both ⁴ _____ today? Is it possible to impose a gender-⁵ _____ language on today's society? It is my view that our society should be concerned about perpetuating gender ⁶ _____ through language.

1.4  Replace the gender-biased words in italics with neutral words. Use a dictionary to help you.

- 1 Stand-up *comedienne* Sarah Millican's tour has sold out at venues across the UK.
- 2 The fate of many of the planet's species is now in the hands of *mankind*.
- 3 I think my *forefathers* were probably farmers because my surname is 'Farmer'.
- 4 The English-language requirements for *stewardesses* at some airlines are very high.
- 5 I can't wear clothes containing *man-made* fibres. They make me itch!
- 6 Transport will be provided to and from the venue for conference delegates and their *wives*.

V Vocabulary note

When using a gender-neutral noun, for example *student* or *doctor*, we have a choice of pronouns.

If we know that the *student* or *doctor* is a man or a woman we can refer to them as *he* or *she*.

If we do not know, or do not want to specify the gender of the person, we can use *they*, *them*, *their*, *themselves*, e.g.

If a student fails their exams they will usually get a chance to resit.

V Vocabulary note

These relationship words refer to people of both genders:

partner, spouse, colleague, relative, cousin, parent, friend, sibling

spouse = husband or wife (formal, legal)

sibling = brother or sister (formal)

1.5 Choose the correct prepositions in these sentences. There are similar sentences in 1.3.

- 1 The language we use is deeply rooted *in / with* our subconscious.
- 2 The words we choose are evidence *on / of* our fundamental beliefs and values.
- 3 Our early education has an enormous impact *at / on* our future life chances.
- 4 Urban sprawl can contribute *to / for* pollution levels.
- 5 Is it right to impose any restrictions *in / on* what people say?
- 6 Should we be concerned *about / for* people's use of sexist language?

1.6 **09** Listen to an American talking about the use of the word 'girl' in the UK and complete the sentences.

- 1 The speaker thought the way adult women were referred to as 'girls' was _____.
- 2 A 'girl' is not someone who _____ for herself, she's a child.
- 3 In this society women are _____ in comparison to men.
- 4 We should _____ to the way women are addressed.

1.7 **09** Listen again and complete these sentences with phrases used by the speaker.

- 1 As a mature adult, you do not want to _____ a child.
- 2 Women are striving to _____ into male-dominated society.
- 3 We should look at whether the word 'girl' is used _____ or not.
- 4 Men do not have a _____ to deal with.

Gender in sport

2.1 Which of the adjectives in the box do you associate with sports people? Put a ✓.

aggressive ____	driven ____	passive ____
arrogant ____	flexible ____	powerful ____
attractive ____	gifted ____	pure ____
competitive ____	graceful ____	submissive ____

2.2 Write the nouns related to the adjectives in 2.1.

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



2.3 WORD TRANSFORMATION Complete the text with the correct forms of the words in capitals at the ends of the lines

The positive outcomes of sport for gender ¹_____ and women's empowerment are constrained by gender-based ²_____ in all areas and at all levels of sport and physical ³_____. This is fuelled by continuing stereotypes of women's physical ⁴_____ and social roles. Women are frequently segregated ⁵_____ into types of sports, events and competitions specifically targeted at women. Women's access to positions of ⁶_____ and ⁷_____ -making is constrained from the local to the international level. The value placed on women's sports is often lower, resulting in ⁸_____ resources and unequal wages and prizes. In the media, women's sport is not only ⁹_____ but often also presented in a different style that reflects and reinforces gender stereotypes.

EQUAL
DISCRIMINATE
ACT
ABLE
VOLUNTARY
LEADER
DECIDE
ADEQUATE

MARGINAL

2.4 10 Listen to someone talking about gymnastics. Are these statements true (T) or false (F) according to the speaker?

- 1 The speaker started doing competitive gymnastics in her late teens. ____
- 2 The speaker was physically different from the majority of other gymnasts. ____
- 3 She has always known that gymnastics is generally considered to be a female sport. ____
- 4 Gymnastics is regarded as a feminine sport because participants do not need to be openly aggressive. ____
- 5 The speaker doesn't believe that attitudes towards gender stereotyping will change in the near future. ____

2.5 WORD BUILDING Complete the table with words which have related meanings.

Noun	Verb	Adjective
_____	categorise	x
_____ (thing) _____ (person)	contribute	_____
_____	discriminate	_____
_____	x	equal
_____	involve	_____
_____	perpetuate	_____
_____	x	neutral

2.6 Match the words in the box with less formal words which have similar meanings.

complete deem overt participate predominantly pursue

- 1 do _____
- 2 consider _____
- 3 finish _____
- 4 mainly _____
- 5 open _____
- 6 take part in _____

Vocabulary note

stand out = be visibly different / be clearly visible

My old clothes **stood out** in fashionable Paris.

Other phrasal verbs with stand:

stand by = not act to prevent something

I should not have **stood by** while she was bullied.

not stand for = refuse to accept

I will **not stand for** rude behaviour.

stand in for = do someone else's job

My colleague **stood in for** me when I was ill.

stand up for = defend and fight for

It's important to **stand up for** what you believe in.

Listening Part 2

▶ 11 You will hear an employment consultant describing what is meant by the term, 'glass ceiling'. For questions 1–6, complete the sentences.



Exam tip

You will not hear the exact sentences as they appear on the exam paper but the speaker will talk about each idea. You should choose words used by the speaker for each gap.

- 1 The phrase 'glass ceiling' refers to the attitude many women find in their places of work.
- 2 The metaphorical ceiling is made out of glass because it is
- 3 The term 'glass ceiling' was first used in the which Gay Bryant wrote in 1984.
- 4 The related term 'glass ' refers to the means by which men travel to the highest levels.
- 5 Some believe that women prioritise their family and so cannot enough time to their careers.
- 6 The sector has been severely criticised in the past.

Use of English Part 5

For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0). Write your answers **IN CAPITAL LETTERS**.



Exam tip

The second sentence must mean the same as the first sentence, must include the key word unchanged and must be grammatically correct.

The correct second sentence will normally require significant changes to the first sentence.

- 0 It was the first time I had seen women playing competitive football.

NEVER

I HAD NEVER SEEN women playing competitive football before.

- 1 The manager accepted that he was fully responsible for the way his team performed.
TOOK
The manager performance.
- 2 We should not accept sexist language and attitudes in the places where we work.
ACCEPTABLE
Sexist language and attitudes workplaces.
- 3 I find people's use of the word 'girls' to refer to adult women objectionable.
USING
I the word 'girls' to refer to adult women.
- 4 I first participated in competitive sport when I was six years old.
PART
I first the age of six.

7

Education

Learning, training

Learning

1.1 Which of these kinds of education have you experienced? Put a ✓ or a ✗.

pre-school ____	secondary school ____	independent school ____	university ____
nursery ____	local state school ____	boarding school ____	technical college ____
primary school ____	fee-paying school ____	faith school ____	distance learning course ____

1.2 Complete the text with words from the box.

capacity child-centred classroom educators foster graduate images influence method
needs potential whole

Maria Montessori was one of the most important early years ¹ _____ of the 20th century. She was the first woman to ² _____ from the University of Rome medical school and became interested in education through her work as a doctor, treating children with special ³ _____. When she went on to establish schools for the disadvantaged children of working parents in Rome, she approached their education as a scientist. She used the ⁴ _____ as her laboratory for observing children and finding ways to help them to achieve their full ⁵ _____.

It soon became apparent that Dr Montessori had developed a highly effective teaching ⁶ _____ which could be used with great success with each and every child. She began to travel the world, establishing schools, lecturing about her discoveries, and writing articles right up to her death in 1952. She was a true pioneer of ⁷ _____ education. Her innovative classroom practices and ideas have had a profound ⁸ _____ on the education of young children all over the world.

Montessori saw that children learn best by doing and that happy self-motivated learners form positive ⁹ _____ of themselves as confident, successful people. She created specially designed resources to ¹⁰ _____ independence and a love for learning from an early age.

The Montessori approach is holistic, that is, it aims to develop the ¹¹ _____ child. Fundamental to this approach is the belief that a child's early life, from birth to six years old, is the period when they have the greatest ¹² _____ to learn.

1.3 Match these words and phrases with their definitions.

- | | |
|--------------------------|--|
| 1 special needs | a person who is the first to develop an idea |
| 2 disadvantaged | b able to work at something without encouragement |
| 3 achieve your potential | c requirements due to physical or mental problems |
| 4 pioneer | d new and original |
| 5 child-centred | e succeed to the best of your ability |
| 6 innovative | f based on the needs and interests of children |
| 7 self-motivated | g without the necessary education, money etc. to succeed in life |

1.4 Complete these sentences with the correct prepositions. There are similar sentences in 1.2.

- 1 My brother graduated _____ Harvard University in 2009.
- 2 In some countries, children _____ special needs are taught in mainstream schools.
- 3 The professor toured the world, lecturing _____ his educational theories.
- 4 Successful teachers are those who have a good influence _____ their students.
- 5 Children often learn better _____ doing things themselves rather than listening passively.
- 6 Students who have a positive image _____ themselves are usually happy and successful.
- 7 Ever since I started school, I have had a real love _____ learning.
- 8 Everyone can succeed at something. This idea is fundamental _____ my beliefs about education.

1.5 WORD BUILDING Complete the table with words which have related meanings.

Noun	Verb	Adjective
_____	establish	_____
_____ (event, process) _____ (person)	graduate	x
education (general noun) _____ (person)	_____	_____ (of a person) _____ (for this purpose)
_____ (thing, idea, process) _____ (person)	_____	innovative
influence	_____	_____
_____ (general noun) motivator (increasing factor)	_____	motivated (of a person) _____ (increasing this) motivational (for the purpose of increasing this)

1.6 COLLOCATION Choose the correct adverbs in these sentences.

- 1 The *newly* / *firmly* established early years centre is already serving a large number of local families.
- 2 The historic university is *newly* / *firmly* established as top choice for international students hoping to study in the city.
- 3 We are seeking advice on how to recruit the *highly* / *poorly* educated workforce needed for these skilled roles.
- 4 He plays the character of a *highly* / *poorly* educated caretaker who has an innate gift for mathematics.
- 5 His theory was *increasingly* / *highly* influential in the development of educational practices in the latter part of the century.
- 6 The department will become *increasingly* / *highly* influential as the publication of papers in top journals continues.
- 7 Focus groups showed that parents were *strongly* / *politically* motivated to do the best for their offspring whilst being wary of other parents' competitive behaviour.
- 8 The announcement today of additional grants for poorer students has been seen as a *strongly* / *politically* motivated attempt to deflect allegations of a U-turn.

Training

2.1  **12** Listen to Steve describing his apprenticeship and answer these questions.

- 1 Why was the apprenticeship better for Steve than a course at his local college?
- 2 What additional opportunities does the company offer Steve?
- 3 How is Steve continuing his education?
- 4 Which industry do you think Steve is working in?

2.2  **12** Listen again and complete these sentences with words Steve uses.

- 1 The _____ course in Engineering at the local college didn't appeal to Steve.
- 2 Steve's apprenticeship provided him with _____ experience that he couldn't get elsewhere.
- 3 Steve's manager worked out _____ plans and objectives with him.
- 4 Steve and his fellow apprentices learnt useful business skills at _____ organised by the company.
- 5 The company also puts on _____ events in recognition of people's hard work.
- 6 Steve has been on a day-_____ course and gained a nationally recognised _____.
- 7 When he completed his apprenticeship, Steve moved into a full-time _____.

2.3 Choose the correct words in these sentences.

- 1 My sister *abandoned* / *left* school at the age of 16.
- 2 I'm going to *apply* / *request* for a catering course in September.
- 3 My experience has given me a real *insight* / *view* into how universities work.
- 4 Modern companies often organise *group* / *team*-building days to enable staff to work well together.
- 5 While he was working as an apprentice, Steve helped to *lift* / *raise* funds for charities.

2.4 **WORD TRANSFORMATION** Complete the text with the correct forms of the words in capital letters at the ends of the lines.

Mechanical Engineering is among the most diversified of the ¹_____. engineering disciplines. Mechanical engineers design and build machines and devices that ²_____ humans to live and work in space, in the air, on the ground, and under water. Their machines can extend our physical ³_____ and improve our health and standard of living. Students acquire an ⁴_____ of the fundamentals of mechanics and of the thermal energy sciences. They learn to perform ⁵_____ design tasks using computers and to select appropriate materials for a specific ⁶_____. They also become familiar with the chemical and ⁷_____ sciences, which are often essential to the total design and ⁸_____ of a mechanical system. We have a small but active group of faculty ⁹_____; graduate students and undergraduates who share a passion for Mechanical Engineering.

V Vocabulary note

The word *workshop* has two meanings.
a room or building where things are made or repaired, e.g.
an engineering workshop
a meeting of people to discuss and/or perform practical work, e.g.
a drama workshop

V Vocabulary note

Most collective nouns like *team*, *staff*, and *class* can be used with either singular or plural verb forms, e.g.
The company are keen to recognise this extra time.
The government is bringing in new regulations related to apprenticeships.

TRADITION

ABLE

CAPABLE

UNDERSTAND

INTERACT

APPLY / ELECTRIC

REALISE

RESEARCH

Listening Part 4

13 You will hear five short extracts in which mature students talk about their return to education. While you listen you must complete both tasks.

TASK 1

For questions 1–5, choose from the list (A–H) a characteristic of the person who is speaking.

- A She is a single parent.
- B She finds it easy to make new friends.
- C She looks older than some of the staff.
- D She has a degree in a different subject.
- E She wishes she was a teenager.
- F She is impressed by the university.
- G She was unhappy in her job.
- H She is a senior citizen.

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

TASK 2

For questions 6–10, choose from the list (A–H) an idea each speaker expresses.

- A She needs to keep her mind active.
- B She finds studying a challenge.
- C She is now studying her favourite subject.
- D She thinks she may have to drop out of the course.
- E She realises she could have gone to university when she was a teenager.
- F She finds the lecturers easy to talk to.
- G She is doing this course because someone else wants her to do it.
- H She didn't know what to expect before starting the course.

Speaker 1 6

Speaker 2 7

Speaker 3 8

Speaker 4 9

Speaker 5 10



Exam tip

Use the time before you listen to read both tasks, underlining the key ideas in each option. While the recording is playing, listen for words or phrases which are the same or similar in meaning to the key ideas you have underlined. Listen for the answers to both tasks. You may hear answers for Task 2 before answers for Task 1.

8

Health

World health, water and health

World health

1.1 Which of these health issues are problems in your country? Put a ✓.

influenza ____ cancer ____ obesity ____ heart disease ____ waterborne disease ____
dementia ____ malnutrition ____ depression ____ injury ____ access to healthcare ____

1.2 Explain the difference between the words in each pair. Use a dictionary to help you.

- | | |
|-----------------------------|-----------------------|
| 1 infectious / contagious | 4 transmit / contract |
| 2 starvation / malnutrition | 5 epidemic / pandemic |
| 3 treatment / medicine | 6 acute / preventable |

1.3 Complete the sentences using information from the text.

Despite incredible improvements in health since 1950, there are still a number of challenges, which *should* have been easy to resolve. Consider the following:

- One billion people lack access to healthcare systems.
- Cardiovascular diseases (CVDs) are the biggest killer amongst diseases globally. An estimated 17.5 million people died from CVDs in 2005, that is 30% of all global deaths.
- In 2002, almost 11 million people died from infectious diseases alone, far more than the number killed in the natural or man-made catastrophes that make headlines.
- HIV has spread rapidly. *UNAIDS*, the Joint United Nations Programme on HIV/AIDS, estimates are roughly: 33.4 million living with HIV, 2.7 million new infections of HIV, two million deaths from AIDS.
- There are 8.8 million new cases of tuberculosis (TB) and 1.75 million deaths from TB, each year.
- 1.6 million people still die from pneumococcal diseases every year, making it the number one vaccine-preventable cause of death worldwide. More than half of the victims are children.
- Malaria causes more than 300 million acute illnesses and at least a million deaths, annually.
- Around 11 million children under five die from malnutrition and preventable diseases each year.
- More than half a million people, mostly children, died from measles in 2003 even though effective immunisation costs just 0.30 US dollars per person, and has been available for over 40 years.

- 1 Thirty percent of all _____
- 2 In 2002, more people died of _____
- 3 Pneumococcal diseases are preventable yet _____
- 4 In 2003 over 500,000 people _____
- 5 It costs only thirty cents to _____

1.4 WORD BUILDING Complete the table with words which have related meanings.

Noun	Verb	Adjective
immunisation (process) _____ (state)	_____	_____ (state)
infection (problem)	_____	_____ (can spread) infected (problem)
_____	_____	medical (general) medicated (effect on person)
_____	_____	_____ (used to control) preventable (possible to control)
treatment	_____	_____ (possible to cure) untreated (no medical help)

2.1 14 Listen to a talk about pandemics. When did they take place?

- Spanish flu _____
- Asian flu _____
- Hong Kong flu _____
- Bird flu _____
- SARS _____

Vocabulary note

As a verb, *spread* is both transitive and intransitive, e.g.

Diseases can **spread** very easily in schools.
Mosquitoes **spread** diseases like malaria.

2.2 14 Listen again. Are these statements true (T) or false (F) according to the speaker? Correct the false statements.

- The Spanish flu killed three times as many people as were killed in WW1. ____
- People think that Spanish flu probably spread from animals to humans. ____
- Nearly half a million British people died of the Spanish flu. ____
- In the 1950s, Asian flu particularly affected young people. ____
- Bird flu killed very few people compared with previous pandemics. ____
- Improvements in medical treatment resulted in relatively few deaths from the SARS virus. ____

2.3 The prefix *mis-* adds the meaning bad or wrong to a word. Complete the sentences with the correct words from the box.

misconduct misdiagnosis misfortune misinformation mismanagement misrepresentation

- While he was getting out of the taxi, he had the _____ to fall over and break his leg.
- The director is being accused of gross _____ of the hospital.
- The psychiatrist was found guilty of professional _____.
- The doctor's _____ meant that the patient nearly died.
- The drug company's advertising campaign was based on _____ and has now been banned.
- The documentary on poor hospital hygiene was a _____ of the truth.

Water and health

3.1 Read the text about water and choose the best summary (1–4).

- 1 Drinking more water substantially reduces your metabolic rate.
- 2 Drinking enough water allows increased carbohydrate storage.
- 3 Water aids the consumption of excess energy.
- 4 Drinking water is by far the best way to lose weight.

The benefits of drinking water are numerous, and recent studies suggest that you need to drink water to lose weight. Drink more water to re-hydrate and detoxify your body. Water is not only essential for health, but increases the rate at which the body burns calories, as well as being a natural appetite suppressant. Water also plays an important role in metabolising food. While we know that water is critical to healthy functioning of the human body, studies suggest that water promotes the lowering of an individual's total energy intake and alters metabolism.

Most people who are on a diet do not drink enough water. To metabolise food, the body needs water. For every gram of carbohydrate, the body requires three grams of fluid. So, drinking sufficient water can help your body burn up carbohydrates instead of storing them. Additionally, proper hydration while you are on a diet is vital for health, because you are more prone to water retention as your body starts losing fluid along with the weight. If you are dehydrated, your body will slow down its calorie-burning processes. So drink water to lose weight.

3.2 Find words and phrases in the text which match these definitions.

- 1 remove poisonous substances from your body _____
- 2 something which prevents hunger _____
- 3 the overall amount of energy consumed _____
- 4 change eating habits to reduce body fat _____
- 5 liquid substance _____
- 6 be likely to have a particular problem _____
- 7 have insufficient water in your body _____

3.3 Complete these sentences using the correct prepositions. There are similar sentences in the text.

- 1 Regular meals are vital _____ healthy living, especially if people do physical activities.
- 2 Although we should not eat too much of it, fat is essential _____ our health.
- 3 You're more prone _____ illness when you're tired or run down.
- 4 Exercise plays an important role _____ keeping fit.
- 5 The rate _____ which you lose weight depends on the number of calories you burn.
- 6 To remain healthy, a balanced diet is important, along _____ regular exercise.
- 7 We live in an age where the public health infrastructure, its growth and its development, are critical _____ our collective health.

Speaking Part 3

Read what the oral examiner will say to you and your partner at the beginning of Part 3 of the Speaking test.

Now I'd like you to talk about something together for about three minutes. Here are some pictures related to healthy living. First talk to each other about what aspect of healthy living each picture represents. Then decide which aspect you would focus on if you were launching a new health awareness campaign for young people.



Exam tip

In Parts 3 and 4 of the Speaking test candidates speak to each other. The examiner asks the initial questions and then takes no further part in the conversation.

Most importantly you and your partner must keep your conversation going. This is a joint responsibility.

Remember that in this part of the test there are no right or wrong answers.

Writing Part 2

You see the following notice in your doctor's surgery.

The International Health Development Agency is collecting data about attitudes to health campaigns in countries around the world. Please help by writing a report on attitudes where you live. Your report should:

- outline briefly some of the main current health problems in your country
- describe people's attitudes to any recent campaigns aimed at promoting healthy lifestyles
- recommend ways in which people could be persuaded to take healthy living more seriously.

Write your answer in approximately 220–260 words in an appropriate style.



Exam tip

Decide who will read the report and how formal/informal your language should be.

The report should include factual information followed by suggestions or recommendations.

Give your report a title and organise your ideas into sections, each with its own heading.

Start by outlining the purpose of your report. Use your own words rather than repeating the words in the question.

Explain the reasons for any recommendations you make.

9

Getting about

Private journeys, public transport

Private journeys

1.1 Complete the questions with *travel*, *journey(s)*, or *trip(s)*. Answer them about yourself.

- How do you entertain yourself on a long train _____?
- How long does your round _____ to school or work take?
- How often do you _____ by taxi?
- Where did you use to go on school _____?
- What are the benefits of air _____?
- Where would you like to go on your next _____ abroad?

1.2 COLLOCATION Match the phrases (1–8) to the type of transport (a–h).

- | | |
|---------------------------------------|-----------|
| 1 board a packed, commuter | a dinghy |
| 2 catch a sightseeing, tourist | b cab |
| 3 fly in a light, twin-engine | c ship |
| 4 book a cabin on a roll-on, roll-off | d plane |
| 5 pedal a three-speed, folding | e ferry |
| 6 hail an empty, black | f train |
| 7 sail on a large, cargo | g bus |
| 8 row a leaky, inflatable | h bicycle |

1.3  **15** Listen to a talk about three bicycle-friendly cities. Match the features (1–7) with each city. Write A (Amsterdam), P (Portland) or C (Copenhagen).

- Local authorities supply bicycles to workers with less money. ____
- There is a scheme to stop bicycles from being stolen. ____
- Almost a third of workers here travel to work by bicycle. ____
- Cars are banned from part of this city. ____
- Here cyclists have their own traffic signals. ____
- Around half of all journeys here are by bicycle. ____
- Many more people here cycle than ever before. ____



Error warning



Don't confuse *travel* as a noun with *journey* or *trip*.

travel is an uncountable noun which refers to the general activity, e.g.

Air travel is much cheaper than it was in the past.

trip refers to an occasion when you go somewhere and come back, e.g.

I can't afford to take another trip abroad this year.

journey refers to an act of travelling from one place to another, especially in a vehicle, e.g.

It's a two-hour train journey from London to York.

travel is commonly used as a verb, e.g.

I travel to work by bus.

journey is only used as a verb in literary, descriptive writing.

trip has a different meaning as a verb (see page 28).



1.4 **15** Listen again and complete these sentences with words and phrases used by the speaker.

- 1 People refer to Amsterdam as the _____ of the world,
- 2 There is an _____ of safe and fast cycle lanes in Amsterdam.
- 3 There is also an original scheme designed to prevent the _____ of bicycles in the city.
- 4 It is possible for people who live in Amsterdam or visitors to _____ bicycles.
- 5 The creation of cycle paths in Portland has resulted in a _____ in the use of bicycles in the city.
- 6 Portland was the first city in America to provide adults on _____ with commuter bicycles.
- 7 The bicycles are all _____ everything needed to use them.
- 8 The world's most successful community cycling _____ can be found in Copenhagen.
- 9 In Copenhagen the majority of bicycle paths are separated from the main _____.
- 10 There is a 20 kroner _____ when you use one of Copenhagen's public bicycles.

Public transport**2.1** Complete the text with the correct words from the box.

eco-friendly fossil fuels get around carbon emissions
private cars self-driving vehicles

Dubai recently opened its first Metro network in a bid to reduce the number of people using their cars and cut ¹ _____. The \$7.42 billion project has so far been hailed as a success as thousands of people have opted to use it to ² _____ the city, as opposed to their cars. It raises the question that, if governments are so enthusiastic about citizens relinquishing their ³ _____ to save the environment, then what are the alternatives? How else are people going to get to work conveniently, do their shopping or generally travel with ease and relative cheapness?

Currently, the majority of public transport runs on ⁴ _____, which creates pollution and is reliant on finite resources. However, many alternatives, such as ⁵ _____, are being researched. Some of them may seem like preposterous ideas drawn from science fiction, but the drive to find ⁶ _____ forms of transport is on.

V Vocabulary note

get around = travel to different places
More and more people are **getting around** by bicycle, especially in big cities.

get away with = escape without punishment for something you have done wrong
They attacked the old man in the park, but nobody saw them, so they **got away with** their crime.

get by = to cope in a difficult situation
I couldn't speak the language, but I **got by** with gestures.

get out of = avoid doing something
He tried to **get out of** going on the school trip, but in the end he had no choice.

get round to = do something after a long delay
I've had her DVD for weeks, but yesterday I eventually **got round to** giving it back.

2.2 Answer these questions using appropriate phrasal verbs from the Vocabulary note.

- 1 If you were in a unfamiliar city, how would you travel from place to place?
- 2 If you were abroad and couldn't speak the language, how would you cope?
- 3 How do you avoid doing things you don't want to do?

2.3 Read about some possible new forms of public transport and answer these questions.

- 1 Which of the forms of transport would you like to use? Why?
- 2 Which do you think would be sensible transport solutions for your local area? Why?
- 3 Which ideas are unrealistic? Why?



Driverless pods

These vehicles seat four people and run along guideways like miniature trams. The service will not be timetabled, and will resemble a taxi service as a means of getting from A to B. Users will have the advantage of avoiding congested roads and will be able to travel at speeds of up to 32 km/h. Energy consumption per passenger is one quarter that of a car.



Zeppelins

A greener alternative to planes, these flying machines are finally making a comeback. Environmentalists praise the fact that they fly at lower altitudes than planes and use a fraction of the fuel. Another key advantage is that zeppelins do not need a runway to take off.

Backpack helicopter

Strap on a motor attached to a rotor and take to the skies with your very own backpack helicopter. Popular use of this personal flying machine would require individuals to undergo significant training in navigation and safety. Jet-packs, as seen in science-fiction films, seem an even less realistic prospect.



Segway

Powered by electricity, these clean-running, two-wheeled machines allow individuals to travel at speeds of up to 20 km/h. However, they cannot currently be used on most roads. Confined to pavements, users' speeds are restricted.



Slidewalks

Keep moving even while you're standing still when slidewalks replace conventional pavements. In tests, these devices allowed walkers to move at speeds of up to 9 km/h. Airports have long used similar systems in the form of travelators. However, equipping our city streets with slidewalks would be a costly business.



Maglev Trains

These trains use the force of magnetism to drive them, slashing CO₂ emissions and significantly reducing noise pollution in the process. They're even faster than conventional trains, with a potential top speed of 6,400 km/h. The only downside is that maglev trains are incompatible with the existent rail tracks and these would have to be replaced.

2.4 Complete these sentences with the correct prepositions.

There are similar sentences in the texts.

- 1 In most countries, cars are not allowed to drive *to / at* speeds of over 110 k/ph.
- 2 Cycling is a greener alternative *to / from* other forms of transport.
- 3 New drivers are not allowed to go *in / on* fast roads like motorways.
- 4 Drivers caught speeding have to train *in / about* speed awareness or face a heavy fine.
- 5 The pedestrian zone is confined *about / to* a very small central area.
- 6 Make sure you get the right fuel! Diesel is incompatible *with / to* petrol engines.

V Vocabulary note

means = method or way or doing something

means can be both singular and plural, e.g.

The tram is a cheap **means** of getting around.

There are **several means** of transport we can use.

We will get there by **any means** possible.

Listening Part 1

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

You hear a woman asking her friend about a change in his habits.



- 1 On what occasions did he use to travel by taxi?
- A when he couldn't get a lift
 - B when he was on a short journey
 - C when he missed the last bus or train
- 2 What is the main reason he started walking more?
- A He was spending too much money on taxis.
 - B He became tired of waiting for taxis.
 - C He realised that walking was good exercise.



Exam tip

For each question there is only one correct answer but you will hear vocabulary related to all of the options. Don't choose your answers too soon. Make sure that what you hear fully answers the question. Remember, you will hear the recording twice.

Extract 2

In the airport, you overhear two people talking about flying.



- 3 What made the woman panic during her flight to France?
- A Other passengers on the plane were panicking.
 - B She mistakenly believed that the plane was in real danger.
 - C The pilot said they might have to make an emergency landing.
- 4 Which is the worst part of flying for the woman?
- A when the plane is landing
 - B waiting in the departure lounge
 - C when the plane is about to take off

Extract 3

You hear part of a radio programme about the London Underground in which a celebrity is describing his experiences to an interviewer.



- 5 How did he feel about travelling on an underground train for the first time?
- A It was a terrifying experience.
 - B He was quite overexcited.
 - C He found it very funny.
- 6 What does he think of the Underground as an adult?
- A It doesn't inspire any particular feelings in him.
 - B It is surrounded by unnecessary marketing hype.
 - C It is an important part of London's cultural heritage.

10

Moods

Attitudes, memory

Attitudes

1.1 Choose the best words to complete these sentences. Which illustration (A–E) do they relate to?

- 1 His eyes *twisted* / *narrowed* and he *frowned* / *wrinkled* deeply, sure signs that he was about to *jump* / *fly* off the handle.
- 2 As he delivered the *tragic* / *terrific* news, his voice *groaned* / *trembled* and it was clear that he was completely *devastated* / *destroyed*.
- 3 She just *drives* / *sails* through life without a *conscience* / *care* in the world. I've never met anyone so *laid-back* / *uptight*.
- 4 I can always tell when he's got something on his *mind* / *chest*, because he *grinds* / *bites* his nails and *stammers* / *stumbles*.
- 5 She may have her head in the *clouds* / *skies*, but we need more *dramatists* / *dreamers* to get the rest of us to *brighten* / *lighten* up.

1.2 Now choose the list of adjectives which best describe the people's expressions (A–E).

- 1 relaxed, calm, contented ____
- 2 angry, furious, confrontational ____
- 3 optimistic, upbeat, positive ____
- 4 dejected, miserable, tearful ____
- 5 anxious, apprehensive, nervous ____

1.3 Use an adjective from 1.2 to complete the sentences.

- 1 The constant rain meant we had a thoroughly _____ time on holiday.
- 2 When it was time for us to go, she grew almost _____ and I was sorry to leave.
- 3 When I told him what I'd done to his car, he was obviously very _____. He was literally shaking with rage.
- 4 I may have looked outwardly _____ but I was actually extremely nervous.
- 5 Your weekly shopping budget of £20 is hopelessly _____. You'll end up spending much more than that.



1.4 Write the nouns related to these adjectives.

- | | | |
|----------------------|-------------------------|--------------------|
| 1 angry _____ | 5 confrontational _____ | 9 optimistic _____ |
| 2 anxious _____ | 6 contented _____ | 10 patient _____ |
| 3 apprehensive _____ | 7 furious _____ | 11 positive _____ |
| 4 calm _____ | 8 miserable _____ | 12 relaxed _____ |

1.5 Complete these sentences with verbs related to the adjectives above.

- _____! It'll be okay. Nothing's going to go wrong, I promise. Just try to _____ down.
- The way to deal with bullies like that is simply to _____ them and say you're not going to put up with it any longer.
- The arrogance of the minister's remarks _____ the opposition leader, who angrily demanded an apology.

1.6 Match an extreme adjective from the box with a gradable adjective which is similar in meaning.

astonishing excruciating devastating hideous
petrifying superb ravenous ludicrous

- | | |
|---------------|------------------|
| sad _____ | scary _____ |
| good _____ | silly _____ |
| hungry _____ | surprising _____ |
| painful _____ | ugly _____ |

1.7 COLLOCATION Choose the best words to complete the sentences.

- You're such an exaggerator! The injection wasn't absolutely *devastating* / *excruciating*. It was *mildly* / *completely* painful at worst.
- I had a *particularly* / *totally* good meal at the sushi place in town. The only problem is I'm still completely *ravenous* / *hungry*.
- It was utterly *ludicrous* / *funny* when the girl fled just because the man was *a bit* / *absolutely* ugly.
- I'm *completely* / *rather* petrified of spiders. They're totally *hideous* / *ravenous*.
- What totally *devastating* / *petrifying* news. You must both be *bitterly* / *absolutely* disappointed.

1.8 The words *mood* and *attitude* are used in many expressions.

Match the sentences (1–5) with the expressions (a–e).

- | | |
|--|-------------------------------------|
| 1 He's very up and down. | a He's got a real attitude problem. |
| 2 I wouldn't go near him just now. | b He's not in the mood. |
| 3 He hates anyone with authority. | c He's in one of his moods. |
| 4 He's never put off by a challenge. | d He has terrible mood swings. |
| 5 He doesn't feel like going clubbing tonight. | e He's got a real can-do attitude. |

V Vocabulary note

angry is a **gradable** adjective. We can make it stronger or weaker using adverbs, e.g.

very; *quite*; *extraordinarily*; *a bit*; *rather*; *mildly*

furious is an example of an **extreme** adjective as it includes the idea 'very'. This means we cannot use *very* with *furious* ~~*very furious*~~. To make extreme adjectives stronger we use adverbs meaning 100%, e.g. *absolutely*; *completely*; *thoroughly*; *utterly*; *totally*

*I was **totally furious** when my brother crashed my car.*

really can be used to make both gradable and extreme adjectives stronger.

There are many exceptions to these rules and it is useful to make a note of adverb + adjective collocations you see, e.g.

faintly ludicrous; *thoroughly miserable*; *bitterly disappointing*; *endlessly fascinating*

Memory

2.1 Think about your own memory and complete these sentences.

- I have a fantastic memory for _____.
- I'm terrible at remembering _____.
- A memorable event was _____.
- I find it easy to memorise _____.
- I always remember to _____.
- As a child I remember _____.

2.2 Complete the text with words from the box.

ear forgotten memories mind
photographic recall retain short-term

As far as our ¹_____ are concerned, my twin sister and I couldn't be more different. She only has to see or hear something once to remember it – it's what they call a ²_____ memory. And she'll ³_____ that image or that sound more or less indefinitely. As for me, I've got a ⁴_____ like a sieve. If you say something to me now, I'll have ⁵_____ it ten minutes later. It's a case of in one ⁶_____ and out the other. I'm like an old person – I've got a terrible ⁷_____ memory. By contrast, my long-term memory is fantastic. I can still ⁸_____ the names of all the other children in my first class at school – that's over thirty years ago.

V Vocabulary note

remember has a different meaning when followed by **to + infinitive** or the **-ing** form of a verb.

He remembered to phone work to say he was going to be late. = It is a fact. He definitely did phone work.

He remembers phoning work to say he was going to be late. = It is a memory. He thinks he phoned work.

2.3 COLLOCATION Read the sentences about memories. Put a ✓ if the sentence is about remembering something. Put a ✗ if the sentence is about forgetting.

- The visit to my old school *triggered an early memory* of my favourite teacher, Mr Bell.
- Psychiatrists used to believe patients' problems were caused by *repressing traumatic childhood* memories.
- A service was held to *honour the memory* of the war dead.
- He refused to move on with his life, *reliving the bitter memories* of the courthouse time and time again.
- My grandma loves that record. She says it *brings back treasured memories* of her youth.
- It's all so *vague*! I need something to *jog my memory*.

2.4 Answer these questions using the words in italics from 2.3.

- Which two adjectives are used to describe a very unpleasant memory? _____
- Which two words describe memories from when you were young? _____
- Which three expressions mean 'remind someone of something'? _____
- Which word could you use to describe a memory which is not clear? _____

Reading Part 1

You are going to read an extract which is concerned with the human mind. For questions 1–2, choose the answer (A, B, C or D) which you think fits best according to the text.

Keeping new words in mind

Committing words to memory is a notoriously hit-and-miss business. Over the last forty years psychologists have found three methods which consistently improve memory for words: creating imagery for the word you want to remember; using elaboration to form word associations; generation of the word through complex processes such as clues.

In research on trying to remember lists of words, these methods have each produced memory improvements of ten percent over simply reading words once. That might not sound much, but it is an average over many studies and often for things that are hard to remember.

Now, in a new series of studies, there's solid evidence for a fourth which could join the other big three memory enhancers. And, you'll be happy to hear, it's very simple. It only involves saying the word you want to remember to yourself. It doesn't even seem to matter if you don't vocalise the word, it only has to be mouthed. Across eight experiments in which participants were asked to read and remember lists of words, the researchers found memory improvements sometimes greater than ten percent.

- 1 What is the main purpose of this article?
 - A to summarise established methods of learning words
 - B to compare four different ways of remembering words
 - C to introduce a newly discovered method of memorising words
 - D to explain why saying words is an effective way of remembering them
- 2 Which of these factors is important in one technique for memorising words?
 - A repeatedly reading the words aloud
 - B making the shape of the words with your mouth
 - C looking at the words on the page whilst you say them
 - D ensuring you select the most important words from the text

Use of English Part 4

For questions 1–2, think of **one** word only which can be used appropriately in all three sentences. Write the missing word **IN CAPITAL LETTERS**.

- 1 She has a really outlook so I'm sure she'll get over this in no time.
Many initial tests yielded results that later turned out to be false.
Are you absolutely that it starts at nine? I thought it was nine thirty!
- 2 Failing my English exam was a disappointment to me.
I'm not keen on that brand of coffee – it's too for me.
Wear something warm if you go out today. There's a wind.



Exam tip

Read the text quickly to get a general idea about the subject. Then, look at the questions and options and find the relevant part of the text. The text will not contain the same words as the correct answer.

Test two (Units 6–10)

Choose the correct letter A, B, C or D

- 1 Many words in English, such as *mankind* or *man-made*, have connotations.
A sexual B neutral C sexist D feminist
- 2 Employers must not employees by their gender.
A discriminate B categorise C bias D prejudice
- 3 Ben is so tall, he always stands in a crowd.
A up B for C out D behind
- 4 By the age of 16, young people should be responsibility for their actions.
A paying B making C taking D carrying
- 5 My son never attention when I tell him off.
A gives B puts C pays D makes
- 6 The recent environmental campaign had a real impact young people.
A on B to C with D of
- 7 I didn't enjoy my time at school because I never achieved my full
A possibility B ability C capability D potential
- 8 Teachers should encourage their students to develop a positive of themselves.
A image B vision C feeling D impression
- 9 My sister has just for a job in the New York office of the company she works for.
A submitted B applied C requested D demanded
- 10 If you can't be a full-time student, perhaps you could do a learning course.
A distance B independence C local D home
- 11 Foreign holidays can give us real into how other people live.
A views B awareness C perception D insight
- 12 When I leave university, I'm going to train to be a teacher in a school for children with needs.
A different B unusual C special D unique
- 13 When I was six, I a serious illness and was sent to an isolation hospital.
A spread B transmitted C contracted D picked
- 14 There have been several new of malaria in our area recently.
A cases B incidents C events D occasions
- 15 Since they were vaccinated, none of the children have developed any visible of the disease.
A signals B indications C expressions D symptoms

- 16 It's a well-known fact that smoking is an appetite That's why you never feel hungry.
 A prevention B depressant C stimulant D suppressant
- 17 People who do little or no exercise are more to heart disease than others.
 A likely B prone C inclined D ready
- 18 Bicycle is one of the most common crimes in this city.
 A theft B stealing C robbery D burglary
- 19 In the past, horses were a common of transport.
 A means B way C fashion D technique
- 20 The best way to travel around London is to stand at the side of the road and a cab.
 A beckon B wave C summon D hail
- 21 Rail will be more popular when the new high-speed trains are introduced.
 A journey B travel C trip D tour
- 22 My computer's being repaired. I don't know how I'm going to get without it.
 A around B away C up D by
- 23 Increased carbon are having a damaging effect on the environment.
 A releases B discharges C submissions D emissions
- 24 Passenger planes fly very high altitudes.
 A at B on C in D for
- 25 Since he's been on medication he's had noticeable mood
 A swings B moves C fluctuations D variations
- 26 The photos brought back memories of family holidays.
 A young B youth C early D childish
- 27 He'd worked hard throughout the election campaign, so was disappointed when he lost.
 A hurtfully B bitterly C strongly D angrily
- 28 You're so You always think everything will turn out well.
 A outgoing B hilarious C apprehensive D optimistic
- 29 I can't remember our last meeting. Can you my memory?
 A trigger B bring back C jog D remind
- 30 of people I know walk or cycle to work.
 A Lot B Many C Several D Lots

11

Fame and fortune

Celebrity culture, reality television

Celebrity culture

1.1 Write the names of people that fit these descriptions.

- 1 a national sporting legend _____
- 2 a television personality _____
- 3 a big name in showbiz _____
- 4 a world-famous celebrity _____
- 5 someone who is famous for no particular reason _____

1.2 Choose the correct words to complete the text.

The modern mass ¹*media / medium* has increased the ²*exposure / exposé* and power of celebrities. Often, ³*celebration / fame* carries with it immense social capital that is highly sought-after by some individuals. Well-paid jobs and other social perks are ⁴*rarely / readily* available to celebrities. They can even gain ⁵*lucrative / expensive* work entirely unconnected to the ⁶*talents / benefits* or accomplishments that made them into stars. For example, a retired athlete might receive high speaking fees for public ⁷*entrances / appearances*, despite his specialism having been sports, not speaking.

While some envy celebrities and many aspire to celebrity, a few of those people who have actually ⁸*attained / undergone* celebrity are less than happy with their status. Often they cannot escape the public eye and risk being ⁹*stalked / obsessed* by fans or paparazzi.

V Vocabulary note

The word *celebrity* can be a countable or uncountable noun.

Some envy celebrities and many aspire to celebrity.

a celebrity = a person who is famous

That magazine is full of photographs of international celebrities.

celebrity = the state or quality of being famous

Many film actors are obsessed with the idea of celebrity.

1.3 Find words and expressions in the text which match these definitions.

- 1 very large or great _____
- 2 wanted by many people _____
- 3 benefits which are not financial _____
- 4 skills learnt through practice _____
- 5 want to become in the future _____
- 6 feel jealous of _____
- 7 position in society _____
- 8 attention from the media _____

1.4 Which word in each group is different? Why?

1	celebrity	fame	popularity	prosperity	stardom
2	accomplishment	benefit	gift	skill	talent
3	devotion	envy	infatuation	jealousy	obsession
4	credibility	entitlement	esteem	recognition	respect
5	compensation	fee	payment	perk	reward

1.5 Complete the second part of the text with words from the box.

attaining benefits consultancy credibility non-famous
reality talented royalty sectors value

Some participants in ¹_____ television shows have admitted that they appeared on these programmes with the goal in mind of ²_____ celebrity. Most often, they achieve only fleeting celebrity with no social or economic ³_____.

Celebrity culture, once restricted to senior ⁴_____ and iconic public figures, has pervaded many ⁵_____ of society including business, publishing and even academia.

Only a small proportion of individuals in any profession can achieve celebrity. For those who do, the ⁶_____ can be substantial, in the form of speaking fees, book advances and well-paid ⁷_____ work for businesses. There are disadvantages as well, however: academics and business leaders who become well known often lose ⁸_____ with their colleagues.

In many fields, such as the arts and publishing, a moderate degree of celebrity is necessary before individuals are able to get respect. Most ⁹_____ individuals in these sectors are poorly compensated, though they may be as ¹⁰_____ or more so than well-compensated, famous people in the same field.

V Vocabulary note

The prefix *non-* adds the meaning *not* or *the opposite of* to adjectives or nouns. Some of the more common words which begin with *non-* include:

Adjectives

non-addictive, non-disposable
non-essential, non-judgemental
non-political, non-profit-making
non-specific, non-standard

Nouns

non-believer, non-smoker
non-swimmer, non-fiction

1.6 COLLOCATION Complete the compound nouns in these sentences with a word from the box.

attention coverage empire endorsements gossip lifestyle

- 1 He has a global media _____ worth billions of dollars and his wife is a supermodel.
- 2 She wanted to marry a footballer so that she could experience a celebrity _____.
- 3 Designers try to get celebrity _____ of their products, as a kind of walking advertisement.
- 4 Media _____ of the royal visit largely focussed on the princess's wardrobe.
- 5 Celebrity _____, true or otherwise, sells a lot of newspapers these days.
- 6 The persistence of media _____ from the likes of paparazzi can be uncomfortable and intrusive.

1.7 Find and correct the two misspelt words in each sentence.

- 1 Paparazi who stack celebrities can earn large sums of money. _____
- 2 I'm conflicted. I dislike famos people, but think I still envie them a bit. _____
- 3 Celebrities who acheive fame very quickly are often forgotten just as quickly. _____
- 4 Many very tallented individuels never become famous. _____
- 5 Retired sports personnalities often earn money form speaking fees. _____
- 6 I highly recomend her biography. It's full of wierd celebrity anecdotes. _____

Reality television

2.1 Choose the definition of *reality television* which is closest to your personal opinion.

- 1 a TV genre featuring ordinary people in unscripted dramatic or humorous situations
- 2 live television that monitors the behaviour of real people in manufactured situations
- 3 a type of programming which shows how ordinary people behave in everyday life

2.2  19 Listen to three people talking about reality television and choose the phrase from the box which represents their view. You do not need to use one of the phrases.

complete rubbish my kind of television a bit of an embarrassment relaxing entertainment

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____

2.3  19 Listen again and complete these sentences with words used by the speakers.

- 1 Speaker 1 compares watching a reality television programme to reading a _____ .
- 2 Speaker 1 thinks people need programmes like this to relax and _____ .
- 3 Speaker 2 compares reality television to a _____ , which you can't look away from.
- 4 Speaker 2 does not approve of producers manipulating the _____ of reality TV shows.
- 5 Speaker 3 is interested in how new acquaintances manage to find _____ .
- 6 Speaker 3 is fascinated by the _____ of people who have never met.

2.4 WORD BUILDING Complete the table with words which have related meanings.

Noun	Verb	Adjective
_____ (person) _____ (problem)	_____	addictive _____ (problem)
drama _____ (film/TV adaption) _____ (person)	_____	_____
fantasy _____ (person)	_____	_____
_____ (person)	manipulate	_____

2.5 Answer these questions. The expressions in *italics* can be found in the recording script on page 110.

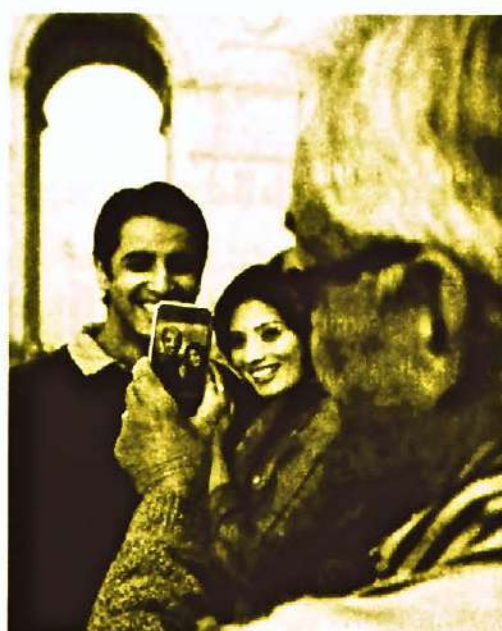
- What have you read or watched that you consider *trashy*? _____
- What are some of the things that you do to *unwind*? _____
- What, on TV, do you consider to be *compulsive viewing*? _____
- How do you *find common ground* with new acquaintances? _____
- What is something that you like which is *not everyone's cup of tea*? _____

Speaking Part 2

- 1 At the beginning of Part 2 of the Speaking test, the examiner gives you three pictures and says: *Candidate A. It's your turn first. Here are your pictures. They show people being photographed. I'd like you to compare two of the pictures and say **who you think the people are and how their situations are different.***

Think about these questions, choose two of the pictures and then make brief written notes of what you might say.

Who do you think the people are?
How are their situations different?



- 2 Now imagine you are Candidate B. How would you answer this question about the same pictures?
How do you think the people in the pictures are feeling?

Use of English Part 2

For questions 1–12, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0). Write your answer **IN CAPITAL LETTERS**.

The Hollywood Star System

The star system was the method (0) *OF* creating, promoting and exploiting movie stars (1) classical Hollywood cinema. Studios used (2) select promising young actors, then glamorise and create personas for (3), often inventing new names and even new backgrounds. Stars who were put (4) the star system include Cary Grant and Joan Crawford.

The star system put an emphasis (5) the image rather (6) the acting. Women (7) expected to behave like ladies, and were never to leave the house (8) stylish clothes and make-up. Men had to behave as gentlemen (9) public.

Just (10) studio executives, public relations staff and agents worked alongside the actor to create a star persona, so they would work together to cover (11) incidents that could damage the star's public image. A star's personal problems, such as divorce, (12) be suppressed.



Exam tip

Look at the words before and after the gap in the text. This will help you to decide what type of word you need, such as a preposition, an article, a pronoun or an auxiliary verb. Missing words may be part of phrasal verbs or fixed phrases.

12

Relationships

Families, friends

Families

1.1 Quickly read the article to find the answers to these questions.

- 1 The writer names five roles that grandparents have in family life. The first is *adviser*. What are the other four?
- 2 When was it easier than it is now to teach children about beliefs and values?
- 3 What phenomenon is responsible for the changes in children today, according to the writer?

The role of grandparents in children's upbringing

(1) The word *grandparents* is descriptive of the unique dual parenting role that this generation assume. It emphasises the vital part they play in family life. With a wealth of old world experience behind them, and with the unique ability to metamorphose from advisers or mediators into listeners or friends, they can offer support and stability in an ever-changing world.

(2) The underlying sense of responsibility that goes with this is tremendous. Grandparents perform a balancing act between the needs of their adult children and those of their grandchildren. This role is varied. It is imperial at times, muted at others. It goes underground whenever required, but it is solid and absolutely dependable.

(3) Grandparents often bridge the gap between parents and their children. Rebellious, independent children who are trying to find their feet are almost always at loggerheads with their parents. The role of grandparents can be very important provided they act as impartial judges and are able to convey this feeling to both parties. Grandchildren prefer to listen to their grandparents rather than their parents, who often find themselves up against a brick wall.

(4) One important thing, which seems to be missing in the lives of children today, is a sense of family, values, beliefs and principles. This is where the grandparents step in. However, instilling beliefs and values is not as easy as it was fifty or sixty years ago. Then, no questions were asked and there was an implicit sense of trust. With changing times and changing outlooks, children have started to question the validity of everything around them. Globalisation has eroded their sense of belonging and weakened identification with their roots. Science and technology force them to doubt every traditional belief.

(5) Parents, who have so many demands on their time, are perhaps not in the best position to instil traditional values in their offspring. Children are very demanding and grandparents, without appearing to be pushy, have both the time and the experience to deal with tantrums. They can appease, soothe and impart values with tremendous ease. Our Indian culture is rich and varied, but how many children recognise this? Grandparents can teach them to appreciate cultural traditions and inform their moral development.

1.2 Match these expressions from paragraphs 1, 2 and 3 with their definitions.

- | | |
|------------------------------|--|
| 1 have a wealth of | a find it impossible to make progress |
| 2 perform a balancing act | b deal with different demands at the same time |
| 3 be at loggerheads | c provide a connection |
| 4 bridge a gap | d be unable to agree |
| 5 be up against a brick wall | e have a lot of |

1.3 Read the text again and find words which match these definitions.

- 1 a strong state which is unlikely to change or fail (paragraph 1) _____
- 2 trustworthy and reliable (paragraph 2) _____
- 3 not favouring one side in a disagreement (paragraph 3) _____

1.4 Now complete these sentences using words and phrases from 1.2 and 1.3.

- 1 Adults often have to perform _____ between looking after their children and caring for their ageing parents.
- 2 Money from parents often _____ between what students can earn and what they need to pay out.
- 3 My best friend is thoroughly _____. She's always there when I need her.
- 4 My brother and I never really got on very well. We were constantly _____.
- 5 Parents and grandparents provide the _____ which children need in their early years.
- 6 Parents should not take sides in their children's disputes. They should remain _____.

V Vocabulary note

The usual form of nouns from phrasal verbs is: **verb + particle**, e.g. *Communications **broke down** between the parties.*

*There was a **breakdown** in communication.* However, there are exceptions to this. *upbringing* is the noun from the phrasal verb *bring up*.

*She was **brought up** strictly.*

*She had a strict **upbringing**.*

Another form these nouns take is: **particle + verb**, e.g.

*The disease **broke out** in the poorest part of the city.*

*The **outbreak** started in the poorest part of the city.*

Here are some more examples:

*set out / from the **outset***

*take in / this year's **intake***

*cry out / a public **outcry***

1.5 Which of these verbs from paragraphs 4 and 5 have similar meanings? Use the text to help you.

appease appreciate doubt erode impart inform instil
question recognise soothe teach weaken

1.6 COLLOCATION Which of the adjectives in each box CANNOT replace the word in *italics* in the sentence below it? Why?

- 1 idyllic troubled traumatic turbulent

The siblings have some behavioural problems which are thought to result from their *difficult* childhood.

- 2 middle-class privileged tough sheltered

My *comfortable* upbringing meant there were a lot of survival skills for me to learn when I left home.

- 3 close-knit dysfunctional loving supportive

I'm lucky to have a *strong* family, who'll always be there for me.

- 4 committed solid stable uneasy

They told me that the success of their marriage came from their *secure* relationship.

- 5 concerned distraught pushy worried

I was met at the hospital by my *anxious* parents, who suddenly seemed very old and fragile.

Friends

2.1 Read these quotes about friendship. Put a ✓ if you agree. Put a ✗ if you disagree.

- 1 'A true friend is one who overlooks your failures and tolerates your successes.' (Doug Larson)
- 2 'You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.' (Dale Carnegie)
- 3 'Few friendships would survive if each one knew what his friend says of him behind his back.' (Blaise Pascal)

2.2 Complete this email to a radio phone-in programme with words from the box.

advice conflicts contribute go into partnership ruin

My friends and I would like to ¹_____ business together. I think it would be an exciting opportunity, but am reluctant because of potential ²_____ that may ³_____ our relationships. Does anyone have any words of ⁴_____ about doing business with friends? I'd also like some suggestions on how we should structure our business ⁵_____, given that all of us will be making a different cash investment and can ⁶_____ in a range of different ways.

2.3  **20** Four people called the radio show to give their advice. How many of them do you think will advise against going into business with friends? Listen and check.

2.4  **20** Listen again and match the speakers with the advice they give (a–d).

- | | |
|-----------------|--|
| Speaker 1 _____ | a warns against business partners who get upset easily. |
| Speaker 2 _____ | b suggests including people who are not friends in the business. |
| Speaker 3 _____ | c advises against endangering a friendship for the sake of profit. |
| Speaker 4 _____ | d stresses the importance of written plans and legal documents. |

2.5 Match the phrasal verbs in *italics* with their definitions.

- | | |
|---|-----------------------------------|
| 1 If business partners <i>fall out</i> , the business may suffer. | a become less close over time |
| 2 We really don't want to <i>mess up</i> our relationship. | b begin to feel romantic love for |
| 3 It looks like my brother and his girlfriend have <i>broken up</i> . | c disappoint or fail someone |
| 4 My father <i>fell for</i> my mother the first time they met. | d end a romantic relationship |
| 5 Real friends will never <i>let you down</i> . | e argue and be on bad terms |
| 6 They used to be best friends, but, they've <i>drifted apart</i> . | f create problems, damage |

2.6 Complete the sentences with a noun from the box.

break-up fall out letdown

- 1 We had such high expectations of her, so this kind of behaviour is a real _____.
- 2 The news of the _____ of the star's marriage was all over the papers.
- 3 They had a terrible _____. I don't think they'll be speaking to each other for a few months at least.

Listening Part 3

▶ 21 You will hear part of a radio interview in which a human resources expert is giving advice to office workers. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.



Exam tip

Before you listen, read through the questions and underline the main idea in them. This will provide a focus for your listening.

While listening, wait until the speaker has finished talking before you choose your answer.

Listen for the idea expressed in the four possible answers rather than for specific words.

- 1 Why does Stella Burrows mention 'the smooth talker' and other office types?
 - A They are successful personas to adopt.
 - B They are people who don't contribute much.
 - C They are types we should try to avoid in offices.
 - D They are characters every office worker will recognise.
- 2 According to Stella Burrows, what should 'live-to-work' employees consider?
 - A the best way of impressing their boss
 - B what co-workers really think of them
 - C how to motivate other members of staff
 - D how to improve their image with colleagues
- 3 According to Stella Burrows, why might colleagues be irritated by 'work-to-live' types?
 - A They have no ambition.
 - B Their excuses are unconvincing.
 - C They do not do their fair share of work.
 - D Their lack of effort goes unnoticed by senior staff.
- 4 According to Stella Burrows, what happens if someone does not take their job seriously?
 - A Their colleagues feel disrespected.
 - B Their colleagues have to work harder.
 - C Their colleagues lose trust in them.
 - D Their colleagues will be demotivated.
- 5 What does Stella Burrows warn employees against doing?
 - A constantly seeking advice from your superiors
 - B offering help when it is not needed
 - C giving advice which was not asked for
 - D openly criticising other people's contributions

13

Time off

Holidays, enjoying exercise

Holidays

1.1 Answer these questions from a holiday questionnaire.

- 1 What was your most recent holiday destination?
- 2 How did you travel?
- 3 Why did you choose this destination?
- 4 What kind of accommodation did you choose?

1.2 Complete the description of childhood holidays with words and phrases from the box.

destination entertainments international flights isolated beach local cuisine
pack self-catering spectacular scenery tropical resorts two-week

When I was a child it was fairly unusual to go on a foreign holiday. The prices of ¹ _____ were exorbitant compared to those offered by today's budget airlines. Package holidays to ² _____ were pretty much unheard-of. Instead my parents would ³ _____ our aged car with the necessary belongings, and our family holiday would begin with a twelve-hour drive through the night. Our ⁴ _____ was always the same; exotic Scotland.

Each year my parents booked a different ⁵ _____ cottage, usually next to an ⁶ _____ and invariably with no mod cons whatsoever. The beds were always lumpy and damp. There wouldn't even be a washing machine, never mind a television.

No doubt we were surrounded by ⁷ _____, but this meant little to me and my sister. Plastic buckets and spades were the basis of all our holiday ⁸ _____. Armed with these and a towel, we would tear down to the beach every morning. We built extravagant castles, we buried my father alive, we saved the lives of stranded jellyfish, we collected jewels, and we dug to Australia. Summer holidays lasted at least a year back then.

I pity the kids today with their ⁹ _____ breaks in the sun. Who wants all-inclusive resorts boasting restaurants serving authentic ¹⁰ _____? Who needs artificial lagoons featuring wave machines and plastic waterfalls? Show me an eight-year-old girl on a Scottish beach with a bucket and spade and I'll show you what real holiday fun is all about.

1.3 COLLOCATION Find collocations in the Vocabulary note which match these definitions.

- 1 a break for parents and their children _____
- 2 a holiday with outdoor activities _____
- 3 a holiday in another country _____
- 4 a day off from work for everyone _____
- 5 a holiday at the seaside _____
- 6 to arrange and pay for a holiday _____

Vocabulary note

verb + holiday, e.g. *go on holiday*
have a; *take a*; *book a*; *cancel a*
adjective + holiday, e.g. *public holiday*
annual; *two-week*; *foreign*; *exotic*
noun + holiday, e.g. *package holiday*
beach; *family*; *adventure*
holiday + noun, e.g. *holiday resort*
destination; *season*; *insurance*

1.4 Write sentences of your own which include these collocations.

- 1 cancel a holiday 2 winter holiday 3 holiday resort 4 holiday insurance

1.5 Match each word in the box with a word in italics with a similar meaning.

artificial authentic exorbitant exotic extravagant isolated local spectacular unheard-of

- 1 We wanted to honeymoon in a *remote* location with *incredible* views.
- 2 We searched high and low for *genuine regional* handicrafts to bring back as souvenirs.
- 3 I think it's *wasteful* to build a *man-made* beach when there are homeless people in this city.
- 4 If you want to go to a *far-flung* destination, you'll have to pay *excessive* amounts of money.
- 5 In the 1980s, Thailand was almost *unknown* as a tourist destination, but now it's very popular.

Enjoying exercise

2.1 COLLOCATION Match the nouns in the box with the correct list of noun collocations below.

aerobics cycling dance football martial arts swimming tennis walking

- | | |
|--------------------------------------|-----------------------------------|
| 1 _____ accident, enthusiast, helmet | 5 _____ pitch, league, tournament |
| 2 _____ class, routine, workout | 6 _____ lesson, coach, court |
| 3 _____ instructor, fighter, expert | 7 _____ costume, goggles, pool |
| 4 _____ tour, boots, pace | 8 _____ partner, move, step |

2.2 Complete the following sentences with compound nouns from 2.1.

- 1 She's something of a _____ and is a black belt in judo and karate.
- 2 Our PE teacher used to make us run the length of the _____ if we misbehaved.
- 3 The traffic was so bad that we crept along at _____ for most of the journey.
- 4 I can't come in with you. I've left my _____ and my towel at home.
- 5 I go with some of the other girls to a regular _____ which keeps me fairly fit.
- 6 She needs a new _____ as David just doesn't move well enough.



2.3 Think of adjectives that express your personal opinion of each form of exercise in 2.1, e.g.

'For me aerobics is exhausting but exhilarating'.

2.4  **22** Listen to someone talking about exercise. Are these sentences true (T) or false (F) according to the speaker?

- 1 You have to be serious about getting into shape. ____
- 2 There is no need to drastically change your schedule to be more active. ____
- 3 Shopping is a healthy activity. ____
- 4 If you dance, you should make bigger movements. ____
- 5 Swimming has three major advantages as an exercise. ____
- 6 Gyms charge too much money. ____
- 7 Other people can be distracting when you're exercising. ____
- 8 The benefits of exercise are worth a little pain. ____

2.5  **22** Listen again and complete the sentences with words and phrases used by the speaker.

- 1 She recommends that busy people make some _____ to their daily routine.
- 2 She says that dancing at home is an enjoyable way of _____.
- 3 She thinks that people are discouraged by the _____ at gyms.
- 4 She encourages listeners with a favourite sport to be more than just a _____.
- 5 She reassures listeners that if they include neighbours in their plans, they'll be _____.

2.6 Complete the questions with the correct prepositions. There are similar sentences in the recording script on page 111. Answer the questions about yourself.

- 1 What kind of things put you _____ exercising?

- 2 When do you catch _____ with gossip?

- 3 How do you burn _____ calories?

- 4 What do you do when you're low _____ energy?

- 5 What kind of social activities do you hang _____ from?

- 6 How often do you get out and _____ in your neighbourhood?

V Vocabulary note

exercise can be uncountable or countable as a noun.

The uncountable noun describes physical activity that people do to keep fit and healthy, e.g.

Regular exercise is good for you.

Swimming is my favourite form of exercise.

The countable noun has several uses: specific physical or mental activity to improve something, e.g.

I do stomach exercises every day.

I'm not keen on doing grammar exercises.

a course of action to achieve something specific, e.g.

The company statement is part of a public relations exercise.

the use of something (formal), e.g.

The exercise of power is enjoyable to some politicians.

V Vocabulary note

The phrasal verb particle off has a number of meanings:

get off, close off

departure or separation, e.g.

They've closed off the city centre because of a bomb scare.

set off, start off, trigger off
beginning, e.g.

The incident triggered off a political debate.

call off, cut off, switch off
stop or cancel, e.g.

They've called off tomorrow's meeting.

burn off, wear off, tail off

decrease or completion, e.g.

The effect of the medicine is wearing off now.

Reading Part 4

You are going to read an article about travelling in China containing advice from four different people. For questions 1–7, choose from the people (A–D). Each person may be chosen more than once.



Exam tip

Study the questions before you read the text(s) in Reading Part 4.
Don't expect to find exactly the same words in the text(s) and the options.

Which email does the following?

advises tourists not to spend too much time trying to save money

gives advice to tourists considering travelling alone

expresses regrets about communication with local people

mentions the advantages of being with somebody who can speak the local language

suggests a way to meet ordinary people on public transport

suggests a region where travellers can find cheap accommodation

warns against travelling by plane

1	
2	
3	
4	
5	
6	
7	

China on a Shoestring?

Is China a realistic destination for tourists on a budget? Four of our readers share their experiences.

- A** You can probably manage on less than 30 euros per day. To do this, you'll have to look for the lowest fares on buses or trains and stay in hostels or budget hotels, of which there are many in southwest China. Taking the train is the best way of getting from one big city to the next, but buses are more economical. There are buses you can sleep on for long journeys – but having said that, they're pretty uncomfortable. One thing I can't stress enough: you'll miss out on the real China if you fly. Getting off the beaten track is best done by other means. However, in rural areas the language barrier was a challenge for me. I just wish I had been able to converse more easily.
- B** I felt I'd probably have a better time going on something organised, as I was travelling on my own. My travel and accommodation cost about a hundred pounds a week, then there was food and flights to China on top of that. Once I'd paid, I didn't have to worry about money or anything else and I had people to share the experience with. I'd really recommend this option if you are in the same position. Our guide was a native speaker but fluent in English. He accompanied us everywhere and made everything so easy for the group.
- C** Beijing seems really expensive to start with, but you soon find out how to get by on a budget and still eat well – the restaurants near the station are a good place to start. If you're going to travel around China by train, I'd suggest that you book in advance, especially if you want to travel on a public holiday. And if you choose hard seats, you'll be sure to get acquainted with the real Chinese. I can guarantee that they'll be interested in you. I've heard that you can travel pretty cheaply by plane these days, but I don't feel like I missed out. I would not have come into contact with so many locals if I had prioritised my own comfort whilst travelling.
- D** If you go all the way to China, make sure you do as much as possible, and don't waste time worrying about finding the best deals. Obviously organised trips cost a little more than doing everything yourself, but I think you have a better experience. The travel reps are very efficient and want to make sure you get a good impression of the places you visit. As everything's set up in advance, you avoid misunderstandings and difficulties which can arise if you're trying to make arrangements in an unknown language.

News and information, press freedom

News and information

1.1 Which of these sources of information are important to you? Put a ✓.

internet blogs ____

24-hour TV news ____

in-depth news analysis ____

1.2 Complete the text with words and phrases from the box.

access to directly expert analyst media channels mobile devices reported stay up-to-date
 subscribe to targeted information tuning in

Information sources of the future

The first and most dramatic change is the advent of social news. Social news is rapidly becoming the means by which we ¹ _____ with what is going on in the world. News is no longer ² _____ solely by journalists. News can now come from anyone – bypassing the traditional ³ _____. Instead of having an edited version of what an ⁴ _____ is saying, we hear it straight from the source. Social news is about getting information ⁵ _____ and unfiltered.

A new wave of entertainment has also arrived, one dominated by games, video and audio streams. Instead of ⁶ _____ to a TV channel, we decide what to watch and when to watch it. We no longer have to ⁷ _____ channels on which other people choose what we see. We control everything ourselves.

And a new concept in the form of ⁸ _____ is slowly emerging. We are already seeing an increasing number of services on ⁹ _____, which provide information for the particular area that you are in. For example, there are services which provide you with a list of restaurants within reach of your location rather than showing you establishments worldwide.

The number of these services is going to explode in years to come. In a world where we have ¹⁰ _____ more information than we can consume, selecting that which is relevant will be a very important element of delivery. And this will expand far beyond the simple geo-targeting that we see today.

1.3 Find words and phrases in the text which match these definitions.

- 1 ignore a normal part of procedure to progress more directly _____
- 2 not edited or censored _____
- 3 news from websites where members decide the stories which are given priority _____
- 4 appear for the first time _____
- 5 use _____

V Vocabulary note

The original meaning of the word *channel* was a passage for water, e.g.

The *English Channel* lies between England and the continent.

It is used to mean a way to communicate information, e.g.

diplomatic channels, *television channel*

channel can also be used as a verb, meaning to do something in a particular direction, e.g.

He needs to channel his energy into something more positive.

1.4 WORD BUILDING Complete the table with words which have related meanings.

Noun	Verb	Adjective
analyst (person) _____ (process)	_____	_____
_____	dominate	_____
_____	emerge	_____
_____ (process) _____ (person)	subscribe	_____ (too much demand) _____ (not enough demand)
_____ (event) _____ (substance)	explode	_____
_____ (action) _____ (person)	consume	_____ (made to be consumed)

1.5 Complete these sentences using words from the table in 1.4.

- I must renew my _____ to *Time Magazine* which runs out next month.
- It has been widely reported that three civilians have been injured in a bomb _____ in the city centre.
- A good journalist can _____ a situation quickly, process a large quantity of information and report what's happening accurately.
- Comparison websites have been one of the great successes of the dotcom boom. They allow _____ to shop around before making their final buying decisions.
- The _____ of online media has affected the sale of traditional newspapers and magazines.
- Three rival companies are fighting for _____ of the information technology marketplace.

1.6 COLLOCATION All of the words below collocate before *device*, e.g. *a mobile device*. Which word is different in each list (1–3)? Why?

1	explosive	electronic	mechanical	nuclear
2	digital	handheld	mobile	portable
3	communication	navigation	labour-saving	storage

! Error warning

The adjective *big* is often used when *great*, *large* or *wide* would be more appropriate.

LARGE: a large number, a large quantity, a large amount

GREAT: great pleasure, great importance, great fun, great success

WIDE: a wide choice, a wide range, a wide variety

BIG: a big increase, a big improvement, a big problem, a big surprise, a big impact

Press freedom**2.1** What does the term *freedom of the press* mean to you?

Put a ✓ if you agree with a statement.

- Newspapers can publish anything they like even if it is not true. ____
- Newspapers can publish anything, but they must be able to prove that it is true. ____
- Newspapers can publish anything as long as it is not politically sensitive. ____
- Journalists and reporters do not have to reveal their sources of information. ____

2.2 Complete this news story with one word which best fits each gap.

A unanimous vote in Iceland's parliament has seen the country pass its so-called 'Icelandic Modern Media Initiative', allowing it ¹ _____ create the world's most stringent laws preserving free speech and a free press. It was created ² _____ the intention of making Iceland a very attractive place for investigative journalists to live and work and for media organisations to publish ³ _____ fear of reprisal. The laws are almost certain to prohibit any kind of investigation ⁴ _____ the identity of an anonymous source, as ⁵ _____ as offering a significant safe haven for media companies. That means that ⁶ _____ all of a media organisation's communications were routed through Iceland, then any communications with anonymous sources would, ⁷ _____ theory, be protected by those laws.

2.3 ▶ 23 Listen to four speakers reacting to Iceland's new press freedom law. Answer these questions for each speaker.

- Are they in favour of the new law?
- Do they think it will be completely successful?

2.4 ▶ 23 Listen to the first speaker again and complete the text with words he uses.

Iceland wants ¹ _____ journalism to be free of unjustified interference by the rich and powerful. Although I thoroughly approve of the idea, the difficulty is that the rich and powerful also profit from freedom of ² _____ by publishing material which is either a gross infringement of the ³ _____ of an individual, or misinforms the general public on important issues. Allowing international media organisations to say what they like, free from any ⁴ _____, creates a new form of totalitarian state. Iceland risks creating libel tourists – media corporations that want to profit, without fear of correction or sanction, at the ⁵ _____ of the individual.

V Vocabulary note

Notice how the speakers use adverbs to strengthen their expressions of opinion:

*I **thoroughly** approve of the idea.*

*I **wholeheartedly** support Iceland's move.*

*This is a fantastic proposal that will **undoubtedly** help news organisations.*

*I **honestly** don't think that it's going to make much difference.*

2.5 Complete these sentences with your own ideas.

- I honestly think _____
- I genuinely believe _____
- I wholeheartedly approve of _____
- I fundamentally disagree with _____

2.6 Choose the correct definitions for these words used by the speakers.

- by publishing **material**
 - substance which objects are made from
 - information used when writing something
- without fear of **sanction**
 - an action taken to make people obey a law
 - official approval or permission
- one European country **revises** its laws
 - to study something previously learned
 - to change something in order to improve it
- a fantastic and innovative **proposal**
 - statement of opinion or judgement
 - formal suggestion or plan

Use of English Part 5

For questions 1–10, complete each second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Write the missing words **IN CAPITAL LETTERS**.

- 1 Do you think you could buy me a newspaper when you're in town?

WONDERING

I you could buy me a newspaper when you're in town.

- 2 When I leave university I hope to become a serious investigative journalist.

AMBITION

..... to become a serious investigative journalist when I leave university.

- 3 Iceland risks creating libel tourists.

DANGER

There's libel tourists.

- 4 Individuals can't afford to take international media corporations to court.

SUE

Individuals are not rich international media corporations.

- 5 Traditional newspapers will probably have disappeared by the year 2020.

LIKELY

By the year 2020, it will have disappeared.

- 6 Radio allowed people to hear the latest news and information live.

LISTENING

People could hear the latest news and information live

- 7 Regular television broadcasts began in 1937.

SAW

1937 television broadcasts.

- 8 I don't think I could live without a daily newspaper.

IMAGINE

I without a daily newspaper.

- 9 It took me most of Sunday morning to find the information I wanted on the Internet.

SPENT

I for the information I wanted on the Internet.

- 10 Our TV licence needs renewing because it runs out at the end of the week.

GET

I need because it runs out at the end of the week.



Exam tip

Check that you have not used too many or too few words. Remember that if you use contractions, for example *isn't*, this counts as two words, not one.

Check that you have not kept any unnecessary words from the first sentence.

Check that the grammar of your sentence is correct and that you have not changed the given word in any way.

Employment patterns, economic migration

Employment patterns

1.1 Which of these industries are people employed in where you live? Put a ✓.

manufacture ____	agriculture ____	retail ____
education ____	construction ____	finance ____
public services ____	technology ____	insurance ____
customer services ____	entertainment ____	mining ____

1.2 Match each word list with one of the industries in 1.1.

- coverage; premium; payout; policy _____
- wholesale; import; high-street; queue _____
- satisfaction; expectations; bill; loyalty _____
- contractor; labourer; site; estate; _____
- mineral; extraction; pit; drill _____
- harvest; pesticide; tractor; produce _____
- venue; hospitality; promotion; festival _____

V Vocabulary note

make an employee *redundant*;
lay an employee off (informal)

= an employer no longer needs members of staff, e.g.

My father has been made redundant.

They're laying me off at the end of the month.

dismiss an employee;

fire / sack an employee (informal)

= an employee is unsuitable, e.g.

He was fired because he always came in late.

The management dismissed him for misconduct.
resign

= the employee chooses to leave and tells the employer, e.g.

I resigned two weeks ago.

retire

= an employee has come to the end of their career

My dad retired when he was 62.

1.3  **24** Listen to three people talking about work. Are these sentences true (T) or false (F)?

Speaker 1

- She got her first job in a local factory. ____
- She now works in India. ____

Speaker 2

- He has lost two jobs. ____
- He is quite relaxed about having lost his job. ____

Speaker 3

- His father used to run the farm. ____
- He employs five people. ____

1.4  **24** Listen again and complete these sentences with words used by the speakers.

- When Speaker 1 left school, there was very little _____.
- Speaker 1 was trained in _____.
- The work Speaker 1 did when she was younger is now done in an Indian _____.
- Speaker 2's father _____ at the age of sixty-five.
- Speaker 2 has been _____ from two jobs.
- Speaker 2 thinks it is more worrying to be _____ in middle age.
- Speaker 3 doubts that his children will _____ him on the farm.
- Speaker 3 finds it difficult to make enough money to _____.

1.5 Which formal words from the box can replace the words in *italics* in the sentences?

acquire compensation dictate dismiss disturbs employer enquiries

- 1 We always get a lot of *questions* from customers who have misplaced their bills.
- 2 Employment laws *tell us* the warnings we have to give an employee before we *sack* them.
- 3 What *bothers* me is the significant increase in the number of unemployed school leavers.
- 4 During the week you will *pick up* many of the IT skills needed in the modern workplace.
- 5 If you hurt yourself at work, your *boss* may have to give you some *money*.

1.6 Choose the correct word in these sentences.

- 1 I'll be leaving *job / work* in about ten minutes' time.
- 2 I came to London to improve my English and now I am planning to find a *job / work* here.
- 3 He must get to *job / work* by 8 o'clock, otherwise he'll lose his *job / work*.
- 4 I just need the money. I'm prepared to do *job / work* of any kind.
- 5 If you do this, you'll have more *job / work* and I'll have an easier *job / work*.

! Error warning



job is a countable noun which refers to a particular employment, e.g.

When she left college, she got a job as a magazine editor.

work is an uncountable noun which describes the general activity in which we use effort, e.g.

I've got so much work to do.

work is also a verb.

1.7 COLLOCATION Complete the compound nouns in these sentences with words from the table.

job	description	market	offer	opportunities	satisfaction	security	seekers
work	clothes	colleagues	environment	experience	load	permit	space

- 1 The job _____ says you need to have at least some relevant work _____.
- 2 I get absolutely no job _____ when my work _____ is so high.
- 3 Job _____ cannot be guaranteed during an economic downturn.
- 4 To create a healthy work _____, lighting, space and noise levels must be taken into consideration.
- 5 She's waiting for her work _____ to arrive and then she can accept that job _____.
- 6 The job _____ is particularly tough for job _____ fresh from school or college.
- 7 Many of my work _____ are looking for new job _____ outside the company.
- 8 When you join us next week, you'll need to bring suitable work _____ and please remember to keep your work _____ free from clutter.

1.8 Write a sentence about the country you come from for each of the issues in the box, e.g.

Industrial action by airline staff disrupted flight schedules in the UK last year.

child labour equal opportunities executive pay industrial action migrant labour
minimum wage redundancy unemployment retirement age work-life balance

Economic migration

2.1 Read the text and underline the parts which give you the information in these sentences.

- 1 Molly found Ireland depressing.
- 2 Molly is not sorry she moved to New York.
- 3 Molly expected to find a good job in Ireland.
- 4 Molly was determined to be promoted.

Ireland's brain drain

Armed with a great Irish education and a willingness to work hard, Molly Muldoon found the job market at home to be virtually non-existent, so she applied for a US visa to escape the *doom and gloom*. Now she's a waitress in New York City.

A communications graduate, I moved here from Ireland last September in search of opportunity, experience and the American dream. While I haven't landed the perfect job yet, how could I ever regret a move to a city like New York?

Growing up in Ireland, the future seemed like a secure place filled with hope and opportunity. Business was *thriving* as our highly educated *workforce* attracted large-scale foreign investment. Hotels, industrial estates, shopping centres and housing estates *sprung up* overnight. Immigration increased with an influx of our fellow Europeans, eager to fill gaps in the labour market.

Meanwhile, Ireland's educational institutions continued to *churn out* highly motivated and professional young people. My five-year plan was firmly set in place. I would study, attain good grades, achieve an education and eventually graduate and do a job that I was passionate about.

In November 2008, my classmates and I received our degrees. At that point we were all employed, some had contracts and everyone had *prospects*. I told my boss when he hired me that I didn't want to be in the same position in a year's time. I wanted to climb the corporate ladder.

Three weeks after my graduation I got laid off. And so I found myself standing in line at the social welfare office in Dublin asking myself where it all went wrong.

I tried in vain for almost six months in an impossible job market to find secure employment. I would have done almost anything. For the first time in my life I felt like my *work ethic*, my morals and my determination were null and void. Deflated, disheartened and not content with erratic *freelance* work, like so many other disillusioned graduates, I made a decision. I went online and applied for a US visa. It was time to cut my losses and leave.

2.2 Find words and phrases in italics from the text which match these definitions.

- 1 all the workers in a particular company, city, country etc. _____
- 2 self-employed and working for many organisations _____
- 3 atmosphere of hopelessness _____
- 4 belief in the importance of work to life _____
- 5 produce something quickly and in large quantities _____
- 6 chances to be successful in the future _____
- 7 appear suddenly _____
- 8 successful and profitable _____

2.3 Answer these questions which include phrases from the text. Use a dictionary to help you.

- 1 What kind of people want to *climb the corporate ladder*?
- 2 Why are immigrants sometimes needed to *fill gaps in the labour market*?

Use of English Part 2

For questions **1–20**, read the texts below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS**.

Leaving St Kilda

The archipelago of St Kilda, 110 miles west **(0)** *off* the Scottish mainland is made **(1)** of the main island of Hirta, a number of smaller islands and a scatter of giant rocks which are breeding grounds **(2)** a vast colony of seabirds.

Inhabited for over 2000 years, and only viable because **(3)** lies in the path of the Gulf Stream, St Kilda's society and **(4)** of life did not conform to the very different values and monetary standards of **(5)** mainland.

Hirta **(6)** finally evacuated in 1930, when the island's resident nurse convinced the last thirty-six St Kildans that their tenure was unsustainable. Rents could no longer be paid **(7)** the island's owner, and there were constant threats **(8)** starvation and severe weather.

Shipped to the mainland by the government, the St Kildans left a bible and a portion of oats in their abandoned homes. They also left all **(9)** furniture, boats and fishing gear. Most St Kildans settled in Argyll; the younger men were given forestry jobs – ironically, having never seen **(10)** tree.



Exam tip

Start by reading the text quickly to find out what it is about.

Look at the words before and after the gap you have to fill to decide what type of word is missing. The word may be part of a fixed phrase or a phrasal verb.

My ideal work environment

I believe a work culture that complements employee personality is vital **(11)** employee retention and business success. My ideal work environment is creative, fun, relaxed **(12)** challenging. When I walk in, I feel welcomed and there is a spirit **(13)** teamwork and positive energy. I respect my boss **(14)** his or her leadership, integrity and friendly positive demeanour. I am able to contribute through **(15)** use of my unique talents and skills to **(16)** a difference in the company. The company is focussed **(17)** achieving a clearly defined goal. My team and the company work together to innovate best practices. Within the company, each employee has an opportunity to learn and develop new skills to help the company achieve its goals. I look forward **(18)** coming to work every day because I am making a positive contribution towards something I believe **(19)** I am challenged mentally and face new opportunities every day. My colleagues feel confident and comfortable collaborating and **(20)** is a spirit of teamwork on all levels of the company.

Speaking Part 1

For **1–5**, think about how you would reply to the examiner and make a brief written note of your answers. Try to use words or phrases you have come across in this unit.

- 1 What kind of work do you do/would you like to do in the future?
- 2 From your point of view, what are the two most important aspects of a job?
- 3 Describe your ideal work environment.
- 4 What are/would be your strengths as an employee and colleague?
- 5 How do you see your career progressing over the next twenty years?

Test three (Units 11–15)

Choose the correct letter A, B, C or D.

- 1 In some television programmes, the public can vote for the person they want to win.
A real **B** realistic **C** reality **D** realist
- 2 He started as a newsreader but people liked him and he's now a popular television
A player **B** person **C** persona **D** personality
- 3 Not only is John well paid – there are all kinds of that come with the job.
A perks **B** gifts **C** presents **D** offers
- 4 He was born with a fantastic for language.
A accomplishment **B** reward **C** skill **D** gift
- 5 I wouldn't want to be a TV celebrity and I certainly don't them their lifestyle.
A wish **B** envy **C** desire **D** want
- 6 When the scandal broke, people waited to see his media collapse.
A coverage **B** attention **C** empire **D** world
- 7 I've often thought of going into with my brother.
A business **B** company **C** commerce **D** trade
- 8 My mother had a really childhood. She never had anything to worry about.
A close-knit **B** committed **C** supportive **D** idyllic
- 9 The most important thing about friends is that they never let you
A down **B** off **C** go **D** out
- 10 My sister has a passionate interest Italian opera.
A for **B** on **C** towards **D** in
- 11 The government initiative had clearly failed to bridge the between rich and poor.
A gap **B** hole **C** channel **D** margin
- 12 You really shouldn't take sides. It's very important that you remain completely
A honest **B** equal **C** impartial **D** observant
- 13 I'd hate a holiday. We prefer to make our own arrangements.
A parcel **B** package **C** baggage **D** arranged
- 14 Karate is one of the most popular arts in the world.
A martial **B** fighting **C** military **D** hostile
- 15 I think the interest rate on our loan is
A extravagant **B** wasteful **C** exorbitant **D** costly

- 16 Aerobic exercises can help you to burn calories.
A out B off C through D down
- 17 Union officials have off the strike that was planned for next Tuesday.
A driven B called C switched D set
- 18 There's no point in getting angry. Try to your energy into something constructive.
A turn B guide C control D channel
- 19 I want to take part in the New York marathon, so I'm out five times a week.
A working B exercising C training D practising
- 20 My father has just renewed his annual to an educational journal.
A payment B prescription C fee D subscription
- 21 The freedom of the is an essential feature of a democratic country.
A newspaper B journalism C reporting D press
- 22 The government is hoping to find a way to the law on tax-havens.
A revise B mend C correct D fix
- 23 The law is supposed to protect the rights of citizens of democratic countries.
A personal B human C people's D self
- 24 There are a multitude of devices to help with domestic chores.
A hard-working B hands-free C labour-saving D hands-on
- 25 Many graduates find work in centres, dealing with customer enquiries.
A phone B media C call D ring
- 26 Two thousand employees worldwide have been made already.
A retired B sacked C unemployed D redundant
- 27 Employees are planning to take industrial to save their jobs.
A strikes B negotiations C action D activity
- 28 unemployment is becoming a serious problem in many developed countries.
A young B teenager C youth D youthful
- 29 When I give up my job I'm planning to become a writer and work for myself.
A solo B lonely C freelance D lone
- 30 In recent years, hundreds of new office blocks have up in our city.
A sprung B grown C built D jumped

16

Economics and business

Economic problems, business tips

Economic problems

1.1 Find expressions in the newspaper headlines which match these definitions. The first letters are provided.

Pension fund crisis

Profits fall

500 firms could go bust

Slump worsens

Pound weakens against dollar

Worldwide recession

Stocks tumble

Inflation soars

ECONOMIC DOWNTURN

Interest rates climb

Crash on Wall Street!

Credit crunch hits home

- | | |
|---|--|
| 1 money set aside to provide income for people when they are retired
p _____ f _____ | 5 a situation where the value of something suddenly decreases
c _____ |
| 2 go bankrupt
g _____ b _____ | 6 increase in prices leading to an increase in the cost of living
i _____ |
| 3 period of economic decline (3 different words)
r _____ ; s _____ ; d _____ | 7 the charge, in percent, for borrowing money
i _____ r _____ |
| 4 economic situation where banks stop lending
c _____ c _____ | 8 go down in value (3 different words)
t _____ ; w _____ ; f _____ |

1.2  25 Listen to two Americans talking about their family's financial situation. What rising costs concern each speaker?

Speaker 1 _____

Speaker 2 _____

1.3  25 Listen again and complete the phrases in italics with words used by the speakers.

Speaker 1

- the whole economy's *in a* _____
- _____ their mortgage *repayments*
- What's _____ my family *the hardest*
- keep a _____ *on* our spending

Speaker 2

- people *finance their* college fees *through* _____
- college fees are *going up at an* _____ *rate*.
- Some of our friends are already *getting* _____
- with the economy *in* _____ anything could happen

1.4 Match the definitions (a–h) with the phrases in italics from 1.3.

- | | |
|-----------------------------------|---|
| a become nervous ____ | e increase at a worrying speed ____ |
| b continue paying off a loan ____ | f control something tightly ____ |
| c worsening uncontrollably ____ | g pay for something by borrowing money ____ |
| d in a depressed state ____ | h most seriously affected ____ |

1.5 Complete the news article with words from the box.

finances income market non-essentials profits retailers spending stock

Low holiday spending due to economic worries

Americans won't be spending as much this holiday season due to continued worry about their ¹ _____. New research found that 56% of Americans rated the economy as "poor" and 46% believed the situation was getting worse.

This is bad news for ² _____ trying to *eke out* their earnings this holiday season, especially since the survey showed that roughly 63% of respondents said they planned to spend less this holiday season. The figure is unchanged since last year, when retailers had one of the worst showings ever and had to slash prices even before Christmas to help move ³ _____.

Even the news that household ⁴ _____ *inched up* is a *double-edged sword*. People surveyed indicated they'd be spending more on items like gas and groceries, but they're making up for this increase by further cutting what they spend on ⁵ _____ like movies or restaurant meals.

Perhaps the most troubling part of the research shows that a rising number of Americans not only have no money left over after paying their bills, but expect their ⁶ _____ to fall even further in the coming months. Most people have already *cut their spending to the bone*, so it's not clear what lies ahead for average Americans trying to *make ends meet*. The stock ⁷ _____ may be rising and some big companies may be reporting ⁸ _____, but make no mistake: This data shows that we're certainly *not out of the woods* yet.

1.6 Find phrases in italics which match these definitions in the article.

- 1 increase slowly _____
- 2 survive financially _____
- 3 still in danger _____
- 4 reduce expenditure to a minimum _____
- 5 make something last longer _____
- 6 both an advantage and a disadvantage _____

1.7 Add words and phrases with similar meanings from the box to the lists (1–3).

cut disconcerting disturbing lower reduce rise dramatically rocket soar worrying

- 1 shoot up _____
- 2 slash _____
- 3 troubling _____

V Vocabulary note

Notice these verbs used when reporting the findings of research:
New research **found** that 56% of Americans rated the economy as poor
the survey **showed** that roughly 63% of respondents said they planned to spend less...

People **surveyed** indicated they'd be spending more on items like gas...

Business tips

2.1 Read the article and write these headings above the appropriate paragraphs.

Focus on the essentials Play to your strengths Get the finance you need Take advice

Top tips for starting your own business

- A _____
When seeking investment, make sure you put the time and effort into developing a solid business plan you can present to potential investors. The personal touch is also important, so try to *build* a good working relationship with your bank manager – it makes a big difference.
- B _____
When *setting up* a business, there’s often no need to spend large sums on offices, fancy logos and designer furniture. It is far more important to keep a low cost base at the start, and keep costs as variable as you can. Make sure you are not locked into long contracts, for example.
- C _____
Small businesses often have advantages over their larger competitors. If you can respond quickly to customers and feedback and always maintain the personal touch, your business may *thrive* where larger competitors have to struggle to react in such a dynamic way.
- D _____
Be a sponge, learn from others’ mistakes, as well as your own, and proactively *seek out* mentors. The Internet and especially social networking make it easy to connect with other small business owners. It’s important to be part of a buzzing business community.

2.2 Which words are possible replacements for the words in italics in the text?

word in 2.1	possible replacements
1 <i>build</i>	develop establish produce maintain
2 <i>set up</i>	bring on establish launch start
3 <i>thrive</i>	accomplish flourish prosper succeed
4 <i>seek out</i>	meet up look for search for try to find

2.3 Choose the correct prepositions to complete the sentences. There are similar sentences in 2.1.

- Putting extra resources *into* / *for* training our customer service team will help us to maintain good relationships with our clients.
- I will be presenting this quarter’s figures *to* / *at* the board at this afternoon’s meeting.
- It is vital that we get every member of staff to focus *about* / *on* what we want to achieve as an organisation.
- As the first to enter the marketplace we will have enormous advantages *of* / *over* rival firms.

2.4 WORD TRANSFORMATION Complete these sentences with the correct forms of the words in capitals.

- Many of the _____ in the company were putting in their own money. INVEST
- My brother and I formed a business _____ twenty years ago. PARTNER
- Your business will be more _____ if you can reduce your overheads. PRODUCE
- The company is trying to reduce _____ on transport. EXPEND

Writing Part 1

You would like to set up your own small business, but need a loan from your bank to get started. You have received this leaflet from your bank, telling you what they need to know about your new business.

Read the leaflet and the notes you made on it. Then, **using the information appropriately**, write a proposal for the bank manager outlining your business plans.



Exam tip

In a proposal you will need to persuade the reader that a proposed course of action is sensible and has been carefully thought out.

Proposals must be clearly organised and can include headings.

You need to deal with all the input material.

Starting a business? We'd like to help.

Write to us with the following information.

Tell us your business idea	Outline your business plan	Say how you will fund the business
Your idea is as individual as you are but whatever the idea, it's vital that you research your market.	If you're starting a business and want to succeed, write an outline business plan.	When starting a business, you have to know how you're going to fund it. - Do you have finance already? - How much do you need to borrow?
Internet business selling second-hand books and CDs Market research says must be good condition!! Website will list stock and give brief description.	More market research on price structure Collect stock (books / CDs) Design website Promote site	Personal savings - 25% Interest-free loan from parents - 50% Bank loan - 25%

Write your answer in **180–220** words in an appropriate style. You should use your own words as far as possible.

Listening Part 2

26 You will hear an interview with a police inspector about credit card theft. For questions **1–8** complete the sentences.

- People are worried by the in credit and debit card theft.
- Inspector Clarke gives advice about how you can yourself from card theft.
- You should write a reminder for cashiers to ask for on the back of your card.
- You should check the accuracy of your credit card and
- When you phone a card company to report a theft, tell them to stop all
- When you have notified the police, you should write a detailed
- If a card is stolen, you are advised to close the account.
- Following a theft, you should act quickly to limit the caused.

17

The living world

Animal life, trees and plants

Animal life

1.1 Answer these questions.

- Which animals are commonly found in your country?
- Which animals are commonly eaten in your country?
- Should we be worried about animal extinction?
- How important are animal rights in your country?

1.2 Complete these sentences with the animal groups from the table below.

- _____ use gills to breathe and can only live in water.
- _____ are the most intelligent creatures and drink their mother's milk.
- _____ are vertebrates and live partly on land and partly underwater.
- _____ have dry, scaly skin and are cold-blooded.
- _____ have six legs and their skeleton on the outside.
- _____ have feathers, lay eggs and most are capable of flying.

Amphibians	Birds	Fish	Insects	Mammals	Reptiles
frog	owl	shark	bee	horse	snake
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

1.3 Complete the table with the words in the box.

ant cricket crocodile lizard mackerel newt salmon swallow toad vulture whale wolf

1.4 Which animal from 1.2 and 1.3

- is nocturnal; preys on small animals; hoots; has a sharp beak; hatches fluffy chicks? _____
- sometimes moves in swarms; buzzes; has a sting; lives in a hive; is a source of honey? _____
- lives in a pack; growls, snarls and howls; has four paws; has young called cubs or pups? _____
- has a forked tongue; is often venomous; may hiss or rattle to warn of attack; sheds its skin? _____
- has scales and gills; migrates to breed; is often poached in protected waters? _____

1.5 What do the words in each list have in common?

- calf; foal; grub; kitten _____
- clone; rear; slaughter; vaccinate _____
- colony; herd; pod; shoal _____
- burrow; den; enclosure; kennel _____
- groom; hibernate; mate; nest _____
- antennae; claw; fang; trunk _____

1.6 Complete these sentences with your own ideas. Read the article in 1.7 to check.

- 1 Scientists are trying to protect bees from _____.
- 2 The proportion of human food production which relies on bees is _____.

1.7 Complete the article with words from the box.

crops declining disappearing economic existence globe grains man pollinate vital

Many of us have taken bees for granted, assuming they will be ever present to produce honey and ¹_____ our crops. The ²_____ numbers of honeybees as well as wild bees have researchers scrambling for solutions. We cannot let bees become extinct because our own survival depends upon their ³_____. Einstein once wrote “If the bee disappeared off the surface of the ⁴_____ then man would have only four years of life left. No more bees, no more pollination, no more plants, no more animals, no more ⁵_____.”

The consequences of bees completely ⁶_____ are immeasurable. Bees pollinate fruits, vegetables and ⁷_____ for human consumption and also plants and flowers that are ⁸_____ to the survival of other species. The ⁹_____ effects of an extinction would be enormous, as it has been theorised by scientists that at least one quarter of what we eat depends upon honeybees. In the United States this is more than \$14 billion value in seeds and ¹⁰_____.



V Vocabulary note

The word *species* has the same form in the singular and the plural, e.g.
The panda is an endangered species.
There are thousands of species of bees.
The word *series* is similar, e.g.
Have you seen the new wildlife series on TV?
There have been four series of these wildlife documentaries.

1.8 WORD BUILDING Complete the table with words which have related meanings.

Noun	Verb	Adjective
_____	_____	declining
_____	disappear	_____
existence	_____	_____ _____ _____ (negative)
_____	x	extinct
_____ (action) _____ (substance)	pollinate	pollinated
_____ (person) _____ (concept)	theorise	_____

Trees and plants

2.1 Match the idioms in italics in these sentences with their definitions.

- 1 We didn't use to recycle things, but we've *turned over a new leaf* and we recycle everything now.
 - 2 The government should stop *beating about the bush* and tell us the truth about climate change.
 - 3 People had started leaving rubbish in the park, so the council introduced fines to *nip it in the bud*.
 - 4 Nobody cares about our city. It's *gone to seed* during the last few years.
- a avoid talking about something important ____ c deteriorate in appearance or condition ____
 b deal with a problem before it gets worse ____ d start behaving in a better way ____

2.2 27 How do people use plants? Make a list. Listen and check your list against the uses mentioned by the speaker.

2.3 28 Listen to part of the recording again. What do these plants provide?

- | | |
|------------------------------------|-------------------|
| 1 timber from trees | 4 willow trees |
| 2 cotton plants | 5 aloe and jojoba |
| 3 the bark of the Pacific yew tree | 6 corn |

2.4 Explain the difference in meaning between the words in each pair.

- | | |
|---------------------|----------------------------|
| 1 gardener / farmer | 3 carnivorous / omnivorous |
| 2 roots / branches | 4 shelter / habitat |

2.5 COLLOCATION Match the adjectives in the box with the nouns to make collocations. Some adjectives match with more than one noun.

aquatic arid clean cold domestic endangered exotic flowering fresh
 furry harsh humid marine medicinal mild temperate thin wild

- | | |
|----------------|-----------------|
| 1 _____ PLANT | 3 _____ AIR |
| 2 _____ ANIMAL | 4 _____ CLIMATE |

2.6 Describe these using some of the adjectives from the box in 2.5.

- | | | |
|-------------------------------|---------------------------------|-------------------------------------|
| 1 the climate of your country | 2 the air in your neighbourhood | 3 your favourite animals and plants |
|-------------------------------|---------------------------------|-------------------------------------|



Error warning



Plants **provide us with** the air we breathe.
 Plants **provide** the air we breathe.
 NOT Plants ~~provide us the~~ air we breathe.



Vocabulary note

The adjective **single** is often used to emphasise that you are referring to only one thing or person, e.g.

*In the tropics, a **single** tree can be the home of more than 1,000 different species of insects.*

***single-handed** means to do something without help, e.g.*

*She moved all the furniture **single-handed**.*

***single out** means to choose one person or thing from a group for attention, often for criticism or praise, e.g.*

*His parents **single him out** for being lazy.*

Listening Part 4

29 You will hear five short extracts in which people talk about aspects of the natural world. While you listen you must complete both tasks.

Task 1

For questions 1–5, choose from the list (A–H) the role of each speaker.

A a farmer	Speaker 1	1
B a greengrocer	Speaker 2	2
C a historian	Speaker 3	3
D a conservationist	Speaker 4	4
E a vet	Speaker 5	5
F a zookeeper		
G an electrician		
H an expert gardener		

Task 2

For questions 6–10, choose from the list (A–H) the purpose of each extract.

A to describe a typical day's routine	Speaker 1	6
B to describe the successes of a long-term project	Speaker 2	7
C to explain the origins of a public facility	Speaker 3	8
D to give advice to pet owners	Speaker 4	9
E to give useful advice to listeners	Speaker 5	10
F to explain an economical new venture		
G to recommend a place to visit		
H to suggest a money-saving device		



Exam tip

Always listen carefully to everything the speakers say. Don't assume one particular word or phrase which links a speaker with one of the options will provide the correct answer. Don't be fooled by superficial or deliberately misleading links and clues.

18

Personal contact

Social networking, letter writing

Social networking

1.1 Which of these methods of contacting friends do you use most often? Put a ✓.

- 1 phone call ____ 3 email ____ 5 video call ____ 7 postcard ____
2 text message ____ 4 social networking site ____ 6 letter ____

1.2 Which of the communication methods in 1.1 would you use for these purposes? Write the numbers.

- a organising a social event ____ e making people take you seriously ____
b sending an informal greeting ____ f sending a message when on the move ____
c maintaining casual friendships ____ g sending something to multiple recipients ____
d having a face-to-face conversation ____ h expressing personal and private feelings ____

1.3 Complete the article with words from the box.

business forums location members networks profile reconnect
relationships share touch

Through social networking, people can use ¹ _____ of online friends and group memberships to keep in ² _____ with current friends, ³ _____ with old friends or make real-life friends through similar interests or groups. Besides establishing important social ⁴ _____, members can ⁵ _____ their interests with like-minded members by joining groups and ⁶ _____. Some networking sites can also help members find a job or establish ⁷ _____ contacts.

Most social networking sites also offer additional features like links to blogs. ⁸ _____ can express themselves by customising their ⁹ _____ page to reflect their personality. These days, much social networking is done on the move by smartphone, so users can now share their current ¹⁰ _____ as well as their photos and personal thoughts.



1.4 COLLOCATION Which word in each list does NOT form a collocation?

1 BE IN TOUCH WITH	your emotions your problems your relatives reality
2 SHARE	your thoughts a passion a question your view
3 ESTABLISH	your credentials a network a reputation an idea
4 CREATE	a friend a new identity an illusion an impression
5 MAKE	an arrangement a connection an impact an understanding

1.5 Complete each question with a suitable word from 1.4 and then answer them with your own ideas.

- 1 How can you establish your _____ online?
- 2 Have you met anyone that you share a _____ with online?
- 3 What problems have arisen from people creating new _____ for themselves online?
- 4 Is it possible to lose touch with _____ when you use social networking sites?

1.6 Match the phrases in italics to their definitions below.

- 1 A *former friend* of the actor has revealed details of the star's personal life to the tabloid press.
 - 2 Loads of *childhood friends* that I haven't seen for years have added me to their list of contacts.
 - 3 The director is a *personal friend* of mine. If I recommend you, he's bound to help you out.
 - 4 A *true friend* would have trusted me with the money without asking what it was for!
 - 5 He hasn't called since I had the accident. He turned out to be a bit of a *fair-weather friend* really.
 - 6 I got chatting to a woman on the train and we realised we had several *mutual friends* in the area.
- a a friend you knew in your schooldays ____
- b someone two people both have friendships with ____
- c a friend who disappears when you have problems ____
- d a friend you socialise with outside work ____
- e someone you have ended a friendship with ____
- f a friend who is loyal, supportive and dependable ____

V Vocabulary note

Some informal synonyms for *friend* are:

mate, buddy, pal, chum

befriend = deliberately make friends with someone, e.g.

He *befriended* me on my first day at school.

Letter writing

2.1 Answer these questions about writing letters.

- 1 When was the last time you wrote a letter? What kind of letter was it?
- 2 Have you ever sent or received these types of letter? Put a ✓.

a thank-you letter ____	a letter of resignation ____
an apology ____	a complaint ____
a letter of condolence ____	a handwritten letter ____
a love letter ____	a poison-pen letter ____
- 3 What is the difference between these types of written document?

letter memo note card petition invoice diary

2.2 30 Listen to someone talking about letter writing and answer these questions.

- 1 Why does the speaker prefer letters to phone calls? _____
- 2 What other methods of communication does she mention? _____

V Vocabulary note

pick up the phone = answer, e.g.

The phone rang, but when I *picked it up* there was no one there.

pick up a disease = catch, e.g.

I *picked up* a stomach bug on holiday.

pick up a language = learn, e.g.

I *picked up* quite a few words of Italian when I was on holiday there.

pick someone up = collect

somebody in a motor vehicle, e.g.

Would you like me to *pick you up* from the airport?

2.3 30 Listen again and complete these sentences with words used by the speaker.

- 1 In the past, people could only communicate over l_____ d_____ by writing letters.
- 2 The main reasons people prefer to use the phone are speed and e_____ o_____ u_____.
- 3 One of the most important aspects of communication is i_____ with another person.
- 4 The speaker likes receiving letters because they are a p_____ r_____ which you can read more than once.
- 5 Unlike writing, speaking is usually an a_____ r_____ to something another person says.
- 6 The growth of the Internet has resulted in letter writing becoming a l_____ a_____.

2.4 Match the words in italics with their definitions. Use a dictionary to help you.

- | | |
|---|--------------------------------------|
| 1 The <i>proliferation</i> of long-distance services | a giving attention to one thing only |
| 2 It requires <i>concentration</i> and effort | b boring |
| 3 Greeting cards have <i>usurped</i> letter writing | c causing great sadness or sympathy |
| 4 I long to receive a three-page, <i>heartrending</i> ... | d great or sudden increase |
| 5 <i>soppy</i> letter | e replace or take over from |
| 6 the <i>tedious</i> chore of putting pen to paper | f sincere |
| 7 create your own beautiful, <i>heartfelt</i> cards | g very emotional or sentimental |

2.5 Answer these questions with your own ideas.

- 1 What situations require your *concentration*? _____
- 2 What housework do you find *tedious*? _____
- 3 Do you enjoy reading *soppy* books or watching *soppy* films? _____
- 4 What *heartrending* news stories have you heard about recently? _____

2.6 Which words are possible replacements for the words in italics in the extracts?

extracts	possible replacements
1 <i>means</i> of communicating	choice method way
2 <i>component</i> of communication	aspect feature piece
3 what the card is trying to <i>convey</i>	advise communicate express

2.7 Underline the words in these sentences which show positive or negative feelings.

- 1 She couldn't even be bothered to speak to me in person. She just left a hastily scribbled note on my desk.
- 2 It was very thoughtful of you to send me a card when I was ill. It did brighten up my day.
- 3 Sending him these soppy messages all the time just makes her come across as desperate.
- 4 Her response to the petition was scathing, which I find very frustrating after all our hard work.
- 5 He rambled on for hours about his life, and never once asked me how I was doing.
- 6 He's so articulate that, even when he dominates the conversation, he's a pleasure to be around.

Use of English Part 3

For questions 1–10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Write your answers **IN CAPITAL LETTERS**.

Has your family ever lived or worked in Arundel or the (0)SURROUNDING..... villages? Are you interested in (1) the secrets in your family's past? We can probably help you if you want to know more about your (2) roots but do not know how to get started, or if you want local (3) that will help you write the story of a special (4) or branch of your family. Our recently appointed family history (5) has built up an (6) catalogue of information about local families, their genealogy, where they lived and what they did for a (7) She has used this catalogue to research many families in detail in (8) to requests from the public.

We can also access data from numerous sources including: (9) registers, national censuses, parish records, voting registers and (10) archives.

SURROUND
COVER

ANCESTOR
KNOW
RELATE
COORDINATE / EXTEND

LIVE
RESPOND

ELECT
HISTORY

Speaking Part 4

For questions 1–3, make some notes on your opinions. Try to use language from this unit in your responses.

- 1 What do you think are the main reasons that people lose touch with one another?
- 2 Some companies are experimenting with 'no email days' on which employees must use more traditional forms of communication. What do you think of this idea?
- 3 Some people do not like emails and text messages because they think they are replacing face-to-face contact. What is your opinion?



Exam tip

In Part 4 of the Speaking test, candidates discuss a question or questions related to the topic of Part 3. You and your partner will discuss this question without interruption from the examiner. You will be expected to express and justify opinions and to keep the conversation going. If you agree with your partner, try to extend and develop their points. If you disagree, give your reasons why.

19

Environment

Issues, protection

Issues

1.1 Which of these issues have a negative effect on the environment where you live? Put a ✓.

coastal erosion ____	overfishing ____	invasive species ____	urban development ____
nuclear accidents ____	deforestation ____	intensive agriculture ____	waste treatment ____
overgrazing ____	oil spills ____		

1.2 Read the article about environmental problems in Australia. Choose headings for paragraphs (1–6) from the expressions in 1.1.

1 _____

When large numbers of trees are cut down, the **salinity** of the soil can greatly increase. As a result, salt water draining from such areas can affect downstream water quality.

2 _____

Pasture mismanagement is one of the main pressures on **biodiversity**. The unsustainable use of grazed pasture without giving plants time to recover has modified vast areas of grasslands. This kind of continued **defoliation** has led to desertification and **erosion**.

3 _____

Australia's fisheries are already close to collapse because of this activity, and the problem is getting worse. There are two major factors which account for the problem: slow **regeneration** of **marine populations** and depletion of fish stocks by commercial over-exploitation.

4 _____

It is estimated that Australia gains around 20 new pests each year. Examples include cane toads, willows and, more recently, red fire ants. Historically, feral cats and foxes have been a cause of local **extinctions** and reductions in range for native species through a combination of habitat modification and predation. **Weeds** are an equally significant pressure on ecosystems, with more than 2,500 species of introduced plants now thriving in the wild in Australia. They have invaded every part of the landscape.

5 _____

Bio-intensive farming is affecting Australia's coasts and oceans, particularly **estuaries** and environments near the shore. Estimates are that each year almost 19,000 tonnes of phosphorus and 141,000 tonnes of nitrogen are discharged into rivers flowing to the coast.

6 _____

Of continuing concern for Australia is continued population growth along the **coastline**. The formation of massive metropolitan centres with intensive population density on Australia's coasts could displace much valuable biodiversity and 'high-value' agricultural land.



1.3

Are these statements true (T) or false (F) according to the text? Explain your answers using the words in bold in the text. Use a dictionary to help you.

- 1 Deforestation leads to an increase in the level of salt in the soil. T - salinity of the soil can increase
- 2 The range of organisms in the environment has not been affected by overgrazing. _____
- 3 Overgrazing has gradually worn away fertile soil. _____
- 4 Fish stocks have been able to renew themselves quickly. _____
- 5 In the past, new species of animals and plants wiped out some native Australian species. _____
- 6 Unwanted wild plants have had no effect on the environment. _____
- 7 Parts of rivers near to the mouth have not been affected by intensive agriculture. _____
- 8 Population growth is particularly worrying in inland areas of Australia. _____

V Vocabulary note

The verb suffix *-ify* adds the meaning *make* or *become* to some adjectives:
purify = make pure *simplify* = make simple *solidify* = become solid
These verbs can be converted into action nouns:
purification, simplification, solidification
Some verbs and action nouns which follow a similar pattern are:
identify / identification, modify / modification, verify / verification

1.4

WORD BUILDING Complete the table with words which have related meanings.

Noun	Verb	Adjective
_____	x	agricultural
density	x	_____
erosion	_____	_____
_____ (action noun)	_____	intensive
modification	_____	_____
_____ overpopulation (too much)	_____ (too much)	_____ (too much)
_____	regenerate	_____

1.5

Complete these sentences with words from the table in 1.4.

- 1 The stronger the wind and the heavier the rain, the more soil they can _____.
- 2 Humans have always _____ their environment in order to survive and protect themselves.
- 3 Commercial _____ is responsible for a significant proportion of damage to the environment.
- 4 Scientists believe that we should _____ our efforts to slow the rate of climate change.
- 5 Some of the country's old industrial cities are undergoing a massive programme of _____.
- 6 The day will come when food supplies will be insufficient to meet the needs of our _____ planet.

Protection

2.1 Match these words with their definitions.

- | | |
|-----------------|---|
| 1 reforestation | a can be broken down by bacteria into safe substances |
| 2 biodegradable | b describes materials that can be processed and used again, such as glass |
| 3 conservation | c can be replaced, refreshed or restored |
| 4 recyclable | d planting trees where they have been cut down |
| 5 renewable | e long-term protection and sustainable management of natural resources |

2.2 Complete these sentences with words from 2.1.

- 1 Ideally, all waste that is put in landfill sites should be _____.
- 2 Wildlife _____ is becoming increasingly important as more species are threatened with extinction.
- 3 Many products, including packaging, have a symbol which tells consumers that they are _____.
- 4 Solar power and wind power are _____ energy sources.
- 5 A programme of _____ in India is aimed at preventing soil erosion to reduce the risk of flooding.

2.3 31 Listen to people in an examination situation discussing these images. Answer the questions.

- 1 In what order do the speakers refer to the images?
- 2 According to the speakers, what aspect of green living does each image represent?



2.4 31 Listen again and complete these sentences with words used by the speakers.

- 1 There are quite a lot of cycling accidents in London because there aren't _____.
- 2 People accepted the idea of _____ very quickly.
- 3 The problem with solar panels is that they're _____.
- 4 Power from the sun costs nothing and doesn't _____.
- 5 Some fruit and vegetables are expensive because they've been transported _____.
- 6 Buying fruit and vegetables grown in your area is a good way of supporting _____.
- 7 Traditional light bulbs are very _____ compared with the new type of bulbs.

Writing Part 2

You see the following announcement in an international science magazine.

COMMUNITY ENVIRONMENTAL CHAMPIONS WANTED

We're looking for environmental champions to feature in our magazine. We're offering the prize of an eco-holiday for four people to the writer of the best article.

Write to us describing the environmental issue your community have. Tell us how you are tackling it, what you have achieved so far and why you deserve this amazing prize. The most persuasive entry will win.



Exam tip

A competition entry is written for a judge or a group of judges.

You are expected to nominate or propose someone or something for selection.

Your task is to persuade the judges that your choice is best. You will need to include clear reasons.

Write your competition entry in **220–260** words in an appropriate style.

Use of English Part 3

For questions **1–10**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

Write your answers **IN CAPITAL LETTERS**.

The ongoing (0) EXPANSION of agriculture in Brazil is seriously threatening rare and vulnerable habitats such as the Atlantic forest, the Cerrado and the Amazon. The major threat to these vast natural areas is often the (1) power of a vegetable, more precisely the soya bean. Soya beans are one of Brazil's main (2) crops, with more than 21 million hectares under (3) Another crop which is causing concern is cocoa, which has been blamed for widespread (4) in Brazil. During the (5) boom of the 1970s, expansion of this crop was a leading cause of the decline of Brazil's (6) Atlantic forest ecosystem, of which only about 10% remains. The Cerrado, an (7) woodland savanna ecosystem in Brazil, is threatened by cattle ranching. The (8) of this business is closely linked to the increase in soya production, which poses serious concerns about the impact of this industry on (9) ecosystems. In the Atlantic forests of Brazil, some of the world's most diverse ecosystems have been converted to fast-growing (10) , mainly of eucalyptus, which is a non-native species.

EXPAND

DESTROY

AGRICULTURE

CULTIVATE

FOREST

ECONOMY

DANGER

EXTEND

GROW

SENSE

PLANT



Exam tip

For Use of English Part 3 tasks, read the whole text quickly first, thinking about what type of words are missing (for example, a noun or adjective). Then think about the exact form of each missing word. For example, if the word is a noun, should it be singular or plural? Think about the meaning the word will add to the sentence as a whole. Does the word need a prefix, a suffix or both to make sense?

Science and technology

Discovery, solutions

Discovery

1.1 Which of these inventions or discoveries do you think are the most important? Put a ✓.

radio ____	television ____	electricity ____	the telephone ____
the personal computer ____	the Internet ____	nuclear energy ____	the microchip ____
the aeroplane ____	penicillin ____	birth control ____	sanitation ____
the internal combustion engine ____			

1.2  **32** Listen to three people talking about the most important discoveries and inventions. Answer these questions for each speaker.

1 What does each speaker choose?

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

2 What are the reasons for these choices?

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

1.3  **32** Listen again and complete the sentences with words used by the speakers.

- Without electric lighting many _____ would have been more difficult.
- Many parts of _____ depend on electricity.
- The discovery of penicillin saved _____.
- Antibiotics have increased the average _____ in the developed world.
- Microchips are the brain, heart and _____ of digital devices.
- Since the early 1970s there have been more _____ than in any other period.

1.4 Match the word lists (a–j) with the branch of science they come from (1–10).

- | | |
|-----------------------|---|
| 1 Anatomy | a carnivore; invertebrate; mammal; prey; venom |
| 2 Anthropology | b biodiversity; extinction; habitat; pollution; species |
| 3 Archaeology | c asteroid; comet; galaxy; nebular; orbit |
| 4 Astronomy | d aftershock; earthquake; magma; tremor; volcano |
| 5 Ecology | e culture; custom; taboo; tribe; warfare |
| 6 Genetics | f joint; muscle; organ; spine; vein |
| 7 Meteorology | g atmosphere; humidity; hurricane; pressure; temperature |
| 8 Psychology | h chromosome; heredity; mutation; organism; variation |
| 9 Seismology | i ancestor; bone; dig; remains; settlement |
| 10 Zoology | j behaviour; instinct; intelligence; memory; mind |

1.5 Complete each sentence with words from two of the lists in 1.4.

ANATOMY & ZOOLOGY

1 The common characteristic of _____ like insects is that they do not have a _____.

ANTHROPOLOGY & SEISMOLOGY

2 Local _____ hold the belief that the _____ is a god which erupts when it is angry.

ECOLOGY & GENETICS

3 Lack of genetic _____ in the population makes a _____ vulnerable to disease.

ASTRONOMY & METEOROLOGY

4 If a _____ were to enter the earth's _____, the results would be catastrophic.

1.6 Which of the words in each box CANNOT replace the word in italics in the sentence below it? Why?

1 hypothesised proved speculated suggested

Researchers have *predicted* that there is a possible relationship between the two phenomena.

2 ascertain contradict demonstrate determine

Only clinical trials can *show* whether or not the drug is truly effective.

3 advance breakthrough development drawback

This significant *discovery* contributes more to our knowledge than any past study.

4 carry out conduct review undertake

Only when we get the funding to *do* the research, can we begin to recruit our team.

5 caused developed set off triggered

It was observed that the introduction of the compound *started* an explosive chemical reaction.

6 conclusion finding outcome prediction

The unexpected *result* of the experiment may disprove earlier theories.

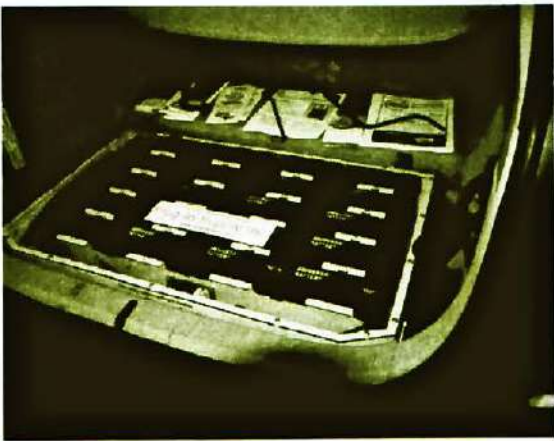
Solutions

2.1 How will science and technology be used to solve the world's problems? Make a prediction about each of the problems in the box.

climate change disappearance of fossil fuels food shortages disease water shortages

2.2 Read the first paragraph of an article about electric cars. According to the writer, what is the main problem associated with these cars?

I would love electric cars to work, but they have their problems and the biggest of these is battery technology. Portable electronic gadgets like laptops, mobiles and cameras have long suffered from the limitations of the humble battery. In fact, while the performance of electronics has increased by 10,000% in the past 35 years, battery technology has lagged behind with only a sixfold increase in a century. This imbalance has important implications for the electric car. Many drivers won't consider replacing their conventional petrol-powered car with an electric model until the differences in price and performance narrow dramatically.



2.3 Choose the correct words to complete the rest of the article.

Batteries have to go a lot further before they can catch up with the combustion ¹*engine / machine* and their limitations are forcing car ²*factories / manufacturers* into designing and making electric cars with the same ³*distance / range* as vehicles made in 1910. As an example, a typical small family car can travel over 370 miles in mixed driving ⁴*conditions / circumstances* and can easily ⁵*maintain / retain* a speed of 70mph. For an electric car to manage that, its batteries would weigh over 1.5 tonnes and would be similar in size to the car itself. And unlike a ⁶*container / tank* of petrol, a massive battery doesn't get any lighter with each mile covered.

There are three key problems that will be difficult for manufacturers to ⁷*overcome / overtake*:

Firstly, their range calculations may be too optimistic: to get a reasonable ⁸*life / living* from batteries they should not be run from full to empty and should be kept at 20–80% of their charge.

Secondly, charging time remains a major ⁹*obstacle / obstruction*. Recharging an electric vehicle battery on a domestic power supply is likely to take around 13 hours.

Finally, with the majority of our electricity likely to come from non-renewable ¹⁰*resources / funds* in the near future, electric vehicles could actually contribute more CO₂ to the environment than one of today's high-efficiency diesel ¹¹*models / styles*.

I'd like to see electric cars take off but we can't assume they will. Neither can we assume they will have any impact on carbon dioxide ¹²*discharges / emissions* for quite some time.



Error warning



at last and finally are both used with the same meaning when something happens after a long period of waiting or effort.

At last I'm old enough to drive.

I've **finally** finished my essay.

We can also use **finally** to introduce the last point in a piece of writing or a speech but we cannot use **at last**, e.g.

Finally, / ~~**At last**~~ there can be no change without governmental support...

Finally, / ~~**At last**~~ I'd like to thank you all for coming this evening...

2.4 Compound nouns can often be used to replace a longer phrase, which may include a preposition. For example, *power supply* is used instead of *supply of power*. Make two-word compound nouns from these phrases.

- | | | | |
|-------------------------------|-------|---------------------------|-------|
| 1 emissions of gas | _____ | 4 manufacturers of motors | _____ |
| 2 a tank for petrol | _____ | 5 resources of oil | _____ |
| 3 a car suitable for a family | _____ | 6 engines using diesel | _____ |

2.5 Choose the correct phrasal verb with *take* in these sentences.

- The mini-disk was a wonderful invention but it never really *took off / took up* commercially.
- I hear they're *taking up / taking on* a hundred new employees at the aircraft factory.
- A small IT firm in our town has been *taken out / taken over* by a large multinational corporation.
- When I started work in the laboratory, they *took me round / took me through* all the safety procedures.
- My brother has decided to *take up / take to* medicine as a career.
- The doctor has said I'm okay now, so he's *taken me away / taken me off* the tablets.
- I find it difficult to *take up / take in* what people are saying when I'm tired.

2.6 Write sentences using each of the *take* verbs you did not use in 2.5, e.g.

- I'd like to *take you up on* your offer of help.

Use of English Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

What are solar flares?

Scientists are warning that an explosion of solar flares could (0) DISRUPT communications on Earth at any time. But what are these sudden bursts of light and what (1) them?

A solar flare is a large explosion of magnetic (2) in the sun's atmosphere which causes an intense burst of increased brightness. They cannot be detected by the (3) eye from the surface of the Earth but can be observed through telescopes, space x-rays and thermal imaging (4)

The (5) of energy released by a flare can be (6) to millions of 100-megaton hydrogen bombs (7) at the same time – ten million times greater than that released by a volcanic (8)

Often lasting just a few minutes, solar flares (9) material to many millions of degrees and produce a burst of radiation across the electromagnetic spectrum, including from radio waves to X-rays and gamma rays.

A flare occurs when energy that has built up in the solar atmosphere is suddenly (10) – mostly in the active regions around sunspots. Their frequency varies from several a day, when the sun is particularly active, to less than one a week during quiet periods.

Large flares are less (11) than smaller ones. Solar activity varies within an 11-year cycle at the (12) of which there are typically more sunspots and therefore more solar flares.

- | | | | | |
|----|--------------|-----------------|-------------|------------|
| 0 | A break | B interfere | C disrupt | D disorder |
| 1 | A causes | B results | C makes | D begins |
| 2 | A influence | B energy | C power | D strength |
| 3 | A bare | B nude | C open | D naked |
| 4 | A gear | B kit | C equipment | D tools |
| 5 | A amount | B number | C sum | D total |
| 6 | A equivalent | B corresponding | C parallel | D alike |
| 7 | A bursting | B blasting | C exploding | D going |
| 8 | A outbreak | B eruption | C outburst | D surge |
| 9 | A bake | B warm | C roast | D heat |
| 10 | A freed | B released | C liberated | D let off |
| 11 | A everyday | B recurrent | C frequent | D often |
| 12 | A peak | B top | C summit | D zenith |



Exam tip

Remember that this part of the exam tests your knowledge of words which have similar meanings but are grammatically different, e.g. *number* and *amount*, as well as common collocations and phrasal verbs.

If you are not sure which of the four options is correct, try reducing your choices by eliminating incorrect options.

Test four (Units 16–20)

Choose the correct letter A, B, C or D.

- 1 Some economists believe that banks will put their interest up to 3% next month.
A fees **B** rates **C** costs **D** prices
- 2 It is often the poorest people who are the hardest during an economic recession.
A hit **B** hurt **C** struck **D** harmed
- 3 I read some pretty news about the economy today.
A challenging **B** jumpy **C** disconcerting **D** cutting
- 4 He spent too much on his credit card and now he can't the minimum payments.
A keep on **B** keep in **C** keep to **D** keep up
- 5 People pay into a pension while they are working so that they have money when they retire.
A account **B** fund **C** supply **D** trust
- 6 Her condition is improving but she's not out of the
A dark **B** cupboard **C** woods **D** fire
- 7 If bees become, plants and flowers will not be pollinated.
A dead **B** destroyed **C** extinct **D** unavailable
- 8 Most birds build their own nests but cuckoos their eggs in other birds' nests.
A lay **B** put **C** place **D** plant
- 9 Tigers are one of the world's most endangered
A races **B** types **C** classes **D** species
- 10 He didn't do very well at school last year, but now he's turned over a new
A leaf **B** note **C** penny **D** chapter
- 11 These days more and more children are being brought up by parents.
A single **B** alone **C** single-handed **D** free
- 12 In the future, the sun will us with most of our domestic energy.
A offer **B** give **C** provide **D** deliver
- 13 While I'm away, I'll try to in touch by phone or email.
A put **B** keep **C** maintain **D** continue
- 14 Some people spend hours every day on social networking
A webs **B** pages **C** sites **D** spots
- 15 Jake's one of several friends. We've both known him for years.
A mutual **B** shared **C** communal **D** collective

- 16 I want to make an at interview so I've bought myself a new suit.
A identity B illusion C impact D interest
- 17 I feel terrible – it must be something I picked while I was away.
A out B up C over D on
- 18 Just seeing your face really brightens my day.
A up B of C in D on
- 19 I've applied for a job working for a wildlife group.
A maintenance B conservation C upkeep D defence
- 20 The sun and tides are excellent sources of energy.
A renewed B new C renewable D recycled
- 21 agriculture has contributed to the world's environmental problems.
A Intensive B Concentrated C Heavy D Rigorous
- 22 I know I should use public more often, but it's not as convenient as using your own car.
A travel B journey C ways D transport
- 23 If trees are not planted soon, the wind and rain will have all the soil.
A corroded B worn C blown D eroded
- 24 I think that most people could be less of energy if they tried.
A costly B extravagant C wasteful D excessive
- 25 Coal is still the most plentiful fossil in the world.
A energy B fuel C power D force
- 26 Microchips are to computers what the system is to human beings.
A nerve B brain C anxious D nervous
- 27 Biochemistry, genetics, neurology and meteorology are different of science.
A branches B aspects C topics D subjects
- 28 Certain foods an allergic reaction in some people.
A trigger B activate C set D initiate
- 29 Some electric cars have a of 150 kilometres.
A run B distance C range D scope
- 30, I'd like to say how much I've enjoyed our meeting.
A Finally B At Last C Eventually D After all

Appendix 1

Writing

Cambridge English: Advanced Writing paper includes a wide range of text types (see Exam summary, p.8–9). The degree of formality appropriate for these text types will vary considerably. For example, essays should be written in a formal style, whereas competition entries and some letters can be more informal and conversational in style. In many cases a neutral style will be acceptable.

The exam questions will tell you the type of text to write and explain the purpose of the text. From this information, you can decide the level of formality required. For example:

Write a letter to your friend saying whether or not you would recommend this job to them and giving your reasons.

So you know this is an informal, personal letter. You know you will need to include the language of recommendations and suggestions. You also know you will need to make points to support your recommendations.

This appendix groups expressions by purpose and indicates whether each expression is formal (F), neutral (N) or informal (I).

Stating facts

It is certainly true that... F
It is certainly the case that... F
Undoubtedly... F
Undeniably... F
Unquestionably... F
Without a doubt... N
Clearly... N
Obviously... I
Of course... I
It goes without saying that... I

Making general points

As a general rule... F
For the most part... F
Generally... N
In general... N
In most cases... N
On the whole... N
Generally speaking... I

Introducing supporting facts

Recent research has shown... F
There is evidence to suggest... F
The latest figures suggest that... N

Suggesting causes

This could be a result of... F
This may be attributable to... F
This could be because... N
This could/may/might be due to... N
Perhaps this is because... I

Making additional points

It is also the case that... F
In addition... F
Furthermore... F
More importantly... F
More significantly... F
It is also true that... N
What is more... N
Another reason for this might be... I
Besides... I
Also... I
On top of this... I
Another thing... I

Stating results

Thus... F
Consequently... F
This has the effect of... F
Therefore... N
As a result... N
For this reason... N
So... I

Presenting alternative views

Nevertheless... F
Nonetheless... F
It can be argued that... F
Even so... N
However... N
On the other hand... N
Despite this... N

Suggesting something is not true

It is not necessarily the case that... F
It is not necessarily true that... N
Not everyone agrees that... N
It seems unlikely that... N
It is not very likely that... I

Contradicting a statement

In actual fact... N
In reality... N

Writing about the present

Currently... F
Nowadays... N
These days... N
Recently... N
In recent years... N
Today... I

Writing about the past

Formerly... F
In the past... N
In previous years... N
Previously... N
At one time... N
At that time... N
Over the past few years... N
Once... N
Back then... I

Writing about the future

In years to come... F
 In a future time... F
 In the future... N
 The day will come when... N
 One day... I

Writing about future plans

It is our intention to... F
 We hope to... N

Ending with a summary

In summary... F
 In conclusion... F
 To sum up... N
 On balance... N
 All in all... I

Giving personal opinions and reasons

It is my feeling that... F
 It is my opinion that... F
 From my perspective... F
 In my opinion... N
 In my view... N
 I believe that... N
 Personally, I think/believe/would say/feel... N
 From my point of view... N
 It seems to me that... N
 I'm convinced that... N
 I can honestly say that... I
 I think... I

Giving other people's opinions

According to x... F
 In x's opinion/view... F
 As x argues/claims/explains/points out... F
 Many people argue... F
 It is often said that... F
 According to some people... N
 I've heard/read that... I
 X says that... I

Making suggestions and recommendations

My recommendations are as follows... F
 I would suggest doing... N
 I suggest that... N
 I would recommend doing... N
 I (strongly) recommend that... N
 It would be a good idea to... N
 Why not do... I
 Why don't we/you do... I
 How about doing... I
 Let's do... I

Personalising

I'm sure you will agree... N
 On a personal note... N

Stating objectives

The purpose/aim of this report/proposal... F
 In this report I will...

Starting a letter

Dear Sir/Madam... F
 I am writing with regard to... F
 I am writing in response to... F
 Dear ... N
 I am writing to... N
 Hello... I
 Hi... I
 It's great to hear from you... I
 Sorry that I've been out of touch... I
 Thanks so much for... I

Ending a letter

I look forward to your response. F
 I hope to hear from you soon with regards to... F
 Yours faithfully... F
 Yours sincerely... F
 I look forward to hearing from you soon. N
 Yours N
 Best wishes N
 Kind regards N
 See you soon. I
 Write soon. I
 All the best I
 Bye for now I
 Take care. I

Appendix 2



Spelling British English

These words are often misspelled in *Cambridge English: Advanced* Writing tasks. Pay particular attention to the underlined parts. They often cause difficulties for *Cambridge English: Advanced* candidates.

accommodation*	fourteen	niece	rhythm
achieve	forty	<u>no one</u>	siege
address	friend	noticeable	sentence
advertisement*	fulfil*	nowadays*	separate
beautiful	government*	occurred	seize
beginning*	grammar	occurrence	sincerely
believe*	grateful	opportunity*	speech
bicycle	harass	parallel	successful*
cemetery	hygiene	pastime	supersede
colleague*	hypocrisy	piece	surprise
commitment	innate	perceive	their
committee*	independence	perseverance	tomorrow
consensus	interesting	pursue	until*
conceive	knowledge	pollution	vacuum
comfortable*	library	possession	weird
convenient	lightning	potato	Wednesday
decaffeinated	manageable	preceding	which*
definitely	millennium	preferred	writing
dependence	mischievous	privilege	
desirable	misspell	programme*	
different	monkeys	pronunciation	
disappointed*	mortgage	publicly	
embarrass	mountain	receive	
environment*	necessary	recommend*	
February	negotiate*	ridiculous	

*From the top 20
Cambridge English: Advanced spelling errors in
the Learner Corpus

Spelling Differences between British and American English

In the *Cambridge English: Advanced* writing tasks you may use British or American spelling, but you must be consistent. Here are some common differences:

American	British
-er <u>center</u> <u>theater</u>	-re <u>centre</u> <u>theatre</u>
-or <u>color</u> <u>neighbor</u> <u>favorite</u>	-our <u>colour</u> <u>neighbour</u> <u>favourite</u>
-se <u>defense</u> <u>offense</u> <u>pretense</u>	-ce <u>defence</u> <u>offence</u> <u>pretence</u>
-yze <u>analyze</u> <u>paralyze</u>	yse <u>analyse</u> <u>paralyse</u>
1 vowel <u>fetus</u> <u>hemorrhage</u> <u>maneuver</u>	2 vowels <u>foetus</u> <u>haemorrhage</u> <u>manoeuvre</u>

In general, American spelling is more consistent and logical than British English spelling.

Appendix 3



Speaking Part 1 questions

After you have answered a question, the examiner will often ask follow-up questions such as *Why?* or *Why not?* You are expected to explain your answers, describe your experiences and justify your opinions. This gives you the opportunity to demonstrate that you can use a wide range of language. Here is a list of questions of the type that are asked in Speaking Part 1.

Yourself

Looking back on your life, what has been a memorable event for you?

Which part of the day do you enjoy most? Why?

Is it easy for you to find time to relax every day? Why? / Why not?

Do you prefer to follow a routine or do you like to do something different every day?

Family and friends

What do you most enjoy doing with your friends?

Have you ever had the opportunity to really help a friend? How?

Would you prefer to spend your holidays with your family or your friends?

What is the best way for people visiting your country to make friends?

Who do you think has had the most influence on your life so far? Why?

Tell me about a friend of yours and how you got to know him or her.

How easy is it for you to meet new people and make new friends?

Leisure and entertainment

What do you like to do at weekends?

What do you do to relax after a busy day?

How important is the computer in your daily life?

What are your interests and leisure activities?

What types of TV programme do you think are worth watching?

How important is music in your life?

Do you prefer watching films at home or at the cinema? Why?

Health and fitness

What do you do to keep fit?

If you had the opportunity to learn a new sport, what would it be? Why?

How important are sport and exercise in your life?

Learning

What is your earliest memory of school?

What were the most useful things you learned at school?

If you had the opportunity to learn something new, what would you choose?

Do you prefer studying on your own or with other people?

How important have teachers been in your life so far?

Who is the best teacher you've ever had?

Future plans

What do you hope to be doing this time next year?

What do you think you'll be doing in five years' time?

In what ways do you hope to use your English in the future?

Are you someone who likes to plan for the future or do you prefer to let things happen?

Are you excited or worried about the future? Why?

Travel and holidays

What do you most enjoy about being on holiday?

Which parts of your country would you recommend to tourists? Why?

Do you think you would like to work in the travel industry? Why? / Why not?

If you could travel anywhere in the world, where would you choose to go? Why?

What things do you most enjoy doing when travelling on holiday? Why?

Would you enjoy an adventurous or possibly dangerous journey? Why / Why not?

Where is the most interesting place you have ever travelled to? Why?

Would you consider going on holiday on your own? Why? / Why not?

Appendix 4

Prefixes and suffixes

A prefix is a group of letters at the beginning of a word which changes the word's meaning.

prefix	meaning(s)	examples
anti-	opposed or preventing /destroying	<i>anti-racist laws, anti-aircraft missile</i>
auto-	independently or of yourself	<i>autopilot, autobiography</i>
bi-	two	<i>bilingual</i>
co-	with or together	<i>co-author, coexist</i>
counter-	opposing or as a reaction to	<i>counterattack, counterculture</i>
dis-	not or the opposite of	<i>dishonest, disagree</i>
de-	to take something away	<i>deforestation</i>
hyper-	having a lot of or too much of a quality	<i>hyperactive, hypersensitive</i>
ill-	poorly, in an unsuitable way	<i>ill-judged, ill-matched</i>
il-	not	<i>illegal, illegible</i>
im-	not	<i>impossible, implausible</i>
in-	not	<i>incorrect, indecisive</i>
ir-	not	<i>irregular, irresponsible</i>
inter-	between or among	<i>international, interlock, intermingle</i>
mega-	a very large amount or huge	<i>mega rich, megacity</i>
micro-	very small	<i>microchip, microscopic</i>
mini-	small	<i>miniskirt, miniscule</i>
mono-	one or single	<i>monolingual , monotone</i>
multi-	many	<i>multi-talented, multicultural</i>
out-	1 more than or better than others 2 far away from 3 beyond a limit or beyond normal	<i>outnumber, outdo, outwit outstretch, outlying, outpost outgrow, outstay, outsize</i>
over-	too much	<i>overeat, overpopulated</i>
pre-	before or earlier than	<i>pre-tax profits, pre-school</i>
pro-	supporting or in favour of	<i>pro-democracy, pro-biotic</i>
re-	again	<i>redo, reusable, reforestation</i>
sub-	1 under, below or less than 2 lesser or smaller part of a larger whole	<i>sub-zero temperatures, subhuman subsection, subculture</i>
super-	more than usual, extreme of its kind	<i>supermodel, super-rich, superbug</i>
trans-	1 change one form to another 2 movement from one place to another	<i>transform, translate transatlantic flights</i>
ultra-	extremely	<i>ultra-modern, ultra-careful</i>
under-	1 not enough 2 below	<i>undercooked, underprivileged underpass, underwear</i>

A suffix is a group of letters at the end of a word which can change the word's meaning, or its part of speech, or both. This list contains only those suffixes with special meanings.

suffix	meaning	word form	examples
-aholic -oholic	who is addicted to	NOUN PERSON	<i>work > workaholic, chocolate > chocoholic</i>
-able -ible	can do	VERB > ADJECTIVE	<i>avoid > avoidable, eat > edible</i>
-centric	focussed exclusively on		<i>ego > egocentric, European > Eurocentric</i>
-ed	having this thing	NOUN > ADJECTIVE	<i>age > aged, beard > bearded</i>
-ee	who something is done to	VERB > NOUN PERSON	<i>employ > employee, interview > interviewee</i>
-en	become or make become	ADJECTIVE > VERB	<i>thick > thicken, fat > fatten</i>
-er -or	who or what does this	VERB > NOUN	<i>coordinate > coordinator, time > timer</i>
-hood	state of being and period of time	NOUN	<i>child > childhood, mother > motherhood</i>
-ish	1 slightly 2 in the way of 3 approximately	ADJECTIVE NOUN > ADJECTIVE ADJECTIVE	<i>grey > greyish, small > smallish child > childish, devil > devilish fifty > fiftyish</i>
-ise -ize	to make become	ADJECTIVE > VERB	<i>modern > modernise / modernize</i>
-less	without	NOUN > ADJECTIVE	<i>home > homeless, thought > thoughtless</i>
-like	similar to	NOUN > ADJECTIVE	<i>child > childlike, life > lifelike</i>
-ly	1 every time 2 in the way of or similar to	NOUN > ADJECTIVE / ADVERB NOUN > ADJECTIVE	<i>day > daily, month > monthly mother > motherly, coward > cowardly</i>
-ology	the study of	NOUN	<i>psychology, sociology</i>
-phile	who likes, loves or is obsessed with	NOUN PERSON	<i>technology > technophile, Francophile, bibliophile</i>
-phobe	who fears	NOUN PERSON	<i>technology > technophobe</i>
-phobia	fear of		<i>xenophobia, claustrophobia</i>
-proof	protecting against or not damaged by	NOUN (or VERB) >ADJECTIVE	<i>bullet > bulletproof, tamper > tamper-proof</i>
-ship	1 involvement between people or things 2 skill, quality	NOUN > NOUN NOUN > NOUN	<i>friend > friendship, owner > ownership sportsman > sportsmanship</i>
-ward	in the direction of	PREPOSITION / NOUN > ADJECTIVE ADVERB	<i>back > backward, North > Northward</i>
-wards	in the direction of	PREPOSITION / NOUN > ADVERB	<i>in > inwards, home > homewards</i>
-y	having a lot of (often negative)	NOUN > ADJECTIVE	<i>noise > noisy, dirt > dirty, smell > smelly</i>

Appendix 5

Word families

If you know all the possible words within a word family, you can express yourself in a wider range of ways, which can improve your fluency in written and spoken English. The *Cambridge English: Advanced* Use of English paper tests this ability. Here are some useful word families.

Nouns	Verbs	Adjectives	Adverbs
ability, capability, disability, inability	enable, disable	able, unable, disabled, capable	ably, capably
acceptance	accept	acceptable, unacceptable, accepted	acceptably, unacceptably
act, action, inaction, interaction, reaction	act, enact	acting	x
activity, inactivity, activation	activate	active, inactive, interactive, proactive	actively
agreement, disagreement	agree, disagree	agreed, agreeable, disagreeable	agreeably
attachment	attach, detach	attached, unattached, detachable, detached	detachedly
avoidance	avoid	avoidable, unavoidable	unavoidably
base, basic, basis	base	baseless, basic	basically
belief, disbelief	believe, disbelieve	believable, unbelievable, disbelieving	unbelievably
break, breakage, outbreak	break	broken, unbroken, breakable, unbreakable	x
breath, breather, breathing	breathe	breathless, breathy	breathlessly
calculation, calculator	calculate	incalculable, calculated, calculating	x
certainty, uncertainty	ascertain	certain, uncertain	certainly, uncertainly
character, characteristic, characterisation	characterise	characteristic, uncharacteristic	characteristically
comparison	compare	comparable, incomparable, comparative	incomparably, comparatively
conclusion	conclude	concluding, conclusive, inconclusive	conclusively
consciousness, unconsciousness, subconscious	x	unconscious, conscious, subconscious	unconsciously
continuation, continuity	continue, discontinue	continual, continued, continuous	continually, continuously
correction, correctness	correct	correct, incorrect, corrective	incorrectly
creation, creativity, creator	create, recreate	creative, uncreative	creatively
critic, criticism	criticise	critical, uncritical	critically
deceit, deceiver, deception	deceive	deceitful, deceptive	deceptively
dependant, dependence, independence, dependency, dependability	depend	dependable, dependent, independent	dependably, independently
determination, determiner	determine	determined, predetermined, indeterminate	determinedly
doubt, doubter	doubt	undoubted, doubtful, doubtless	doubtfully
effect, effectiveness, ineffectiveness	effect (<i>do not confuse with affect</i>)	effective, ineffective, ineffectual	effectively, ineffectively
encouragement, discouragement	encourage, discourage	encouraged, encouraging, discouraging	encouragingly
expenditure, expense, expenses	expend	expensive, inexpensive, expendable	expensively, inexpensively
deformity, form, formation, transformation, reformer, transformer	deform, form, reform, transform	reformed, deformed, transformational, formative	x

Nouns	Verbs	Adjectives	Adverbs
frequency, infrequency	frequent	frequent, infrequent	frequently, infrequently
help, helper, helpfulness, helping	help	helpful, unhelpful, helpless	helpfully, helplessly
identification, identity	identify	identifiable, unidentified	identifiably, unidentifiably
industrialist, industrialisation, industry, industrialism, industriousness	industrialise	industrial, industrialised, industrious	industrially, industriously
inflation, deflation	inflate, deflate	inflatable, inflated, inflationary	x
knowledge	know	knowing, knowledgeable, known, unknown	knowingly, unknowingly
law, lawyer, outlaw	outlaw	lawful, unlawful	lawfully, unlawfully
limit, limitation, limitations	limit	limited, unlimited, limitless, limiting	x
local, locale, location, relocation, dislocation, localisation	locate, relocate, dislocate, localise	local, localised	locally
machine, machinery, machinist, mechanic, mechanics, mechanism	mechanise	mechanic, mechanical, mechanised	mechanically
market, marketing, marketability, marketer	market	marketable	x
material, materialism, materialist, materials, materialisation	materialise	material, immaterial, materialistic	materially
measure, measurement	measure	measurable, immeasurable, measured	immeasurably
method, methodology		methodical, methodological	methodically
minimum, minimisation	minimise	minimal, minimum, minimalist	minimally
modernity, modernisation	modernise	modern, modernistic	x
nature, naturalist, naturalisation, naturalness, the supernatural, naturalism	naturalise	natural, supernatural, unnatural, naturalistic	naturally, unnaturally
necessity	necessitate	necessary, unnecessary	necessarily, unnecessarily
origin, original, originality, originator	originate	original, unoriginal	originally
regular, regularity, irregularity	regulate	regular, irregular	regularly, irregularly
reliability, reliance	rely	reliable, unreliable, reliant	reliably
repair, disrepair	repair	irreparable	irreparably
respect, disrespect, respectability, respector, respects	respect	respectable, respected, respectful, disrespectful	respectably, respectfully, disrespectfully
satisfaction, dissatisfaction	satisfy	satisfactory, unsatisfactory, satisfied, dissatisfied, unsatisfied, satisfying	satisfactorily, unsatisfactorily
sign, signal, signatory, signature, signing	sign	signal, signed, unsigned	x
structure, restructuring, structuralism, structuralist	structure, restructure	structural, structured, unstructured	structurally
variable, variance, variant, variety, variation	vary	variable, varied, various	invariably, variously

Recording scripts

Unit 1

Track 02

Speaker 1: I grew up in a quiet remote rural area, but I've lived in here in the heart of the city since I was a student. The traffic and the noise don't bother me – I just love all the hustle and bustle. I work at one of the top art galleries – a ten-minute walk from here. In my work and my social life I come into regular contact with people from all over the world. It's really interesting. And being here you just take for granted the incredible range of entertainment on offer: theatres, cinemas, nightclubs, concerts of all kinds. As far as I'm concerned, the only downside is the cost of living – my rent's nearly twice what it would be if I moved to a smaller town.

Speaker 2: The nearest I came to living in a big city was spending two weeks at the home of an old school friend – her parents own a flat in the centre of London. It was really convenient, just being able to hop on a bus or take the underground. At first it gave me quite a buzz – being somewhere where so much was going on, but I don't think I relaxed the whole time I was there. What got to me was the constant noise – all day and all night. I also felt a bit nervous if I was out on my own – especially at night. Perhaps it was a subconscious awareness that crime rates are higher in cities than in rural areas. It was a real relief to get home.

Unit 2

Track 03

Start with yourself and work backwards. Write down as much information as you already have about your parents, your grandparents and your grandparents' parents. Verify your facts as you go.

Talk to your relatives. Ask your oldest relatives for their memories of the family. Then move on to younger ones who may have heard stories about your Irish roots. Start with some clearly focussed questions but allow your relatives to reminisce freely. Find your ancestors' place of origin in Ireland. For many family historians this can be the biggest hurdle to connecting with their Irish roots. If you already know the town where your ancestors used to live, start digging there!

Deal only with facts. Family legends are rarely 100% accurate. The 'ancestral farm' may have been a simple cottage with a few square metres of garden outside. Tales of selfless kindness have probably been much embellished over the years. While there is often at least a grain of truth to these stories, they should not dictate the entire course of your research into your Irish roots. Be prepared. You are likely to find one or two skeletons in the cupboard. Accept that the truth may be somewhat less attractive than its telling in family tales... and be honest in your recording. Develop a research plan. You have two parents, four grandparents, eight great-grandparents and so on. You have to draw the line somewhere!

It's traditional to follow the male line from your father and the female line from your mother, but it's entirely up to you. Choose just one branch of your roots to study for now.

Record your data. You're going to accumulate huge amounts of information from a variety of sources and will soon find it impossible to retain it all in your head. Get in the habit of

carefully recording every piece of new data as you uncover it. Don't be too ambitious. For the majority, this search for our Irish roots leads us to poor, landless labourers. As such, their lives were not well documented and, where records survive, they are unlikely to date from much before 1800 at best.

Unit 3

Track 04

Speaker 1: It was the second time I'd seen Hot Club of Cowtown and I can honestly say it was one of the best live music events I've ever been to. The venue was pretty ordinary – a small provincial theatre, but when they're playing you forget your surroundings and just rock out with the band. What I just love about this band, apart from their high energy, is that they play their rather eclectic mix of material without a hint of irony. You should try and see them while they're over from the US. They're gaining a devoted following!

Speaker 2: I've never been a great fan of stand-up. But one of my friends had got a spare ticket for this gig. He wasn't someone I'd heard of before, and it was in a run down local club, so I wasn't really expecting much. As it turned out I can't remember the last time I laughed so much. He had the whole audience in stitches from the moment he came on stage.

Speaker 3: It's one of the most unusual exhibitions I've ever seen. In fact, I'm not even sure 'exhibition' is the right word. For a start, it's on a beach near Liverpool, not in a gallery, and it's a collection of a hundred life-size male figures – all made from cast-iron and facing out to the sea. As the tide goes out you can see more and more of them. The amazing thing is – the figures are all replicas of the sculptor's own body. You may have heard of him. Antony Gormley?

Track 05

Speaker 1: The simple answer is whenever and wherever I can – in the car, to and from work – you know, my train journey takes about an hour, so I always listen to my iPod. When I'm at home, for example in the kitchen cooking, I'll put the radio on – quite often I sing along with the songs they're playing – as long as no one else is about. I haven't got a brilliant voice. Occasionally, I go to gigs at local music venues to hear live bands – that's a completely different way of listening.

Speaker 2: I'd say I've got quite broad tastes in music – I like most kinds of popular music, you know – from the all-time rock greats like the Rolling Stones to the latest chart hits. And I'm into modern jazz and I've just started listening to world music, you know people like Ali Farka Touré. I suppose I like any music that's got a strong beat – for me music's mainly about rhythm.

Speaker 3: I do, yes. The piano – just for my own amusement – at home mainly. My parents sent me to lessons when I was only 5 years old and I absolutely hated them – so much so that I gave up after a few months. I've always told people I had a terrible teacher, but, with hindsight, I think the real reason was that I was too young. Anyway I recently got interested in giving it another go when I went to stay with a friend. I had a bash on his electronic keyboard – it's top of the range, the sort of thing the pros have in their studios. I remembered a few things I'd been taught and that got me going but I'm basically teaching myself now.

Unit 4

Track 06

Presenter: Do you fantasise about a new life on the other side of the world? ... where everything is exciting and the dreary routine of home is a million miles away? Lots of people do.

The dream of pastures new is realised by thousands of Brits every year... but the downside is that, however wonderful your new surroundings, it is likely that you will pine for some aspect of home. 35-year-old Jane Foreman knows all about the pain of homesickness. Her husband David's job took her to Kuala Lumpur in Malaysia a year and a half ago, but she is desperate to return home to Alnwick in Northumberland.

Track 07

Jane Foreman: We've managed to find a pretty strong expat community out here, but I still feel homesick most of the time. I miss my family and friends desperately, the daily contact with people I've known all my life. As a family we're very close-knit, always on the telephone or popping round for this and that. I definitely feel I've lost more than many by moving here. After eighteen months we still haven't found our feet and I'm starting to feel like it will be impossible to really settle.

If you look at it logically, KL is a far more exciting place to live... it's multicultural, there are amazing places to eat and drink... it's one of the best cities in Asia for shopping, and it's summer all year round. By contrast, Alnwick is pretty dull really... but my heart's in Northumberland. We would be home like a shot if it wasn't for David's job.

Presenter: Severe homesickness, like Jane's, is difficult to overcome, but it can be done. Louisa Stevenson, a 32-year-old environmental engineer from Sheffield, initially regretted her decision to emigrate to New Zealand's South Island – but after 6 months she says she's happier than ever before.

Louisa Stevenson: In the past I've travelled a fair bit, and I'd always been one for going off the beaten track. I spent a year as a volunteer in Tanzania and another year in Indonesia. I'd also spent several holidays here in Christchurch with my fiancée's family. None of this prepared me for the sense of loss that overwhelmed me on arrival though. It was like a rug being pulled out from under my feet. I didn't know anyone. Obviously my in-laws and my fiancée were here, but compared to Sheffield. All the familiar faces were gone for good. I felt very insecure. Somebody once told me that homesickness is similar to the grieving process. I can believe that now.

...That's passed though and things are looking up. The wedding helped; I met so many of Jason's friends... then I joined a local Thai kickboxing class. The teachers at the centre are lovely welcoming people... And just last week I found out that I'm going to have a baby! Kickboxing may be off the menu for a while, but, right now, emigrating to New Zealand feels like the best decision I ever made.

Unit 5

Track 08

Research published recently suggests that adolescents take more risks than children or adults. The findings came in a study involving a computer gambling game where participants had to choose between risky and safe options. The study found that 14-year-olds were around 20% more likely to take risks than the oldest category of 25 to 35-year-olds. According to scientists based at University College London, even though they were good at weighing up the pros and cons of their decisions, adolescents displayed a more positive emotional response to winning in a 'lucky escape' situation.

The researchers studied 86 boys and men aged between 9 and 35 as they made decisions in an attempt to win points in the computer game. After each game, they measured the participants' emotional responses by recording how satisfied or dissatisfied they were. The scientists found that levels of enjoyment as a result of winning in a 'lucky escape' situation increased in the teenage years.

The onset of adolescence marks an explosion in potentially harmful behaviours – from dangerous driving and experimentation with alcohol and drugs, to poor dietary habits and physical inactivity. This contributes to the so-called 'health paradox' of adolescence, whereby a peak in lifetime physical health is accompanied by high mortality and illness. These results from the laboratory suggest that the reason teenagers engage in risky behaviour is not a problem with their ability to foresee the consequences. Teenagers showed they could evaluate outcomes as well as adults. The risk-taking behaviour is likely to be more frequent in teens because they enjoy the thrill involved.

Understanding why adolescents take such risks is important for public health interventions and for families. The authors of the study said that further studies were needed – with bigger samples and including girls – to explore what happens in real life.

Unit 6

Track 09

When I moved to England from the States, it was one of the first things I noticed. I found it quite shocking, to see grown women call themselves 'girls' and to allow themselves to be called 'girls'. A 'girl' is someone who is not an adult, not a grown-up, is not someone who takes responsibility for herself, she's a child. When you get past a certain age, as a mature adult, you do not want to be treated as a child. In comparison to men, women are still underpaid in Western culture, and are striving to make inroads into a male-dominated society. We should pay attention to the way women are addressed, especially in the workplace, and whether the word 'girl' is used in a derogatory way or not. Of course the same applies to the term 'boys' but you don't throw that word around as often and men do not have a historical disadvantage to deal with.

Track 10

Throughout my life I have been involved in gymnastics. I first participated in the sport at the age of three, and completed my competitive career at the age of 18. I was a strong and powerful gymnast who did well on the vault and bars, but had more difficulties with the graceful dancing aspects of the balance beam and floor exercise. To me, my larger frame, and muscular physique stood out among most other gymnasts who were petite and graceful. However, this did not stop me from pursuing the sport I loved. Before studying the subject, I knew that gymnastics was mainly an individualised sport but I'd never thought about it being a traditionally female sport. What I've learned from my studies is that gymnastics is deemed a feminine sport predominantly because it lacks face-to-face competition and overt aggression. But with the amazing skills and strength that male gymnasts demonstrate, I can see that we are moving away from this gender-typing. Behaviour and participation in the sport seems to be more and more gender-neutral and this encourages both boys and girls to take part. Gymnastics provides wonderful strength and flexibility training for both male and female, so this can only be a good thing for everyone involved.

Track 11

While the phrase 'glass ceiling' is metaphorical, many women who find themselves bumping their heads on it find it very real indeed. It is most often used to describe the sexist mind-set of senior men which holds many women back in their workplace. In a discussion of ascending the corporate ladder, the word 'ceiling' implies that there is a limit to how far someone can climb it. Along with this implied barrier is the idea that it is glass, meaning that, while it is very real, it is transparent and not obvious to the observer. The term 'glass ceiling' is most often applied in business situations in which women feel that men are deeply entrenched in the upper echelons of power, and women, try as they might, find it nearly impossible to break through. Gay Bryant wrote an article containing the first documented use of the term in 1984. An extension of his metaphor is the 'glass elevator', which implies that there is an invisible vehicle that transports men up the through the ranks of corporate power. And a 'glass cliff' refers to a position that, if taken by a woman, will put her in the precarious position of utter professional disaster if she fails.

Many challengers to the notion of a 'glass ceiling' say that it exists mostly because women choose to focus more of their time on family and, in the end, are unable to dedicate as much time to their career. Others claim that women think they want to focus on their career, but in reality choose family over career. Industries which have suffered the brunt of criticism, such as investment banking, have faced legal judgments for blatant sexism, punishing them for their discriminatory practices. More recently, this sector has made huge efforts to recruit and train women for top positions. Many say that improvement, no matter how small, shows that cracks are developing in the glass ceiling.

Unit 7

Track 12

I left school at 16 with good exam results but wasn't quite sure which route to take for my career. The local full-time college courses in Engineering didn't offer what I wanted, and so I decided to look at other options instead. I applied for my apprenticeship and started that September. After the company induction, I spent my first 12 months in the Engineering workshop, learning about the electrical and mechanical aspects of the work. This gave me the hands-on experience that the college courses couldn't offer. For the second year I moved around other engineering functions including 'Crash Worthiness' and 'Aerodynamics'. This offered me a great insight into how the various parts of the company interact and allowed me to see the processes that take place in a test and development environment.

Through every step of the apprenticeship I was supported by the Academy, and worked with my manager to complete training plans and objectives which would be followed for my development. Academy activities included regular meetings with my apprentice year group, workshops to learn useful business skills and also outdoor activity days for team building. As well as the compulsory elements of Academy training, I've had opportunities to work with local schools and to raise funds for the company's chosen charities. My company are keen to recognise this extra time and effort that people are willing to give and it hosts awards events which aim to reward people for this. In conjunction with the work-based training I also studied at a local college on day release for a nationally recognised qualification. Additionally, I have followed German-language classes in the evenings; just one of the many development opportunities available to everybody at the factory. When I'd finished my apprenticeship, I moved into a full-time position in Engineering and, now in my fifth year with the company, I am studying towards a degree in Mechanical Engineering. In all honesty, there isn't much that I'd change about my time here, and I feel very proud to work for this company. For me, undertaking an apprenticeship was definitely one of the best choices I have made, and the fact that the company will support me with my development and qualifications over the coming years makes it even better.

Track 13

Speaker 1: Only two of us, including me, are on the wrong side of thirty, and I'd say one of the advantages of being a mature student is that lecturers seem like perfectly approachable human beings – unlike when I was an 18-year-old undergraduate fifteen years ago – though it is a bit disconcerting when some of them look considerably younger than yourself. Having just finished our first year, we've all breathed a sigh of relief – I wasn't sure I was going to be able to manage juggling my part-time work, looking after my elderly parents, getting to lectures on time and meeting the deadlines for the written assignments, but somehow I've coped better than I could've dreamed.

Speaker 2: I was really keen on English at school and always got good marks. Then I looked into doing a degree course and discovered to my surprise that, at the age of only 28, I was considered a mature student. It made me feel so old. I wasn't sure what it would be like to go to university in England and I have to

say it's very different from the situation in my own country – it's much better organised and the resources are great. The best thing about this first year has been thinking 'Wow, I'm actually doing this. I'm using my brain – for the first time in nearly seven years.' And now that I'm doing that I don't feel so old any more.

Speaker 3: This has been my first experience of higher education. I left school when I was 16, so I didn't go to university when I was younger. After I left school, I tried college but it wasn't for me. After that, I drifted along in loads of boring jobs. Then I woke up one morning and suddenly realised that my brain was rotting – there was absolutely no challenge in the job I was doing. I really needed to get it working again as I was starting to feel quite down on myself. I started by doing a special course to get myself back into education. After two years I applied and here I am. The first year's been a real eye-opener, but I couldn't have managed it as a teenager – you're a different person, aren't you?

Speaker 4: This is my second degree – the first time round I did a chemistry degree but by the time I finished my course, I knew I wasn't interested any more. At school I'd always wanted to do psychology but I was pushed into doing chemistry, which the teachers said I'd enjoy. Anyway, a couple of years ago, I started reading some popular psychology books and reignited my interest. I knew I had found my subject and that I had to come back to university and do another degree. The crucial difference between this time and first time round is that I'm doing this degree because I want to, not because someone else thinks it's the best thing for me.

Speaker 5: At 16 it never occurred to me to go to university – I just wanted to get a job and start my life. By the time I was 22 I was on my own with two kids. I love them, but I realised I'd been missing out on something. I started by doing an Open University course – that's all by correspondence, so I could fit it round my job and the children. Studying isn't easy for me – there's a lot of reading to do and I'm quite a slow reader! But that course gave me the confidence to make the decision that, when my kids were at school and a bit more independent, I was going to become a full-time student ... and that's what I'm doing now.

Unit 8

Track 14

Swine flu concerns have revived memories of one of last century's deadliest pandemics. The Spanish flu, the Influenza A strain of subtype H1N1, swept the globe between March 1918 and June 1920, reaching the Arctic and Pacific Islands. The death toll was more than double that of World War 1.

Like the swine flu, it has been suggested that the Spanish flu leapt hosts from animals to humans. In the United States, around 28 percent of the population suffered from the flu and 500,000 to 675,000 died. Britain lost close to 250,000 lives. In Australia 12,000 people died, while Fiji lost 14 percent of its population in just a fortnight.

The high death toll was caused by a high infection rate, the severity of symptoms and misdiagnosis. Doctors often thought it to be dengue fever, cholera or typhoid.

Later in the 20th century there were other, less serious, influenza pandemics. In 1957 the Asian flu hit the elderly hard, killing nearly 70,000 in the United States alone. Between September 1968 and March 1969 the Hong Kong flu swept through Asia and

into the West, killing 33,000. In comparison, the 1997 'bird flu' claimed just a few hundred lives.

Like the swine flu, the 2003 SARS virus, which attacked the human respiratory system, was also compared to the 1918 pandemic. But medical advances meant there were fewer than 1000 deaths. According to Professor Roy Anderson, who carried out the first detailed analysis of the spread of the virus in Hong Kong, the virus was deadly, but not as highly transferable as other pandemic-causing viruses of the 20th century.

Unit 9

Track 15

Cycling is a great way to get to know a city and, at the same time, to keep fit. There are many amazing cities for biking throughout the world, cities which allow you to explore at ease and safely.

Today, you are going to hear about three bike-friendly cities.

Let's start with Amsterdam, which is known as the 'bike capital of the world'. According to the latest statistics 40% of all traffic movements in the city are by bicycle. The city has an extensive network of safe, fast cycle lanes as well as a highly effective theft-prevention programme. Residents or visitors can also rent bicycles. The city council is currently planning a 10,000-bike garage at the main train station.

Portland, the second most bike-friendly city in the world, has a bicycle network that connects all parts of the city. This has led to a dramatic increase in bicycle use in the city. The city was also the first in the States to provide adults on low incomes with commuter bicycles as well as lessons on commuting safely. The bikes are all fitted with lights, a lock, a helmet, a pump, tool kits, maps and rainwear. In some neighbourhoods, bike commuters are as high as 9%.

Copenhagen, the capital of Denmark, is home to the world's most successful community cycling programme. In Denmark, almost everybody has a bike, and currently 32% of workers cycle to work. Most of the city's extensive and well-used bicycle paths are separated from the main traffic lanes and sometimes have their own signal systems. Already one neighbourhood is completely car-free. The city provides public bicycles which can be found throughout the city centre and used with a returnable deposit of 20 kroner; your money is refunded when you return the bike to one of the many racks.

Recording scripts

Track 16

Extract 1

Amy: What's happened to you? You never used to walk anywhere.

Joe: I know, but now I've turned over a new leaf.

Amy: I don't believe it. You always used to get us to drive you everywhere even when you could have caught a bus or a train.

Joe: Yeah, well a couple of weeks ago, just about everyone seemed to be away and I had to get taxis everyday. You know I have no idea about public transport. Even though I was often just travelling very short distances it was costing me an absolute fortune. One night – it was really late and I got fed up of waiting for a taxi, so I walked home. It only took me about ten minutes longer than it would have taken me by taxi. I really felt quite smug because I'd saved the price of a pizza. I realised that there were a lot of better things I could be doing with my cash than blowing it on taxis.

Amy: Why don't you buy yourself a car?

Joe: Yeah, you're right. Actually I've started taking driving lessons, and I'm saving what I would have spent on taxi fares – eventually I'll be able to afford my own car. In the meantime, I'm enjoying walking – it's really good exercise.

Track 17

Extract 2

Sean: So, how did it all start?

Rosy: Well it got really bad after a flight to France. It was a small plane and the weather wasn't wonderful, but it was only a 55-minute flight.

Sean: And what happened?

Rosy: Well, take-off was a bit wobbly and as we got higher it started to get really bumpy. When the pilot started speaking, I thought he was going to tell us to prepare for an emergency landing and I started to panic. As it turned out, all he said was that the flight was going to be a bit rough, because of turbulence.

Sean: But that didn't help?

Rosy: No, not really – I thought he was just saying that to stop everyone panicking – but nobody else was panicking. They were taking the whole incident very calmly. It was then that I realised I had a problem.

Sean: Mm. And you always get like this in the airport?

Rosy: Well, I just feel a bit apprehensive now. That's natural isn't it? My hands are a bit sweaty, I suppose. I guarantee you on the plane I'll feel absolutely sick with nerves when the engine starts up. But landing is a massive relief to me... which is the bit most people find scary.

Track 18

Extract 3

Interviewer: Do you remember the first time you went on an underground train?

Sam: Yeah, I was only four or five, I think – I remember it was my first time in London, too. I didn't have the faintest idea what 'the Tube' was. I couldn't believe it when we stepped on the escalator and started going down into the ground. That was thrilling for a little kid like me. I remember giggling and waving at the people on the up escalator. At one point I got so carried away that I almost toppled over except my dad was holding my hand. On the platform, I remember staring at the black tunnel – then there was a whooshing noise, a warm wind and suddenly there was the train. Amazing. The doors slid open and hundreds of people spilled out on to the platform. That was the only thing that was a bit scary.

Interviewer: Do you still get like that?

Sam: Of course not. I'm pretty blasé about it now. The Underground is still awe-inspiring though, when you think about it. All the business types and tourists and clubbers and buskers going about their day in those hot airless tunnels – because it's simply the best way to get from A to B. It's one of the great London institutions – no wonder you see all the merchandise covered in logos and maps on sale everywhere these days – it's become an icon.

Unit 11

Track 19

Speaker 1: They've got absolutely nothing to do with reality. They're just fantasies for people who've got no life of their own... if they had, they wouldn't waste their time watching these programmes! I just see them more as entertaining game shows! They're all contests of some kind whether the prizes are money, love, jobs, or whatever. And these game shows are wonderfully entertaining in the same way a great trashy novel feels so good during the summer. We all need to relax and unwind from time to time. And in the world of reality there's something for everybody to enjoy.

Speaker 2: Although I'm quite ashamed of it... and would never admit it to my friends, I adore reality TV programmes – they're definitely a guilty pleasure for me. I even prefer some of them to normal scripted shows. It seems the drama on these shows is addictive. It's compulsive viewing – like a car crash – you just can't tear your eyes away from it. But I really wish they were more real than they are. I don't like the fact that the producers feel the need to re-shoot certain scenes or to manipulate story lines.

Speaker 3: I love reality TV, although I'm not too sure how much is unscripted, but it is interesting to watch how others react to a new situation, how they work together with other people they've never met, and how they find a way to find common ground with people they would have never spoken to if not brought together by the show. I think group dynamics are fascinating... especially when they're complete strangers. These shows may not be everyone's cup of tea but I certainly enjoy them.

Unit 12

Track 20

Speaker 1: While I've seen many successful start-ups with friends and family, I have seen more heartache and failures. The friendships won't last if there is a fall out. I've always been told, 'Never go into business with friends or family.' I think that's basically good advice. Our personal relationships are too precious to risk in this way.

Speaker 2: What I'd suggest is that you bring in other people from outside your social circle and give them real responsibility. If the strain of cash flow or conflicting goals gets too great, that will give you more of a buffer. And keep things in perspective, so that the friendship stays first.

Speaker 3: Treat this venture as you would when dealing with strangers, so get everything in writing. I'd strongly advise having each potential partner – and their spouses – put down what they expect from their participation in the business. Build a comprehensive business plan based in part on these

expectations. Also, have an attorney review all contractual agreements. 'Oh, we're such good friends we don't need an attorney' will never hold up in a court of law – only a contract holds up! Good luck!

Speaker 4: Deciding whether or not to partner with a friend or family member is a tricky question. Businesses are tough. You don't want to mess up your relationship. Consider whether a dispute with your partner would affect your ability to be friends with them, and vice versa. If they tend to get pretty emotional in a disagreement, you are probably better off choosing someone else.

Track 21

Interviewer: Good afternoon. In today's programme, we're looking at how to get on well with work colleagues. With me today I have Stella Burrows, an independent human resources adviser. Stella, welcome to the programme. Can you start by outlining some of the issues we're going to be discussing this afternoon?

Adviser: Okay, let's start by looking at the importance of personality in the office environment. We all know the classic office characters – the smooth talker with a suit that's a bit too shiny, the terribly efficient but nervous office manager, the person who gets paid a lot but no one is quite sure what they actually do – which one are you? Hopefully none of the above, but you will have your own office persona.

Interviewer: Are you saying that people behave differently at their place of work from how they do at other times?

Adviser: Yes, that's exactly what I'm saying – your office persona will be slightly or, indeed, very different to your home-life character. If you are a live-to-work type, it's a good idea to think about how your character comes across to your colleagues – perhaps other people are inspired by your efforts, or they may see you as a goody-goody. Your boss is likely to value the fact that you put so much effort into your work, although they may have started taking it for granted that you arrive early, stay late and never put a foot wrong.

Interviewer: That's a live-to-work type. What about the work-to-live type?

Adviser: Obviously they're different. If you are a work-to-live type, your colleagues may be frustrated that you don't seem to pull your weight, or fed up of making excuses for your being late. Your boss may secretly be impressed at your lack of interest in joining the rat race, but still be irritated by your lack of commitment and effort.

Interviewer: But surely these are extreme examples!

Adviser: Well, sure, most people are not at either of the two extremes I've described – they're probably somewhere in the middle. So I have a number of tips which will help everyone to have a healthier work-life balance and so be a good work colleague.

Interviewer: Okay, let's have some concrete ideas for our listeners.

Adviser: Well whatever you do, don't take the credit for someone else's work ...especially to try and impress your manager in meetings. Be prepared – make sure you are up-to-date with new projects and have plenty of your own ideas. If you're working on a team project, make sure you pull your weight – don't hide in the group and expect them to carry you. Take your job seriously – regardless of what you do, other people in your workplace will respect and value their jobs. If you undermine what you do, you are undermining their job too. This is a surefire way to drive your colleagues mad.

Interviewer: How about on the more personal front? Do you have any advice there?

Adviser: Well, yes, there are some very simple do's and don'ts that are just common sense. For example, don't gossip about your colleagues behind their backs. And if you can see that one of your colleagues is upset about something, ask if there's anything you can do to help. Also be very careful about telling other people what you think they should do, unless, of course they seek out your opinion.

Interviewer: Stella, thank you so much for your time today. Everything you've said makes sense. Let's hope that office relationships improve as a result.

Unit 13

Track 22

Is exercise your idea of a nightmare? Do you think it's impossible to keep fit and enjoy yourself at the same time? I hope I can convince you otherwise. Get your inspiration from the physical activities that you already do and take pleasure from. There are things that are part of your regular everyday life that are seriously good for you.

For people with busy lives it can be difficult to take the time out to go to a special place to exercise. You don't have to sacrifice any of that precious time at all! Think about making some minor adjustments to get your heart rate up while you go about your day. We all use the stairs. Learn to love them and never take the elevator. Challenge yourself to run up to the first stairwell. Take them in double time. When you're driving, park a little way from your destination and walk the rest. Get off the bus or the train one stop early and do the same. If you love shopping, shop till you drop! It's good for you, if not for your wallet.

If you're tied to the home most of the day don't fear. How do you feel about dancing? Even if you're just rocking out in your kitchen, you're activating your muscles and enjoying the experience. Or, have you tried rollerblading, cycling or swimming? If you have an indoor pool nearby, swimming is a wonderful aerobic activity that can both relax you and burn off some calories. It's no-impact, which protects your joints from damage too. In good weather, cycling or rollerblading are a fun way to get out and about.

Obviously the extortionate fees charged by many gyms can put people off becoming members. Don't let that be your excuse not to exercise. Many high schools have tracks that anyone can use and they're a perfect place to walk, jog, or run... alone or with company. City parks are also great spots to take a leisurely stroll. Maybe the all-American pastime of baseball is your favourite sport. Don't hang back there as a spectator. Sports are not just for the pros. Get together with some of your friends and neighbours and start some old-fashioned neighbourhood ballgames. The entire neighbourhood can join you in your quest for improved fitness! You'll be doing them a favour. Physical activity is often more fun with other people. And who better than people you already know? You get to catch up with gossip and they won't let you quit when you're low on motivation. Got some ideas now? Remember, when you find the right exercise for you, it'll be no pain and all gain. Have fun!

Unit 14

Track 23

Speaker 1: Iceland wants investigative journalism to be free of unjustified interference by the rich and powerful. Although, I thoroughly approve of the idea, the difficulty is that the rich and powerful also profit from freedom of expression, by publishing material which is either a gross infringement of the human rights of an individual, or misinforms the general public on important issues. Allowing international media organisations to say what they like, free from any accountability, creates a new form of totalitarian state. Iceland risks creating 'libel tourists' – media corporations that want to profit, without fear of correction or sanction, at the expense of the individual.

Speaker 2: It's a great idea. If one European country revises its laws to meet high free-speech standards, then others may do so too. Currently, plenty of countries in Europe restrict free speech. But, using the internet, dissidents can speak freely to their supporters back home. From now on, if they publish from Iceland, opponents will find it difficult to close them down through expensive lawsuits. And, critically, sources and contacts will remain hidden. There are other benefits too. This might even make our politicians take free speech more seriously.

Speaker 3: I wholeheartedly support Iceland's move, but will Iceland's proposed legislation make any difference in the long run? I doubt it. For every move on the chessboard of free speech there is an equal and opposite move which negates openness. Access to Icelandic servers will be blocked by countries who are against the idea, leaving the technologically literate to use proxy servers to actually access the information.

Speaker 4: This is a fantastic and innovative proposal that will undoubtedly help certain news organisations and possibly individual journalists, but I honestly don't think from the perspective of responsible news organisations that it's going to make much difference. They will still be sued in their own countries under their own outmoded libel laws.

Unit 15

Track 24

Speaker 1: When I left school thirty years ago, there was plenty of work. There was hardly any youth unemployment, but there were basically three work possibilities for 16-year-old girls like me. You could do shop work, go into the local textile factory, or do admin in an office. I found work in the head office of a big insurance firm. It was a little on the dull side, but it was quite well paid and they trained me in general office skills and there was quite a pleasant working atmosphere there. Lots of banter, you know. I'm still in touch with quite a few people from the office. Obviously, at the time, I was still living with my parents, so I didn't need a great deal of money.

And the work was quite varied – I spent most of my time on the phone dealing with customers' enquiries. I went on maternity leave and never went back. I thought about it when my children started school, but everything's changed now. The office where I worked has gone now and the work I used to do has moved to a call centre in India.

Speaker 2: My dad retired last year – he'd been with the same company all his working life. He'd started with the company

straight after leaving school and retired when he was 65. That's pretty unusual these days. I'm only just coming up to 30 and I've already been made redundant twice. The same goes for lots of my friends, so it doesn't bother me that much, you just accept it and get on with your life, don't you? But my dad's really shocked. People of his generation would have thought the world had ended if they'd lost their job at any age. I suppose it's more worrying if you find yourself out of work in your late forties or your fifties – it's so much more difficult to find new employment at that age. At my age, as long as you're prepared to retrain, you know, pick up new skills, you're almost certain to find something. Having said that, I'm probably one of the lucky ones – I'm experienced and well qualified and I don't really mind what kind of work I do.

Speaker 3: My family has run this farm for as far back as anyone can remember – at least eight generations. My father took it on from his father who had taken it over from his father, my great grandfather. In those days – the 1920s – twenty men were employed here. Now there are just five of us – my wife and I, our foreman and two farm hands who've been with us for over thirty years. That's in addition to a lot of expensive tractors and other hi-tech gear of course. I love farming, but I don't think my children will want to take over from me. You have to work all hours of the day – often seven days a week – I haven't had a proper holiday for five years – it's a very hard life. And it isn't as if there are great financial compensations. Margins are very tight today largely because the supermarkets dictate the prices we get for our produce – sometimes there's barely enough money to cover costs. Most kids these days think farming's a mug's game.

Unit 16

Track 25

Speaker 1: Obviously it's not just the fuel situation that's worrying us: we know the whole economy's in a mess – one or two friends lost their jobs already and couldn't keep up their mortgage repayments... and have had to move out of their homes. But, I think what's hit my family the hardest in the last few years is the increase in the price of fuel of all kinds, you know, from running the family automobile to keeping the house heated during the winter months. I guess here in the States, we've never had to worry overmuch about the cost of gas – now all of a sudden we're beginning to realise that it's not going to last forever. We're having to import oil from other places – that's one of the reasons prices are going up so fast. What this all means to us as a family is that we're having to generally keep a check on our spending – you know, using our car less – going by bus or train if we can – like I don't drive to work any more – getting stuck in those early-morning jams turned out real expensive.

Speaker 2: For us it has to be the cost of putting the kids through higher education. Here, people finance their college fees through debt these days – but loans are not as easy to come by as they were a few years ago. It's well known that college fees are going up at an alarming rate. I read an article the other week which said that in the near future college education may become unaffordable to many American families. It's not just the fees – it's the accommodation, food, books. Both of our boys are at college – one graduates next year, our younger son Jake still has two years to go. They both do a few hours part-time work a week

to help with their living costs. For the moment we can afford it, but if the general economic situation goes on getting worse, who knows what may happen. Some of our friends are already getting jumpy and talking about taking their kids out of college. We're not quite at that stage yet, but if my husband or I got laid off, what then? We don't think it's very likely, but these are strange times – you get the feeling that with the economy in free fall, anything could happen.

Track 26

Presenter: Welcome to 'It's your Money'. Today's programme is a response to a number of emails from listeners who want to know how best to prevent credit or debit card theft and what to do, should a theft occur. In the studio today we have Inspector Clarke of the Fraud Squad. Inspector, could you start off by outlining the problem? Why are so many of our listeners worried about credit card theft?

Insp. Clarke: The simple answer is that this kind of theft is on the increase. And it's not just the act of theft which causes the problems. The feeling of violation associated with the loss of a wallet or purse can continue if the thief begins to use the stolen cards. Remember – some thieves obtain credit card numbers by observing everyday transactions. It may seem obvious, but you can protect yourself from this kind of crime before it occurs. Here are some of the things you can do to help yourself. First of all, in a secure place at home, keep a record of all the cards that you carry. These records should include the emergency contact numbers of the card companies. But whatever you do, don't keep a card number or PIN in your wallet or purse. Then write 'Check ID' on the back of your cards to remind cashiers to request identification before completing transactions with those cards. It's also important to make sure your PIN is difficult to guess. Birthdays, mother's maiden name or successive numbers should be avoided. Finally, always check your credit card and bank statements for accuracy. Look for unfamiliar transactions – they may be fraudulent.

Presenter: But in the end, Inspector, we can't stop credit card theft, can we?

Insp. Clarke: No, unfortunately not. However careful we are, some of us will have our cards stolen. So, what should you do if you discover that one of your cards is missing? Well, before you do anything else, call the companies which issued the card to report the theft and get all future payments stopped. Then, notify the police and write a report including as much detail about the theft as possible. Make sure you obtain a case number from the police. In the case of cash cards, it's best to close the associated bank accounts and open new ones, but if this is not practical, stop payments and order new cards.

Presenter: Then I suppose it's down to fate whether you're one of the unfortunate victims of this crime.

Insp. Clarke: That's right. But make no mistake about it, being a victim of this kind of theft is a humbling experience. Being proactive before the theft occurs can help blunt its impact, and taking action immediately after a theft will limit the damage resulting from such a crime.

Presenter: Thank you very much, Inspector.

Unit 17

Track 27

You don't have to be a gardener, a farmer, or a biologist to know how much we all rely on plants. We use plants for food, shelter, clothing, medicines, and they even provide us with the air we breathe. Here are some more examples of how we rely on plants. Most of us depend on plants for protection and shelter. Timber from trees is used in the construction of many of our homes. Cotton plants provide us with the material to make clothes, and, of course, plants provide habitats for many wild animals. In the tropics, a single tree can be the home of more than 1,000 different species of insects.

And did you know the Native Americans used more than 2,000 wild plants for medicine? And approximately twenty-five percent of all today's prescribed drugs are derived from plants. Taxol, for example, which is used to treat certain types of cancer, was discovered in the bark of the Pacific yew tree. Aspirin, a very common drug, was originally from the willow tree. Many of the ingredients of cosmetics are provided by plants such as aloe and jojoba. Corn is used to produce a variety of products like soap, glue and plastics.

From an environmental point of view, plants are also the basis of ecosystems and purify air and water. Green plants combine sunlight and carbon dioxide, through the process of photosynthesis, and produce oxygen. With every breath we take, we depend on the oxygen that is given off by plants, which also are part of the water cycle; ninety percent or more of the water that is absorbed by a plant's roots is eventually released back to the atmosphere.

Perhaps most obviously, plants are the basis of most food webs on Earth. Even totally carnivorous animals, such as lions, need plants because their prey are plant eaters. Also, the wild relatives of the plants we grow and eat are becoming increasingly important for breeding... to make healthier and more productive crops. One example is Texas wild rice. This type of rice is known only from one river in Texas and is being crossbred with northern wild rice, because people want to develop a strain suitable for mild climates.

Finally, every time we turn on our lights, we use electricity generated in power stations which use coal or other fossil fuels themselves formed by plants that lived over 350 million years ago.

Track 28

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Track 29

Speaker 1: Here at the Millennium Seed Bank we work with partners in 50 countries around the world. We tend to collect seeds from alpine, dry land, coastal and island ecosystems, as these are most vulnerable to climate change. Plants from arid locations can tolerate being dried out and frozen for many years, but those from moist tropical areas are harder to store. Our initial aim was to store seeds from all of the UK's native plant species. We've now achieved this, apart from a handful of species that are either very rare, or whose seeds are particularly difficult to store. What's even more remarkable is that in 2009, we achieved the goal of banking seeds from 10% of the world's flora. Our next target is to conserve 25% of the world's plant species by 2020.

Speaker 2: Throughout the country, we have inherited a legacy of first-class public parks and landscapes. Today, every town has a park that it can be proud of, and many of these are historically important. The Victorians invented and shaped the concept of public parks and this in turn influenced the creation of parks in North America and other parts of Europe. Recognising the need for places to relax, to unwind and to exercise, the top landscape designers of the day were commissioned to lay out these new parks. The promoters and champions of the first public parks also saw them as a means to boost the local economy, by making towns and cities attractive places to work and live. These parks were conceived as special places where all sections of society could enter free of charge and mix freely.

Speaker 3: We all need power and I believe micro-generation is the way forward. It's so quiet and efficient and I expect to earn back what I pay for it in a very short time because we're located on the very windy coastal road. I farm 400 head of beef cattle, and last year our electricity bill was £2,500. Next year, I'm hoping to pay nothing for electricity and make a profit by selling some back to the National Grid. So, if we can play our part in saving money and producing surplus energy, I'll be very happy. Don't forget, we've been harnessing wind power since the 12th century, to mill grain, pump water and saw wood, but now wind will play an even more important role as we face rising fuel costs, battles with supermarkets, and a growing population.

Speaker 4: All the animals that have arrived from the overnight emergency clinic or were brought in early are examined first. If any of them needs surgery or hospitalisation, they'll be admitted. The emergency clinic doctor usually calls to discuss any cases referred to us from the emergency clinic. This is followed by the morning rounds – all patients currently in the clinic are examined and the owners phoned with progress reports. At the same time, animals being admitted for surgery are examined and the procedure discussed with the owner. After they are admitted, technicians take blood samples for pre-anaesthetic blood work. Next, it's time for appointments or surgery. Personally, I like to do surgery as early in the day as possible. This allows the patient to recover throughout the day while plenty of staff are around to monitor progress.

Speaker 5: Here's what I'd suggest doing in the next week or so. Clip your hedges, and prune your shrubs, cutting out dead, diseased, branches. Plant shrubs and trees while the soil is still warm. Aerate lawns and remove any moss and dead grass to encourage healthy growth next season. Incidentally, now is also an ideal time to sow or lay a new lawn. Next, check the readiness of fruit and vegetables. Apples and pears should be gently lifted

with the hand; if the stalk remains on the fruit but parts easily from the tree, it is ready to be picked. Sweetcorn should be ripe enough to harvest, but remember that it deteriorates quickly, so you should use it as soon as possible after picking.

Unit 18

Track 30

There was a time when writing letters was our only means of communicating over long distances. In today's world, we can pick up a phone and speak to anyone anywhere in a second or two. I have found, in my not very scientific research, that most people prefer to use the phone when they have something to say. Speed and ease of use are the main reasons. The proliferation of long-distance services has brought the cost of speaking to distant friends down drastically, giving us yet another reason to pick up the phone instead of writing. Most people enjoy one-to-one conversations and interaction is an important component of communication. However, there are times when writing is better. Yes, it's nice to hear someone say, 'I love you', but to read it in a letter, knowing someone took the time to write it, makes it much more meaningful. And even if, at some time in the future, they take those words back, you still have a permanent record of it. Once written, you can read it over and over again. After all, writing requires thought, concentration and effort. People often speak without thought – it is, for the most part, an automatic response.

But, the phone is not the only reason that people have stopped writing. Greeting cards, as well, have usurped letter writing. Is there something meaningful you need to say? Today you can go to the shop and buy a card to say just about anything. 'I miss you!' or 'Sorry we had a disagreement.' They're nice gestures, but they're still someone else's words. I know that most people truly feel what the card is trying to convey, but I write a note, or letter, to say it in my own words as well.

I long to receive a three-page, heartrending, soppy letter, filled with carefully chosen words, and, yes, I have written such letters – with no reply, thank you very much. Maybe I'm a hopelessly romantic dreamer, or just old-fashioned.

Sadly, the advent of the telephone in the late 1800s, cheap long-distance services of today and the ever-growing Internet have made writing letters a lost art. But modern technology offers us the opportunity to (almost) bring it back. Forget the tedious chore of putting pen to paper, writing and rewriting. Worry no more about your handwriting, spelling and grammar. Welcome the personal computer with word processing, spellchecker and grammar checker. If you're the slightest bit creative, you can even buy software to create your own beautiful, heartfelt cards, too.

Imagine cards and letters filled with genuine sincerity from both the author and sender. Try it – you'll like it, and so will your loved ones when they receive them. And who knows, maybe they'll write back to you. Won't you feel special then?

Unit 19

Track 31

Interlocutor: Here are some pictures showing some ways in which people try to protect the environment.

First talk to each other about the benefits of each form of environmental protection. Then decide which change to people's lifestyle is most difficult to make.

Man: So what do you make of this one?

Woman: Those are rental bikes – you can hire them by the hour or the day in London, can't you? You collect them at one place at the beginning of your journey, and then leave them at another place near the end. They're trying to stop people using their cars. I think they're a great idea – and cycling helps people to keep fit.

Man: I agree they're a good idea – but it often rains in London and there aren't many cycle lanes, so cyclists are involved in quite a few accidents.

Woman: Mmm. This one's obviously about recycling plastic.

Man: Yes, people picked up on this idea very quickly, didn't they? I know my family were very keen to do it. It seems such an obvious thing to do.

Woman: It does, yes – we've always done it, too. But I remember hearing on the news recently that we're recycling more plastic than our industries can reuse. So they're now exporting what we can't use to other countries.

Man: Seems crazy, doesn't it? It must cost a fortune to export.

Woman: Yes, it must. OK, how about this one? Are they solar panels? Surely solar energy is the way forward – the sun's never going to stop shining.

Man: Well, it is, but not for millions of years. The real problem with panels is that they're expensive to install so it takes years to save the initial cost of installation.

Woman: I suppose you're right. But the energy itself is free – and it doesn't pollute the environment.

Man: True, but what about people who live in cloudy countries?

Woman: As long as the sun shines for part of the time – it at least means people use less conventional fuel like electricity or gas.

Man: This is my favourite idea. If we all bought fresh fruit and vegetables from our local shops, we'd be healthier.

Woman: I agree, but sometimes the fresh fruit and vegetables are grown in other countries and are brought here by air, and – planes are some of the worst air polluters. And not only that, the fruit and vegetables are more expensive because they've had to travel so far.

Man: You're right. The issue of so-called food miles is being taken much more seriously than it was a few years ago. We do always try to buy local produce if we can. That's also a good way of supporting local farmers.

Woman: And lastly, the energy-saving light bulb. They're trying to ban the sale of traditional light bulbs, because they're so wasteful of energy. But these new ones are much more expensive than the old ones.

Man: But they do last much longer – an average of seven years, apparently.

Woman: I know that, but they're not as bright as the old ones. I don't like them, I'm afraid.

Man: So which change do you think is the most difficult to make....?

Unit 20

Track 32

Speaker 1: In my opinion, the answer has to be electricity and electrification. I know electricity is more of a discovery than an invention, and also that we're not talking about a single event – electricity is still being introduced in many parts of the world. For me, the reason it's so important is that without electricity, many of the other inventions people mention would not have been possible, like radio and television, computers or the Internet. Even many medical advances would have been far more difficult without the simple benefit of electric lighting. So much of modern life depends on electricity: lighting, heating, food production, transport, healthcare etcetera, etcetera. The list is endless. Nothing else even comes close.

Speaker 2: So the real answer is that product that we just could not survive without and has allowed us to develop at a faster rate than if it hadn't been there is, in my opinion, the discovery in 1928 of penicillin by Sir Alexander Fleming. This not only marked a period of great medical advance, it saved countless lives, including people who have gone on to contribute to our cultural evolution. Today the average life expectancy of a human in the developed world is far greater than before we had antibiotics and this increased lifespan allows us as individuals to contribute far more to the world.

Speaker 3: The most important invention over the last 100 years must be the microchip. It goes to prove the incredible power of tiny things. Smaller than the smallest coin, the chip is quite literally the brain, heart and nervous system of every digital device on the planet. It powers computers, mobile phones, washing machines, cars and satellites. It is used in the design of space stations, it guides planes in for a safe landing, it makes it possible for us to watch hundreds of TV channels, and enables teenagers every day to log on to the Internet and chat with somebody half a world away. Since the widespread introduction of the microchip in the early 1970s, there have been more scientific breakthroughs than in any other period of time, due in large part to the awesome computing power this thin silicone wafer has brought us.

Wordlist

Unit 1

NOUNS

area /'eəriə/
 belief /bɪ'li:f/
 benefits /'benɪfɪts/
 commuter /kə'mju:tə/
 construction
 /kən'strʌkʃən/
 consequences
 /'kɒnsɪkwənsɪz/
 costs /kɒsts/
 criminology
 /,krɪmɪ'nɒlədʒi/
 impact /'ɪmpækt/
 installation /,ɪnstə'leɪʃən/
 demolition /,demə'liʃən/
 developer /dɪ'veləpə/
 development
 /dɪ'veləpmənt/
 downside /'daʊnsaɪd/
 environment
 /ɪn'vaɪrənmənt/
 environmentalist
 /ɪn,vaɪrən'mentəlɪst/
 estate /ɪ'steɪt/
 exhaust /ɪg'zɔ:st/
 fumes /fju:mz/
 metropolis /mə'trɒpəlɪs/
 neighbourhood
 /'neɪbəhʊd/
 outskirts /'aʊtskɜ:ts/
 pollution /pə'lu:ʃən/
 pollutant /pə'lu:tənt/
 psychology /saɪ'kɒlədʒi/
 resident /'rezɪdənt/
 residence /'rezɪdəns/
 rush-hour /rʌʃaʊə/
 sprawl /sprɔ:l/
 suburb /'sʌbɜ:b/
 surveillance /sə'veɪləns/
 system /'sɪstəm/

VERBS

combat /kəm'bæt/
 demolish /dɪ'mɒlɪʃ/
 develop /dɪ'veləp/
 include /ɪn'klu:d/
 install /ɪn'stɔ:l/
 explode /ɪk'spləʊd/
 pollute /pə'lu:t/
 prioritise /praɪ'ɒrɪtaɪz/
 reside /rɪ'zaɪd/
 signify /'sɪgnɪfaɪ/

sprawl /sprɔ:l/
 survey /sə'veɪ/

ADJECTIVES

accessible /ək'sesəbəl/
 affluent /'æfluənt/
 affordable /ə'fɔ:dəbəl/
 bike-friendly
 /,baɪk'frendli/
 car-free /,kɑ:'fri:/
 car-mad /,kɑ:'mæd/
 commercial /kə'mɜ:fəl/
 convenient /kən'vi:nɪənt/
 crime-free /,kraɪm'fri:/
 cultural /'kʌltʃərəl/
 demolished /dɪ'mɒlɪʃt/
 developed /dɪ'veləpt/
 environmental
 /ɪn,vaɪrən'mentəl/
 explosive /ɪk'spləʊsɪv/
 gridlocked /'grɪdlɒkt/
 inclusive /ɪn'klu:sɪv/
 incredible /ɪn'kredəbəl/
 integral /ɪn'tegrəl/
 major /'meɪdʒə/
 pet-friendly /,pet'frendli/
 polluted /pə'lu:tɪd/
 psychological
 /,saɪkəl'ɒdʒɪkəl/
 remote /rɪ'məʊt/
 residential /,rezi'dentʃəl/
 rural /'rʊərəl/
 run-down /,rʌn'daʊn/
 significant /sɪg'nɪfɪkənt/
 sprawling /'sprɔ:lɪŋ/
 undeveloped
 /,ʌndɪ'veləpt/
 urban /'ɜ:bən/
 vibrant /'vaɪbrənt/
 work-mad /,wɜ:k'mæd/

ADVERBS

densely /'densli/
 obsessively /əb'sesɪvli/
 seriously /'sɪəriəsli/
 socially /'səʊʃəli/
 surprisingly /sə'praɪzɪŋli/

NOUN PHRASES

a significant drop in
 an incredible range of
 an integral part of
 air pollution
 commuter belt

crime levels
 crime rate
 exhaust fumes
 give and take
 hustle and bustle
 local residents
 negative consequences
 open spaces
 peace and quiet
 pedestrian area
 public transport system
 pros and cons
 psychological benefits
 rural area
 rush-hour traffic
 social life
 surveillance system
 the cost of living
 tourist attraction
 traffic congestion
 traffic jam
 ups and downs
 urban sprawl

VERB PHRASES

be densely populated
 be obsessed with sth
 be steeped in history
 be socially inclusive
 come into contact with
 sb/sth
 conduct a study
 have little impact on
 hop on (a bus/train)

Unit 2

NOUNS

accumulation
 /ə,kju:mjə'leɪʃən/
 accuracy /'ækjərəsi/
 ancestor /'ænestə/
 ancestry /'ænestri/
 appointment
 /ə'pɔɪntmənt/
 archive /'ɑ:kɑɪv/
 autobiography
 /,ɔ:təʊbaɪ'ɒgrəfi/
 branch /brɑ:ntʃ/
 descendant /dɪ'sendənt/
 descent /dɪ'sent/
 embellishment
 /ɪm'belɪʃmənt/

entry /'entri/
 fact /fækt/
 fragment /'frægmənt/
 hurdle /'hɜ:dəl/
 multitude /'mʌltɪtju:d/
 mystery /'mɪstəri/
 myth /mɪθ/
 note /nəʊt/
 process /'prəʊses/
 record /'rekɔ:d/
 reminiscence
 /,remɪ'nɪsəns/
 roots /ru:ts/
 scrap /skræp/
 source /sɔ:s/
 trace /treɪs/
 verification
 /,verɪfɪ'keɪʃən/
 verifier /'verɪfaɪə/

VERBS

accumulate
 /ə'kju:mjəleɪt/
 conduct /kən'dʌkt/
 confront /kən'frʌnt/
 consider /kən'sɪdə/
 dig /dɪg/
 disclose /dɪs'kləʊz/
 document /'dɒkjəment/
 embellish /ɪm'belɪʃ/
 expose /ek'spəʊz/
 formulate /'fɔ:mjəleɪt/
 hoard /hɔ:d/
 originate /ə'ɪdʒɪneɪt/
 overcome /,əʊvə'kʌm/
 reminisce /,remɪ'nɪs/
 unlock /ʌn'lɒk/
 verify /'verɪfaɪ/
 weigh /weɪ/

ADJECTIVES

accumulated
 /ə'kju:mjəleɪtɪd/
 accurate /'ækjərət/
 ancestral /æn'sestrəl/
 blank /blæŋk/
 countless /'kaʊntləs/
 embellished /ɪm'belɪʃt/
 genealogical
 /,dʒi:nɪə'lɒdʒɪkəl/
 huge /hju:dʒ/
 inaccurate /ɪn'ækjərət/
 numerous /'nju:mərəs/
 precious /'preʃəs/

reminiscent /,remɪ'nɪsənt/
valuable /'væljuəbəl/
verified /'verɪfaɪd/
verifiable /verɪ'faɪəbəl/

ADVERBS

eerily /'iəri- /
wildly /'waɪldli/

NOUN PHRASES

a multitude of
branch of your roots
criminal record
grain of truth
half-price entry
huge amounts of
information
line of descent
long-buried secret
skeleton in the cupboard
world record

VERB PHRASES

accumulate information
be eerily reminiscent of sth
be wildly inaccurate
conduct an investigation
cover your tracks
dictate the course of
dig up dirt on sb
document facts
draw the line
expose secrets
gain entry
keep sb in the dark
muddy the waters
put together (from)
(say sth) off the record
sweep sth under the carpet
unlock a mystery
verify facts
weigh up (a decision)
work backwards

Unit 3

NOUNS

audition /ɔ:'dɪʃən/
artefact /'ɑ:tɪfækt/
audience /'ɔ:diəns/
back-catalogue
/,bæk'kætələg/
blockbuster /'blɒk,bʌstə/
capacity /kə'pæsəti/
cast /kɑ:st/

celebrity /sə'lebrəti/
chaos /'keɪəs/
character /'kærəktə/
comedy /'kɒmədi/
comic /'kɒmɪk/
beat /bi:t/
euphoria /ju:'fɔ:riə/
exhibition /,eksɪ'bɪʃən/
exhilaration
/ɪg,zɪlə'reɪʃən/
festival /'festɪvəl/
genius /'dʒi:niəs/
gig /gɪg/
installation /,ɪnstə'leɪʃən/
intimacy /'ɪntɪməsi/
irony /'aɪrəni/
lines /laɪnz/
jewellery /'dʒu:əlri/
melancholy /'melənkəli/
melody /'melədi/
multiplex /'mʌltɪpleks/
narrative /'nærətɪv/
novelist /'nɒvəlɪst/
orchestra /'ɔ:kɪstrə/
part /pɑ:t/
portrait /'pɔ:treɪt/
première /'premiə/
replica /'replɪkə/
review /rɪ'vju:/
routine /ru:'ti:n/
sculptor /'skʌlptə/
sculpture /'skʌlptʃə/
soloist /'səʊləʊɪst/
stand-up /'stændʌp/
stitches /stɪtʃɪz/
venue /'venju:/
vocals /'vəʊkəlz/

VERBS

attend /ə'tend/
appreciate /ə'pri:ʃiət/
book /bʊk/
compose /kəm'pəʊz/
conduct /kən'dʌkt/
exhibit /ɪg'zɪbɪt/
headline /'hedlaɪn/
perform /pə'fɔ:m/
review /rɪ'vju:/
tour /tuə/

ADJECTIVES

abrasive /ə'breɪsɪv/
academic /,ækə'demɪk/
bizarre /bɪ'zɑ:/
bland /blænd/

boisterous /'bɔɪstərəs/
challenging /'tʃælɪndʒɪŋ/
chaotic /keɪ'ɒtɪk/
classic /'klæsɪk/
classical /'klæsɪkəl/
contemporary
/kən'tempərəri/
cramped /kræmpt/
dated /'deɪtɪd/
devoted /dɪ'vəʊtɪd/
eclectic /ek'lektɪk/
edgy /'edʒi/
emotional /ɪ'məʊʃənəl/
euphoric /ju:'fɔ:ɪk/
exhilarating /ɪg,zɪlə'reɪtɪŋ/
historic /hɪ'stɒrɪk/
historical /hɪ'stɒrɪkəl/
insistent /ɪn'sɪstənt/
intimate /'ɪntɪmət/
legendary /'ledʒəndəri/
melancholic
/,melən'kɒlɪk/
melodic /mə'lɒdɪk/
melodramatic
/,meləʊdrə'mætɪk/
memorable /'memərəbəl/
outdoor /'aʊt,dɔ:/
prestigious /pres'tɪdʒəs/
provincial /prə'vɪntʃəl/
raucous /'rɔ:kəs/
repetitive /rɪ'petətɪv/
scientific /,saɪən'tɪfɪk/
star-studded /'stɑ:,stʌdɪd/
subtle /'sʌtəl/
surgical /'sɜ:dʒɪkəl/
syrupy /'sɪrəpi/
televised /'telɪvaɪzd/
understated
/,ʌndə'steɪtɪd/
unimpressive
/,ʌnɪm'presɪv/
weak /wi:k/

NOUN PHRASES

a devoted following
a hint of irony
academic performance
ballet company
capacity audience
concert hall
comedy club
great fan of
live music event
medical instrument
multiplex cinema

open-air stadium
provincial theatre
public art gallery
scientific instrument
surgical instrument

VERB PHRASES

appear on stage
appreciate art
be the right word
book a venue
conduct an orchestra
fill a venue
go on stage
have sb in stitches
headline a venue
lead an orchestra
learn by rote
produce a film
shoot a film
take to the stage
write music

Unit 4

NOUNS

expatriate /ɪk'spætriət/
homesickness
/'həʊmsɪkənəs/
illegality /,ɪli:'gæləti/
immigrant /'ɪmɪgrənt/
legality /li:'gæləti/
legalisation
/,li:gələ'zeɪʃən/
migrant /'maɪgrənt/
pastures /'pɑ:stʃəz/
persecution
/,pɜ:sɪ'kju:ʃən/
persecutor /'pɜ:sɪkju:tə/
settler /'setlə/
smuggling /'smʌgəlɪŋ/
smuggler /'smʌglə/
specialism /'speʃəlɪzəm/
specialisation
/,speʃələ'zeɪʃən/
specialist /'speʃəlɪst/
surroundings
/sə'raʊndɪŋz/

VERBS

embed /ɪm'bed/
embitter /ɪm'bɪtə/
embody /ɪm'bɒdi/
empower /ɪm'paʊə/
enable /ɪ'neɪbəl/

Wordlist

encase /ɪn'keɪs/
encircle /ɪn'sɜ:kəl/
enclose /ɪn'kləʊz/
endanger /ɪn'deɪndʒə/
engulf /ɪn'gʌlf/
enlarge /ɪn'la:dʒ/
enliven /ɪn'laɪvən/
enrich /ɪn'rɪtʃ/
grieve /gri:v/
legalise /'li:gəlaɪz/
migrate /maɪ'greɪt/
overstay /,əʊvə'steɪ/
persecute /'pɜ:sɪkju:t/
pine /paɪn/
settle /'setəl/
smuggle /'smʌgəl/
specialise /'speʃəlaɪz/

ADJECTIVES

beaten /bi:tən/
close-knit /,kləʊs'nɪt/
desperate /'despərət/
endangered /ɪn'deɪndʒəd/
familiar /fə'mɪliə/
homesick /'həʊmsɪk/
illegal /ɪ'li:gəl/
insecure /,ɪnsɪ'kjuə/
legal /'li:gəl/
multicoloured
/ˌmʌlti'kʌləd/
multicultural
/ˌmʌlti'kʌltʃərəl/
multifunctional
/ˌmʌlti'fʌŋkʃənəl/
multilingual
/ˌmʌlti'liŋgwəl/
multinational
/ˌmʌlti'næʃnəl/
persecuted /'pɜ:sɪkju:tɪd/
smuggled /'smʌgəld/
specialised /'speʃəlaɪzd/
specialist /'speʃəlist/

NOUN PHRASES

asylum seeker
contract worker
illegal immigrant
multinational corporation
seasonal employee
sense of belonging
sense of duty
sense of humour
sense of loss
sense of responsibility
sense of urgency

VERB PHRASES

things are looking up
be off the menu
do sth like a shot
dream of pastures new
find your feet
go off the beaten track
your heart is in (a place)
pine for sth/sb
pull a rug out from under sb

Unit 5

NOUNS

adolescence /ˌædə'lesəns/
adolescent /ˌædə'lesənt/
bungee /'bʌndʒi/
buzz /bʌz/
characteristic
/ˌkærəktə'rɪstɪk/
consequences
/'kɒnsɪkwənsɪz/
exertion /ɪg'zɜ:ʃən/
expert /'ekspɜ:t/
hazard /'hæzəd/
hype /haɪp/
individual /ˌɪndɪ'vɪdʒuəl/
kick /kɪk/
level /'levəl/
measures /'meʒəz/
onset /'ɒnset/
outcome /'aʊtkʌm/
participant /pɑ:'tɪsɪpənt/
precautions /prɪ'kɔ:ʃənz/
reaction /rɪ'ækʃən/
representative
/ˌreprɪ'zentətɪv/
response /rɪ'spɒns/
results /rɪ'zʌltz/
risk /rɪsk/
sample /'sɑ:mpəl/
scuba /'sku:bə/
teen /ti:n/
thrill /θrɪl/
youth /ju:θ/

VERBS

analyse /'ænəlaɪz/
anticipate /æn'tɪsɪpeɪt/
avoid /ə'vɔɪd/
determine /dɪ'tɜ:mɪn/
display /dɪ'spleɪ/
engage /ɪn'geɪdʒ/
evaluate /ɪ'vælju:et/
foresee /fɔ:'si:z/

induce /ɪn'dʒu:s/
release /rɪ'li:s/
predict /prɪ'dɪkt/
slip /slɪp/
stumble /'stʌmbəl/
trip /trɪp/

ADJECTIVES

associated /ə'səʊʃɪetɪd/
content /kən'tent/
competent /'kɒmpɪtənt/
exaggerated
/ɪg'zædʒəreɪtɪd/
frustrated /frʌs'treɪtɪd/
harmful /'hɑ:mfəl/
hazardous /'hæzədəs/
physical /'fɪzɪkəl/
reasonable /'ri:znəbəl/
recreational
/ˌrekri'eɪʃənəl/
responsible /rɪ'spɒnsəbəl/
risky /'rɪski/
serious /'sɪəriəs/
satisfied /'sætɪsfaid/
tentative /'tentətɪv/

ADVERBS

potentially /pəʊ'tentʃəli/

NOUN PHRASES

bungee jumping
control measure
dangerous driving
hang-gliding
ice climbing
individual sport
lucky escape
marketing hype
physical exertion
potholing
reasonable precautions
recreational activity
safety expert
scuba diving
skydiving
tentative link
white-water rafting
windsurfing

VERB PHRASES

do further research
engage in sth
evaluate outcomes
live forever
have a lucky escape
make a choice

make a decision
make a difference
make an effort
make progress
make sure
make use of
take action
take advice
take care
take a chance
take a decision
take effect
take exercise
take part in sth
take precautions
take responsibility
take risks
take steps to do sth

Unit 6

NOUNS

aggression /ə'ɡreʃən/
arrogance /'ærəɡəns/
attractiveness
/ə'træktɪvnəs/
attraction /ə'trækʃən/
attendant /ə'tendənt/
bias /'biəs/
capability /ˌkeɪpə'bɪləti/
category /'kætəɡri/
colleague /'kɒli:g/
comedian /kə'mi:diən/
comedienne /kə'mi:di'en/
competitiveness
/kəm'petɪtɪvnəs/
competition
/ˌkɒmpə'tɪʃən/
connotations
/ˌkɒnəʊ'teɪʃənz/
contribution
/ˌkɒntrɪ'bju:ʃən/
contributor /kən'trɪbjətə/
disadvantage
/ˌdɪsəd'vɑ:ntɪdʒ/
discrimination
/dɪˌskrɪmɪ'neɪʃən/
drive /draɪv/
equality /i'kwɒləti/
evidence /'eɪdɪns/
flexibility /ˌfleksə'bɪləti/
forefathers /'fɔ:ˌfɑ:ðəz/
gender /'dʒendə/
gift /ɡɪft/

gracefulness /'greɪsfəlnəs/
 grace /greɪs/
 humanity /hjuː'mænəti/
 humankind
 /,hjuːmən'kaɪnd/
 involvement
 /ɪn'vɒlvmənt/
 leadership /'liːdʃɪp/
 mankind /mæn'kaɪnd/
 man-made /,mæn'meɪd/
 midwife /'mɪdwaɪf/
 partner /'pɑːtnə/
 passivity /pæs'ɪvɪti/
 perpetuation
 /pə'petʃu'eɪʃən/
 power /'paʊə/
 purity /'pjʊərɪti/
 predecessor /'priːdɪ'sesə/
 responsibility
 /rɪ'spɒnsə'bɪlɪti/
 sibling /'sɪblɪŋ/
 spouse /spaʊs/
 stereotype /'steriəʊtaɪp/
 stewardess /'stjuːədəs/
 subconscious
 /sʌb'kɒnʃəs/
 submissiveness
 /səb'mɪsɪvnəs/
 submission /səb'mɪʃən/
 synthetic /sɪn'tetɪk/

VERBS

categorise /'kætəgəraɪz/
 clarify /'klærɪfaɪ/
 complete /kəm'pliːt/
 consider /kən'sɪdə/
 contribute /kən'trɪbjʊt/
 deem /diːm/
 discriminate
 /dɪ'skrɪmɪneɪt/
 involve /ɪn'vɒlv/
 marginalise
 /'mɑːdʒɪnəlaɪz/
 overt /əʊ'vɜːt/
 participate /pɑː'tɪsɪpeɪt/
 perpetuate /pə'petʃueɪt/
 pursue /pə'sjuː/
 specify /'spesɪfaɪ/
 strengthen /'streŋkθən/

ADJECTIVES

adequate /'ædəkwət/
 aggressive /ə'ɡresɪv/
 arrogant /'ærəɡənt/
 attractive /ə'træktɪv/

biased /'baɪəst/
 competitive /kəm'petɪtɪv/
 concerned /kən'sɜːnd/
 contributory
 /kən'trɪbjʊtri/
 derogatory /dɪ'rɒɡətri/
 discriminatory
 /dɪ'skrɪmɪnətri/
 dominated /'dɒmɪneɪtɪd/
 driven /'drɪvən/
 equal /'iːkwəl/
 flexible /'fleksɪbəl/
 fundamental
 /fʌndə'mentəl/
 gifted /ɡɪftɪd/
 graceful /'ɡreɪsfəl/
 historical /hɪ'stɒrɪkəl/
 inadequate /ɪ'nædɪkwət/
 inclusive /ɪn'kluːsɪv/
 involved /ɪn'vɒlvd/
 marginal /'mɑːdʒɪnəl/
 muscular /'mʌskjələ/
 neutral /'njuːtrəl/
 passive /'pæsɪv/
 perpetual /pə'petʃuəl/
 powerful /'paʊəfəl/
 pure /pjʊə/
 rooted /ruːtɪd/
 sexist /'seksɪst/
 shocking /ʃɒkɪŋ/
 submissive /səb'mɪsɪv/
 underpaid /ɪ'ʌndə'peɪd/
 voluntary /'vɒləntɪ/

ADVERBS

involuntarily
 /ɪn,vɒlən'terəli/
 mainly /'meɪnli/
 predominantly
 /prɪ'dɒmɪnəntli/
 subconsciously
 /sʌb'kɒntʃəsli/

NOUN PHRASE

flight attendant
 fundamental beliefs
 future life chances
 historical disadvantage
 mature adult

VERB PHRASES

be concerned about sth
 be deeply rooted in the
 subconscious
 be treated as

contribute to
 do sth in a derogatory way
 have an enormous impact
 on sth
 impose restrictions on sth
 make inroads
 pay attention to
 stand by
 stand for
 stand in for sb
 stand out
 stand up for
 take responsibility for
 yourself

Unit 7**NOUNS**

academy /ə'kædəmi/
 apprenticeship
 /ə'prentɪʃɪp/
 boarding /'bɔːdɪŋ/
 capability /,keɪpə'bɪləti/
 capacity /kə'pæsəti/
 charity /'tʃærɪti/
 educator /'edʒʊkeɪtə/
 establishment
 /ɪ'stæblɪʃmənt/
 faith /feɪθ/
 funds /fʌndz/
 graduation
 /,ɡrædʒu'eɪʃən/
 graduate /'ɡrædʒuət/
 induction /ɪn'dʌkʃən/
 influence /'ɪnfluəns/
 innovation /,ɪnəʊ'veɪʃən/
 innovator /'ɪnəʊveɪtə/
 insight /'ɪnsaɪt/
 lecture /'lektʃə/
 method /'meθəd/
 motivation
 /,məʊtɪ'veɪʃən/
 motivator /'məʊtɪveɪtə/
 nursery /'nɜːsəri/
 objective /əb'dʒektɪv/
 opportunity
 /,ɒpə'tʃuːnəti/
 pre-school /'priːskuːl/
 pioneer /,paɪə'nɪə/
 position /pə'zɪʃən/
 potential /pəʊ'tentʃəl/
 release /rɪ'liːs/
 realisation /,rɪələɪ'zeɪʃən/
 researcher /rɪ'sɜːtʃə/

special needs
 /,speʃəl'niːdz/
 team building
 /'tiːmbɪldɪŋ/
 technical /'teknɪkəl/
 workshop /'wɜːkʃɒp/

VERBS

achieve /ə'tʃɪːv/
 educate /'edʒʊkeɪt/
 enable /ɪ'neɪbəl/
 establish /ɪ'stæblɪʃ/
 foster /'fɒstə/
 graduate /'ɡrædʒueɪt/
 influence /'ɪnfluəns/
 innovate /'ɪnəʊveɪt/
 motivate /'məʊtɪveɪt/
 raise /reɪz/

ADJECTIVES

child-centred
 /,tʃaɪld'sentəd/
 disadvantaged
 /,dɪsəd'vɑːntɪdʒd/
 educated /'edʒʊkeɪtɪd/
 educational
 /,edʒʊ'keɪʃənəl/
 electrical /ɪ'lektɪkəl/
 established /ɪ'stæblɪʃt/
 fundamental
 /fʌndə'mentəl/
 hands-on /,hændz'ɒn/
 holistic /həʊ'lɪstɪk/
 innovative /'ɪnəvətɪv/
 influential /ɪnflu'entʃəl/
 interactive /,ɪntər'æktɪv/
 mainstream /'meɪnstriːm/
 motivated /'məʊtɪveɪtɪd/
 motivational
 /,məʊtɪ'veɪʃənəl/
 motivating /'məʊtɪveɪtɪŋ/
 practical /'præktɪkəl/
 self-motivated
 /,self'məʊtɪveɪtɪd/
 technical /'teknɪkəl/
 traditional /trə'dɪʃənəl/

ADVERBS

firmly /'fɜːmli/
 highly /'haɪli/
 increasingly /ɪn'kriːsɪŋli/
 newly /'njuːli/
 politically /pə'lɪtɪkli/
 poorly /'pɔːli/
 strongly /'strɒŋli/

Wordlist

NOUN PHRASES

children with special needs
boarding school
day release
development opportunity
distance-learning course
early years
faith school
fee-paying school
further education
hands-on experience
higher education
local state school
independent school
primary school
secondary school
special needs
teaching method
team-building day
technical college
training plans

VERB PHRASES

apply for a course
be firmly established
be fundamental to sth
be highly educated
be highly influential
be increasingly influential
be newly established
be politically motivated
be poorly educated
be strongly motivated
graduate from university
give insight into sth
have a (good) influence
on sb
have a love of sth
have a positive image of
yourself
learn by doing sth
raise funds for charity

Unit 8

NOUNS

appetite /'æpɪtaɪt/
calories /'kæləri:z/
cancer /'kænsə/
catastrophe /kə'tæstrəfi/
dementia /dɪ'mentʃə/
depression /dɪ'preʃən/
disease /dɪ'zi:z/
epidemic /,epɪ'demɪk/
fluid /'flu:ɪd/

healthcare /'helθkeə/
hygiene /'haɪdʒi:n/
immunisation
/ɪ'mjʊnəɪ'zeɪʃən/
immunity /ɪ'mju:nəti/
influenza /,ɪnflu'enzə/
infection /ɪn'fekʃən/
injury /'ɪndʒəri/
intake /'ɪnteɪk/
malnutrition
/mæl'nju:triʃən/
medication /,medɪ'keɪʃən/
medicine /'medɪsən/
metabolism
/mə'tæbəlaɪzəm/
misconduct
/mɪs'kɒndʌkt/
misdiagnosis
/mɪsdaɪəg'nəʊsɪs/
misfortune /mɪs'fɔ:tʃu:n/
misinformation
/mɪsɪnfə'meɪʃən/
mismanagement
/mɪs'mænɪdʒmənt/
misrepresentation
/mɪsreprɪzen'teɪʃən/
obesity /əʊ'bi:səti/
pandemic /pæn'demɪk/
prevention /prɪ'venʃən/
suppressant /sə'presənt/
starvation /stɑ:'veɪʃən/
toll /təʊl/
treatment /'tri:tmənt/

VERBS

cope /kəʊp/
contract /kən'trækt/
detoxify /,di:'tɒksɪfaɪ/
immunise /'ɪmjənaɪz/
infect /ɪn'fekt/
medicate /'medɪkeɪt/
prevent /prɪ'vent/
spread /spred/
transmit /trænz'mɪt/
treat /tri:t/

ADJECTIVES

acute /ə'kju:t/
contagious /kən'teɪdʒəs/
critical /'krɪtɪkəl/
dehydrated
/,di:haɪ'dreɪtɪd/
elderly /'eldəli/
essential /ɪ'sentʃəl/
immune /ɪ'mju:n/

infectious /ɪn'fekʃəs/
infected /ɪn'fektɪd/
insufficient /,ɪnsə'fɪʃənt/
medical /'medɪkəl/
medicated /'medɪkeɪtɪd/
metabolic /,metə'bɒlɪk/
preventable /prɪ'ventəbəl/
preventative
/prɪ'ventətɪv/
prone /prəʊn/
treatable /'tri:təbəl/
untreated /ʌn'tri:tɪd/
vital /'vaɪtəl/
waterborne /'wɔ:təbɔ:n/

ADVERBS

substantially
/səb'stænfəli/

NOUN PHRASES

a balanced diet
access to healthcare
appetite suppressant
death toll
energy intake
heart disease
medical advance
metabolic rate
professional misconduct
rate at which you do sth
regular exercise
respiratory system
the elderly
waterborne disease

VERB PHRASES

be a vital part of sth
be essential to sth
be on a diet
be prone to
be run down
burn calories
lose weight
play an important role
sweep the globe

Unit 9

NOUNS

altitude /'æltɪtju:d/
authority /ɔ:'θɒrəti/
awareness /ə'weənəs/
cabin /'kæbɪn/
comeback /'kʌmbæk/
dinghy /'dɪŋgi/

fraction /'frækʃən/
income /'ɪŋkʌm/
increase /'ɪnkri:s/
journey /'dʒɜ:ni/
network /'netwɜ:k/
pavement /'peɪvmənt/
rent /rent/
runway /'rʌnweɪ/
theft /θeft/
vehicle /'vɪəkəl/

VERBS

hail /heɪl/
opt /ɒpt/
pedal /'pedəl/
rent /rent/
relinquish /rɪ'lɪŋkwɪʃ/
row /rəʊ/

ADJECTIVES

conventional
/kən'ventʃənəl/
confined /kən'faɪnd/
costly /'kɒstli/
clean-running
/kli:n'rʌnɪŋ/
dramatic /drə'mætɪk/
eco-friendly
/i:kəʊ'frendli/
extensive /ɪk'stensɪv/
finite /'faɪnaɪt/
incompatible
/ɪnkəm'pætəbəl/
inflatable /ɪn'fleɪtəbəl/
leaky /'li:ki/
miniature /'mɪnɪtʃə/
packed /pækt/
potential /pəʊ'tenʃəl/
preposterous
/prɪ'pɒstərəs/
realistic /,rɪə'lɪstɪk/
timetabled /'taɪm,teɪbəld/
unrealistic /,ʌnrɪə'lɪstɪk/

NOUN PHRASES

a dramatic increase
a fraction of
a heavy fine
a means of
a realistic prospect
black cab
carbon emissions
commuter train
cargo ship
energy consumption

finite resource
folding bicycle
fossil fuel
inflatable dinghy
key advantage
local authority
pedestrian zone
private car
returnable deposit
roll-on, roll-off ferry
row a dinghy
sightseeing bus
speed awareness
top speed
traffic lane

VERB PHRASES

be a costly business
be an alternative to
be confined to
be fitted with
be incompatible with
be on a low income
board a train
book a cabin
drive / travel at speeds of
(up to)
get around
get away with doing sth
get by
get out of doing sth
get round to doing sth
hail a cab
make a comeback
pop out to (a place)
undergo training in sth

Unit 10

NOUNS

anger /'æŋgə/
anxiety /æŋ'zaiəti/
apprehension
/,æpri'hensjən/
attitude /'ætɪtʃu:d/
authority /ɔ:'θɒrəti/
bully /'bʊli/
confrontation
/,kɒnfrʌn'teɪʃən/
calm /kɑ:m/
contentment
/kən'tentmənt/
dreamer /'dri:mə/
fury /'fjʊəri/
misery /'mɪzəri/

optimism /'ɒptɪmɪzəm/
optimist /'ɒptɪmɪst/
patience /'peɪʃəns/
positivity /pɒzə'tɪvɪti/
relaxation /,rɪ'læks'eɪʃən/
sieve /sɪv/

VERBS

confront /kən'frʌnt/
frown /fraʊn/
groan /grəʊn/
honour /'ɒnə/
infuriate /ɪn'fjʊəriət/
narrow /'nærəʊ/
trigger /'trɪgə/
recall /rɪ'kɔ:l/
repress /rɪ'pres/
retain /rɪ'teɪn/
relive /,rɪ:'lɪv/
sail /seɪl/
stammer /'stæmə/
tremble /'trembəl/
twist /twɪst/
wrinkle /'rɪŋkəl/

ADJECTIVES

apprehensive
/,æpri'hensɪv/
anxious /'æŋkʃəs/
astonishing /ə'stɒnɪʃɪŋ/
calm /kɑ:m/
confrontational
/,kɒnfrʌn'teɪʃənəl/
contented /kən'tentɪd/
dejected /dɪ'dʒektɪd/
devastating /'devəsteɪtɪŋ/
devastated /'devəsteɪtɪd/
excruciating
/ɪk'skru:ʃiətɪŋ/
fascinating /'fæsɪneɪtɪŋ/
furious /'fjʊəriəs/
hideous /'hɪdiəs/
laid-back /,leɪd'bæk/
ludicrous /'lu:dɪkrəs/
memorable /'memrəbəl/
miserable /'mɪzrəbəl/
nervous /'nɜ:vəs/
optimistic /,ɒptɪ'mɪstɪk/
patient /'peɪʃənt/
petrifying /'petrɪfaɪɪŋ/
positive /'pɒzətɪv/
ravenous /'rævənəs/
relaxed /rɪ'læksɪd/
superb /su:'pɜ:b/
tearful /'tɪəfəl/

terrific /tə'rɪfɪk/
tragic /'trædʒɪk/
traumatic /trɔ:'mætɪk/
treasured /'treʒəd/
upbeat /ʌp'bi:t/
upset /ʌp'set/
uptight /ʌp'taɪt/
vague /veɪg/

ADVERBS

absolutely /,æbsə'lu:tli/
bitterly /'bɪtəli/
completely /kəm'pli:tli/
endlessly /'endləsli/
extraordinarily
/ɪk'strɔ:dənərɪli/
faintly /'feɪntli/
hopelessly /'həʊpləsli/
incredibly /ɪn'kredɪbli/
indefinitely /ɪn'defɪnətli/
literally /'lɪtrəli/
mildly /'maɪldli/
obviously /'ɒbvɪəsli/
outwardly /'aʊtwədli/
particularly /pə'tɪkjələli/
thoroughly /'θɒrəli/
totally /'təʊtəli/
utterly /'ʌtəli/

NOUN PHRASES

a bitter memory
a childhood memory
an early memory
a photographic memory
a mind like a sieve
a traumatic memory
a treasured memory
short-term memory
long-term memory

VERB PHRASES

be bitterly disappointing/
disappointed
be endlessly fascinating
be faintly ludicrous
be hopelessly optimistic
be in a mood
be mildly painful
be particularly good
be put off by sth
be thoroughly miserable
be up and down
bite your nails
bring back a memory
calm down

deal with bullies
demand an apology
fly off the handle
frown deeply
go in one ear and out the
other
go wrong
have a can-do attitude
have a (good) memory for
have an attitude problem
have mood swings
have sth on your mind
have your head in the clouds
honour the memory of sb
jog sb's memory
lighten up
look outwardly calm
narrow your eyes
not be in the mood
not feel like doing sth
not have a care in the world
repress a memory
relive a memory
sail through life

Unit 11

NOUNS

academia /,ækə'di:mɪə/
accomplishment
/ə'kʌmplɪʃmənt/
addict /'ædɪkt/
addiction /ə'dɪkʃən/
attention /ə'tenʃən/
benefit /'benɪfɪt/
celebrity /sə'lebrəti/
compensation
/,kɒmpən'seɪʃən/
consultancy /kən'sʌltənsɪ/
coverage /'kʌvərɪdʒ/
credibility /,kredə'bɪləti/
devotion /dɪ'vɒʃən/
drama /'drɑ:mə/
dramatist /'dræmətɪst/
embarrassment
/ɪm'bærəsmənt/
empire /'empaɪə/
endorsements
/ɪn'dɔ:smənts/
genre /'ʒɒn/
entitlement
/ɪn'taɪtəlmənt/
envy /'envi/
esteem /ɪ'sti:m/

Wordlist

exposure /ɪk'spəʊʒə/
fame /feɪm/
fantasist /'fæntəsɪst/
fantasy /'fæntəsi/
fee /fiː/
gift /ɡɪft/
gossip /'ɡɒsɪp/
dramatisation
/ˌdræmətəɪ'zeɪʃən/
infatuation
/ɪnˌfætju'eɪʃən/
jealousy /'dʒeləsi/
legend /'ledʒənd/
lifestyle /'laɪfstɑɪl/
manipulation
/məˌnɪpjʊ'leɪʃən/
manipulator
/məˌnɪpjʊleɪtə/
media /'miːdiə/
non-believer /ˌnɒnbɪ'liːvə/
non-fiction /ˌnɒn'fɪkʃən/
non-smoker
/ˌnɒn'sməʊkə/
non-starter /ˌnɒn'stɑːtə/
non-swimmer
/ˌnɒn'swɪmə/
novel /'nɒvəl/
obsession /əb'seʃən/
paparazzi /ˌpæpər'ætsɪ/
perk /pɜːk/
personality /ˌpɜːsən'æləti/
popularity /ˌpɒpjʊ'lærəti/
programme /'prəʊgræm/
prosperity /prɒs'perəti/
reality /ri'æləti/
recognition /ˌrekəg'nɪʃən/
respect /rɪ'spekt/
reward /rɪ'wɔːd/
royalty /'rɔɪəlti/
sector /'sektə/
showbiz /'ʃəʊbɪz/
skill /skɪl/
stardom /'stɑːdəm/
talent /'tælənt/
value /'væljuː/

VERBS

achieve /ə'tʃiːv/
addict /ə'dɪkt/
attain /ə'teɪn/
dramatise /'dræmətaɪz/
envy /'envi/
fantasise /'fæntəsaɪz/
manipulate /məˌnɪpjʊleɪt/
monitor /'mɒnɪtə/

recommend /ˌrekə'mend/
stalk /stɔːk/
unwind /ʌn'waɪnd/

ADJECTIVES

addicted /ə'dɪktɪd/
addictive /ə'dɪktɪv/
compulsive /kəm'pʌlsɪv/
dramatic /drə'mætɪk/
everyday /'evrɪdeɪ/
fantastical /fæn'tæstɪkəl/
humorous /'hjuːmərəs/
immense /ɪ'mens/
lucrative /'luːkrətɪv/
manipulative
/məˌnɪpjələtɪv/
manufactured
/ˌmænʒə'fæktʃəd/
non-addictive
/ˌnɒnə'dɪktɪv/
non-disposable
/ˌnɒndɪ'spəʊzəbəl/
non-essential
/ˌnɒnɪ'sentʃəl/
non-judgemental
/ˌnɒndʒʌdʒ'mentəl/
non-political
/ˌnɒnpə'lɪtɪkəl/
non-profit-making
/ˌnɒn'prɒfɪtˌmeɪkɪŋ/
non-specific
/ˌnɒnspə'sɪfɪk/
non-standard
/ˌnɒn'stændəd/
ordinary /'ɔːdɪnəri/
sought-after /'sɔːtˌɑːftə/
talented /'tæləntɪd/
trashy /'træʃi/
unscripted /ʌn'skriptɪd/
weird /wɪəd/
world-famous
/ˌwɜːld'feɪməs/

ADVERBS

highly /'haɪli/
rarely /'reəli/
readily /'redɪli/

NOUN PHRASES

a big name
celebrity endorsements
celebrity gossip
celebrity lifestyle
complete rubbish
compulsive viewing

everyday life
group dynamics
mass media
media attention
media coverage
media empire
ordinary people
public appearance
reality television
sporting legend
story line
television genre
television personality
trashy novel

VERB PHRASES

be in the public eye
be highly sought-after
be readily available
find common ground
not be everyone's cup of tea

Unit 12

NOUNS

advice /əd'vaɪs/
advisor /əd'vaɪzə/
breakdown /'breɪkdaʊn/
break-up /'breɪkˌʌp/
conflict /'kɒnflɪkt/
dispute /'dɪspjuːt/
failure /'feɪljə/
globalisation
/ˌgləʊbəlaɪ'zeɪʃən/
intake /'ɪnteɪk/
judge /dʒʌdʒ/
letdown /'letdaʊn/
listener /'lɪsənə/
loggerheads /'lɒgəhedz/
mediator /'miːdiəteɪ/
outbreak /'aʊtbreɪk/
partnership /'pɑːtnəʃɪp/
phenomenon
/fɪ'nɒmɪnən/
sake /seɪk/
stability /stə'bɪləti/
upbringing /'ʌpˌbrɪŋɪŋ/

VERBS

appease /ə'piːz/
appreciate /ə'priːʃieɪt/
contribute /kən'trɪbjʊːt/
doubt /daʊt/
drift /drɪft/
endanger /ɪn'deɪndʒə/

erode /ɪ'rəʊd/
impart /ɪm'pɑːt/
inform /ɪn'fɔːm/
instil /ɪn'stɪl/
overlook /ˌəʊvə'lʊk/
question /'kwestʃən/
recognise /'rekəgnaɪz/
ruin /'ruːn/
soothe /suːð/
tolerate /'tɒləreɪt/
weaken /'wiːkən/

ADJECTIVES

cherished /'tʃerɪʃt/
close-knit /ˌkləʊs'nɪt/
committed /kə'mɪtɪd/
comprehensive
/ˌkɒmpri'hensɪv/
concerned /kən'sɜːnd/
dependable /dɪ'pendəbəl/
distraught /dɪ'strɔːt/
dysfunctional
/dɪs'fʌŋkʃənəl/
fragile /'frædʒaɪl/
impartial /ɪm'pɑːʃəl/
idyllic /ɪ'dɪlɪk/
loving /'lʌvɪŋ/
middle-class /ˌmɪdəl'klaːs/
privileged /'prɪvələdʒd/
pushy /'pʊʃi/
sheltered /'ʃeltəd/
solid /'sɒlɪd/
stable /'steɪbəl/
supportive /sə'pɔːtɪv/
tough /tʌf/
traumatic /trɔː'mætɪk/
tricky /'trɪki/
troubled /'trʌbəld/
turbulent /'tɜːbjələnt/
uneasy /ʌn'iːzi/

ADVERBS

constantly /'kɒnstəntli/

NOUN PHRASES

anxious parents
close-knit family
comfortable upbringing
committed relationship
concerned parents
difficult childhood
distraught parents
dysfunctional family
idyllic childhood
legal document

loving family
middle-class upbringing
privileged upbringing
pushy parents
secure relationship
sheltered upbringing
social circle
solid relationship
supportive family
stable relationship
strong family
tough upbringing
traumatic childhood
troubled childhood
turbulent childhood
uneasy relationship
worried parents

VERB PHRASES

be up against a brick wall
be at loggerheads
be there for sb
be thoroughly dependable
break down
break out
break up
bridge a gap
do/say sth behind sb's back
do sth for the sake of (profit)
drift apart
fall for
fall out
get sb interested
go into business
have a fall out
have a wealth of
have high expectations
let sb down
mess up
not be speaking to each other
perform a balancing act
provide stability
take sides

Unit 13**NOUNS**

adjustment /ə'dʒʌstmənt/
calorie /'kæləri/
cuisine /kwɪz'i:n/
destination /,destɪ'neɪʃən/
exercise /'eksəsaɪz/
favour /'feɪvə/
fee /fi:/

gossip /'ɡɒsɪp/
pastime /'pɑːstaɪm/
pro /prəʊ/
resort /rɪ'zɔːt/
scenery /'siːnəri/
spectator /spek'teɪtə/
view /vjuː/

VERBS

encourage /ɪn'kʌrɪdʒ/
honeymoon /'hʌnɪmuːn/
include /ɪn'kluːd/
pack /pæk/
reassure /,riːə'ʃʊː/
sacrifice /'sækrɪfaɪs/

ADJECTIVES

all-inclusive
/ˌɔːlɪŋ'kluːsɪv/
artificial /,ɑːtɪ'fɪʃəl/
authentic /ɔː'teɪntɪk/
distracting /dɪ'stræktɪŋ/
discouraged /dɪ'skʌrɪdʒd/
enjoyable /ɪn'dʒɔɪəbl/
excessive /ɪk'sesɪv/
exhausting /ɪg'zɔːstɪŋ/
exhilarating /ɪg'zɪləreɪtɪŋ/
exorbitant /ɪg'zɔːbɪtənt/
exotic /ɪg'zɒtɪk/
extortionate /ɪk'stɔːʃənət/
extravagant
/ɪk'strævəɡənt/
far-flung /,fɑː'flʌŋ/
foreign /'fɒrən/
genuine /'dʒenjuɪn/
incredible /ɪn'kredəbəl/
international
/ɪntə'næʃənəl/
isolated /'aɪsəleɪtɪd/
local /'ləʊkəl/
regional /'riːdʒənəl/
remote /rɪ'məʊt/
self-catering
/ˌself'keɪtərɪŋ/
spectacular
/spek'tækjələ/
tropical /'trɒpɪkəl/
unheard-of /ʌn'hɜːdəv/
wasteful /'weɪstfəl/

ADVERBS

drastically /'dræstɪkli/

NOUN PHRASES

adventure holiday
aerobics class

aerobics routine
aerobics workout
beach holiday
cycling accident
cycling enthusiast
cycling helmet
dance partner
dance move
dance step
family holiday
football pitch
football tournament
holiday destination
holiday insurance
holiday resort
holiday season
international flight
martial arts instructor
martial arts fighter
martial arts expert
package holiday
tennis lesson
tennis coach
tennis court
two-week break
two-week holiday
swimming goggles
walking tour
walking boots
walking pace

VERB PHRASES

activate muscles
be good for you
be low on sth
book a holiday
burn off calories
call sth off
cancel a holiday
catch up with gossip
close sth off
creep along
cut sth off
do sb a favour
get out and about
hang back (from doing sth)
include sb in your plans
make minor adjustments
put sb off sth
ring off
set off
start off
switch sth off
trigger off sth
wear off

Unit 14**NOUNS**

accountability
/əˌkaʊntə'bɪləti/
analysis /ə'næləsɪs/
analyst /'ænəlist/
channel /'tʃænəl/
consumer /kən'sjuːmə/
consumption
/kən'sʌmpʃən/
device /dɪ'vaɪs/
dominance /'dɒmɪnəns/
domination
/ˌdɒmɪ'neɪʃən/
emergence /ɪ'mɜːdʒəns/
expense /ɪk'spens/
explosion /ɪk'spləʊʒən/
explosive /ɪk'spləʊsɪv/
expression /ɪk'spreʃən/
freedom /'friːdəm/
libel /'laɪbəl/
material /mə'tɪəriəl/
navigation /ˌnævɪ'geɪʃən/
privacy /'prɪvəsi/
proposal /prə'pəʊzəl/
rival /'raɪvəl/
sanction /'sæŋkʃən/
storage /'stɔːrɪdʒ/
subscriber /səb'skraɪbə/
subscription
/səb'skrɪpʃən/

VERBS

analyse /'ænəlaɪz/
block /blɒk/
bypass /'baɪpɑːs/
consume /kən'sjuːm/
dominate /'dɒmɪneɪt/
emerge /ɪ'mɜːdʒ/
explode /ɪk'spləʊd/
renew /rɪ'njuː/
reveal /rɪ'viːl/
prohibit /prəʊ'hɪbɪt/
prove /pruːv/
publish /'pʌblɪʃ/
subscribe /səb'skraɪb/
sue /suː/

ADJECTIVES

analytic /ˌænə'lɪtɪk/
analytical /ˌænə'lɪtɪkəl/
consumable
/kən'sjuːməbəl/
digital /'dɪdʒɪtəl/

Wordlist

dominant /'dɒmɪnənt/
electronic /,elek'trɒnɪk/
emergent /ɪ'mɜ:dʒənt/
emerging /ɪ'mɜ:dʒɪŋ/
expert /'ekspɜ:t/
explosive /ɪk'spləʊsɪv/
handheld /,hænd'held/
in-depth /,ɪn'dept̪/
innovative /'ɪnəvətɪv/
investigative
/ɪn'vestɪgətɪv/
labour-saving
/'leɪbə,seɪvɪŋ/
mechanical /mɪ'kænɪkəl/
mobile /'məʊbaɪl/
oversubscribed
/ˌəʊvəsəb'skraɪbd/
sensitive /'sensɪtɪv/
targeted /'tɑ:ɡɪtɪd/
undersubscribed
/ˌʌndəsəb'skraɪbd/
unfiltered /ʌn'fɪltəd/

ADVERBS

directly /dɪ'rektli/
fundamentally
/ˌfʌndə'mentəli/
honestly /'ɒnɪstli/
politically /pə'lɪtɪkli/
thoroughly /'θɒrəli/
undoubtedly /ʌn'daʊtɪdli/
wholeheartedly
/ˌhəʊl'hɑ:tɪdli/

NOUN PHRASES

communication device
diplomatic channels
electronic device
explosive device
human rights
freedom of expression
handheld device
in-depth news analysis
internet blog
investigative journalism
labour-saving device
mechanical device
media channel
mobile device
navigation device
news coverage
nuclear device
portable device
press freedom
public interest

storage device
targeted information
television channel

VERB PHRASES

be free from accountability
be given priority
be politically sensitive
do sth at sb's expense
do sth without fear of
sanction
fight for dominance/
domination
have access to sth
renew a subscription
reveal sources
revise a law
shop around
stay up-to-date
subscribe to
tune in

Unit 15

NOUNS

agriculture /'æɡrɪkʌltʃə/
balance /'bæləns/
bill /bɪl/
construction
/kən'strʌkʃən/
contractor /kən'strʌkʃən/
coverage /'kʌvərɪdʒ/
description /dɪ'skrɪpʃən/
drill /drɪl/
education /ˌedʒʊ'keɪʃən/
enquiry /ɪn'kwɪəri/
entertainment
/entə'teɪnmənt/
estate /ɪ'steɪt/
ethic /'eθɪk/
executive /ɪɡ'zekjʊtɪv/
expectations
/ˌekspek'teɪʃənz/
extraction /ɪk'strækʃən/
festival /'festɪvəl/
harvest /'hɑ:vɪst/
high-street /'haɪstri:t/
hospitality /,hɔ:spɪ'tæləti/
import /'ɪmpɔ:t/
influx /'ɪnflʌks/
jobseeker /'dʒɒb,sɪ:kə/
insurance /ɪn'ʃʊərəns/
labour /'leɪbə/
labourer /'leɪbəə/

loyalty /'lɔɪəlti/
manufacture
/ˌmænʃə'fæktʃə/
market /'mɑ:kɪt/
migrant /'maɪɡrənt/
mineral /'mɪnərəl/
mining /'maɪnɪŋ/
offer /'ɒfə/
opportunity
/ˌɒpə'tju:nəti/
payout /'peɪaʊt/
pesticide /'pestɪsaɪd/
pit /pɪt/
policy /'pɒləsi/
premium /'pri:miəm/
produce /'prɒdʒu:s/
promotion /prə'məʊʃən/
prospect /'prɒspekt/
queue /kju:/
redundancy /rɪ'dʌndənsi/
retail /'ri:teɪl/
satisfaction
/ˌsætɪs'fækʃən/
security /sɪ'kjʊərɪti/
site /saɪt/
technology /tek'nɒlədʒi/
tractor /'træktə/
unemployment
/ˌʌnɪm'plɔɪmənt/
venue /'venju:/
wholesale /'həʊlseɪl/
workforce /'wɜ:kfɔ:s/
workload /'wɜ:kləʊd/
youth /ju:θ/

VERBS

acquire /ə'kwɪə/
bother /'bɒðə/
churn /tʃɜ:n/
dictate /dɪk'teɪt/
dismiss /dɪ'smɪs/
disturb /dɪ'stɜ:b/
fire /faɪə/
regret /rɪ'ɡret/
resign /rɪ'zaɪn/
retire /rɪ'taɪə/
sack /sæk/
thrive /θraɪv/

ADJECTIVES

corporate /'kɔ:pəreɪt/
freelance /'fri:lɑ:ns/
industrial /ɪn'dʌstriəl/
non-existent
/ˌnɒnɪɡ'zɪstənt/

ADVERBS

virtually /'vɜ:tʃuəli/

NOUN PHRASES

call centre
child labour
customer services
doom and gloom
equal opportunities
freelance work
general office skills
head office
industrial action
job description
job market
job offer
job opportunity
job satisfaction
job security
labour market
migrant labour
minimum wage
public services
retirement age
work clothes
work colleague
work environment
work ethic
work experience
work-life balance
work permit
work space
youth unemployment

VERB PHRASES

be fired
be made redundant
be out of work
be passionate about sth
be sacked
be virtually non-existent
climb the corporate ladder
churn out sth
cover costs
fill a gap
have prospects
lay sb off
not bother sb much
pick up
spring up
take over from sb
try in vain

Unit 16

NOUNS

crash /kræʃ/
 crisis /'kraɪsɪs/
 debt /det/
 downturn /'daʊntɜːn/
 expenditure
 /ɪk'spendɪtʃə/
 free fall /'friːfɔːl/
 income /'ɪnkʌm/
 inflation /ɪn'fleɪʃən/
 investment /ɪn'vestmənt/
 investor /ɪn'vestə/
 logo /'ləʊɡəʊ/
 non-essentials
 /,nɒnɪ'sentʃəlz/
 partner /'pɑːtnə/
 partnership /'pɑːtnəʃɪp/
 pension /'pentʃən/
 profit /'prɒfɪt/
 rate /reɪt/
 recession /rɪ'seɪʃən/
 retailer /'riːteɪlə/
 slump /slʌmp/
 spending /'spendɪŋ/
 stock /stɒk/
 sword /sɔːd/

VERBS

climb /klaɪm/
 cut /kʌt/
 eke /iːk/
 establish /ɪ'stæblɪʃ/
 finance /'faɪnæns/
 flourish /'flaʊrɪʃ/
 inch /ɪntʃ/
 invest /ɪn'vest/
 launch /lɔːntʃ/
 lower /'ləʊə/
 maintain /meɪn'teɪn/
 produce /prə'dʒuːs/
 prosper /'prɒspə/
 rate /reɪt/
 reduce /rɪ'dʒuːs/
 rocket /'rɒkɪt/
 slash /slæʃ/
 soar /sɔː/
 succeed /sək'sɪd/
 survey /sə'veɪ/
 tumble /'tʌmbəl/
 weaken /'wiːkən/
 worsen /'wɜːsən/

ADJECTIVES

alarming /ə'laɪmɪŋ/
 bust /bʌst/
 disconcerting
 /,dɪskən'sɜːtɪŋ/
 disturbing /dɪ'stɜːbɪŋ/
 jumpy /'dʒʌmpi/
 overall /,əʊvər'ɔːl/
 productive /prə'dʌktɪv/
 troubling /'trʌblɪŋ/
 worldwide /,wɜːld'waɪd/

ADVERBS

dramatically /drə'mætɪkli/
 uncontrollably
 /,ʌnkən'trəʊləbli/
 tightly /'taɪtli/

NOUN PHRASES

a double-edged sword
 an alarming rate
 credit crunch
 economic decline
 interest rate
 pension fund
 stock market
 the cost of living

VERB PHRASES

be out of the woods
 be in a mess
 be in free fall
 build a relationship
 cut sth to the bone
 eke out
 establish a business
 establish a relationship
 focus on sth
 get jumpy
 go bust
 have advantages over sb/sth
 hit hard
 inch up
 keep up payments
 keep a check on
 maintain a relationship
 make ends meet
 pay off (debts)
 set up a business
 seek out
 shoot up

Unit 17

NOUNS

aloe /'æləʊ/
 amphibian /æm'fɪbiən/
 ant /ænt/
 antennae /æn'teniː/
 bark /bɑːk/
 basis /'beɪsɪs/
 beak /biːk/
 bud /bʌd/
 burrow /'bʌrəʊ/
 bush /bʊʃ/
 calf /kɑːf/
 chick /tʃɪk/
 claw /klɔː/
 climate /'klaɪmət/
 coal /kəʊl/
 colony /'kɒləni/
 construction
 /kən'strʌkʃən/
 cosmetic /kɒz'metɪk/
 cricket /'krɪkɪt/
 crocodile /'krɒkədail/
 crop /krɒp/
 cub /kʌb/
 den /den/
 ecosystem /'iːkəʊ'sɪstəm/
 electricity /ɪ'lek'trɪsɪti/
 enclosure /ɪn'kləʊʒə/
 existence /ɪg'zɪstəns/
 extinction /ɪk'stɪŋkʃən/
 fang /fæŋ/
 feather /'feðə/
 foal /fəʊl/
 fossil /'fɒsəl/
 frog /frɒɡ/
 glue /gluː/
 gills /gɪlz/
 globe /gləʊb/
 grain /greɪn/
 grub /grʌb/
 habitat /'hæbɪtæt/
 herd /hɜːd/
 hive /haɪv/
 honey /'hʌni/
 ingredient /ɪn'ɡriːdiənt/
 jojoba /hə'həʊbə/
 kennel /'kenəl/
 kitten /'kɪtən/
 leaf /liːf/
 lizard /'lɪzəd/
 mackerel /'mækrəl/
 mammal /'mæməl/

material /mə'tɪəriəl/
 medicine /'medsən/
 newt /njuːt/
 owl /aʊl/
 pack /pæk/
 paw /pɔː/
 pod /pɒd/
 pollen /'pɒlən/
 pollination /,pɒlə'neɪʃən/
 proportion /prə'pɔːʃən/
 pup /pʌp/
 reptile /'reptail/
 roots /ruːts/
 salmon /'sæməŋ/
 scales /skeɪlz/
 seed /siːd/
 shark /ʃɑːk/
 shelter /'ʃeltə/
 shoal /ʃəʊl/
 snake /sneɪk/
 soap /səʊp/
 species /'spiːʃiːz/
 sting /stɪŋ/
 swallow /'swɒləʊ/
 swarm /swɔːm/
 theorist /'θiərɪst/
 theory /'θiəri/
 timber /'tɪmbə/
 toad /təʊd/
 trunk /trʌŋk/
 vertebrate /'vɜːtɪbrət/
 vulture /'vʌltʃə/
 whale /weɪl/
 willow /'wɪləʊ/
 wolf /wʊlf/
 yew /juː/

VERBS

breed /briːd/
 buzz /bʌz/
 clone /kləʊn/
 groom /gruːm/
 growl /graʊl/
 hatch /hætʃ/
 hibernate /'haɪbəneɪt/
 hiss /hɪs/
 hoot /huːt/
 howl /haʊl/
 lay /leɪ/
 mate /meɪt/
 migrate /maɪ'ɡreɪt/
 nest /nest/
 poach /pəʊtʃ/
 pollinate /'pɒləneɪt/
 prey /preɪ/

Wordlist

purify /'pjʊərɪfaɪ/
rattle /'rætəl/
rear /rɪə/
scramble /'skræmbəl/
shed /ʃed/
slaughter /'slɔ:tə/
snarl /snɑ:l/
theorise /'θiəraɪz/
vaccinate /'væksɪneɪt/

ADJECTIVES

aquatic /ə'kwætɪk/
arid /'æɪd/
carnivorous /kɑ:'nɪvərəs/
declining /dɪ'klaɪnɪŋ/
domestic /də'mestɪk/
economic /i:kə'nɒmɪk/
exotic /ɪg'zɒtɪk/
extinct /ɪk'stɪŋkt/
fluffy /'flʌfi/
forked /fɔ:kt/
furry /'fɜ:ri/
harsh /hɑ:f/
humid /'hju:mɪd/
medicinal /mə'dɪsɪnəl/
mild /maɪld/
nocturnal /nɒk'tɜ:nəl/
omnivorous /ɒm'nɪvərəs/
pollinated /'pɒləneɪtɪd/
prescribed /prɪ'skraɪbd/
protected /prə'tektɪd/
scaly /'skeɪli/
sharp /ʃɑ:p/
temperate /'tempərət/
theoretical /θiə'retɪkəl/
venomous /'venəməs/
vital /'vaɪtəl/

ADVERBS

commonly /'kɒmənli/

NOUN PHRASES

animal rights
food production
aquatic plant
aquatic animal
arid climate
clean air
cold air
cold climate
domestic animal
endangered animal
exotic plant
exotic animal
flowering plant

fresh air
food web
fossil fuel
furry animal
harsh climate
humid air
humid climate
marine animal
medicinal plant
mild climate
prescribed drugs
temperate climate
the water cycle
thin air
wild plant
wild animal

VERB PHRASES

beat about the bush
breed crops
do sth single-handed
go to seed
nip sth in the bud
provide (sb with) sth
take sth for granted
turn over a new leaf

Unit 18

NOUNS

aspect /'æspekt/
buddy /'bʌdi/
chore /tʃɔ:/
chum /tʃʌm/
component
/kəm'pəʊnənt/
concentration
/ˌkɒnsən'treɪʃən/
condolence /kən'dəʊləns/
contact /'kɒntækt/
credential /kri'dentʃəl/
ease /i:z/
feature /'fi:tʃə/
forum /'fɔ:rəm/
illusion /ɪ'lu:ʒən/
invoice /'ɪnvɔɪs/
mate /meɪt/
member /'membə/
network /'netwɜ:k/
pal /pæl/
petition /pə'tɪʃən/
pleasure /'pleʒə/
poison /'pɔɪzən/
profile /'prəʊfaɪl/

proliferation
/prəʊ,lɪfər'eɪʃən/
recipient /rɪ'sɪpiənt/
relationship /rɪ'leɪʃənʃɪp/
reputation /ˌrepjʊ'teɪʃən/
resignation /ˌrezɪg'neɪʃən/

VERBS

befriend /bɪ'frend/
convey /kən'veɪ/
create /kri'eɪt/
express /ɪk'spres/
reconnect /rɪ:kə'nekt/
share /ʃeə/
socialise /'səʊʃəlaɪz/
usurp /ju:'zɜ:p/

ADJECTIVES

articulate /ɑ:'tɪkjələt/
automatic /ˌɔ:tə'mætɪk/
casual /'kæʒjuəl/
dependable /dɪ'pendəbl/
face-to-face /ˌfeɪstə'feɪs/
former /'fɔ:mə/
frustrating /frʌs'treɪtɪŋ/
handwritten /ˌhænd'raɪtən/
heartfelt /'hɑ:tfelt/
heartrending
/'hɑ:t,rendɪŋ/
informal /ɪn'fɔ:məl/
loyal /'lɔɪəl/
multiple /'mʌltɪpəl/
mutual /'mju:tʃuəl/
permanent /'pɜ:mənənt/
scathing /'skeɪðɪŋ/
scribbled /'skrɪbəld/
social /'səʊʃəl/
soppy /'sɒpi/
supportive /sə'pɔ:tɪv/
tedious /'ti:diəs/
thoughtful /'θɔ:tfəl/

ADVERBS

hastily /'heɪstɪli/

NOUN PHRASES

automatic response
casual friendship
childhood friend
ease of use
fair-weather friend
former friend
greeting card
hastily scribbled (note)
informal greeting
letter of condolence

letter of resignation
long distances
multiple recipients
mutual friend
personal friend
poison-pen letter
text message
true friend
social networking site

VERB PHRASES

be a lost art
be a pleasure to be around
be on the move
brighten up
cannot be bothered
come across as
create a new identity
create an illusion
create an impression
dominate the conversation
do sth in person
end a friendship
establish your credentials
establish a network
establish a reputation
express feelings
get in touch with your
emotions
get in touch with reality
require concentration
organise a social event
pick up a skill
pick up an illness
pick up the phone
pick sb up
share your thoughts
share a passion
share your view
socialise with sb
take sb/sth seriously
ramble on for hours

Unit 19

NOUNS

agriculture /'ægrɪkʌltʃə/
biodiversity
/ˌbaɪəʊdaɪ'vɜ:səti/
coastline /'kəʊstlaɪn/
conservation
/ˌkɒnsə'veɪʃən/
cultivation /ˌkʌltɪ'veɪʃən/
defoliation
/ˌdi:fəʊli'eɪʃən/

deforestation /di:fɒrɪ'steɪʃən/
 density /'densɪti/
 ecosystem /'i:kəʊsɪstəm/
 erosion /ɪ'rəʊʒən/
 estuary /'estʃuəri/
 extinction /ɪk'stɪŋkʃən/
 fishery /'fɪʃəri/
 formation /fɔ:'meɪʃən/
 habitat /'hæbɪtæt/
 identity /aɪ'dentəti/
 identification /aɪ,dentɪfɪ'keɪʃən/
 intensity /ɪn'tensəti/
 intensification /ɪn,tensɪfɪ'keɪʃən/
 landfill /'lændfɪl/
 modification /,mɒdɪfɪ'keɪʃən/
 organism /'ɔ:gənɪzəm/
 overfishing /,əʊvə'fɪʃɪŋ/
 overgrazing /,əʊvə'greɪzɪŋ/
 overpopulation /,əʊvə,pɒpjə'leɪʃən/
 population /,pɒpjə'leɪʃən/
 purification /,pjʊərɪfɪ'keɪʃən/
 reforestation /,ri:fɒrɪ'steɪʃən/
 regeneration /rɪ,dʒenə'reɪʃən/
 salinity /sə'lnəti/
 simplification /,sɪmplɪfɪ'keɪʃən/
 soil /sɔɪl/
 solidification /sə,lɪdɪfɪ'keɪʃən/
 symbol /'sɪmbəl/
 threaten /'θretən/
 weed /wi:d/

VERBS

erode /ɪ'rəʊd/
 install /ɪn'stɔ:l/
 intensify /ɪn'tensɪfaɪ/
 modify /'mɒdɪfaɪ/
 overpopulate /,əʊvə'pɒpjəleɪt/
 populate /'pɒpjəleɪt/
 purify /'pjʊərɪfaɪ/
 refresh /rɪ'freʃ/
 regenerate /rɪ'dʒenəreɪt/
 renew /rɪ'nju:/

replace /rɪ'pleɪs/
 restore /rɪ'stɔ:/
 simplify /'sɪmplɪfaɪ/
 solidify /sə'lɪdɪfaɪ/

ADJECTIVES

abstract /'æbstrækt/
 agricultural /,ægrɪ'kʌltʃərəl/
 biodegradable /,baɪəʊdɪ'greɪdəbəl/
 costly /'kɒstli/
 dense /dens/
 eroded /ɪ'rəʊdɪd/
 erosive /ɪ'rəʊsɪv/
 fertile /'fɜ:təl/
 inland /'ɪnlənd/
 intense /ɪn'tens/
 intensive /ɪn'tensɪv/
 introduced /,ɪntrə'dʒu:st/
 invasive /ɪn'veɪsɪv/
 modified /'mɒdɪfaɪd/
 native /'neɪtɪv/
 nuclear /'nju:kliə/
 overpopulated /,əʊvə'pɒpjəleɪtɪd/
 populated /'pɒpjəleɪtɪd/
 recyclable /,rɪ:'saɪkləbəl/
 renewable /rɪ'nju:əbəl/
 regenerated /rɪ'dʒenəreɪtɪd/
 unwanted /ʌn'wɒntɪd/
 urban /'ɜ:bən/
 wasteful /'weɪstfəl/

NOUN PHRASES

agricultural land
 coastal erosion
 commercial agriculture
 habitat modification
 green living
 intensive agriculture
 invasive species
 local farmer
 marine population
 native species
 nuclear accident
 oil spill
 programme of regeneration
 renewable resource
 river mouth
 soil erosion
 urban development
 waste treatment

VERB PHRASES

be threatened with
 extinction
 be wasteful of (energy)
 save the planet
 wear sth away
 wipe out species

Unit 20**NOUNS**

advance /əd'vɑ:ns/
 aftershock /'ɑ:ftəʃɒk/
 anatomy /ə'nætəmi/
 ancestor /'ænsestə/
 anthropology /,ænθrəʊ'pɒlədʒi/
 antibiotic /,æntɪbaɪ'ɒtɪk/
 archaeology /,ɑ:ki'ɒlədʒi/
 asteroid /'æstərɔɪd/
 astronomy /ə'strɒnəmi/
 atmosphere /'ætməsfɪə/
 battery /'bætəri/
 behaviour /bɪ'heɪvjə/
 bone /bəʊn/
 breakthrough /'breɪkθru:/
 carnivore /'kɑ:nɪvɔ:/
 characteristic /,kærəktə'rɪstɪk/
 chemical /'kemɪkəl/
 chromosome /'krəʊməsəʊm/
 comet /'kɒmɪt/
 conclusion /kən'klu:ʒən/
 custom /'kʌstəm/
 dig /dɪg/
 disappearance /,dɪsə'piərəns/
 disease /dɪ'zi:z/
 discovery /dɪ'skʌvəri/
 drawback /'drɔ:bæk/
 earthquake /'ɜ:θkweɪk/
 ecology /i'kɒlədʒi/
 emission /ɪ'mɪʃən/
 expectancy /ɪk'spektənsi/
 finding /'faɪndɪŋ/
 funding /'fʌndɪŋ/
 galaxy /'gæləksi/
 genetics /dʒə'netɪks/
 heredity /hɪ'redəti/
 humidity /hju:'mɪdəti/
 hurricane /'hʌrɪkən/
 instinct /'ɪnstɪŋkt/
 intelligence /ɪn'telɪdʒəns/

invention /ɪn'venʃən/
 joint /dʒɔɪnt/
 magma /'mægmə/
 memory /'meməri/
 meteorology /,mi:tɪə'ɒlədʒi/
 microchip /'maɪkrəʊtʃɪp/
 mind /maɪnd/
 mutation /mju:'teɪʃən/
 nebular /'nebjulə/
 obstacle /'ɒbstəkəl/
 orbit /'ɔ:bɪt/
 organ /'ɔ:gən/
 outcome /'aʊtkʌm/
 penicillin /,penɪ'sɪlɪn/
 petrol /'petrəl/
 phenomenon /fə'nɒmɪnən/
 prediction /prɪ'dɪkʃən/
 pressure /'preʃə/
 prey /preɪ/
 psychology /saɪ'kɒlədʒi/
 range /reɪndʒ/
 reaction /rɪ'ækʃən/
 remains /rɪ'meɪnz/
 sanitation /,sænɪ'teɪʃən/
 seismology /saɪz'mɒlədʒi/
 settlement /'setəlmənt/
 shortage /'ʃɔ:tɪdʒ/
 spine /spɪn/
 taboo /tə'bu:/
 technology /tek'nɒlədʒi/
 tremor /'tremə/
 tribe /traɪb/
 variation /,veəri'eɪʃən/
 vein /veɪn/
 venom /'venəm/
 volcano /vɒl'keɪnəʊ/
 warfare /'wɔ:feə/
 zoology /zu:'ɒlədʒi/

VERBS

ascertain /,æsə'teɪn/
 cause /kɔ:z/
 conduct /kən'dʌkt/
 contradict /,kɒntrə'dɪkt/
 demonstrate /'demənstreɪt/
 determine /dɪ'tɜ:mɪn/
 disprove /dɪ'spru:v/
 erupt /ɪ'rʌpt/
 hypothesise /haɪ'pɒθəsaɪz/
 maintain /meɪn'teɪn/
 observe /əb'zɜ:v/

overcome /,əʊvə'kʌm/
predict /prɪ'dɪkt/
prove /pru:v/
review /rɪ'vjuː/
speculate /'spekjəleɪt/
suggest /sə'dʒest/
trigger /'trɪɡə/
undertake /,ʌndə'teɪk/

ADJECTIVES

catastrophic
 /,kætə'strɒfɪk/
clinical /'klɪnɪkəl/
effective /ɪ'fektɪv/
nervous /'nɜːvəs/
nuclear /'njuːkliə/
scientific /,saɪən'tɪfɪk/
significant /sɪɡ'nɪfɪkənt/
unexpected
 /,ʌnɪk'spektɪd/
vulnerable /'vʌlnərəbəl/

NOUN PHRASES

birth control
branch of science
cause and effect
chemical reaction
climate change
clinical trial
common characteristic
countless lives
digital device
electric lighting
family car
food production
gas emissions
healthcare

laser surgery
life expectancy
major obstacle
medical advances
modern life
nervous system
nuclear energy
petrol tank
scientific breakthrough
significant advance
significant breakthrough
significant discovery
significant development
significant drawback
space shuttle
space station
unexpected finding

VERB PHRASES

be vulnerable to disease
carry out research
cause a chemical reaction
conduct research
overcome a problem
set off a chemical reaction
take in (what sb says)
take off (commercially)
take sb off (medication)
take on (staff)
take over (a business)
take sb through (a
 procedure)
take sb up (on an offer)
take sth up (as a career)
trigger a chemical reaction
undertake research

Answer key

Unit 1

1.2

- | | | |
|----------------|----------------|---------------|
| 1 suburbs | 4 outskirts | 7 environment |
| 2 construction | 5 residents | 8 pollution |
| 3 rural | 6 consequences | |

1.3

- | | | |
|--------------|---------------|-------------|
| 1 urban | 3 area | 5 residents |
| 2 commercial | 4 undeveloped | |

1.4

Noun	Verb	Adjective
demolition	demolish	demolished
development developer	develop	developed undeveloped
resident residence	reside	residential
sprawl	sprawl	sprawling
environment environmentalist	x	environmental
pollution pollutant	pollute	polluted

1.5

- | | |
|--------------------------------------|-----------------------------------|
| 1 tourist attractions | 5 exhaust fumes,
air pollution |
| 2 traffic congestion,
city centre | 6 traffic jams, rush hours |
| 3 public transport system | 7 commuter belt |
| 4 pedestrian area | |

1.6

- We live in a crime-free neighbourhood
- They've created a car-free zone around the school.
- I wish the council would make the city centre more bike-friendly.
- I want to find pet-friendly accommodation.
- The young people around here are all car-mad.
- Many of my colleagues are work-mad.

2.1

- | | |
|-------------------|--------------------|
| 1 hustle | 5 centre |
| 2 social, contact | 6 hop, underground |
| 3 range | 7 rates, rural |
| 4 cost | |

2.3

- 1 b 2 d 3 e 4 a 5 c

2.4

- | | |
|-----------------|----------------|
| 1 surveillance | 6 helpful |
| 2 psychological | 7 criminology |
| 3 belief | 8 installation |
| 4 inclusive | 9 surprisingly |
| 5 residents | 10 significant |

Exam practice

- 1 D 2 B 3 D 4 C 5 A

Unit 2

1.2

- | | |
|----------------|---------------|
| 1 unlocking | 6 conducting |
| 2 ancestors | 7 sources |
| 3 genealogical | 8 documenting |
| 4 process | 9 descent |
| 5 backwards | 10 descendant |

1.3

- people who have Irish ancestors
- Family legends ... are rarely 100% accurate.
The truth may be somewhat less attractive than ...
in family tales.
You will find it impossible to retain (all the
information) in your head.
Don't be too ambitious (or you may be disappointed).

1.4

- verify your facts
- reminisce
- the biggest hurdle
- a grain of truth
- skeletons in the cupboard
- draw the line
- branch of your roots
- accumulate huge amounts of information

1.5

Noun	Verb	Adjective
accumulation	accumulate	accumulated
accuracy inaccuracy	x	accurate inaccurate
ancestor ancestry	x	ancestral
embellishment	embellish	embellished
reminiscence	reminisce	reminiscent
verification verifier	verify	verified verifiable

1.6

- 1 hurdle

2 grains

3 draw the line
- 4 embellishments

5 inaccurate

6 reminiscent

1.7

- 1 A recently published history of the local area exposes long-buried secrets of the family and their influence.

2 It's not fair to keep residents in the dark about development plans for the local area.

3 Journalists shouldn't spend their time digging up dirt on celebrities. It's not in the public interest.

4 The government seem to think that they can just sweep recent statistics on inner-city crime under the carpet.

5 Although he had tried hard to cover his tracks, all investigators had to do was follow the money.

6 The councillor tried to muddy the waters over the scrapped housing development, when he raised the issue of anti-social behaviour.

1.8

- 1 dig up dirt (on somebody)

2 cover your tracks

3 muddy the waters

4 keep (somebody) in the dark

5 expose long-buried secrets

6 sweep (something) under the carpet

2.1

An autobiography is the story of someone's life written by that person. A biography is written by another person.

2.2

- 1 feelings

2 confront

3 forget

4 accurate

5 myths
- 6 traces

7 hoarded

8 reports

9 appointments

10 blank

2.3

- 1 record

2 entry

3 note

2.4

- 1 consider, decide, think about

2 created, originating, put together

3 countless, many, numerous

4 important, precious, useful

5 bits, fragments, small pieces

Exam practice

Model answer

Dear Sir or Madam,

I am writing with feedback on an educational visit I made to your museum last week.

I should start by saying that my fellow students and I really enjoyed our visit and found the exhibits very interesting. They certainly showed us very clearly what our ancestors' lives must have been like. We also visited your café and were very impressed with the range of snacks available at prices we could afford.

However, there were aspects of our visit that were not satisfactory. Firstly, your publicity states that you open at 10:00. On the day we came, however, we had to wait until 10:15. Secondly, even though we are full-time students, we were charged the full entry price. We showed our student cards but these were not accepted by your employee. Finally, the guide who took us round was a very pleasant, helpful man, but unfortunately, although he knew we were students of English, he spoke too quickly for most of the group.

To sum up, although we enjoyed our visit, we would suggest the following improvements. Most importantly, your publicity material should not be misleading as far as opening times and entry prices are concerned. Secondly, we suggest that your guides adjust how they speak to suit the language level of groups like ours.

Yours faithfully

Unit 3

1.2

- a 3, 6, 9, 11

b 2, 3, 6

c 1, 10, 12

d 5

e 1, 7, 12

f 2, 3, 4, 6, 8, 11

g 3

h 1, 9

1.3

Model answer

visual arts	sculpture, painting, textiles, drawing, photography, ceramics, film
styles of music	soul, blues, rock, pop, hip-hop, funk, jazz, classical, R&B, electronic, folk
types of literature	novel, poetry, poem, short story, essay, play, novella
types of dance	ballet, jazz, modern, tap, ballroom, hip-hop, Latin, street, contemporary
genres of film	thriller, romantic comedy, drama, action, fantasy, adventure, science-fiction
artists	composer, dancer, comedian, painter, author, director, actor, sculptor, poet

1.4

1 d 2 c 3 a 4 e 5 f 6 b

1.5

- 1 medical instrument
- 2 surgical instrument
- 3 match-winning performance
- 4 third-quarter performance
- 5 musical instrument
- 6 opening performance
- 7 scientific instrument
- 8 academic performance

2.1

1 d 2 a 3 c

2.2

- 1 live music events
- 2 small provincial theatre
- 3 a hint of irony
- 4 following
- 5 a great fan of
- 6 in stitches
- 7 is the right word
- 8 replicas

2.3

- 1 a legendary jazz musician in concert
- 2 a star-studded performance of a popular Shakespeare play

2.4

- 1 back-catalogue
- 2 a capacity audience
- 3 melodic
- 4 lines / part
- 5 part / character
- 6 learn by rote

2.5

- 1 chaos
- 2 melancholy
- 3 exhilaration
- 4 melody
- 5 intimacy
- 6 euphoria

2.6

- 1 challenging
- 2 classic
- 3 understated, subtle
- 4 intimate, boisterous
- 5 edgy
- 6 sweet, insistent
- 7 emotional

2.7

- 1 of
- 2 and
- 3 tells / is
- 4 in
- 5 that
- 6 has
- 7 without
- 8 on
- 9 down
- 10 one
- 11 keep
- 12 but

Exam practice

- 0 B
- 1 C
- 2 A
- 3 D
- 4 B
- 5 A
- 6 C
- 7 B
- 8 D
- 9 B
- 10 D

- 1 Question 2
- 2 Question 1
- 3 Question 5

Unit 4

1.1

- 1 settlers
- 2 expatriates
- 3 asylum seekers
- 4 refugees
- 5 contract workers
- 6 professionals
- 7 illegal immigrants

1.3

1 c 2 a 3 b 4 d 5 e

1.4

Noun	Verb	Adjective
danger	endanger	endangered dangerous
legality illegality legalisation	legalise	legal illegal
persecution persecutor	persecute	persecuted
smuggling smuggler	smuggle	smuggled
specialism specialisation specialist	specialise	specialist specialised

2.1

- 1 dreary routine
- 2 surroundings
- 3 homesickness
- 4 took
- 5 return (home)

2.2

- 1 strong expat community, exciting place, multicultural, amazing places to eat and drink, one of the best cities in Asia for shopping, summer all year round
- 2 wedding, met Jason's friends, joined a kickboxing class, going to have a baby

2.3

1 f 2 a 3 e 4 c 5 b 6 d

Answer key

2.4

- 1 multicultural

2 multilingual

3 multinational
- 4 multicoloured

5 multifunctional

2.5

- 1 sense of urgency

2 sense of belonging

3 sense of humour
- 4 sense of duty

5 sense of responsibility

6 sense of loss

2.6

- 1 make a life change, e.g.
new job, move house etc.

2 yes

3 more

4 quickly
- 5 not

6 less

7 easier

8 no

Unit 5

1.1

- 1 C

2 G

3 F
- 4 B

5 H

6 A
- 7 E

8 D

1.3

- 1 induce

2 participants

3 associated

4 released
- 5 fear

6 levels

7 exertion

8 tentative
- 9 recreational

10 accident

11 activity

12 individual

1.4

- 1 b 2 d 3 a 4 c 5 e

1.5

TAKE action advice care a chance a decision effect
exercise part precautions responsibility steps to
MAKE a choice a decision a difference an effort
progress sure use of

1.6

- 1 making good progress

2 take part, take advice

3 take full responsibility

4 take the proper precautions

5 make a choice / make/take a decision

2.1

- 2 Teenagers enjoy the excitement that comes from taking risks.

2.2

- 1 risky and safe

2 weighing up

3 lucky escape

4 (potentially) harmful behaviour
- 5 evaluate outcomes /
foresee consequences

6 samples

2.3

- 1 Adolescence should be a very healthy time of life but there is actually a lot of illness and death.

2.4

- 1 sibling

2 amused

3 attack
- 4 analysing

5 enthusiasm

3.1

- 1 measures

2 employees

3 reasonable

4 avoid

5 expert
- 6 competent

7 representatives

8 responsible

9 chance

10 serious

Exam practice

- 1 D 2 A 3 C 4 E
- Paragraph B is not needed

Test one

- 1 C

2 A

3 B

4 C

5 C

6 B

7 C

8 D
- 9 A

10 B

11 C

12 A

13 D

14 A

15 B

16 D
- 17 B

18 C

19 B

20 A

21 D

22 C

23 D

24 B
- 25 D

26 A

27 C

28 B

29 C

30 A

Unit 6

1.1

- actor N

cameraman M

doctor N

firefighter N

headmistress F
- midwife F

nurse N

police officer N

solicitor N

surgeon N
- teacher N

waitress F

fireman M

policewoman F

1.2

- 1, 3

1.3

- 1 connotations

2 categorise

3 biased
- 4 sexes

5 neutral

6 stereotypes

1.4

- 1 comedian
- 2 humankind / people / humanity
- 3 ancestors / predecessors
- 4 flight attendants
- 5 synthetic
- 6 companions / partners

1.5

- 1 rooted in
- 2 evidence of
- 3 impact on
- 4 contribute to
- 5 impose on
- 6 concerned about

1.6

- 1 shocking
- 2 takes responsibility
- 3 underpaid
- 4 pay attention

1.7

- 1 be treated as
- 2 make inroads
- 3 in a derogatory way
- 4 historical disadvantage

2.2

aggression	arrogance	attraction attractiveness
competition competitiveness	drive	flexibility
gift	grace gracefulness	passivity
power	purity	submission submissiveness

2.3

- 1 equality
- 2 discrimination
- 3 activity
- 4 abilities / capabilities
- 5 involuntarily
- 6 leadership
- 7 decision
- 8 inadequate
- 9 marginalised

2.4

- 1 F She started at the age of three and finished when she was 18.
- 2 T She was larger and more muscular.
- 3 F She had 'never thought about it being a traditionally female sport'.
- 4 T She says 'it lacks face-to-face competition and overt aggression'.
- 5 F She says 'I can see that we are moving away from this gender-typing'.

2.5

Noun	Verb	Adjective
category	categorise	x
contribution contributor	contribute	contributory
discrimination	discriminate	discriminatory
equality	x	equal
involvement	involve	involved
perpetuation	perpetuate	perpetual
neutrality	x	neutral

2.6

- 1 do – pursue
- 2 consider – deem
- 3 finish – complete
- 4 mainly – predominantly
- 5 open – overt
- 6 take part in – participate

Exam practice

- 1 sexist
- 2 transparent
- 3 article
- 4 elevator
- 5 dedicate
- 6 investment banking
- 1 The manager TOOK FULL RESPONSIBILITY FOR HIS TEAM'S performance.
- 2 Sexist language and attitudes ARE NOT ACCEPTABLE IN OUR workplaces
- 3 I OBJECT TO PEOPLE USING the word girls to refer to adult women.
- 4 I first TOOK PART IN COMPETITIVE SPORT AT the age of six.

Unit 7

1.2

- 1 educators
- 2 graduate
- 3 needs
- 4 classroom
- 5 potential
- 6 method
- 7 child-centred
- 8 influence
- 9 images
- 10 foster
- 11 whole
- 12 capacity

1.3

- 1 c 2 g 3 e 4 a 5 f 6 d 7 b

1.4

- 1 from
- 2 with
- 3 about / on
- 4 on
- 5 by
- 6 of
- 7 for / of
- 8 to

1.5

Noun	Verb	Adjective
establishment	establish	established
graduation graduate	graduate	x
education educator	educate	educated educational
innovation innovator	innovate	innovative
influence	influence	influential
motivation motivator	motivate	motivated motivating motivational

1.6

- 1 newly established

2 firmly established

3 highly educated

4 poorly educated
- 5 highly influential

6 increasingly influential

7 strongly motivated

8 politically motivated

2.1

- 1 It provided real practical experience (hands-on experience that the college courses couldn't offer).

2 He can work with local schools, fundraise for charities, go to German evening classes and study on day release at college.

3 He is studying towards a degree in Mechanical Engineering.

4 He works in engineering – making a vehicle of some kind (engineering functions including crash worthiness and aerodynamics).

2.2

- 1 full-time

2 hands-on

3 training

4 workshops
- 5 awards

6 release, qualification

7 position

2.3

- 1 left

2 apply
- 3 insight

4 team
- 5 raise

2.4

- 1 traditional

2 enable

3 capabilities
- 4 understanding

5 interactive

6 application
- 7 electrical

8 realisation

9 researchers

Exam practice

Task 1

1 C 2 F 3 G 4 D 5 A

Task 2

6 F 7 H 8 A 9 C 10 B

Unit 8

1.2

- 1 infectious = spread by germs
contagious = spread by bodily contact

2 starvation = state of suffering or death caused by having no food
malnutrition = physical weakness and bad health caused by lack of food

3 treatment = includes all of the things that are done to help a sick or injured person, e.g. surgery, counselling, medication
medicine = substance which is drunk or swallowed as part of medical treatment

4 transmit = pass a disease on to another person
contract = get a disease from another person

5 epidemic = outbreak of disease that spreads through one or more communities
pandemic = an epidemic which spreads throughout the world

6 acute = suddenly very serious
preventable = applying current medical knowlege can stop / reduce the incidence of the disease

1.3

- 1 Thirty percent of all deaths globally are caused by cardiovascular diseases.

2 In 2002 more people died of infectious diseases than were killed by natural or man-made catastrophes.

3 Pneumococcal diseases are preventable yet 1.6 million people die from them each year.

4 In 2003 over 500,000 people (mostly children) died from measles.

5 It costs only thirty cents to immunise someone against measles.

1.4

Noun	Verb	Adjective
immunisation immunity	immunise	immune
infection	infect	infectious infected
medication	medicate	medical medicated
prevention	prevent	preventative preventable
treatment	treat	treatable untreated

2.1

- 1 Spanish flu – March 1918 – June 1920
- 2 Asian flu – 1957
- 3 Hong Kong flu – Sept. 1968 – March 1969
- 4 Bird flu – 1997
- 5 SARS – 2003

2.2

- 1 F (twice as many people)
- 2 T
- 3 F (close to 250,000 lives)
- 4 F (it hit the elderly hard)
- 5 T
- 6 T

2.3

- 1 misfortune
- 2 mismanagement
- 3 misconduct
- 4 misdiagnosis
- 5 misinformation
- 6 misrepresentation

3.1

3

3.2

- 1 detoxify (your body)
- 2 appetite suppressant
- 3 total energy intake
- 4 be on a diet
- 5 fluid
- 6 be prone to
- 7 dehydrated

3.3

- 1 for / to
- 2 for
- 3 to
- 4 in
- 5 at
- 6 with
- 7 to

Exam practice

Model answer

Attitudes to healthy living in my country

Introduction

The purposes of this report are to outline some of the country's main health problems, to describe how people have reacted to campaigns aimed at promoting healthier lifestyles, and to make recommendations for ways of improving the current situation.

Current health problems

The main health problems at the present time are smoking-related illnesses, lack of exercise, and poor diet. There have been many national campaigns in recent years to inform people about these problems, and to suggest small changes in behaviour that could lead to enormous health benefits. The most recent campaign has been to ban smoking on public transport.

People's attitudes to health awareness campaigns

Although most people are aware of these problems and understand what they need to do to be healthier, many are unwilling or unable to change their behaviour. Some people blame nicotine addiction for their continuing to smoke, lack of time for taking little or no exercise, and say they cannot afford to eat healthily. In addition, they object to being treated like children and insist that they have the right to decide for themselves how to lead their lives.

Recommendations

Persuading people to new healthier lifestyles will never be straightforward. However, my main recommendation is that lessons on healthy living should be included in the school curriculum, starting at the primary level. I hope that this will not only have a positive effect on young people themselves, but will also make parents more aware of the problems and lead to the adoption of healthier lifestyles in all generations.

Unit 9

1.1

- 1 journey
- 2 trip
- 3 travel
- 4 trips
- 5 travel
- 6 trip

1.2

- 1 f 2 g 3 d 4 e 5 h 6 b 7 c 8 a

1.3

- 1 P 2 A 3 C 4 C 5 C 6 A 7 P

Answer key

1.4

- 1 bike capital

2 extensive network

3 theft

4 rent

5 dramatic increase
- 6 low incomes

7 fitted with

8 programme

9 traffic lanes

10 returnable deposit

2.1

- 1 carbon emissions

2 get around

3 private cars
- 4 fossil fuels

5 self-driving vehicles

6 eco-friendly

2.2

Model answers

- 1 *I'd get around by taxi so I wouldn't get lost.*
- 2 *I'd get by with gestures and pointing.*
- 3 *I get out of doing things I don't want to by saying I'm not feeling very well.*

2.4

- 1 at

2 to
- 3 on

4 in
- 5 to

6 with

Exam practice

- 1 A
- 2 A
- 3 B
- 4 C
- 5 B
- 6 C

Unit 10

1.1

- 1 narrowed; frowned; fly *illustration E*
- 2 tragic; trembled; devastated *illustration C*
- 3 sails; care; laid-back *illustration B*
- 4 mind; bites; stammers *illustration A*
- 5 clouds; dreamers; lighten *illustration D*

1.2

- 1 B
- 2 E
- 3 D
- 4 C
- 5 A

1.3

- 1 miserable

2 tearful

3 angry
- 4 calm / relaxed

5 optimistic

1.4

- 1 anger

2 anxiety

3 apprehension

4 calm

5 confrontation

6 contentment
- 7 fury

8 misery

9 optimism / optimist

10 patience

11 positivity

12 relaxation

1.5

- 1 relax, calm
- 2 confront
- 3 angered / infuriated

1.6

- sad

good

hungry

painful
- devastating

superb

ravenous

excruciating
- scary

silly

surprising

ugly
- petrifying

ludicrous

astonishing

hideous

1.7

- 1 absolutely excruciating, mildly painful
- 2 particularly good, completely ravenous
- 3 utterly ludicrous, a bit ugly
- 4 completely petrified, totally hideous
- 5 totally devastating, bitterly disappointed

1.8

- 1 d
- 2 c
- 3 a
- 4 e
- 5 b

2.2

- 1 memories

2 photographic

3 retain

4 mind
- 5 forgotten

6 ear

7 short-term

8 recall

2.3

- 1 ✓
- 2 ✗
- 3 ✓
- 4 ✓
- 5 ✓
- 6 ✗

2.4

- 1 traumatic, bitter
- 2 early, childhood
- 3 trigger a memory, bring back a memory, jog someone's memory
- 4 vague

Exam practice

- 1 C
- 2 B
- 1 POSITIVE
- 2 BITTER

Test two

- 1 C

2 B

3 C

4 C

5 C

6 A

7 D

8 A
- 9 B

10 A

11 D

12 C

13 C

14 A

15 D

16 D
- 17 B

18 A

19 A

20 D

21 B

22 D

23 D

24 A
- 25 A

26 C

27 B

28 D

29 C

30 D

Unit 11

1.2

- 1 media

2 exposure

3 fame

4 readily

5 lucrative
- 6 talents

7 appearances

8 attained

9 stalked

1.3

- 1 immense

2 (highly) sought-after

3 (social) perks

4 accomplishments
- 5 aspire to

6 envy

7 status

8 the public eye

1.4

- 1 prosperity (is NOT about how much people like you)

2 benefit (is NOT an ability)

3 devotion (does NOT have a negative meaning)

4 entitlement (is NOT about people’s opinions of you)

5 perk (does NOT consist of money)

1.5

- 1 reality

2 attaining

3 value

4 royalty

5 sectors
- 6 benefits

7 consultancy

8 credibility

9 non-famous

10 talented

1.6

- 1 (global) media empire

2 celebrity lifestyle

3 celebrity endorsements
- 4 media coverage

5 celebrity gossip

6 media attention

1.7

- 1 paparazzi; stalk

2 famous; envy

3 achieve; forgotten
- 4 talented; individuals

5 personalities; from

6 recommend, weird

2.2

Speaker 1: relaxing entertainment
Speaker 2: a bit of an embarrassment
Speaker 3: my kind of television

2.3

- 1 trashy novel

2 unwind

3 car crash
- 4 story lines

5 common ground

6 group dynamics

2.4

Noun	Verb	Adjective
addict addiction	addict	addictive addicted
drama dramatisation dramatist	dramatise	dramatic
fantasy fantasist	fantasise	fantastical
manipulation manipulator	manipulate	manipulative

Exam practice

- (1) IN / OF

(2) TO

(3) THEM

(4) THROUGH / INTO

(5) ON

(6) THAN
- (7) WERE

(8) WITHOUT

(9) IN

(10) AS

(11) UP

(12) WOULD

Unit 12

1.1

- 1 listener; mediator; friend; (impartial) judge

2 fifty or sixty years ago

3 globalisation

1.2

- 1 e

2 b

3 d

4 c

5 a

1.3

- 1 stability

2 dependable
- 3 impartial

1.4

- 1 a balancing act

2 bridges the gap

3 dependable
- 4 at loggerheads

5 stability

6 impartial

1.5

appease, soothe
appreciate, recognise
doubt, question
erode, weaken
impart, inform, instil, teach

Answer key

1.6

- 1 An *idyllic childhood* does not cause problems.
- 2 A *tough upbringing* teaches you survival skills.
- 3 People do not feel lucky to have a *dysfunctional family*.
- 4 An *uneasy relationship* would make marriage difficult.
- 5 *Pushy parents* are not fragile, they are assertive.

2.2

- 1 go into 3 ruin 5 partnership
- 2 conflicts 4 advice 6 contribute

2.3

Speaker 1 is the only speaker who advises against friends going into business together.

2.4

- Speaker 1 c Speaker 3 d
- Speaker 2 b Speaker 4 a

2.5

- 1 e 2 f 3 d 4 b 5 c 6 a

2.6

- 1 letdown 3 fall out
- 2 break-up

Exam practice

- 1 D 2 B 3 C 4 A 5 C

Unit 13

1.2

- 1 international flights 6 isolated beach
- 2 tropical resorts 7 spectacular scenery
- 3 pack 8 entertainments
- 4 destination 9 two-week
- 5 self-catering 10 local cuisine

1.3

- 1 a family holiday 4 a public holiday
- 2 an adventure holiday 5 a beach holiday
- 3 a foreign holiday 6 book a holiday

1.5

- 1 isolated, spectacular 4 exotic, exorbitant
- 2 authentic, local 5 unheard-of
- 3 extravagant, artificial

2.1

- 1 cycling 5 football
- 2 aerobics 6 tennis
- 3 martial arts 7 swimming
- 4 walking 8 dance

2.2

- 1 martial arts expert 4 swimming costume
- 2 football pitch / tennis court 5 aerobics class
- 3 walking pace 6 dance partner

2.4

- 1 F 2 T 3 T 4 F 5 T 6 T 7 F 8 F

2.5

- 1 minor adjustments 4 spectator
- 2 activating your muscles 5 doing them a favour
- 3 extortionate fees

2.6

- 1 put you off 4 be low on (energy)
- 2 catch up with gossip 5 hang back (from)
- 3 burn off calories 6 get out and about

Exam practice

- 1 D 3 A 5 C 7 A
- 2 B 4 B 6 A

Unit 14

1.2

- 1 stay up-to-date 6 tuning in
- 2 reported 7 subscribe to
- 3 media channels 8 targeted information
- 4 expert analyst 9 mobile devices
- 5 directly 10 access to

1.3

- 1 bypass 3 social news 5 consume
- 2 unfiltered 4 emerge

1.4

Noun	Verb	Adjective
analyst analysis	analyse	analytic analytical
domination dominance	dominate	dominant
emergence	emerge	emergent emerging
subscription subscriber	subscribe	oversubscribed undersubscribed
explosion explosive	explode	explosive
consumption consumer	consume	consumable

1.5

- | | |
|----------------|--------------------------|
| 1 subscription | 4 consumers |
| 2 explosion | 5 emergence |
| 3 analyse | 6 dominance / domination |

1.6

- explosive – what it does, not how it works
- digital – how it works, not how it is used
- labour-saving – a benefit, not a what it does

2.2

- | | |
|-----------|------------------|
| 1 to | 5 well |
| 2 with | 6 if / providing |
| 3 without | 7 in |
| 4 into | |

2.3

- All four speakers are in favour of the idea.
- Speaker 1 does not think that the laws will be wholly successful (media corporations that want to profit, without fear of correction or sanction, at the expense of the individual).
Speaker 2 thinks they will be successful.
Speaker 3 does not think they will be successful (for every move on the chessboard of free speech there is an equal and opposite move which negates openness).
Speaker 4 does not think the laws will be successful (I don't think from the perspective of responsible news organisations that it's going to make much difference).

2.4

- | | |
|-----------------|------------------|
| 1 investigative | 4 accountability |
| 2 expression | 5 expense |
| 3 human rights | |

2.6

- 1 b 2 a 3 b 4 b

Exam practice

- I WAS WONDERING WHETHER / IF you could buy me a newspaper when you're in town.
- IT IS MY AMBITION to become a serious investigative journalist when I leave university.
MY AMBITION IS to become a serious investigative journalist when I leave university.
- There's A DANGER THAT ICELAND WILL CREATE libel tourists.
There's A DANGER OF ICELAND CREATING libel tourists.

- Individuals are not rich ENOUGH TO SUE international media corporations.
- By the year 2020, it IS LIKELY THAT TRADITIONAL NEWSPAPERS will have disappeared.
- People could hear the latest news and information live BY LISTENING TO THE RADIO.
- 1937 SAW THE BEGINNING OF REGULAR television broadcasts.
- I CAN'T IMAGINE LIVING / LIFE without a daily newspaper.
- I SPENT MOST OF SUNDAY MORNING LOOKING / SEARCHING / HUNTING for the information I wanted on the Internet.
- I need TO GET OUR TV LICENCE RENEWED because it runs out at the end of the week.

Unit 15

1.2

- | | |
|---------------------|-----------------|
| 1 insurance | 5 mining |
| 2 retail | 6 agriculture |
| 3 customer services | 7 entertainment |
| 4 construction | |

1.3

- F Her first job was working for an insurance company.
- F Her job was moved to India, but she herself doesn't work there.
- T
- T
- T
- F Five people work on the farm including him and his wife.

1.4

- | | |
|-------------------------|------------------|
| 1 youth unemployment | 5 made redundant |
| 2 general office skills | 6 out of work |
| 3 call centre | 7 take over from |
| 4 retired | 8 cover costs |

1.5

- | | |
|--------------------|--------------------------|
| 1 enquiries | 4 acquire |
| 2 dictate, dismiss | 5 employer, compensation |
| 3 disturbs | |

1.6

- | | |
|-------------|-------------|
| 1 work | 4 work |
| 2 job | 5 work, job |
| 3 work, job | |

Answer key

1.7

- 1 job description, work experience
- 2 job satisfaction, workload
- 3 job security
- 4 work environment
- 5 work permit, job offer
- 6 job market, jobseekers
- 7 work colleagues, job opportunities
- 8 work clothes, work space

2.1

- 1 She applied for a US visa to escape the doom and gloom.
- 2 'How could I ever regret a move to a city like New York?'
- 3 'My five-year plan was ... do a job that I was passionate about.'
- 4 'I didn't want to be in the same position in a year's time. I wanted to climb the corporate ladder.'

2.2

- | | |
|------------------|-------------|
| 1 workforce | 5 churn out |
| 2 freelance | 6 prospects |
| 3 doom and gloom | 7 spring up |
| 4 work ethic | 8 thriving |

2.3

- 1 Ambitious people want to climb the corporate ladder.
- 2 Immigrants are sometimes needed to fill gaps in the labour market for two reasons: because there are not enough sufficiently well-qualified job seekers in a country, or because people are not prepared to do low-level, badly paid work.

Exam practice

- | | | |
|-------|-------------|----------|
| 1 UP | 8 OF | 15 THE |
| 2 FOR | 9 THEIR | 16 MAKE |
| 3 IT | 10 A | 17 ON |
| 4 WAY | 11 TO / FOR | 18 TO |
| 5 THE | 12 AND | 19 IN |
| 6 WAS | 13 OF | 20 THERE |
| 7 TO | 14 FOR | |

Test three

- | | | | |
|-----|------|------|------|
| 1 C | 9 A | 17 B | 25 C |
| 2 D | 10 D | 18 D | 26 D |
| 3 A | 11 A | 19 A | 27 C |
| 4 D | 12 C | 20 D | 28 C |
| 5 B | 13 B | 21 D | 29 C |
| 6 C | 14 A | 22 A | 30 A |
| 7 A | 15 C | 23 B | |
| 8 D | 16 B | 24 C | |

Unit 16

1.1

- | | |
|------------------------------|------------------------|
| 1 pension fund | 5 crash |
| 2 go bust | 6 inflation |
| 3 recession; slump; downturn | 7 interest rate |
| 4 credit crunch | 8 tumble; weaken; fall |

1.2

Speaker 1 fuel / gas / heating
Speaker 2 higher education / college fees

1.3

- | | |
|-----------|-------------|
| 1 mess | 5 debt |
| 2 keep up | 6 alarming |
| 3 hit | 7 jumpy |
| 4 check | 8 free fall |

1.4

a 7 b 2 c 8 d 1 e 6 f 4 g 5 h 3

1.5

- | | | |
|-------------|------------------|-----------|
| 1 finances | 4 spending | 7 market |
| 2 retailers | 5 non-essentials | 8 profits |
| 3 stock | 6 income | |

1.6

- 1 inch up
- 2 make ends meet
- 3 not out of the woods
- 4 cut spending to the bone
- 5 eke out
- 6 a double-edged sword

1.7

- 1 rise dramatically/ rocket / soar
- 2 cut / lower / reduce
- 3 disconcerting / disturbing / worrying

2.1

- A Get the finance you need
- B Focus on the essentials
- C Play to your strengths
- D Take advice

2.2

- 1 develop, establish, maintain
- 2 establish, launch, start
- 3 flourish, prosper, succeed
- 4 look for, search for, try to find

2.3

- 1 into
- 2 to
- 3 on
- 4 over

2.4

- 1 investors
- 2 partnership
- 3 productive
- 4 expenditure

Exam practice

Model answer

Proposal for a new home-based small business

Introduction

The purposes of this proposal are to outline a business idea, to present my business plan and to request a bank loan.

The business idea

My idea is for an internet company selling second-hand music CDs. Stock will be described on my website. All descriptions will be detailed and truthful. My initial market research tells me that all stock must be in good condition.

My business plan

Before starting to trade, I will undertake further market research. I need to discover what customers are looking for and how much they will be prepared to pay. I have yet to decide whether or not to specialise in certain types of music. Once my research is complete, I will begin collecting stock and design my website. I have a number of friends who have offered to help with me with this.

Funding my business

I estimate that I will need about £10,000 to start my business. I have twenty-five percent of this figure myself and my parents have offered me a £5,000 interest-free loan. This means that I shall require a loan of £2,500 from the bank.

Conclusion

I trust that you find my proposal attractive and my plan clear, and hope that you will agree to my request for a loan of £2,500.

- 1 increase
- 2 protect
- 3 identification / ID
- 4 bank statements
- 5 (future) payments
- 6 report
- 7 cash
- 8 damage

Unit 17

1.2

- 1 Fish
- 2 Mammals
- 3 Amphibians
- 4 Reptiles
- 5 Insects
- 6 Birds

1.3

Amphibians	Birds	Fish
frog newt toad	owl swallow vulture	shark mackerel salmon
Insects	Mammals	Reptiles
bee ant cricket	horse whale wolf	snake crocodile lizard

1.4

- 1 owl
- 2 bee
- 3 wolf
- 4 snake
- 5 salmon

1.5

- 1 young animals
- 2 things humans do to animals
- 3 groups of animals
- 4 animal homes
- 5 things animals do
- 6 animal body parts

1.6

- 1 Scientists are trying to protect bees from extinction / becoming extinct.
- 2 The proportion of human food production which relies on bees is 25%.

1.7

- 1 pollinate
- 2 declining
- 3 existence
- 4 globe
- 5 man
- 6 disappearing
- 7 grains
- 8 vital
- 9 economic
- 10 crops

1.8

Noun	Verb	Adjective
decline	decline	declining
disappearance	disappear	disappearing
existence	exist	existing existent non-existent
extinction	x	extinct
pollination pollen	pollinate	pollinated
theorist theory	theorise	theoretical

Answer key

2.1

a 2 b 3 c 4 d 1

2.3

- 1 used in the construction of homes
- 2 material for clothes
- 3 Taxol (drug used to treat cancer)
- 4 aspirin
- 5 (ingredients of) cosmetics
- 6 soap; glue; plastics

2.4

- 1 Gardeners do not grow crops for profit. Gardeners' work is often aesthetic and they can be employed on other people's land.
- 2 Roots are parts of a tree or plant that spread underground whereas branches are parts of a tree that spread above ground.
- 3 Carnivorous animals eat mainly meat but omnivorous creatures eat vegetable foodstuffs as well.
- 4 Shelter means protection from the weather and other possible threats while habitat refers to a specific living environment.

2.5

- 1 medicinal / aquatic / wild / exotic / flowering PLANT
- 2 wild / marine / furry / domestic / endangered / exotic / aquatic ANIMAL
- 3 clean / thin / cold / humid / fresh AIR
- 4 humid / cold / mild / harsh / arid / temperate CLIMATE

Exam practice

Task 1

1 D 2 C 3 A 4 E 5 H

Task 2

6 B 7 C 8 F 9 A 10 E

Unit 18

1.2

Possible answers

- | | |
|--------------|-----------|
| a 1, 2, 3, 4 | e 1, 3, 6 |
| b 2, 3, 4, 7 | f 2, 3, 4 |
| c 2, 4 | g 2, 3, 4 |
| d 5 | h 1, 3, 6 |

1.3

- | | | |
|-----------------|------------|-------------|
| 1 networks | 5 share | 9 profile |
| 2 touch | 6 forums | 10 location |
| 3 reconnect | 7 business | |
| 4 relationships | 8 Members | |

1.4

- | | |
|-----------------|--------------------|
| 1 your problems | 4 a friend |
| 2 a question | 5 an understanding |
| 3 an idea | |

1.5

Possible answers

- 1 *credentials* – using scans of official documents
- 2 *passion* – no, I don't meet new people online
- 3 *identities* – fraud and other serious crimes
- 4 *reality* – yes, I think people feel disconnected

1.6

a 2 b 6 c 5 d 3 e 1 f 4

2.1

- letter* – addressed and put in an envelope, communicating messages which may be detailed
- memo* – short message about a practical subject, often in work context
- note* – short informal message
- card* – usually communicates a social greeting on a specific occasion, has an attractive design
- petition* – addressed to officials requesting a change to something, with a large number of signatures
- invoice* – a bill for goods or services
- diary* – record of appointments or day-by-day account of events throughout the year

2.2

- 1 Letters are more meaningful. They are a permanent record. They show that someone cared enough to take the trouble to write things down in order to convey their thoughts and feelings.
- 2 Phone conversations and greeting cards are mentioned and email is implied.

2.3

- | | |
|------------------|----------------------|
| 1 long distances | 4 permanent record |
| 2 ease of use | 5 automatic response |
| 3 interaction | 6 lost art |

2.4

1 d 2 a 3 e 4 c 5 g 6 b 7 f

2.6

- 1 method, way
- 2 aspect, feature
- 3 communicate, express

2.7

- 1 couldn't even be bothered, hastily scribbled note
- 2 very thoughtful, brighten up my day
- 3 sappy messages, come across as desperate
- 4 scathing, frustrating
- 5 rambled on for hours, never once (asked)
- 6 so articulate, even when he (dominates the conversation), a pleasure to be around

Exam practice

- | | |
|-------------------------------|----------------------------|
| 1 UNCOVERING /
DISCOVERING | 6 EXTENSIVE |
| 2 ANCESTRAL | 7 LIVING |
| 3 KNOWLEDGE | 8 RESPONSE /
RESPONDING |
| 4 RELATIVE / RELATION | 9 ELECTORAL |
| 5 COORDINATOR | 10 HISTORICAL |

Unit 19

1.2

- | | |
|-----------------|-------------------------|
| 1 Deforestation | 4 Invasive species |
| 2 Overgrazing | 5 Intensive agriculture |
| 3 Overfishing | 6 Urban development |

1.3

- 2 F – Overgrazing is one of the main pressures on biodiversity.
- 3 T – Defoliation leads to erosion.
- 4 F – The regeneration of marine populations happens slowly.
- 5 T – Historically there have been extinctions caused by predation.
- 6 F – Weeds are a significant pressure on ecosystems.
- 7 F – Bio-intensive farming is affecting estuaries.
- 8 F – Population growth on the coastline is cause for concern.

1.4

Noun	Verb	Adjective
agriculture	x	agricultural
density	x	dense
erosion	erode	erosive eroded
intensity intensification	intensify	intensive
modification	modify	modified
population overpopulation	populate overpopulate	populated overpopulated
regeneration	regenerate	regenerative regenerated

1.5

- | | |
|---------------|-----------------|
| 1 erode | 4 intensify |
| 2 modified | 5 regeneration |
| 3 agriculture | 6 overpopulated |

2.1

- 1 d 2 a 3 e 4 b 5 c

2.2

- | | |
|-----------------|-----------------|
| 1 biodegradable | 4 renewable |
| 2 conservation | 5 reforestation |
| 3 recyclable | |

2.3

- | | |
|--|--|
| 1 B, A, E, D, C | |
| 2 A recycling plastic | D buying local produce /
food miles |
| B rental bikes / stop
people using cars | E solar panels / solar
energy |
| C energy-saving light bulbs | |

2.4

- | | |
|---------------------------|----------------------------------|
| 1 many cycle lanes | 5 by air / so far |
| 2 recycling plastic | 6 local farmers |
| 3 expensive to install | 7 wasteful of energy /
bright |
| 4 pollute the environment | |

Exam practice

Model answer

My town is no different from hundreds of towns in my country. It has traffic jams during the rush hours; it has a large supermarket where people do their weekly shopping. Most people work in the town but many commute to the city 50 kilometres away. And, like everywhere else, we have environmental problems: air pollution from cars and buses, water pollution caused by chemicals leaking into the river from a factory, and waste disposal.

Naturally, people are worried about these problems. Two years ago, tired of waiting for the council to act, a group of volunteers started a campaign. I was one of those volunteers and since we started we've achieved amazing results. First, we approached the factory managers and persuaded them to stop the chemical leak. Initially they weren't convinced it was their problem, so we organised a petition signed by about 80% of the population threatening to boycott the factory's products. It worked like magic. We then tackled air pollution and persuaded the council to ban traffic from the shopping areas. They provided car parks outside the town and free buses into the centre. This has made shopping a much more pleasant experience.

Continued...

Answer key

Finally, we persuaded people to sort their rubbish into two categories: recyclable and non-recyclable. This has reduced the amount of rubbish that is buried in landfill sites. For me, environmental issues are the most important facing our species today, and I am committed to using all my power to help our planet. For this reason, I believe I would be a worthy winner of the prize on offer and this would encourage my future efforts.

- 1 DESTRUCTIVE

2 AGRICULTURAL

3 CULTIVATION

4 DEFORESTATION

5 ECONOMIC
- 6 ENDANGERED

7 EXTENSIVE

8 GROWTH

9 SENSITIVE

10 PLANTATIONS

Unit 20

1.2

1
Speaker 1 electricity
Speaker 2 penicillin / antibiotics
Speaker 3 the microchip
2
Speaker 1
Without electricity many other important modern inventions would never have happened.
Speaker 2
Penicillin has saved many lives. These people have gone on to contribute to progress.
Speaker 3
The microchip is central to every digital device on the planet.

1.3

- 1 medical advances

2 modern life

3 countless lives
- 4 life expectancy

5 nervous system

6 scientific breakthroughs

1.4

1 f 2 e 3 i 4 c 5 b 6 h 7 g 8 j 9 d 10 a

1.5

- 1 invertebrates, spine

2 tribes, volcano
- 3 variation, species

4 comet, atmosphere

1.6

- 1 proved – certain rather than possible

2 contradict – only a definite statement can be disproved

3 drawback – is negative so does not contribute anything

4 review – past research so does not need funding

5 developed – over time rather than suddenly

6 prediction – happens before an experiment

2.1

Possible solutions
climate change: development of new clean sources of energy
disappearance of fossil fuels: the development of new bio-fuels
food shortages: development of new high-yield crops resistant to disease and pests
diseases: discovery of new drugs and improved detection methods
water shortages: rain harvesting and new efficient desalination techniques

2.2

Battery technology is very primitive and has not kept up with other technological developments.

2.3

- 1 engine

2 manufacturers

3 range

4 conditions

5 maintain

6 tank
- 7 overcome

8 life

9 obstacle

10 resources

11 models

12 emissions

2.4

- 1 gas emissions

2 petrol tank

3 family car
- 4 motor manufacturers

5 oil resources

6 diesel engines

2.5

- 1 took off

2 taking on

3 taken over

4 took me through
- 5 take up

6 taken me off

7 take in

Exam practice

- 1 A

2 B

3 D
- 4 C

5 A

6 A
- 7 C

8 B

9 D
- 10 B

11 C

12 A

Test four

- 1 B

2 A

3 C

4 D

5 B

6 C

7 C

8 A
- 9 D

10 A

11 A

12 C

13 B

14 C

15 A

16 C
- 17 B

18 A

19 B

20 C

21 A

22 D

23 D

24 C
- 25 B

26 D

27 A

28 A

29 C

30 A

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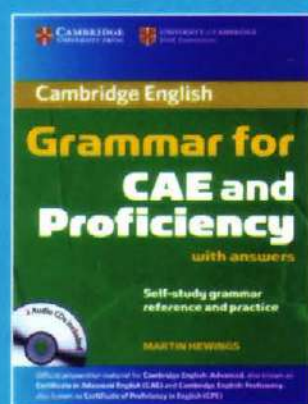
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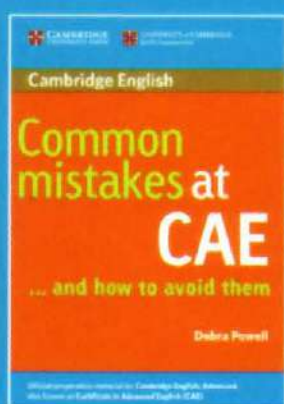
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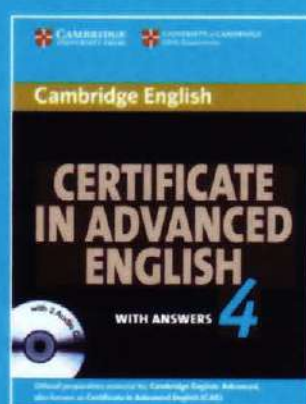
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